

MUNICIPAL POLICE TRAINING ACADEMY

EVALUATION REPORT

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Submitted by the Task Force
on Evaluation of Criminal
Justice Programs
to the
Governor's Justice Commission
February 20, 1979

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Summary

The Municipal Police Training Academy has been in operation since January, 1970, and was established to provide training of all recruit officers in the various municipalities within the state of Rhode Island, with the exception of the Providence Police Department which has its own separate Training Academy. The Academy is governed, according to statute, by the Police Commission on Standards and Training, a five-member body established in July, 1969, and mandated to establish and administer police training procedures, methods and requirements. Standards for minimum physical, educational and moral entrance requirements were developed by this body and were passed into law as mandatory on February 19, 1974.

The Academy has been located on the campus of the University of Rhode Island in Kingston, R.I., since June of 1976, and provides 480 hours of pre-service training to approximately 150-175 recruit officers per year. A two-week supervised field training experience, utilizing military facilities at Quonset Point, is part of the basic recruit training program. Additionally, an inservice training program for supervisors and line officers was launched in early 1977, a Field Training Officer program has been established, and specialized training events such as management courses for supervisors, and police tactics/S.W.A.T. procedures have been implemented in 1977-78.

Controversy has existed among police chiefs and within the Training Commission over the location of the Academy at a state university, and over the curriculum with its human relations/social science content, since the Academy was moved to URI in 1976. The Evaluation Task Force began evaluation of the inservice component of the Academy in February, 1978; the scope of the evaluation was broadened by the Governor's Justice Commission to include the recruit training and specialized training programs in the Summer of 1978. Over the course of this evaluation the Evaluation Mini-Team was sensitive to the controversial nature of the Academy program(s) and operations. For this reason, an outside evaluation consultant having a strong background in police training was contracted with by the Task Force and the Governor's Justice Commission (GJC) in September, 1978, and spent a total of eight (8) days on-site working with the mini-team and Programs Evaluator from October-December, 1978. His input and formal recommendations are incorporated with those of the Task Force in the preparation of this Evaluation Report.

The period of this evaluation is longer than that customarily needed by the Task Force to complete an evaluation covering, as it does, a period of nearly one year. There are several reasons for this: (1) during the evaluation, a change in Academy leadership occurred and time was needed to fairly and adequately assess this transition and its effects; (2) the broadening of the scope of the evaluation six months after it was initiated necessitated further information-gathering by the mini-team; (3) use of an outside consultant required additional administrative and evaluation design time; and (4) the controversy surrounding the Academy reached its peak mid-way through the evaluation and the evaluation team felt it best to delay completion of the report until a more normal state of operations had resumed.

The evaluation of the Academy is focused upon the following major areas:

1. Attainment of Academy goals and objectives.
2. Assessment of Academy management and operations.
3. Review of the curriculum for recruit and inservice training.
4. Observations of training methods and quality of instruction.
5. Comparison of Academy curriculum and methods with national standards.
6. Assessment of satisfaction with the Academy among police chiefs in the state.
7. Analysis of utility of the recruit training program among Academy graduates.
8. Review of existing evaluation systems used internally by Academy staff and recommendations for improving the Academy's evaluability.
9. Review of the extent of involvement and linkage with other criminal justice training programs.
10. Assessment of possible expansion and/or modifications for the future.

Conclusions

Following a comprehensive evaluation of the Municipal Police Training Academy, the Evaluation Task Force has determined that the Academy is doing a commendable job in meeting the training needs of the law enforcement community in Rhode Island. The Academy curriculum and training methods follow current accepted national standards for preparing police officers to interact effectively with citizens as they perform their duties of upholding the law(s) and preventing crime. Areas for improvement and/or expansion of the basic recruit and inservice training programs are described in the body of this report, and specific recommendations are offered in the following Section.

The Municipal Police Training Academy must be continually sensitive to the training needs within the law enforcement community and for this reason a central and underlaying need exists for the Academy, via its parent organization, the Police Commission on Training and Standards, to develop close communications and a good working relationship with the Rhode Island Police Chiefs Association. Another pervasive need exists for the establishment of coordinated training efforts within the state criminal justice system as a whole, and the Municipal Police Training Academy can play a leadership role in developing joint training ventures with other components of this system on a pilot basis. The Governor's Justice Commission is encouraged to offer assistance in this endeavor, leading to long-range planning which may result in the establishment of a statewide Criminal Justice Training Center.

Recommendations

The following recommendations are offered by the Evaluation Task Force for improving the Municipal Police Training Academy Program:

1. Academy goals and objectives should be revised so that they: a) realistically reflect actual operations in both the recruit and inservice training areas, and include; b) projected areas of growth/development, and: c) they should be stated in measurable terms.
2. Communication should be improved (perhaps by way of a written publication) between the Academy and the Rhode Island Police Chiefs Association via the Commission on Standards and Training, as a means of better meeting police training needs as expressed by Chiefs and Officers in the state.
3. Inservice and specialized training programs appear to be meeting some needs but a large need for additional inservice and specialized training programs was expressed by both chiefs and past Academy graduates responding to an evaluation survey/questionnaire. The inservice and specialized training schedules should be prepared and mailed out to all police departments well in advance of such training, perhaps on an annual schedule basis. Please refer to specific recommendations regarding the inservice component on pages 21, 25, 27 and 28 of this report.
4. A method for selection and training of Academy Instructors (whether University of Rhode Island faculty or police trainers) should be articulated in writing and followed by the Academy on a regular basis, leading eventually to certification of all Instructors. (See page 23 of this report).
5. Academy curriculum and training methods generally follow accepted national standards but should be based to a greater extent upon expressed needs of the law enforcement community and should address specific areas of concern raised by the Consultant to the Evaluation team on page 25 of this report, as well as those expressed by the Chiefs (page 27), and by past Academy graduates (pages 28 and following).
6. A clear need was expressed by Academy trainees, past graduates and Chiefs for more practical "how to" basic recruit training. The Municipal Police Training Academy should build in as much of this kind of learning as possible, either through extending the Quonset Point field exercise portion of basic training and/or through building in more role-play and applied learning experiences as part of classroom instruction.
7. The Field Officer Training (FTO) program should be extended to all police departments in the state and should be encouraged as a uniform means of supervising the new recruit during his/her first six months of active duty. Refer to the Evaluation Section of this report for a discussion of the FTO concept.

8. National standards and results of this evaluation point to the need for establishment of counseling programs for police officers and trainees to deal with job-related stress and its manifestations (e.g., drug/alcohol abuse, marital and family problems, depression). The Academy should augment its efforts to establish such programs on a formalized basis.
9. Adoption of self-paced and remedial instruction methods is encouraged in order to more fully and uniformly prepare for duty all officer-trainees who have varying levels of education, aptitude and experience.
10. A strong need was expressed and is supported in national literature on police training for middle-management, supervisor and administrator/chief training on management techniques and other related skills. Ongoing training for all levels of law enforcement management is encouraged in all aspects of police work, with particular attention to innovative approaches in the law enforcement field.
11. The present system used by the Academy for internally assessing the attainment of program goals and objectives by way of trainee performance and attendance records, Instructor evaluation, trainee evaluation of the Academy prior to graduation, and informal feedback from chiefs, officers, and trainees should be expanded to include: a) a needs assessment of the training needs of all police departments served, b) a follow-up survey of past Academy graduates to assess utility and relevance of the basic training curriculum and methodology; and c) a survey of specialized and inservice training participants to determine their satisfaction with these programs. This kind of formalized feedback system should be followed on a regular basis as both a programmatic and evaluation tool for routinely assessing the quality and usefulness of Academy programs. The Academy should also initiate a system for pre- and post-testing participants of various training programs and/or courses on a pilot basis, in order to objectively measure their learning of training concepts. Please refer to the Evaluation Section (III-C-3) on page 32 of this report for detailed recommendations for the establishment of an internal evaluation system.
12. The Municipal Police Training Academy in its present location at the University of Rhode Island is in a good position to share its training programs and resources with other elements of the criminal justice system, such as Corrections and the Courts. The concept of establishing a Criminal Justice Institute or Training Center is endorsed in the National Standards (see Attachment H) and in National literature in the law enforcement field. Particularly in a state the size of Rhode Island, training resources can be shared among the various components of the criminal justice system to the obvious enhancement of the total system. The Governor's Justice Commission should play a convening and facilitative role in exploring the feasibility and benefits of establishing a statewide Criminal Justice Training Center.

I: History and Development

The Police Commission on Standards and Training was established in July, 1969, to develop and administer training procedures, methods and requirements for municipal police officers in the state of Rhode Island. Prior to the establishment of this five-member body, recruit officers received orientation training at the State Police Academy and/or at their individual police departments, and no uniform standards existed for training or for entrance requirements. The Commission established objectives for minimum physical, educational, and moral standards for entrance into the Training Academy and required candidates to pass a general aptitude and psychological test(s) for acceptance. These standards were eventually passed into law and became mandatory on February 19, 1974. In January, 1970, the first applicants were accepted into the Training Academy, located at that time in Providence. According to the LEAA/GJC grant narrative, out of forty-two (42) applicants, 31 passed the entrance requirements; out of these, 26 graduated in March of 1970. Consensus from police chiefs and trainees at that time was that the program was successful. The first Executive Director to the Commission (or Training Coordinator) was hired in January, 1971 and in September, 1972, a Deputy Director was employed.

The Commission is required to meet at least four times per year and to write an annual report to the Governor. Composition of the Commission has been largely police chiefs (4), one of whom serves as Chairman with one citizen representative. In 1975 Executive Order No. 27 was enacted by Governor Noel which transferred an annual state appropriation of approximately \$50,000 from the State Police Account directly to the Commission for allocation to the Training Academy as needed. Duties of the Executive Director (Training Coordinator) of the Commission, selected by the Commission to direct the operations of the Municipal Police Training Academy, are to conduct a training needs inventory among police chiefs and supervisors throughout the state; seek new and innovative procedures for training; maintain liaison between police chiefs, training personnel and the Commission; make regular progress reports to the Commission; and serve under the direction and administration of the Commission. A June, 1975, meeting with Governor Noel resulted in some considerations for the Academy to address: development of standards for selection, training and retraining of police officers based upon current national standards and innovative techniques in police work; and a study of the feasibility of expanding the Academy to become a Criminal Justice Training Center for law enforcement, corrections, courts and probation/parole personnel. As a result of these considerations the existing LEAA/GJC grant, initially funded in August, 1970, was re-written in June, 1975, and a consultant was hired to re-vamp the curriculum and training techniques so that the training would provide recruits with skills considered more relevant to their performance as law enforcement officers. Rationale for the police training program was and is one of professionalism; that is, a true profession has a body of knowledge which is transferrable, a code of ethics, and provides a service to humanity. It is, given this logic, important to recruit and screen appropriate candidates for the law enforcement profession and these candidates must be given the body of knowledge, which is current and relevant. The end product of this increased professionalism was articulated to be increased benefits to the entire criminal justice system through better trained police resulting in more proficient law enforcement activities.

The consultant to the Commission served as Acting Director of the Municipal Police Training Academy (MPTA) from June, 1975 until June of 1978. In June of 1976, the Academy moved from its location in Providence to an office building at the University of Rhode Island and began utilizing University resources of

instructional staff, classroom space, and equipment. Additionally, college credit was instituted for those courses jointly offered by the University and the Academy in 1977. A close liaison also was formed with the URI Crime Lab, and crime scene investigation classes were offered to recruit-trainees through the expertise of the Crime Lab Director. Courses in psychology, human relations and other social science-oriented areas were included in the basic training curriculum based upon research into current police work conducted by the Consultant/Acting Director, and utilizing University professors as Instructors. The curriculum also included standard police training in such areas as law, physical fitness, traffic, firearms and patrol operations, taught by police Instructors. A two-week field experience component was added to the recruit training program, consisting of role-play and crime simulation exercises held at the Quonset Point naval complex. This component was designed to augment classroom instruction through field simulation of actual situations the new officer would encounter on the job. In 1977-78, an inservice training program was implemented which offered specialized training (up to 40 hours per year) to line staff and supervisors in tactics, management, and firearms areas, among others. A Field Training Officer (FTO) program was also launched to train police trainers within each police department who would assist in orientation of new recruits on-the-job. During the period February-June, 1978, controversy regarding the re-vamped curriculum and the location of the Academy on campus at URI reached a peak. The nature of this controversy involved the conflict between "old-school" military models of police training versus innovative models which emphasized changes in the role of a police officer to include crime preventer/human relations specialist functions. It was also felt by some police chiefs that the police training academy ought to be located in a separate facility off-campus since military discipline was undermined by the intermingling of police recruits with "liberal" students. The Police Commission on Training Standards determined that one means of resolving the controversy would be to appoint a full-time Director/Training Coordinator to the Academy and this was effected in June, 1978. The individual selected for this position had served as a law enforcement officer and had the rank of Commander, with experience in training and the ability to relate well to the police chiefs in the state. The Consultant to the Academy retained a low-profile role and resigned in November, 1978. Since the appointment of the new Director to the Academy, much of the controversy regarding curriculum and location had dissipated. There remains a need for further communication between the Police Commission on Standards and Training and the Rhode Island Police Chiefs Association in order to facilitate input regarding training needs. This topic will be dealt with in a subsequent section of this report, based upon surveys and interviews with police chiefs by the Evaluation Mini-Team. Additionally, the concept of a Criminal Justice Training Center, originally stated as a goal of the Police Training Academy, will be reviewed later in this report.

II. Methods

A. Recruit Training: Approximately 150-175 recruit police officers are trained each year at three different sessions during the year, based upon the semester system plus a summer session, at the University of Rhode Island facilities. Recruit trainees receive a total of 480 hours of training in the following curriculum areas:

1. Social Science (Human Relations) - for 45 contact hours, which employs the Carkhuff Model of training. A combination of cognitive and affective (experiential) training is conducted in the areas of Police Community Relations, Psychology and Sociology, whereby the class is divided in half, each half having one Instructor/

Trainer. Trainees make up "triads" (one actor, one reactor, one observer) to role-play various techniques for use in domestic disturbance training and other human relations areas. Performance outcomes are used as an objective measure of trainee skills. Instructors are both police officers and psychology department personnel, and video tape equipment is used to assess instructor performance as well as that of trainees.

2. Police Science - for 220 hours, called the "heart" of the program, with three major components: Traffic, Patrol Operations, Criminal Investigation; and 5 hours of Juvenile Justice procedures. Dr. DeFanti of the URI Crime Lab instructs the Criminal Investigation component. An additional 7 hours is spent on Orientation to the Academy and an Introduction to Military Courtesy and Discipline.

3. Law - 65 hours, with several regular Police Instructors and guest lecturers, including staff of the Office of the State Attorney General.

4. Physical Education - with 48 hours required of physical development. A work-up is done on each recruit and an individual program is then written up. Trainees must reproduce learned skills, using the New York Police Department method. Defense, rather than offense is the thrust of the training. (A copy of the Physical Performance Inventory utilized to assess trainee physical performance is included as attachment D.)

5. Self-Defense/Firearms - with 42 hours of firearms exposure, or 250 rounds plus 250 rounds of high velocity shooting to bring up skill levels. Night shooting is also stressed. There is a movement to standardize choice of police weapons state-wide, including off-duty weapons. The Motorola film series, "Shoot, Don't Shoot" is used to emphasize discretion in the use of firearms. An additional 24 hours of instruction is spent on self defense tactics.

6. Pursuit Driving - a twelve-hour class plus individual driving instruction of at least one hour. The "slow pursuit" is emphasized for safety and effectiveness (e.g., skills in turning corners at slower speeds, etc.).

7. Water safety and first aid - a total of 17 to 20 hours for rescue purposes including cardiovascular resuscitation training.

A copy of the training schedule for the recruit program at the Academy is included as Attachment A. A copy of the Rules and Regulations for Academy recruit trainees is included as Attachment B. The schedule for the two-week field training at Quonset Point is included as Attachment C.

Current minimum entry standards for recruits are: sponsorship of a municipal police agency, a highschool diploma, no felony conviction(s) or moral turpitude, no older than 31 years of age except with a waiver, and passing both physical fitness and psychological tests. The physical fitness test has been developed by Dr. Sonstroem of URI and is based upon physical performance criteria in skill areas used by police officers in various aspects of duty. The psychological test(s) measure personality attributes predictive of good police officer performance and adjustment, and are administered at URI Extension, Providence.

Future criteria, in a process of development for approval by the Police Training Standards Commission, include: Pre-screening to measure aptitude for police work and intelligence, through use of the International Association of Personnel Management Multi-Jurisdictional Police Officer Exam; two years of college (by 1980); and use of a Screening Board composed of police chiefs, middle management personnel and two representatives from other criminal justice system agencies. The current policy statement for psychological testing of law enforcement candidates, prepared by Eugene Sullivan of the URI Extension, is included as Attachment E. The field experience training, held during the last two weeks of recruit instruction at Quonset Point, is designed to put classroom theory and techniques into practical application through simulation of actual situations which the new officer will encounter. The Quonset training is structured as a real-life police operation, beginning with roll call and duty assignments. Trainees are in full dress uniform, with five to ten trainees "on duty" on a rotating basis each day of the training, and the remaining 20-25 class members observing and critiquing the various events. Each "officer"/trainee takes up his post, or patrol duty, and responds to calls for the "crimes" which are enacted on that day. There are generally 3-4 "crimes" taking place at any given time, so that officer/trainees and observers can move from one event to the other and each trainee has a chance to be involved, or observe, each planned event for the day. Officer/trainees are "blind" as to the exact nature of the call to which they are responding, the same as in real life. For example, if a call comes in saying that a suspected Breaking and Entering (B & E) is taking place, the trainees do not know whether it is the owner trying to get into his own home or if a real break-in is taking place. The actors who play the scene are instructed to play it a variety of ways, the object being to test trainees' ability to gather pertinent information and respond appropriately on the spot (i.e., no unnecessary harassment in case it is the owner, but avoid taking chances in case it is not).

Actors who play the various parts (robber, escaped felon, rape victim, store owner/robbery victim, etc.) are mainly drama students from R.I. College and Barrington College who are doing this work for course credit. Many of those taking part in this field training are "veterans" in that they have worked in Academy training events in the past, and are experienced in playing their various parts. In addition to the drama students, police officers may also serve as actors if they wish, and several do perform parts for this training. The actors/actresses work out the way they will play a certain scene, together with the Instructor for that event (Tactics, Social Science/Domestic Violence, Felony Pursuit/Arrest, etc.), so that necessary skill areas which the officer/trainees need to practice will be addressed in that role-play situation.

Following the actual role-play situation, itself, which officer/trainees must handle as if it were a real-life event, the Instructor will lead trainees and observers in a processing, or critique, of the training experience. The Actors also participate in this processing, sharing their perception of how the officer/trainee(s) handled the situation and how they, as victim or culprit, felt about how they were treated. The observers give their impressions of what should or should not have been done - what was good and what could have been improved or handled differently, and the officer/trainee(s) then have a chance to respond by explaining why they behaved as they did and what they may have done differently. The Instructor's role is to facilitate this group process and to point out alternative ways to deal with various situations. The main objective is to get trainees to think creatively about how to respond under uncertain or stressful situations which they will encounter in their work and to experience how they feel, how the victim feels, how the offender feels, and how observers perceive their actions/behavior.

The Evaluation Team observed several field training sessions at Quonset Point over the course of the evaluation of the Police Training Academy. Some of the crime simulations observed included a rape case, a residential B & E , pursuit driving, armed robbery, hostage negotiations, dealing with an emotionally disturbed person, breaking up a fight in progress, and accident scene investigation with and without injuries. The mini-team also interviewed trainees and instructors participating in the field training exercises to gain their impressions of this training.

The Instructors interviewed praised the Academy's program very highly and emphasized the value of field training experiences in preparing recruits for duty. The importance of Officers' understanding the law and rights of citizens was stressed by these Instructors, who pointed out that new recruits are usually eager to apprehend criminals and sometimes get into the "shiny badge syndrome" where they are overly impressed with their own authority. Officer/trainees expressed their feelings about how much they had learned in these exercises, particularly about liability and ways to deal with uncertain situations relative to both personal risk and public accountability. Both trainees and Instructors were in agreement as to the effectiveness of the field training exercises and their value in preparing trainees for some of the situations they will encounter once on duty. Classroom instruction paves the way in providing recruits with the theory and techniques of police work, but the actual field events, themselves, afford trainees optimal experiential learning. As one trainee put it, "You really don't know how you are going to react under stress until you are faced with it." The Quonset training gives recruits this opportunity and allows them to learn from their mistakes before being placed in actual life/death situations.

The Evaluation Team also observed classroom instruction at the Academy and part of the firearms training program. An account of these two training program observations follows:

The Human Relations/Counseling class observed by the Evaluators is part of the URI Social Science curriculum and is entitled Education 450 - Introduction to Counseling. Recruit-trainees attend the full 45 hour course as part of their training, to learn the basics of the psychology of human behavior and to receive training in human relations, conflict resolution, and communications skills. The class is structured as a combination of classroom lecture and experiential learning exercises, films, group interaction and processing of the material, to convey the positive people-oriented aspect of police work. Dr. Al Pasqual of the URI faculty, is the Instructor for this course and this is his second year of assisting with recruit training. He is assisted by Lieutenant Bruce Germaini of the Pawtucket Police Department, who is a police Instructor on the Academy Staff.

The class consisted of approximately 16 trainees, from East Providence, Scituate, Cranston, Smithfield, West Warwick, Middletown and Warren. This was the third class of the course and focused upon the use of Transactional Analysis as a technique and framework for understanding human behavior and dealing with it effectively, and on specific communication skills such as reflective listening. Dr. Pasqual emphasized the need for police to be able to quickly size up a person in a confrontative or conflict situation, such as a situation of domestic violence, and be able to intervene in a way which minimizes and defuses the conflict. In communicating to the person, the police officer can establish where the person is coming from psychologically (Parent, Adult or Child) and by dealing

with him in an adult, non emotional and facilitative manner be able to effectively intercede and gain control of the situation without having to use force. Specific communication techniques were explained which assist in accomplishing this.

Following the lecture on Transactional Analysis and communication skills, the class broke down into triads (3-member small groups) to discuss the material as it applied to recent experiences in their lives and work, using the communication skills of reflective listening, learned in the lecture. The class then reconvened after lunch to conclude the lecture portion of the day, which focused upon ways in which human relationship understanding and skills directly relate to police work. An exercise was done in which a picture of five people sitting on a bench was distributed to the class and recruits were asked to describe the possible motivation, thoughts, and feelings of each person and how they would deal with that person. Class interaction/participation was high and a lively discussion ensued on the characteristics of the depicted persons. An interesting spin-off to this exercise was the revealing of biases and prejudices which emerged as a result of value judgements made about the various persons in the picture. A consensus of the class members was that they felt more comfortable and less threatened/defensive when dealing with a "working class type" of individual, as opposed to a "hippie" or "intellectual/high class" or "influential" type of person.

A film was then shown, which is part of a series of films used for this course entitled "Officer Survival - An approach to Conflict Management", put out by Harper and Row. These films have been found to be extremely well done and useful by Dr. Pasqual and the Co-Instructor, Lieutenant Bruce Germani, Pawtucket Police Department. The particular film shown on this occasion was a depiction of a domestic violence call, involving an off-duty police officer as the complainant. Both the improper and proper ways to handle the situation were enacted, stressing the value and effectiveness of positive, rational and facilitative communication and specific techniques for defusing an explosive situation without the use of physical force. One such technique was to step into the situation in a way such that the people arguing/fighting are physically separated before discussion on the problem begins. Once they are seated (apart), each person is given the opportunity to tell his/her side of the conflict and the police officer serves as the facilitator, maintaining order and rationality. Following the film, class processing of the situation and the various right and wrong ways to deal with it ensued. The class then again broke into triads to talk about their own biases, prejudices, and ways of dealing with conflict situations, relative to the new learning of the day. Tests for this course relate to trainees' ability to respond appropriately in certain situations (e.g., domestic violence, rape, drunkenness) and to be able to accurately interpret non-verbal behavior on a pre-, interim and post-test basis.

Several recruits were interviewed by the Programs Evaluator to assess their satisfaction with the class and their understanding of how this kind of training related to police work. All recruits interviewed were highly pleased with the class and the instructors and felt that the training would be very useful in their work. They indicated that it would take practice to really feel comfortable in applying some of the newly learned communication skills (e.g., reflective listening, use of clarifying questions and statements) but they felt they were good skills to have. It would be helpful to have a longer period on the application of these skills and a follow-up of in-service training in each department, in order for rookies to effectively internalize these techniques and transmit them to fellow officers. The two Instructors, Dr. Pasqual and Lieutenant Germani, were also interviewed. They appeared to have an excellent grasp of the course material.

and the philosophy of human relations training for police officers, and were effective in their class presentation and interaction with recruits.

The firearms training is part of both recruit and inservice training offered by the Academy. It is designed to give officers experience and skill in using semi-automatic shoulder weapons and pistols (hand guns), and to let them practice to gain mastery in the use of these high-speed weapons in terms of marksmanship (accuracy) and timing (speed of response). The first day of the two-day inservice practice training observed by the Evaluation Team was spent on the 223 caliber semi-automatic rifle, using a bullseye target at 200 yards, 20 rounds each; and on the 9 millimeter ⁴⁵ semi-automatic pistol, using silhouette figures at varying distances for 50 rounds: 10 rounds at 7 yards - 5 with the left hand and 5 with the right hand, timed including re-loading to be fired within 25 seconds; 15 rounds at 12 yards - 5 left hand, unsupported, 5 right hand, unsupported, 5 kneeling, supported, to be fired double action in 45 seconds; 10 rounds at 21 yards - 5 rounds each of right and left hand, supported, timed including re-loading; 15 rounds each of right and left hand around a barricade, and 5 rounds prone. These were approximately 10 - 12 officers in the shoulder weapon training and 8 - 10 men in the pistol training from the communities of South Kingstown, Barrington, East Providence, Pawtucket and Newport, on the first day of training. The pistol used in the training meets state standards for police work so that it is adaptable to the weapons used by officers in their work.

The training in the morning of the second day was on the 308-306 caliber scope rifle, with approximately 10-12 men participating, from South Kingstown, Barrington and East Providence. The afternoon session, observed by the mini-team, featured a shot gun course, using targets placed at various distances from the shooting line (e.g., woman with a gun, man with a bag of groceries). The object of this training is to gain practice/experience at differentiating between threatening and non-threatening targets under pressure (all trainees are timed while running the course). Trainees must figure out which of the 5-6 figures to shoot at while running, taking cover and re-loading, and are scored on the number of hits and the time it takes them to complete the course. A 00 Buck pistol is used, which has nine 32 caliber pellets in one shell, and the actual number of hits on the target are counted. These two training days are geared toward skill improvement through practice, with competitive shooting events planned for later, between the various police departments from different cities and towns. Approximately six (6) men participated in the shotgun training phase of the skill development/practice training, observed by the mini-team.

In addition to these kinds of firearms training the Instructor, responding to questions from the Evaluators, discussed training in the use of tear gas and other crowd control measures. The Academy stresses the safe and proper use of tear gas in both recruit and in-service training, and currently are attempting to educate all departments on the dangers of using a certain kind of tear gas, on the market, which causes lethal effects. Proper situations in which to use tear gas, methods, safety techniques, and proper equipment are emphasized.

In interviews with the Consultant to the Commission (prior to appointment of the new Director/Training Coordinator), the Evaluation Team learned the rationale behind the revamping of the Academy curriculum and teaching methods. According to the Consultant, throughout the nation, there is a shift in emphasis from aggressive patrol toward community involvement of police officers. California, Ohio, Kansas and New York are some states which have led the way in this regard.

Studies on such efforts have demonstrated that college educated (four years) police officers have less public complaints issued against them for such things as brutality, lack of response, etc. Better educated officers also like themselves better, view themselves as professionals, and are more well-rounded, according to recent research into police performance. The Consultant pointed out that problems currently exist, nationwide, with diverse levels of entrance skills and education possessed by recruits, with increasing numbers having two to four years of college and that one solution might be the development of course electives within recruit training programs.

The following major points were raised regarding police training by the Consultant in response to inquiries by the Evaluators:

- National trends in police training have occurred over the past five to eight years relative to the changing role of the police officer. In a 1972 preventative patrol experiment in Kansas City, MO. which examined the impact of patrol versus no patrol, results indicated that police patrol of a random nature did not deter crime. Incidences of crime were as high in a neighborhood where random patrol took place as in the same neighborhood with no patrol. Increasing evidence in repeated studies throughout the nation has shown that most crimes are solved by victim or witness information, rather than through field inquiries (e.g., stopping a suspicious looking person to ask him questions and possibly arresting him and continuing the interrogation).
- By contrast to the random patrol technique, which has been employed for many years, a more recent approach is the directed patrol, often in combination with team policing. In the directed patrol, an analysis of crime trends is conducted which leads to predictive analysis of high-crime areas. Personnel are then deployed where the highest expectation of crime exists, and this serves as a more effective means of preventing crime and apprehending crime suspects.
- Another recent emphasis in police work has been that of building community relationships and involvement, so that citizens will come forward with information about criminal activity(s) in their neighborhoods. This has also been proven more effective than older patrol methods since proof of probable cause can be gathered, a warrant issued, and the arrest made appropriately and efficiently. Investigation skills of police officers are also stressed so that important crime scene evidence is preserved. In addition, officers are required to effectively deal with victims of crimes (e.g., rape and domestic violence) so that both evidence and testimony can be optimally used and the trauma of the crime is reduced as much as possible.
- All these recent trends in the nature of police work call for police preparation/training which is diverse and in touch with community needs. Human relations skills have become a vital part of police training if officers are to effectively carry out their law enforcement functions. For example, recent research indicates that domestic violence accounts for 60% of all homicides and police must possess the necessary skills to intervene appropriately and effectively. Some police departments train their officers in community referral resources so that they can refer people to marriage or family counseling agencies or other appropriate community services.

- It is generally acknowledged that police administrators need different skills, of a management and administrative nature, than do police officers. Although college level training/education has been questioned by some, for recruits, the benefits far out-weigh any deficits. A college education encourages community involvement and a questioning of social practices which leads to the growth and development of any field and is particularly relevant to police work of today. If the police field is to become competency-based, higher academic requirements will be necessary for all levels of personnel, including chiefs of police. The Maine police training program requires middle management personnel and chiefs to participate in certification, which not only upgrades competencies but results in job security through becoming certified.

The Municipal Police Training Academy at URI utilizes the above referenced human relations and community involvement techniques, in accordance with the philosophy that these are the requirements of police officers today, as evidenced by national research studies and empirical data. One example of the attempt of the Academy to be responsive to human needs is a special day which is set aside during each training series for wives of trainees to participate and have the opportunity to deal with issues around police work which impact upon marriage and family. A Class Supervisor/Advisor is available to assist trainees in course-related problems and stress. If in-depth counseling is indicated referrals are made to campus counseling resources. In the role-play activities, positive reinforcement is emphasized so that trainees build confidence in stressful situations, rather than being made to feel inadequate. After each role-play activity, trainees process their performance and that of their peers to work out any anxieties resulting from the experience.

The Supervisors' School at the Academy, which is part of the inservice and specialized training program(s) was described to the Evaluation Team by an Academy Instructor. This school stresses both leadership training and counseling techniques for first-line and middle management supervisory personnel, using the International Association of Chiefs of Police (I.A.C.P.) Supervisor's Manual and Carkhuff counseling techniques, among other texts and classroom tools. According to the Instructor, "If first-line supervision is good, most staff problems can be solved before they reach the chief." Because of the extremely stressful nature of police work officers often develop personal/marital problems and alcohol or drug problems. It is estimated that 15-20% of police officers have an alcohol problem and are reluctant to seek assistance from community agencies because of the fear of social stigma. They are more comfortable in talking over personal and/or alcohol problems with their peers, and supervisors with proper training can be effective in identifying problems, empathizing and making appropriate referral. There is much ambivalence toward police work (love-hate) expressed by officers, as well as feelings of isolation once promoted to higher administrative positions, in addition to the daily stress of the job. Much work is needed in developing necessary supportive programs and resources for police officers and these are most effective when developed and implemented on a peer-level, according to the Instructor. Another need, according to this Instructor, is for more marital/family counseling services for officers and their wives.

B. Inservice Training:

The Evaluation Team observed segments of the specialized and in-service training offered by the Academy during the course of the evaluation. The inservice program was initiated in October, 1976, and was designed to provide 40 hours per year of training for approximately 150 full and part-time police officers per year on such topics as supervision, physical fitness, tactical operations, academic material, and domestic crisis intervention. Classes are conducted at the University

of Rhode Island Extension at its several regional centers, and at the Quonset Point facilities with courses offered in concentrations (e.g., five working days) over a semester period. All police officers taking part in the training must be sponsored by their respective police agencies. Classroom instructors and consultants present course material and police personnel are also trained to conduct on-site training at their departments.

The rationale for the police in-service training program is based on the need for on-going career development for police officers within the state, which cannot be met by individual municipal police departments. A corollary need is that of bringing together the various component members of the Criminal Justice System, such as Corrections and Juvenile Justice so that linkages and cooperation can be developed through the training process. The National Advisory Commission on Standards and Training for Police recommends a minimum of 40 hours of in-service per year for police officers. A standard under state law is also anticipated, which would require certification and training of part-time officers. Subject matter for the courses has been indentified through initial research, and options for offering classes include the use of paid departmental instructors and volunteers, and the scheduling of classes in day or evening blocks. Specialized training, such as the tactics/S.W.A.T., Field Training Officer (FTO) and Management/Supervisors schools are conducted various times during the year, depending upon demand and scheduling constraints. The 40-hour Supervisors School for Sargeants is designed to teach police leadership, management skills, community problem-solving and ways to deal with the stress of police work, with an attempt to develop the specific skill areas of each Sargeant participating.

The Evaluation Mini-Team made two site visits to the Quonset Point Training facility to observe segments of the two-week in-service training program for police officers. This program focuses upon training in tactics and criminal/civil liability, utilizing both classroom instruction and role-play techniques. The course schedule includes the following topic areas: Civil and Criminal Liability, Small Arms Orientation, Basic Tactical Operations, Drills, Range, Hostage Negotiations, Explosives, Executive and Witness Protection, Non-lethal Weapons, Rappelling, and Field Problem (three days of role-play exercises). The major textbook for the course is Police Tactics in Hazardous Situations, with suggested supplemental texts, including Society's Victim - the Police Officer.

The first day of classroom instruction for the training was observed by the evaluators. Eight (8) officer-trainees comprised the class from the communities of Barrington, Newport and Narragansett. The course Instructor began by presenting an overview of the class schedule and activities, including appropriate apparel to be worn, and the main purpose of the training. The basic theme of the course is that of risk reduction. This means that the value that all officers should keep foremost in their minds is human life, whether this be the life of the victim, the perpetrator, or the officer, himself, and his team of fellow officers. An example of a situation where risk reduction is the focus for all concerned is in hostage negotiations. When techniques of seige or attack are used death and injury usually result. It was emphasized as important that officers in such a situation have a well formulated plan in advance or the results will be chaotic.

The definition of a SWAT team was presented to the class as follows: "A small group of highly disciplined officers who are task-oriented, using special weapons and tactics designed to neutralize the opposing fire power source with a judicious application of deadly force in a manner that presents minimal hazards to the lives of residents, passers by and police officers in the area". The

emphasis is on defense rather than offense. According to the Instructor, a SWAT team should operate under the doctrine of "controlled fire" (one shot for one target), where officers are not required to return fire. SWAT officers wear jump suits or military fatigues as standard attire so they can be identified by other officers. Ballistics vests are also used, and state-wide standardization of weapons as well as cross-training with different weapons is recommended. Every SWAT team should have at least two or three men who are highly proficient in shooting for deployment in sniper situations, according to the Instructor.

The four basic principles which are used to guide both SWAT team operations and patrol officers dealing with tactical problems (e.g., hostage or sniper situations) were presented to the class as follows:

1. Cover and Concealment - The word 'cover' implies protection, whereas in concealment the officer may be hidden from view but be unprotected (e.g., behind a bush, where gunfire can penetrate). The SWAT team should use both tactics to best advantage, according to what is needed and most safe.
2. Containment - keeping the perpetrator(s) in the smallest possible sealed-off area.
3. Communication - establishing dialogue between police and the criminal and victim.
4. Apprehension - convincing the perpetrator to give himself up or, if necessary, taking him by force.

The Instructor emphasized that it is essential to have a plan in mind before beginning any of these steps so that all officers know what is expected of them. Additionally, a press liaison point should be set up so that reporters do not enter the critical area of maneuverability and give away police cover and tactical information. An inner parameter should be established, inside which no one but police are allowed, and then an outer parameter should be maintained where everyone possible is evacuated and traffic is restricted. The first step, described by the Instructor, is to set up a command post for the purposes of information relay, and it is desirable that the perpetrator not see any movement. Techniques for capturing him include use of tear gas or projectiles to start a fire, depending upon the geographic location.

During the second site visit to the inservice program an interview was held with the Consultant to the Academy, who further explained the training material and exercises. Interviews were also conducted by the Programs Evaluator with four officer-trainees, followed by observation of a role-play exercise simulating an arrest of two wanted felons who were barricaded in an apartment building.

The Consultant described the role-play exercises for night duty. Three main areas are emphasized here: noise discipline (no siren, radio, etc.), light discipline (no car lights, flashlights, etc.) and weapons discipline (overcoming tension and the inclination to shoot unnecessarily, possibly resulting in injury to another officer). Training is conducted in a very large deserted warehouse facility which is completely dark. The object of this exercise is to put officers in a situation where they learn their own limitations, in terms of physiological and emotional stress factors as a response to fear. The trainees are put into the role of having to enter the warehouse and figure out where the subjects (perpetrators) are in the most expeditious and safe manner. Once in the building the subjects open fire on the officers, who cannot see from where the shots are coming, nor can they see their fellow officers. Techniques for locating appropriate targets, such as infra-red devices and a Star-Tron (gathers and reflects moonlight) are demonstrated during the training, and familiarity is gained in the use of automatic and semi-automatic weapons.

In the night training exercise, the organization of the squad (or SWAT team) of trainees is stressed, i.e., how the team handles communication, logistics, containment, and use of firearms (shooting appropriately). After the exercise, a de-briefing is held which demonstrates to the trainees the various cause-effect elements involved (e.g., relationship between noise, light, and weapons discipline and their own responses).

In addition to this role-play exercise, other training simulations are mobile security (transporting witnesses), executive protection (how to protect an organized crime witness, national figures, etc.), and hostage negotiation. In negotiation situations flexibility and empathy are emphasized, and trainees come to the realization that not everyone can be a negotiator. A negotiator cannot be authoritarian or a "star", nor can he be a decision-maker. The essential ingredients are the ability to establish personal rapport and trust and to possess a sense of humor. Trainees receive two days of classroom instruction on hostage negotiation techniques before being placed in an experiential learning situation. The negotiation exercise observed by the evaluators on May 5 was a murder warrant/arrest simulation of two armed and dangerous felons. Trainees did not know whether there were hostages or other residents in the apartment building where the subjects were located. Prior to entering the building the team of 5-6 men selected a team leader and discussed their strategy or plan of action. An Assistant Leader, Sniper, and Negotiator were also selected and the team prepared to enter the building, using a silent approach with hand signals for communication.

While the team planned its strategy the Instructor briefed the actors (R.I.C. students) and the evaluators about how the role-play was to be enacted. A female actress was to be in hiding with the two felons, one of whom was to be her boyfriend. The actors were instructed not to give up unless the negotiator was convincing in establishing trust and rapport and unless the other members of the team were non-threatening in their use of force. A third male actor was to play the part of an apartment resident who could give the SWAT team information about the female present with the felons, but he was not to offer this information unless officers on the team specifically asked him about possible additional subjects. The purpose of this exercise was to set up a situation which would give trainees the opportunity to apply all the techniques they had learned and then critique their performance.

The trainees executed this exercise very well, in terms of silent approach, good communication techniques among themselves, proper questioning of the apartment resident, ability to negotiate successfully with the subjects, and ultimately to get them to release the female, convince one felon to give himself up and capture of the second without injury or mishap. A processing of this exercise which included peer input, actor input and instructor input was helpful in capsulizing the various techniques -- what worked and why. The negotiator for this exercise did an excellent job in his role -- he was able to establish good rapport, demonstrated warmth, empathy and a sense of humor, and ended up establishing trust to the extent that one felon, who was the proverbial "tough guy" ended up giving himself up and attempting to convince his accomplice to do the same. The actors, who also did an excellent job, commented that they felt like giving up even before they did because of the quality of the negotiations. This role-play exercise was an outstanding training experience and it was obvious that the trainees benefited a great deal from it.

Trainee Interviews:

Four officer trainees were interviewed by the Programs Evaluator. One trainee was a former Training Officer with the Narragansett Police Department, one was currently a Field Training Officer with the Newport Police Department, the third was with the Enforcement Division of the Environmental Management Department (Park Police), and the fourth was a Detective with the Barrington Police Department. All the trainees interviewed expressed their enthusiasm and satisfaction with the in-service training program. In particular, the features of the training which were praised most highly included the experiential (role-play) nature of the training, the topics covered, the quality of the instruction, the training site and equipment, and the relevance of the various techniques (e.g., risk reduction, negotiation, SWAT team tactics). The trainees expressed that the training helped them become more aware of situations they must deal with or which are potentially present in their work, stating that the training served as a needed "refresher course" as well as containing much new learning material. Several trainees felt that every officer in their Departments should be able to receive this training annually or bi-annually, and that each Department should have at least one or two officers who are competent and skillful negotiators. They felt that those who have an innate ability to negotiate should receive an additional two weeks of specialized training in this technique. One officer suggested that better communications equipment (radios) be made available for the training, two others suggested that more night training would be beneficial, and another suggested that trainees should go back to their departments and share the training techniques with fellow officers. In summary, all officer-trainees were pleased with the in-service training program and praised the methods and Instructors highly.

The Field Training Officer (FTO) program offered by the Academy is a one-week (five day) series designed to equip experienced officers from various participating Departments with skills for assisting their department's new recruits in making the transition from the Academy/classroom to active duty on the street. The FTO training has been offered three times to date, according to Academy staff, and has trained approximately 25 Field Training Officers to date (some Departments have two FTOs while others have not yet participated). There is no law currently mandating the FTO program via Police Training Commission standards, but informal guidelines exist for selecting candidates for this program. The MPTA (Training Academy) suggests these guidelines to Police Chiefs who, in turn, select FTO trainees on the basis of the qualities cited in the guidelines (e.g., must possess warmth, experience in police work, ability to give instruction in a constructive manner, and flexibility).

The Programs Evaluator observed a one-day session of the FTO program at URI. Ten (10) trainees comprised the class, from Barrington, Coventry, Pawtucket, Newport and Little Compton. The class was led by a police Instructor, Lieutenant Bruce Germani of Pawtucket. A film was used to open the session, depicting the role of the FTO and his relationship with the recruit assigned to him for on-the-job training. The film emphasized the importance of the FTO function as that of providing a bridge between the classroom and the real world for the new recruit-officer who, in most cases, will learn the basics of police work by experience. Other points stressed in the film were how a good working relationship is developed between the FTO and recruit, the value of allowing the recruit to learn by doing then offer him support and guidance, how to evaluate the recruit's performance constructively with him, ways to relate police theory to practice, how to intervene when the recruit makes a mistake, and the importance of the FTO planning ahead

and briefing the recruit on anticipated situations. The overall thrust of the film was to demonstrate that the FTO must be flexible in allowing the recruit to develop his own style and that he should display a positive attitude about police work in order to start the new officer out on a good basis.

Following the film, the Instructor led the class in a discussion of various situations which the FTO might encounter with the new recruit(s), and class members expressed their feelings about being an FTO. The class appeared to understand the role of the FTO and the important attributes and attitudes of the job. The Instructor brought out the increasing professionalism of the police work field and how the FTO can assist in upgrading police performance standards through serving as a role model to his fellow officers as well as the new recruits. Another film was shown on dealing with domestic violence situations relative to the FTO's role in helping the recruit to handle such situations, including the importance of being a good witness and not allowing unsuccessful outcomes in such situations to become a personal defeat to the officer. A class discussion was held after this film on how stress enters into a police officer's work and the need for the FTO to be sensitive to this. The Instructor pointed out that job-related stress should be discussed openly by the FTO with the new recruit from the perspective of how it may affect marital and other interpersonal relationships. The FTO should also assist the recruit to be aware of possible side effects of stress such as alcoholism, depression, suicide, and family/parenting problems. The afternoon session dealt with ways in which the FTO can prepare the recruit to recognize and handle job-related stress, and presented community resources available for assistance to the Officer and his family. This class session of the FTO program observed by the Evaluator appeared to be an excellent preparation for the Field Training Officer candidates and was well received by the participants.

Other specialized training programs offered by the Academy, as indicated by Academy staff, are a three-day Dispatchers School, a Career Development inservice program for key patrolmen who have served 8-10 years on the police force, Human Relations, Crime Analysis, Communications, and a Management by Objectives (MBO) course for chiefs and Sergeants. Academy staff expressed their view that the inservice and specialized training program(s) are not as well attended as they should be and participation is mainly by a few Departments in the state. They would like to develop an individualized inservice program based upon the departmental needs of each municipality and begin a program of training trainers within each Department. The inservice program for part-time police officers consists of 280 hours of training over a fifteen-week evening program using basic core curriculum of Police Science, Traffic, Law, Physical Education, Self-Defense, and Human Relations.

C. Academy Goals and Objectives:

As stated in the Grant application(s) to the Governor's Justice Commission, these are:

Recruit Program Goals - To provide a curriculum and training techniques which will enable recruits to acquire relevant skills for enhancing their performance as law enforcement officers.

Recruit Program Objectives -

1. To provide instructional units which can be reviewed and which, where possible can be adjusted to the individual learning rates of each recruit.

2. To expose recruits to the tasks which they will face as police officers by simulating field situations and evaluating the recruits' performances in these situations.

3. To hire an experienced Training Officer who will provide leadership and direction to recruits.

4. To research training needs and new approaches to instruction.

5. To begin to develop a new curriculum and implement new programs.

6. To begin to prepare a publication on police training.

Inservice Program Goals -

1. To continue and maintain work skills, supporting content, knowledge and motivation of full-time police personnel.

2. To initiate a comprehensive program to train all part-time police personnel.

Inservice Program Objectives -

In the 1977-78 LEAA/GJC grant proposal, specific objectives are cited for five (5) program areas, which were to be consistent with the establishment of five specialized Task Forces (one for each designated area) to be comprised of citizen membership from all components of the criminal justice system and representatives of higher education institutions. This aspect of the inservice program was not developed and is not currently anticipated for development. The inservice program objectives are, however, listed by each of the five(5) designated program areas, as follows:

Patrol Operations:

1. To expand on the role concept of the patrol officer through developing behavioral standards for program and performance evaluations and through developing standardized procedures for all aspects of patrol operations throughout the state.
2. To open up communication between agencies and increase the sharing of useful information.
3. To develop and present special programs to enhance the knowledge and operational quality of the Patrol Division.
4. To explore the concept of diversion at the patrol level and its impact on the Criminal Justice System.

Management and Labor Relations:

1. To evaluate styles and systems of management as they apply to Criminal Justice.
2. To create new programs to develop better managers.
3. To develop standardized promotional and evaluative processes.
4. To examine the impact of collective bargaining on the quality of service.
5. To initiate a process of career development personnel programs.

Human Development:

1. To attempt to measure the psychological climate of the Criminal Justice System.

2. To develop specific prescriptive programs for major problem areas (e.g., divorce).
3. To develop a career development philosophy including employee counseling and development.
4. To develop community service programs such as Domestic Crisis Intervention Teams.

Juvenile Justice:

1. To enhance the quality of the initial intervention involving a juvenile offender.
2. To develop new techniques to respond more effectively to crimes against juveniles.
3. To examine the role of Criminal Justice in dealing with status offenders.
4. To provide new training and programs for juvenile service personnel.

Corrections:

1. To develop a role statement for correctional officers.
2. To identify necessary abilities, knowledge and skills (of correctional officers).
3. To develop evaluation instruments to measure program quality and outcomes.
4. To begin development of standardized procedures and behavioral outcomes.

D. Academy Staff and Instructors:

The Municipal Police Training Academy has an Administrative staff consisting of the Executive Director/Training Coordinator, Mr. Raymond Shannon; a Coordinator of Instruction, Mr. Patrick McHugh (a former Cranston police lieutenant); and Administrative Assistant, Lieutenant Michael Sheridan, who is also a full-time Instructor for both recruit and inservice training at the Academy; one full-time Secretary; and two part time Secretaries.

The following list includes all current Instructional staff of the Academy, representing university faculty, guest lecturers and police Instructors. The names preceded by an asterisk (*) represent those staff who teach the inservice classes, some of whom are also full-time Instructors with the recruit training program.

Police Academy Faculty

*Captain Richard Ferreira - Police Science - Middle Management Captain School

Sgt. Ronald Petrocchi - Police Science - Traffic, Accident Investigation

*Mr. Mark Carr - Pursuit Driving

Sgt. William Loux - Police Science - Firearms, Gas Devices

*Mr. William McPherson - Advanced Marksmanship

Lt. Dennis McCarthy - Police Science - Report Writing, Supervisor's School

Special Assistant Attorney General, Larry Iacoi - Law (guest lecturer)

*Dennis Fortune, Attorney - Law

*Commander Robert Pard - Law

Lt. Donald Allcock - Law

Deputy Chief Edward Newrocki - Criminalistics

Dr. Richard Wilkinson - Criminalistics

*Sgt. Robert Casale - Police Science - Advanced Tactics, SWAT, Riot Control

*Mr. Edward Delsignore - Advanced Tactics Assistant Instructor

*Lt. Bruce Germani - Human Relations

*Ms. Lucile Weaver - Social Science

*Lt. Michael Sheridan - Human Relations

*Dr. Nancy Maynard - Couples Communication

Dr. Al Pasqual - Psychology/Social Science

Dr. Peter Maynard - Human Relations

Captain Paul Gilman - Hostage Negotiations

Dr. David DeFanti - Criminalistics

Dr. Robert Sonstroem - Physical Education

*Mr. Michael Farley - Physical Education

Dr. Roger Leathers - First Aid

Lt. Richard Weaver - Patrol Procedures

*Dr. William Allen - Organizational Management Specialist (guest lecturer)

Evaluation of Academy Instructors and their classes, by the Academy and by the Evaluation Team, will be discussed in the Evaluation Section of this report. It is noted here that all Instructors are reported to have at least a Bachelor's Degree and/or considerable experience in police work and classroom instruction. A five-point Intervention Scale developed by the Police Commission on Training and Standards is used by Instructors as a model for training. This scale, depicting the role of a Police Officer, is as follows:

1. Officer should be perceived as helpful.
2. Officer must use the authority of his/her office to affect specific behaviors.
3. Officer must effect an arrest when such is indicated.
4. Officer must use force to affect that arrest, when necessary.
5. Officer must use deadly force only to protect his/her or others' life(s).

It is estimated that traditional enforcement responsibilities take up approximately 15% duty time and community service and crime prevention activities approximately 85% duty time of a law enforcement officer today. Therefore, training must focus upon the areas of greatest officer activity, according to these Standards.

III. Evaluation

A. Internal Evaluation System:

The evaluation system cited in the LEAA/GJC proposal(s) and explained by Academy staff to the Evaluation Team as that employed by the MPTA to assess its own performance, internally, consists of a mechanism for trainee evaluation of instructors, wherein an Instructor receiving poor ratings would be offered training/assistance and would be replaced if ratings continued to be poor for two semesters; critiques of all role-play activities by trainees, peers and instructors; and trainee evaluations for each course. There is currently no Academy follow-up conducted on graduates of the Academy due to limited manpower and funding. Staff indicated that they would like to initiate a system for having instructors write up behavioral observations of trainee performance, which would deal with attitudes (e.g., hostility, aggressiveness, fear, etc.) in various training situations. A system was also desired by staff which would obtain feedback from chiefs and recruits on the field performance of recruits after graduation from the Academy. The amount and type of learning by recruits is measured by class performance records, test scores, and overall grades of the recruits. The Academy also maintains inservice training records on all sworn personnel under its jurisdiction. Samples of the Instructional rating forms utilized by the Academy are included as Attachment F. These are University of Rhode Island standard Student Evaluation of Teaching Forms. A more specific form, designed by Academy staff to capture information relating to usefulness of the course materials and content, quality of instruction, and overall trainee satisfaction with the Academy's recruit training program, is administered to each graduating class. This form is included as Attachment G.

B. Phase I of the Task Force Evaluation:

In the first phase of the evaluation, the Evaluation Mini-Team and Programs Evaluator observed Academy operations and training events, interviewed Administrative and Instructional staff, interviewed trainees, reviewed program grant materials, national training standards, and information submitted by Academy staff. The purpose of this observation and review was to gather as much information and knowledge about police training, in general, and about specific techniques, procedures and methods employed by the Municipal Police Training Academy. In particular, during this period the Evaluation Team attempted to assess: (1) attainment of Academy goals and objectives, (2) management and operations, (3) suitability and relevance of the curriculum and training methods, (4) quality of instruction, and (5) adequacy of the training curriculum and methods as compared with accepted national standards of police training. This phase of the evaluation roughly covered a six-month period and encompassed eight site visits by the Programs Evaluator and mini-team to the MPTA offices and classes at URI, to the firearms range at Camp Fogarty in North Kingstown, and to the field training facilities at Quonset Point. These various training events and interviews have been described in detail in the Methods section(s) of this report, based upon observations by the Evaluation Team. Major findings resulting from this evaluation process within each of the five (5) foregoing areas are as follows:

1. Attainment of Academy Goals and Objectives - As they are stated in the LEAA/GJC grant proposal(s) reviewed by the Programs Evaluator and mini-team, program goals and objectives are difficult to measure in a quantitative sense. However, it was possible for the Evaluation Team to gather enough information during site visits and interviews with which to formulate impressions and make judgments about attainment of these goals and objectives in a qualitative sense and with a certain degree of quantification.

a) Recruit Program Goals and Objectives: The major goal of "providing a curriculum and training techniques which enable recruits to acquire relevant skills for enhancing their performance as law enforcement officers" is a broad goal with far-reaching implications, making precise measurement impossible. It is possible, nonetheless, to make a judgement regarding positive or negative progress in this direction relative to several criteria: (1) General competence of staff, and overall integrity of methods employed to effect this goal; (2) Caliber of the curriculum and methods relative to local and national sources which delineate enforcement officer performance standards; (3) Enthusiasm and support of Academy curriculum and methods by Instructional staff and Administrators; (4) Satisfaction with the training as expressed by recruits during and after their training experience at the Academy; and (5) Satisfaction with the Academy program(s) as expressed by Police Chiefs and supervisors of the recruits. The first three of these criteria can be assessed by direct third party observation, staff performance evaluations by trainees and supervisors, and input from "experts" in the field of police training. The last two are best measured by survey instruments and interviews with trainees, past graduates, police chiefs and supervisors.

With respect to the first three criteria, the Evaluation Team utilized direct observation of the performance of staff and the delivery of training services, reviewed the process for conducting staff performance evaluations employed by the MPTA, and consulted local and national "experts" in the form of both individuals and written materials to arrive at a judgement regarding this goal. It appears that the Academy is moving in a positive direction in attaining this goal as based upon the foregoing criteria. With respect to the last two criteria, a discussion of the results of the surveys and interviews conducted to measure these criteria, together with input from the Police Training Consultant who joined the Evaluation Team during the second phase of the evaluation, will be presented in detail in a subsequent section(s) of this report.

The objectives for the recruit training program can be subjected to the same criteria used to assess attainment of the overall goal for this component. With two exceptions, these objectives appear to be met or are in the process of attainment: (1) The first objective, pertaining to provision of "instructional units.....adjusted to the individual learning rates of each recruit" has not been specifically addressed to date. This objective was arrived at by the Consultant to the Academy in 1976-78 and may not be appropriate to the Academy in practice, because of the costly nature of providing formalized individualized instruction relative to any real benefit of doing so, based upon actual need/demand for such a service. Current administration of the Academy should assess the extent to which individualized units of instruction are now being delivered, if there are additional areas of need for such services, and if such individualization can be delivered in a cost-effective manner. In one area observed and reviewed by the Evaluation Team, namely physical education, it was noted that individual physical fitness programs are designed as needed in order to assist recruits in meeting physical performance standards. Additionally, it was apparent to the mini-team that much individualized instruction/attention is given to recruits during the field training experience at Quonset Point, via videotape, Instructor and peer feedback, and drill and practice exercises. It is also clear that a recruit may request Instructor assistance for specific courses at any time, as needed. In view of this, it would be appropriate to revise this objective to more accurately and realistically reflect actual provision of individualized instruction to recruits.

(2) The sixth objective, pertaining to the preparation of a publication on police training, has not been attained to date. Again, this objective was formulated prior to the current administration of the Academy and may no longer be appropriate. Such a publication would seem to have tremendous value as a means of promulgating Academy news, programs, innovations, training event calendars, etc. among the law enforcement community and perhaps throughout the criminal justice system, in the state. It may be more appropriate for this type of publication to be published directly by the Police Commission on Training and Standards or, at least, cooperatively with them. As a vehicle for improving communication between the Academy, the Commission and the R.I. Police Chiefs Association, this objective has considerable merit. The remaining objectives (2 through 5) have been attained or are in a process of development (e.g., research training needs and new approaches, develop new curriculum, implement new programs), as evidenced by the various activities observed by the Evaluation Team. All these objectives are not now stated in measurable terms and should be re-written for clarity and quantification of the various activities.

b) Inservice Program Goals and Objectives:

The goals of the inservice component are very general and comprehensive: "to continue and maintain work skills, supporting content, knowledge and motivation of full-time police personnel", and "to initiate a comprehensive program to train all part-time police personnel". Using the criteria cited in the foregoing Recruit Program Goals section (a), it is apparent that these goals are being addressed through the specialized, full-time inservice, and part-time special inservice training programs developed and delivered to police officers. The exact extent of attainment cannot be measured because numbers to be trained, precise units of training, and number of training hours per each event and per each trainee have not been articulated as measurable objectives. It is stated in the Methods Section that 40 hours of inservice and specialized training is to be delivered to approximately 150-175 officers per year, but there is no indication of the exact content of this training on an hours per unit basis. It is also stated that 280 hours of training is to be provided to part-time police personnel. The Evaluation Team observed inservice and specialized training events for both full and part-time police officers but these events appear to be planned and implemented in an informal fashion, in that a full year's inservice training schedule is not developed in advance and is not disseminated more than several weeks before a particular event, to the police departments in the state. As a result, it is the impression of the Evaluation Team that participation is not as high/much as it might be, given greater visibility and more pre-planning/promotion by the Academy. It is also apparent that only a small number of police departments in the state actually participate in the inservice events, based upon those observed by the mini-team; therefore the 40 hours of inservice per year per officer is clearly not currently provided and it is not known how many part-time officers are being trained. Further discussion of those points will be presented in a subsequent section of this report, but the point is made here that more efforts in pre-planning, promotion, and formalization of the inservice and specialized programs should be undertaken by the Academy. Those training events observed by the Evaluation Team were of high quality and were well-received by trainees, and should be further developed and promoted into a cohesive, on-going inservice program.

The objectives of the inservice program, as stated in the LEAA/GJC grant application and presented in the Methods section of this report, are in need of revision by the Academy since they are geared to the concept of Task Forces for each designated area and to the underlying concept of a criminal justice training

center, and are, therefore, not relevant to the actual delivery of inservice and specialized training by the Academy at the present time. Rather than reviewing attainment of these objectives here, in view of their general inapplicability to current Academy operations, a few major points of the Evaluators will be presented for consideration by the Academy in revising these objectives:

1. Objectives should be based upon content area(s) of the inservice and specialized training as determined by a 40 hour per year schedule and a needs assessment among the participating police departments.
2. Objectives should be stated in measurable terms, with types of training, types training and the time period(s) involved, clearly delineated. Expected levels of competency as a result of the training should also be specified.
3. A distinction should be made in the objectives between the training program for part-time officers and the inservice and specialized training for full-time officers.
4. Specialized training for Chiefs, Supervisors, Field Training Officers and other specific target groups should be clearly delineated in the objectives and should be stated in measurable terms (as indicated in #2).
5. Objectives pertaining to any systemic (criminal justice) training should be clearly stated as such based upon realistic ability of the Police Training Academy to effect such training on a state-wide or system-wide basis.

Overall and in summary, Academy goals and objectives as stated are not an accurate measure of actual performance and operations of the MPTA as observed by the Evaluation Team. Those which are relevant appear to be being met or are in a process of development, particularly with respect to the more broad and general goal statements. The current MPTA administration should carefully review the activities and operations of the Academy, with input from Instructional staff, the Police Commission and with reference to this evaluation report, in order to revise the goals and objectives to accurately reflect Academy activities and expected impact in ways that can be measured.

2. Assessment of Academy Management and Operations - The Evaluation Team had the opportunity to observe and assess the leadership/management of the Academy both before and after the present Executive Director/Training Coordinator assumed his position in the Summer of 1978. An observation of interest is that staff enthusiasm and general moral, among Academy instructional and administrative staff, was very high at the outset of the evaluation and has remained high throughout the transition to new leadership and up to the present time. It was obvious to the Evaluation Team that a high degree of dedication and competence exists among Academy staff and that their loyalty is primarily toward quality police training rather than to any individual leader/Director. The new Director has brought considerable stability to Academy operations, as evidenced by the dissipation of the controversy, brought about by his personal efforts in meeting individually with Chiefs throughout the state following his appointment. The Evaluation Team experienced a high degree of professionalism in their observations and first hand experience with the management and operations of the Academy. Areas for improvement have been noted in foregoing sections of this report and will be expanded upon in subsequent sections. In general, however, it is the opinion of the Evaluators that the expertise exists within current management of the Academy to provide high quality training services to the law enforcement community in the state.

3. Suitability and Relevance of the Curriculum and Training Methods - A discussion of the curriculum and training methods will be presented from the perspective of the Police Training Consultant in the section of this report dealing with the second phase of the evaluation. A comparison with national standards will be presented in Number 5 of this section. Perceptions of the Evaluation Mini-Team, based upon direct site-visit observation and interviews regarding the curriculum and training methods with Academy instructors and trainees, are that the curriculum generally meets the basic needs of police officer trainees, is based upon accepted ideas about the role of a police officer today, and the training methods are generally effective and well-received. The results of the survey conducted among past graduates of the Academy will be presented in detail in the Phase II section of this report. This written response survey captured important information regarding training curriculum and methods.

4. Quality of Instruction - As observed by the Evaluation Team, the quality of instruction at the Academy is uniformly of high quality. The Police Instructors, in particular, were observed to be knowledgeable in their fields of instruction, able to convey course concepts effectively, and well liked and respected by the trainees. The approach of 'team teaching' by a Police Instructor and University Professor, as observed in the Human Relations/Social Science course(s) appeared to be well-received and very effective. It was clear to the Evaluators that trainees (both among recruits and among officers participating in the inservice/specialized programs) preferred receiving instruction from a fellow-officer, particularly if this officer was perceived to be competent and knowledgeable. The prevailing attitude in this regard appears to be that "no one knows police work like a policeman and he can teach it best." The results of the survey among past Academy graduates bears this out and will be presented later. The system utilized by the Academy for evaluating Instructional staff as reported in the Methods section, appears to be a good one; however, a method for selecting and training Instructors (whether URI faculty or police officer) has not been articulated and should be stated in writing.

5. Adequacy of the Academy Programs(s) as Compared with National Standards - The Programs Evaluator reviewed the manual of Police Training Standards developed by the National Advisory Commission on Criminal Justice Standards and Goals (1973) and the manual on Police Educational Characteristics and Curricula (U.S. Dept. of Justice, LEAA, National Instit. of Law Enforcement and Criminal Justice, 1975), as well as regular monthly issues of Target Magazine, a police periodical published by the International City Management Association, Wash., D.C., for the period of this evaluation. An abstract prepared by the Evaluator of the National Advisory Commission Standards material is included as Attachment H of this report.

It is the consensus of these reports and publications that a strong rationale has existed since at least 1973 and continues to prevail today (per TARGET information) for educational upgrading, leading to increased professionalism within the law enforcement field. There is also agreement among these sources that the changing society in America over the past two decades dictates a changing role for the law enforcement officer, toward that of a human relations specialist who can control and prevent crime through his/her ability to communicate effectively with the citizens s/he serves. Further, it is well accepted that this communications ability should be based upon an essential understanding of human nature, motivation and needs. These documents also stress the importance of practical,

"how to" training for police officers and the provision of role-play, coached field experiences, and on-the-job field supervision/training experiences. The Abstract in Attachment H delineates recommended curriculum content, number of minimum hours of formal recruit training (400) and inservice (40), and qualifications for Instructors. It appears from these publications that the law enforcement field is moving toward a mandatory minimum of two years of college for recruits as an admission criteria, the certification of Instructors, and the establishment of criminal justice system training approaches and/or institutions.

Based upon the foregoing information derived from national sources noted for their expertise in the law enforcement field, it appears that the MPTA is building a curriculum which follows recommended national guidelines and is using training methods which are felt by national experts to best prepare police recruits for active duty. In particular, the use of role-play and simulated field training exercises, together with the use of videotape equipment to critique recruit performance, are training techniques highly endorsed within the law enforcement profession (see Attachment H). With regard to the curriculum and setting for police training, the national documents support the interaction between police academies and local colleges and universities, citing the value of utilizing college faculty and other academic resources on a consultative basis to augment the training program. Strong support for courses in sociology, psychology and interpersonal communications/human relations is offered in these documents, as a means of assisting the recruit to gain understanding of human problems and to acquire effective techniques for dealing with people.

Several areas cited in the national publications, reviewed by the Evaluator, as important considerations for police training programs are in a very early stage of development at the MPTA or do not yet exist. These areas are:

1. A counseling service for recruits and inservice trainees, to assist officers in job-related stress problems.
2. Development of a Field Training Officer (FTO) program within all police agencies, to ensure the availability of supervised on-the-job training for recruits as well as specialized inservice training for all officers in each department.
3. Self-paced, individualized and remedial instruction for recruits who need improvement in various skill areas or who are experiencing low training performance.
4. Ongoing training in management-related areas for supervisors and chiefs, together with other specialized skill development training for this group.
5. Certification of Academy Instructors and state certification of the basic police training program.
6. Development of a Criminal Justice Institute designed to serve the training needs of the entire criminal justice system, possibly leading to the development of a criminal justice Baccalaureate curriculum.

This list is not exhaustive, but represents areas for possible growth and development of the MPTA program(s) in the future, along the lines recommended in national police training standards.

C. Phase II of the Task Force Evaluation:

During the last five to six months of the evaluation of the MPTA by the Evaluation Mini-Team, it was decided to include the expertise of an outside consultant in police training and police work, in general. A search was undertaken through the International Association of Chiefs of Police (I.A.C.P.) to find an

individual having experience in police operations, management and training. Recommendations from the I.A.C.P. resulted in the selection of Darryl L. Bruestle, Chief of Police in Wilmington, North Carolina and former staff person to the I.A.C.P. in the operations and Field Operations Divisions, with extensive experience in police training (a copy of Chief Bruestle's resume' is included as Attachment I). A contract was entered into between the Governor's Justice Commission via the Evaluation Task Force and Chief Bruestle on September 30, 1978, for a total of eight (8) days on-site, to be divided into one five-day site visit in October and one three-day site visit in December, 1978. Chief Bruestle was requested to work with the Evaluation Team and offer input regarding Training Academy curriculum, methods and internal evaluation system during the first site visit, and to spend time at the MPTA interviewing administrative and instructional staff and trainees. The second site visit was to focus upon interviews with police chiefs and other officials in the state by the Evaluation Team and himself, and the development of survey instruments for assessing chief and trainee satisfaction with the MPTA. The consulting contract with Chief Bruestle also required him to submit a Site Visit Report after each assignment, including his evaluation recommendations. The scope of the second phase of the evaluation included the following general areas: (1) Assessment of satisfaction with the Academy among Chiefs in the state; (2) Analysis of the utility of the recruit and inservice training programs among Academy graduates; (3) Review of existing evaluation systems used internally by Academy staff and recommendations for improving the Academy's evaluability; (4) Review of the extent to which linkages exist between the Academy and other criminal justice training programs; ending with (5) Assessment of possible areas for expansion and/or program modification in the future. A total of six (6) site visits were made to the Academy during this phase of the evaluation by the Evaluation Team and/or the Consultant, and two (2) full days were spent in the field interviewing police chiefs in selected geographical areas throughout the state. A short survey instrument was developed for assessing chief's satisfaction with the MPTA, to be mailed to all Chiefs in the state, and a longer (three-page) survey instrument was devised for past Academy graduates, using as a model a similar instrument developed by the Evaluation Specialist for the Massachusetts Criminal Justice Training Council. Please see Attachment J for a copy of the Survey Instrument for past graduates. Class rosters were received from the MPTA and the Evaluator randomly selected sixty (60) graduates of the Academy who had completed the recruit program six months to one year ago, who were mailed the Survey Instrument. The Rhode Island Police Chiefs Association (R.I.P.C.A.) assisted with the mail survey of the Chiefs, using their bi-monthly newsletter to disseminate the surveys among chiefs and to publicize the survey of past Academy graduates, encouraging Chief support and cooperation in the MPTA evaluation surveys. A copy of the R.I.P.C.A. Newsletter announcement and the accompanying Police Chief Survey instrument is included as Attachment K.

General Consultant Input: The Consultant to the Evaluation Team attended several recruit classes at the MPTA during his first site visit and interviewed many recruit trainees as well as Academy Instructors and administrators. Based upon his input and formal comments in the first site visit report submitted in November, 1978, the following represent general points made by the Consultant regarding the MPTA program and facilities:

- The location of the Academy at the University of Rhode Island offers many advantages including a gymnasium, classrooms, library, student activities buildings, a crime lab, extension services, and course accreditation which can be applied to a criminal justice degree, at a very low annual cost to the MPTA (\$2,400./year).

- The Quonset Point facilities have an enormous potential for practical exercise training, which is a tremendous and is one of the strongest points of the overall MPTA program. The use of videotape equipment for a visual critique of the trainees' performance is a particularly good training device.
- Recruit trainees expressed a desire for more actual observation and role-play exercises on courtroom procedure, including case investigation, case preparation for court, and case presentation in court.
- Recruit trainees stated a need for more practical exercises in the areas of patrol procedures, crisis intervention, child abuse and family violence situations.
- Recruit trainees made the point, concurred with by the Consultant, that the Police Science portion of the curriculum was too extensive in some areas; for example, an extensive coverage of evidence collection and preservation and crime scene investigation is needed, but only an overview is necessary in crime scene photography, fingerprint identification, voice print, and arson for non-investigative/detective personnel.

This input from the Consultant, based upon his direct observation and interviews, will be compared with the results of the Survey of past Academy graduates, reported in a subsequent section of this report.

1. Assessment of Satisfaction with the Academy Among Rhode Island Police Chiefs - Prior to dissemination of the written Survey to all police chiefs in the state, the Evaluation Team (including the Consultant, Chief Bruestle) conducted personal interviews with five (5) police chiefs from northern, western, eastern, southern and middle sections of Rhode Island, and with the Executive Director of the Rhode Island Police Chiefs Association (R.I.P.C.A.). These interviews focused upon the following major areas in order to assess perceptions of the MPTA among this group:

1. Satisfaction with the performance of police recruits following basic training at the Academy.
2. Likes and dislikes regarding the curriculum for recruit training.
3. Satisfaction with the in-service training component.
4. Preference(s) for the location of the Academy (i.e., at the university or at a separate facility).
5. Usefulness of the human relations/community involvement emphasis of the Academy program.
6. Opinions regarding the role-play component at Quonset Point.
7. Existence of disciplinary problems among Academy-trained recruits.
8. Relevance of the curriculum in relation to the most frequent calls for service of each Department.
9. Any decrease or increase in officer complaints from the public toward Academy-trained Officers.
10. Overall recommendations of the Chiefs regarding the Academy programs or operations.

Of those interviewed, all Chiefs agreed that the curriculum at the Training Academy was basically adequate. Several of the Chiefs indicated that more instruction is needed on procedures and paperwork connected with criminal investigation, preparing police reports and other practical aspects of police work. All but one Chief felt that human relations and community involvement are becoming increasingly important areas for police training due to the rising calls for domestic violence and public disturbance situations. These four Chiefs also felt that the performance of recruits trained at the Academy was generally good and that disciplinary problems and complaints from the community were not a problem. All Chiefs interviewed felt that on-the-job training was crucial to a recruit's performance once basic core courses were learned. Several Chiefs expressed their view that police Instructors were more desirable and effective than civilian Instructors because of the credibility factor, but that guest lecturers and specialists in various areas such as law, psychology and community resources were necessary to fully cover this type of material. With respect to the location of the Academy, four of the Chiefs felt that the resources available at the University were essential to the training program and that the Academy should either remain on campus or retain university resource linkages if re-located to another site off campus. Several of the Chiefs indicated that military discipline is an important aspect of police training and they would like to see more emphasis placed on this at the Academy. Four of the five Chiefs felt that the Quonset Point role-play training was good because it gave recruits an opportunity to apply their classroom instruction to realistic situations. Three Chiefs indicated that training on the job-related stress of a policeman's work and how this impacts on family/marital problems, alcohol or drug problems and the general mental health of the Officer were important; the other two Chiefs expressed their view that recruits who could not handle stress should be screened out rather than having to find ways of dealing with their problems later. Most of the Chiefs were relatively unfamiliar with the Training Academy program on a first-hand basis and did not have substantive comments regarding the in-service components. They generally supported the Field Training Officer (FTO) concept and training program and had such an arrangement for offering supervision and on-the-job training to new recruits on either a formal or informal basis. In general, all Chiefs interviewed approved of the appointment of Mr. Ray Shannon as Director of the Academy and felt he was doing a good job of reconciling opposing views about the Academy curriculum and training methods. They expressed a growing confidence in the Training Academy as a whole and indicated a strong desire for more communication between the R.I. Police Chiefs' Association and the Training Standards Commission.

The Executive Director of the R.I. Association of Chiefs of Police explained his role and function to the Evaluation Team. His primary duties involve planning and implementation of special training events and community workshops on behalf of or for the benefit of the Chiefs' Association, serving a "watchdog" function over legislation affecting law enforcement, grants writing, and editing of a bi-monthly (twice a month) newsletter on Association news and activities, distributed to all police chiefs in the state. This position is currently funded by LEAA/GJC and is in the third and final year of funding. A waiver is being sought for an additional year's funds and local support sources are being explored for continued support. The R.I.P.C.A. Executive Director expressed his view that closer communication is needed between the Academy and its Training Commission and the Chiefs' Association. This would allow for greater police chief input into Academy programming and would facilitate the sharing of training resources. He indicated that an evaluation survey of the Chiefs on the Police Training Academy could be distributed through the Association Newsletter and that he would facilitate such a survey in every way possible.

Specific suggestions and recommendations offered by the five Chiefs who were interviewed by the Evaluation Team are summarized as follows:

1. A better method of evaluating the Academy Instructors is needed.
2. Training should be offered to Chiefs on internal investigation of disciplinary problems relative to the Police Officer's Bill of Rights.
3. There is a need for more training on water safety and all officers should be taught how to swim.
4. More emphasis should be placed on practical job-related skills with an effort toward standardizing such areas as pursuit procedures.
5. Officers should receive a course on a foreign language such as Spanish if they are to work within a Spanish-speaking community.
6. The core curriculum should be shortened to include only those basic areas of police work which are common to all Departments, then have the recruit return to his Department for specific training, followed by a return to the Academy for any specialized training needed.
7. More training for Chiefs and supervisors is encouraged, in order to present new concepts, skills and philosophy from the "top down to the ranks".
8. More training is needed for recruits on how to testify in Court relative to investigation techniques and the law, in general.
9. The Academy should spend more time instructing recruits on the law and philosophy of arrest and adjudication.
10. Recruits need more training on the philosophy regarding the use of deadly force and firearms.

Of the thirty-nine (39) Rhode Island police chiefs receiving a copy of the written Survey disseminated through the R.I.P.C.A. Newsletter, responses were received from thirteen (13) Chiefs. The respondents represented police departments in Middletown, Scituate, Central Falls, Coventry, North Providence, Charlestown, Woonsocket, Pawtucket, Lincoln, Newport, Cranston, East Greenwich, and Portsmouth. This represents a 33% return rate of the Survey Questionnaires, geographically covering most of the state. The following is a breakdown of the responses to the Survey questions:

1. Average Number of Recruits Attending the Academy: 3
2. General Satisfaction with Recruit Performance Subsequent to Training:
Yes - 12; No - 1; (92% satisfied)
3. Most Important Police Function: (12 responses) Preventing Crime - 5 (41%); Public Service - 2 (17%); Maintaining Law and Order - 2 (17%); Protection of life - 1 (8%); All of the above plus catching law-breakers - 2 (17%).
4. Increased Role as Human Relations Specialist in Police Work Today:
Yes - 10; No - 2; 1 Question Mark (83% agree)
5. A Critical Area of Police Training is Military Discipline: Yes-5; No - 7; 1 Question Mark (58% disagree)
6. Recruit Training Should* Include More On-The-Job and Practical Training Experiences: Yes - 10; No - 2 (83% agree)

7. The Location of the MPTA at URI is Enhancing/Detrimental/Does Not Influence the Goals of Police Training: Enhancing - 2 (15%); Detrimental - 0 (0%); Does Not Influence - 7 (55.6%); Should be Moved but Continue To Use URI Resources - 4 (30%)
8. The MPTA Generally Meets the Recruit and Inservice Needs for Police Training: Yes - 9; No - 3; 1 Question Mark (75% agree)

All three of those who answered "no" indicated that there is a need for more inservice and specialized training programs and one also indicated a need for a longer basic recruit program.

Discussion:

Interpretation of these results shows that, on the whole, the police chiefs responding to the Survey/Questionnaire are generally pleased with the performance of their recruits subsequent to MPTA training (92%); they feel that recruit training should include more practical on-the-job training experiences (83%); they feel that the URI location of the Academy does not particularly influence the goals of police training (55%), if so it is enhancing (15%) rather than detrimental (0%), and that if it is moved it should continue to use university resources (30%); and they feel that the MPTA generally meets recruit and inservice training needs (75%) except that there should be more inservice and specialized training programs (25%). Responses on the three philosophical orientation questions (numbers 3, 4, and 5) indicate that more Chiefs see an increased emphasis on human relations in police work today (83%); over half (58%) do not see military training as a critical area; and nearly half (41%) think crime prevention is the most important police function.

These results are generally consistent with the findings of the Evaluation Team when conducting face-to-face interviews with the five (5) police chiefs throughout the state and reported earlier. They are also consistent with the national standards and trends in police work as specified in an earlier section of this report and described in Attachment H.

2. Analysis of the Utility of the MPTA Recruit and Inservice Programs Among Academy Graduates - Of the sixty (60) Survey instruments mailed to past graduates of the MPTA, seventeen (17) responses were received and four (4) were returned because of incorrect address, yielding a response rate of 30%. Answers to the specific Survey questions were coded by the Evaluator, with the assistance of the Research Department of the Council for Community Services, and were sorted and tabulated using the following six steps: (1) frequency distribution of individual responses; (2) conversion of these frequencies to percentage scores for each respondent; (3) compilation of a total satisfaction score based on the percentage of satisfaction for each respondent; (4) compilation of an overall satisfaction score, by percentage, among all respondents; (5) tabulation of a breakdown by major questionnaire components, for each respondent; and (6) compilation of an overall satisfaction percentage, by component, among all respondents. The major questionnaire components of interest analyzed by the Evaluator and CCS Research staff are: (1) satisfaction with the MPTA curriculum, (2) satisfaction with the quality of instruction and training methods, and (3) satisfaction with the location of the MPTA at URI. In addition to these major components, an open-ended question on suggested areas of improvement in the MPTA was analyzed for content areas in addition to those cited above and for specific recommendation trends. Results of this analysis of past Academy graduates' perceptions of the MPTA are presented on the following pages.

Discussion:

Analysis of the responses to the Survey/Questionnaire by past graduates of the Municipal Police Training Academy reveals the following findings, displayed according to the foregoing six (6) major steps of analysis:

1. Frequency Distribution of Individual Responses - Of the 17 respondents, satisfaction scores on the thirty (30) individual questions ranged from a Strongly Agree (Satisfied) score of 1 to a mid-point between Agree and Disagree (Somewhat Satisfied) score of 2.49, based on a scale of 1 to 4.

2. Percentage Scores for Each Respondent - Converting the satisfaction numerical scores to percentages, the 17 respondents ranged from a general satisfaction percentage of rating the academy as: very good (23.5%); good (58.8%); average (11.8%); and poor (5.9% - one respondent).

3. Total Satisfaction Score for Each Respondent - Individual satisfaction scores for each respondent were computed and a mean satisfaction score was arrived at by dividing the individual scores by the total number of items (30). The mean satisfaction score was 1.8 out of a possible high score of 4 and low score of 1.

4. Overall Satisfaction Score for All Respondents - The 17 respondents expressed an overall satisfaction percentage score of 94.1% positive responses, with one negative overall response, or 5.9% dissatisfaction.

5. Breakdown by Major Survey Components - The three major topic areas covered in the Survey/Questionnaire were analyzed separately as follows: (a) Satisfaction with the Academy Curriculum - ten (10) questions dealing with the curriculum yielded a mean score of 1.8 out of a range of from 1 (Very Satisfied) to 4 (Very Unsatisfied); (b) Satisfaction with Academy Instructors and Teaching Methods - sixteen (16) questions having to do with quality of instruction and/or teaching methods also yielded a mean score of 1.8 out of the 1-4 range; (c) Satisfaction with the Location of the Academy at URI - only two (2) questions dealt specifically with this issue and yielded a mean score of 2 out of the 1-4 range, indicating a satisfied but not very satisfied response; and (d) General Overall Satisfaction with the Academy - two (2) questions had to do with whether the past graduate would recommend the recruit and inservice programs to fellow officers (number 1) and whether the past graduate would make arrangements to attend specialized and in-service training at the Academy even with no compensation (number 30). A separate analysis of responses to these two questions yielded a mean overall satisfaction score of 1.65 among the seventeen (17) respondents, out of the 1-4 range.

6. Satisfaction Scores by Percentage for the Major Survey Components - By converting the numerical scores to percentages for items within each component, the following results are presented for each component listed in the foregoing section: (a) Satisfaction with the Academy Curriculum - 94.1% positive responses, 5.9% negative responses; (b) Satisfaction with Academy Instructors and Teaching Methods - 94.1% positive and 5.9% negative responses; (c) Satisfaction with the Location of the Academy - 64.7% positive and 35.3% negative responses; and (d) General Overall Satisfaction with the Academy - 88.2% positive and 11.8% negative.

Question Number 31 of the Survey/Questionnaire asked respondents to indicate a general rating of the Academy from Very Poor to Very Good. Only one respondent indicated a Poor rating, two (2) indicated Average and the remaining fourteen (14) a good to very good rating. Question Number 40 asked respondents to indicate what aspect of the recruit training program at the Academy contributed most to

their feelings of effectiveness as police officers. There were three major choices listed (a. Practical, "how to" training; b. Social Science/Human Relations skill development; and c. Philosophy and background of police work), plus a category called "other" where respondents could specify a different aspect if they chose. Analysis of responses to this question reveals that 58.8% of the past graduates cited choice a-(practical, "how to" training); 41.2% selected choice b-(Social Science/Human Relations training), and 17.6% chose c-(Philosophy and background of police work). Several respondents selected more than one of the above choices, yielding an overall total of 117.6%; however, the analysis picked up all the choices made by respondents to arrive at the foregoing percentages.

Questions number 41 and 42 offered respondents the opportunity to list other comments or suggestions and to make recommendations for improving the Academy recruit and inservice programs. Of the seventeen (17) respondents, fourteen (14) offered specific suggestions for improving the Academy program(s). These suggestions, in order of highest to lowest frequency, are as follows:

Most Frequent Suggestions:

1. There is a need for more Quonset Point role-play training for recruits. (6 out of 14, or 43%)
2. There is a need fore more practical "how to" training on such topic areas as:
 - a. Report Writing
 - b. Accident Investigation
 - c. Court Procedures
 - d. First Aid, including childbirth
 - e. Firearms Training
 - f. Swimming Lessons
 - g. Typing
 - h. Use of Communications Equipment (6 out of 14, or 43%)
3. There is a need for more police instructors, including using them in areas such as human relations. (4 out of 14 or 29%)
4. There is a need for more physical fitness and calisthenics training (3 out of 14 or 22%)
5. There is a need for more training on unarmed defense and self-defense. (3 out of 14 or 22%)
6. There is a need for more supervised in-the-field training for recruits. (2 out of 14 or 14%)
7. There is a need to spend less time on crime lab analysis and investigation topics which are more appropriate to detectives than to patrol officers. (2 out of 14 or 14%)

The remaining eight (8) suggestions were each offered by one respondent and are therefore, not listed in priority order:

8. There is a need to combine some courses such as criminal and practical law. (7%)
9. There is a need for more courses on juvenile problems. (7%)
10. There is a need for more training films and materials which focus upon small community police forces. (7%)

11. There is a need for more individualized instruction, particularly of a remedial nature. (7%)
12. There is a need to consistently include special programs for recruit-trainees' wives and girlfriends. (7%)
13. There is a need to better publicize inservice training programs and make them more available to all departments. (7%)
14. There is a need for training for Academy police instructors on how to teach effectively. (7%)
15. There is a need for greater cooperation between the MPTA and URI on use of university facilities. (7%)

Demographic information about the respondents was derived from questions number 32 through number 39. Coding of the responses to these questions reveals the following information about past Academy graduates responding to the Evaluation Survey/Questionnaire:

Rank - All seventeen (17) respondents have the rank of patrolman and are currently assigned to routine patrol.

Length of Service - 52.9% of the respondents have served one year or less; 41.2% one to four years; and 5.9% five to ten years.

Age - 52.9% of the respondents were aged 26 or younger; 17.7% were between 26-30; and 29.4% were between 31-35 years of age.

Sex - Sixteen (16) of the 17 respondents were male (94%) and one (1) was female (6%).

Race - Sixteen (16) of the 17 respondents were White (94%) and one (1) was Black.

Level of Education - 29.4% of the respondents had a highschool diploma or G.E.D.; 29.4% had 1-2 years of college; 5.9% had 3-4 years of college; 23.5% had a Bachelors degree; 5.9% were involved in graduate studies; and 5.9% had a Master's degree.

Size of Police Department - 23.5% had departments with 10-24 full-time officers; 41.2% with 25-49 full-time officers; 11.8% with 50-99 full-time officers; and 5.9% with 150-250 full-time officers.

In general, a good cross-section of respondents are represented in the Survey Questionnaire and their responses are generally consistent with those of the Chiefs interviewed and those responding to the Chief Survey/Questionnaire. Past Academy graduates' responses are also indicative of the major findings and recommendations in this Evaluation Report. The MPTA administrative and instructional staff should carefully study the individual responses and suggestions cited by both past Academy graduates and Police Chiefs as a means of identifying unmet needs. A similar survey(s) to that used by the Evaluation Team should be periodically sent out by the Academy in order to regularly assess relevance and utility of the training programs and to plan additional training as needed. The Programs Evaluator and CCS Research Department are preparing a question-by-question analysis of past Academy graduates' responses and a detailed comparison of their responses with those of the Chiefs, which will be published in the near future and will be available to the Governor's Justice Commission and the Municipal Police Training Academy.

3. Review of Existing Evaluation Systems Used Internally by Academy Staff and Recommendations for Improving the Academy's Evaluability - The system used by the MPTA at present to assess their own performance consists of goal/objective attainment, Instructor evaluation, performance records of trainees, and informal feedback from trainees, Academy staff, the Police Commission on Training and Standards, and police personnel.

It is recommended that this system be expanded and refined to include:

1. Revision of Academy goals and objectives so that these are stated in relevant and measurable terms, particularly those of the inservice component as specified in Section III-A-1-b of this report (the Programs Evaluator can assist with this if desired).
2. Development of appropriate measures for each MPTA objective (e.g., pre- and post-tests, performance standards).
3. Establishment of course objectives for each class within the MPTA curriculum, which can be used as performance criteria.
4. Administration of a Training Needs Assessment among all participating police departments to use in planning the inservice and specialized training programs on an annual basis. The results of this Needs Assessment can be used as baseline data against which to measure the addressing of training needs.
5. Utilization of a Survey of Training Satisfaction form to be routinely mailed to all past graduates of the Academy, one year after their graduation, as an assessment of the utility and relevance of the MPTA curriculum and methods to actual police work requirements. A form similar to that used by the Evaluators in this study would be appropriate for this purpose.
6. Development and implementation of a formal staff evaluation procedure for regular assessment of Instructor performance, leading to the establishment of an Instructor Certification System.
7. Development of a survey form for assessment of the field performance of recruits by the FTO (Field Training Officer), Chief, and/or Supervisor, to be filled out three months after graduation from the Academy and returned to the MPTA for analysis. Results of this survey can be used to guide program development and will yield important information about training methods which appear to be most effective in producing job readiness among recruits.

The Governor's Justice Commission, via the LEAA Programs Evaluator and Task Force mechanism as needed, can assist the MPTA in developing appropriate mechanisms for the establishment of a useful and meaningful internal evaluation system.

4. Review of the Existence of Linkages Between the MPTA and Other Criminal Justice Training Programs - Based upon an early goal of the MPTA (1975-78) to explore the possibility of establishing a Criminal Justice Training Center, as recommended in the National Standards (see Attachment H), efforts were initiated in 1976, and 1977 to coordinate MPTA training with that of the Rhode Island Department of Corrections and some joint training and sharing of resources did occur during this period. These efforts have been discontinued at present and there appear to be no immediate plans to reactivate the concept of establishing a Criminal Justice Training Center at URI. It is understandable that most staff efforts at

the MPTA have been focused upon building a stable, accepted program for police training, particularly in the wake of the recent controversy regarding the Academy curriculum, methods and location. Now that "the dust has settled" and new leadership has brought stability to the Academy, long range planning should include exploration of the sharing of training resources with other segments of the criminal justice system such as the Corrections Training Academy and Judicial/Courts Training Programs, leading to the eventual establishment of a statewide Criminal Justice Training Center. Such a center would provide continuity in training which would improve coordination within the components of the criminal justice system. The Consultant to the Evaluation Team, Chief Bruestle, also emphasized this need in his Final Report (second site visit) and urged the Governor's Justice Commission to take an active role in the facilitation of planning studies setting out the direction of criminal justice education and training in Rhode Island over the next five years.

5. Assessment of Possible Areas for Expansion and/or Program Modification -

In addition to those areas already cited in the foregoing sections of this report, the Evaluation Team with the help of the Consultant, Chief Bruestle, reviewed possible areas for expansion improvement and/or modification within the Municipal Police Training Academy. The following represent areas noted during the evaluation which could receive further attention and development by MPTA staff:

1. Increased availability of in-service programs of a specialized nature, to update all police officers on a regular basis.
2. Increased availability of regular professional development inservice programs for police supervisors and managers, including police chiefs.
3. Instructor certification which would include a minimum 80-hour concentrated Instructors Training Programs (see Attachment L for a sample Instructor Certification Program followed by the State of North Carolina and submitted by Chief Bruestle).
4. Expansion of the Reserve and Part-Time Officer training program (within the inservice component) from 280 hours to the 480-hour curriculum required of all sworn police officers. An alternative program recommended by Chief Bruestle, might be to develop a 280-hour concentrated recruit training program for all officers, after which they would return to their respective police departments, work under a supervisor or Field Training Officer, and return to the Academy for 200 hours of advanced basic training.
5. Increased efforts in establishing the Field Training Officer (FTO) program or an equivalent supervised learning experience within all police departments in the state, in order to assist recruits in on-the-job training, and to provide needed intra-departmental training on a regular basis according to individual need.

These areas are a partial list, based upon the views of the Consultant and Evaluation Team relative to ways in which the Academy may better serve the needs of the law enforcement community in Rhode Island. Specific recommendations for program improvement and/or development are found in the Recommendations Section of this report and are more exhaustive in nature including, as they do, input from the Surveys of Chiefs and Academy graduates and overall perceptions of the Evaluation Team gathered over the course of the total MPTA evaluation.

ATTACHMENT A

POLICE OFFICERS COMMISSION ON STANDARDS AND TRAINING

Carefully review the entire training shcedule, after each item rate the quality of that offering from 1 to 5 (1 - Wasted time, 2 - Not helpful, 3 - Useful, 4 - Very useful, 5 - A necessity) in column 1 and evaluate as follows in column 2 I - Improve, D - Delate, N - Not offered, OK - Acceptable).

1. Introducation & Orientation

- A. Orientation
- B. Note Taking
- C. Rules & Regulations
- D. Military Courtesy & Discipline

TOTAL

	1	2
1 hour		
2 hours		
1 hour		
3 hours		
7 hours		

2. Legal Subjects

- A. R.I. Consent Law
- B. Constitutional Law & Due Process
- C. Criminal Law
- D. Law of Arrest
- E. Jurisdiction of State & Federal Agencies
- F. Civil Rights
- G. The Court System
- H. Firearms Law
- I. Correctional System
- J. Confessions & LineUps

TOTAL

2 hours		
3 hours		
12 hours		
7 hours		
22 hours		
3 hours		
7 hours		
2 hours		
5 hours		
2 hours		
65 hours		

3. Police Community Relations

- A. Appearance, Approach, Posture and good conduct
- B. News Media (Police & Public Relations)

TOTAL

4 hours		
3 hours		
7 hours		

4. Police Traffic Services

- A. Pursuit & Defensive Driving
- B. Accident Investigation
- C. Citations
- D. Operating Motor Vehicle under Influence of Liquor or Drugs
- E. Traffic Laws & their Enforcement
- F. Traffic Control Procedures
- G. Statements
- H. Patrolling Techniques

TOTAL

20 hours		
18 hours		
2 hours		
4 hours		
20 hours		
5 hours		
3 hours		
18 hours		
90 hours		

5. Patrol

- A. Riot & Crowd Control
- B. National Auto Theft
- C. Travelers Aid
- D. Ballistics
- E. Explosives
- F. Boating Laws & Thefts
- G. High School Typing
- H. Alcoholic & Beverage Laws (R.I.)
- I. Pharmacology of Dangerous Drugs
- J. Electrical Emergencies
- K. Legal Aspects of Interrogation
- L. Complaints & Warrants
- M. Ice Rescue & Safety
- N. Fire Rescue
- O. Report Writing
- P. Radiological Monitoring
- Q. Community Disasters & Emergency Services,
Fire Relations
- R. Motor Carrier Safety
- S. Duties & Functions of Dept. Trans
- T. Child Molestings
- U. Public Speaking
- V. Tour & Lecture N.C.I.C.
- W. Arson Investigation

TOTAL

	1	2
6 hours		
3 hours		
1 hour		
3 hours		
3 hours		
2 hours		
24 hours		
3 hours		
3 hours		
4 hours		
2 hours		
2 hours		
3 hours		
4 hours		
4 hours		
4 hours		
6 hours		
3 hours		
2 hours		
2 hours		
3 hours		
4 hours		
2 hours		
85 hours		

6. Juvenile

- A. Family Court Jurisdiction & Functions
- B. Family Court Statutes & Procedures

TOTAL

3 hours		
2 hours		
5 hours		

7. Criminal Investigation

- A. Crime Definitions
- B. Collection, Identifications, &
Preserving Evidence
- C. Narcotics, Dangerous Drugs & Hallucinations
- D. Larceny & Stolen Property
- E. Scientific Aids, Mock Crime Scene Search
- F. Sketching & Investigation
- G. Narcotics & Vice
- H. Fingerprint Evidence
- I. Organized Crime
- J. Gambling

TOTAL

2 hours		
11 hours		
6 hours		
1 hour		
6 hours		
5 hours		
3 hours		
3 hours		
2 hours		
1 hour		
40 hours		

8. Criminal Evidence

- A. Rules of Evidence
- B. Search & Seizure
- C. Law of Arrest & Court Decisions

TOTAL

4 hours		
4 hours		
4 hours		
12 hours		

		1	2
9.	<u>Self-Defense</u>		
	A. Defense Tactics TOTAL	24 hours	
10.	<u>Psychology and Sociology</u>		
	A. Understanding Human Behavior	3 hours	
	B. Sociology & Law Enforcement	3 hours	
	C. R.I. Commission for Human Rights	3 hours	
	TOTAL	9 hours	
11.	<u>First Aid</u>		
	A. Red Cross Advanced Course, Cardiac Vascular Resuscitation, Emergency Med. Care, Childbirth	10 hours	
	B. Aquatic Safety, Aquatic Skills, Rescue Aid to Lives	10 hours	
	TOTAL	20 hours	
12.	<u>Firearms</u>		
	A. Introduction to Service Revolver	2 hours	
	B. Range Firing	40 hours	
	TOTAL	42 hours	
13.	<u>Physical Training</u>		
	A. Physical Training TOTAL	48 hours	
14.	Examinations, Review, Etc. TOTAL	32 hours	

ATTACHMENT B

RHODE ISLAND MUNICIPAL POLICE ACADEMY

RULES AND REGULATIONS

CONDUCT

- A. Students will be respectful and courteous to all visiting lecturers, visitors, staff, and to one another.
- B. Students will be respectful of other classes being held in the same corridor. Any student or group of students that disturb another instructor or class will be dealt with severely.
- C. Students will not chew gum, or eat, or drink, while a class is in session
- D. Students will report to class on time. Lateness will not be tolerated. A member of the staff must be notified prior to the beginning of daily classes, if a student is going to be late or absent.
- E. Students who are ill or injured must report to a member of the staff at once. If warranted, the staff member will excuse the student. Habitual tardiness is grounds for dismissal. A doctor's report is required for any hospital treated injury.
- F. Gambling in any form is absolutely forbidden.
- G. Alcohol or narcotics in any form (unless prescribed by a physician will not be carried on the person, or in vehicles nor be consumed during class hours without permission of the staff. This will include the lunch hour.
- H. No profanity, obscene language or literature, in or around the classroom will be tolerated.
- I. In the classroom, students will sit without slouching or semi-reclining. If a student wishing to make an inquiry of an instructor will do so by raising his hand, then rising, and start by students identifying himself/herself and his department.
- J. At the lunch break, students will act in an ORDERLY manner.
- K. Students will at all times keep the classroom clean and orderly. When leaving for the day, all desks and chairs will be left neatly in place.
- L. Students may not leave the University grounds at any time of the day except with permission from a member of the staff.
- M. Name tags will be worn during all class sessions. They need not be worn during the lunch hour.

PERSONAL APPEARANCE

- A. Male students will be clean shaven every morning.
- B. Students will be neat in appearance. Academy standards indicate that individuals wearing slacks, shirt, shoes and socks, etc., fall into the acceptable category. Blue denim jeans, sneakers/sandals, shorts, T-shirts, etc. are not acceptable and will be considered a violation.

The physical training uniform shall consist of white sneakers and white socks, white gym trunks and shirt or the solid navy blue cotton sweatsuit.

TELEPHONE

EMERGENCY CALLS can be received at any time. In case of an emergency, instruct callers to call the Academy number (792-2764 or 792-2750) and state the reason for the call, and the student concerned will be contacted at once.

ACADEMICS

The course of study must be successfully completed with a grade of 65% in each subject area. The candidate will be given one opportunity to re-take any subject area failed.

WEATHER

Cancellations due to unsafe weather conditions will be determined by the University of Rhode Island. Listen to closings (such as WPRO radio), cancellation of classes will also apply to the Academy. Contact your respective agencies during such closings for available emergency duty.

VIOLATION OF ANY OF THE ABOVE RULES, MAY RESULT IN IMMEDIATE
SUSPENSION OR DISMISSAL FROM THE POLICE ACADEMY.

ATTACHMENT C

Municipal Police Training Academy
Role-Play Activities at Quonset

8/15/78 Tuesday

	CAR 1	CAR 2	CAR 3	CAR 4	CAR 5	CLASS A	CLASS B
12:30	Roll call						→
12:45	Begin Beat 21	Beat 22	Beat 23	Beat 24	Pursuit Track	Urban	Suburban
1:00	Man Talking to God (9) 2 Men	Back Up 21	Accident with Injuries	Back Up 23			
1:15	Fighting (37)						
1:30	Begin Beat 2	Beat 3	Beat 4	Pursuit Track	Beat 1		
1:45	Back Up 25	Accident with Injuries	Back Up 22		Man Talking to God 2 Men Fighting		
2:00							
2:15	Begin Beat 3	Beat 4	Pursuit Track	Beat 1	Beat 2	Suburban	Urban
2:30	Accident with Injuries	Back Up 21		Man Talking to God 2 Men Fighting	Back Up 24		
2:45							
3:00	Begin Beat 4	Pursuit Track	Beat 1	Beat 2	Beat 3		
3:15	Back Up 25		Man Talking to God 2 Men Fighting	Back Up 23	Accident with Injuries		
3:30							
3:45	Begin Pursuit Track	Beat 1	Beat 2	Beat 3	Beat 4		
4:00							
4:15							
4:30	Begin Debriefing						

ACTORS:

2 Males
1 Female

STAFF:

Sgt. Casales
Sgt. Petrocchi

8/16/78 Wednesday

	CAR 1	CAR 2	CAR 3	CAR 4	CAR 5	CLASS A	CLASS B
12:30	Roll call						
12:45	Begin Beat 1	Beat 2	Beat 3	Beat 4	Pursuit Track	Urban	Suburban
1:00	Bar Dist. (35)	Back Up 21	Accident with Injuries	Back Up 23			
1:15	Domestic						
1:30	Begin Beat 2	Beat 3	Beat 4	Pursuit Track	Beat 1		
1:45	Back Up 25	Accident with Injuries	Back Up 22		Bar Dist. (35)		
2:00					Domestic		
2:15	Begin Beat 3	Beat 4	Pursuit Track	Beat 1	Beat 2	Suburban	Urban
2:30	Accident with Injuries	Back Up 21		Bar Dist. (35)	Back Up 24		
2:45				Domestic			
3:00	Begin Beat 4	Pursuit Track	Beat 1	Beat 2	Beat 3		
3:15	Back Up 25		Bar Dist. (35)	Back Up 23	Accident with Injuries		
3:30			Domestic				
3:45	Begin Pursuit Track	Beat 1	Beat 2	Beat 3	Beat 4		
4:00		MULTIPLE STABBINGS / BAR DISTURBANCE					
4:15							
4:30	Begin Debriefing						

ACTORS:

6 males
3 Females

STAFF:

Lieut. Sheridan
Sgt. Weaver
Sgt. Casales
Sgt. McCarthy

*Report Writing Exercise

8/17/78

Thursday

	CAR 1	CAR 2	CAR 3	CAR 4	CAR 5	CLASS A	CLASS B
12:30	Roll call						→
12:45	Begin Beat 1	Beat 2	Beat 3	Beat 4	Pursuit Track	Urban	Suburban
1:00	Rape	Back Up 21	Suspicious Person ----- B & E in Progress	Back Up 23	/		
1:15							
1:30	Begin Beat 2	Beat 3	Beat 4	Pursuit Track	Beat 1		
1:45		Suspicious Person		/			
2:00	Back Up 25	B & E in Progress	Back Up 22	/	Rape		
2:15	Begin Beat 3	Beat 4	Pursuit Track	Beat 1	Beat 2	Suburban	Urban
2:30	Suspicious Person		/				
2:45	B & E in Progress	Back Up 21	/	Rape	Back Up 24		
3:00	Begin Beat 4	Pursuit Track	Beat 1	Beat 2	Beat 3		
3:15		/					
3:30	Back Up 25	/	Rape	Back Up 23	Suspicious Person ----- B & E in Progress		
3:45	Begin Pursuit Track	Beat 1	Beat 2	Beat 3	Beat 4		
4:00	/	EXECUTION OF MURDER WARRANT (19)					
4:15							
4:30	Begin Debriefing						

NIGHT OPERATIONS (KIEFER PARK)

ACTORS:

2 Males
2 Females

STAFF:

Pawtucket Rape
Crisis Team
Sgt. Germani
Sgt. Casales

ATTACHMENT D

RHODE ISLAND MUNICIPAL POLICE TRAINING ACADEMY

Physical Performance Inventory

1. **Flexed-Arm Hang:** Recruit stands on 20 inch bench grasping horizontal bar with overhand grip (palms facing out). Chin is placed over bar. On command "Go" spotter removes bench, tester starts stopwatch. Recruit hangs with his hands from the bar for as long as possible. Tester stops test when arms have straightened to 165°. Score is recorded to the nearest second.
2. **Standing Long Jump:** Recruit stands with feet several inches apart and toes slightly behind starting line. When ready, recruit jumps as far forward as possible using a two-foot take-off. Distance is measured from take-off line to back of rear heel. Recruit is allowed three trials with best score recorded. A trial on which part of the body touches the floor between the rear heel and the starting line is a foul and not scored. Score is recorded to the nearest inch.
3. **Bend-Twist-Touch:** Recruit stands with his back to the wall, far enough away from the wall so that he can flex his knees and bend over without hitting the wall. His feet are spread shoulder width apart. On the command "Go" he touches an "X" marked on the floor between his feet, then rises, twists to the left without moving his feet, and touches a second "X" marked on the wall between his shoulder blades. This counts as one cycle. In the next cycle, the recruit repeats this, except he twists to his right, continuing to alternate the side to which he twists in each cycle. "X's" must be touched with both hands and without moving feet. "X" on wall must be touched at a level below the top of the shoulders. Recruit may bend knees when touching "X" on floor. Score is recorded as the number of cycles completed in 30 seconds.
4. **Bar Dips:** Recruit is assisted to a straight-arm support position on a set of parallel bars. When ready, recruit vertically lowers his body between the bars until a complete right angle is formed between the upper and lower arms. Recruit then extends his forearms and returns to a straight-arm position. This counts as one repetition. Body must remain vertically upright throughout the repetition without any flexion or swinging of the legs. Score is recorded as the number of correct repetitions completed.
5. **Situps:** Recruit lies on his back with his knees bent, feet on the floor, and heels not more than 12 inches from the buttocks. The recruit puts his hands on the back of his neck with fingers clasped and places his elbows squarely on the floor. His feet are held by a partner to keep them in touch with the surface. When ready recruit tightens his abdominal muscles and brings his head and shoulders forward as he curls up, finally touching elbows to knees. This counts as one repetition. Recruit returns to the starting position with his elbows on the surface before he sits up again. Score is recorded as the number of correct repetitions completed.

B. Definition of those Abilities Tested by the Physical Performance Inventory.

Explosive Strength: The ability to expend a maximum of energy in one or a series of explosive acts. This component is measured in the Standing Long Jump test and in the Man Lift and Carry test.

Dynamic Strength: The ability to exert muscular force repeatedly or continuously over a period of time. This component is measured in the Bar Dips test for the arm extensors and in the Flexed Arm Hang for the arm flexors.

Trunk Strength: This is a second, more limited, dynamic strength factor specific to the trunk muscles, particularly the abdominal muscles. This component is measured by the Situps test.

Dynamic Flexibility: The ability to make repeated, rapid flexing movements in which the resiliency of the muscles in recovery from strain or distortion is critical. This component is measured by the Bend-Twist-Touch test.

Agility: The ability to change body position and direction rapidly and in a precise manner. While this was not listed as a primary component by Fleishman, it has been identified as an ability by authorities (1) and is frequently cited as an important physical ability in police work (3). This component is measured in the Man Lift and Carry test.

Circulo-Respiratory Endurance: The ability to continue in strenuous tasks involving large muscle groups for long periods of time. This component is similar to the stamina component identified by Fleishman. However, it is assessed by tests of longer duration and is more highly related to medical and physiological concerns. A growing number of industries in the country are engaging their workers in circulo-respiratory training events as a means of promoting employee health and corporate success. High levels of this ability are associated with lack of fatigue, high work capacity, efficient physical movement, and decreased incidence of heart disease. This component is measured by the 1.5 Mile Run.

C. Percent Body Fat. Additionally, the variable, Percent Body Fat, has been included in the Physical Performance Inventory. This is defined as the amount of total body weight that is fatty tissue. Complications associated with being overweight and obese are far-reaching. These dangers include susceptibility to heart disease, serious organic impairments, emotional problems, and shortened life span, among others. The determination of the amount of fat a person carries has been shown to be a more valid measure of health than his body weight. The Physical Fitness Council of the American Alliance of Health, Physical Education, and Recreation is presently considering including this item in a revised Youth Fitness Test. Adoption of this item should lead to the development of norms for both adult and child populations in the United States.

Percent Body Fat has validity in the police selection process since it is recognized that overweight tendencies are distributed differentially to individuals in the population and that these tendencies remain to a degree with the individual throughout his lifetime. Body fat reduces the quality of

physical performance and, conceivably, may reduce the predisposition to movement experiences in a majority of people. A high percentage of body fat, as well as low circulo-respiratory endurance, is often prognostic of future incapacitation due to illness. In testing police recruits Percent Body Fat is estimated by the method of Zuti and Golding (5) for males and by the method of Sinning (4) for females.

- D. Additional Considerations. Inventory tests were selected with the goal of measuring as many pertinent abilities as possible rather than assessing one or two abilities with many different tests. Tests were selected with either proven reliability, validity, and objectivity or with high apparent values for these attributes as evaluated by the consultant. Ease of administration and total test administration time represented criteria in the selection process. There is no reason to believe that blacks or other minority group members are at a disadvantage in performing these tests. In fact, in certain cases the obverse may be true.

Recommended Standards for Entrance to Rhode Island
Municipal Police Training Academy

	Rejection Level	Expected Level	Outstanding Level
1. Flexed-Arm Hang	Less than 35	36 to 80	81 +
2. Standing Long Jump	Less than 74	74 to 91	92 +
3. Bend-Twist-Touch	Less than 20	20 to 25	26 +
4. Bar Dips	Less than 2	2 to 10	11 +
5. Situps	Less than 28	28 to 52	53 +
6. Man Lift and Carry	Greater than 20.2	20.2 to 16.8	Less than 16.8
7. 1.5 Mile Run	Greater than 16 min. 30 sec.	16:30 to 8:45	Less than 8:45
8. Percent Body Fat (males)	Greater than 29.9%	29.9% to 14.0%	Less than 14.0%
9. Percent Body Fat (females)	Greater than 36.9%	36.9% to 19.0%	Less than 19.0%

Rejection Level scores in more than two of the above tests is indicative of potential failure to meet the Physical Education requirements of the Academy. If impractical, measurement of Percent Body Fat may be omitted at the local level.

At the present time insufficient data restrict the establishment of complete and valid physical performance standards for police work. Those standards of the previous page are considered to be fair but temporary having been developed from norms and data obtained with different male populations in the 18-30 year age bracket. Given access to larger amounts of data of law enforcement personnel, it is expected that more specific and valid standards will be developed. Standing Long Jump, Bend-Twist-Touch, and Bar Dips standards were developed from Fleishman's data for 300 United States Navy recruits (2). Scores falling more than one standard deviation below the mean were categorized as the Rejection Level. Scores greater than one standard deviation above the mean were categorized as the Outstanding Level. Flexed Arm-Hang and Man Lift and Carry, standards were developed from percentile ranks obtained with approximately 10,000 Chicago firemen. Assuming a normal distribution of scores the Rejection Level was established at the 15th percentile and below, the Outstanding Level was established at the 85th percentile and above, thus providing for comparative classifications across tests. Since the Chicago Man Lift and Carry norms were obtained with a 78 pound dummy, any error in the present standards falls on the side of generosity. Recommended standards for situps were developed from 1965 means and standard deviations for 816 entering University of Rhode Island male students. Since the U.R.I. test was of a two minute time duration, "generosity" error may be present again. Standards for the .5 Mile Run were developed from an updated classification for men under 30 of the Institute for Aerobics Research, Dallas, Texas. Running times classified as "Very Poor" in the Dallas norms constitute the Rejection Level of the present Academy recommended standards, running times classified as "Superior" constitute the Outstanding Level. Percent body fat standards for men and women were developed from an extensive review of the literature. While clearly demarcated levels do not exist at the present time, it is believed that men in the 18-30 age bracket should have less than 20% body fat with 30% values definitely indicative of obesity. Values for women tend to be higher (5%-6%).

Bibliography

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ATTACHMENT E

File

UNIVERSITY OF RHODE ISLAND
DIVISION OF UNIVERSITY EXTENSION

Psychological Testing Services
Promenade and Gaspee Streets, Providence, R. I. 02908

POLICY STATEMENT

for

PSYCHOLOGICAL TESTING OF LAW ENFORCEMENT CANDIDATES

The "police testing" or psychological evaluation given to meet the requirements of Section 42-28.3-1 (P.L. 1973, ch. 54) of Rhode Island law is designed to screen out law enforcement candidates who are not temperamentally suited for this specialized work. An "Unsatisfactory" rating results in ineligibility for such positions according to the language of the law.

The Psychological Testing Services Office of the University of Rhode Island's Division of University Extension has been providing these evaluations for all the law enforcement agencies in this state (except the "correctional officers") since 1969. A brief narrative report is provided the referring office with ratings given on a five-point scale--Superior, Above Average, Average, Below Average, Unsatisfactory. Only the "Unsatisfactory" rating should result in exclusion. These reports must be handled in the most confidential manner possible. Only the appointing authority and/or the police chief should see these reports.

The law makes no mention of retesting, or appeal procedure, or any recourse for persons rated "Unsatisfactory". (Persons who receive other ratings obviously need no recourse as far as the psychological evaluation is concerned.) The Psychological Testing Services Office, however, has agreed to allow persons rendered ineligible by "Unsatisfactory" ratings to return for retesting after a six-month waiting period. The intended policy was for one such retesting, but it was never explicitly stated. The failure to make that clear has resulted in problems which are primarily responsible for this policy statement. Repeated retesting ridicules these procedures; retesting of persons who receive acceptable ratings under the law is unnecessary even if the testing was completed for another municipality.

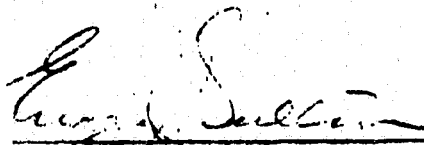
The successful completion of the four-year research study funded by the Governor's Justice Commission and the publication of those results have now given substance to the assumption that was the basis for the law--that psychological testing would show meaningful relationships between some test scales and the job behavior of police officers. Effective, therefore, with the distribution of this statement, the policy of the Psychological Testing Services will be:

1. Any scheduled appointments at this office for police candidates who require psychological evaluation will be confirmed by a letter from the appointing authority

before the scheduled test date. This letter will include the names of all individuals being referred, with a notation "Retest" beside the name of any person to whom that would apply, even if that individual was originally referred by another agency.

2. If the list of candidates includes persons who have been tested here as police candidates previously, their files will be searched for date of testing and rating given.
 - a) If six months have elapsed since previous testing and the prior rating was "Unsatisfactory", such individuals may appear for retesting ONCE. If they have previously been retested, this office will notify the referring office to instruct them not to report, since they will not be retested again.
 - b) If the prior rating was other than "Unsatisfactory" this office will notify the referring office that the individual should be instructed not to report unless the previous testing occurred more than three years before. This will be true even if the person was originally tested for another community. A copy of the prior report will be sent to the new referring authority, if one is not already in their possession. This will eliminate needless retesting. If three years have elapsed, the referring office may discuss with this office the desirability of retesting.
3. Exceptions to these procedures will be made only in unusual circumstances which can be verified.

The Director and Assistant Director, Psychological Testing Services, strongly feel that any person who has been denied a law enforcement position solely because of an "Unsatisfactory" rating on a repeated psychological evaluation should not be sent here for these procedures again except as indicated immediately above. However, in the absence of any established recourse for the individual, and since the reports must be handled most confidentially, this office will discuss the tests and the resulting report with any certified psychologist chosen by the excluded candidate to review these materials.


Eugene J. Sullivan
Director

August 22, 1977

ATTACHMENT F

DIRECTIONS:

1. Use number two pencil.
2. Please rate the instructor's performance in this class by responding to the statements below.
3. Blacken the corresponding letter in each grid by making a single vertical stroke within the grid.
4. Omit questions that do not apply.
5. All responses are anonymous.

ENTER SET NUMBER

Which one of the following best describes this course for you?

A B C D

- A. Major requirement or elective within major field
 B. Required course outside major field
 C. General education elective
 D. Free elective

What is your class level?

A B C D E

- A. Freshman
 B. Sophomore
 C. Junior
 D. Senior
 E. Graduate

What is your sex?

A B

- B. Male
 A. Female

For all questions, please use the following response key:

A. Excellent

B. Above Average

C. Average

D. Below Average

E. Unsatisfactory

PART I

A B C D E

1. Discusses points of view other than his/her own.

A B C D E

14. Knows if the class is understanding him/her or not.

A B C D E

2. Contrasts implications of various theories.

A B C D E

15. Has interest and concern in the quality of his/her teaching.

A B C D E

3. Discusses recent developments in the field.

A B C D E

16. Has a genuine interest in students.

A B C D E

4. Presents facts and concepts from related fields.

A B C D E

17. Is friendly toward students.

A B C D E

5. Emphasizes conceptual understanding.

A B C D E

18. Relates to students as individuals.

A B C D E

6. Explains clearly.

A B C D E

19. Is accessible to students out of class.

A B C D E

7. Is well prepared.

A B C D E

20. Is valued for advice not directly related to the course.

A B C D E

8. Is careful and precise in answering questions.

A B C D E

21. Is a dynamic and energetic person.

A B C D E

9. Summarizes major points.

A B C D E

22. Has an interesting style of presentation.

A B C D E

10. Identifies what he/she considers important.

A B C D E

23. Seems to enjoy teaching.

A B C D E

11. Encourages class discussion.

A B C D E

24. Is enthusiastic about his/her teaching.

A B C D E

12. Clarifies thinking by identifying reasons for questions.

A B C D E

25. Seems to have self-confidence.

A B C D E

13. Invites criticism of his/her own ideas.

A B C D E

26. All things considered, I would rate this instructor's teaching performance in this course as being:

PART II

A B C D E

27. The instructor makes effective use of class time.

A B C D E

32. Readings or assignments are relevant to the subject matter of the course.

A B C D E

28. The instructor outlines the course or provides a syllabus at the beginning of the semester.

A B C D E

33. Exams accurately reflect course content.

A B C D E

29. The exams, papers or lab reports are graded fairly.

A B C D E

34. The instructor makes helpful comments on papers and/or exams.

A B C D E

30. The instructor tells students how they will be evaluated in the course.

A B C D E

35. Uses examples and illustrations to get across difficult points.

A B C D E

31. The instructor returns exams and assignments within a reasonable time.

A B C D E

36. Demands student competence.

OPTIONAL QUESTIONS

37. A B C D E

38. A B C D E

39. A B C D E

40. A B C D E

41. A B C D E

ATTACHMENT G

Police Training Academy Evaluation

Please answer the remaining questions as follows:

1 - Not at all, 2 - Occasionally, 3 - On the average,
4 - Almost always, 5 - Outstanding

1. The training program I attended was conducted in a professional manner. _____
2. The program met my expectations. _____
3. The staff was very helpful. _____
4. Each unit of instruction was well prepared _____
and the goals of the instructor were clear. _____
5. When units of instruction had to be cancelled or
post-poned, the staff were always prepared to
supplement that instruction. _____
6. The overall training was consistant with my experience
in the field. _____
7. This program has increased my self-confidence _____
and has given me an improved ability to deal with
the public. _____
8. The program satisfied my needs for working concepts.
(theory, history, etc.) _____
9. The program developed excellent technical skills
(e.g. Firearms, self-defense, etc.) _____
10. This program should not be altered in content _____
or length offered. _____

Please feel free to offer suggestions or advice to the
Commission: _____

Thank you for your time and interest.

ATTACHMENT H

ABSTRACT

Police Training

from National Advisory Commission
on Criminal Justice Standards and Goals (1973)

The aims of any police training program should include basic police skills but must also be broadened to include other subject matter and be tailored to fit local needs. The curriculum should cover six broad categories: 1) law, 2) the criminal justice system, 3) patrol and investigation, 4) human values and problems, 5) police proficiency, and 6) administration.

The patrol and investigation function is the foundation of police training. Human values and problems (psychology, sociology, community relations) are a relatively new field but are becoming increasingly essential to a policeman's role. Police must understand the community they serve, its prejudices and its point of view, and must, in turn, be understood by that community if they are to function well. Many training programs use role playing and other modern training methods to bring textbook and classroom instruction to life in meaningful ways.

The Commission recommends that new police officers complete a minimum of 400 hours of formal training followed by four (4) months in a field training and development program. Each graduate of a basic training program should be given coached field training in a variety of field assignments. Furthermore, basic training should be given in advance of patrol duty and specialized training in advance of assignment to specialized duty. The report recommends, in addition, that each police officer receive at least 40 hours of inservice training a year, to be recorded in his/her personnel record and taken into consideration for promotion and specialized assignment.

Program Development:

Great care must be taken to distinguish between the actual duties of the policeman and the way the policeman, the agency, or the public frequently envisions them. The number of hours in a police training program is not as important as content and student ability. Basic programs should allot more time to the principles and philosophies of proper police work for optimal understanding on the part of trainees of a police officer's role in society. Training programs should also take individual differences of trainees into consideration. Police recruits enter training with varying degrees of knowledge, skills and abilities which must all be brought up to a predetermined level during a basic training program.

The importance of Performance or Instructional Objectives cannot be overemphasized. Once course content and duration are established, program objectives should be developed and procedures implemented for evaluating the trainee's progress toward these objectives. Objectives are fully realized only when the trainee can demonstrate mastery. What is essential is that there be a reliable, accurate method to measure trainee performance according to stated objectives. Performance objectives should be evaluated regularly by both training staff and completing trainees.

Curriculum:

Every state should require a minimum of 400 hours of basic police training. In addition to traditional basic police subjects, this training should include instruction in law, psychology, and sociology related to interpersonal, communication, the police role, and the community the police trainee will serve. The following percentages of time are recommended to distribute among the hours of instruction of the six core subjects:

- Introduction to the Criminal Justice System .. 8%
- Law .. 10%
- Human Values and Problems .. 22%
- Patrol and Investigation Procedures .. 33%
- Police Proficiency .. 18%
- Administration .. 9%

New police officers (recruits) need to take courses in sociology, psychology, and related subjects in order to gain understanding of human values and problems. This knowledge makes the policeman more effective, increases his personal satisfaction, and reduces tension in public encounters. Police training academies are properly turning to local colleges and consultants for development, presentation, and evaluation of courses in this area. Long Beach, California and Dayton, Ohio require police recruits to attend local colleges and universities for most of these courses. Both agencies believe that additional benefits result from the interaction of regular students and recruits in these classes. Seattle, Washington, Dayton, Ohio, Chicago, Illinois, and Oakland, California are examples of some training programs which have maximized role playing, small group interaction, videotape critique, and other progressive approaches to understanding human values and problems. Psychology, as it relates to police work, is new to most educators and policemen. Some attempts to teach it have met with skepticism and hostility. These must be overcome. Police effectiveness depends on good human and community relations, and applied psychology is, therefore, essential to professional law enforcement.

Field training should supplement classroom instruction, either through simulated real-life experiences or through community awareness programs and activities. Oakland, California conducts community awareness programs wherein recruits learn the problems involved in seeking help from government and community agencies by seeking help themselves and by working one day with a local social service agency. Dayton, Ohio requires that each recruit spend 120 hours in community activities following formal classroom instruction. During his first year the new police employee goes from novice to competent employee. During this period, he should be subjected to continuous development through formal training, coached field experience, and supervised work performance. Following basic training, the newly appointed police employee should spend a minimum of four months in varying field training experiences which introduce him not only to the essentials of policework, but also to the community he will serve. Every police agency should schedule employees for rotated duty patterns that afford exposure to all duty hours, patrol patterns, and socioeconomic groups within the community. The remainder of the new police employee's first year should be spent under close supervision by qualified supervisory personnel.

Remedial services should be available at the training academy for those trainees who need improvement in the areas of personal problems, communication obstacles, and low training performance. The New York City's Police Training and Performance Study recommends that a counseling service be established for the training academy.

Police training agencies should assure that communication skills (reading, writing, and speaking effectively) be brought up to adequate levels by remedial instruction (special tutoring on an individual or group basis). Recruitment, selection and training are too expensive to waste by dismissing a recruit whose performance could be sufficiently improved through counseling or remedial instruction.

Interpersonal Communications Training:

Every police agency should immediately develop and improve the interpersonal communications skills of all officers. These skills are essential to the productive exchange of information and opinion between the police, other elements of the criminal justice system, and the public; their use helps officers to perform their task more effectively. A policeman must issue clear instructions to bring order out of confusion and conflict. He must understand human nature and the dynamics of communication, and must recognize the motivations and behavior of persons, particularly under stress. Because of the high amount of stress and emotional turmoil a police officer must encounter on a daily basis, it is essential that he understand the dynamics of what is going on around him and of his own defense mechanisms. Training in interpersonal communications skills assists the officer to resolve conflict by exhibiting a friendly, sympathetic attitude toward people, while remaining objective and unemotional during periods of stress.

Because they are continually exposed to people at their worst, officers' prejudices may be intensified during service unless they are trained to recognize and deal with their prejudices. Training should give them an insight into the nature of prejudice and its effect upon their performance.

Outside professional assistance should be retained to advise the training agency on methodology and materials for training in interpersonal communications skills and human relations. Basic social science education courses, incorporated into police training curriculum, are generally presented as a study unit that combines interpersonal communications, race relations, nature of the community, and the role of the police. The Kansas City, Mo., and Los Angeles, Calif., Police Departments use both situational and classroom training to demonstrate to recruits the type of conflict situations they may encounter and to test their ability to handle them. To provide officers with greater understanding of other persons, the Covina, Calif., Police Department instituted an inservice training program that placed officers in various situations that were foreign to them, such as being booked into the jail of another jurisdiction, and being required to live for several days on the skid row of a neighboring city. Other agencies have conducted workshops where officers and members of the public discussed the role of the police. The basic objective of these workshops was to identify communication roadblocks and to develop greater understanding in each participant of the motivation and beliefs of others. Training in interpersonal communication must be tailored to meet local needs. While formal instruction may be given in police academies, small police agencies can utilize community/police workshops and seminars, seeking advice and assistance from outside consultants with professional knowledge in interpersonal communications.

Inservice Training:

Every police agency should provide 40 hours of formal inservice training annually to sworn police employees up to and including captain or its equivalent. Inservice training requires a commitment by the police chief executives to maintain employee effectiveness by providing training to update and improve job knowledge and skills. Subject matter of inservice programs varies in response to the specific needs of each agency but should include law and legal changes, field procedures (particularly civil disorder control), evidence collection, weapon use, law enforcement innovation, and interpersonal communications.

Police training needs are changing constantly and must be met through efficient decentralized training offered at the precinct (local) station/department. First level supervisors should be involved in daily training because they are responsible for their officers' field performance and can judge the effectiveness of the training. Arranging time for training programs is a major obstacle to decentralized training. Programs should be flexible enough to reach all personnel regardless of where their duty posts are, what hours they work, and the degree of their police experience. Assigning a Training Instructor at each station (department) is one effective way of performing, evaluating and controlling the training program. Audiovisual programs can also be developed, along with home study or correspondence programs for those who are unable to attend formal programs or who desire to pursue subjects in more depth or topics which are not part of the formal training. The most extensive police home study program is conducted by the Chicago, Illinois Police Department.

Some agencies find that assigning an on-duty training day is the best use of training time. For continued police coverage, the agency can require all employees to work on two days, with half the employees attending the training program each day. Measures to encourage participation include assistance in preparing for promotional examinations, and readiness for specialized assignments. If a police agency is committed to effective training, it will ensure that training achievements are recorded and that they become an integral part of the promotion process and weigh favorably on other aspects of a career in law enforcement.

Quality Control of Training Academy Instruction:

Every police training academy should develop quality control measures to ensure that training performance objectives are met. Active student involvement should be used to increase trainee receptivity and participation, which would include at least one of the following:

1. Instructional techniques such as role-playing, situation simulation, group discussions, reading and research projects, and utilization of individual trainee response systems;
2. Team teaching by a police training instructor and a sworn police employee assigned to field duty, where appropriate;
3. The use of audiovisual aids to add realism and impact to training presentations;

4. Preconditioning materials, such as correspondence courses and assigned readings, made available prior to formal training sessions;
5. Self-paced, individualized instruction methods for appropriate subject matter;
6. Computer assistance in the delivery of instruction material, where appropriate.

Every police training academy and every police agency should ensure that all its instructors are certified by the State, through completion of a minimum of 80 hours of instructor training or equivalent work experience and educational credentials, periodically assessed and renewed. Instructional assignments should be distributed efficiently and all training materials should be continually updated. Through periodic monitoring of each instructor's presentations, assistance can be given him in evaluating the effectiveness of his methods and the value of this materials. Rotation of police training instructors through operational assignments or periodic assignment to field observation should occur, as well as use of outside instructors as appropriate. Finally, all training materials should be reviewed at least annually by the training academy to determine their current value and alter or replace them where necessary.

State certification of a basic police training program should, as a minimum, require the training facility to operate for nine months a year. The nine-month minimum should enable community colleges to continue their role in police training. Where feasible, states should also consider developing Criminal Justice Training centers, designed to serve the entire criminal justice system. Such centralized training can facilitate overall employee development and foster cooperation among all agencies in the system and allows for the development of sophisticated educational training systems.

November/December 1978
Volume 7, Issue 9

SPECIAL ISSUE RESEARCH



International
City
Management
Association

- Police education programs have been generally unsuccessful according to a National Advisory Commission on Higher Education for Police Officers report. Entitled *The Quality of Police Education*, the report encourages police departments to recruit educated police officers; states that college programs in policing should provide a broad education with limited number of courses devoted entirely to law enforcement and criminal justice; and urges Congress to remove police education from the vocational education program, increase federal support of in-service police higher education, and retain the Law Enforcement Education Program (LEEP) at the Department of Justice. For a copy of the report which costs \$12.95, contact: Jossey-Bass Publishers, Inc., 433 California Street, San Francisco, California 94104.

ATTACHMENT I

RESUME OF DARRYL L. BRUESTLE

PERSONAL

- . Address 4001 Cedar Avenue, Wilmington, North Carolina 28401
- . Telephone (919) 791-7004
- . Marital Wife - Kaye Marie Bruestle
Son - Bradley Jon Bruestle
Daughter - Lee Ann Marie Bruestle
Daughter - Maryn Lynn Bruestle

EDUCATION

- . BS, 1955 - Police Administration, Michigan State University

PROFESSIONAL EXPERIENCE

- . Wilmington, North Carolina, Chief of Police, 1975 to present
- . International Association of Chiefs of Police:
 - Assistant Director, Police Management and Operations Divisions, 1975
 - Assistant Director, Field Operations Division, 1973-1975
 - Consultant, Field Operations Division, 1971-1973
- . Birmingham, Michigan Police Department:
 - Chief of Police, 1967-1971
 - Sergeant, 1965-1967
 - Administrative Aide, 1962-1965
 - Patrolman, 1957-1962
- . Waterford Township, Michigan, Police Department, Patrolman, 1956-1957

SPECIALIZED TRAINING

- . FBI National Academy, Washington, D.C., 1970
- . Police Administration, Northwestern University Traffic Institute, 1969
- . Police Supervisor, Northwestern University Traffic Institute, 1966
- . Numerous short-term training courses, workshops, and conferences

MILITARY

- . Commissioned (2/Lt.) August 19, 1955
- . Discharged Captain, 1966

PROFESSIONAL ASSOCIATIONS AND AFFILIATIONS

- . International Association of Chiefs of Police
- . Michigan Association of Chiefs of Police
- . FBI National Academy Associates
- . North Carolina Association of Chiefs of Police, present 1st Vice-President
- . North Carolina Police Executives Association, present member Board of Directors
- . North Carolina Crime Commission
- . North Carolina Law Enforcement Officers Association

SERVICE CLUBS

- . Kiwanis Club - Past President, Honorary Member
- . Rotary Club - Wilmington, North Carolina

ATTACHMENT J

January 3, 1979

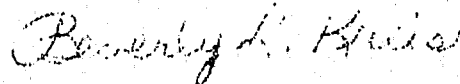
Dear Law Enforcement Officer:

As part of a comprehensive evaluation of the Municipal Police Training Academy by the Council for Community Services Evaluation Task Force for the Governor's Justice Commission, we are surveying past graduates of the Academy's recruit training program. You have been selected through a random process as a person who has attended the recruit training program and perhaps some of the in-service training presented by the Academy within the past six months to one year and who, in our opinion, is in a position to give us some general reactions and suggestions regarding the content and quality of these training programs.

We have enclosed a questionnaire which addresses some of the major areas of importance for the evaluation. We hope this will provide you with an adequate opportunity to give us the feedback we need to arrive at our overall conclusions and recommendation regarding the Training Academy programs. We are conducting a similar survey among police chiefs in Rhode Island and will be analyzing this information, together with your responses, for inclusion in the final Evaluation Report. Would you please take a few minutes to complete and return the questionnaire? We have enclosed a stamped, self-addressed envelope for your convenience. If you would make every effort to return the completed questionnaire to the Council for Community Services by January 31, 1979, we would be grateful.

Let me take this opportunity to thank you for taking the time to assist us in this evaluation. We are anxious to secure your input about the quality of the training programs at the Academy in order that our evaluation accurately reflects the needs of the criminal justice/law enforcement community. Your time and interest in this evaluation effort is most appreciated.

Sincerely,



Beverly L. Kreis
LEAA Programs Evaluator

BK/dt

Enclosure

MUNICIPAL POLICE TRAINING ACADEMY
TRAINING EVALUATION QUESTIONNAIRE

Governor's Justice Commission
197 Taunton Avenue
East Providence, R.I. 02914

WHEN DID YOU GRADUATE FROM THE RECRUIT TRAINING PROGRAM? _____

How many in-service and specialized training classes presented by the Municipal Police Training Academy have you attended? _____

On Questions 1-26 insert the code indicating the response that most clearly reflects your opinion. The possible responses are:

1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE

- ___ 1. I would recommend both recruit training and the in-service training classes presented by the Training Academy to other police officers.
- ___ 2. Course objectives were clearly stated at the beginning of the classes.
- ___ 3. The instructors generally gave clear instructions.
- ___ 4. The content of the courses was appropriate to the course objectives.
- ___ 5. Sufficient emphasis was placed on practical, problem solving.
- ___ 6. The instructors generally encouraged students to voice opinions.
- ___ 7. The courses were well organized.
- ___ 8. The instructors generally showed how the courses were practically related to the job of a police officer.
- ___ 9. The courses helped me to develop new, useful skills as a police officer.
- ___ 10. The instructors were generally enthusiastic when presenting course material.
- ___ 11. The course materials were generally relevant and presented in a logical, well-organized manner.
- ___ 12. The instructors generally lectured at a level the class could understand.
- ___ 13. In general, the instructors provided a good mixture of instructor lecture and student participation.
- ___ 14. Because of these courses, I have been able to improve my job performance.
- ___ 15. The instructors made the subject matter useful and interesting.
- ___ 16. In general, the content of the course impressed me as being important and relevant to my work as a police officer.
- ___ 17. In general, questions from students were answered satisfactorily by the instructors.

1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE

- ___ 18. These courses answered or met my job needs.
- ___ 19. The courses on human relations and community involvement are useful to me in my daily work.
- ___ 20. The role-play portion(s) of the training program helped me learn the job of a police officer.
- ___ 21. The instructors generally made clear what they expected from students.
- ___ 22. The location of the Academy at a University enhances the training program.
- ___ 23. The instructors generally presented methods on "how to do it".
- ___ 24. The teaching methods used by the instructors helped me to learn and use the subject matter included in the courses.
- ___ 25. The instructors' knowledge of the subjects generally appears to be broad, accurate and current.
- ___ 26. The instructors generally seemed to be concerned with whether the students learned and could put into practice the subject matter of the courses.
- ___ 27. A university atmosphere contributes to an understanding of the role and function of a police officer in society today.
- ___ 28. The courses contributed significantly to my knowledge and performance in my job as a police officer.
- ___ 29. The instructors instilled in me an interest and enthusiasm about the course materials.
- ___ 30. I would make arrangements to attend specialized and in-service training classes offered by the Municipal Police Training Academy even if my department did not compensate me for attending.

* * * * *

31. Taking the courses you have attended as a whole, which of the following best describes how you feel about the recruit and in-service training courses made available by the Municipal Police Training Academy?
(Circle your choice.)
(a) Very Poor (b) Poor (c) Average (d) Good (e) Very Good
32. Your Rank? (Select the response which best fits your particular title.)
(a) Patrolman (b) Sergeant (c) Lieutenant (d) Captain or above
33. How long have you been in police work?
(a) less than 1 year (b) 1-4 years (c) 5-10 years (d) 11-14 years
(e) 15-20 years (f) 21 years or more
34. Your Age?
(a) less than 26 (b) 26-30 (c) 31-35 (d) 36-40 (e) 41 or above

35. Your Sex?

- (a) Male (b) Female

36. Your Race?

- (a) White (b) Black (c) Spanish surname (d) Oriental (e) American Indian
(f) Other (please specify) _____

37. What is the highest level of education you have completed?

- (a) Not a high school graduate
(b) High school diploma or equivalency certificate
(c) 1-2 years college
(d) Associates Degree
(e) 3-4 years college-but no diploma
(f) Bachelor's Degree
(g) graduate studies
(h) Masters Degree
(i) Doctorate or Law Degree

38. How many police officers are employed on a full-time basis in your department?

- (a) less than 10 (b) 10-24 (c) 25-49 (d) 50-99 (e) 100-149
(f) 150-250 (g) 250 or more

39. What is your current assignment?

- (a) Routine Patrol (b) Traffic (c) Investigation (d) Administration
(e) Other (Specify) _____

40. In general, what aspect(s) of the recruit training at the Academy do you feel contributed most to your effectiveness as a Police Officer?

- (a) Practical, "how to" training.
(b) Social Science/Human Relations skill development.
(c) Philosophy and background of police work.
(d) Other (specify) _____

41. Do you have any comments or suggestions which you believe would assist the Academy in improving its program of recruit and in-service training?

- (a) Yes (b) No

42. If yes, would you please take the time to describe improvements that the Academy should consider in the future.

(Use the back or attach additional pages if necessary)

ATTACHMENT K

CHIEFS' INPUT AND SUPPORT SOUGHT IN AN EVALUATION
OF THE R.I. MUNICIPAL
POLICE TRAINING ACADEMY

The Council for Community Services Evaluation Task Force is conducting a comprehensive evaluation of the Municipal Police Training Academy for the Governor's Justice Commission. The evaluation team is anticipating completion of this evaluation in February, 1979, and has requested that the R.I. Chiefs Association cooperate in securing input from all Chiefs on the effectiveness of the Training Academy program(s). A brief questionnaire/survey follows, designed by the evaluators to capture major information for inclusion in the final Evaluation Report. Please fill out this questionnaire and return it no later than January 31, 1979, to: Mrs. Beverly Kreis, LEAA Programs Evaluator, Council for Community Services, Inc., 229 Waterman Street, Providence 02906.

In addition to your input for this evaluation, the Evaluation Task Force is mailing a similar questionnaire to a random selection of police officers from throughout the state who have graduated from the recruit training program at the Academy within the past six months to one year. Your support for this effort is also requested to encourage officers in your Departments to return their questionnaires by January 31. The evaluation team will be extremely grateful for your input and assistance in this important evaluation effort.

Evaluation of the Municipal Police Training Academy

Police Chief Survey

1. Approximately _____ recruits from my Department attend the Municipal Police Training Academy program each session.
2. I am generally pleased with recruit performance subsequent to the Academy training. Yes _____ No _____
If no, please indicate why not: _____

3. The most important function of a police officer, in my opinion, is:
(please check)
1. public service _____ 2. maintaining law and order _____
3. catching law-breakers _____ 4. preventing crime _____
5. Other (specify) _____
4. A Police Officer's work has changed in recent years toward an increased role as a human relations specialist. Yes _____ No _____
5. The most critical area of police training is in fostering the proper military discipline and ability to follow orders. Yes _____ No _____
6. The recruit training program at the Academy should include more practical, on-the-job training experiences. Yes _____ No _____
7. The location of the Police Training Academy at the University of Rhode Island:
a) is enhancing to the goals of police training
b) is detrimental to the goals of police training
c) does not influence the goals of police training
d) should be moved but should continue to use University resources as needed.
8. In general, the Municipal Police Training Academy is meeting the needs of both recruit and in-service (specialized) training for my Department. Yes _____ No _____
If no, please explain why not: _____

ATTACHMENT L

SECTION .0700 - CRIMINAL JUSTICE OFFICER'S
PROFESSIONAL CERTIFICATE PROGRAM

.0701 PURPOSE

In order to recognize the level of competence of criminal justice officers serving the governmental agencies within the state, to foster increased interest in college education and professional criminal justice training programs, and to attract highly qualified individuals into a criminal justice career, the Criminal Justice Training and Standards Council has adopted regulations providing for the criminal justice officers professional certificate program. This program is a method whereby dedicated officers receive statewide and nationwide recognition for education, professional training, and on-the-job experience.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0702 GENERAL PROVISIONS

(a) In order to be eligible for one or more of the professional awards, an officer must first meet certain preliminary qualifications as follows:

- (1) He must presently hold general certification or certification in accordance with Rule .0405 of this Chapter. No one serving under a probationary appointment is eligible for consideration.
- (2) He must be familiar with and subscribe to the Law Enforcement Code of Ethics.
- (3) He must be a full-time, sworn, paid member of a criminal justice agency within the state.

(b) Awards are based upon a formula which combines formal education, criminal justice training, and actual experience as a criminal justice officer. Points are computed in the following manner:

- (1) Each semester hour of college credit shall equal one point and each quarter hour shall equal two-thirds point;
- (2) Twenty classroom hours of council-approved criminal justice training shall equal one point;
- (3) Only experience as a full-time, sworn, paid member of a criminal justice agency or the equivalent experience shall be acceptable of consideration.

(c) Awards will be awarded in an officer's area of expertise only. Separate sub-programs will be administered as follows:

- (1) General Law Enforcement Certificate. The General Law Enforcement Certificate is appropriate for full-time, sworn criminal justice officers employed by units of local government with authority to arrest for any violation of the criminal law and to arrest anywhere within the boundaries of the unit, including:
- (A) municipal and county police officers,
 - (B) sheriffs and their deputies, and
 - (C) local ABC board enforcement officers.
- (2) State Law Enforcement Certificate. The State Law Enforcement Certificate is appropriate for full-time, sworn criminal justice officers employed by an agency of state government, with authority to arrest throughout the state, including:
- (A) State Bureau of Investigation officers,
 - (B) State Highway Patrol officers,
 - (C) State ABC board enforcement officers,
 - (D) License and Theft officers,
 - (E) Fisheries enforcement officers,
 - (F) Wildlife enforcement officers, and
 - (G) State forest rangers.
- (3) Special Law Enforcement Certificate. The Special Law Enforcement Certificate is appropriate for other full-time, sworn criminal justice officers with arrest authority, including:
- (A) Security officers for state buildings and agencies,
 - (B) Airport security officers,
 - (C) Campus police officers,
 - (D) Company police officers,
 - (E) Department of Correction extradition officers, and
 - (F) Parks and Recreation commissions enforcement officers.
- (d) Minimum requirements for awards in each sub-program shall be in accordance with Rules .0703 to .0705 of this Chapter.
- (e) There shall be limited reciprocity between sub-programs. Only training and/or experience gained in an officer's area of expertise will be eligible for application to the sub-program.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0703 BASIC CRIMINAL JUSTICE CERTIFICATE

In addition to the requirements set forth in Rule .0702(a) of this Chapter, an applicant for the Basic Criminal Justice Certificate shall have completed the probationary period

prescribed by the employing agency, but in no case less than one year and shall have completed an accredited law enforcement basic training course or the equivalent as determined by the council.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0704 INTERMEDIATE CRIMINAL JUSTICE CERTIFICATE

(a) In addition to the requirements set forth in Rule .0702(a) of this Chapter, an applicant for the Intermediate Criminal Justice Certificate shall possess or be eligible to possess the Basic Criminal Justice Certificate and shall have acquired the following combination of education and training points combined with the prescribed years of law enforcement experience:

Education and Training Points	30	60	90	Associate Degree	Baccalaureate Degree
and	&	&	&	&	&
Years of Criminal Justice Experience	8	6	4	4	2

(b) Education points claimed must have been earned at a technical institute, community college, junior college, college or university accredited as such by the department of education of the state which the institution is located, the appropriate recognized accrediting body, or the state university in which the institution is located.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0705 ADVANCED CRIMINAL JUSTICE CERTIFICATE

(a) In addition to the requirements set forth in Rule .0702(a) of this Chapter, an applicant shall possess or be eligible to possess the Intermediate Criminal Justice Certificate and shall have acquired the following combinations of education, training and experience:

Education and Training Points	60	90	Associate Degree	Baccalaureate Degree	Master/ Equiv.
and	&	&	&	&	&
Years of Criminal Justice Experience	12	9	9	6	4

(b) Education points claimed must have been earned at a technical institute, community college, junior college, college or university accredited as such by the department of education of the state in which the institution is located, the recognized national accrediting body, or the state university in which the institution is located.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0706 METHOD OF APPLICATION

(a) All applicants for an award of the basic, intermediate or advanced certificates in each sub-program shall be completed by the criminal justice officer applicant on the Council Form F-6 entitled "Application for Award of Criminal Justice Certificate."

(b) Education and training must be supported by copies of transcripts, diplomas, Council Form F-11, agency training records, or other verifying documents attached to the application.

(c) The Council Form F-6 will be submitted by the applicant to his department head who shall attach his recommendation and forward the application to the council. Certificates will be issued to the department head for award to the applicant.

(d) Certificates and awards remain the property of the council and the council shall have the power to cancel or recall any certificate or award.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

.0707 COUNCIL FORM F-6

Council Form F-6, "Application of Award of Criminal Justice Certificate," is a form to be completed by all applicants for the Professional Criminal Justice Certificate. This form requests information pertinent to education, training and experience as a criminal justice officer and also provides the applicant with a copy of the Law Enforcement Code of Ethics. The applicant must sign this form along with his or her department head. These forms may be obtained directly from the council as prescribed in Rule .0801 of this Chapter.

History Note: Statutory Authority G.S. 17A-6;
Eff. February 1, 1976;
Amended Eff. May 1, 1977.

further the training objectives of the council. The procedure is as follows:

- (1) A school desiring accreditation for a training course shall communicate in writing with the council by properly completing and submitting Council Form F-10, Request of Course Accreditation.
 - (2) The school curriculum proposed as adequate to fulfill the requirements of the council prescribed course(s) to be accredited shall be attached and submitted with Form F-10.
 - (3) Upon receipt, the Request for Course Accreditation will be evaluated by the council based upon the requirements of Rule .0503 of this Chapter.
 - (4) Upon approval of an accreditation request, the submitting school shall be issued notice in written form by the council.
- (b) Any course accredited by the council shall be subject to periodic evaluation by the council in order to insure maintenance of required standards.

History Note: Statutory Authority G.S. 17A-6; 17A-7(b);
Eff. February 1, 1976.

.0606 COUNCIL FORM F-10

Council Form F-10, Request for Course Accreditation, is a form on which the school director may request accreditation for the basic training course. Information requested on this form includes, but is not limited to, name and rank of school director, facilities, living costs, training aids, course instructors, and library facilities. These forms may be obtained directly from the council as prescribed in Rule .0801 of this Chapter.

History Note: Statutory Authority G.S. 17A-6; 17A-7(c);
Eff. February 1, 1976.

.0607 CERTIFICATION OF INSTRUCTORS

Certification of instructors, teachers, professors, lecturers, or other participants as provided in Rule .0506, will be in either the general or limited category based upon the following minimum standards and requirements:

- (1) General Instructor Certification. Persons will be certified as qualified, in the opinion of the council, for general instructional assignments based upon an adequate background and upon proficiency in the instructional process. Minimum requirements for general certification are:

- (a) Be a high school graduate, or have² passed the General Education Development Test (GED) indicating high school equivalency as prescribed in Rule .0305(a)(2) of this Chapter, and have acquired four years of practical experience as a criminal justice officer or as an administrator or specialist in a field relevant or related to the criminal justice system; or
- (b) Have been awarded an associate degree and have acquired three years of practical experience as a criminal justice officer or as an administrator or specialist in a field relevant or related to the criminal justice system; or
- (c) Possess a baccalaureate degree and have acquired one year of practical experience as a criminal justice officer or as an administrator or specialist in a field relevant or related to the criminal justice system; and
- (d) Have successfully completed an instructor's training program certified as meeting the minimum standards of the council; For any training acquired after the effective date of this Rule (February 15, 1977) the required minimum length of such instructors training course program shall be at least two weeks (70 hours). However, as an expressed exception, for those applicants previously granted instructor certification by the council and who have within the 24 month period preceeding the effective date of this Rule actively participated on the instructional level by the actual delivery/presentation of course/topical matter in a criminal justice training or educational program within this state this requirement is deemed to have been satisfied if the applicant has heretofore successfully completed a formally developed instructor training course consisting of a minimum of one week (35 hours) which was presented by a recognized educational/training institution or agency, either in-state or out-of-state; and
- (e) The applicant shall have the endorsement and recommendation of a council recognized school director;
- (f) The council expressly exempts from the applicability of Subsection (d) of this Paragraph, those specific applicants who are employed on a full-time basis in an active instructional position by an officially established educational/training institution which has been duly accredited by the Southern Association of Colleges and Schools and/or is granted full recognition by the North Carolina Department of Education or the Board of Governors to the North Carolina University

- System. This exemption shall apply only when such individuals are involved in instruction directly related to their professional expertise.
- (2) Limited Instructor Certification. Persons may be certified as qualified, in the opinion of the council, for limited instructional and/or participation assignment in a criminal justice training program based upon an adequate background of training, education and/or experience in specific areas of expertise. Upon meeting the minimum requirements therefor this limited certification may be granted by the council in one of the three following categories:
- (a) Professional Lecturer. Eligible applicants are those persons in formally recognized professional status, i.e., medicine, law, psychology, etc., who by virtue of formal academic graduate degree(s) and professional experience have developed and practiced special expertise in a demonstrated area which is beneficially material to the presentation of criminal justice training or education programs. Certification of such individuals in this category is subject to the following requirements and special conditions:
- (i) Be duly licensed/certified by the requisite legally recognized and constituted professional licensing agency to actively engage in the specified profession; and
 - (ii) Have acquired a minimum of one year of practical experience in the designated profession and area of expertise; and
 - (iii) Have the endorsement and recommendation of a council recognized school director which shall include a description of the applicants participation, topical areas, duties and responsibilities as well as the attributes designating and qualifying the applicant as a beneficial contributor and/or participant in program delivery/presentation;
 - (iv) Such certification is valid for a period not to exceed 12 months from the date of its issue and during this period the individual may participate in repetitions of the same training course(s) if there are no changes therein which alter the topical areas, duties and responsibilities as initially established. At the expiration of this period of certification a new application will be required for council consideration and determination as to issuance of recertification.

- (b) Artisan/Practitioner Lecturer. Certification in this category may be granted to those individuals who, in the opinion of the council, have developed specific motor-skills and abilities by virtue of special training and extensive practical experience to the degree of demonstrated expertise in a specific topical area. These skill areas may include: firearms, first-aid, defensive tactics, and pursuit-defensive driving. Certification of applicants in this category is subject to the following requirements and special conditions:
- (i) Have acquired supplemental training in the specific area of motor-skill expertise from an organized, recognized, and generally acknowledged competent institution, agency, company, etc., which frequently makes presentation of such training programs in the regular conduct of its normal and customary activities; or
 - (ii) Have a minimum of four years of practical, progressive experience; This experience shall include prior instructional assignments in the skill area in which the applicant is seeking certification;
 - (iii) Have the endorsement and recommendation of a council recognized school director;
 - (iv) The application must specifically designate the area of expertise and evidence the degree of competence of the applicant with inclusion of adequate documentation.
 - (v) Such certification is valid for a period not to exceed 24 months from the date of its issue; At the expiration of this period of certification a new application will be required for council consideration and determination as to issuance of re-certification;
 - (vi) It is strongly recommended that these individuals attend and complete an approved instructor training course since their specialized training did not provide information concerning psychology, methodology, and fundamentals of instruction as well as the communication skills needed to impart knowledge in a consistent manner.
- (c) Guest Participant. In the discretion of the council, it may within this category issue certification to individuals not eligible for application consideration under either the general instructor, professional lecturer or artisan/practitioner lecturer categories but who, in the opinion of the council, can beneficially

contribute to the presentation/delivery of a criminal justice training program. Included in this category for example, but not limiting thereto, may be private citizens, victims of crime, actors, prisoners, probationers, parolees, ex-offenders, juvenile offenders, etc. Certification of such individuals in this category is subject to the following requirements and special conditions:

- (i) Have the endorsement and recommendation of a council recognized school director which shall include a description of the applicants participation, topical areas, duties and responsibilities as well as the attributes designating and qualifying the applicant as a beneficial contributor and/or participant in program delivery/presentation; and
 - (ii) Such certification is valid only for the duration of the specified program in which the guest is certified to participate, and must be renewed each time the individual is utilized, whether or not the program is repeated by the same institution. This renewal may take the form of telephonic or written communication with the office of the council to determine whether prior temporary certification has been awarded. If so, full resubmission of application may not be necessary, however, in any event, specific written authorization must be issued by the director prior to participation by the individual in an approved training program.
- (3) Term and Conditions of General Instructor Certification
- (a) During the initial 12 month period of general instructor certification, the instructor will be on probationary status.
 - (b) Any probationary instructor who has not utilized his certificate by teaching during the 12 month probationary period of certification will be required to apply again for original certification.
 - (c) The probationary instructor will be awarded full general instructor status at termination of the probationary period upon submission to the council of:
 - (i) a favorable recommendation from a school director accompanied by certification that he/she successfully taught and was evaluated in an approved course during that probationary year, or
 - (ii) endorsement and favorable recommendation by a department head whose personnel have been trained

- by the probationary instructor in the agency training program during the year of probation, or
(iii) a favorable written evaluation by a council or staff member based on an on-site classroom evaluation of the probationary instructor.
- (d) The council will issue Certificates of General Instructor Certification valid for five years from date of issue subject to suspension or revocation as provided in Rule .0506(c) of this Chapter. This certificate may thereafter be officially renewed for a similar period upon approval of application therefor containing acceptable documentation of having been progressively active in the instructional process during this five-year period, and the recommendation/endorsement of a school director.
- (4) Application Forms
- (a) General Instructor/Artisan-Practitioner Application Forms. Application for instructional certification will be made on Council Form F-12 (Revised 1-77), Request for Instructional Certification, and endorsed by a criminal justice agency administrator or school director, whichever is applicable. Education and training shall be supported by copies of transcripts, diplomas, or other verifying documents which must accompany the application.
- (b) Professional Lecturer/Guest Participant Application Forms. Applications for instructional certification will be made on Council Form F-12a and contain the information requested in (2)(a)(iii) or (2)(c)(i) of this Rule.
- (c) Applications are forwarded to the council for consideration and council action will be reported to the applicant.

History Note: Statutory Authority G.S. 17A-6; 17A-7(b);
Eff. February 1, 1976;
Amended Eff. February 15, 1977.

.0608 COUNCIL FORM F-12

History Note: Statutory Authority G.S. 17A-6; 17A-7(c);
Eff. February 1, 1976;
Repealed Eff. February 15, 1977.

END