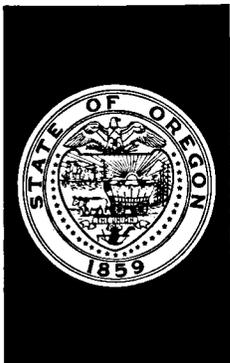


**STATE OF OREGON**  
**BOARD ON POLICE STANDARDS AND TRAINING**  
**LEAA PROJECT REPORT**  
**GRANT NO. 334-(095)**

**Law Enforcement Assistance Administration**  
**United States Department of Justice**



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OREGON  
LAW ENFORCEMENT  
PROJECT  
GRANT 334-(095)

FINAL REPORT SUBMITTED TO:

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

U. S. DEPARTMENT OF JUSTICE

WASHINGTON, D. C.

by:

BOARD ON POLICE STANDARDS AND TRAINING

STATE OF OREGON

SALEM, OREGON

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## SUMMARY

This project was supported by Grant 334-(095) awarded by the U. S. Department of Justice, Office of Law Enforcement Assistance to the State of Oregon, Board on Police Standards and Training. Purpose of this grant was to expand training and certification and develop one central representative statewide association. Effective dates of Grant 334-(095) were May 1, 1968, to April 30, 1969; however, the completion date was extended to June 30, 1969.

The objectives of Grant 334-(095) were:

1. Initiate and perfect a procedure whereby the Board on Police Standards and Training issues Basic, Intermediate, and Advanced Certificates to qualified officers.
2. Improve and expand the present program of basic training, including visual aids.
3. Assist the Regional Training Councils to improve the advanced training programs throughout the state by providing specialized training schools in the various areas.
4. Cooperate with and assist the various statewide law enforcement associations in the establishment of one organization open to all law enforcement officers of the state and develop therein a training committee to work with the Board as a representative voice of law enforcement throughout the state.
5. Initiate and perfect an Instructor Course at a statewide academy.
6. Conduct a preliminary study to determine the needs to be furnished by a new statewide police academy facility.

The Police Standards and Training Act was enacted by the 1961 Oregon Legislative Assembly and signed into law by the then Governor Mark O. Hatfield. This Act created the Advisory Board on Police Standards and Training for the purpose of encouraging and assisting municipalities and counties in their efforts to raise the level of local law enforcement by recommending minimum standards of recruitment and basic training.

Prior to the enactment of the Police Standards and Training Act, formal basic training was limited to the major police departments. Smaller departments had to rely heavily on voluntary regional training schools. Although there was no uniformity or standardization of basic training, the regional schools did fill a definite need to acquaint local police officers with some basic phases of police work.

Functioning with a very small staff and small budget, the Board proceeded to upgrade the police service by establishing recommended standards and assisting local departments with their training. Although many departments followed the recommended standards, the desired level of compliance was not achieved. In the course of time, it was felt that mandatory training would be necessary to upgrade and improve local law enforcement.

The 1967 Oregon Legislative Assembly amended the Police Standards and Training Act changing the role of the Board from that of an advisory board to that of a regulatory agency, empowered to establish and enforce minimum standards of recruitment and training. The new law also called for mandatory certification of police officers after January 1, 1968. The Board was empowered to establish requirements for certification and to certify officers complying with the requirements.

The previously recommended standards of recruitment were adopted as one condition for certification. A 120-hour basic training course was developed and implemented. Satisfactory completion of this course was decreed a condition

for certification. Although mandatory training has been well received, it has been asserted that a 120-hour program is not sufficient. Police officials and officers throughout the state have requested an expanded basic training requirement. The four basic training academies in Oregon voluntarily exceed the 120-hour basic training course. As the certification of police officers got underway, it was found that 92% of the police officers met or exceeded the minimum requirements for certification.

Recognizing the need to expand the present programs, the Board applied for aid from the Office of Law Enforcement Assistance. The application was approved and as stated earlier in the summary, Grant 334-(095) was awarded.

As discussed more fully in the final report, the project work got off to a slow start. The hiring of a Project Director was time-consuming. In addition, as the work progressed, unavoidable delays necessitated a request for an extension of the grant period. The grant period was extended for two months. The statewide interest in establishing a new police academy facility was so strong that an adjustment in the grant was requested to include an additional objective. This new objective was for the purpose of conducting a study to determine the needs to be furnished by a statewide police academy facility. The grant adjustment was approved by the office of Law Enforcement Assistance on August 6, 1968.

The work of developing an expanded basic training curriculum and expanded certification program necessitated much research, as well as consultations, meetings, travel time, etc. which all proved to be time-consuming. As these programs were being developed, they were explained and discussed at many meetings and consultations throughout the state. This, too, was time-consuming, but strong support and endorsement of the program contents was achieved.

A major problem developed in assisting the regional training councils by providing special training schools. Executive Order 68-11 issued by Governor

Tom McCall on July 25, 1968, established geographical boundaries for 14 administrative districts throughout the state. All agencies having district or regional programs were required to utilize the boundaries in their operations. As the Board on Police Standards and Training regions did not conform to the newly established districts, reorganizations of the Board regions was necessary. Although a few schools were conducted in the regions, several were conducted at the present Oregon Police Academy, located at Camp Withycombe. During the reorganization this approach was considered most appropriate.

During the grant period the 1969 Oregon Legislative Assembly met. Three major bills related to the project objectives were considered. House Bill 1186 would authorize the Board to de-certify police officers who might fall below the standards set by the Board. There was opposition from the League of Oregon Cities because of alleged infringement on "home rule." However, House Bill 1186 was approved by the Legislature on May 23, 1969, and sent to the Governor where it awaits his signature to become law.

House Bills 1817 and 1818 would establish a new police academy facility and create a training fund to operate the facility and afford direct financial assistance to local police departments in their training programs. House Bill 1818 would create the training fund through an assessment on criminal and traffic fines. This approach was not acceptable to the Legislature. House Bill 1817 would establish a new academy through general fund appropriations. Although there was no strong opposition to a new academy facility, financing became an issue. Both bills were still in committees when the Legislature adjourned on May 23, 1969. No floor action was taken by the Legislature.

Achievements under the provisions of the Grant 334-(095) are outlined as follows:

A Basic, Intermediate, and Advanced Certificate Program was developed. Compliance with the minimum standards set down by the Board would qualify an officer for the Basic Certificate. The Basic Certificate would satisfy the statutory provision that police officers subject to the Police Standards and Training Act must be certified. Higher requirements would have to be met for an officer to qualify for the Intermediate and Advanced Certificates. Attaining the Intermediate and Advanced Certificates would be voluntary. The Board adopted the Basic, Intermediate, and Advanced Certificate Program and set July 1, 1970, as implementation date.

A 250-hour basic training curriculum was developed. The course comprises 210 classroom hours and 40 hours of credit for Supervised Field Training. Satisfactory completion of this course is a condition for certification. The 250-hour basic training requirement was approved by the Board. July 1, 1970, was set as implementation date.

Sixteen special training schools were provided as assistance to the regional training councils. Three new courses were developed: Principles of Vice Investigation, Sniper Suppression and Building Clearance, and Marine Law Enforcement Training. All these schools are available for presentation in the regions as needed and requested.

The establishment of one statewide law enforcement officers association was not completed. The workloads generated by the 1969 Legislative Session necessitated postponement of the organizational work. Much groundwork has been done. Interest remains high, and it is anticipated the new association will be established in 1969.

A 50-hour Police Instructor Course was developed and presented at the Oregon Police Academy facility. This course is the first comprehensive police oriented instructor course in Oregon. This course was

also acceptable to the State Department of Education. Three community college credits have been allowed for this course.

The preliminary study to determine the needs to be furnished by a statewide police academy gives an overall view of training needs at all levels of the police service. The study points out the amount and type of training needed during the next five years. The size of the facility and training equipment necessary to fulfill the training needs were also discussed. The study was used extensively as reference material during the various committee workshops and hearings held on House Bills 1817 and 1818 during the 1969 Legislative Session.

It is felt that the accomplishments under grant 334-(095) provide notable advancements in upgrading and improving law enforcement in Oregon.

## INTRODUCTION

This document is the final report for Grant Number 334-(095) from the Office of Law Enforcement Assistance, U. S. Department of Justice, to the State of Oregon, Board on Police Standards and Training. The title of Grant Number 334-(095) is

"Expanded Training and Certification --  
Develop One Central Representative  
Statewide Association."

Effective dates of Grant 334-(095) were May 1, 1968, to April 30, 1969, later extended to June 30, 1969.

## BACKGROUND

Prior to 1961, formal basic training of police officers in Oregon had been limited to the major departments. Many smaller departments provided no formal training and had to rely heavily on voluntary regional training schools sponsored by various law enforcement associations and the League of Oregon Cities. There was no uniformity or standardization of basic training for new officers throughout the state. The regional training programs, therefore, did fill a definite need to provide most local law enforcement officers with some basic and advanced phases of police work.

The need for a uniform and systematic program of basic training was evident, and in 1961 the Oregon Legislative Assembly enacted the Police Standards and Training Act which created the Advisory Board on Police Standards and Training. The Board was empowered only to recommend minimum standards of recruitment and training. The 1967 Oregon Legislative Assembly amended the Act, changing the role of the Board on Police Standards and Training from that of an advisory board to that of a regulatory agency, empowered to establish and enforce minimum standards of recruitment and training and to certify police officers as being qualified by training. A 120-hour basic training course was developed consisting of thirty-one subjects. According to the rules and regulations of the Board, police officers appointed after January 1, 1968, are required to satisfactorily complete the basic course as a necessary condition for certification.

Portland Police Bureau, Multnomah County Sheriff's Department, Salem Police Department, and Eugene Police Department conduct their own training academies. Some of the adjacent law enforcement agencies send their recruits to these schools for basic training. Under direction of the Board, the basic training course is also conducted at the Oregon Police Academy located at Camp Withycombe, Clackamas, Oregon (a military facility). Most local law enforcement

agencies that are subject to the provisions of the Police Standards and Training Act, assign their recruits to the Oregon Police Academy for basic training.

Although mandatory training has been well received, both newly appointed and experienced police officers have asserted that the 120-hour program fails to provide sufficient skills for effective and efficient job performance. The basic training schools in Oregon have voluntarily exceeded the 120-hour mandatory course.

Recognizing this, the Board on Police Standards and Training applied to, and received from, the Department of Justice, Law Enforcement Assistance Administration Grant Number 334-(095) designed to improve and expand training and the certification program for police officers in Oregon.

#### Grant Objectives

In view of the need to expand and improve police training in Oregon, five original goals were set under the provisions of Grant 334-(095). On August 6, 1968, the Grant was amended by OLEA to include an additional goal. Grant 334-(095) progressed with six objectives to achieve:

1. Initiate and perfect a procedure whereby the Board on Police Standards and Training issues Basic, Intermediate, and Advanced Certificates to qualified officers.

2. Improve and expand the present program of basic training, including visual aids.

3. Assist the Regional Training Councils to improve the advanced training programs throughout the state by providing specialized training schools in the various areas.

4. Cooperate with and assist the various statewide law enforcement associations in the establishment of one organization open to all law enforcement officers of the state and develop therein a training committee to work with the Board as a representative voice of law enforcement throughout the state.

5. Initiate and perfect an Instructor Course at a statewide academy.

6. Conduct a preliminary study to determine the need to be furnished by a statewide police academy facility.

## BOARD ON POLICE STANDARDS AND TRAINING

The Police Standards and Training Act was passed by the 1961 Oregon Legislative Assembly and approved by the then Governor Mark O. Hatfield. The Act established the Board on Police Standards and Training with authority to establish recommended minimum standards of recruitment and training. The 1967 Legislature amended the Act changing the advisory role of the Board to that of a regulatory agency empowered to establish minimum standards of recruitment and training and enforce them.

The Board consists of nine members appointed by the Governor to four-year terms. Membership comprises representatives of municipal, county, and state law enforcement agencies, the FBI, and two lay members. The Board employs an Executive Director and other technical and clerical personnel to carry out the administrative functions. One full-time secretary is employed by the Board.

### Executive Director

From its inception to January 1, 1968, Mr. Lee Bown, retired Deputy Superintendent, Oregon State Police, was employed as Executive Director. Upon Mr. Bown's full retirement, Mr. Paul Bettiol, a former police chief and sheriff, was appointed Executive Director and assumed his official duties on January 1, 1968. Mr. Bettiol's practical law enforcement knowledge gained by 16 years of police experience in all levels of the police service was a prime asset in conducting the administrative affairs of the Board.

### Training Coordinator

As the workload of the Executive Director increased, Mr. Karel Hyer was employed in March, 1968, as Training Coordinator to assist the law enforcement agencies throughout the state in coordinating the many training programs, certifying schools and arranging for effective instructors, and inspecting the

various training facilities. The administrative function of certifying police officers is also a duty of the Training Coordinator.

#### Board Progress

The Board with its small but determined staff has made great strides in upgrading police officers and the police service in Oregon. The established standards of recruitment and training and mandatory certification provisions are well received and adhered to throughout the state. The adoption and implementation of the programs developed under grant 334-(095) will be another major advancement in the quality of the police service. The present legislature has authorized the addition of two more full-time staff members to the Board, effective July, 1969.

## PROJECT EVOLUTION

The project work got off to a slow start. Two months of the grant period had elapsed when the Project Director started his employment July 1, 1968. Further, he found it necessary to spend some time on job orientation and study of the grant terms.

The Board's Executive Director and Training Coordinator were a constant source of advice and guidance throughout the project. It should be pointed out that several members of the Board are recognized leaders in police administration and training. Their expertise was valuable on this project.

In addition to the work of the Project Director, the Executive Director and Training Coordinator performed many tasks important to the grant objectives. In this respect, they traveled extensively on behalf of the project.

### The Problems

The first serious problem was hiring a Project Director. The one-year tenure of the grant period was not attractive and contributed to the lack of qualified applicants for the position. A solution was found in a leave-of-absence approach. Based on qualifications and a one-year leave of absence granted by his employer, Sheriff Joe Shobe, Burton L. Lindsay, Deputy Sheriff, Clackamas County Sheriff's Department, Oregon City, Oregon, was employed as Project Director.

An unexpected problem arose when it became necessary to reorganize the Regional Training Councils throughout the state. By executive order, fourteen administrative districts were established in July, 1968. The state agencies having regional programs are required to utilize the new district boundaries in their operations. The task of reorganization was undertaken by

the Training Coordinator. This function was important to the regional objectives of the grant.

Reorganizing the Regional Training Councils caused some difficulties in providing regional specialized training schools as set out in the grant. Until the training needs of the new regions were determined, several specialized schools were provided at the Oregon Police Academy facility. Enrollment was accepted on a statewide basis. A limited number of special schools were presented in the various regions. All of these schools are available for regional presentation as the councils become firmly established.

Developing the programs provided by the objectives of the grant necessitated much research as well as consultations, meetings, travel time, etc., which proved to be time-consuming. The Executive Director and Training Coordinator worked closely with the Project Director by attending numerous meetings and consulting with many persons. This effort produced many helpful suggestions and opinions.

#### Project Work

As the project progressed, the Project Director audited the four basic training schools conducted at the Oregon Police Academy during the grant period. Consultations with the instructors combined with the audit pointed out weak areas in the course content. Numerous photographs were taken depicting the activities of the students during the various classes. The facilities of the academy were also photographed. The pictures are useful during the discussions to illustrate the training and live-in facilities and, in general, the lives of the trainees during the sessions.

Mr. Gene Muehleisen, Executive Officer, California Peace Officers Standards and Training, was retained as a consultant early in the project and again near the completion of the grant period. His advice and opinions were most

helpful in identifying and avoiding various problems that might arise.

Mr. Muehleisen's expertise was invaluable in developing the expanded certification and basic training programs. His later evaluation and comments on administering the programs produced a need to make some minor adjustments.

As the programs were developed, they were explained and discussed at numerous meetings and with many individuals throughout the state. Support of the programs has remained strong throughout the project.

The Board's Executive Director attended the International Association of Chiefs of Police conference, October 5-10, 1968. Discussions indicated that police standards and training in Oregon, through adoption of the various proposals, will be compatible with most of the other states. Exchange of information with various state directors proved to be valuable in formulating procedures for several of our grant goals.

Consultants were retained to develop the police instructors course and two new regional training courses. The Oregon State Marine Board cooperated in developing a new Marine Law Enforcement Training Course. A training manual for this course was prepared and published by Mr. Robert Rittenhouse, Director, Oregon State Marine Board.

The grant objectives are detailed in subsequent chapters of this report.

### Legislation

Several bills having a bearing on the project objectives were introduced in the 1969 Oregon Legislative Session. Working with the bills was time-consuming. Staff members donated many hours attending committee hearings, testifying as required, and consulting with many persons.

House Bill 1186, which would allow the Board to de-certify an officer for cause, was sponsored by Representative David Frost and Senator W. Stan Ouder Kirk. Opposition to this bill came from the League of Oregon

Cities who felt it would be an infringement on "home rule" and would place the State in a position of dictating employment practices to the cities. Proponents argued that de-certification is necessary to maintain a high level of professional standards. House Bill 1186 provided the Board on Police Standards and Training with authority to cancel or revoke a police officer's certification and establishes procedures to exercise this authority. House Bill 1186 also authorizes the Board to conduct surveys and studies, upon request, and assist in the implementation of any recommendations resulting from the studies. This bill passed the Legislature on May 23, 1969, and now awaits the Governor's signature to become law.

House Bills 1817 and 1818, which would establish a new Oregon Police Academy facility and a state training fund were introduced by Representative Frost and Senator Ouderkirk. House Bill 1818 would provide an assessment on criminal and traffic fines, the proceeds of which would be used in establishing and operating a new academy facility, and establish a fund that would afford direct financial assistance to local police agencies for training. House Bill 1818 would establish a new academy facility and appropriate general fund monies for the construction and operation of a new facility.

House Bill 1818 was tabled and House Bill 1817 was sent to Ways and Means Committee with a "do pass." Although there was no strong opposition to the concept of a new academy, financing became an issue. Both bills were still in committee when the 1969 Legislature adjourned on May 23, 1969.

The Oregon State Sheriffs' Association, Oregon Association Chiefs of Police, and Oregon Association City Police Officers sponsored and supported these bills and appeared to testify at several hearings.

## CERTIFICATION PROGRAM

The Oregon statutory provision dealing with mandatory certification of police officers states "ORS 181.665. After January 1, 1968, no person, except a person specified in ORS 181.660, shall be employed as a police officer for a period to exceed one year unless he has been certified as being qualified under the provisions of ORS 181.610, 181.620, 181.640, 181.650, 181.660 and this section."

This statute applies to the older, experienced police officers as well as the newly appointed officers. The issuance of one certificate, documenting compliance with the Board's minimum standards for certification, has met with great success. However, to promote education and training beyond the minimum, higher levels of certification seem appropriate.

### Basic, Intermediate, and Advanced Certification

A three-level certificate program, designated Basic, Intermediate, and Advanced Certification, appeared to be the answer. This concept was widely acclaimed throughout the state as a major step forward in upgrading Oregon police officers. The issuance of each succeeding certificate would require higher levels of education and training, combined with experience.

The possession of the Basic Certificate will meet the statutory provision requiring certification. The attainment of the Intermediate and Advanced Certificates will be voluntary. (Appendix A)

The proposed program which sets out standards and requirements for eligibility to possess each certificate were explained and discussed with police officials, police officers, and at many police meetings throughout the state by the Board's staff and the Project Director. A few changes in requirements were suggested and, after review, some modifications were made. The Basic, Intermediate, and Advanced Certificate Program is endorsed by resolution from the Oregon Association Chiefs of Police, unanimous vote

of the Oregon State Sheriffs' Association and supported by other law enforcement associations and many individual officers.

#### Board Approval

The Board on Police Standards and Training, at a regular board meeting on November 27, 1968, adopted the Basic, Intermediate, and Advanced Certificate Program and set July 1, 1970, as implementation date.

#### Voluntary Incentives

Many incentives can be introduced by local law enforcement agencies to encourage police officers to acquire the higher level certificates. For example, merit increases in salary could be awarded for possession of the Intermediate and Advanced Certificates; the certificate program could be used as a factor in promotions.

The incentive programs would be entirely voluntary and introduced at the discretion of individual law enforcement agencies.

## BASIC TRAINING EXPANSION

The purpose of this objective was to develop a curriculum for an expanded and improved mandatory basic training course for newly appointed police officers. During the grant period, a 250-hour curriculum was developed which includes the following essential elements: (1) specific subject matter areas; (2) course description; and (3) training time allotted for each of the subject areas.

### Subject Matter Areas

This work was accomplished by giving principal attention to the subject matter that would most likely result in recruits being able to perform their duties efficiently and effectively. A great deal of law enforcement experience and consideration of training needs were the basis for judgments concerning the specified subject matter areas as shown in Table I.

TABLE I

A.	<u>Subject Matter Area</u>	<u>Minimum Training Time</u>
	Introduction to Law Enforcement . . . . .	2 hours
	Criminal Law . . . . .	12 hours
	Criminal Evidence . . . . .	8 hours
	Administration of Justice . . . . .	8 hours
	Juvenile Procedures . . . . .	6 hours
	Criminal Investigation . . . . .	44 hours
	Offensive-Defensive Tactics . . . . .	17 hours
	Patrol Techniques . . . . .	17 hours
	Traffic Operations . . . . .	23 hours
	Firearms . . . . .	26 hours
	Community-Police Relations . . . . .	22 hours
	General Topics . . . . .	11 hours
	Examinations . . . . .	<u>4 hours</u>
	Total	200 hours

B. Forty (40) credit hours shall be received in supervised field training in the officer's department.

C. Ten (10) credit hours shall be received for completion of the Standard First Aid Course.

## Course Description

Descriptive statements concerning the relative emphasis of instruction were prepared for each of the subject matter areas. The course description is designed to give persons a general concept of what is intended by the subject matter headings. (Appendix B)

## Training Time

Training time allotted to each subject matter area was determined through consultation with many police administrators, police personnel, training officers, and other interested persons. Basic training programs of several other states and the I.A.C.P. model course were also studied.

The total curriculum was sent to all department heads of Oregon law enforcement agencies subject to the Police Standards and Training Act with a request for their comments on the course. Based on the response, the curriculum was generally acceptable and very few changes were deemed necessary.

The training hours specified for each of the subject matter areas, (Table I ), are judged to be an absolute minimum for the newly appointed police officer. Training academies and schools are encouraged to exceed the minimum basic training requirements whenever possible.

The Oregon Association City Police Officers, Oregon State Sheriffs' Association, Oregon Association Chiefs of Police, and others support the expansion of basic training from the present 120-hour program to the 250-hour minimum requirement.

## Board Approval

The Board on Police Standards and Training adopted the 250-hour basic training requirement on November 27, 1968, and set July 1, 1970, as implementation date. The curriculum is being reviewed by the Board's planning committee prior to final adoption. As the new course was not presented during the grant period, full evaluation of the curriculum was not achieved.

## Visual Aids

Training aids and devices have always been important tools in effective teaching. Police instructors throughout Oregon are being urged to include visual aid material in their classes. There were four basic training sessions conducted at the Oregon Police Academy during the grant period. Consultation with the instructors resulted in an increased use of training aids and devices at each succeeding session.

Many instructors have been prompted by their dedication and interest to develop and produce their own transparencies for the overhead projector. In addition, the Project Director assisted the instructors by having several transparencies produced for their use. Several law enforcement agencies have contributed transparencies for use at the Oregon Police Academy.

Many other visual aid materials and devices have been introduced in the training programs. The increased use of training aids has been very successful. Transparencies and other visual aid material will continually be developed as the instructors make their needs known.

Visual aids now being used at the Oregon Police Academy and other academies and schools include:

- Transparencies (overhead projector)
- Training films and slides
- Chalkboards
- Magnetic boards
- Models
- Actual objects
- IACP Sight/Sound projector

The purchase and use of video tape is being considered by the Board.

## Training Manuals and Outlines

Grant 334-(095) has made possible the preparation of 20 new manuals and outlines written by experts in their respective fields. Limited funds

permitted the publication of 18 of the new texts. These materials are used as instructor's guides for the basic training course and, in some instances, specialized regional training schools, distributed to trainees to be retained as reference material, and are being furnished to each chief and sheriff for inclusion in their respective training libraries. This multi-purpose use of the training materials is producing a high level of uniformity in training.

Following is a list of the newly developed manuals and outlines:

1. PATROL TECHNIQUES - by Leonard E. Skinner, Lieutenant, Police Department, Salem, Oregon.
2. WORKBOOK ON LAWS OF ARREST - by Captain Wayne C. Dodd, Deputy Chief, Police Department, Springfield, Oregon.
3. THE OFFICER IN COURT - by Roger Rook, District Attorney, Clackamas County, Oregon City, Oregon.
4. TECHNIQUES AND MECHANICS OF ARREST - by O. Dale Olson, Detective Sergeant, Police Department, Salem, Oregon.
5. ETHICS IN LAW ENFORCEMENT - by Lyle C. Perkins, Chief of Police, Lake Oswego, Oregon.
6. SOURCES OF INFORMATION AND THEIR USE - by Rudolf Bouwman, Detective, Police Bureau, Portland, Oregon.
7. OFFICER-VIOLATOR RELATIONSHIPS - By Herbert D. Dahlquist, Captain, Police Department, Lake Oswego, Oregon.
8. ACCIDENT INVESTIGATION AND ACCIDENT REPORTS - prepared by the Training Divisions of the Portland Police Bureau and the Eugene Police Department.
9. THE U. S. CONSTITUTION AND THE BILL OF RIGHTS - by Norman Reiter, Captain, Police Bureau, Portland, Oregon.
10. OREGON LIQUOR CONTROL LAWS AND ADMINISTRATIVE RULES - prepared by the Enforcement Division, Oregon Liquor Control Commission.
11. BASIC CROWD CONTROL TECHNIQUES - by William S. Taylor, Captain, Police Bureau, Portland, Oregon.
12. JAIL PROCEDURE - by Sergeant John A. Brown and Deputy Arthur Breuklander, Multnomah County Sheriff's Office, Portland, Oregon.

13. AUTO THEFT INVESTIGATIONS - by David E. Collins, Resident Special Agent, National Auto Theft Bureau, Seattle, Washington.
14. SNIPER SUPPRESSION AND BUILDING CLEARANCE - by Officer Leo Ely, Officer Larry Kanzler, Lieutenant William Brian, Captain Norman Reiter, Police Bureau, Portland, Oregon.
15. STUDENT PROTEST MOVEMENTS - by James T. Duke, John C. Christiansen, John F. Seggar, and William D. Payne, Department of Sociology, Brigham Young University, Provo, Utah.
16. A SELECTED BIBLIOGRAPHY - reference works on Students for Democratic Society, Hippies, and Black Panthers - compiled by John F. Seggar and John R. Christiansen, Department of Sociology, Brigham Young University, Provo, Utah.
17. MANUAL ON NARCOTICS AND DANGEROUS DRUGS - by Jack Strudgeon, Lieutenant, Vice Division, Police Bureau, Portland, Oregon. (Not published)
18. HANDBOOK ON COMMON POLICE TERMS AND SPELLING DEMONS - compiled by Oregon Board on Police Standards and Training.
19. HANDBOOK ON THE LAW OF SEARCH AND SEIZURE - by Legislation and Special Projects Section, Criminal Division, Department of Justice, Washington, D.C.
20. OREGON TRAFFIC LAWS - by John Truett, Sheriff, Douglas County, Roseburg, Oregon (Not published)

The Board on Police Standards and Training will soon publish and distribute those materials listed above as "not published."

In addition to the new material, the Board published eleven training guides. These guides are:

1. Recognition and Handling of Abnormal Persons
2. Case Preparation
3. Statements, Confessions, and Admissions
4. The Law on Search and Seizure
5. Field Interviews
6. The Law of Arrest

7. Police Report Writing
8. Classroom Notetaking
9. Oregon State Crime Detection Laboratory Outline
10. U.S. Supreme Court Decisions
11. Uniform Crime Reporting Manual

The new and republished manuals and outlines are distributed for use at police training schools throughout Oregon.

## REGIONAL TRAINING COUNCILS

In 1962 the Board on Police Standards and Training established eight training regions. These eight regions were outlined with respect to geographical areas, law enforcement agencies and community interests. Training councils were formed in each region. The councils assisted the Board in achieving widespread local compliance with the minimum recruitment and training standards. They also determined the training needs of the respective areas and implementing local training programs.

### Reorganization

Soon after work commenced on this project, an unforeseen sub-task developed. On July 25, 1968, Governor Tom McCall issued Executive Order No. 68-11 creating fourteen State Administrative Districts. All state agencies involved in programs requiring a regional approach were directed to utilize the district boundaries designated in the Executive Order.

As the geographical boundaries of the eight training regions were in conflict with the boundaries of the new administrative districts, reorganization of the regions and councils was of most importance in the state-wide police training picture.

Out of necessity, the reorganization became a part of this grant objective. The Board's Training Coordinator undertook the task. The duties and responsibilities of the regional training were also expanded and defined. Appendix "C".

The Training Coordinator traveled in excess of 7,000 miles in this reorganization effort. In addition, this task afforded an opportunity for the Training Coordinator to discuss the programs being developed under this grant with many police officials, police officers, district attorneys, judges, educators, and other interested persons.

Reorganization was completed on March 5, 1969. Six new training regions were established and training councils formed. The map on page 29 shows the training region boundaries as they stand today.

The following is a composite of the administrative officers of the six regional training councils:

Regional Training Council No. 1

Composed of Clackamas, Clatsop, Columbia, Hood River, Multnomah, Sherman, Tillamook, Wasco, and Washington Counties.

Chairman: Lyle C. Perkins, Chief, Lake Oswego Police Department.

Vice-Chairman: Lee Brown, Director of Law Enforcement, Portland State University.

Secretary: Harold K. Clark, Special Agent, Federal Bureau of Investigation, Portland Office.

Board Coordinators: J. Bardell Purcell  
Don Eva

Regional Training Council No. 2

Composed of Benton, Lincoln, Linn, Marion, Polk, and Yamhill Counties.

Chairman: Jesse L. Adams, Chief, Lebanon Police Department.

Vice-Chairman: Everett Hockema, Sheriff, Lincoln County.

Secretary: Leonard Skinner, Lieutenant, Salem Police Department.

Board Coordinators: Byron W. Hazelton  
Bernard L. Huelskamp

Regional Training Council No. 3

Composed of Coos, Curry, Douglas, and Lane Counties.

Chairman: Bert Eaton, Captain, Roseburg Police Department

Regional Training Council No. 3 (cont.)

Secretary: S. Tony Zarbano, Chief, North Bend Police Department.  
Board Coordinators: James J. Dunlevy  
Harold A. Ellsworth

Regional Training Council No. 4

Composed of Jackson, Josephine, Klamath, and Lake Counties.

Chairman: Charles Howard, Chief, Klamath Falls Police Department.  
Secretary: De A. Leigh, Sheriff, Jackson County.  
Board Coordinators: James J. Dunlevy  
Harold A. Ellsworth

Regional Training Council No. 5

Composed of Crook, Deschutes, Jefferson, Gilliam, Grant, Morrow, Umatilla,  
and Wheeler Counties.

Chairman: Jack Olsen, Deputy District Attorney, Umatilla County.  
Vice-Chairman: Robert Adams, Chief, Hermiston Police Department.  
Secretary: Ernest Gallaher, Chief, Pendleton Police Department.  
Board Coordinators: Rupert L. Gillmouthe  
Wallace W. McCrae

Regional Training Council No. 6

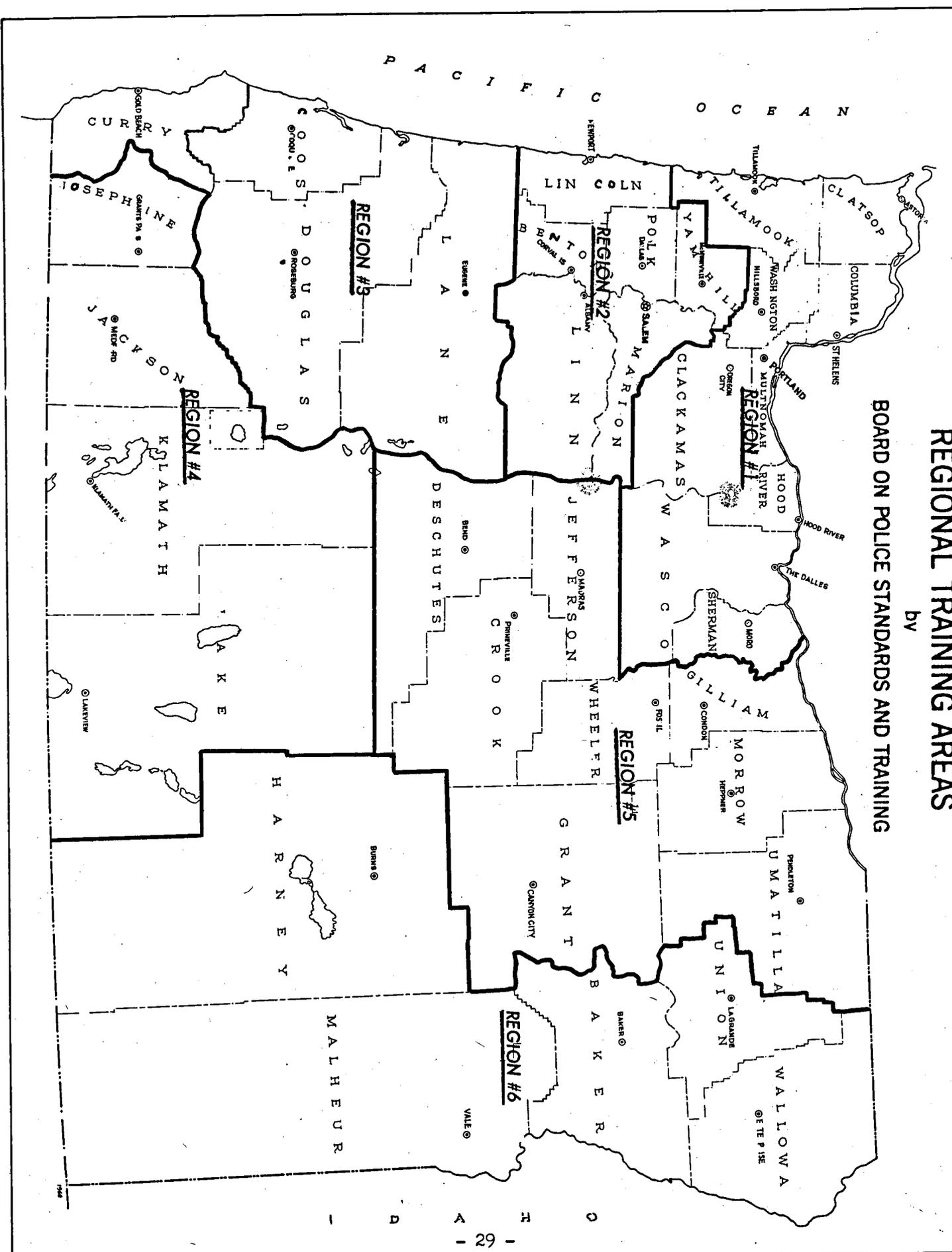
Composed of Baker, Harney, Malheur, Union, and Wallowa Counties.

Chairman: Warren H. Miller, Chief, LaGrande Police Department.  
Vice-Chairman: Dalton L. Derrick, Captain, Ontario Police Department.  
Secretary: Robert Ingram, Sheriff, Malheur County.  
Board Coordinators: James H. Jones  
Wallace W. McCrae

# REGIONAL TRAINING AREAS

by

## BOARD ON POLICE STANDARDS AND TRAINING



## Regional Training

During the grant period, assistance was furnished to the regional councils through developing advanced and special training courses and providing capable instructors and training schools in the various regions.

The following tabulation indicates the training achieved under the direction of the Board on Police Standards and Training during the grant period, May 1, 1968, through June 30, 1969.

<u>Dates</u>	<u>Location</u>	<u>School</u>	<u>Hours</u>	<u>Attendance</u>
<b>Basic Training:</b>				
Aug. 4-30, 1968	Withycombe	Academy School #18	160	32
Nov. 4-27, 1968	Withycombe	Academy School #19	160	38
Feb. 16-Mar. 14, 1969	Withycombe	Academy School #20	160	39
Apr. 6-May 2, 1969	Withycombe	Academy School #21	160	40
May 8, 1969	Reedsport	Gas Equipment Demonstration	1	8
<b>Advanced, Special &amp; Regional:</b>				
Nov. 14, 15, 1968	Mult. Co. Facility	Sniper Suppression & Building Clearance School #1	16	43
Nov. 19, 20, 1968	Mult. Co. Facility	Sniper Suppression & Building Clearance School #2	16	29
May 6, 7, 1969	Medford	Sniper Suppression & Building Clearance School #3	16	52
Oct. 28, 1968	Astoria	Principles of Vice Investigation	4	58
Oct. 29, 1968	Newport	" "	4	34
Oct. 30, 1968	Coos Bay	" "	4	47
Oct. 31, 1968	Eugene	" "	4	83
Nov. 1, 1968	Salem	" "	4	74
Dec. 18, 1968	Warm Springs	" "	4	17
Dec. 16, 1968	The Dalles	" "	4	38
Dec. 17, 1968	Pendleton	" "	4	50
Dec. 19, 1968	Bend	" "	4	55
Feb. 10-14, 1969	Withycombe	Police Instructor School #1	50	25
Mar. 17-21, 1969	Withycombe	Police Instructor School #2	50	20
Feb. 18-21, 1969	Withycombe	First-Line Supervisory School #1	28	25
Feb. 24-27, 1969	Withycombe	First-Line Supervisory School #2	28	26
May 5-8, 1969	Eugene	First-Line Supervisory School #3	28	32
Mar. 17-21, 1969	Withycombe	Advanced Latent Fingerprint Techniques	35	26
Mar. 24-28, 1969	Withycombe	Command School	35	20

<u>Dates</u>	<u>Location</u>	<u>School</u>	<u>Hours</u>	<u>Attendance</u>
Advanced, Special & Regional: (cont.)				
Apr. 5, 1969	Marion County	Marine Law Enforcement School	7	17
May 13, 1969	Clackamas County	" "	7	8
May 15, 1969	Lane County	" "	7	14
May 16, 1969	Lincoln County	" "	7	18
May 27, 1969	Baker County	" "	7	13
May 29, 1969	Deschutes County	" "	7	10
June 3, 1969	Jackson County	" "	7	12

Total Schools - 31

Total Attendance - 1,003

Regional Training Councils will continually review in-service and special training needs for their regions and advise the Board on training needs in the various areas.

## STATEWIDE LAW ENFORCEMENT ASSOCIATION

Prior to the award of Grant 334-(095), a solid majority of police associations and police personnel throughout Oregon became interested in establishing a single, statewide law enforcement organization. Active membership would be open to all full-time law enforcement officers in Oregon. Recognizing the potential benefits to the statewide police service, the Board on Police Standards and Training endorsed the concept of a new association. As an objective of this grant, the Board offered cooperation and assistance in establishing the new organization and develop therein a training committee to work with the Board.

### Existing Associations

Three statewide associations, structured solely for Oregon law enforcement officers have existed for many years: Oregon Association of City Police Officers (OACPO), Oregon Association Chiefs of Police (OACP), and the Oregon State Sheriffs' Association, (OSSA). (Deputy Sheriffs do not have a statewide organization.)

### Feasibility Study

A nine-member committee, comprised of three representatives from each of the statewide associations, assisted by the League of Oregon Cities, had been appointed to study the idea of forming a new organization. Upon completion of their study, the committee published a recommendation report favoring a new association for all law enforcement officers in Oregon. Recommended objectives and organizational structure are included in the report (Appendix "D").

### Organizational Progress

A large cross section of police officers from throughout the state reviewed the study committee's recommendation report at a workshop in Salem, Oregon, on September 16, 1968. Some changes in the recommendations were suggested and are being examined. It was decreed that the Oregon Association of City Police Officers would be dissolved when the new organization is formed.

The Oregon Association Chiefs of Police and Oregon State Sheriffs' Association would be retained as these organizations represent department heads and are beneficial on administrative matters.

Mr. Karl Van Asselt, Assistant Executive Secretary, League of Oregon Cities, will serve as interim secretary for the purpose of preparing the proposed constitution and by-laws for the new association. This task would be secondary to Mr. Van Asselt's regular duties with the League of Oregon Cities and would be completed as time permitted.

### Objective Accomplishment

As the workloads, generated by the 1969 Oregon Legislative Session, increased, it soon became apparent that the new association would not be established during the grant period.

Although the desired level of achievement was not reached, much of the groundwork has been done. Completion of the constitution and by-laws was postponed until adjournment of the Legislative Session. It is anticipated that the new association will be established and functioning in 1969.

The importance of the new association is recognized when it is remembered that many full-time law enforcement officers do not, at the present time, have a collective voice in matters which affect them.

## POLICE INSTRUCTOR COURSE

Expansion of the Basic Training Curriculum and other training programs has created an acute need for additional police instructors. Under the provisions of Grant 334-(095), a comprehensive one-week Police Instructor Course was developed. During the grant period, the course was conducted twice at the Oregon Police Academy.

John T. Dolan, Deputy Sheriff, Benton County, Corvallis, Oregon, was retained as consultant to develop the course and instruct two schools. Mr. Dolan is a former CIA instructor, now working towards his master's degree.

### Curriculum Developed

For the purpose of obtaining college credit, a number of police officers had requested that this course be affiliated with the various community colleges. In developing the Instructor Course, Mr. Dolan worked with Clackamas Community College, Oregon City, Oregon, whose district includes the Oregon Police Academy facility.

The curriculum developed by Mr. Dolan is entitled, "Law Enforcement Instructor Preparation," and is comprised of 30 classroom hours and 20 hours outside assignments (home work). The course was approved for three community college units which may be applied toward the AA degree in Law Enforcement. The course is designed to be conducted in five 6-hour days for effective instruction. The Police Instructor Course is detailed in Appendix "E".

### Results of the Training

The course was presented at the Oregon Police Academy on February 10 to 14, 1969, and March 17 to 21, 1969. Forty-five police officers received the instructor training in the two sessions. Critiques submitted by the

students show that the training is of great value and will be instrumental in developing qualified police instructors.

Expansion of the course to two weeks (60 classroom hours) was also suggested. Further remarks proposed that satisfactory completion of this type of course should be a requirement of all police instructors.

## POLICE ACADEMY STUDY

Soon after work commenced on this grant, many law enforcement officials, police officers, and other concerned groups and individuals became interested in establishing a statewide police training facility constructed and equipped to furnish continual police training in all levels and phases of the police service. The importance of a complete police training facility available to all law enforcement agencies in Oregon became a paramount concern throughout the state.

Because of this, the Board on Police Standards and Training requested and was granted on August 6, 1968, a grant adjustment for the purpose of conducting a preliminary study on needs to be furnished by a new statewide Oregon police academy. William S. Taylor, Captain, Police Bureau, Portland, Oregon, was employed as a consultant to make this study.

The study was completed in October, 1968. A detailed report was prepared by Captain Taylor. The report was published and widely distributed to law enforcement officials, District Attorneys, state and local government officials, and other interested persons.

The study points out the need for a new statewide academy as a functional part in the future planning for comprehensive police training. An estimated 1,800 police officers would receive training in all phases of police work each year. This would put a new academy facility on a year-around operating schedule. To emphasize the need for a new academy facility, the Oregon Police Academy is presently renting facilities at Camp Withycombe, Clackamas, Oregon. This is a military installation supervised and operated by the Oregon Military Department and is not available on a year-around basis.

The strong, favorable response to the study and concern for a new facility prompted the introduction of House Bills 1817 and 1818 in the 1969

Oregon Legislative Session. Although there was no solid opposition, funding for a new facility became an issue. Because of appropriation problems, passage of this bill is doubtful during the 1969 Legislative session.

Efforts toward establishing a new police academy are continuing. Consideration is being given to possibly supplementing state appropriations to this end with Omnibus Crime Control funds.



## BOARD ON POLICE STANDARDS AND TRAINING

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**PAUL E. BETTIOL**  
Executive Director

A P P E N D I X " A "

SPECIFICATION

FOR

BASIC, INTERMEDIATE, AND ADVANCED

CERTIFICATES

## SPECIFICATION

### BASIC, INTERMEDIATE, AND ADVANCED CERTIFICATES

#### 1. GENERAL PROVISIONS

- (a) All applications for an award of the Basic, Intermediate, or Advanced Certificate shall be completed on the prescribed Board form entitled, "Application for Award of Certificate."
- (b) Each applicant shall attest that he subscribes to the Law Enforcement Code of Ethics.
- (c) Each applicant shall meet the Board's prescribed minimum standards for recruitment and training established pursuant to ORS 181.640.
- (d) In addition to the requirements set forth in (c) above, each applicant for the award of an Intermediate or Advanced Certificate shall have completed the designated education and training, combined with the prescribed law enforcement experience, OR, shall hold the college degree designated, combined with the prescribed law enforcement experience.

#### 2. EDUCATION POINTS

- (a) One semester unit shall equal one and one-third points.
- (b) One quarter term unit shall equal one point.

#### 3. TRAINING POINTS

- (a) Twenty classroom hours of police training approved by the Board shall equal one point.

#### 4. LAW ENFORCEMENT EXPERIENCE

The acceptability of the law enforcement experience required shall be determined by the Board. In no case shall law enforcement experience be counted when such experience was acquired in a police agency whose standards are lower than those required by the provisions of ORS 181.640.

#### 5. MINIMUM COLLEGE, POLICE SCIENCE, AND TRAINING REQUIREMENTS FOR INTERMEDIATE AND ADVANCED CERTIFICATES

Applicants shall:

- (a) Have acquired 15 or more training points in police training approved by the Board or acquired from police science subjects designated in a course leading to a degree in police science, law enforcement, or criminology, as described in a catalog of an accredited community or junior college, college, or university, AND
- (b) Have acquired 20 or more education points as defined in Section 2 (a) and (b) of these specifications at an accredited community or junior college, college, or university. When more than 20 education points are claimed, technical, vocational, and professional subjects shall not exceed two-thirds of the total number of units.

#### 6. RECOGNIZED COLLEGES

For the purpose of awarding education points, the Board shall only recognize those units awarded in a course from a community or junior college, college, or university accredited as such by:

- (a) The Department of Education of the state in which the community or junior college, college, or university is located, OR,
- (b) The recognized national accrediting body, OR,
- (c) The state university in the state in which the community or junior college, college, or university is located, OR,
- (d) The Board.

## 7. THE BASIC CERTIFICATE

In addition to the requirements set forth in Section 1, General Provisions, the following are required for the award of the Basic Certificate:

- (a) Shall have completed nine (9) months' service as a police officer in Oregon.
- (b) Shall have successfully completed the required basic training, OR,
  - (1) Shall possess no less than 200 classroom hours acquired from courses acceptable to the Board which include all of the required subjects set forth in the required minimum basic training, AND,
  - (2) Shall have successfully completed the required Supervised Field Training for which 40 hours' credit will be given, AND,
  - (3) Shall possess a valid American Red Cross Standard First Aid Card for which 10 hours' credit will be given, or shall have successfully completed an equivalent emergency medical aid course.
- (c) Upon a finding by the Executive Director that an officer has received training equivalent to that specified by the Board for minimum basic training, the Executive Director may issue the Basic Certificate to said officer.

## 8. THE INTERMEDIATE CERTIFICATE

In addition to the requirements set forth in Section 1, General Provisions, the following are required for the award of the Intermediate Certificate:

- (a) Shall possess or be eligible to possess a Basic Certificate.
- (b) Shall have acquired the following combinations of education and training points combined with the prescribed years of law enforcement experience, or, the college degree designated combined with the prescribed years of law enforcement experience:

Combined Education and Training Points	35	65	95	Associate Degree	Baccalaureate Degree
and	&	&	&	&	&
Years of Law Enforcement Experience	8	6	4	4	2

9. THE ADVANCED CERTIFICATE

In addition to the requirements set forth in Section 1, General Provisions, the following are required for the award of the Advanced Certificate:

- (a) Shall possess or be eligible to possess the Intermediate Certificate.
- (b) Shall have acquired the following combinations of education and training points combined with the prescribed years of law enforcement experience, or, the college degree designated combined with the prescribed years of law enforcement experience:

Combined Education and Training Points	65	95	Associate Degree	Baccalaureate Degree	Masters Degree or equivalent
and	&	&	&	&	&
Years of Law Enforcement Experience	12	9	9	6	4

10. SENIORITY CLAUSE

From July 1, 1970 to June 30, 1971, the Board may accept applications for and may thereafter award the Advanced Certificate to any person who in lieu of the requirements of Sections 7 and 8 has acquired the following combinations of education and training points and years of law enforcement experience:

Combined Education and Training Points	10	30
and	&	&
Years of Law Enforcement	20	15

The last five years of either of the above combinations shall have been at a supervisory position or higher.

For the purpose of this section, a supervisory position is a position occupied by a police officer with supervisory and/or command responsibilities wherein he directly supervises and/or commands employees of a law enforcement unit. This position is most commonly the rank of sergeant or above and for which commensurate pay is authorized.

### SUGGESTED VOLUNTARY INCENTIVE PROGRAM

1. Possession of the Intermediate Certificate would qualify the officer for a 7.5% pay increase above his base salary.
2. Possession of the Advanced Certificate would qualify the officer for a 15% pay increase above his base salary.
3. To remain eligible to receive the Incentive Program pay increase, the officer would requalify each year by:
  - (a) Successfully completing no less than 50 classroom hours of education or training which would be recognized by the Board as courses credited toward the Intermediate or Advanced Certificate, OR,
  - (b) Completing a project approved by the department head, OR,
  - (c) Successfully completing courses specified and approved by the department head other than those recognized by the Board when, in the judgment of the department head, the course has added to the professional development of the officer, and the community will benefit from such training and education.

The certificates could be used for the purpose of lateral transfer between police agencies. They could also be used by a police department to measure the level of education, training, and experience of individual officers as well as the entire department. Ultimately, the certificates could be a factor in promotions to supervisory and command positions.

These suggested incentives are offered as a guide in considering purposes for which the certificates could be used. It would appear that a Basic, Intermediate, and Advanced Certificate Program could be used for many more purposes than are suggested in this proposal.



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## APPENDIX "B"

### BASIC TRAINING

### COURSE

THE BASIC COURSE:

The amount of basic training for which basic certification will be granted shall be a minimum of 250 hours.

- A. Two hundred (200) hours shall be received in a certified training school.
- B. Forty (40) credit hours shall be received in supervised field training in the officer's department.
- C. Ten (10) credit hours shall be received for completion of the Standard First Aid Course.

REQUIREMENT:

- A. Successful completion of 200 hours of instruction in the following prescribed subject areas at a certified training school.

<u>Subject</u>	<u>Hours</u>
Introduction to Law Enforcement . . . . .	2
Criminal Law . . . . .	12
Criminal Evidence . . . . .	8
Administration of Justice . . . . .	8
Juvenile Procedures . . . . .	6
Criminal Investigation . . . . .	44
Offensive-Defensive Tactics . . . . .	17
Patrol Techniques . . . . .	17
Traffic Operations . . . . .	23
Firearms . . . . .	26
Community-Police Relations . . . . .	22
General Topics . . . . .	11
Examinations . . . . .	<u>4</u>
Total	200

BASIC

COURSE OUTLINE

I.	Introduction to Law Enforcement . . . . .	2
	Orientation	1
	Introduction	1
II.	Criminal Law . . . . .	12
	Criminal Law	4
	Laws of Arrest	8
III.	Criminal Evidence . . . . .	8
	Rules of Evidence	4
	Search and Seizure	4
IV.	Administration of Justice . . . . .	8
	Oregon Judicial System	3
	U. S. Constitution	2
	Officer in Court	3
V.	Juvenile Procedures . . . . .	6
	Juvenile Laws	3
	Juvenile Investigations	3
VI.	Criminal Investigation . . . . .	44
	Auto Theft	4
	Case Preparation	4
	Interrogations-Interviews	6
	Homicide Investigations	3
	Crime Scene Investigation	4
	Preservation of Evidence	3
	FBI Laboratory & Identification Facilities	1
	Oregon State Crime Laboratory	2
	Oregon State Bureau of Identification	2
	Fingerprints	2
	Photography	2
	Narcotics and Dangerous Drugs	4
	Sources of Information	2
	Surveillance and Stake-out Techniques	2
	Preliminary Investigation	3

VII.	Offensive-Defensive Tactics . . . . .		17
	Defensive Tactics	8	
	Mechanics of Arrest	4	
	Crowd Control Techniques	5	
VIII.	Patrol Techniques . . . . .		17
	Officer's Memorandum Book	2	
	Field Notetaking	2	
	Report Writing	4	
	Patrol Operations	5	
	Field Interrogation	2	
	Description of Persons and Property	2	
IX.	Traffic Operations . . . . .		23
	Oregon Motor Vehicle Laws	10	
	Uniform Traffic Citation	2	
	Drunk Driving Cases	2	
	Accident Investigation	4	
	Accident Report Form	2	
	Accident Investigation - Practice	2	
	Traffic Directing Techniques	1	
X.	Firearms . . . . .		26
	Firearms - Classroom	10	
	Firearms - Range	16	
XI.	Examinations. . . . .		4
	Final Examination	2	
	Two-week Examination	1	
	Four-week Examination	1	
XII.	Community-Police Relations . . . . .		22
	Domestic Complaints	2	
	Police Career and Ethics	2	
	Civil Rights	2	
	Human Relations	4	
	Public Relations	2	
	Public Speaking	2	
	Crowd Behavior	3	
	Officer-Violator Relationships	3	
	Supervisor-Patrolman Relations	2	
XIII.	General Topics . . . . .		11
	Civil Legal Liabilities	2	
	Jail Procedures	4	
	Oregon Liquor Control Commission	3	
	Art of Listening	1	
	Classroom Notetaking	1	

TOTAL 200

## COURSE DESCRIPTION

I.	<u>INTRODUCTION TO LAW ENFORCEMENT</u>	2
1.	<u>Orientation</u>	1
	Discussion of methods of teaching, rules and regulations of the school, and other information to orient and motivate the student.	
2.	<u>Introduction</u>	1
	History of the Oregon Police Academy. Discussion of police training. Duties and responsibilities of the Board on Police Standards and Training and the state-wide certification program. Discussion of state laws applicable to police service.	
II.	<u>CRIMINAL LAW</u>	12
1.	<u>Criminal Law</u>	4
	Covers the most frequently used sections of the Oregon Criminal Code relating to criminal acts with emphasis on the elements of crimes, parties to crimes, criminal intents, presumptions, elements of self-defense.	
2.	<u>Laws of Arrest</u>	8
	Police officer's right and duty to make an arrest. Distinction between felony and misdemeanor arrests. Requisites of a legal arrest. Legal rights of a suspect. Fresh pursuit. Legal use of force - degree of force granted by law. Duty to inform.	
III.	<u>CRIMINAL EVIDENCE</u>	8
1.	<u>Rules of Evidence</u>	4
	Rules of evidence and their application to proper law enforcement. The tests of admissibility applied by the courts, including direct and circumstantial evidence, hearsay confessions, dying declarations, documentary evidence, competency of witnesses, res gestae, privileged and non-privileged communications.	
2.	<u>Search and Seizure</u>	4
	Search warrant defined--issued by whom, what authority, what purpose, contents, disposition of seized property, disposition of warrant. Search without warrant. Recent Supreme Court decisions.	

IV. ADMINISTRATION OF CRIMINAL LAW

8

1. Oregon Judicial System

3

General court organization, procedures, and functions including the jury, complaint forms, writs, subpoenas, warrants, and other related papers and court orders.

2. U. S. Constitution

2

Basic understanding of the U. S. Constitution granting security and rights to individuals. Review like provisions of the Oregon Constitution.

3. Officer in Court

3

The police officer as a witness. How to be effective. Includes preparation before court, appearance, manner and attitude. Common errors of new officers. Use of notebook as reference. Direct testimony and cross-examination.

V. JUVENILE PROCEDURES

6

1. Juvenile Laws

3

Discussion of the Oregon Juvenile Code. Rights of juveniles. Disposition of juveniles taken into custody. Juvenile Court procedures.

2. Juvenile Investigations

3

Techniques on handling juvenile victims, witnesses, and suspects. Obtaining petitions. Working relations with juvenile agencies, school, etc.

VI. CRIMINAL INVESTIGATION

44

1. Auto Theft

4

Methods and techniques of auto theft investigation. Various modus operandi of auto thieves. Covers laws relating to auto theft.

2. Case Preparation

4

Necessity of proper case preparation, procedures and problems involved, assisting the prosecutor. Evaluating evidence and witnesses. Preparing for defenses.

3. Interrogations - Confessions - Statements - Interviews 6  
Methods and procedures of interrogating and interviewing suspects, complainants, witnesses, victims, informants, and suspicious persons at the station and in the field. The police officer's approach, attitude are discussed. Discussion of the rights and treatment of subjects. Use of scientific aids.
4. Homicide Investigations 3  
Basic principles of death investigation. Statutory requirements of police, medical examiner, pathologist and district attorney. Discussion of the value of physical evidence necessary to establish cause of death.
5. Crime Scene Investigation 4  
General principles applicable to crime scene investigations. Responsibility of officer. Crime scene protection and examination. Practical exercise involving students. Exercise debriefing.
6. Preservation of Evidence 3  
Collection, preservation, identification, and recording of evidence. Proper handling from the time evidence is located until it is offered in evidence at the trial.
7. FBI Laboratory and Identification Facilities 1  
Includes the basic capabilities of the FBI Crime Laboratory and Identification Section.
8. Oregon State Crime Laboratory 2  
Includes the basic capabilities of the State Crime Laboratory located at the University of Oregon Medical School. Procedures for marking, packing, and transporting evidence.
9. Oregon State Bureau of Identification 2  
Includes the basic capabilities of OSBI located at the State Police Headquarters in Salem.
10. Fingerprints 2  
Basic procedures for taking fingerprints. Introduction to developing and lifting latent fingerprints. Practical exercise and debriefing.

11. Photography 2

Introduction to the various uses of photography in law enforcement, stressing what can be done rather than how to do it. Emphasis on photography as a valuable law enforcement tool.

12. Narcotics and Dangerous Drugs 4

Discussion of investigative techniques. Areas of search, use of informants, undercover officers, identification of drugs, illicit laboratories.

13. Sources of Information 2

Discussion on various recorded sources of information: business records and files, directories, public and private agencies, military.

Discussion on various persons as source of information: specialists, informants, witnesses, suspects. Developing contacts. Use of subterfuges.

14. Surveillance and Stake-out Techniques 2

Methods of observing activities of individuals and groups. Discussion of moving and fixed surveillance. Recording activities. Communications. Interpreting what is observed. Type of surveillance equipment and its lawful and/or unlawful use.

15. Preliminary Investigation 3

The extent of the preliminary investigation. Elements involved. The preliminary investigation as a function of patrol. The officer's responsibility and initial investigative activity.

VII. OFFENSIVE - DEFENSIVE TACTICS 17

1. Defensive Tactics 8

Imparts a basic knowledge of the principles of scientific methods of applying tactics designed for self-protection in hand-to-hand emergency situations and in maintaining the custody of an arrested person. Demonstration and limited practice in a number of holds and come-alongs.

2. Mechanics of Arrest 4

Effecting an arrest. Use of force and degree allowed by law, protection of the officer, search upon arrest, use of baton, gun, and handcuffs, transportation of prisoners. Discussion of various restraining equipment.

3. Crowd Control Techniques 5
- Procedures for regulating crowds and/or gatherings. Police authority. Review applicable laws. Limited practice in use of riot suppression equipment and formations. CS gas demonstration and familiarization.

VIII. PATROL TECHNIQUES

17

1. Officer's Memorandum Book 2
- Purpose and necessity of keeping a notebook. Use of the notebook as an aid to recollection. Use of notebook in the courtroom. Notebook as a diary and as a record of events.
2. Field Notetaking 2
- Methods of taking notes. Use of sketches, diagrams and charts in recollection and reproducing crime scenes in court. Value and use of field notes in court and in writing reports.
3. Report Writing 4
- Necessity of reports. Requirements of good reports. Basic understanding of reports, their use, value, and purpose. Kinds of reports, elements of composition, general procedure as to form, substance, statistics, emphasis on proper use of words and spelling. Uniform crime report forms.
4. Patrol Techniques 5
- Purpose of patrols: perception, observation, protection, prevention, and suppression. Types of patrols, hazards, assignments, response to emergencies. Methods of developing powers of perception and observation of persons, places and things. Operation of a motor vehicle. Observation practice.
5. Field Interrogation 2
- Purpose and effectiveness of field interrogation. Recording the information obtained. Includes discussion on how to approach the person to be interviewed. Developing an awareness for the need to question the loiterer.
6. Description of Persons and Property 2
- Value of complete descriptions. Suggested method of detailing descriptions. Use of various terms and abbreviations. Use of Identi-Kit. Suggests methods of obtaining descriptions through questioning.

IX. TRAFFIC OPERATIONS

23

1. Motor Vehicle Laws 10  
Study of the most frequently used Oregon traffic laws. Elements of the violation and their application. Licensing regulations.
2. Uniform Traffic Citation 2  
Correct method of completing traffic citations. Bail schedule. Practice writing citations.
3. Drunk Driving Cases 2  
Presents elements of drunk driving offenses as defined by Oregon law. Includes study of Implied Consent Law. Discusses various tests for drunkenness and the law relative to degree of intoxication.
4. Accident Investigation 4  
Methods and procedures in investigating traffic accidents. Parking at the scene, questioning drivers and witnesses, checking vehicles involved, checking roadway, signs and signals, securing the accident scene, photography, measurements, and sketching the scene.
5. Accident Report Form 2  
Procedure for completing the uniform traffic accident report form. Evaluation of vehicle damage.
6. Accident Investigation - Practice 2  
Students practice conducting an investigation and complete the accident report form from their own notes.
7. Traffic Directing Techniques 1  
Methods and techniques of manually controlling traffic flow of vehicles and pedestrians by means of hand signals. Instruction includes routine intersection and emergency traffic control procedures and practice in standard hand signals and gestures.

X.	<u>FIREARMS</u>	26
1.	<u>Firearms - Classroom</u>	10
	Legal provisions and restrictions on the use of firearms. Court decisions and interpretations. Moral aspects and safety precautions are emphasized. Practice: sight pictures, dry firing. Orientation on various firearms most commonly in use.	
2.	<u>Firearms - Range</u>	16
	Range safety and etiquette. Familiarization and practice firing. Sighting and dry firing. Firing positions. Range firing for record.	
XI.	<u>EXAMINATIONS</u>	4
1.	<u>Final Examination</u>	2
	Final written examination covering the subject matter in the basic course is required of all students.	
2.	<u>Two-week Examination</u>	1
	A written examination covering the subject matter taught to date is required during the second week of instruction.	
3.	<u>Four-week Examination</u>	1
	A written examination covering the subject matter taught to date is required during the fourth week of instruction.	
XII.	<u>COMMUNITY-POLICE RELATIONS</u>	22
1.	<u>Civil Rights</u>	2
	Understanding of racial and ethnic group problems and their lawful rights. A study of the rights of an individual in his person and property. Rights as applied to law enforcement.	
2.	<u>Human Relations</u>	4
	Racial and ethnic group relations. Understanding the actions and reactions of a law enforcement officer and those with whom he deals. The effects of bias and prejudice. Improving the police image. Police-community relations. Psychology of the individual's action to certain situations.	

3. Public Relations

2

Promotion of good will with the general public, other officers, and agencies. Stresses the importance of exemplary conduct both on and off duty. Emphasizes self-control, courtesy and fairness, personal appearance. Suggests various programs for presentation to groups of all ages.

4. Public Speaking

2

Elements of good speaking ability. Organization of thoughts. Importance of broad vocabulary and sentence structure. Mannerisms, conduct, choice of words. To provide a knowledge of techniques and methods designed to assist the police officer in talking to groups and individuals.

5. Crowd Behavior

3

Causes, prevention, and control of panic and riots. Attitudes of police and crowds and their control.

6. Police Career

1

History of the police profession, demands, rewards, hazards, education, training, family involvement.

7. Police Ethics

1

The definition of a profession as it applies to law enforcement. Defines and discusses ethical and unethical acts. Emphasizes the obligation of all officers to conduct themselves ethically and prevent unethical conduct. Discussion of the Law Enforcement Code of Ethics.

8. Officer-Violator Relationships

3

Basic principles of officer-violator contact approach, officer's appearance, initial contact, remarks, courtesy, offensive action, self-control, human behavior, and termination of contact.

9. Domestic Complaints

2

Suggests techniques and procedures for settling domestic issues. Gives examples of husband-wife and parent-child disputes. Presents applicable laws relating to domestic complaints.

10. Supervisor-Patrolman Relations - 2

Principles of supervision. Developing proper communications. An understanding of the purpose of training, discipline, assignments, and departmental rules, regulations, and policies.

XIII. GENERAL TOPICS

11

1. Civil Legal Liabilities 2

Civil and criminal liabilities of a police officer. Discussion of misfeasance, malfeasance, nonfeasance, false arrest, and imprisonment. Examples of applicable cases of record.

2. Jail Procedures 4

Basic principles for receiving, booking, and searching prisoners. Care and custody of the prisoner and his personal property. Care of sick or injured prisoners. Search of jail for weapons and contraband. Control of prisoners' activities. Maximum and minimum security. Rights of prisoners granted by law.

3. Oregon Liquor Control Commission 3

Study of the Oregon Liquor Control Laws and Regulations. Statutory responsibilities of the OLCC and the Agency's relationship to local and federal investigations of mutual interest. Procedures in handling violations involving liquor.

4. Art of Listening 1

Discussion of good and bad listening habits. Understanding the importance of listening and getting the most out of what has been said.

5. Classroom Notetaking 1

Instruction is provided in the fundamental methods and techniques of taking comprehensive notes in the classroom.

TOTAL 200

REQUIREMENT (Continued)

B. Supervised Field Training

- a. Forty hours' credit will be given upon successful completion of supervised field training as outlined by the Board on Police Standards and Training.

- b. Completed field training forms BPST #101 and #102 should be retained by the employing department. Forms BPST #103 and #104 must be submitted to the Board before credit will be granted.
- c. The department head shall attest on the officer's application for basic certification that the officer has successfully completed the required field training.

#### First Aid

- a. Ten hours' credit will be given for completion of the American Red Cross Standard First Aid course or a Board approved equivalent course.
- b. The department head shall attest on the officer's application for basic certification that the applicant possesses a valid Red Cross Standard First Aid card or an equivalent course.
- c. Retention on a permanent basis by the employing department, and open to inspection by the Board, evidence that the applicant possesses a valid Red Cross Standard First Aid card or equivalent at time of application for certification is submitted to the Board.

## SUMMARY

This program is outlined in a detailed manner that allows broad scheduling of classes, including scheduling of evening sessions. It also presents in more detail the subjects which are being taught at the Oregon Police Academy and which are to be included in other certified training schools.

Many of the subjects may be combined in blocks, as needed, and scheduled into a variety of methods of instruction and activities for the students. The detailed outline also allows broad assignment of instructors wherein one instructor could instruct for short periods of time or instruct one block, should he so desire. Example: Officer's Memorandum Book, Field Notetaking, and Report Writing could be presented as three separate classes with three instructors; or the subjects could be combined into one block with one instructor. The Orientation and Introduction could be combined as one block and presented during the evening the students have to check in at the Academy.

The graduation exercises at the Oregon Police Academy should be continued as part of the curriculum. In conjunction with this, and as the students' wives are invited as guests, a short (one to two hours) class should be presented to the wives, prior to the graduation, explaining the police officer's job as it affects his wife and family. This session should be an open and frank discussion with the wives actively participating by asking questions.

The subjects and hours outlined in this program are minimum, and all certified training schools, including the Oregon Police Academy, are encouraged to expand the training as deemed necessary for the training of police officers. It should be kept in mind that this program relates to minimum basic training requirements for police officer certification by the Board on Police Standards and Training. The student should also be given classroom credit (hours) for any additional subjects scheduled into and exceeding the minimum basic training requirements.

The Oregon Police Academy could add subjects or practice exercises to the minimum requirements of 200 hours, and the students could be given credit for more than 200. Example: at present, the students are required to participate in a calisthenics program of at least 15 minutes each morning before classes. If given credit, this would amount to 6.25 hours over the five weeks. Credit for classes that are not scheduled but have been presented during the free evenings should also be given. Credit should be given for all supervised classes presented in a training school.

The addition of two examinations to be given during the course would be a way of measuring the progress of the student.



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## APPENDIX "C"

### DUTIES AND RESPONSIBILITIES

OF

### REGIONAL TRAINING COUNCILS



## BOARD ON POLICE STANDARDS AND TRAINING

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### GENERAL DUTIES AND RESPONSIBILITIES OF THE REGIONAL TRAINING COUNCILS

- I. Elect officers who will work effectively with the law enforcement agencies and officers in the region. Suggested officers:

Chairman  
Vice-Chairman  
Secretary

The Secretary will furnish the Board on Police Standards and Training office with a copy of the minutes of each Regional Training Council meeting, listing the date, time, and place of the next meeting, whenever possible.

It is customary to invite the Board representatives assigned to the region to all Regional Training Council meetings. The Board representatives and their assigned regions are as follows:

Region I - J. Bardell Purcell and Don Eva  
Region II - Byron W. Hazelton and Bernard L. Huelskamp  
Region III - James J. Dunlevy and Harold A. Ellsworth  
Region IV - James J. Dunlevy and Harold A. Ellsworth  
Region V - Rupert L. Gillmouthe and Wallace W. McCrae  
Region VI - Wallace W. McCrae and James H. Jones

- II. Appoint members to the Council who will work for more effective and expanded training. Emphasis should be on obtaining a cross-section of law enforcement in the membership, including judges and prosecutors. Lay members, such as educators, government officials, and interested business people, should also be considered.

General Duties and Responsibilities  
Of the Regional Training Councils  
Page 2.

III. Request Police Training Schools

- A. The Board on Police Standards and Training now sponsors regional schools upon request by agencies in the various regions.
- B. The Board will, through regional councils, school coordinators or individual departments, coordinate and certify special schools. These special schools should be arranged for by the agency or person doing the planning. Instructors from the region are generally available and should be utilized whenever possible. By following the procedures set forth on pages 16, 19, 31, and 47, BPST Policies and Procedures Manual, many different types of schools can be conducted with a minimum of delay.

IV. Serve as Advisory Committee to the community colleges relative to their Law Enforcement Curriculum.

V. Act as "sounding boards" in their respective regions in respect to the policies and programs of the Board on Police Standards and Training. Communicate the needs and problems of the regions to the Board.

VI. Conduct surveys of their respective regions relative to law enforcement matters, on their own initiative or at the request of the Board.

VII. The Regional Training Councils should meet at least every quarter and preferably more often. The date, time, and place of the next meeting should be decided upon before adjourning any meeting.

VIII. The above general duties and responsibilities are not intended to be in any way restrictive. Any suggestions or ideas on expansion of the above will be welcomed by the Board.



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## APPENDIX "D"

### STUDY COMMITTEE

### RECOMMENDATION REPORT

### TO ESTABLISH A NEW

### LAW ENFORCEMENT ASSOCIATION

### IN OREGON

STUDY COMMITTEE

RECOMMENDATION REPORT

Considerable interest has been expressed by various police organizations and associations and individual law enforcement officers in the idea of establishing a single, statewide association for all law enforcement officers in Oregon. Committee members are identified as follows:

Oregon State Sheriffs' Association

Carl Bondietti, Sheriff, Clatsop County  
Joe Shobe, Sheriff, Clackamas County  
Woody Jones, Sheriff, Polk County

Oregon Association of City Police Officers

Dale Allen, Lieutenant, Eugene  
William Callahan, Lieutenant, Springfield  
Leonard Skinner, Lieutenant, Salem

Oregon Association Chiefs of Police

Floyd Clower, Chief, Medford  
H. A. Ellsworth, Chief, Eugene  
Lyle Perkins, Chief, Lake Oswego

The study committee includes three ex officio members:

Karel Hyer, former Chief, Lebanon; president, Oregon Association Chiefs of Police; now Training Coordinator, Board on Police Standards and Training

Dave Lester, Captain, La Grande; president, Oregon Association of City Police Officers

Leo Roberts, Sheriff, Sherman County; president Oregon State Sheriffs' Association

This committee, working with Karl A. Van Asselt, Interim Executive Secretary of the committee, and Staff Member, League of Oregon Cities, was chiefly responsible for drawing up the following recommendations. Based on the committee's findings, the recommendations are submitted for consideration:

Recommendation I: The study committee recommends that a statewide association for all law enforcement personnel in Oregon be formed. It is recommended that the name of the association be the Oregon Peace Officers' Association (OPOA).

Recommendation II: The study committee recommends that the purposes of the OPOA be as follows:

- (1) to advance the science and art of police administration and crime prevention;
- (2) to secure cooperation and coordination in all law enforcement matters between all agencies and organizations involved in law enforcement;
- (3) to provide means whereby law enforcement personnel may interchange ideas and experiences;
- (4) to encourage the enlistment and training of qualified persons in police work;
- (5) to encourage and assist in the further development of educational and training programs for all law enforcement personnel;
- (6) to support such legislation that will be beneficial to all law enforcement agencies of the state and the citizens thereof; and
- (7) to provide adequate means of communications between local, regional, statewide and national organizations associated with or interested in the administration of justice in the state of Oregon.

Recommendation III: The study committee recommends that the following membership classifications and eligibility requirements be established:

- (1) Active Members. Any full-time law enforcement officer of the State, a County, or a City, and the following:

Federal Bureau of Investigation personnel assigned to Oregon; and

Other persons actively engaged on a full-time basis in law enforcement work as may be approved by the membership committee and the executive committee.

- (2) Associate Members. Any part-time law enforcement officer of the State, a County, or a City, and other persons engaged in work related to law enforcement as may be approved by the membership committee and the executive committee.

Associate members shall have all the privileges of active members except that of holding office and voting.

- (3) Honorary Members. The Association by a two-thirds vote of members present at any annual meeting may elect such persons as are nominated by the membership committee and executive committee for honorary membership.

Recommendation IV: The study committee recommends that the annual dues of active members be two (\$2.00) dollars and that the annual dues of associate members be one (\$1.00) dollar.

Recommendation V: The study committee recommends that the officers and executive committee be composed of the following:

Officers. The officers of the Association to consist of a President, two Vice Presidents, and a Treasurer. Any active member of the Association shall be eligible to hold elective office in the Association. Each elected officer shall hold his office for a term of one year.

Executive Committee. The Executive Committee shall consist of the four officers and eight members of the Association. It is recommended that the permanent policy of the Association be that the Executive Committee (non-officers) shall be comprised of no fewer than three representatives of county sheriffs' offices, and no fewer than three representatives of city police departments. Members of the Executive Committee shall be nominated and elected at the annual meeting of the Association and shall hold office for a tenure of one year.

Recommendation VI: The study committee recommends that the Association employ an executive secretary. The executive secretary shall be appointed by the Executive Committee and shall hold office at the pleasure of the Executive Committee.

The above recommendations are made by the study committee for the consideration of all interested law enforcement personnel in Oregon. The study committee also discussed the type of program the Oregon Peace Officers' Association might develop for its membership commensurate with the purposes stated in Recommendation II. The following is a summary of the type of program envisioned by the study committee:

Training. The study committee believes that a statewide peace officers' association could play a significant role in developing and strengthening the present statewide recruiting and in-service training program being conducted in Oregon.

The study committee would recommend that the Association establish a training committee representing the six training regions that have been developed in Oregon by the Board on Police Standards and Training. The training committee could also include representatives from the Oregon State Police, the Federal Bureau of Investigation, the Oregon State Sheriffs' Association, the Oregon Association Chiefs of Police, the League of Oregon Cities, and the Association of Oregon Counties.

The training committee would serve as the representatives of the Oregon Peace Officers' Association to the Board on Police Standards and Training (BPST) in matters related to the statewide in-service training program. The training committee could meet with the staff of the BPST to help formulate the training program to be recommended to the BPST for implementation and certification.

In addition, the training committee could encourage the development of other training and educational institutes and conferences to be conducted by the Association in cooperation with other organizations and agencies.

Information Program. The Association could work with interested agencies and organizations in the development and preparation of informational materials related to law enforcement functions and activities. Although some of the informational materials would be related to the statewide in-service training program, others would be of a more general nature related to police functions and activities. Initially, the study committee would recommend the development of a news letter for members of the Association.

Matters of Statewide Concern. The Association could undertake, in cooperation with other statewide agencies and organizations, the further development of matters of statewide concern, including but not limited to matters relating to state legislation. Further development of various intergovernmental programs in law enforcement could be undertaken by the Association. One area of immediate concern to the Association would be the rapidly developing educational programs in police science being undertaken at Oregon's colleges and universities.

Organizational Programs. The Association would encourage the continuation and further development of various programs now being carried on by the existing police organizations. In addition, the Association could assume responsibility for further development and expansion of the statewide marksmanship program formerly carried on by the Oregon Association of City Police Officers. Finally, the Association could sponsor an annual conference and regional meetings for its members to facilitate the exchange of information and ideas on recent developments in law enforcement.



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### APPENDIX " E "

### POLICE INSTRUCTOR

### COURSE

## LAW ENFORCEMENT INSTRUCTOR PREPARATION

Developed by: John T. Dolan

### Course Description:

This course provides instruction in basic information and skills necessary for the instructor in law enforcement. The course covers briefly the learning process, individual differences, principles of learning, instructional skills, the four-step teaching process, lesson planning, testing and measurement, human relationships, and special techniques in police training.

### Course Objectives:

1. To give an overview of the learning process and the principles of learning;
2. Provide an understanding of how to prepare a lesson plan;
3. How to teach effectively;
4. How to measure progress of students.

Prerequisite: None. An elective course to apply to Law Enforcement curriculum.

### Length of Course:

30 to 36 class hours

### Required Textbook:

Homer G. Rose. The Instructor and His Job. Chicago, Illinois, American Technical Society, 1968.

### Additional References:

Bechman, Harold S. and Buell, Clayton E. The Practical Pedagogue. Philadelphia, P. A. Chilton Co.

Haas, K. B. and Ewing, C. W. Tested Training Techniques. New York, Prentice-Hall.

Kidd, Donald M. and Leighbody, Gerald B. Methods of Teaching Shop and Related Subjects. Albany, N. Y., Delmar Publishers.

Staton, Thomas. How to Instruct Successfully. New York, McGraw-Hill Book Company.

Weaver, Gilbert G. and Cenci, Louis. Applied Teaching Techniques. New York, Pittman Publishing Co.

## Course Outline

- |       |   |         |
|-------|---|---------|
| I.    | Welcome, orientation, registration                  | 1 hour  |
| II.   | Introductory period                                 | 1 hour  |
|       | A. Getting acquainted                               |         |
|       | B. Building rapport                                 |         |
|       | C. Purpose of the course                            |         |
| III.  | The Learning Process                                | 2 hours |
|       | A. Motivation and readiness                         |         |
|       | B. Feedback principles                              |         |
|       | C. Learning by doing                                |         |
|       | D. Successes and rewards                            |         |
|       | E. Evaluation devices                               |         |
| IV.   | Individual Differences and Their Effect on Learning | 1 hour  |
|       | A. Aptitude   |         |
|       | B. Ability  |         |
|       | C. Achievement                                      |         |
|       | D. Intelligence                                     |         |
|       | E. Physical characteristics                         |         |
|       | F. Sex  |         |
|       | G. Age  |         |
| V.    | Application of the Principles of Learning           | 1 hour  |
|       | A. Barriers to communication                        |         |
|       | B. Communication improvement in the classroom       |         |
| VI.   | Review and Class Discussion of Learning Concepts    | 1 hour  |
|       | A. Quiz on concepts                                 |         |
|       | B. Assignment of homework (semantics)               |         |
| VII.  | Instructional Skills                                | 1 hour  |
|       | A. How to organize thoughts in oral form            |         |
|       | B. Language usage                                   |         |
|       | C. Practical work in organizing material            |         |
| VIII. | How to Give Instructions                            | 1 hour  |
|       | A. Four step method                                 |         |
|       | B. Instructor and student demonstration             |         |
| IX.   | How to Prepare a Lesson Plan                        | 1 hour  |
|       | A. Analysis of material for a lesson                |         |
|       | 1. Use of course outline                            |         |
|       | 2. Breaking down lesson units                       |         |
|       | B. Formulating objectives                           |         |
|       | C. Use of a lesson plan                             |         |
| X.    | The Four Step Method in Detail                      | 1 hour  |
|       | A. Practice in developing Step One                  |         |
|       | B. Development of the teaching demonstration        |         |
| XI.   | Audio Visual Materials and Devices                  | 1 hour  |

XII.	Review and Class Discussion of Concepts	20 hours
	A. Quiz	
	B. Preparation of teaching demonstration	
	C. Homework assignment	
XIII.	Practical Demonstration by Students, 4-step method)	
XIV.	Critique of Demonstrations	3 hours
	A. Use of instructor checklist	
	B. Emphasis on weak areas	
XV.	Testing and Measuring	1 hour
	A. Types of questions	
	B. How to prepare examinations	
XVI.	Practical Exercise	2 hours
	A. Prepare questions in demonstration area	
	B. Test for retention of demonstrated material	
XVII.	Knowledge of Human Relationships	1 hour
	A. Handling group and individual situations	
	B. Answering questions and objections	
XVIII.	Special Techniques in Police Training	1 hour
	A. Report writing	
	B. Say it simply	
	C. Use of special aids	
XIX.	Supervision of On-The-Job Trainees	1 hour
XX.	Directed Discussion Method	1 hour
	A. Outline for group solution of a problem	
	B. Practical exercise	
XXI.	Review for Final Exam	1 hour
XXII.	Preparation of Teaching Demonstration	1 hour
XXIII.	Demonstrations	
XXIV.	Evaluation of Demonstrations)	2 hours
XXV.	Review of Concepts	1 hour
XXVI.	Final Exam	2 hours
XXVII.	Critique of Course	1 hour
	TOTAL	50 hours