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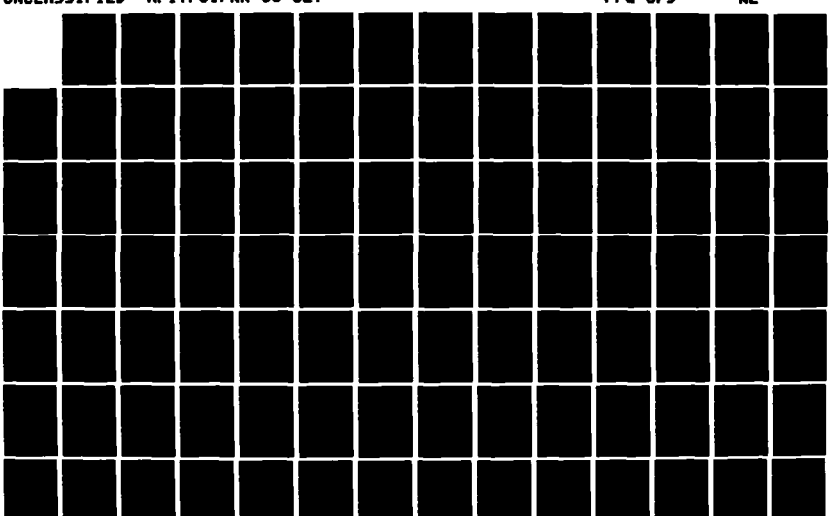

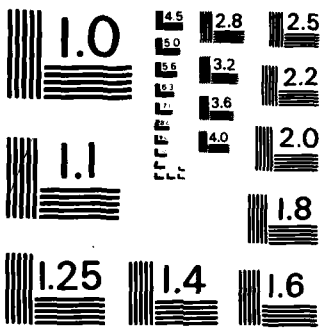

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A COMPARATIVE ANALYSIS OF LAW ENFORCEMENT TRAINING PROGRAMS: THE UNITED STATES AIR FORCE VERSUS THE STATE OF CALIFORNIA

Michael Richard Moreland
B.A., Park College

THESIS

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

CRIMINAL JUSTICE

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Summer
1985

AUG 1 6

UNCLASS

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER AFIT/CI/NR 85-82T	2. GOVT ACCESSION NO. AD A158008	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) A Comparative Analysis of Law Enforcement Training Programs: The United States Air Force Versus The State Of California		5. TYPE OF REPORT & PERIOD COVERED THESIS/DISSERTATION 6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Michael Richard Moreland		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS AFIT STUDENT AT: California State University Sacramento		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS AFIT/NR WPAFB OH 45433		12. REPORT DATE 1985 13. NUMBER OF PAGES 301
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) UNCLASS 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

APPROVED FOR PUBLIC RELEASE: IAW AFR 190-1

5 AUG 1985

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

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A Thesis

by

Michael Richard Moreland

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Abstract

of

A COMPARATIVE ANALYSIS OF LAW ENFORCEMENT TRAINING PROGRAMS: THE UNITED STATES AIR FORCE VERSUS THE STATE OF CALIFORNIA

by

Michael Richard Moreland

Statement of Problem

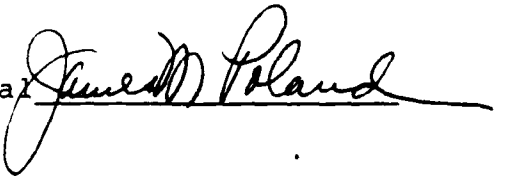
An information gap currently exists in the area of police training. Specifically, little effort has been made in the past to study military police training or to compare it with civilian police training. Therefore, this study attempts to narrow the gap by comparing the initial training of United States Air Force Law Enforcement Specialists with the entry level training of peace officers in the State of California.

Sources of Data

Three sources are used in this study. First, a review was conducted of literature relevant to military and civilian police training. Next, USAF and POST Law Enforcement training standards, entry level course outlines and instruction sylabi are used for comparison. Last, information obtained through interviews with USAF Security Police representatives and members of California's Commission on POST, is applied to overall comparison.

Conclusions Reached

The entry level training programs of both organizations were compared and found to contain a variety of parallel and dissimilar facts concerning police training. The primary difference in the thrust of the programs is the actual job the students are being trained for. Overall, both organizations have similar programs that appear to be providing the training required for the job.

Committee Chair's Signature of Approval 

ACKNOWLEDGEMENTS

Several key people contributed immeasurably to this study and I wish to express my sincere appreciation for their efforts.

First, the staff at both the USAF Security Police Academy and California's POST organiztion made my research effort a pleasure rather than a chore. In particular, I thank Chief Master Sergeant Reese, Senior Master Sergeant Logan, Technical Sergeant Wauson and Ms. Edna Cooper of the 3280th Technical Training Wing, for their time and assistance. Also, similar thanks are due Mr. Harold Snow and Ms. Patty Noda of the POST organization.

Next, a great deal of thanks are in order for my Thesis Chairman, Dr. James Poland, who guided me through this project and my Graduate Coordinator, Dr. Thomas Phelps, who aided me in selecting and researching this subject.

Lastly, but surely not least, thanks to my wife Monica for her ever present support throughout this entire experience.

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CHAPTER I

INTRODUCTION

The Problem Stated

Over the last fifty years, much has been written about the way in which civilian police training is conducted in the United States. Likewise, those U.S. and state investigatory commissions that have reviewed police operations, highlighted adequate police training as a key element to successful policing and crime control. Furthermore, several independent comparative studies have been conducted to determine the most productive means of training civilian police officers.

While this search for innovation and improved techniques appears comprehensive, there is a form of police training in this country that has been conspicuously overlooked. Specifically, the training given to our Armed Forces military police. Quite possibly this oversight occurred because the citizenry in general views the military community as a somewhat closed society with different needs and a unique lifestyle. On the contrary, the military community represents nothing more than a

microcosm of our society. This similarity is especially evident during peacetime where its needs for adequate policing closely resemble those of the entire nation.

Although other reasons may exist for the apparent exclusion of military police training from previous studies, the fact remains that there is an information gap in the area of police training. Exactly how much of a gap exists is not known. What's more, it is not known how much of a contribution the study of military police training would actually make to the overall police training effort. Nonetheless, it appears that there exists areas of common interest, like procedures, techniques and program management, that could be shared. It is this potential for expanded learning and sharing of information that forms the basis for this study.

Before attempting to narrow the current information gap, it is important to note that our Armed Forces consist of five major branches - each with its own complex nature. These branches are similar to our fifty states in that they operate independently, but when combined, they work together to form a whole union. To bring this analogous relationship into the perspective of policing, it is necessary to recognize that each military branch, like each state, organizes, trains and equips its police force in a similar manner. However, because of the differences in

laws, customs, population and in the case of the military, mission, each entity operates somewhat autonomously.

Based on the variations mentioned above, attempting to explore the universe of military police training could prove counterproductive. Therefore, it appears the most effective means of discovering what contributions the military might have to offer the civilian sector, or vice versa, is to compare the police training programs of two relatively similar military and civilian organizations.

Purpose of the Study

The purpose of this ~~study~~ is to compare and contrast the initial training of Law Enforcement Specialists in the United States Air Force (USAF) with the entry level training of peace officers in the State of California. Specifically, this study deals with existent Law Enforcement training programs used in both the USAF and the State of California. For purposes of continuity, USAF Security Police Law Enforcement Standards and Training and California's Peace Officer Standards and Training (POST) guidelines are compared in this study. Actual comparisons are based on the entry level training programs provided by each organization. Comparison of these two particular programs is feasible because both the USAF and POST have established progressive and standardized approaches to Law Enforcement training.

Focus and Limitations of Study

The focus of this study centers on the basic similarities and differences in the two training programs. However, this focus also takes into account the following items: the basic role of the agencies using the training; the demographic and environmental conditions in which the military and civilian police must function; and the overall administration of the training programs. Thus, a comparison and subjective analysis of these factors is intended to surface specific areas in which there is mutual benefit to both military and civilian police training.

As mentioned earlier, this study is limited to entry level police training only. Moreover, it is not intended to evaluate or determine the quality of actual training provided, nor is it intended to rate the capabilities of either the training instructors or the knowledge level of graduated students. Neither is it intended to deal with the subject of law enforcement education. While there is a general review of the basic course structure, content, and teaching methods, there is no attempt to explore advanced or specialized police training.

Methodology and Sources Used

Primarily, the thrust of this study is the comparison of the kind of entry level training given military and civilian law enforcers, but to provide a more complete

picture of this training, several collateral factors are also addressed. As discussed earlier, this study begins by outlining the differences in roles between USAF Law Enforcement Specialists and civilian peace officers. Once these roles are more clearly defined, each of the recruit selection and training requirements are identified. Next, the basic course content, number of hours, teaching methods and instructor certification are compared and analyzed. Finally, the overall police training program administration of both the USAF and POST is compared.

Three main sources are used in this study. First, a review was conducted of available literature relevant to military and civilian police training. This review included both historical evolution and general police training information. Next, USAF and POST Law Enforcement training standards, entry level course outlines and instruction sylabi are used to establish a basis for comparison. Last, information obtained through interviews with USAF Security Police and POST representatives is applied to the overall analysis.

Importance of the Study

This comparative study is important because it: (1) Demonstrates the obvious similarities and more obscure differences between policing in the military and the civilian sector. (2) Provides a comprehensive look at

initial selection and training of law enforcement personnel in both the military and civilian environment. (3) Compares the various methods used by the USAF and POST to ensure adequate training is provided their entry level police personnel. Also, this study explores areas of common interest for increased sharing between the USAF and California's POST organization. Most importantly, by comparing these programs, this study reveals items within general law enforcement training that are of benefit to both military and civilian police agencies.

Definition of Terms

Military

United States Air Force (USAF) - One of four main branches of the United States military. It has a worldwide mission of providing aircraft resources to support the foreign and domestic policies of the United States, both in peacetime and during war. Total personnel strength is approximately 594,000 men and women.[1]

USAF Major Command - A subordinate element of the U. S. Air Force. Usually organized by type of aircraft, mission and geographical region. These major elements control forces both here and overseas with numbers of

personnel ranging from 5,000 (smallest) to over 100,000 (largest) each.[2]

USAF Base or Installation - Parcel of land that is designated as Federal property and supports a military function. Normally houses military personnel and stores military resources. Several hundred are scattered throughout the United States and overseas. Populations vary based on mission and geographic location.

USAF Squadron or Unit - Small grouping of Air Force personnel organized to perform a specific function. Such as, vehicle and aircraft maintenance or Security Police. Usually collocated with other squadrons or units on an Air Force base.

Security Police - A USAF career field consisting of over 40,000 men and women stationed both in the United States and overseas. Some of the specific functions of the security police are: protection of priority resources (planes, missiles, weapons); Law Enforcement for USAF installations; management of security classification programs; and overall enforcement of military law in the Air Force.[3]

Uniform Code of Military Justice (UCMJ) - Very similar to a penal code in that it is a collection of specific

articles pertaining to criminal offenses. Each article within the code defines a particular military law and describes the related offense. The USAF security police, lawyers and judges use this code as a guideline for determining misconduct.[4]

Law Enforcement Specialist - a USAF security police man or woman assigned law enforcement duties and the overall responsibility of maintaining a safe and secure base environment at whatever location they are assigned. Some of the specific duties include: enforcement of military laws and regulations; traffic control; investigation of accidents and offenses; base area patrol; and apprehension of violators or suspects.[5]

Apprehension - Military terminology for taking into custody and detaining service-connected personnel for violation of military law. Arrest is the civilian sector term for the same action.[6]

Civilian

The majority of civilian sector terminology used in this study should be common to most readers; however, several terms need further clarification.

Peace Officer - An individual who has taken a sworn oath to uphold and enforce the laws of the country, state or city in which he or she is employed. Normally, this

officer performs two roles in the community: law enforcement and community service. Peace officer is synonymous with police officer.

California Peace Officer Standards and Training (POST) - The California POST Commission is administered as part of the State Department of Justice. It sets standards for selection and training and approves curricula of various police academies throughout the state. Once local agencies adopt and meet the POST standards, the Commission reimburses them for part of the training costs.[7]

Entry Level or Initial Training - refers to that type or level of training given to new (recruit or inexperienced) personnel. For purposes of this study, this type of training is limited to that provided at an established law enforcement academy or approved civilian institution.

Organization of Remainder of Study

The remainder of this study is divided up into four chapters. Relevant literature concerning entry level training of police personnel is reviewed in Chapter II. Also reviewed in this chapter, is the historical evolution of police training and the pertinent studies previously conducted involving the training of police officers.

In Chapter III, the initial training of USAF Law Enforcement Specialists is examined. This look at military type police training also includes role descriptions, program administration and postgraduate personnel follow-up evaluations.

Entry level training of civilian peace officers is the subject of Chapter IV. In this chapter, the initial training of California's Peace Officers is explored to include POST mandated requirements, course content and program management.

Lastly, in Chapter V, the two methods of training are compared and analyzed with emphasis on areas of increased sharing. Additionally, some conclusions are offered as to each program's preparation of the police officer for his or her intended role. Finally, in an effort to continue this comparative analysis, recommendations are made regarding potential areas for future study in the training of military and civilian police officers.

NOTES

[1]"An Air Force Almanac," Air Force Magazine, May 1984, p. 175.

[2]Ibid., p. 176.

[3]Ibid., p. 177.

[4]Air Force Regulation 125-3: Security Police Handbook, Department of the Air Force, 1 April 1979 [(Washington, D.C.: GPO, 1979)], p. 5-1.

[5]3280th Technical Training Group, Lackland AFB, TX, Law Enforcement Specialist - Study Guide, Technical Training Publication, No. RGL 10.1, 1 May 1984, p. 1-12.

[6]Air Force Regulation 125-3: Security Police Handbook, p. 6-1.

[7]California Commission on Peace Officer Standards and Training, 1983-84 Annual Report, POST Publication, 1984, p. 1.

CHAPTER 2

REVIEW OF LITERATURE

Overview

Military and civilian policing can be separately traced back several hundred years starting with England in the 11th century. During this time, a crude form of military policing was established and supervised by a person called The Provost.[1] On the other hand, standardized civilian policing as we know it began when the "Statute of Westminster" was proclaimed by England in the year 1285.[2] Unfortunately, formal training for members of these police forces does not enjoy such a lengthy history. For example, the first formal training for American police officers began with August Vollmer's Berkeley Police School in 1908;[3] however, formal training for U.S. military police personnel did not start until 1942 when the United States Army opened its Military Police School at Fort Myer, Virginia.[4]

A broader study of the literature reveals that although formal police training in America appears to have started late, it has progressed steadily over the past

seventy-odd years and is continuing a healthy pattern of growth and refinement. While the literature covers this development rather well, it fails to produce any comparison between the training of military and civilian police. In fact, very little is mentioned relating the military to policing in general, with the exception of references made to the "military model" when describing police organizations.

Based on the limiting factors mentioned above, the thrust of this review of the literature will focus on the evolutionary progression of American police training. Some of the items that form the nucleus of this chapter are: a historical perspective on the early development of military and civilian policing; a discussion on the role of nation-wide police studies and state commissions in the development of police training; and finally, a look at some contemporary examples of entry level police training in the United States.

Historical Perspective

Military Policing

Early English Development - As mentioned earlier, the roots of the Office of Provost Marshal have been traced back to the 11th century and the time of the Norman conquest of England. At that time, the primary duties of

the Provost were to maintain peace, secure the royal interests, and tend to disciplinary matters. Over the years the role of the Provost continued to expand and by the 16th century, became a permanent part of the English Army.[5] Furthermore, the following Article of War issued by Charles I in 1629, tends to describe the Provost as a circuit riding enforcer of the peace:

> "The Provost must have a horse allowed him and some soldiers to attend him and all the rest commanded to obey and assist or else the Service will suffer; for he is but one man and must correct many and therefore he cannot be beloved. And he must be riding from one Garrison to another to see the soldiers do no outrage nore scath the country."[6]

American Military Police - Military policing in America began during our Revolutionary War with England. In 1776 General George Washington appointed a Provost Marshal to the Army of the United Colonies. As was customary at that time, the procedures and titles were adopted from the British Army. Thus, what had been the Provost, or official in charge, in the British Army carried over to our militia. The Provost Marshal's duty was also very similar to what it had been in England. That is, maintaining the peace and handling disciplinary matters among the troops.[7]

Early in the American Civil War, the Federal War Department appointed a Provost Marshal General to enforce

the draft laws. Soon, the Provost Marshal duties expanded to apprehending deserters, arresting disloyal persons, seizing stolen government property and detecting spies. These responsibilities continued to increase to a point where the Provost Marshal General was authorized assistance from citizens, constables, sheriffs and police officers. At the close of the Civil War, the organization charged with performing military police duties was disbanded.[8]

"In 1917, a Provost Marshal General was again appointed in the War Department for the duration of the war to administer the Selective Service Law...."[9] During this same time frame, a Provost Marshal was also appointed to the American Expeditionary Forces as an advisor on military police matters. Unfortunately, the military police units established under the Provost Marshal were hastily activated and had no special supervision or technical training. Also it was during this time that a formal Military Police Corps was established; however, the war did not last long enough to adequately establish an effective military police organization. Moreover, as had been the case in two previous conflicts, the Office of Provost Marshal and the associated personnel were dissolved following the end of hostilities.[10]

Between the two world wars, military police duties were performed by military personnel assigned to policing duties. Again, as in the past, this duty was carried out

with no formal training and a minimum of police related experience. Nevertheless, just prior to the United State's entry into World War II, a Corps of Military Police was once again established. This time, however, a school for the training of Military Police personnel was also established. The MP school, located at Fort Myer, Virginia, graduated its first class of 215 Military Policemen in February 1942. This graduation marked the beginning of formal entry level training for Military Police personnel.[11]

United States Air Force Air Police - A significant part of the development of military policing in general is linked to the growth and expansion of the nation's Armed Forces during World War II. For the air forces, a momentous event occurred when:

> "on 29 March 1943, as a result of the reorganization of the War Department, Army Air Corps General "Hap" Arnold directed the establishment of the Office of Air Provost Marshal."[12]

Duties and responsibilities of this office included both internal air base security and law enforcement. This step of reorganization was the beginning of both a separation of control of the land and air forces and the establishment of an air service military police function.[13]

Post World War II was a period of rapid change for all of the armed forces. The United States Air Force was

created in 1947 when:

> "the President approved the unification legislation known as the National Security Act of 1947. Among its provisions, the act established the Office of the Secretary of National Defense and a United States Air Force."[14]

Along with this new service came a new military police organization - appropriately named the Air Police. Although they officially had a new title and a broader mission, the Air Force's military police lacked a centralized organization and specialized training.

Specialized formal training for the Air Police developed and expanded as a result of the United State's involvement in the Korean Conflict. Furthermore, the school the Air Force developed to meet the increasing need for formal training was called the Air Police School and was located at Tyndall Air Force Base in Florida.[15] In 1953, the school was moved to Parks Air Force Base, California and became known as the Air Base Defense School. The curriculum taught at this school included "ground defense, security, law enforcement and correctional techniques."[16]

Vietnam and Beyond - During the Korean Conflict, the Communist Chinese taught our hastily prepared air base defense forces a lesson in how not to protect resources. Likewise, the Vietnam Conflict surfaced several weaknesses, but at the same time, helped promote sweeping changes in

the organization and function of the Air Force's military police. One of the most positive things to come out of the early Vietnam situation was the division of the Security Police (renamed in 1966) career field into "two main mission elements - police and security forces."[17] This split allowed new security personnel to be trained on combat tactics and base defense, while the police (Law Enforcement) personnel trained primarily on policing functions. Prior to this separation in 1971, all of the Security Police personnel were trained in all aspects of military policing. While this method provided flexibility in force utilization, it hindered the specialization required to deal with today's more complex adversaries.

Finally, with the advent of separate career fields, came the requirement for formal entry level training of all Security Police personnel. Training for both Security and Law Enforcement Specialists is currently conducted at the Security Police Academy located on Lackland Air Force Base, Texas. This resident academy and the Law Enforcement Specialist course taught there, are further examined in Chapter III.

Civilian Policing

English Tradition and Influence - American civilian policing, much like its military counterpart, has roots traceable back to 13th century England where standardized

policing began with the "Statute of Westminster."[18] This early form of official police, or "watch and ward" as they were called, were responsible for protecting property and arresting lawbreakers during the hours of darkness. However, earlier forms of non-standard peace-keeping duties date back to Alfred the Great (870-901). These police type duties were given to private citizens because the cost of developing a specialized force at the time was believed too much of the royal purse.[19] Therefore, citizens were paid a few shillings for making an arrest. When the citizenry did not work out, constables were developed to supervise certain areas of the countryside.[20] As time went on, paid police officers permanently entered the scene, but did not rank very high in public opinion. "They were usually ill-paid and ignorant men, often too old to be in any sense efficient."[21]

The age old English tradition of policing found its way into the American colonies as a natural evolution and development of the first settlers. Although some changes were made in the overall structure, offices like constable or sheriff were established with little change. In the more rural areas, a pattern of mutual support emerged and:

> "the constable was made responsible for law enforcement in towns, while the sheriff took charge of policing the countries. The Crown - appointed Governors bestowed these offices on large landowners who were loyal to the King. After the (American) revolution,

> sheriffs and constables tended to be selected by popular elections, patronage then being on the wane."[22]

In the larger cities, the American "colonists adopted the British constabulary - nightwatch system. As early as 1636 Boston had nightwatchmen, in addition to a military guard."[23] This nightwatch system was an adaptation of the old watch and ward idea but served only during the evening hours. Individuals participating in the nightwatch:

> "consisted of a group of civilians who patrolled the city to watch for fires, suspicious individuals, or possible riots....and in Boston all men over the age of eighteen were eligible for service."[24]

New York and Philadelphia also developed their versions of the nightwatch which were probably the forerunners of our modern day patrol force.

Policing in Early America's Cities - In the first half of the 19th century, crime became more prevalent as the growing American cities expanded. In turn, there was a recognized need for a better organized method of policing. During the early 1830's Philadelphia developed one of the first police forces in the nation by forming a day shift to supplement its nightwatch. Boston followed in 1838 with a two-shift force, but it was New York that unified the force and abolished the nightwatch system. That was in 1844, and by the late 1870's all of the large cities of the Nation had full-time police forces.[25]

Many of these police forces were organized using strategies borrowed from the London Metropolitan Police Department. "The London Model,"[26] as it is sometimes called, was devised by Sir Robert Peel in London, England during the 1820's. This policing structure had two key elements that appealed to the Americans: one, the method of beat patroling or regularly traveling over assigned routes; and two, the administrative structure of the police force which was patterned after the military.[27] Robert Peel's innovative and proactive idea of an individual policeman covering a prescribed area or beat, is still used in various forms on today's ultramodern police forces. Also very predominate in today's police organization are the things borrowed from Peel's "military model"; such as, police officers wearing uniforms, holding military-style rank and being commanded by superiors in an authoritarian manner.[28]

Police Professionalism - The connotation of professionalism is somewhat different for everybody. One person may describe professionalism as the quality of one's work, while another might say it is the image displayed by a trained, educated and successful professional. Whatever definition is chosen, the word is mostly associated with a profession that demands high standards, comprehensive training, loyality and dedication to one's work.

Modern day police officers are considered professionals; however, this has not always been the case. The following description of a late 19th or early 20th century apprentice policeman and his job indoctrination provides a vivid reminder of the past:

> "Ignorance, poor health, or old age was no barrier to employment. An individual with the right connections could be hired despite the most obvious lack of qualifications. Recruits received no formal training. A new officer would be handed a copy of the police manual (if one could be found) containing the local ordinances and state laws, and sent out on patrol. There he would receive on-the-job training from experienced officers who, of course, also taught the ways of graft and evasion of duty."[29]

These turn-of-the-century policemen were not totally responsible for their poor image. For the most part, they were attempting to fulfill the original charter of police organizations which called for protecting society "against the occurrence of major crimes and the apprehension of perpetrators of such offenses."[30] Unfortunately, many things came between the policeman and the accomplishment of his duty. For one, public mentality toward what it took to keep cities clean and quiet, kept the salaries, respect and consequently, the status of the occupation, very low. Another factor was the irrepressible political graft and corruption that confronted almost every public servant.

> "Leonhard Fuld summed up the pervasive nature of the problem when he wrote in 1909, 'Corruption and dishonesty are

> found everywhere in public life and are not entirely unknown in private life. The citizens get as good a police service as they want.'"[31]

Efforts to raise the level of police professionalism were aided by other activities designed to reform all of American policing. One of key developments was the establishment of professional associations like the International Association of Chiefs of Police (IACP) and National Police Chief's Union. In addition to these organizations, the movement to professionalize American policing was promoted by several visionary pioneers. Some of those best known for their contributions were: Richard Sylvester, president of the IACP from 1901 to 1916; August Vollmer, developer of the first formal training program for police personnel in the United States; Arthur Woods, commissioner of New York City police (1914-1918); Leonhard Fuld, an innovator in the area of police administration; and Raymond B. Fosdick, a noted expert in police systems.[32]

It is virtually impossible to pick some point in time, an individual achievement, or particular area of policing that contributed most to upgrading the performance and image of America's police personnel. Furthermore, it would be naive to imply that any single element was totally responsible for creating a professional police force. However, the one thing critical to, and incorporated in,

all recognized professional occupations, is sound, fundemental training.

Police Training - Formal training for American policemen was unheard of until the early 20th century.

> "Throughout the 19th century and even into the 20th century, brute force and the school of experience formed the very backbone of operating philosophy. Until about 1915, any suggestion that a policeman needed formal training would have been received with amazement and doubt."[33]

With new policeman learning through apprenticeship, a situation was created where:

> "for the most part the average American city depended almost entirely for the training of its police recruits upon such casual instruction as older officials may be able and willing to give."[34]

A prime example of this personalized instructional philosophy comes from an excerpt of an interview conducted by members of the Wickersham Commission over fifty years ago. A metropolitan city chief stated that:

> "I say to him that now he is a policeman, and I hope he will be a credit to the force. I tell him he doesn't need anybody to tell him how to enforce the law, that all he needs to do is to go out on the street and keep his eyes open. I say: 'You know the Ten Commandments, and you go out on your beat, and you see somebody violating one of those Ten Commandments, you can be pretty sure he is violating some law.'"[35]

Although this apprenticeship type training of the early 1900's appeared practical for the era, it:

> "would be far from adequate for the modern officer. Faced with a multitude of highly complex technical and social problems, his educational (and training) needs greatly exceed anything his grandparents could have envisaged."[36]

August Vollmer was one of the first people to recognize this training fallacy and do something about it. He thought it unwise to assume that a person with any type of training, or no training for that matter, should be automatically qualified to perform police work. In the following analogy, his thoughts produce a persuasive argument for adequate police training:

> "If the legal, engineering, or medical profession recruited its members at random, with no requirements of preliminary training, from among all the persons who might desire to hang out a professional 'shingle,' disaster would be the inevitable consequence of such stupidity."[37]

He followed these thoughts with one statement that has become a reality and another that hopefully, will never again be a problem. First, he noted that "the modern policeman requires professional training comparable to that required for the most skilled profession."[38] Then he warned that "Where untrained persons are permitted to function as policemen, no person's life or liberty is safe."[39] It is because of this type of farsighted thinking that August Vollmer is considered as having done "more than any other individual to originate and promote professional policing."[40]

Police Training Schools - The man often referred to as "the father of modern law enforcement in the United States,"[41] August Vollmer, is also credited with starting the first police school in this country. As mentioned earlier in this chapter, Vollmer's Berkeley Police School started in 1908. Furthermore, the course consisted mainly of instruction on police methods and was taught primarily by Vollmer himself. Other courses offered were First Aid, Photography, Criminal Law and Elementary Law.[42] This ambitious undertaking was actually set up more along the lines of higher education than what one would consider recruit or specialized police training. The fact that the classes met one hour a day and it took three years to complete the curriculum, put it in the category of education instead of training.[43] Nonetheless, it was the first real attempt at upgrading the professional knowledge of policemen and in so doing, served as a prototype for later police oriented in-service and academic programs.

The New York City Police Department established the nation's first formal police training academy in 1909. This program was training oriented and "provided recruit training in firearms, rules and regulations of the Department, police procedures, and criminal law."[44] New York's program, which was instituted by Police Commissioner Arthur Woods, set the example for other municipal departments to follow.

By the 1930's many of the larger cities had developed police training schools or programs similar to the one established in New York. Although most of the police agencies were starting to recognize the value of training, none of them agreed on how long the training should last or what should be taught. For example, the New York training courses for recruits lasted two months; in Chicago, Philadelphia, St. Louis, Detroit and Newark, the training time was only four weeks; in Cleveland it was three weeks; and in Louisville, recruits were taught 336 hours of instruction in six weeks.[45]

Without a doubt, the early 1900's brought about more progress in the effort to upgrade policing in America, than any previous period of time. Unfortunately, the effort was fragmented and appeared to lack the much needed national attention and influence. Without public awareness and governmental support, the progress of police professionalism in general and specifically the strides made in police training, seemed destined to stagnate.

National Police Studies

The first thirty years of the 20th century not only brought progressivism to our national police forces, it brought new challenges to the capabilities of the modern policeman. Specifically, the Great Depression, Prohibition and "the emergence of organized crime, criminal gangs, and

´public enemies´ had a profound influence on police operations...."[46] These activities in-turn gave birth to the various national crime commissions of which there have been many over the last six decades. Several of these commissions were instrumental in improving police personnel and therefore, aided the effort to enhance police professionalism.

In 1931, the Wickersham Commission noted that there was a lack of competent, efficient and honest patrolmen. Furthermore, it said that no intensive effort was being made to educate, train and discipline prospective officers, or to eliminate those shown to be incompetent.[47] These comments stem directly from the thoughts of August Vollmer. In fact, "Volume fourteen, The Police, was a concise statement of August Vollmer´s views on police professionalism."[48] Although the Wickersham Commission, Missouri Crime Commission, and the Chicago Crime Commission, all made their mark on American policing, the 1967 President´s Commission on Law Enforcement and Administration of Justice had the most lasting impact. Analysis has shown, that one of its reports, Task Force Report: The Police, is clearly the most influential and [illegible] Law Enforcement study of this century. The [illegible] reason for its success is that it made sound [illegible] recommendations on all facets concerning the police [illegible] and its perennial problems. Furthermore, the

Federal Government incorporated these recommendations into a national crime act and provided money to upgrade policing in America. For these reasons and the fact that this Commission helped to significantly improve the caliber of America's police forces, several of the 1967 Commission's important recommendations are discussed in the remainder of this section.

Commission Recommendations

The area of police training is addressed in the following recommendations, but so are several collateral issues; such as recruitment, standards, police image and state commissions. It is felt that all of these areas are interwoven and each has some impact on the other. Also, these areas influence the original goal of police training - to produce competent, professional police officers.

Recruitment - Attracting recruits into policework was one of the main concerns of the Commission. At the time the Commission was compiling its data, the national police strength was down by ten percent. Primarily, the reasons for this shortage were the lack of successful candidates entering policework and the increased retirement rate. To compensate effectively, the Commission calculated that bringing all departments up the 1967 authorized strength would take 50,000 new police officers.[49] However, the problem of inefficiency could then be aggravated by the

mere addition of personnel. What was needed, was the selection of individuals from areas which for the most part have been ignored by recruiters. For example, colleges and inner city neighborhoods should be considered prime resource territories. Hence, the Commission made the following recommendation: "Police departments should recruit far more actively than they now do, with special attention to college campuses and inner city neighborhoods."[50] As a result, recruiters were encouraged to speak at civic clubs, set up recruiting stations and organize regional and statewide campaigns. Women and civilians should also be given careful consideration as contributors to a successful recruitment plan. The Commission decided that many tasks performed by sworn officers should be assumed by civilian personnel. Indeed, they could perform as skilled specialists in such fields as fiscal planning, training, communications, and administrative staff positions. The Commission also envisioned women filling regular positions in vice, patrol and investigations. Specifically they said, "Policewomen can be an invaluable asset to modern law enforcement, and their present role should be broadened."[51]

Image - The image problem of the police officer is closely related to that of personnel recruitment. Most people do not see police officers in their proper role nor

do they support or respect the profession. "In a 1961 survey of status given to occupations, the police ranked 54th out of 90 occupations, which tied them with playground directors and railroad conductors."[52] Therefore, the Commission concluded that talk of low compensation, long hours, and the hostility from the public must be discontinued. Glenford S. Leonard, Director of Public Safety of Oak Park, Michigan, stated that:

> "If we continually complain that our image is being adversely affected by our problems then, it is being affected. I believe that we should start insisting and advertising that it is a career service of action, of prestige, and of the greatest importance in our democracy. We may even convince ourselves of this, and if we do, we have taken a big step toward attracting people."[53]

Department Standards - According to the Commission, successful attraction of an individual to a career in law enforcement is only a portion of the overall task. Keeping quality people on the force requires high professional standards. Studies revealed that some departmental standards were too rigid, while others were too lax. Problems also existed where only a few departments agreed on which of the standards were most important. Existing selection requirements and procedures in the majority of departments, aside from physical requirements, do not screen the unfit. Furthermore, higher standards should also require a higher degree of educational achievement on

the part of the applicant. Moreover, whatever may be achieved in remedying police defects must be done through enlisting the services of intelligent men and women of excellent character, who are sufficiently educated to perform the duties of a police officer. The bottomline appears to be that police organizations suffer in reputation and society pays the bill when police officers are dishonest, brutal, stupid, or physically or tempermentally unsuited.[54] Finally, the Commission made two suggestions concerning standards. First, "The ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees."[55] The second comment was "Police departments should take immediate steps to establish a minimum requirement of a baccalaureate degree for all supervisory and executive positions."[56] The complexity of a policeman's duty seemed to be the primary reason for increasing his educational level. At that time, higher education for the officer was a long range plan, but advanced education was an immediate need for administrators and supervisors.

Personnel Selection Standards

> "This report has strongly urged that selection standards be significantly raised. This has been done with full realization that the nation's police departments are seriously understaffed. The raising of standards, however, should actually have the overall effect of attracting more and better

> candidates by bolstering the prestige of police service. There are many able young men who will be willing and even eager to enter police work if police departments offered professional opportunities."[57]

Job aptitude was as high on the Commission's list of concerns as educational needs. The Commission contended that, the intelligence, moral character, emotional stability and social attitude of the applicant needed effective screening before employment. Unfortunately, each department approached this task in a different manner. Some screened quite sketchily, while others, including those in many of the big cities, made in-depth background investigations, administered intelligence tests and interviewed candidates exhaustively.[58] Also, some departments were making an attempt to test applicants, but most were not. This ambivalence stimulated the need for a dependable test that all departments could administer to their applicants. Therefore, the Commission recommended that:

> "until reliable tests are devised for identifying and measuring the personnel characteristics that contribute to good police work, intelligence tests, thorough background investigations and personnel interviews should be used by all departments as absolute minimum techniques to determine the moral character and the intellectual and emotional fitness of police candidates."[59]

Although the moral and mental fitness tests were lenient and haphazard in most departments, just the opposite was found in physicial and residency requirements.

Traditionally, if an applicant was a high school graduate, had good vision, was twenty-one, and possessed a rather large physique, he or she qualified for police recruit training. Unfortunately, these arbitrary limitations excluded many potentially successful recruits, because strict standards kept the interested, young, high school graduate from starting his or her police career. Also, they helped turn away some needed minority individuals because of minimum height and weight restrictions. Futhermore, a person with correctable 20/100 vision could pilot an airplane, but could not be a police officer. The person over 35, regardless of their credentials, could not enter police work. Finally, the most restrictive criteria was the residency requirement. Residency requirements usually demanded that a person live in the community for at least six months. As a result, many young people from small rural communities also could not enter police work. With these obvious flaws exposed, the Commission suggested that:

> "Police departments and civil service commissions should reexamine and if necessary, modify present recruitment standards on age, height, weight, visual acuity, and prior residence. The appointing authority should place primary emphasis on the education, background, character and personality of a candidate for police service.[60]

Recruit Training - In reflecting back on the Commission's basic goal of improving the quality of law

enforcement, it stands to reason that all the effort to recruit superior personnel would be wasted if they were not properly instructed in the methods of law enforcement. Training, like standards for personnel, has been a weak area in most departments for years. Viewpoints on recruit training at one time followed a "learn by doing" attitude. The Commission observed that:

> "In years gone by, it was an opinion among both police and public that any man of general ability could learn to 'police' by doing it. Consequently, the then prevailing 'training' philosophy was one of providing the recruit with a uniform and badge; arming him with a baton, revolver, and handcuffs; assuring his geographical orientation by issuing him a local street map; and instructing him to 'hit the street' and enforce the Ten Commandments. This philosophy conforms conveniently with that which proclaims 'there is more justice and law in the end of a night stick than is to be found in all law books.'"[61]

At the request of the Federal Government, the FBI helped put training programs into use in many departments. In 1965, several surveys showed a great increase in the use of recruit training programs; however, it also showed that these programs were not providing the necessary vocational instruction needed by the recruits. Departments that conducted training were only giving approximately 8 weeks of instruction, of which, many courses were unsophisticated and incomplete. The training programs were, for the most part, preparing the officer to perform police work mechanically, but did not prepare him to understand his

community, the police role, or the imperfections of the criminal justice system.[62] Therefore, the following suggestion was made by the Commission to improve the subject material and the techniques used:

> "All training programs should provide instruction on subjects that prepare recruits to exercise discretion properly, and to understand the community, the role of the police, and what the criminal justice system can and cannot do. Professional educators and civilian experts should be used to teach specialized courses--law and psychology, for example. Recognized teaching techniques such as problem solving seminars should be incorporated into training programs."[63]

Regional Training Academies - Another obvious shortcoming of the instructional system was the lack of training programs in small rural communities. Although, recruit training did exist in most larger cities the lack of money usually kept the small towns from providing adequate training. The Commission's idea on a probable answer to the funding situation was to establish regional training academies financed by the State and Federal government. Also needed was a standard minimum amount of instruction for each recruit, because the different departments were providing training with a variance in length from less than 1 week to as many as 20 weeks.[64] Thus, the Commission saw fit to recommend that:

> "formal police training programs for recruits in all departments, large and small, should consist of an absolute

> minimum of 400 hours of classroom work spread over a 4 to 6-month period so that it can be combined with carefully selected and supervised field training."[65]

State Commissions on Police Standards - The Commission also proposed a method to help ensure the implementation of the previous recommendations. Specifically, it said:

> "Police standards commissions should be established in every State, and empowered to set mandatory requirements and to give financial aid to governmental units for the implementation of standards."[66]

Furthermore, the Commission outlined the types of individuals that should make up the state commissions and what their overall charter should be. They were specifically interested in improving the training programs and developing a method by which basic and continuing training could be certified. Following that, they advocated that mandatory attendance in certified programs be required for all trainees.[67]

At the time the 1967 President's Commission published its report, there were twenty-three states that had established commissions or councils on police standards.[68] What's more, it is obvious by this statistic that the Commission did not create the state commissions, but what it did, was provide the impetus needed for the remaining states to establish similar commissions or councils.

State Law Enforcement Training Commissions

"State law enforcement training commissions grew out of a concern with the lack of adequate selection standards for law enforcement officers."[69] This concern can be traced back to the late 1930's and the era of police progressivism mentioned earlier. State level efforts to establish an agency that would oversee and guide police training, began in 1938. It was during this year that a proposal to create such an agency was introduced into the New York legislature. The proposal advocated:

> "the establishment of state facilities for police training and a mandate for the participation of all law enforcement officers within one year after appointment to a law enforcement agency."[70]

Although this futuristic idea failed to pass the test and was defeated by the state legislature, the concept remained alive and well.

Other progressive states, like California and New Jersey, also tried in vain to adopt statewide police training standards. Unfortunately, all of these efforts were rather fragmented until 1952, when the American Bar Association published the Model Police Council Act. This act:

> "suggested that state level councils have the power to improve the management and operations of police departments through management surveys, inspection of police training schools, encouragement of attendance at training schools, to promulgate

> interagency cooperation to improve operations and training, and to stimulate research."[71]

Many consider this act to be one of the important stepping stones in the establishment of state operated police standards and training agencies.

New York and California continued to lead the way, and in 1959 they established the first state police training commissions. New York's was called the Municipal Police Training Council and California dubbed its agency the Commission on Peace Officers Standards and Training.[72] California's police standards and training agency is further examined in Chapter IV.

National legislation finally solidified the individual state efforts when the Federal Law Enforcement Act of 1965 and the Omnibus Crime Control and Safe Streets Act of 1968 became law. These acts, together with the federal agencies created to administer their resulting programs, provided the necessary push to further develop the state law enforcement training commissions.[73] As mentioned earlier, twenty-three states had police training commissions established when the 1967 President's Commission report was published. Prior to the Federal Law Enforcement Assistance Act of 1965, there were only twelve.[74] Today, the National Association of State Directors of Law Enforcement Training (NASDLET), asserts that all fifty states have either a

state sponsored commission or council to oversee the training of their police officers.[75]

Entry Level Police Training

Thus far in this chapter, we have seen the evolution of the American police officer influenced by a concerted effort to raise the quality and performance of the total force. We have also seen the visionary contributions of early reformers enhanced by a massive enfusion of state and federal support. One of the benefits of this nationwide crusade, which is primarily aimed at increasing the effectiveness of police officers, is the emphasis now being placed on formal entry level training for all police officers.

Duration of Recruit Training

As we have seen, formal recruit training has not always been high on the list of police agency priorities. In fact,

> "comprehensive entry level training for all police officers is relatively new. Prior to 1960, only the largest police agencies provided recruit training programs. But in the 20 years since, we've seen the proliferation of police training programs all across the country."[76]

Not only have these programs spread throughout the United States, they have become more and more standardized. This is mainly because the majority of state Standards and

Training Commissions adopted the 1967 Crime Commission recommendations, including the suggested 400 hour minimum for recruit training. In a 1976 sample of four hundred police departments, 44.8% of the agencies followed the recommendation. Furthermore, 65.4% of the respondents favored at least 400 training hours, while 33% preferred 500 hours or more.[77]

Another more recent survey compared the number of entry level training hours taught by police agencies in 1952, to the number taught in 1982. This survey showed that the departments sampled in 1952, offered an average of 340 hours of recruit training. Conversely, the same departments were averaging 633 hours in 1982 - an increase of 86%.[78]

The previous example showed a difference in the number of hours taught based on a 30 year span of time. Furthermore, it compared agencies from different cities around the nation. Another study conducted in 1978 and 1979, provides a look at the wide variation in the number of hours required in various recruit training curriculums. This survey included entry level training curriculum information gathered from fifty state police and highway patrol agencies. It found that, on the average, the highway patrol agencies spent 592 hours training recruits, with the shortest being 180 hours and the longest 1,115 hours. The study further showed that state police agencies

averaged 833 hours, ranging from 200 hours to 1,680 hours of training. When computed, the average number of hours spent on recruit training by these agencies totaled 712.5.[79]

Illustrating these comparisons serves a twofold purpose. First, it demonstrates the dramatic increase in the total number of hours of instruction new police recruits are receiving now versus what they received several years ago. What's more, this increase has occurred primarily over the last twenty years and when the current levels of recruit training are compared to those of sixty years ago, the advancements are phenomenal! Secondly, these numbers serve as a point of comparison for the two agencies to be reviewed in Chapters III and IV.

Curriculum Content

Another portion of recruit training that has dramatically changed over the years is what the entry level police officer is taught. Seventy years ago "the recruit was given a badge, a gun, and a uniform and told to use common sense in doing his job."[80] Today's police officer is faced with the increased diversity of law enforcement in which young recruits must be capable of dealing with complex legal and social issues. Therefore, the subject matter covered in modern entry level curriculum is necessarily more comprehensive. Although actual modern day

program content varies in length and subject matter, the curriculum outlined below is representative of the standard set by many state training commissions.

Classroom Orientation - Fundamentals of notetaking; procedures and rules of the school; introduction to personnel; issuance of training equipment and texts.

Police Ethics and the Justice System - Canons and Code of Police Ethics; theory of social responsibility; definitions of professionalism.

Laws of Arrest, Search and Seizure - Definition of arrest; prerequisites of an arrest; searching procedures; use of force; court decisions.

Rules of Evidence - Types of evidence; uses of evidence; admissability of evidence; court decisions.

Criminal Law (The Penal Code) - Definitions of crimes under applicable statues; elements of specific crimes; court decisions.

Vehicle Code and Traffic Control - Mechanics of directing traffic; summons procedures; approach to traffic violators; elements of traffic laws.

Traffic Accident Investigation - Completion of accident report forms; search for evidence; interviews of

drivers and witnesses; computations of speed via physical evidence.

Patrol Observation Techniques - Purposes of preventive patrol; developing observation abilities; perception; relations with citizens on the beat; special hazards and problems.

Interviews and Interrogations - Taking of statements; admissions and confessions; preparation for the interview; rights of the interviewee; tactical approach to the interrogation.

Defensive Tactics - Use of comealongs and throws; use of baton; use of handcuffs and other restraints; handling the violent individual; handling the mentally ill subject.

Crowd Control - Causes of crowd and group violence; mob psychology; managing peaceful gatherings and crowds; crowd surveillance techniques.

Arrest Mechanics and Prisoner Transport - Approaching the arrestee; searching procedure; security in transport.

Firearms Use and Safety - Laws governing use of deadly force; agency policies on use of firearms; mechanics of police weapons; firearms safety; range practice and qualification.

Collection and Preservation of Evidence - Crime scene search; identifying and marking evidence; proper handling of evidence; maintaining the evidence chain of custody.

Field Notes and Diagrams - Use of the crime scene sketch; use of the field notebook; taking good crime notes; later uses of notes and diagrams.

Report Writing - Use of report forms; development of effective writing style; typical pitfalls to avoid.

Juvenile Procedures - Juvenile law; child abuse law; procedures for detaining and questioning juveniles; special problems with juveniles.

Courtroom Demeanor - Preparation for court; action in the courtroom; common officer errors on the witness stand; defense counsel ploys; courtroom courtesy.

Police-Community Relations - Working with the news media; working with civic groups; special minority group problems; human relations; race relations awareness.

Court Case Procedure - Definitions of various legal processes; duties of court officials and court officers; order of proceeding in the trial.

Criminal Investigation - Preliminary investigative functions; interviews; treatment of the suspect; legal requirements for filing the case.

First Aid - Standard immediate care of the sick and injured; transport of the injured; accident prevention.

Car Stops and Vehicle Searches - Mechanics of the car stop; practical field problems; inventory of vehicle.

Major Case Investigations - Organizing the investigation; crime scene processing and planning; preliminary and later field work.

Group Interaction Training - Members of the class engage in a wide-ranging discussion of police-community problems with members of the community, ethnic and racial minorities participating.

Final Exams and Graduation - Final written and oral examinations; practical skills demonstrations by students; presentation of certificates.[81]

Instructional Methods and Techniques

The way in which police recruits are trained is as important to the desired outcome as either the number of hours or the course content. Therefore, producing a properly trained police officer requires a balanced instructional program that combines the following: a solid

course curriculum tailored to meet specific agencies needs; the minimum number course hours needed to cover the selected curriculum; and a diverse instructional program that incorporates various teaching techniques.

Instructional Environment - There are two primary institutions being used today to conduct police recruit training. First, is the community college or university and second, is the agency police training academy. In the past few years, "community colleges and universities have assumed a major role in police training."[82] Although this is not a "new" idea, it has increased in popularity and some experts feel that it has in effect, "isolated the training system from the organization it was intended to support."[83] Arguments for the increased use of college campuses center around the lack of adequate space at the law enforcement agencies or the already overcrowded resident academies. For example, the State of California uses a mix of both the college setting and the more regimented resident academy. Out of the thirty-three certified instructional facilities located around the state, only five are resident academies.[84] This mix appears to work well and provides greater accessability for the trainees through the use of the regional training academy philosophy.

When discussing instructional environment, one must consider more than the actual facility being used. Specifically, the type of training environment created for the trainee requires careful consideration. In this context, the use of "stress" versus "nonstress" training must be decided. Stress training uses an authoritarian approach based on a rigorous militaristic framework, while the nonstress environment is more nonauthoritarian and based on a supportive, relaxed structure.[85]

Deciding on the correct environment, whether it is stressed or unstressed, is a matter of individual preference and past experience. Unfortunately, the literature offers no clear cut answer on which is more effective. It does, however, provide arguments that both support and reject the use of stress in the training environment. For example, the proponents of the stress training program "claim that stress training prepares future officers for non-physical abuse that they will be expected to tolerate on the streets."[86] On the other hand, opponents of stress training argue that:

> "this sort of approach is insulting to the intelligence of the caliber of individual entering police work today. They note that if young officers wished to be shouted at and belittled by their fellow law enforcement officers, regardless of rank or purpose, they would have joined the military instead...."[87]

Teaching Methods - Training, in its truest sense, is a "deliberate attempt to develop skills."[88] Consequently, a training program for entry level police recruits should be structured in such a manner as to accommodate the necessary imparting of knowledge while at the same time, developing the technical skills needed in the line of duty. This can be accomplished using a variety of teaching methods and techniques.

Lecture is the most common form of instruction and is widely used in modern police academies. Although lecture is most often used, it is not always the best way to transmit information.[89] Technological advances over the last two decades have produced numerous training aids that should be part of modern police training. For instance, videotaping of lectures or training sessions is one way of reaching a larger audience. Likewise, the use of self-pacing audiovisual learning programs is a method of teaching selected individual subjects. Also, self-paced materials are useful in providing remedial assistance to individual trainees. Clear, too, is that the biggest technological asset to be developed in the last few years, is "computer-assisted instruction."[90] Unlike the other audiovisual aids, the computer can actually interface with the trainee and respond to the trainee's inputs.

Although the technical aids mentioned above limit to some degree the instructor-trainee contact, they appear to be a growing part of police recruit training.

Some police skills training, like firearms qualification, self-defense techniques and physical endurance are not prime candidates for some instructional media devices. Neither are the interpersonal skills, such as community relations or self-awareness, good examples. These skills are better taught through the use of role playing and situation simulation of the actual work environment.[91]

Just as there are many subjects to be taught, there are numerous ways to teach them. Therefore, the key to producing the well-trained recruit appears to lie with the right mix of instructional philosophy, subject matter and teaching methods.

Summary

A selected review of police related literature has been presented in this chapter. While the primary emphasis of this review is the evolutionary development of police training, other areas of interest to this study were also reviewed. They include: a historical perspective of military and civilian policing; a discussion on the developmental influence provided by the various national police studies and state police commissions; and finally,

an introductory look at entry level police training in the United States.

Historically, policing is portrayed as one of society's necessary evils. In the case of the military, its police were only needed in times of war and then only used to do things like catch deserters, detect spies or enforce the draft laws. On the other hand, the civilian police force developed out of a need to protect the citizenry against the ever present lawbreaker. In either case, policemen enjoyed very little reward for their efforts. Their status within society was as low or lower than their take-home pay.

One of the factors contributing to the policeman's lowly status, was the image he, himself portrayed. When ignorance, poor health, or old age are acceptable for employment, one can only expect low salaries, and very little respect. Thankfully, some men with vision and an ideal of professionalism, began to change this image in the early 1900's.

A key element in the reform of this nation's police forces, was the establishment of formal training for police recruits. In an effort to supplement the customary practice of "training on the job," men like August Vollmer and Arthur Woods developed training schools in California and New York respectively. This historic milestone for civilian policing occurred in the first decade of the 20th

century; however, military policing did not have its first formal training school until 1942.

Although these individual efforts were instrumental in improving police personnel, it was the national crime commissions and state training commissions that solidified the movement. The most influential of the national police studies was the 1967 President's Commission on Law Enforcement and Administration of Justice. Its comprehensive recommendations concerning police professionalism coupled with the ensuing availability of federal funding, provided the impetus needed to further enhance the nation's police forces. Furthermore, the already developing state training commissions expanded their roles to implement the Commission's recommendations. States like California and New York had state training commissions as early as 1959, but at the time the 1967 Commission published its report, only twenty-three states had created training commissions or councils. At present, all fifty states have either state training commissions or councils that oversee the training of police officers.

The results of all of these various efforts to upgrade the police can be seen in the modern day training of entry level police recruits. At one time, it was acceptable practice to give a new recruit a gun, a badge, a nightstick and tell him to "hit the street" and enforce the law. Today, the laws are more complex and the criminal is more

sophisticated. Therefore, the modern day rookie needs more comprehensive training to provide the professional peace-keeping service America has grown accustom to.

Depending on the state, today's new trainee receives from 400 to 600 hours of training on a multitude of complex legal and social issues. This technical indoctrination is coupled with rigorous physical training and is taught using modern techniques; such as, role playing for situational simulation, the use of instructional media like self-pacing audiovisual programs, and computer-assisted instruction.

Modern entry level training programs will be further explored as military and civilian police training is examined in Chapters III and IV.

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CHAPTER III

USAF SECURITY POLICE TRAINING

Military and civilian police organizations have a common goal of keeping the peace and enforcing the law. However, because they function in dissimilar environments, each works at achieving this goal in a slightly different manner. Consequently, variations in job related tasks produce some differences in training requirements. With that in mind, the purpose of this chapter is to examine the initial training of the USAF Law Enforcement Specialist (LE Specialist) and to establish a basis for comparison with his or her civilian counterpart.

Toward that end, this chapter is divided into the following three areas: First, the overall USAF organization is briefly explained as it applies to the policing function; next, the role of the LE Specialist within the Security Police organization is described; and finally, the actual training received by the LE Specialist is reviewed.

USAF Organizational Scope

National Level

Military police, like other Federal law enforcement agencies, operate under limited police powers with carefully regulated and specific jurisdiction. They also have a distinct line of authority that begins at the Presidential level and flows through a descending chain of command all the way down to the lowest ranking person on a military base or installation. In the case of the United States Air Force, it is important to note that the Security Police organization functions in different capacities throughout the Air Force structure. For example, at both the National and Headquarters Air Force level, the security police personnel act as advisors on USAF security measures worldwide. Whereas, at the lowest major level (USAF base or installation), the security police personnel are tasked with daily enforcement of military law and protection of vital USAF resources.

Headquarters USAF

This is the uppermost echelon of policy and decision making for the Air Force. Regulations and guidelines used to standardize operations throughout the Air Force are authored and published at this tier (see Appendix 1, for USAF organization). Herein lies a unique difference between federal (military) and local (civilian) policing.

The regulations, policies and operating procedures developed at the Headquarters level are standardized and thus applied, with some variations in the same manner at every Air Force base in the world (see Appendix 2, for USAF installations). Conversely, because civilian law enforcement is the responsibility of the individual state and local government, only limited standardization is possible throughout the nation.[1]

Major Command or Intermediate Level

As mentioned in Chapter 1, this tier is organized according to its mission (job), area of operation, and type of USAF resource (fighter, transport or special purpose aircraft) it employs . Also important to note is that each major command has a headquarters and many subordinate elements or bases. Consequently, the security police have more than one role to play within the major command. Security police personnel working at the major command headquarters function in an advisory or staff capacity. They analyze and interpret USAF policy and ensure that subordinate organizations comply with the directives.[2]

USAF Installation or Base

Although this is the last major layer in the USAF hierarchy, it is not the least important. Quite the contrary, it is where all of the front-line mission activity takes place. As previously mentioned, the

military is sometimes referred to as a microcosm of the nation. In that sense, a USAF base is very similar to a town or city in Anywhere, USA. Therefore, the commander of the installation or base is in essence the "mayor" (see Appendix 3, for base organization). He or she controls all the "public" services like fire and police protection, housing, utilities and building maintenance.[3]

Security Police Function - The base Chief of Security Police is the military equivalent of a municipal chief of police and normally works directly for the installation commander. As Chief "cop" of the base, he or she is responsible for all matters dealing with law enforcement and the security of USAF resources. Within the security police organization there are many functions, but suffice it to say that the organization is structured very much like a municipal police department (see Appendix 4, for organization). It also has many of the same responsibilities; such as traffic control, investigations, detention (jail), routine patrol, crime prevention and resource protection. Additionally, most security police personnel assigned at the base level work rotating shifts similar to the type used by civilian police departments.

Installation Size and Population - The number of law enforcement personnel performing duties at a particular base depends largely on the size and the population of that

base. For instance, Davis-Monthan Air Force Base, located in Tucson, Arizona, is considered an average size base. It covers approximately 11,000 acres and employs 5,550 military and 1,687 civilian personnel.[4] Approximately sixty law enforcement personnel are assigned at Davis-Monthan AFB to work three rotating shifts. Each of these eight-hour shifts normally employ a minimum of: a desk sergeant (dispatcher); a flight chief (shift captain); four vehicle patrols; one Military Working Dog (K-9) patrol; and two to six base entry controllers (gate guards).[5] Of the positions listed above, the base entry controller function is the only position not common to civilian policing; therefore, it is discussed in more detail later in this chapter.

A contrasting example of the number of personnel required to perform the policing function can be found at Vandenberg Air Force Base in California. Vandenberg covers over 98,400 acres and employs 4,129 military, 2,441 civilian, and 8,037 civilian contractor personnel. As a result of its much larger size and increased population, Vandenberg's law enforcement community is approximately three times the size of Davis-Monthan's. More specifically, fourteen vehicle patrols are employed at Vandenberg, where only four are needed at Davis-Monthan.[6]

The preceeding two examples are representative of 136 major and 2,699 smaller Air Force installations located in

the United States and around the world.[7] Even though the bases vary in size, mission and location, they almost all require the services of the Air Force's Law Enforcement Specialist.

Role of the Law Enforcement Specialist

Many of the duties and responsibilities of the entry level USAF Law Enforcement Specialist are common to most forms of policing; however, there are several unique requirements that apply primarily to United States military police agencies and are rarely seen in the civilian sector. Additionally, there are certain speciality and supervisory tasks within the USAF Security Police Law Enforcement career field that are the responsiblity of those more senior in rank and experience. Considering the scope of this study, only the tasks normally performed by the entry level LE Specialist are illustrated in this section. Others are mentioned merely to serve as an indicator of further responsibility or career progression.

Duties and Responsibilities

Overall, the objective of the LE Specialist's duties is "to maintain a safe and secure environment in which a base can accomplish its mission."[8] To properly accomplish this objective the LE Specialist must be capable of performing many tasks, but primarily he or she is expected to "enforce standards of conduct, discipline, and adherence

to laws and regulations."[9] This broad charter is broken down into daily responsibilities which include: performing gate guard duties, to ensure only authorized persons enter the base (which helps reduce the crime rate); performing traffic direction at peak traffic periods or accident scenes; performing on and off-base vehicle patrol activities; investigating offenses (crimes), incidents, and motor vehicle traffic accidents; apprehending suspects; seizing, collecting and preserving evidence; interviewing witnesses and persons suspected of violating the Uniform Code of Military Justice (UCMJ); obtaining statements and depositions and testifying in official judicial proceedings; and augmenting security forces during hostilities.[10] Two of the more unique responsibilities, base entry controller and security augmentor, are discussed below.

Base Entry Controller - The general public is not normally allowed uncontrolled access to a military installation. In fact, those individuals living and working on these installations are required to have special personal identification and vehicle decals to gain entry. One of the LE Specialist's duties is to control entry and exit from the installation. He or she does this by checking personal and/or vehicle identification of those individuals entering at base entry points located on the

installation. Although it has proven to be virtually impossible to prevent every unauthorized person from entering the base, the degree in which free access is limited increases the probability that a reasonably "safe and secure environment" will be maintained. This is illustrated in following 1983 comparison of violent crime in the nation versus violent crime in the U.S. Air Force. The rate per 10,000 for all violent crime in 1983 was: Nation - 52.90 and Air Force 2.83 (see Appendix 5 for expanded details).

Security Force Augmentor - USAF Security Police personnel in general are responsible for the security of U.S. Air Bases during both peacetime and in war. As mentioned in Chapter 2, Security personnel are primarily responsible for combat-related duties while the LE Specialist concentrates on the peacetime policing function. However, during periods of increased world tensions or actual combat, the LE Specialist is required to augment the security force. Consequently, the LE Specialist must be familiar with combat tactics, security force operations and base defense functions. The following extract from the Air Force job classification regulation outlines these added responsibilities:

> "Controls terrain in and around Air Force bases located in hostile environments. Defends personnel, equipment, and operational resources from all forms of hostile ground,

> airborne, or helicopter assault. Performs field craft movement, tactical drills, battle procedures, and other special duties. Operates tactical vehicles, tactical communications equipment, intrusion detection equipment, heavy weapons, and other special purpose ground defense equipment...."[11]

Thus far, we have seen that although the LE Specialist's duties are limited to a specific segment of our population, they are in fact basic policing responsibilities. We have also seen that the LE Specialist is required to perform some tasks that are exclusive to the military community and therefore subject to worldwide application. Specifically how the entry level LE Specialist is selected and trained to accomplish these various jobs, is the scope of the next section.

Law Enforcement Entry Level Training

During a recent magazine interview, the Air Force's top cop, Brigadier General P. Neal Scheidel, commented about world affairs and the changing role of the Security Police. "The threat is very real, and as the Air Force continues to project its presence around the world, we become more a target," he said.[12] He also pointed out that the terrorist threat has become much more real and that the terrorists have proven that they can do considerable damage. He further stated that, "the peacetime threat has forced us to change our mode of operations."[13]

The thrust of the General's comments is directed towards the day to day businesss of providing a safe and secure environment for both USAF resources and personnel. By calling attention to the terrorist threat, he is pointing out just one of many reasons the Air Force needs well-trained, dedicated security police personnel. Also, in the same article, he appeared to reinforce his commitment to training when he said, "If you sweat more in peace, you bleed less in war."[14] The task of producing the trained security police personnel needed to counter this threat, rests with the men and women of the 3280th Technical Training Group located at Lackland AFB, Texas. As mentioned in Chapter II, this organization is called the USAF Security Police Academy.

USAF Training Network

The Security Police Academy is a small portion of a formal training network (see Appendix 6) that provides specific entry level specialist training for over 350 technical skills used by the U.S. Air Force.[15] Also included in this USAF training system is Basic Military Training (BMT). BMT is the initial military indoctrination of all personnel entering the Air Force. Last year over 61,000 enlisted men and women completed this rigorous training course with ninety-five percent going on to technical training.[16] The remaining five percent of the

graduates are sent directly to their duty station to learn a non-technical skill via on-the-job training. Security Police personnel, in both Security and Law Enforcement specialities, receive formal entry level technical training prior to being assigned to their first Security Police duty assignment (see Appendix 7).

Law Enforcement Speciality Qualifications

An individual that is physically and mentally qualified for entry into military service, is usually suitable for duty in the Law Enforcement speciality. However, there are a few areas in which the Law Enforcement speciality qualifications for selection are more restrictive.

Education - Completion of high school is desirable for entry into the field.[17] This is not normally a problem, because according to the Air Force Recruiting Service, all but one percent of the 1984 crop of new enlistees were high school graduates.[18] Moreover, a survey recently taken to determine the education level of the Law Enforcement Specialists currently working in the field, revealed that eleven percent had completed one year of college; ten percent had finished two years; and two percent were college graduates.[19]

Mental and Physical Requirements - Several restrictions apply to those individuals entering the Law Enforcement speciality. They are: (1) the individual must not have a history of personality disorders; (2) he or she must be physically and mentally capable of bearing firearms; (3) visual acuity must be correctible to 20/20 in one eye and 20/30 in the other; (4) the individual must not be color blind; (5) the individual must be able to speak clearly and distinctly.[20]

Criminal Record - The Law Enforcement Specialist must not: (1) have a history of juvenile delinquency in the two years preceeding assignment; (2) have been convicted by a military court-martial or received non-judicial punishment under the UCMJ; (3) have been convicted in a civilian court (except for minor traffic violations) or identified as a drug abuser.[21]

Once an individual is considered fully qualified for entry into the Law Enforcement speciality, he or she is assigned to the Security Police Academy for training. This training must be successfully completed before the person can become a security police airman.

USAF Security Police Academy

The mission of this academy is to provide:

> "resident and non-resident training for officers and airmen in basic, advanced and specialized duties as air base

> ground defense, aircraft/missile security, law enforcement, and supervisory responsibilities."[22]

It also serves as the focal point for Department of Defense (DOD) Military Working Dog (MWD) training. With respect to MWD training, the MWD Center provides:

> "basic, supervisory and specialized training for all military working dogs, explosive detector dog teams and narcotics detector dog teams employed by DOD agencies, the FAA and Law Enforcement Assistance Administration."[23]

Overall Training Concept - The mission of the Security Police Academy (SP Academy) is carried out in much the same manner as other institutions tasked with training or educating people. The training requirements that are established at the Headquarters Air Force and Major Command level are transmitted to the SP Academy via a series of regulatory guidelines and speciality standards. These guidelines and standards outline the overall training needs for each of the different specialities and are based on the actual duty being performed Air Force wide. It is then the responsibility of the SP Academy personnel to develop the appropriate course content, lesson plans and evaluation procedures needed to adequately train the individuals. In the case of the entry level LE Specialist, the SP Academy trains this individual to the Apprentice Skill Level[24] and certifies that he or she is capable of performing the basic duties of a Law Enforcement Specialist. Once this person

reaches his or her permanent duty station, they receive localized training and continue to expand their knowledge through upgrade training.

Upgrade training in the Air Force is primarily conducted on the job. This on-the-job training (OJT) is conducted using what is called a "dual channel concept."[25] Specifically, it combines self-study with supervised practical application of tasks. The self-study portion is accomplished by completing Career Development Courses which are designed to satisfy the job knowledge requirements for the particular speciality. On the other hand, supervised practical application enables the individual to become proficient in the job by performing tasks under supervision.[26] In-service type training is also available and encouraged for those fully qualified individuals seeking to become more specialized in certain areas; such as, criminal investigation, traffic accident scene investigation, and corrections. Finally, for those eligible, different levels of supervisory instruction are available in the resident format and through correspondence.

Training Environment - Most of the 3200 men and women trained as entry level LE Specialists each year, come directly from Basic Military Training to the SP Academy.[27] For them, their six week stay at the SP Academy is structured to somewhat resemble the externally induced

stress environment of Basic Military Training. The regimentation and discipline applied during basic training is continued through the technical training phase primarily because these individuals are still adjusting to the military and often need behavioral reinforcement.

Entry level LE Specialists must complete their training in residence, therefore, they are housed in dormitories adjacent to the SP Academy instructional complex. Two to three students share a dormitory room which is inspected for cleanliness on a daily basis.[28]

The classroom atmosphere is also structured to some degree in that proper military courtesies and respect for rank are maintained at all times. Classroom instruction is normally conducted on a schedule that requires fifty minutes of instruction and a ten minute break every hour. Field training, weapons training and combat tactics are taught differently and require a more flexible schedule (see Appendix 8 for training schedule).[29]

Many of the students participate in additional activities during their free time. Competitive sports, such as, softball, track and field, swimming, or basketball are encouraged to further develop teamwork and physical endurance.[30]

Physical training is an integral part of the students training environment. Every student must participate in the mandatory physical conditioning program at least three

times a week. This program includes calisthenics, aerobic exercise and running. Additionally, students are required to pass a timed mile and one half run prior to graduation.[31]

Course Curriculum - The Law Enforcement Specialist Course consists of 264 hours of instruction which are divided up into the following three categories: (1) Academic training hours - 111:15; (2) Performance training hours - 138:15; (3) Associated military training hours - 14:30. During the thirty-three days it takes to complete the course, the students are taught the basics of police work plus those items considered unique to military policing.

Appendix 9 contains the overall course of instruction, the individual subject areas, and the number of hours alloted for each area. It also contains an expanded overview showing each of the sub-areas as they appear in the course study guide. Additionally, the appendix has a proficiency code key used to determine the student proficiency level required of each subject.

The majority of the subject areas outlined in this course are very similar to the standard police training curriculum described in Chapter II. There is, however, one area that is totally foreign to regular policing duties and that is the twelve hour block on Security Operations. This

block of instruction is designed to fulfill the Security Augmentor commitment mentioned earlier in this chapter. The combat related tasks associated with Security Operations are taught with only basic familiarization as a learning goal. Consequently, the student proficiency level is at the most basic tier (see Appendix 9). On the other hand, subjects directly related to the LE Specialists everyday duties, such as, traffic supervision, resource protection and crime investigation, require a higher knowledge and performance proficiency level (see Appendix 9).

Instructor Cadre - USAF Security Police personnel are selected for instructor duty based on prior performance, qualification and experience in their speciality. The experience level of the current LE Specialist course instructors ranges from three and one half to seventeen years of field time.

Assignment to the SP Academy for instructors is considered a special duty assignment and thus warrants a minimum tour length of four years. Once selected, the new instructor must attend a six week Technical Instructor Course and also may be eligible to attend the Air Force Academic Instructor Course which is twelve weeks in length. After successful completion of the instructor course, the new instructor is certified on the subject matter by

interning as an assistant instructor. During this certification process, the instructors are evaluated three times on their instructional ability and subject matter knowledge. After certification, the instructors are evaluated annually.[32]

Instructors employ the team concept (two instructors working together) for the majority of student training. One group of students is normally assigned to an instructor team for the duration of the training course. This is normally done using a ratio of one instructor to every twenty-four students. Additionally, technical or specialized subjects that require additional instructional expertise, are usually taught using an expert in that area as a supplemental instructor.[33]

Teaching Methods - Primarily, students are taught academics using the lecture form of instruction. The lecture format is often supplemented with audiovisual presentations, guest speakers and hardware demonstrations. Self-paced sound-on-slide presentations are also used to enhance the learning of academic material. Moreover, these self-paced programs provide individualized remedial assistance when necessary. Computer-assisted training is not currently being used at the SP Academy, but officials are aware of its benefit and are planning to incorporate this technological asset as funds are made available.[34]

Other instructional techniques are also used for the subjects that require performance and participation as part of the learning process. Role-playing is used to add realism to the teaching of crisis intervention, search procedures and apprehension techniques. Demonstration/performance is commonly employed in the areas of self-defense training, weapons qualification and police tactics.

Student Evaluation - LE Specialist course students are evaluated using three basic methods: academic testing; performance evaluation; and instructor observation. Academic testing is administered using six comprehensive written examinations that are usually given on a weekly basis (see Appendix 8). The tests are structured so that the students are tested on individual learning objectives developed from the course material. For instance, a written test may have eight objectives, with each objective having five questions. A student must correctly answer four out of the five questions in each objective to pass that objective. The number of questions may vary with each objective, but the percentage needed for passing remains the same. If a student fails to pass an objective, he or she receives remedial instruction and is retested using a different test.[35]

Performance evaluations are administered in areas such as, weapons firing, self-defense, search techniques, CPR and life saving procedures, traffic accident investigations, and police tactics. Students must satisfactorily complete all of the performance objectives and achieve the specific proficiency level required by the particular task (see Appendix 9). Additionally, students must pass the timed run previously mentioned.[36]

Students are constantly evaluated by their instructors for adaptability to stress, police work and the military in general. Instructor observations are an invaluable part of the total teaching process and are often a determining factor in whether a student is retained or eliminated. If a student is eliminated from the LE Specialist course, he or she is also discharged from the Air Force. The number of students actually eliminated from the program averages less than one hundred students per year or approximately three percent of the total enrollees.[37]

Post Graduation - Students graduating from the LE Specialist course have the basic skills and tools needed to begin working in the Air Force as Law Enforcement Specialists. As they join the worldwide force of more than 13,000 USAF law enforcement personnel[38], they soon learn that their training has only just begun. Not only will they have the opportunity to learn and grow within their

speciality, they will have the chance to provide feedback to the SP Academy on the training they received and how well it prepared them for their job. Various aspects of this training feedback are discussed in the following section.

Formal Training Feedback

In an effort to ensure that entry level specialists receive the type of training needed to perform their assigned tasks, the Air Force developed the "USAF Graduate Evaluation Program."[39] The overall purpose of this program is to provide continuous feedback to the specialist course management personnel concerning the extent to which graduates were trained on the required tasks.[40] In addition to this formal feedback initiative, the Air Force uses regularly scheduled workshops and conferences to provide training inputs.

Basically, this program has three objectives: (1) Achieve overall user satisfaction; (2) Assess the adequacy of training on specific tasks; and (3) Determine the need to add or delete training.[41] Information required to accomplish these objectives is gathered in several ways.

Training Quality Report - This report is used to determine the extent to which operational organizations are satisfied with the training. It consists of a survey form that is sent to the newly trained specialist's supervisor.

Questions in the survey ask the supervisor to provide information on the graduate's ability to perform the duties specified for the job and to what extent, if any, is the graduate having difficulties with upgrade training.[42]

Graduate Field Evaluation Questionnaire - This is a questionnaire that is sent out to recent graduates of entry level specialist courses (see Appendix 10, for LE Specialist Questionnaire). The graduate survey consists of questions concerning his or her present duty assignment and the job being performed. Also, the graduate is asked if the training course adequately prepared him or her for their *current* job. If the response is negative, the graduate is asked to provide specific examples and suggestions to improve the course.[43]

Field Visits - Personal visits to various Air Force bases are conducted by training evaluation personnel. The specific purpose of these visits is to personnally interview both new graduates and their supervisors concerning the adequacy of the entry level training.[44]

Training Evaluation Report - All of the data collected in the three methods previously mentioned, is compiled and compared with previous reports to determine the effectiveness of the entry level training. These reports are also used to establish a data base of specific course

information and recommended changes (see Appendix 11 for LE Specialist course report).[45]

Training Workshops and Conferences - Training workshops are held on a regular basis for the purpose of determining the quality and adequacy of the training. During these workshops, various career field personnel use working group settings to apply the data gathered in the evaluation surveys toward constructive adjustment of the course curriculum. The course managers, as well as user representatives from all of the Major Commands, work together to keep the entry level training in harmony with the actual requirements for the job.

Personnel in the Security Police career field take the Air Force workshop forum an additional step further and sponsor semi-annual executive level training conferences. These conferences are referred to as a meeting of the Board of Regents, because the individuals attending are normally the highest ranking security police officials in each of the thirteen major commands. Together, they represent the majority of the Air Force's Security Police personnel and together, they are empowered to resolve training issues and correct deficiencies surfaced by the feedback process.[46]

Summary

The overall Air Force organizational structure is basically a triple-tiered hierarchy that closely resembles a large, diversified multi-national corporation. Its Headquarter's personnel formulate and issue policy guidance that ultimately affects the actions of over 845,000 military and civilian employees located throughout the world.[47] Personnel at the Major Command, or the intermediate level in the hierarchy, analyze and interpret USAF policies and ensure that their subordinate organizations are aware of and comply with published directives. The USAF installation is the last major tier in this descending chain of responsibility and the primary function of its personnel is to house, protect and maintain those resources needed to accomplish the Air Force's worldwide mission.

USAF Security Police personnel are charged with the responsibility of securing the base resources in both peacetime and during periods of hostility. Security Police officials seek to accomplish this objective by employing specialized individuals in two main areas of concern. First, they use Security Specialists to maintain physical security of assets like aircraft, munitions and weapons. Security Specialists are also the primary Air Force combatants during wartime. Secondly, Law Enforcement Specialists are used in a policing capacity to enforce

military laws and standards of conduct on the installation. Together, they seek to maintain a safe and secure base environment.

The Law Enforcement Specialist, the primary interest of this chapter, does many of the same policing functions as his or her counterpart in a municipal policing agency. Some of these duties include: vehicle patrol; crime and accident scene investigation; collecting evidence; interviewing witnesses and suspects; and apprehending violators. Additionally, the LE Specialist augments the security force during times of hostility.

Entry level training of the Air Force's LE Specialist is based on all of the technical skills required to perform as an Apprentice Law Enforcement Specialist. Furthermore the training of qualified personnel takes place at the Security Police Academy located on Lackland Air Force Base, Texas. This academy conducts all of the resident and non-resident training required by both specialities of the Air Force's Security Police force.

Students attending the LE Specialist course live at the SP Academy during the six weeks it takes to complete more than 260 hours of instruction. These hours of instruction are divided into the following three categories: academic training; performance training; and associated military training. Students must successfully complete academic knowledge examinations and skill

performance demonstrations to satisfy the requirements for graduation. Moreover, graduation from the LE Specialist course is mandatory before an individual can work as a USAF Law Enforcement Specialist.

Once students graduate from the law enforcement course and go to their next duty station, they are asked to participate, along with their supervisors, in the Air Force's Graduate Evaluation Program. This program, through a series of questionnaires and interviews, provides continuous feedback to the course management personnel on the extent to which graduates were trained on required tasks.

In this chapter, an overview of the Air Force structure and the role of the Security Police has been presented as an introduction to the primary theme of entry level training for the Law Enforcement Specialist. In Chapter IV, the entry level training of the LE Specialist's civilian counterpart, the California Peace Officer, is reviewed.

NOTES

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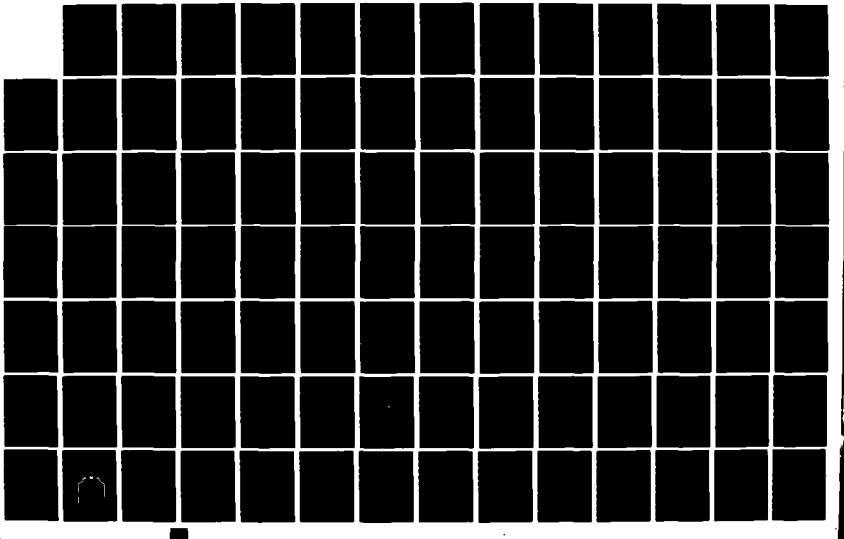

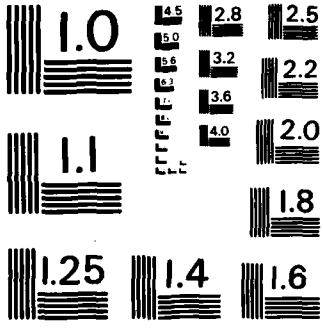

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[10]Air Force Regulation 125-3: Security Police Handbook, Department of The Air Force, 1 April 1979 ([Washington, D.C.: GPO, 1979]), p. 2-3.

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[13]Ibid.

[14]Ibid.

[15]"An Air Force Almanac," p. 83.

[16]Ibid.

[17]Air Force Regulation 39-1, Attachment 47, unpaginated.

[18]"An Air Force Almanac," p. 84.

[19]Personal interview with Security Police Academy Staff Personnel - Chief Master Sergeant Reese, Senior Master Sergeant Logan, and Technical Sergeant Wauson, 14-16 January 1985.

[20]Air Force Regulation 39-1, Attachment 47, unpaginated.

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[23]Ibid.

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[28]Ibid.

[29]Ibid.

[30]Ibid.

[31]Ibid.

[32]3280th Technical Training Group, Lackland AFB, TX, Operating Instructions, Technical Training Publication, n.d., unpaginated.

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[36]Ibid.

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[38]Telephone interview with Captain James Messics, Security Police Career Field Manager, Headquarters, Air Force Manpower and Personnel Center, 1 May 1985.

[39]Personal interview with Ms. Edna Cooper, Training Evaluation Division, 3280th Technical Training Wing, Lackland AFB, TX, 16 January 1985.

[40]Ibid.

[41]Ibid.

[42]Ibid.

[43]Ibid.

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CHAPTER IV

CALIFORNIA PEACE OFFICER TRAINING

The 25 million people residing in California receive police services from over five hundred police agencies scattered throughout the state.[1] These police agencies range in size from the one person departments in the small, rural areas to the larger, metropolitan departments which consist of over nine thousand personnel each.[2] Overall, there are more than 55,000 sworn peace officers enforcing the law and protecting life and property in California[3] and the responsibility of providing adequate training for this massive police community rests with California's Commission on Peace Officer Standards and Training (POST).

California's POST organization and its program for producing trained peace officers, is the central theme of this chapter. Specifically how the program functions is presented by covering the following three areas: (1) the organization and function of POST; (2) the role of the peace officer; and (3) the basic police training of California's sworn officers.

California's Commission on POST

Mission

California Assembly Bill 1448, Peace Officer Standards and Training Act, which became law on September 18, 1959, marked the beginning of the POST Commission.[4] Since its inception, the mission of POST has been:

> "to raise the level of competence of local law enforcement officers and to help improve the administration, management, and operation of local law enforcement agencies."[5]

To fulfill this mission,

> "the Commission adopts rules establishing minimum standards, relating to physical, mental, and moral fitness, for the selection and training of peace officers; certifies training courses to improve peace officer performance; provides management assistance and research services to local department administrators; and apportions revenue to local law enforcement agencies to defray peace officer training costs."[6]

Commission Members

The Governor of California is solely responsible for appointing the members of the Commission, however, the Governor is required by law to appoint eleven members to the Commission using the following mix of individuals:

> "a combination of five sheriffs or chiefs, a peace officer with the rank of sergeant or below, an educator in the field of criminal justice, two public members, a city official and a county official."[7]

Additionally, the "Attorney General is the ex officio member and the 12th Commissioner."[8] Commission members are in turn responsible for appointing an executive director who, along with an established staff, "is responsible for implementing policy and conducting business as assigned by the Commission."[9]

POST Staff Organization

The POST organization consists of eighty-nine employees who make up an executive office and seven major bureaus. The various bureaus are functionally aligned under the executive director (see Appendix 12, for POST organization). Bureaus are organized to administer the following functional areas: Administrative Services, handles budgetary and personnel actions; Compliance and Certificate Services, ensures program compliance and issues training certificates; Information Services, manages publications and supplies information; Management Counseling Services, conducts management counseling studies; Standards and Evaluation Services, develops tests and evaluates programs; Training Delivery Services, maintains training course quality control; Training Program Services, updates training course curriculum. Each of these bureaus has a chief who reports directly to the executive director and is responsible for compliance with all Commission directives and state laws of interest to POST.[10]

State Laws of Interest to POST

Most of the training programs and management policies developed by POST are based on requirements set by the Commission and California State Laws. Since the law was passed to establish the Commission, there have been more than seventy-five laws enacted that have direct bearing on California police training programs.[11] For reference purposes, laws of particular interest to this study (Basic course and POST organization) are located in Appendix 13.

The POST Program

To accomplish the Commission charter previously mentioned, POST has developed a program that not only establishes peace officer selection standards and training courses, but also reimburses California police agencies for a certain percentage of the training costs. In the basic course for example, POST pays for the mandated basic training curriculum of 520 hours and sixty-five percent of the recruit's salary.[12] This program is strictly voluntary and only requires that the agencies agree to meet the established POST standards. "More that 540 California cities, counties, and other entities have qualified and voluntarily joined the POST program."[13]

Funding - POST funds are provided by monies collected in the State's Penalty Assessment Fund (PAF).

> "The PAF is derived from a $5 assessment levied on every $10 or fraction thereof

> of fines, penalties, or forfeitures imposed for criminal offenses. This includes all offenses involving a violation of a section of the Vehicle Code, except offenses related to parking, registration, pedestrians, or bicyclists."[14]

In essence, the POST program is funded by those individuals who break the laws that California's peace officers are trained to enforce. Moreover, the best part of this collection and funding procedure is that the average, law abiding citizen of the state pays no additional tax to keep POST in operation.[15]

Expenditures - Monies spent by POST for the 1984/85 Fiscal Year are estimated at over thirty million dollars. These funds are distributed using the following allocation percentages: aid to local law enforcement, eighty-five percent and POST administration, fifteen percent. The eighty-five percent going to aid law enforcement is broken down into the following reimbursement categories: salary, tuition, travel and subsistence.[16]

Training Academies - Throughout the State there are thirty-three POST certified basic academies teaching over seven hundred various specialized police courses.[17] These academies provide basic, advanced and specialized training for a multitude of California law enforcement agencies (see Appendix 14, for agency data). This network of regional and local training academies provides POST the capability

to train a high volume of both in-service peace officers and those desiring to become law enforcement officials. In fact, the number of reimbursable trainees averaged over thirty thousand per year for the last five years. Individuals receiving basic law enforcement training account for over fifteen percent of the total trained.[18] POST training academies are discussed in greater detail later in this chapter.

Minimum Standards - One of the most important portions of the POST program is the establishment of minimum standards as they apply to peace officers in California. Sections 13510 and 13511 of the California Penal Code (Appendix 13) task the Commission with ensuring that minimum standards are developed with regard to peace officer physical and mental capabilities, employment, training and certification. The Penal Code (section 13506) also gives the Commission the authority to adopt the necessary regulations needed to fulfill the intent of the program.[19]

In an effort to properly discharge this obligation, POST officials have developed a series of regulations, management guides, training course curriculum standards and certification procedures that describe the minimum acceptable standards for the training of peace officers. These and other support documents are provided to the various academies, or presenters as they are sometimes

called, for use in implementing their training programs. The academies in turn develop their training and evaluation programs using the minimum standards provided by POST. As a result, California has a standardized system of providing all peace officers the same minimum training and certification (see Appendix 15, for POST regulations).[20]

The standards established by POST are the minimum acceptable for training and certification and do not normally include local agency requirements. Agencies wishing to supplement the minimum requirements with additive training are permitted and normally encouraged to do so.[21]

The Role of the Peace Officer

The POST training curriculum, like most other standardized programs, is based on the actual requirements of the tasks to be performed by the individuals receiving the training. For peace officers, the training should prepare the person to perform basic policing duties. Although a majority of what a peace officer does, or is expected to do, has been previously covered in this study, there are two areas that require further elaboration - law enforcement and public service.

Law Enforcement

In carrying out the role of enforcing the law, the peace officer:

> "must be a law enforcement generalist with a working knowledge of federal, state, county, and municipal law, traffic law, and criminal procedures."[22]

Furthermore, peace officers frequently encounter violent individuals while attempting to enforce the law and:

> "must themselves be trained and equipped to deal with violence, even to the extent of engaging in violent actions themselves when the circumstances so dictate."[23]

This statement is supported by the California Crime Index. This index shows that in 1983, there was a total of 1,680,781 reported crimes in California, of which 194,489 were violent, 619,300 were property related and 866,992 were larceny-theft crimes[24] (see Appendix 16, for complete California crime statistics).

The role of crime fighter requires a peace officer to possess not only legal knowledge and physical ability, but considerable technical skill in the areas of:

> "criminal investigation, collection of evidence, interrogation of suspects, arrests of suspects, maintenance of order and safety, combatting organized crime, suppression of disturbances and riots, and, generally, the hard core enforcement of criminal laws."[25]

Depending on the size and location of his or her area of responsibility, a recruit, fresh from one of POST's academies, can expect to encounter some or all of these various aspects of law enforcement. Also, the size and type of organization (see Appendix 17, for police organiza-

tions) the recruit is assigned to, could determine the extent of his or her initial duties. Nonetheless, as a general rule, the new peace officer usually begins his or her career by working in some sort of patrol activity.

"Patrol is an indispensible service that plays a leading role in the accomplishment of the police purpose."[26] Patroling is carried out either on foot or in a vehicle and can be an extensive crime prevention measure, if properly utilized. The patrol functions primary purpose is "the elimination of the actual opportunity, or the belief in the opportunity, for successful misconduct...."[27] One one hand, patrol duty acts as a crime deterent, on the other, it is the "vehicle" by which the peace officer makes contact with both the criminal and the law abiding citizen.

Public Service

Most of a peace officer's time is spent on what are called peacekeeping or public service duties.[28] This part of the peace officer's role contains two important factors:

> "(1) the police are generally mobilized by citizens, and (2) they are often asked to do things that could perhaps be done as well or better by some other non-police agency."[29]

Examples of requests for help by citizens include:

> "intervening in domestic quarrels, handling those who are under the influence of alcohol or drugs, working with dependent and very neglected children, rendering emergency medical or rescue services and generally acting

> as a social agency of last resort...for the impoverished, the sick, the old, and the lower socioeconomic classes."[30]

Some services that are performed in the course of routine patrol, but are usually requested by other municipal agencies are: "searching for and eliminating fire and health hazards...; reporting housing-code and occupancy violations...; observing and reporting safety hazards."[31] Although the public servant role is not as clear cut as the law enforcement obligation, it is nevertheless an integral part of the peace officers duties and must be considered when selecting and training new recruits.

In addition to the tasks mentioned in this section, there are other specific behavioral requirements which are critical to the peace officer's ability to understand and cope with the psychological and sociological aspects of his or her environment. The following is a partial list of desired attributes: able to endure long periods of monotony, demonstrates mature judgement, makes prompt and effective decisions and tolerates stress. Refer to Appendix 18, for a complete list entitled "Psychological Assessment of Patrolman Qualifications in Relation to Field Performance."[32]

Peace Officer Selection Criteria

Employment Standards

Individuals seeking employment as a peace officer in the State of California must meet the following minimum standards: (1) The person must be a citizen of the United States or a permanent resident alien who is eligible for and has applied for citizenship. (2) The person must be at least eighteen years of age. (3) The person must be fingerprinted for purposes of search of local, state, and national fingerprint files to disclose any criminal record. If the review of the criminal record shows a felony conviction in California or any other state, the person is not allowed to become a peace officer. (4) The person must be of good moral character, as determined by a thorough background investigation. (5) The person must be a high school graduate or pass the General Education Development test to establish equivalency. (6) The person must be free from any physical, emotional, or mental condition which might adversely affect the exercise of the powers of a peace officer. A licensed physician must evaluate the applicant's physical condition and a licensed psychologist with a doctoral degree and post-graduate experience must evaluate the mental condition. These minimum standards are codified in Section 1031 of the California Government Code

and further amplified in POST's Medical Screening Manual for California Law Enforcement.[33]

It should be stressed that these are minimum standards and should not be construed as the only requirements for employment. Agencies have the latitude to increase the requirements to include items such as, written examinations, oral interviews and physical and agility testing. Also, it should be noted that height and weight no longer have minimums and maximums applied to them; however, POST does provide guidelines on determining a desirable height-weight ratio for all individuals.[34] Finally, as of 1 January 1984, all applicants for employment as peace officers in California must "demonstrate the ability to both read and write at the levels necessary to perform the job."[35]

Training Requirements

Section 832.4 of the California Penal Code requires that any peace officer:

> "first employed after January 1, 1974, and is responsible for the prevention and detection of crime and the general enforcement of the criminal laws of this State, shall obtain the basic certificate issued by the Commission on Peace Officer Standards and Training within 18 months of his employment in order to continue to exercise the powers of a peace officer after the expiration of such 18-month period."[36]

To obtain this certificate, the individual must satisfactorily complete the POST Basic Peace Officer Course, also required by State law (P.C. 832.3). There are two ways to satisfy this requirement: (1) an individual must attend one of the POST certified basic courses offered at an approved academy; or (2) an individual may, by passing a written basic course waiver examination, receive a waiver of attendance of the basic course.[37]

POST officials grant waivers of attendance to only those individuals meeting specific eligibility requirements. In addition to successfully completing the written examination,

> "the individual must be currently employed or under consideration for hire as a full-time peace officer by an agency participating in the POST reimbursement program."[38]

Furthermore,

> "the individual must have successfully completed prior peace officer training of at least 400 hours of specific subject matter, of which at least 200 hours must be successful completion of a basic general law enforcement training course certified or approved by California POST or a similar standards agency of another state...."[39]

Both the agency employing the individual, and POST officials evaluate the applicant's prior experience and training to ensure it meets the POST requirements. Once this is complete and the individual has successfully passed the waiver examination, he or she is granted a basic

certificate.[40] Also, it should be noted that the waiver procedure is the exception more so than the rule. The preferred method of obtaining the basic certificate is attendance at a POST certified academy.

Peace Officer Entry Level Training

More than seven thousand people a year enter basic recruit training at one of California's thirty-three POST certified training academies. Approximately seventy-five percent of those individuals are employed by a law enforcement agency prior to entering the academy. The other twenty-five percent are not employed by an agency, but are seeking the peace officer basic certificate and future employment in law enforcement. These pre-employment students must meet all of the employment standards previously mentioned, with the exception of psychological screening, which is done only at time of employment.[41]

POST Certified Academies

There are two types of basic academies in California. First, there is the college academy which is normally located on a community college campus and is funded by state apportionment. The other is the agency academy, located in a particular city or county and funded by that municipality's general revenue fund. Additional funding is provided to each type of academy via the POST reimbursement process previously discussed.[42]

To insure commonality and standardization of instruction, POST provides each academy with all the information needed to establish and maintain certified presenter status. The POST regulations (Appendix 15) are supplemented with a host of documents of which the following are most critical to the academies: (1) POST Basic Course Management Guide, contains all procedures for academy management; (2) Basic Course Certification Review, provides guidelines for establishing and continuing certification; (3) Performance Objectives for the Basic Course, outlines each functional area, the learning goals, and the performance objectives; and (4) Guidelines for Course Coordinators and Instructors, describes the principles of planning, preparation, presentation, and evaluation of training programs.

In addition to providing written guidance, POST conducts annual training for academy directors and provides periodic on-site staff assistance to the individual academies. POST officials also assist the local academy advisory committees in maintaining the most current course curriculum and teaching methods by sponsoring an academy crossfeed program. In this program, POST reimburses the expenses of academy members that visit other academies for the purpose of sharing information and techniques.[43]

Format - Two types of format are used by most academies to teach the basic course. First of these is the intensive format in which courses are taught on a basis of forty hours per week with a total course duration of twenty-five to twenty-eight weeks. The other format is called the extended format, because it is taught on a variable schedule, usually three nights a week, and takes nine months to a year to complete (see Appendix 18).[44]

Academies also use different methods in accommodating the residency needs of students. Twenty-five of the academies are strictly commuter oriented and provide no local lodging accommodations. Seven others are mostly commuter based, but have some lodging facilities available either on-site or in the local area. One, the California Highway Patrol Academy, requires its students to attend in residence and reside on-site for the duration of its intensive format.[45]

Training Environment - Although the academies use diverse format, the training environment is rather consistent. All of the academies require their students to wear uniforms and participate in structured, military-type formation and drill. Personal appearance inspections are also conducted on a daily basis.

The classroom atmosphere is somewhat structured in that students are required to be punctual and show the

proper respect for their instuctors. Classrooms are also the place where most of the student stress is generated. Academic stress seems to be more prevalent than externally induced physical or emotional stress. The reason for this appears based on the agency's desire for a disciplined, but level-headed recruit that is capable of dealing with the citizenry without resorting to physical violence (see Appendix 19, for classroom schedule).[46]

Physical training is an integral part of the overall training environment, but is not standardized among the academies. POST requires students to participate in a physical exercise program a minimum of three times a week; however, most academies elect to conduct daily physical training sessions (see Appendix 20, for conditioning schedule). Furthermore, POST officials have mandated a five-part, "must pass," physical ability test consisting of weightlifting, running and climbing obstacles. The primary objective of this mandatory testing is to standardize physical training throughout the academy network.[47]

Course Curriculum - As mentioned earlier, POST requires a minimum of 520 hours of instruction (recently increased from 400 hours) in the basic course. These hours are divided up into the following functional areas: (1) Professional Orientation - 10 hours; (2) Police Community Relations - 15 hours; (3) Law - 50 hours; (4) Laws of

Evidence - 20 hours; (5) Communications - 30 hours; (6) Vehicle Operations - 25 hours; (7) Force and Weaponry - 50 hours; (8) Patrol Procedures - 115 hours; (9) Traffic - 30 hours; (10) Criminal Investigation - 50 hours; (11) Custody - 5 hours; (12) Physical Fitness and Defense Techniques - 85 hours; and (13) Examinations - 35 hours.[48]

The subject material presented within each of these functional areas is provided to the academies via POST's Basic Course Unit Guides. Each one of the fifty-eight unit guides spell out the particular learning goals and performance objectives for the subject material being presented (see Appendix 21, for an overview of the individual topics of instruction).[49]

POST does not mandate localized training in its requirement of 520 hours, primarily because most agencies throughout the state have some unique needs that may not apply to all agencies. For instance, the two hour helicopter patrol familiarization block in the Sacramento County Sheriff's basic course (see Appendix 22) is included because recruits need to know how to work with the helicopters assigned to the department. POST mandated training of this type would be inappropriate for the smaller, rural counties, therefore, it is left up to the individual academy advisory boards to develop specific localized training. Once localized training is added to

the basic course, the number of hours of instruction increases an average of two hundred hours.[50]

Instructor Cadre - POST certified academies are held responsible for the quality of instructors, course material and instructional facilities. Consequently, POST officials publish minimal guidance relating to these items. According to POST:

> "Basic Academy Instructors should be selected on their ability, enthusiasm, and dedication to the training program. Current knowledge and/or skills in the subject areas being taught are essential, and should be examined annually based on established criteria, such as by on-the-job or educational experience."[51]

Although there are no POST instructor certification procedures per se, POST does provide instructor evaluation criteria in its Guidelines for Course Coordinators and Instructors publication. As a general rule, the academies require their academic instructors to complete teacher training courses. If the instructor is hired on a part-time basis, he or she must complete a minimum of forty-eight hours of training. Full-time instructors are normally required to have completed at least two college semesters of teacher training. On the average, instructors have accumulated approximately seven years of field experience before becoming instructors.[52]

In addition to academic instructors, academies employ what are called "TAC" or "continuity" officers, to enforce

discipline and instruct drill and ceremonies and physical training. These officers are the equivalent of a military "D.I.," or drill instructor, and play a significant role in evaluating student performance.[53]

Teaching Methods - Each of the academies use the lecture form of instruction as the primary teaching tool. Audiovisual aids such as, films, video tapes and sound-on-slide presentations are normally used to supplement the instructional lecture. Moreover, POST sponsors a program called interactive television or ITV. POST officials contend, that by using ITV broadcasts, they are able to provide high-quality specialized instruction to large audiences in remote regions of the state. The ITV broadcasts originate in a master studio and are transmitted to various remote locations where students watch the presentation on their televisions and interact with the instructor using speaker phones located in their classroom.[54]

Computers are used throughout the POST academy system to track students and generate test materials for student evaluation and remediation. Computers are also used to provide each academy with current information on media available for instructional purposes. Computer-assisted training is not currently used by the POST academies, but

POST officials are working on a program to develop the software needed to implement its use.[55]

Many of the courses taught at the academies require student performance, practical application and participation to complete the learning process. Practical exercises and role-playing are used to involve the students in work environment simulations of patrol procedures, arrest techniques and crisis intervention. Demonstration/performance is normally used in driver training, first aid, and force and weaponry instruction.[56]

Student Evaluations - Performance based training, as POST describes it, requires an inordinate amount of testing time. The minimum number of hours allotted for testing in the basic course is thirty-five, however, most academies devote fifty to sixty hours to evaluating students.[57]

Academic testing is aligned with the functional areas previously mentioned and is administered in two formats - written academic and written performance. The fifty to two hundred question written academic tests are the standard tests for subject knowledge, but the written performance exams require the student to actually prepare police reports or departmental correspondence.[58]

Students are also required to demonstrate their proficiency by successfully completing a series of performance evaluations. These evaluations are

administered in areas such as drivers training, self= defense and search techniques, weapons firing, and life saving procedures. Physical fitness is also tested using the performance categories mentioned earlier.[59]

To successfully complete a functional area (written or performance), the student must achieve a predetermined percentage of the performance objectives in the evaluation. Those acceptable percentages range from seventy percent to one hundred percent on a given objective. For example,

> "functional area 1.0 contains 25 performance objectives. 21 of them are in the 70 percentile and 4 are in the 80 percentile...each student must complete 70% of the 21 performance objectives in the 70 percentile and 80% of the 4 performance objectives in the 80 percentile in area 1."[60]

In essence, each area has a certain success criteria and must be achieved separate of the others. Using the previous example, a student could pass all twenty-one of the seventy percent objectives, but fail the entire functional area by failing half of the eighty percent objectives. Furthermore, the one hundred percent objectives are "must pass" and allow for no deviation[61] (see Appendix 23, for selected examples of functional area success criteria).

Academic instructors and continuity officers are constantly evaluating students for their adaptability to police work. These subjective evaluations often play a

major part in a student success or failure in the basic course. For one reason or another, approximately twenty= five percent of the students entering the basic course, fail to complete it. Of the fifteen to eighteen hundred students failing or dropping out of the basic course, over forty percent are pre-employment students who were not sponsored by a law enforcement agency.[62]

Formal Training Feedback

POST officials provide the academies with a continuous flow of information that enables them to update their courses and teach the most current subject matter available. On the other hand, academy personnel are encouraged to surface problem areas and aid POST in developing the right programs for the trainees. This mutual effort is accomplished in several ways.

The recent increase in the minimum hours required in the basic course (400 to 520) resulted in part from questionnaires completed by academy personnel. During a 1983 study of required versus actual instructional hours, the information supplied by academy personnel (see Appendix 24, for survey results) was instrumental in expanding the curriculum. Additionally, POST periodically assembles academic instructors from the various academies to review and update the course curriculum.[63]

Academy directors meet with POST officials on a quarterly basis to discuss all aspects of the basic course curriculum. This Basic Course Consortium, as it is called, consists of three sub-committees which work problem areas, develop initiatives and make recommendations to the Commission concerning basic recruit training.[64] This form of direct information feedback appears paramount to the success of POST's training mission.

POST officials have recently begun development of an academy feedback report that should, when implemented, complete the feedback loop. This report is designed to solicit information from agency employers about recent graduates of the POST Basic Course. Questions in this report (see Appendix 25, for draft report), ask the supervisor to rate the academy's training program by indicating the level of knowledge and skill possessed by the recent graduate.[64]

Summary

California's Commission on Peace Officer Training and Standards (POST) is one of the first of its kind in the United States. It is established by California State law and operates under an original charter of raising the competency level of California's law enforcement officers. In fulfilling this mission, the twelve members of the Commission adopt peace officer minimum standards and

certify the training of all law enforcement personnel in the State of California.

The POST organization is responsible for implementing the policies of the Commission and managing the statewide peace officer training program. This program provides guidance on peace officer selection standards and training courses to over 540 California cities and counties. POST not only provides standards and guidance, it also makes funding available for the training of the State's peace officers.

Peace officer training in California is conducted at thirty-three POST certified academies located throughout the State. These academies train peace officers at all levels of their profession, from the entry level recruit to the executive level administrator. Furthermore, the standardized basic curriculum taught at the different academies is based primarily on the job requirements of the peace officer.

The peace officer's duties span a gamut of responsibilities including beat patrol, crime scene investigation, traffic control, community service, and general law enforcement. Many of the officers duties require technical skills and learned behavior to adequately accomplish these tasks; therefore, a peace officer must be properly trained in all aspects of his or her job.

In California, individuals seeking employment as a

peace officer must complete a mandatory basic training course at one of POST's certified academies, or pass a waiver examination, within the first eighteen months of employment. Also the individual must be physically and mentally fit, have no felony convictions and be able to read and write at a level comensurate with the job requirements.

Peace officer recruits enrolled in one of the basic academy courses can expect to spend an average of twenty= five weeks in classes if they are going full-time. If not, it can take up to a year to complete the mandatory curriculum. The basic course consists of 520 hours of POST mandated instruction. In addition to the POST requirements, most academies provide an additional two hundred hours of localized training. These course hours cover twelve functional areas of law enforcement and are taught using academic instruction and performance training. Moreover, students must successfully complete academic knowledge examinations, skill performance demonstrations and a physical fitness test to satisfy the requirements for graduation.

POST uses feedback procedures in updating the course curriculum to ensure that only the most current information is given to the students. The local academy administrators and instructors provide continuous feedback to POST officials on the requirements of the local agencies.

Furthermore, POST receives direct feedback from the agencies on the capabilities of newly trained recruits.

A review of basic peace officer training in California was presented in this chapter to establish a basis of comparison with the Air Force training outlined in Chapter III. In Chapter V, these two training programs will be compared and analyzed.

Notes

[1]Personal interview with Harold Snow, California POST Training Services Bureau Chief, 14 February 1985.

[2]California Commission on Peace Officer Standards and Training, Employment Data for California Law Enforcement, POST Publication, 1984, pp. 37-45.

[3]Ibid.

[4]Brooks W. Wilson, "The Growth and Development of the California Commission on Peace Officer Standards and Training," (Masters Thesis, California State University, Fullerton, 1974), pp. 37-39.

[5]California Commission on Peace Officer Standards and Training, 1983-84 Annual Report, POST Publication, 1984, p. 1.

[6]Ibid.

[7]Ibid.

[8]Ibid.

[9]Ibid.

[10]Personal interview with Harold Snow, 14 February 1985.

[11]Ibid.

[12]Ibid.

[13]POST, 1983-84 Annual Report, p. 3.

[14]Ibid., p. 4.

[15]Ibid., p. 4.

[16]Ibid., p. 4.

[17]Personal interview with Harold Snow, 14 February 1985.

[18]Ibid.

[19]California Commission on Peace Officer Standards and Training, State Laws of Interest to POST, POST Publication, 1985, p. 36.

[20]Personal interview with Harold Snow, 14 February 1985.

[21]Ibid.

[22]Charles B. Saunders, Jr., Upgrading the American Police (Washington, D.C.: The Brookings Institution, 1970), pp. 18-19.

[23]Charles P. McDowell, Police in the Community (Cincinnati: W.H. Anderson, 1975), p. 39.

[24]California Department of Justice, Crime and Delinquency in California - 1983, Division of Law Enforcement Publication, 1984, p. 82.

[25]McDowell, p. 52.

[26]O. W. Wilson and Roy C. McLaren, Police Administration, 3d rev. ed. (New York: McGraw-Hill, 1972), p. 320.

[27]Ibid.

[28]Saunders, p. 22.

[29]McDowell, p. 42.

[30]Ibid., pp. 51-52.

[31]Wilson, p. 321.

[32]Saunders, pp. 19-21.

[33]POST, State Laws of Interest to POST, pp. 27-29.

[34]Personal interview with Harold Snow, 30 May 1985.

[35]POST, 1983-84 Annual Report, p. 9.

[36]POST, State Laws of Interest to POST, p. 4.

[37]Ibid., pp. 37-38.

[38]California Commission on Peace Officer Standards and Training, Waiver of Attendance of POST Certified Basic Training, POST Publication, n.d., p. 1.

[39]Ibid.

[40]Ibid., pp. 2-3.

[41]Personal interview with Harold Snow, 30 May 1985.

[42]California Commission on Peace Officer Standards and Training, POST Basic Course Management Guide, POST Publication, 1984, p. 7.

[43]Personal interview with Harold Snow, 14 February 1985.

[44]Ibid.

[45]Ibid.

[46]Ibid.

[47]Ibid.

[48]California Commission on Peace Officer Standards and Training, Administrative Manual, POST Publication, 1985, p. 1-2.

[49]POST, POST Basic Course Management Guide, p. 24.

[50]Personal interview with Harold Snow, 30 May 1985.

[51]POST, POST Basic Course Management Guide, p. 44.

[52]Personal interview with Harold Snow, 11 June 1985.

[53]Ibid.

[54]POST, 1983-84 Annual Report, p. 6.

[55]Personal interview with Harold snow, 14 February 1985.

[56]Ibid.

[57]Ibid.

[58]POST, POST Basic Course Management Guide, pp. 58-63.

[59]Ibid.

[60]California Commission on Peace Officer Standards and Training, Performance Objectives for the POST Basic Course, POST Publication, 1985, p. 141.

[61]Ibid.

[62]Personal interview with Harold Snow, 11 June 1985.

[63]Ibid.

[64]Ibid.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this chapter is to summarize the entire research effort and to present conclusions drawn from comparing the two training programs.

Summary

Historical Perspective

Historically, policing is portrayed as one of society's necessary evils. In the case of the military, its police were only needed in times of war and then only used to do things like catch deserters, detect spies or enforce the draft laws. On the other hand, the civilian police force developed out of a need to protect the citizenry against the ever present lawbreaker. In either case, policemen enjoyed very little reward for their efforts. Their status within society was as low or lower than their take-home pay.

One of the factors contributing to the policeman's lowly status, was the image he, himself portrayed. When ignorance, poor health, or old age are acceptable for employment, one can only expect low salaries, and very

little respect. Thankfully, some men with vision and an ideal of professionalism, began to change this image in the early 1900's.

A key element in the reform of this nation's police forces, was the establishment of formal training for police recruits. In an effort to supplement the customary practice of "training on the job," men like August Vollmer and Arthur Woods developed training schools in California and New York respectively. This historic milestone for civilian policing occurred in the first decade of the 20th century; however, military policing did not have its first formal training school until 1942.

Although these individual efforts were instrumental in improving police personnel, it was the national crime commissions and state training commissions that solidified the movement. The most influential of the national police studies was the 1967 President's Commission on Law Enforcement and Administration of Justice. Furthermore, the already developing state training commissions expanded their roles to implement the Commission's recommendations. States like California and New York had state training commissions as early as 1959, but at the time the 1967 Commission published its report, only twenty-three states had created training commissions or councils. At present, all fifty states have either state training commissions or councils that oversee the training of police officers.

Depending on the state, today's new trainee receives from 400 to 600 hours of training on a multitude of complex legal and social issues. This technical indoctrination is coupled with rigorous physical training and is taught using modern techniques; such as, role playing for situational simulation, the use of instructional media like self-pacing audiovisual programs, and computer-assisted instruction. Similarly, the United States military conducts training for its police specialists using many of the same techniques and teaching methods.

USAF Security Police Training

USAF Security Police personnel are charged with the responsibility of securing Air Force base resources in both peacetime and during periods of hostility. Security Police officials seek to accomplish this objective by employing specialized individuals in two main areas of concern. First, they use Security Specialists to maintain physical security of assets like aircraft, munitions and weapons. Security Specialists are also the primary Air Force combatants during wartime. Secondly, Law Enforcement Specialists are used in a policing capacity to enforce military laws and standards of conduct on the installation. Together, they seek to maintain a safe and secure base environment.

The Law Enforcement Specialist does many of the same

policing functions as his or her counterpart in a municipal policing agency. Some of these duties include: vehicle patrol; crime and accident scene investigation; collecting evidence; interviewing witnesses and suspects; and apprehending violators. Additionally, the LE Specialist augments the security force during times of hostility.

Entry level training of the Law Enforcement Specialist is conducted at the Security Police Training Academy located on Lackland Air Force Base in Texas. Students attending the LE Specialist course live at the SP Academy during the six weeks it takes to complete more than 260 hours of instruction. These hours of instruction are divided into the following three categories: academic training; performance training; and associated military training. Students must successfully complete academic knowledge examinations and skill performance demonstrations to satisfy the requirements for graduation. Moreover, graduation from the LE Specialist course is mandatory before an individual can work as a USAF Law Enforcement Specialist.

Once students graduate from the law enforcement course and go to their next duty station, they are asked to participate, along with their supervisors, in the Air Force's Graduate Evaluation Program. This program, through a series of questionnaires and interviews, provides

continuous feedback to the course management personnel on the extent to which graduates were trained on required tasks.

California Peace Officer Training

In California, as in other states, peace officer duties span a gamut of responsibilities including beat patrol, crime scene investigation, traffic control, community service, and general law enforcement. Many of the officers duties require technical skills and learned behavior to adequately accomplish these tasks; therefore, a peace officer must be properly trained in all aspects of his or her job.

The California Commission on Peace Officer Standards and Training (POST) and its administrative organization are responsible for providing this training. POST makes the necessary training available through a centrally managed, statewide peace officer training program. This program provides guidance on peace officer selection standards and training courses to over 540 California cities and counties. POST not only provides standards and guidance, it also makes funding available for the training of the State's peace officers.

Peace officer training in Calfironia is conducted at thirty-three POST certified academies located throughout the State. These academies train peace officers at all

levels of their profession, from the entry level recruit to the executive level administrator. Individuals seeking employment as a peace officer must complete a mandatory basic training course at one of these academies, or pass a waiver examination, within the first eighteen months of employment.

Peace officer recruits enrolled in one of the basic academy courses can expect to spend an average of twenty= five weeks in classes if they are going full-time. If not, it can take up to a year to complete the mandatory curriculum. The basic course consists of 520 hours of POST mandated instruction. In addition to the POST requirements, most academies provide an additional two hundred hours of localized training. These course hours cover twelve functional areas of law enforcement and are taught using academic instruction and performance training. Moreover, students must successfully complete academic knowledge examinations, skill performance demonstations and a physical fitness test to satisfy the requirements for graduation.

As is the case with the Air Force, POST has established training feedback procedures to update course curriculum and ensure only the most current information is given to the students. For example, the local academy adminstrators and instructors provide useful feedback to POST officials on the requirements of the local agencies.

Furthermore, POST receives direct feedback from the agencies on the capabilities of newly trained recruits.

Conclusions

In an attempt to narrow the information gap that exists in the area of military and civilian police training, the entry level police training programs of two representative organizations were examined in this study. By consequence, both parallel and dissimilar facts surfaced concerning the role of the military and civilian police officer and the entry level training programs in general. These broad areas of interest are the subject of the comparative review and observations outlined in this section.

Work Environment

The basic role of both USAF LE Specialist and the California Peace Officer is very much the same. They both have the sworn duty of enforcing the law and protecting individuals and property from harm. The primary difference between the two is the surroundings in which they apply their skills. Each one's work environment actually dictates the level and intensity of training they need to adequately perform their tasks.

Air Force personnel work, and sometimes live, in the rather insulated environment of an Air Force base. Insulated, in that compared to the average city, it is

small and tightly controlled. The comparative crime statistics (Appendix 5) mentioned earlier, exemplify this more restrictive and less crime prone community as well as anything. Also, the fact that the primary mission of the LE Specialist is to maintain the safe and secure environment of the military base, indicates that his or her role is more diverse than just general policing duties. Consequently, the entry level training curriculum reflects the specialized needs of the military police.

By comparison, the majority of civilian police officials, represented here by the California Peace Officer, function in large metropolitan areas, with proportionately sized populations and many square miles of land area. The demographics of an average city, coupled with the expectedly higher crime statistics (Appendix 16), give a good indication of the job intensity level of the average peace officer. This work environment translates into an entry level training curriculum that must equip the recruit with both the legal knowledge and the survival skills necessary to provide quality police service to the community.

Employment and Training Guidelines

Selection Standards - Employment criteria for both professions is very much the same. Differences of any significance are in the areas of age, education and

physical requirements. Minimum age for a peace officer is eighteen while an LE Specialist could be as young as seventeen. A high school diploma (or GED) is desired by the Air Force, but required by the State of California. POST minimum standards for height-weight only specify that the two will be proportionate, on the other hand, the Air Force mandates maximum allowable body weight based on height. However, the standards critical to law enforcement are almost identical.

Training Requirements - Both POST and the Air Force require the recruit to earn a basic certificate to work in his or her trade. State Law in California gives an individual eighteen months, after he or she is employed by a law enforcement agency, to complete the certificate requirements. The Air Force, however, requires the completion of the entry level training prior to working as an LE Specialist. On the surface they sound different, but when examined further, both agencies require the same thing because the State Law does not allow an individual to work as a sworn peace officer without the certificate.

Entry Level Training

Training Concept - The LE Specialist and the California Peace Officer each receive training mandated by a higher authority. For instance, Headquarters Air Force

transmits its training guidance through a series of management channels and regulations. In the case of the Security Police, the regulatory guidelines and speciality standards are used by the Security Police Academy to develop the training courses needed to adequately train the new individuals.

In California, POST mandates all the minimum requirements for the training of California Peace Officers and provides this information to their certified academies through a host of publications. These academies in turn develop the needed training courses.

Although the process of issuing training guidance appears similar, the institutions at which the training is conducted are quite different. The Air Force Security Police use one resident academy to train its LE Specialist, while POST uses thirty-three institutions, each with various formats. One of the reasons for this difference appears to be that the Air Force has fewer LE Specialists to train and they all work for the same "agency," so to speak. Whereas in California, there are five times as many peace officers as there are LE Specialists in the entire Air Force. Also, added to the shear numerical difference, is the fact that they work for over five hundred different agencies. Finally, the large geographic expanse of California, coupled with the large number of agencies,

forces POST to provide certified academies in locations that are accessible to all of the potential trainees.

Training Environment - Both the LE Specialist and the peace officer are trained in a highly competitive, stressed atmosphere. Each are required to participate in formations, drill and personal inspections. They are also required to participate in regularly scheduled physical exercise and fitness programs. One difference however, is that all of the LE Specialists must attend the SP Academy in residence while only a small portion of the peace officer recruits are required to remain at the academy for the duration of training. In fact, only one of the POST certified academies insists on in-residence attendance.

Course Curriculum - The first thing that stands out between the two programs is the wide disparity in the number of hours of instruction. The LE Specialist receives roughly half the number of mandatory training hours that the peace officer does. Also interesting, is the difference in course content. For example, the peace officer receives twenty to thirty hours of driver training and the LE Specialist receives none. Also, the LE Specialist gets approximately fifteen hours of instruction on installation patrol procedures while the peace officer receives on the average of 130 hours. Conversely, the LE Specialist endures twenty to thirty hours of security

augmentor and military related training that does not even appear on the peace officer's schedule.

On the surface, this disparity in hours seems to slight the LE Specialist, but when one looks at what the job actually requires, it appears that both law enforcers are getting the type of training they need. As an example, the Air Force only requires the LE Specialist to have a valid drivers license to operate a base patrol vehicle. The primary reason for this is more clear when you look at the work environment in which he or she operates. Most USAF bases have maximum speed limits ranging from twenty-five to forty miles per hour, plus they have the ability to close or block the exit roads leading from the base. High speed pursuit and defensive driving techniques would be nice to have, but not mandatory in a basic course.

Instructor Cadre - Instructors for both basic courses are selected from their fields of expertise and are required to have teacher training prior to actually instructing students. Also, the instructor experience level appears fairly equal in both communities. Furthermore, the instructor/evaluator philosophy is consistent between the Air Force and POST. Both agencies feel that making instructors responsible for evaluating the student's adaptability to police work is an invaluable aid to turning out a well prepared and adjusted graduate.

Teaching Methods and Student Evaluations - As with the instructor cadre, the teaching methods and student evaluations are relatively consistent between both basic courses. The constantly developing field of computer= assisted student training will eventually help academic instruction and remediation. POST and the Air Force are aware of its benefit, but fiscal constraints and software availability are impeding its employment.

Student testing appears more complicated in the peace officer basic course, but the desired outcome is the same. Both courses have must pass or one hundred percent success criteria in the areas of weapons training and physical fitness. Moreover, the end result of course failure is also very similar. State Law in California will not allow a person to be employed as a peace officer without the basic certificate and the Air Force will not retain an individual on active duty who cannot satisfactorily complete the LE Specialist course. The heart of the matter for both agencies is that technical knowledge, physical ability and emotional stability are critical to effective law enforcement and each attempts to ensure that only qualified people are certified.

Basic Course Feedback - The Air Force's Graduate Evaluation Program gives its training community feedback on course curriculum through reports, field visits, and

questionnaires. This feedback data is assembled into job surveys that are in turn used to add or delete material from the course. In addition, the Air Force uses workshops and conferences to bring the career field decision makers together with the survey data so that the right people are making the curriculum decisions.

POST uses many of the same techniques to ensure the most current information is given to the students. Although, POST's system of feedback is not as elaborate as the Air Force program, it appears to achieve similar results. In fact, POST is providing their academies with curriculum updates on a quarterly and sometimes monthly basis. Part of this continuous input is stimulated by legislative or judicial changes in the laws and policies governing law enforcement in California.

General Observation - Overall, both the Air Force and POST have established similar entry level training programs for their law enforcers. The biggest difference in the two programs is not the number of academies, or the number of hours taught, or even the training environment. The biggest difference lies in the job the Air Force Law Enforcement Specialist must do as compared to what the California Peace Officer does. In reality, they both protect and serve and they both enforce the law; therefore, they should have similar training - and they do.

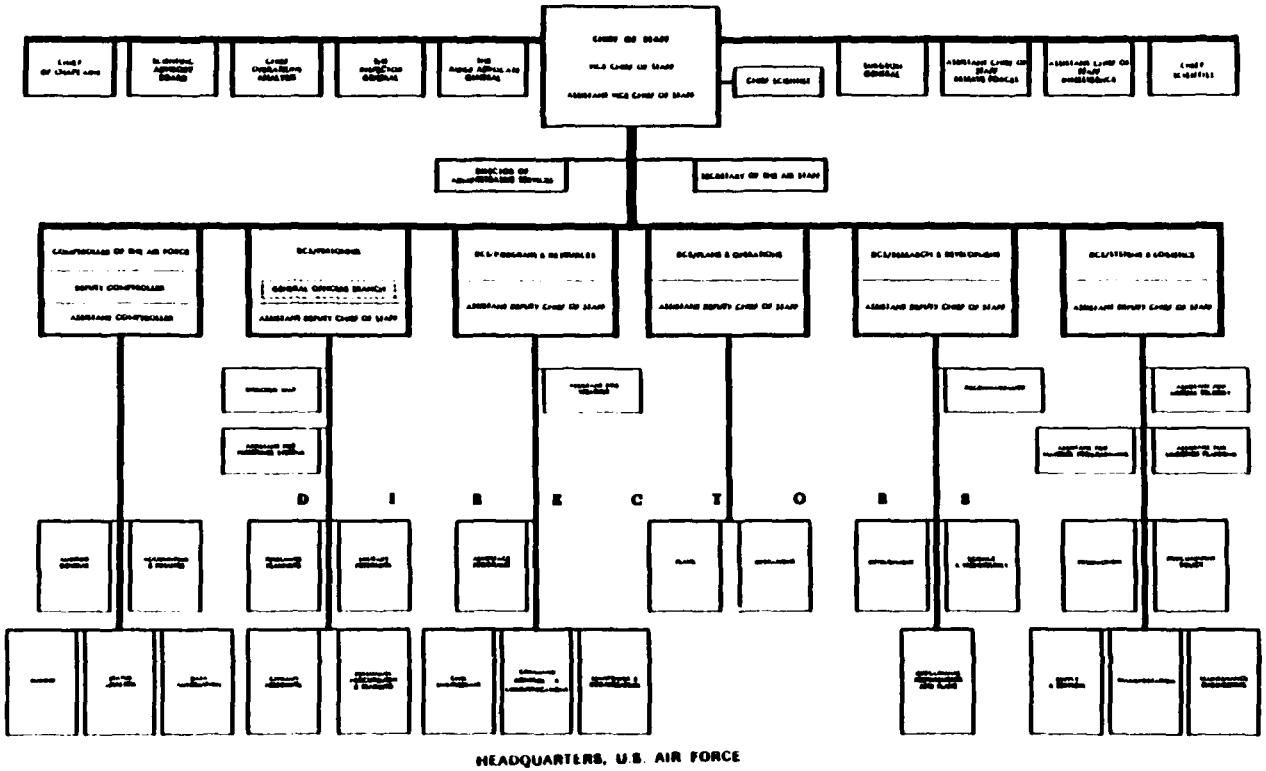
Recommendations for Further Study

This study has, in some sense, narrowed the information gap concerning military and civilian police training, but only in the area of entry level indoctrination. Several more advanced stages of training, such as the Air Force's on-the-job training program or POST's in-service training curriculum, need exploring. Furthermore, the supervisory and executive development courses offered by each organization should be compared. Finally, some effort should be made to determine the quality of the police training received by the graduates of the basic courses or any of the upper level curricula now available.

APPENDIXES

APPENDIX 1

USAF Organizational Chart



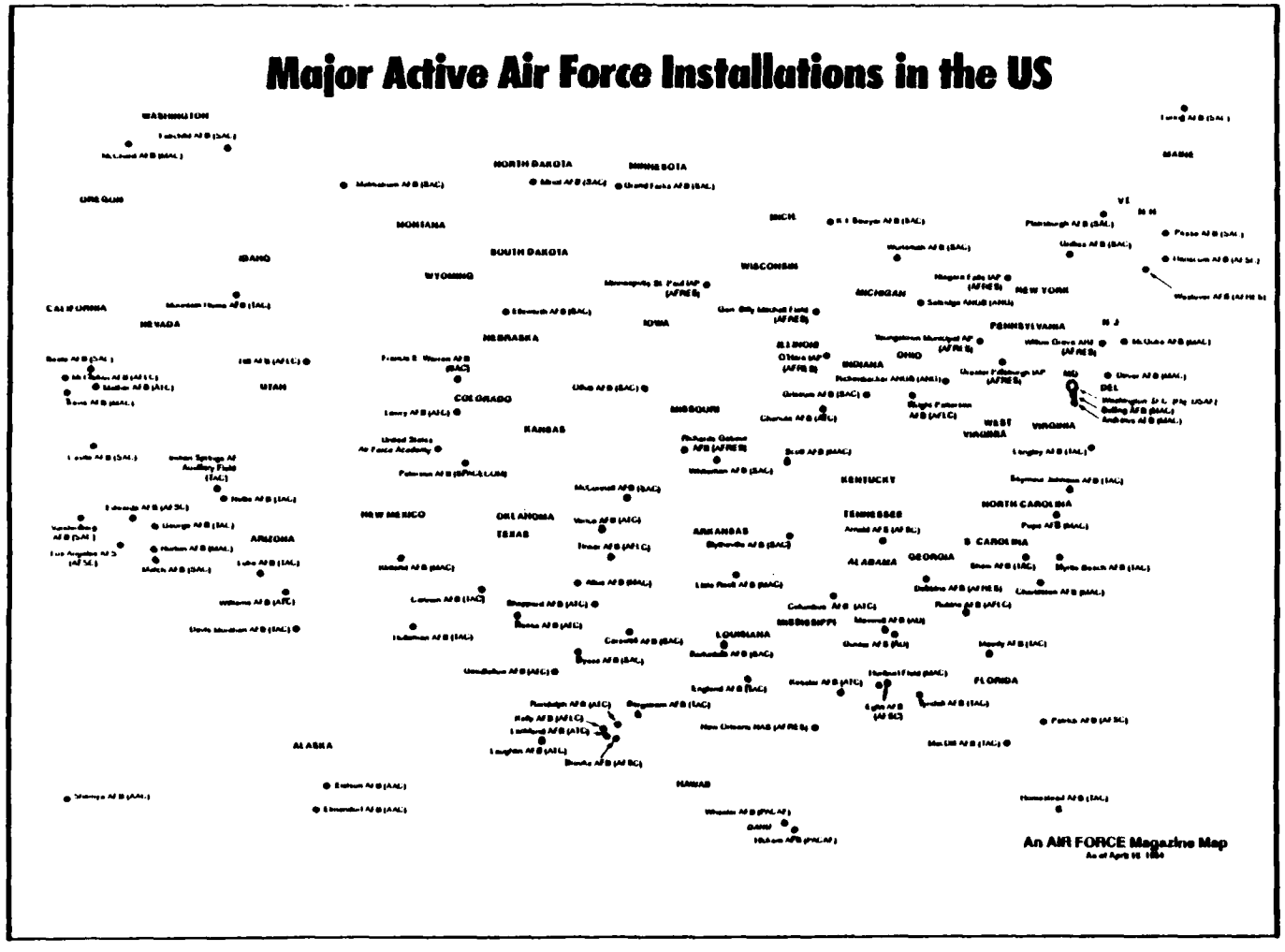
HEADQUARTERS, U.S. AIR FORCE

Source: A. J. Kinney, Major General, USAF (Ret.), The Air Force Officer's Guide, 23d ed. (Harrisburg, PA: Stackpole Books, 1976), p. 355.

APPENDIX 2

USAF Bases - Conus and Overseas

Major Active Air Force Installations in the US



Source: "An Air Force Almanac," Air Force Magazine, May 1984, pp. 192-194.

USAF's Principal Bases Overseas

Adana AB, Turkey
APO New York 09254
AUTOVON 672-1110
Hq. TUSLOG
7217th Air Base Group, USAFE
Support base, USAFE

Aviano AB, Italy
APO New York 09293
AUTOVON 632-1110
40th Tactical Group, USAFE
Support base, USAFE

Bitburg AB, Germany
APO New York 09132
AUTOVON 453-1110
36th Tactical Fighter Wing, USAFE

Camp New Amsterdam, The Netherlands
APO New York 09232
(Call Ramstein, AUTOVON 480-1110; ask for Camp New Amsterdam.)
32d Tactical Fighter Squadron, USAFE

Clark AB, Republic of the Philippines
APO San Francisco 96274-5000
AUTOVON 622-1201
Hq. 13th Air Force, PACAF
3d Tactical Fighter Wing, PACAF
374th Tactical Airlift Wing, MAC
6922d Electronic Security Squadron, ESC

Comiso AB, Italy
APO New York 09694
AUTOVON 628-6110
487th Tactical Missile Wing, USAFE

Florennes AB, Belgium
APO New York 09186
(Call Bitburg, AUTOVON 453-1110; ask for Florennes.)
486th Tactical Missile Wing

Hahn AB, Germany
APO New York 09108
AUTOVON 460-1110
50th Tactical Fighter Wing, USAFE

Hellenikon AB, Greece
APO New York 09223
AUTOVON 662-1110
7206th Air Base Group, USAFE
Support base, USAFE

Hessisch-Oldendorf AB, Germany
APO New York 09668
(Call Sembach, AUTOVON 496-1110; ask for Hessisch-Oldendorf.)
600th Tactical Control Squadron, USAFE
Tactical air control base, USAFE

Howard AFB, Panama
APO Miami 34001-5000
AUTOVON 284-1110
Hq. USAF Southern Air Division, TAC

Incirlik AB, Turkey
APO New York 09289
AUTOVON 676-1110
39th Tactical Group, USAFE
Support base, USAFE

Iraklion AB, Greece
APO New York 09291
AUTOVON 668-1110
7276th Air Base Group, USAFE
Support base, USAFE

Izmir AB, Turkey
APO New York 09224
AUTOVON 675-1110
7241st Air Base Group, USAFE
Support base, USAFE

Kadena AB, Okinawa, Japan
APO San Francisco 96239-5000
AUTOVON 630-1110
313th Air Division, PACAF
18th Tactical Fighter Wing, PACAF
376th Strategic Wing, SAC
6990th Electronic Security Group, ESC
961st Airborne Warning and Control Squadron, TAC

Keflavik NS, Iceland
FPO New York 09571
AUTOVON 231-1290
Fighter-interceptor unit, TAC

Kunsan AB, Republic of Korea
APO San Francisco 96264-5000
AUTOVON 272-2346
8th Tactical Fighter Wing, PACAF

Kwangju AB, Republic of Korea
APO San Francisco 96264-5000
(Call Korea, AUTOVON 272-2346; ask for Kwangju AB.)
6171st Air Base Squadron, PACAF

Lajes Field, Azores
APO New York 09406
AUTOVON 723-1410
Airlift support base, MAC

Lindsey AS, Germany
APO New York 09633
AUTOVON 496-1110
7100th Combat Support Wing, USAFE
Support base, USAFE

Misawa AB, Japan
APO San Francisco 96519-5000
AUTOVON 248-1101
432d Tactical Fighter Wing, PACAF
6920th Electronic Security Group, ESC

Osan AB, Republic of Korea
APO San Francisco 96570-5000
AUTOVON 284-4110
314th Air Division, PACAF
51st Tactical Fighter Wing, PACAF
6903d Electronic Security Group, ESC

RAF Alconbury, United Kingdom
APO New York 09236
AUTOVON 223-1110
10th Tactical Reconnaissance Wing, USAFE
17th Reconnaissance Wing, SAC

RAF Bentwaters, United Kingdom
APO New York 09755
AUTOVON 223-1110
81st Tactical Fighter Wing, USAFE

RAF Chicksands, United Kingdom
APO New York 09193
AUTOVON 234-1110
7274th Air Base Group, USAFE
Support base, USAFE

RAF Fairford, United Kingdom
APO New York 09125
AUTOVON 247-1110
7020th Air Base Group, USAFE
KC-135 refueling support base, USAFE

RAF Greenham Common, United Kingdom
APO New York 09150
(Call RAF Upper Heyford, AUTOVON 263-1110; ask for Greenham Common.)
501st Tactical Missile Wing, USAFE

RAF Lakenheath, United Kingdom
APO New York 09179
AUTOVON 228-1110
48th Tactical Fighter Wing, USAFE

RAF Mildenhall, United Kingdom
APO New York 09127
AUTOVON 238-1110
Hq. 3d Air Force, USAFE
513th Tactical Airlift Wing, USAFE
306th Strategic Wing, SAC (Rotational)
313th Tactical Airlift Group, MAC (Rotational)

RAF Upper Heyford, United Kingdom
APO New York 09194
AUTOVON 263-1110
20th Tactical Fighter Wing, USAFE

RAF Woodbridge, United Kingdom
APO New York 09406
AUTOVON 225-1110
81st Tactical Fighter Wing, USAFE
67th Aerospace Rescue and Recovery Squadron, MAC

Ramstein AB, Germany
APO New York 09012
AUTOVON 480-1110
Hq. USAFE
86th Tactical Fighter Wing, USAFE
Hq. European Information Systems Division, AFCC
7th Air Division, SAC
322d Airlift Division, MAC
2d Weather Wing, MAC

Rhein-Main AB, Germany
APO New York 09057
AUTOVON 330-1110
435th Tactical Airlift Wing
Tactical airlift base, MAC

San Vito AS, Italy
APO New York 09240
AUTOVON 622-1110
7275th Air Base Group, USAFE
Support base, USAFE

Sembach AB, Germany
APO New York 09130
AUTOVON 496-1110
Hq. 17th Air Force, USAFE
601st Tactical Control Wing, USAFE
Command Control Communications
Allied Tactical Operations Center (ATOC)

Sondrestrom AB, Greenland
APO New York 09121
(Call AUTOVON 834-1211; ask for Sondrestrom AB.)
Support base, SPACECMD

Spangdahlem AB, Germany
APO New York 09123
AUTOVON 452-1110
52d Tactical Fighter Wing, USAFE

Suwon AB, Republic of Korea
APO San Francisco 96461-5000
(Call Korea, AUTOVON 284-4110; ask for Suwon AB.)

Taegu AB, Republic of Korea
APO San Francisco 96213-5000
(Call Korea, AUTOVON 284-4110; ask for Taegu AB.)

Tempelhof Central Airport, West Berlin
APO New York 09611
AUTOVON 332-1110
7350th Air Base Group, USAFE
1946th Information Systems Squadron, AFCC
6912th Electronic Security Group, ESC
Support base, USAFE

Thule AB, Greenland
APO New York 09023-5000
(Call AUTOVON 834-1211; ask for Thule AB.)
Support base, SPACECMD

Torrejon AB, Spain
APO New York 09283
AUTOVON 723-1110
Hq. 16th Air Force, USAFE
401st Tactical Fighter Wing, USAFE

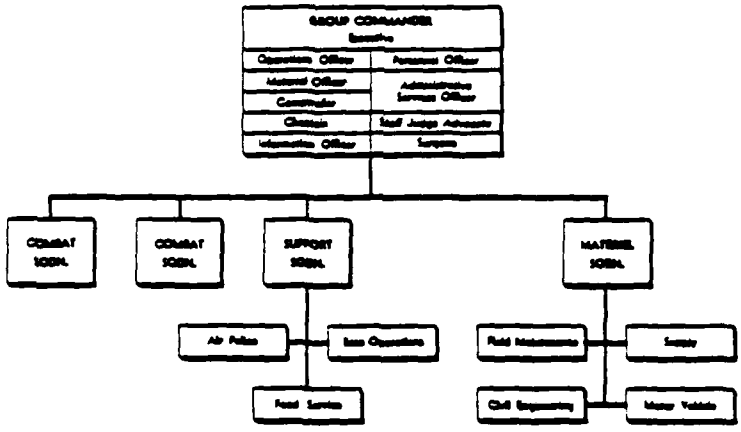
Yokota AB, Japan
APO San Francisco 96328-5000
AUTOVON 248-1101
Hq. US Forces, Japan
Hq. 5th Air Force, PACAF
475th Air Base Wing, PACAF
316th Tactical Airlift Group, MAC

Zaragoza AB, Spain
APO New York 09286
AUTOVON 724-1110
496th Tactical Fighter Training Wing, USAFE
Tactical fighter training base, USAFE

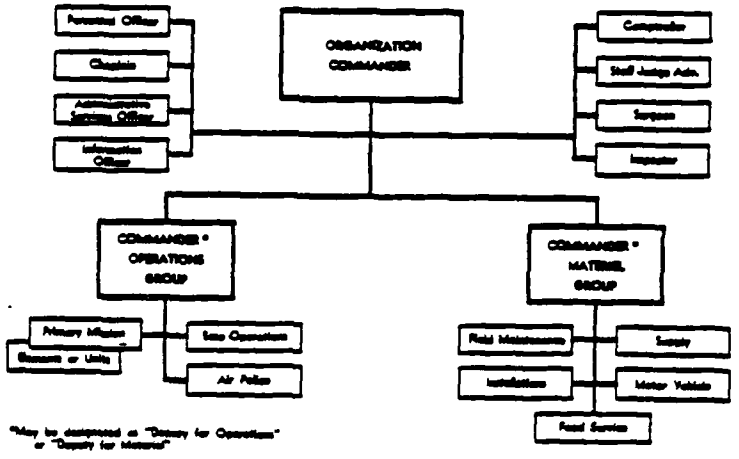
Zweibrücken AB, Germany
APO New York 09880
AUTOVON 496-1110
26th Tactical Reconnaissance Wing, USAFE
10th Military Airlift Squadron MAC

APPENDIX 3

USAF Base Organizational Chart



BASE OPERATING GROUP ORGANIZATION:

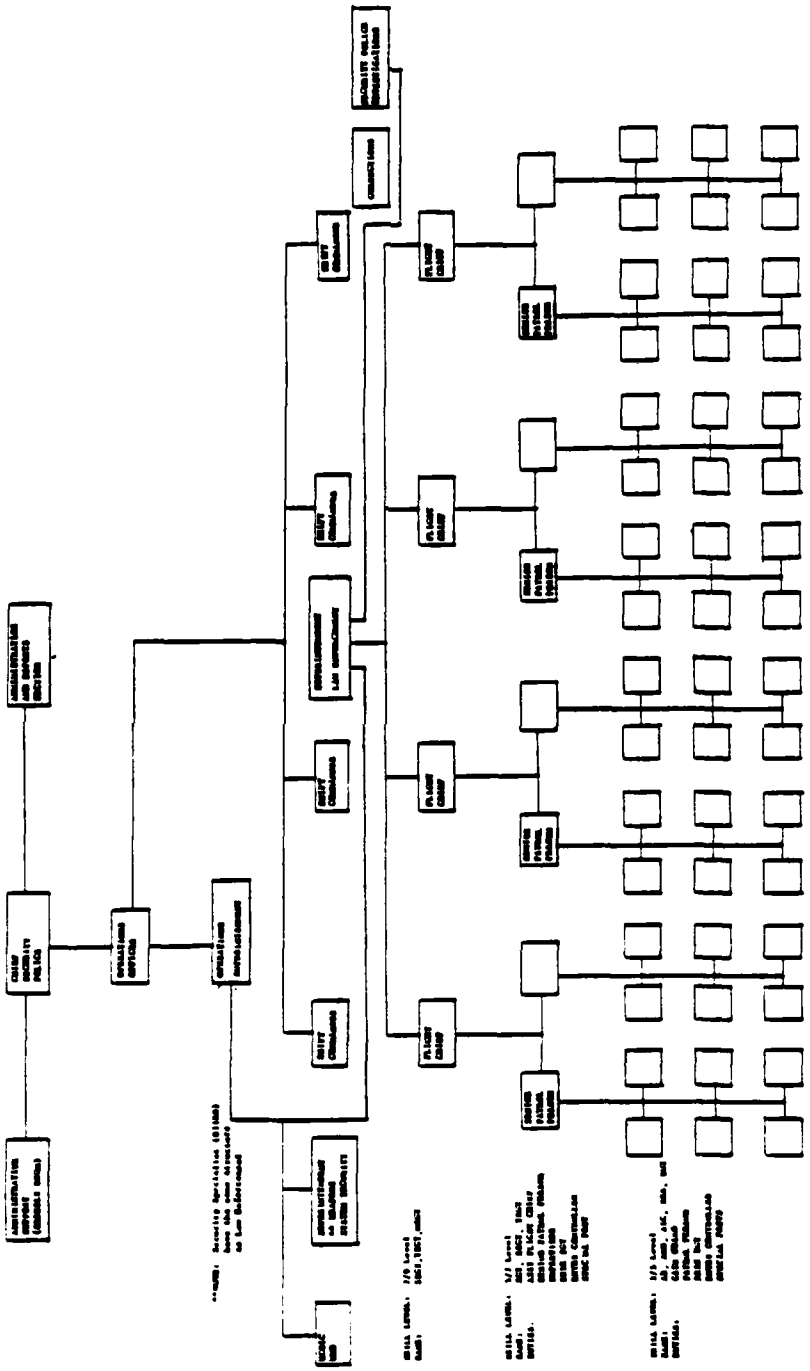


NON-TACTICAL TYPE BASE ORGANIZATION.

Source: A. J. Kinney, Major General, USAF (Ret.), The Air Force Officer's Guide, 23d ed. (Harrisburg, PA: Stackpole Books, 1976), p. 358.

APPENDIX 4

USAF Security Police Unit Organizational Chart



Source: 3280th Technical Training Group, Lackland AFB, TX, Law Enforcement - Study Guide, Technical Training Publication, No. RGL 10.1, 1 May 1984, p. 1-11.

APPENDIX 5

1983 Crime Comparison Chart

1983

CRIME COMPARISON

	No. of Crimes			Rate Per 10,000			One Crime Every		
	Nation	AF	TAC	Nation	AF	TAC	Nation	AF	TAC
VIOLENT CRIME	1,237,979	478	110	52.90	2.83	3.68	26 Seconds	18 Hours	3 Days
Murder	19,308	10	2	.82	.05	.06	27 Minutes	36 Days	182 Days
Rape	78,918	81	14	3.37	.48	.46	7 Minutes	4 Days	26 Days
Robbery	500,221	46	12	21.37	.27	.40	63 Seconds	8 Days	30 Days
Assault	639,532	341	82	27.33	2.02	2.74	49 Seconds	1 Day	4 Days
PROPERTY CRIME	10,832,234	29,089	5023	462.95	172.55	168.09	3 Seconds	18 Minutes	2 Hours
Burglary	3,120,842	1687	364	133.38	10.00	12.18	10 Seconds	5 Hours	1 Day
Larceny	6,707,020	26,913	4603	286.64	159.65	154.03	5 Seconds	20 Minutes	2 Hours
Auto Theft	1,004,372	489	56	42.92	2.90	1.87	31 Seconds	18 Minutes	7 Days
TOTAL	12,070,213	29,567	5133	515.86	175.39	171.77	3 Seconds	18 Minutes	2 Hours

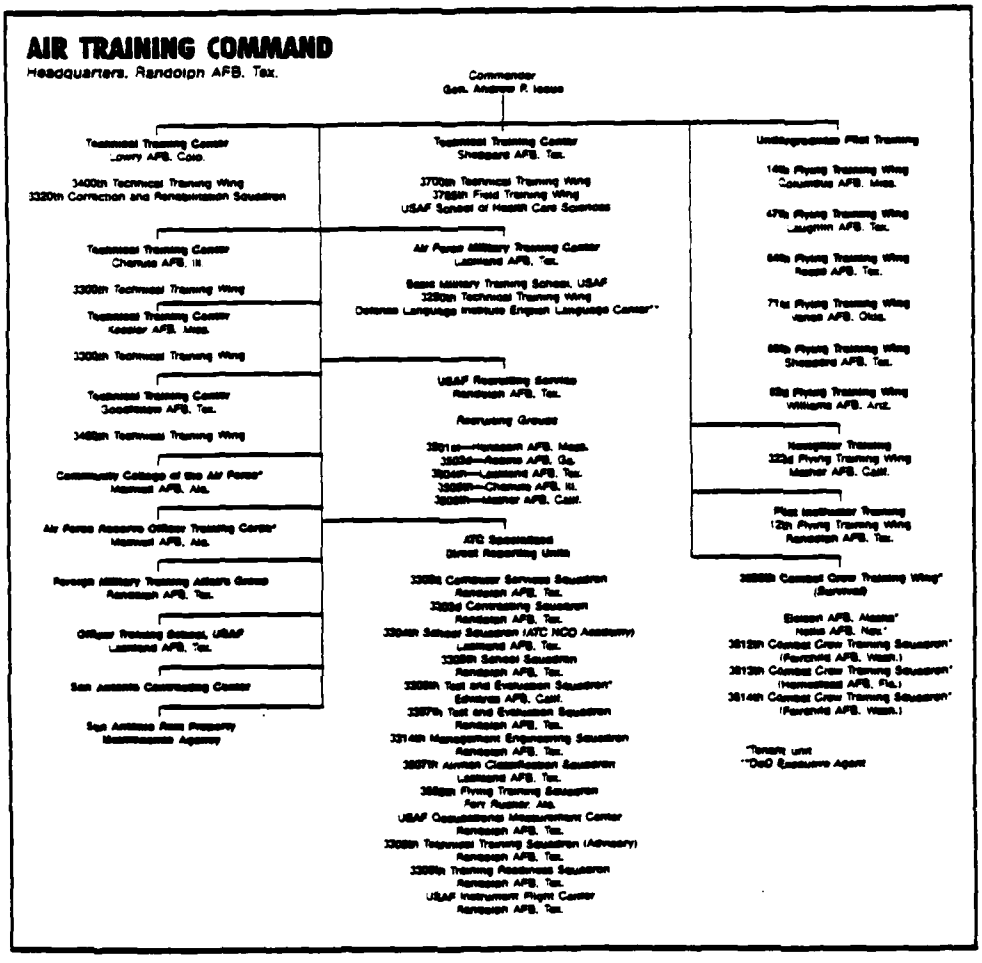
1. Data is base on the 1983 AF and TAC AF Form 84, Law Enforcement Reports and the 1983 FBI Unified Crime Report.

2. Population figures used to compute Rate per 10,000: 233,981,000 National, 1,685,738 (826,937 active duty military and civilian, 858,801 dependents) AF, 298,823 (116,977 active duty military and civilian, 181,846 dependents) TAC.

Source: Headquarters Tactical Air Command Security Police, Law Enforcement Crime Statistics (TAC/SP Law Enforcement Branch Publication, n.d.), unpaginated.

APPENDIX 6

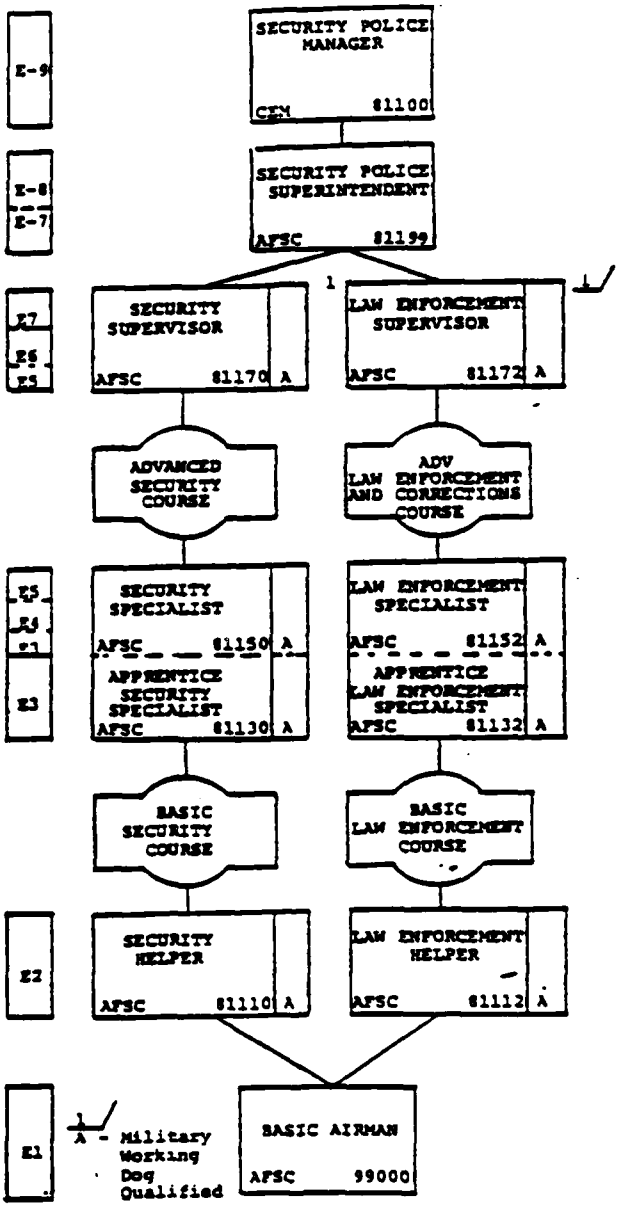
Air Training Command Organizational Chart



Source: "An Air Force Almanac," Air Force Magazine, May 1985, p. 85.

APPENDIX 7

USAF Security Police Enlisted Career Field Progression Chart



*AIRMAN SECURITY POLICE CAREER FIELD CHART

LEGEND FOR TRAINING COURSES

Source: Air Force Regulation 39-1: Airman Classification Regulation, Change 3, Attachment 47, Department of The Air Force, 15 March 1983 ([Washington, D.C.: GPO, 1983]), unpaginated.

APPENDIX 8

Law Enforcement Specialist Course

Training Schedule

SCHEDULE EFFECTIVE WITH CLASS NUMBER 840702			COURSE L3ABR81132-001 Law Enforcement Specialist		WEEK ONE
TIME	1	2	3	4	5
0600 0800	COURSE ORIENTATION	0630 0700 TT TO MEDINA	0630 0700 TT TO MEDINA	0630 0700 TT TO MEDINA	0600 0700 SP HISTORY AND TRADITIONS (3-1)
0800 0830	TT TO MEDINA	0700 0800 M-16 RANGE FIRING (2-3)	0700 0800 .38 REVOLVER CHARACTERISTIC NOMENCLATURE (3-1)	0700 0800 .38 REVOLVER RANGE FIRING (4-6)	0700 0730 CAREER LADDER PROGRESSION (1-:30)
0830 0930	RANGE ORIENTATION/ WEAPONS SAFETY (1-1)	0800 0900 " (2-4)	0800 0900 " (3-2)	0800 0900 " (4-7)	0730 0800 DUTIES OF AFSC (2-:30)
0930 1030	M-16 CHARACTERISTICS (1-2)	0900 1000 " (2-5)	0900 1000 .38 REVOLVER RANGE FIRING (4-1)	0900 1000 " (4-8)	0800 0830 LE OPERATIONS (31-:30)
1030 1130	M-16 FIELD STRIP, ASSEMBLE, FUNCTION CHECK (1-3)	1000 1100 " (2-6)	1000 1100 .38 REVOLVER RANGE FIRING (4-2)	1000 1100 " (4-9)	0830 0900 SP GENERAL ORDERS (25-:30)
1130 1230	APPLICATION M-16 (1-4)	1100 1200 " (2-7)	1100 1200 " (4-3)	1100 1200 " (4-10)	0900 1000 POLICE INTEGRITY AND ETHICS (26-1)
1230 1330	LUNCH	1200 1300 LUNCH	1200 1300 LUNCH	1200 1300 LUNCH	1000 1100 MILITARY WORKING DOG (35-1)
1330 1430	APPLICATION M-16 (1-5)	1300 1400 M-16 RANGE (2-8)	1300 1400 .38 REVOLVER RANGE FIRING (4-4)	1300 1400 .38 REVOLVER RANGE FIRING (4-11)	1100 1200 P.C. (69-1)
1430 1530	FUNDAMENTALS M-16 (2-1)	1400 1500 DISASSEMBLE, CLEAN, FUNCTION CHECK M-16EVAL (1-6)	1400 1500 " (4-5)	1400 1500 PREVENTIVE MAINT/FUNCTION CHECK EVAL.38 (3-4)	1200 1300 LUNCH
1530 1630	" (2-2)	1500 1600 " (1-7)	1500 1600 PREVENTIVE MAINT/FUNCTION CHECK EVAL.38 TT TO LAFB	1500 1600 PREVENTIVE MAIN/FUNCTION CHECK EVAL.38 TT TO LAFB	1300 1400 K-9 RECRUITING BRIEFING
1630 1700	TT TO LAFB	1600 1630 TT TO LAFB	1600 1630 TT TO LAFB	1600 1630 TT TO LAFB	1400 1500 TT TO BLDG 6612
					1500 1600 IMMUNIZATIONS

THIS TRAINING SCHEDULE SUPERSEDES SCHEDULE DEVELOPED FOR CLASS #831221

NOTE: INSTRUCTORS PLAN THEIR PRESENTATIONS TO ENSURE CLASSES ARE TAUGHT IN A 50 MINUTE PERIOD UNLESS TESTING OR PERFORMANCE IS INVOLVED. THE 10 MINUTE BREAK SHOULD BE TAKEN AT THE END OF EACH SCHEDULED PERIOD.

NOTE: PHYSICAL CONDITIONING MAY BE CONDUCTED AS SCHEDULED OR CHANGED TO EARLIER/LATER IN THE DAY. THE SQUADRON COMMANDER OR THE LAW ENFORCEMENT SUPERINTENDENT MAY MAKE THIS DETERMINATION AND APPROVE "ON-THE-SPOT" CHANGES TO THE PUBLISHED COURSE SCHEDULE DEPENDENT UPON PREVAILING OR FORECASTED WEATHER CONDITIONS.

NOTE: ANY ACCELERATION OF TRAINING OR SCHEDULE CHANGES MUST BE FIRST APPROVED BY THE SQUADRON COMMANDER OR THE LAW ENFORCEMENT SUPERINTENDENT.

TT - 9

TT - 5:00 = 38:00
MT - 1:00 = 1:00

Source 3280th Technical Training Group, Lackland AFB, TX, Law Enforcement Specialist Course L3ABR81132-001 Handout, Technical Training Publication, 2 July 1984, unpaginated.

SCHEDULE EFFECTIVE WITH CLASS NUMBER				COURSE				WEEK	
840702				L3ABR81132-001 Law Enforcement Specialist				TWO	
TIME	6	7		8		9		10	
0600 0700	GUARDMOUNT (27-1)	0600 0630	GUARDMOUNT (27-2:30)	0600 0630	GUARDMOUNT (27-3)	0600 0630	P.C. (69-3)	0600 0630	P.C. (69-3:30)
0700 0800	GUARDMOUNT (27-2)	0630 0730	ADVISEMENT OF RIGHTS (12-1)	0630 0730	COMPREHENSIVE TEST #1 (68-1)	0630 0730	POLICE ARM BAR (30-5)	0630 0700	INTRO TO SELF DEFENSE (30-12)
0800 0900	AUTHORITY AND JURISDICTION (10-1)	0730 0830	" (12-2)	0730 0800	" (68-1:30)	0730 0830	POLICE ARM BAR TAKEDOWN (30-6)	0700 0800	ARM GRAB 1&2 HAND (30-13)
0900 1000	" (10-2)	0830 0930	SEARCH AND SEIZURE (39-1)	0800 0900	CRITIQUE (68-2:30)	0830 0930	SHOULDER ARM BAR (30-7)	0800 0900	CHEST GRAB/ REAR GRAB (30-14)
1000 1100	APPREHENSION (14-1)	0930 1030	" (39-2)	0900 0930	" (68-3)	0930 1030	SHOULDER ARM BAR TAKEDOWN (30-8)	0900 1000	HAIR GRAB/ CHEST PUSH (30-15)
1100 1200	APPREHENSION (14-2)	1030 1130	" (39-3)	0930 1030	M-36 CHEMICAL DISPENSER (30-1)	1030 1130	LUNCH	1000 1030	REAR BODY HOLD OVER ARMS (30-15:30)
1200 1300	LUNCH	1130 1230	LUNCH	1030 1130	LUNCH	1130 1200	UPPER LIP PRESSURE (30-8:30)	1030 1130	HEADLOCKS (30-16:30)
1300 1400	USE OF FORCE (11-1)	1230 1330	AF FORMS 1176/ 1364/52 (39-4)	1130 1230	INTRO TO P.A.R.T. (30-2)	1200 1230	EAR PRESSURE COME-ALONG (30-9)	1130 1230	LUNCH
1400 1500	" (11-2)	1330 1430	" (39-5)	1230 1300	P.C. (69-2:30)	1230 1330	REAR NECK DRAG (30-10)	1230 1330	FRONT AND REAR CHOKE (30-17:30)
1500 1530	" (11-2:30)	1430 1530	P.C. (69-2)	1300 1400	REAR ARM LOCK (30-3)	1330 1430	P.A.R.T. PERFORMANCE TEST (30-11)	1330 1430	REVOLVER RETENTION (30-18:30)
				1400 1500	REAR ARM LOCK TAKEDOWN (30-4)	1430 1500	P.A.R.T. PERFORMANCE TEST (30-11:30)	1430 1530	P.A.R.T. PERFORMANCE TEST (30-19:30)
				1500 1600	TT TO ASSIGNMENT BRIEFING	1500 1600	EQUIPMENT ISSUE	1530 1630	*ASSIGNMENT SWAP
				1600 1700	ASSIGNMENT BRIEFING (71-1)	1600 1700	*ASSIGNMENT SWAP		
				1700 1800	" (71-2)				
	TT - 8:30	TT - 7:30 MT - 1:00		TT - 7:30 MT - 2:30		TT - 7:30 MT - :30		TT - 8:00 = 39:00 MT - :30 = 4:30	
						* ASSIGNMENT SWAP PERTAINS ONLY TO THOSE STUDENTS WHO WISH TO SWAP.			

LACKLAND TC FORM AUG 79 183 PREVIOUS EDITION WILL BE USED OPR: 1330 TCNTR/TTGX1 TRAINING SCHEDULE

SCHEDULE EFFECTIVE WITH CLASS NUMBER 840702				COURSE L3ABR81132-001 Law Enforcement Specialist				WEEK THREE	
TIME	11		12		13		14		15
0600	GUARDMOUNT	0600	GUARDMOUNT	0600	TT TO FAST RANGE	0600	GUARDMOUNT	0600	SECURE CRIME & INCIDENT SCENES
0630	(27-3:30)	0630	(27-4)	0630		0630	(27-5)	0700	(36-1)
0630	P.C.	0630	P.C.	0630	GUARDMOUNT	0630	COMPREHENSIVE TEST #2	0700	"
0700	(69-4)	0700	(69-4:30)	0700	(27-4:30)	0730	(68-4)	0800	(36-2)
0700	INTRO TO SEARCHES	0700	GROUND SEARCH	0700	VEHICLE SEARCH	0730	CRITIQUE	0800	INVEST MINOR CRIMES&INCIDENT
0730	(20-:30)	0800	(20-8:30)	0800	(21-1)	0830	(68-5)	0900	(37-1)
0730	WALL SEARCH	0800	GROUND SEARCH	0800	"	0830	DRUGS	0900	" DD FORM 1569/ AF FORM 53
0830	(20-1:30)	0900	(20-9:30)	0900	(21-2)	0930	(41-1)	1000	(37-2)
0830	WALL SEARCH	0900	GROUND SEARCH	0900	WEAPONS ISSUE/ TURN-IN/ CLEARING	0930	"	1000	"
0930	(20-2:30)	0930	(20-10:00)	1000	(9-1)	1030	(41-2)	1100	(37-3)
0930	WALL SEARCH	0930	INDIVIDUAL SEARCH PERFORMANCE TEST	1000	"	1030	LUNCH	1100	LUNCH
1000	(20-3)	1030	(20-11)	1100	(9-2)	1130		1200	
1000	INTRO TO HANDCUFFING	1030	LUNCH	1100	"	1130	INTERVIEW TECHNIQUES	1200	CRISIS INTERVENTION
1030	(20-3:30)	1130		1200	(9-3)	1230	(38-1)	1300	(40-1)
1030	LUNCH	1130	COMMUNICATIONS	1200	TT TO WEAVER HALL	1230	AF FORMS 1168/1169/1170	1300	"
1130		1230	(6-1)	1230		1330	(38-2)	1400	(40-2)
1130	KNEELING SEARCH	1230	VISUAL/SOUND COMMUNICATIONS	1230	LUNCH	1330	"	1400	"
1230	(20-4:30)	1330	(7-1)	1330		1430	(38-3)	1430	(40-2:30)
1230	KNEELING SEARCH	1330	OPSEC	1330	BUILDING AND AREA SEARCH	1430	P.C.	1430	TESTIFYING IN COURT
1330	(20-5:30)	1430	(4-1)	1430	(22-1)	1530	(69-5:30)	1530	(15-1)
1330	KNEELING SEARCH	1430	OPSEC	1430	"			"	P.C.
1430	(20-6:30)	1500	(4-1:30)	1530	(22-2)				
1430	INDIVIDUAL SEARCH PERFORMANCE TEST	1500	OPSEC	1530	"				
1530	(20-7:30)	1530	(5-:30)	1630	(22-3)				
1530	*ASSIGNMENT SHAP								
	TT - 8:00 MT - :30		TT - 8:00 MT - :30		TT - 8:30		TT - 7:30 MT - 1:00		TT - 8:30 = 40:30 MT = 2:00
			* CONDUCTED BY STA PERSONNEL						

LACKLAND TC AMD 79 353 PREVIOUS EDITION WILL BE USED (OPR: 3350 TCHTS/TTGH) TRAINING SCHEDULE

SCHEDULE EFFECTIVE WITH CLASS NUMBER 840702			COURSE L3AES81132-001 Law Enforcement Specialist		WEEK FOUR
TIME	16	17	18	19	20
0600	*CRIME SCENES/CRISIS INTERVENTION/CPR/4-LIFE SAVER (17-4)	0600 CRIME SCENES/ * CRISIS INTERV/ 4LIFE SAVER/CPR	0600 CRIME SCENES/ CRISIS INTERV/ * 4 LIFE SAVER/CPR	0600 GUARDMOUNT	0600 CONFRONTATION MANAGEMENT
0700		0700 (40-3:30)	0700 (28-1)	0630 (27-5:30)	0700 (23-1)
0700	"	0700 "	0700 CPR	0630 COMPREHENSIVE TEST #3	0700 RIOT CONTROL TECHNIQUES
0800	(37-5)	0800 (40-4:30)	0800 (29-1)	0730 (68-6)	0800 (24-1)
0800	"	0800 "	0800 "	0730 "	0800 "
0900	(37-6)	0900 (40-5:30)	0900 (29-2)	0800 (68-6:30)	0830 (24-1:30)
0900	"	0900 "	0900 "	0800 CRITIQUE	0830 TT TO RIOT CONTROL PAD
1000	(37-7)	1000 (40-6:30)	1000 (29-3)	0900 (68-7:30)	0900
1000	"	1000 "	1000 "	0900 SECURE ACCID/ INCIDENT/DIS-ASTER SCENES	0900 RIOT CONTROL TECHNIQUES (PAD)
1100	(37-8)	1100 (40-7:30)	1100 (29-4)	1000 (51-1)	1000 (24-2:30)
1100	LUNCH	1100 LUNCH	1100 LUNCH	1000 HOSTAGE/ANTI-HIJACK PROCE-DURES	1000 "
1200		1200	1200	1100 (52-1)	1100 (24-3:30)
1200	"	1200 "	1200 "	1100 "	1100 "
1300	(37-9)	1300 (40-8:30)	1300 (29-5)	1200 (52-2)	1200 (24-4:30)
1300	"	1300 "	1300 "	1200 LUNCH	1200 "
1400	(37-10)	1400 (40-9:30)	1400 (29-6)	1300	1230 (24-5)
1400	P.C.	1400 P.C.	1400 P.C.	1300 GRID MAPS	1230 LUNCH
1500	(69-6:30)	1500 (69-7:30)	1500 (69-8:30)	1400 (53-1)	1330
				1400 NBC	1330 CRIME PREVENTION
				1500 (54-1)	1430 (50-1)
				1500 "	1430 "
				1530 (54-1:30)	1530 (50-2)
					1600 PERSONAL AFFAIRS BRIEFING
					1700
	TT - 7:00 MT - 1:00	TT - 7:00 MT - 1:00	TT - 7:00 MT - 1:00	TT - 8:30	TT - 8:00 = 37:30 MT = 3:00
					NOTE: THIS BRIEFING IS FOR STUDENTS WITH OVERSEAS ORDERS ONLY.
	* THE SUBJECTS LISTED FOR DOT 16-18 WILL BE TAUGHT CONCURRENTLY BY SPLITTING THE FLIGHT INTO THIRDS. THE STUDENTS WILL ROTATE THROUGH ALL AREAS OF TRAINING DURING THE THREE (3) DAY PERIOD.				

SCHEDULE EFFECTIVE (DTG OR CLASS NUMBER)				COURSE				WEEK
840702				L3ABR81132-001 Law Enforcement Specialist				FIVE
TIME	21	22		23		24		25
0600	GUARDMOUNT	0600	TT TO EAST RANGE	0600	GUARDMOUNT	0600	WEAPONS ISSUE	0600	GUARDMOUNT
0630	(27-6)	0630		0630	(25-7)	0630	(9-5:20)	0630	(27-8)
0630	COMPREHENSIVE TEST #4	0630	WEAPONS ISSUE	0630	SYSTEM SECURITY OPERATIONS	0630	GUARDMOUNT	0630	COMPREHENSIVE TEST #5
0730	(68-8:30)	0700	(9-3:50)	0730	(56-1)	0700	(27-7:30)	0730	(68-11)
0730	"	0700	GUARDMOUNT	0730	THREATS TO PRIORITY RESOURCES	0700	SECURITY EXERCISE	0730	"
0800	(68-9)	0730	(27-6:30)	0830	(58-1)	0800	(64-1)	0800	(68-11:30)
0800	CRITIQUE	0730	INDIVIDUAL/ TEAM MOVEMENT	0830	SECURITY REPORTING&ALERTING SYSTEM	0800	"	0800	CRITIQUE
0900	(68-10)	0830	(17-1)	0930	(57-1)	0900	(64-2)	0900	(68-12:30)
0900	DETENTION	0830	"	0930	ENTRY CONTROL DUTIES(AF PM 1109)	0900	"	0900	CONCEPTS AND PRINCIPLES OF RESOURCES PRO
1000	(55-1)	0930	(17-2)	1030	(59-1)	1000	(64-3)	1000	(46-1)
1000	"	0930	"	1030	SECURITY AUG-MENTOR DUTIES	1000	"	1000	PHYSICAL SECURITY AIDS
1100	(55-2)	1030	(17-3)	1100	(60-:30)	1100	(64-4)	1100	(49-1)
1100	LUNCH	1030	"	1100	RESPONSE FORCES	1100	"	1100	LUNCH
1200		1130	(17-4)	1200	(61-1)	1200	(64-5)	1200	
1200	COVER AND CONCEALMENT	1130	LUNCH	1200	LUNCH	1200	WEAPONS TURN IN	1200	ALARM SYSTEMS
1230	(16-:30)	1230		1300		1230	(9-5:50)	1300	(8-1)
1230	TARGET ID	1230	CHALLENGING	1300	CONVOYS	1230	LUNCH	1300	TRAFFIC CONTROL
1330	(18-1)	1330	(13-1)	1400	(62-1)	1330		1400	(42-1)
1330	FIRE CONTROL ORDERS	1330	"	1400	CONCEPTS AND PRINCIPLES OF ARCD	1330	HOLD BAGGAGE PICK UP	1400	INSTALLATION ENTRY CONTROL
1430	(19-1)	1430	(13-2)	1500	(63-1)	1430		1500	(34-1)
1430	"	1430		1500	*P.C.	NOTE:H/BAGGAGE PICK-UP PERTAINS ONLY TO THOSE STUDENTS WHO ARE SHIPPING HOLD BAGGAGE		1500	AF FORM 75
1500	(19-1:30)	1500	(13-2:30)	1600				1530	(34-1:30)
1500	COMMANDER'S CALL	1500	WEAPONS MAINT & TURN IN					* P.C.	
1600	(71-3)	1600	(9-4:50)						
		1600	TT TO WEAVER HALL			1430 *P.C.			
		1630				1530			
		* CONDUCTED BY STA PERSONNEL							
	TT - 8:00 MT - 1:00	TT - 8:30		TT - 8:00		TT - 6:30		TT - 8:30 = 39:30 MT = 1:00	

LACKLAND TC FORM AUG 79 183 PREVIOUS EDITION WILL BE USED (OPR: HQ TCHTS/TTGS) TRAINING SCHEDULE

SCHEDULE EFFECTIVE WITH CLASS NUMBER 840702				COURSE L3AB81132-001 Law Enforcement Specialist				WEEK SIX (GROUP 1)	
TIME	26		27		28		29		30
0600	INSTALLATION PATROL	0600	GUARDMOUNT	0600	GUARDMOUNT	0600	TRAFFIC ACCIDENT INVEST	0830	WEAPONS ISSUE
0700	(32-1)	0630	(27-8:30)	0630	(27-9)	0700	(43-1)	0900	(9-6:20)
0700	"	0630	SPEED MEASURING DEVICES (44-1)	0630	COMPREHENSIVE TEST #6	0700	"	0900	GUARDMOUNT
0730	(32-1:30)	0730		0730	(68-13:30)	0800	(43-2)	0930	(27-9:30)
0730	FIELD INTERVIEWS	0730	ALCOHOL MEASURING DEVICES	0730	"	0800	"	0930	INSTALLATION PATROL EXERCISE
0830	(32-2:30)	0830	(45-1)	0800	(68-14)	0830	(43-2:30)	1530	(32-14) (32-19)
0830	"	0830	"	0800	CRITIQUE	0830	AF FORM 840	1530	WEAPONS TURN IN
0900	AF FORM 1668 (32-3)	0900	DD FORM 1920 (45-1:30)	0900	(68-15)	0915	(43-3:15)	1600	(9-6:50)
0900	BUILDING CHECKS	0900	DD FORM 1408	0900	TRAFFIC STOPS	0915	AF FORM 841		TT - 7:30
0930	(48-:30)	1000	(32-5)	1000	(32-9)	1000	(43-4)		(GROUP 2)
0930	ANTI-ROBBERY	1000	"	1000	"	1000	AF FORM 1315	0800	GUARDMOUNT
1030	(32-4)	1100	(32-6)	1100	(32-10)	1100	(43-5)	0830	(27-9:30)
1030	LUNCH	1100	LUNCH	1100	LUNCH	1100	AF FORM 1315	0830	FORMS EXERCISE
1130		1200		1200		1200	(43-6)	1130	(65-1) (65-3)
1130	ESCORTS	1200	DD FORM 1805	1200	STATIC TRAFFIC STOPS	1200	AF FORM 1315	1130	LUNCH
1230	(47-1)	1300	(32-7)	1300	(32-11)	1230	(43-6:30)	1230	
1230	AFLETS	1300	"	1300	"	1230	LUNCH	1230	FORMS EXERCISE
1300	(33-:30)	1400	(32-8)	1400	(32-12)	1330		1600	(65-4) (65-6:30)
1300	TT TO FINANCE/ SMSO BRIEFING	1400	*P.C.	1400	"	1330	TRAFFIC ACCIDENT INVEST PERFORM TEST	1600	USAF GRAD EVAL
1330		1500		1500	(32-13)	1600	(43-7:30) (43-9)	1630	TT - 7:30
1330	FINANCE/SMSO BRIEFING			1500	*P.C.				(GROUP 3)
1430	(71-4)			1600				1230	GUARDMOUNT
1430	"							1300	(27-9:30)
1530	(71-5)							1300	TT TO TCPs
1530	*P.C.							1330	
1630								1330	TRAFFIC DIRECTION EXERCISE
								1700	(42-2) (42-4:30)
			* CONDUCTED BY STA PERSONNEL					1700	DINNER
								1800	
								1800	INSTALLATION ENTRY CONTROL EXERCISE
								2130	(34-2:30) (34-5)
								2130	TT TO WEAVER HALL
								2200	
									TT - 7:30
	TT - 6:00 MT - 2:00		TT - 7:00		TT - 8:00		TT - 9:00		TT - 7:30 = 37:30 MT = 2:00

SCHEDULE EFFECTIVE WITH CLASS NUMBER	COURSE	WEEK
840702	L3ABR81132-001 LAW ENFORCEMENT SPECIALIST	SIX

Time	31 (GROUP 1)	32 (GROUP 1)	33		
0800 0830	GUARDMOUNT (27-10)	1230 GUARDMOUNT 1300 (27-10:30)	0730 GUARDMOUNT 0800 (27-11)		
0830 1130	FORMS EXERCISE (65-1)-(65-3)				
1130 1230	LUNCH	1300 TT TO T.C.Ps. 1330	0800 END OF COURSE CRITIQUE 0900 (70-1)		
1230 1600	FORMS EXERCISE (65-4) (65-6:30)	1330 TRAFFIC DIRECT. EXERCISE 1700 (42-2)-(42-4:30)	0900 GRADUATION PRACTICE 1000		
1600 1630	USAF GRAD EVAL (66-:30)	1700 DINNER 1800	1000 GRADUATION 1100 (70-2)		
	7:30	1800 INSTALLATION ENTRY CONTROL EXERCISE 2130 (34-2:30)-(34-5)	1100 FINAL PROCESS 1200 (71-5:30)		
1230 1300	(GROUP 2) GUARDMOUNT (27-10)	7:30			
1300 1330	TT TO T.C.Ps.	(GROUP 2)			
1330 1700	TRAFFIC DIRECTION EXERCISE (42-2)-(42-4:30)	0830 WEAPONS ISSUE 0900 (9-6:20) 0900 GUARDMOUNT 0930 (27- 10:30)			
1700 1800	DINNER	0930 INSTALLATION PATROL EXERCISE 1530 (32-14) (32- 19)			
1800 2130	INSTALLATION ENTRY CONTROL EXERCISE (34-2:30)-(34-5)	1530 WEAPONS TURN-IN 1600 (9-6:50)			
2130 2200	TT TO WEAVER HALL				
	7:30	7:30			
	(GROUP 3)	(GROUP 3) 0800 GUARDMOUNT 0830 (27-10:30)			
0830 0900	WEAPONS ISSUE (9-6:20)	0830 FORMS EXERCISE 1130 (65-1)-(64-3)			
0900 0930	GUARDMOUNT (27-10)				
0930 1530	INSTALLATION PATROL EXERCISE (32-14) (32-19)	1130 LUNCH 1230			
1530 1600	WEAPON TURN-IN (9-6:50)	1230 FORMS EXERCISE 1600 (65-4)-(65-6:30)			
		1600 USAF GRAD EVAL 1630 (66-:30)			
	7:30	7:30			
	TT - 7:30	TT - 7:30	TT - 2:30 MT - 1:00	TT = 17:30 MT = 1:30	

LACKLAND TC FORM 183 PREVIOUS EDITION WILL BE USED (OPR: 1000 TCH/TTTX) TRAINING SCHEDULE

LAW ENFORCEMENT CLASSROOM SCHEDULE

DOT	LOCATION	DOT	LOCATION	DOT	LOCATION	DOT	LOCATION	DOT	LOCATION
1	10500/Range	2	Range	3	Range	4	Range	5	103
6	103	7	103	8	103/Gym	9	Gym	10	Gym
11	Gym	12	Gym/214	13	East Range 10350	14	103	15	215
16	10350/219	17	10350/219	18	10350/219	19	216	20	216 - Riot Control Pad
21	216 - Cmdrs Call 10370	22	East Range	23	215	24	TA #8	25	214
26	10530 (CL-1)	27	215	28	216	29	215	30	213
31	214 - Patrol Gates/TCP	32	216 - Patrol Gates/TCP	33	Femoyer Hall				

APPENDIX 9

Law Enforcement Specialist Course Outline

BASIC LAW ENFORCEMENT SPECIALIST

COURSE

81132

SECURITY POLICE ACADEMY

LACKLAND AFB, TEXAS

Source: 3280th Technical Training Group, Lackland AFB, TX, Law Enforcement-Study Guide, Technical Training Publication, No. RGL 10.1, 1 May 1984, pp. i-1-10.

LAW ENFORCEMENT SPECIALIST COURSE

L3A8R81132-001/002

	PROFICIENCY LEVEL	HOURS
1. BLOCK I (33 HOURS)		
a. WEAPONS (31 HOURS)		
(1) Orientation	-	2:00
(2) Weapons Qualification (M-16 Rifle & .38 cal Revolver)	3c	31:00
2. BLOCK II (231 HOURS)		
a. CAREER LADDER PROGRESSION (2 HOURS)		
(1) Progressing in Career Ladder	A	:30
(2) Duties of AFSC	B	:30
(3) Career Field History & Traditions	A	1:00
b. COMMUNICATIONS (7 HOURS 15 MINUTES)		
(1) COMSEC	1b	1:30
(2) OPSEC	A	:30
(3) Radio, Hand & Arm Signals	2b	4:15
(4) Concepts of Alarm Systems	A	1:00
c. WEAPONS ISSUE, CLEARING AND TURN-IN (6 HOURS 50 MINUTES)	3c	6:50
d. LEGAL CONSIDERATIONS & PROVISIONS (13 HOURS 20 MINUTES)		
(1) Military Authority & Jurisdiction	c	2:00
(2) Use of Force/Chemical Dispersants	c	2:30
(3) Advise Person of Rights	2b	3:00
(4) Challenge Individuals	2b	2:30

	(5) Apprehend Individuals	2b	2:20
	(6) Testifying Procedures		1:00
e.	SECURITY POLICE TACTICS (8 HOURS 15 MINUTES)		
	(1) Cover and Concealment	2b	1:05
	(2) Individual/Team Movement	2b	3:30
	(3) Recognize & Identify Targets	2b	1:35
	(4) Fire Control Orders	2b	2:05
f.	SEARCH PROCEDURES		
	(1) Individuals	2b	11:00
	(2) Vehicles	2b	2:00
	(3) Buildings and Areas	2b	3:00
g.	CONFRONTATION MANAGEMENT (6 HOURS)		
	(1) Concept & Principles of Confrontation Management	A	1:00
	(2) Riot Control Techniques	1a	5:00
h.	GENERAL SECURITY POLICE DUTIES (63 HOURS 55 MINUTES)		
	(1) General Orders	B	:30
	(2) Integrity & Ethics	B	1:00
	(3) Participate in Guardmount	3c	11:00
	(4) Prepare Security Police Documents	a/b/2b	24:55
	(5) Four Life Saving Steps	b	1:00
	(6) CPR	3c	6:00
	(7) Physical Apprehension and Retraint Techniques	2b	19:30

i.	LAW ENFORCEMENT OPERATIONS (8 HOURS 10 MINUTES)		
	(1) Concepts and Principles	A	:30
	(2) Installation Patrol	2b	1:40
	(3) AFLETS	A	:30
	(4) Installation Entry Control	2b	4:30
	(5) Military Working Dog (MWD)	A	1:00
j.	CRISIS INTERVENTION/CRIMES AND INCIDENTS (19 HOURS 55 MINUTES)		
	(1) Secure Crimes and Incidents	2b	2:40
	(2) Investigate Minor Crimes and Incidents	2b	1:50
	(3) Interview Persons	2b	1:40
	(4) Secure Evidence	2b	3:45
	(5) Crisis Intervention	2b	8:00
	(6) Drugs and Paraphenalia	B	2:00
k.	TRAFFIC SUPERVISION AND MANAGEMENT (10 HOURS)		
	(1) Direct Traffic	2c	4:30
	(2) Investigate Motor Vehicle Accidents	1b	3:30
	(3) Speed Measuring Devices	A	1:00
	(4) Drug/Alcohol Analyzer Devices	A	1:00
l.	RESOURCES PROTECTION (6 HOURS 40 MINUTES)		
	(1) Concept and Principles	B	1:00
	(2) Escort Non-Priority Resources	2b	1:30
	(3) Building Checks	2b	1:10
	(4) Physical Security Aids	A	1:00
	(5) Crime Prevention	A	2:00

m.	ACCIDENT, DISASTER AND INCIDENT SCENES (5 HOURS 30 MINUTES)		
	(1) Secure Accidents, Disasters and Incidents	b	1:00
	(2) Hostage and Anti-Hijack Procedures	b	2:00
	(3) Grid Maps	1a	1:00
	(4) N.B.C.	b	1:30
n.	DETENTION PROGRAM OPERATIONS (2 HOURS)	A & a	2:00
o.	SYSTEM SECURITY OPERATIONS (12 HOURS 15 MINUTES)		
	(1) Concepts and Principles	A	1:00
	(2) Air Base Ground Defense	A	1:00
	(3) Reporting and Alerting	A	1:00
	(4) Threats to Priority Resources	A	1:00
	(5) Entry Control Duties	a	:45
	(6) Security Augmenter Duties	1a	1:50
	(7) Response Forces	2b	2:20
	(8) Convoys	2b	2:20
p.	MEASUREMENT AND CRITIQUE	-	15:00
q.	USAF GRAD EVAL	a	:30
r.	GRADUATION/COURSE CRITIQUE	-	2:00
s.	ASSOCIATED MILITARY TRAINING	-	14:30

TOTAL COURSE HOURS:	264
TOTAL TRAINING DAYS:	33

QUALITATIVE REQUIREMENTS

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest parts. May not meet local demands for speed or accuracy. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. Meets minimum local demands for speed and accuracy. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
*TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step by step procedures for doing the task. (PROCEDURES)
	c	Can explain why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, identify, and resolve problems about the task. (ADVANCED THEORY)
**SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can explain relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)

- EXPLANATIONS -

* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)

** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

– This mark is used alone instead of a scale value to show that no proficiency training is provided in the course, or that no proficiency is required at this skill level.

X This mark is used alone in course columns to show that training is not given due to limitations in resources.

LAW ENFORCEMENT
SPECIALIST

Chapter 1.	CAREER LADDER PROGRESSION	PAGE
-	History and Traditions	1-1
-	Career Progression	1-8
-	Duties of the (811X2) AFSC	1-12
-	Law Enforcement Operations	1-14
-	Security Police General Orders	1-15
-	Police Integrity and Ethics	1-16
-	Military Working Dog	1-25
-	Guardmount	1-29
Chapter 2.	LEGAL CONSIDERATIONS	
-	Military Authority and Jurisdiction	2-1
-	Apprehension and Restraint	2-12
-	Arming and The Use of Force By Air Force Personnel	2-16
-	Advisement of Rights	2-25
-	Collect, Seize, and Preserve Evidence	2-35
Chapter 3.	PHYSICAL APPREHENSION AND RESTRAINT TECHNIQUES	
-	M-36 Chemical Disperser	3-1
-	P.A.R.T	3-4
-	Revolver Retention	3-26
Chapter 4.	SEARCHES	
-	Legality of Searches	4-1
-	Handcuffing	4-2
-	Wall Search	4-10
-	Kneeling Search	4-17
-	Ground Search	4-20
-	Vehicle Search	4-27
-	Building and Area Search	4-28
Chapter 5.	SECURITY POLICE COMMUNICATIONS	
-	Radio and Telephone Systems	5-1
-	Visual and Sound Communications	5-11
-	Communications Security (COMSEC)	5-15
-	Operations Security (OPSEC)	5-27

		PAGE
Chapter 6.	SECURITY POLICE WEAPONS	
-	Weapons Issue/Clearing/Turn-In	6-1
Chapter 7.	CRISIS INTERVENTION/CRIME AND INCIDENTS	
-	Characteristics of Drugs and Paraphernalia	7-1
-	Interviews	7-11
-	Securing Crime/Incident Scenes	7-20
-	Investigate Minor Crimes and Incidents	7-23
-	Crisis Intervention	7-33
-	Testifying in Court	7-53
Chapter 8.	FOUR LIFE-SAVER STEPS/CARDIOPULMONARY RESUSCITATION	
-	Four Life-Saver Steps	8-1
-	Cardiopulmonary Resuscitation	8-6
Chapter 9.	SECURING ACCIDENTS, DISASTER AND INCIDENT SCENES	
-	Accidents, Disasters, and Incidents	9-1
-	Hostage/Anti-Hijack Procedures	9-9
-	Base Grid Map	9-12
-	Nuclear, Biological, and Chemical Warfare	9-17
Chapter 10.	CONFRONTATION MANAGEMENT AND CRIME PREVENTION	
-	Concepts and Principles	10-1
-	Riots Control Formations	10-6
-	Crime Prevention	10-28
Chapter 11.	USAF DETENTION PROGRAM	
-	Concepts and Principles	11-1
-	Classification of Prisoners	11-4
-	Supervising Prisoner Activities and Visiting Periods	11-6
-	Emergency Plans	11-9
-	Search of Prisoners and Facilities	11-12
-	Use of Weapons and Force	11-14
Chapter 12.	SECURITY POLICE TACTICS	
-	Cover and Concealment	12-1
-	Recognize and Identify Targets	12-5
-	Execute Fire Control	12-11
-	Individual Team Movements	12-15
-	Challenge Individuals	12-37

Chapter 13.	SECURITY OPERATIONS	PAGE
	- Terms Explained	13-1
	- System Security Operations	13-5
	- Priority Resources	13-11
	- Security Reporting and Alerting System	13-15
	- Entry Control Procedures	13-22
	- Security Augmentor Duties	13-32
	- Response Forces	13-33
	- Convoy Members	13-44
	- Concepts and Principles of Air Base Ground Defense (ABGD)	13-51 13-59
Chapter 14.	RESOURCES PROTECTION	
	- Resource Protection Program	14-1
	- Physical Security Aids	14-7
	- Alarm Systems	14-11
Chapter 15.	TRAFFIC MANAGEMENT	
	- Traffic Direction and Control	15-1
	- Installation Entry Control Duties	15-15
Chapter 16.	INSTALLATION PATROL	
	- Installation Patrol	16-1
	- Field Interviews	16-5
	- Building and Repository Checks	16-9
	- Anti-Robbery	16-12
	- Escorting Non-Priority Resources	16-14
	- Air Force Law Enforcement Terminal System	16-17
	- Speed Measuring Devices	16-19
	- Drug/Alcohol Analyzer/Breath Testing Device	16-23
	- DD Form 1408 (Armed Forces Traffic Ticket)	16-35
	- DD Form 1805 (Violation Notice)	16-40
	- Traffic Stops	16-45
Chapter 17.	MOTOR VEHICLE TRAFFIC ACCIDENT INVESTIGATION	
	- Traffic Accident Investigation	17-1

L3ABR81132-001/002

CREED OF A SECURITY POLICEMAN

I am a security policeman.

I hold allegiance to my country, devotion to duty, and personal integrity above all.

I wear my badge of authority with dignity and restraint, and promote by example high standards of conduct, appearance, courtesy, and performance.

I seek no favor because of my position.

I perform my duties in a firm, courteous, and impartial manner, regardless of anyone's color, race, religion, national origin, or sex.

I strive to merit the respect of my fellow airmen and all with whom I come in contact.

APPENDIX 10

Field Evaluation Questionnaire

Law Enforcement Specialist

L3ABR81132-001

DEPARTMENT OF THE AIR FORCE
3250 TECHNICAL TRAINING WING (ATC)
LACKLAND AIR FORCE BASE, TEXAS 78236

USAF TECHNICAL TRAINING SCHOOL
FIELD EVALUATION QUESTIONNAIRE (GRADUATE)

COURSE NUMBER & TITLE: L3ABR81132-001, Law Enforcement Specialist

TO:

Introduction: This is your opportunity to provide independent thoughts to assist Air Training Command in determining the effectiveness of this course. Your cooperation in this evaluation is greatly appreciated. Information gathered helps insure that training is adequately preparing graduates for their job.

This evaluation is conducted under the authority of AFR 50-38, Field Evaluation of Formal School Graduates, and is exempted from approval provisions of AFR 30-23, Air Force Personnel Survey Program, and AFR 178-7, Management and Control of Information Requirements.

****

Privacy Act Statement

1. Authority: 10 USC 8012 and EO9397, 22 Nov 43.
2. Principle Purpose: Gather graduate feedback data to validate training effectiveness.
3. Routine Uses: Tabulate and analyze graduate rating of training on individual tasks.
4. Whether Disclosure Is Mandatory or Voluntary and Effect on Individual For Not Providing Information:
   a. Mandatory disclosure.
   b. Failure to provide requested information will deprive training managers of data to institute needed changes to training programs and validate training effectiveness.

****

Instructions: Answer the following questions on attached answer sheet, ATC Form 1611A. The number of the question indicates the block on the answer sheet that is to be used. NOTE. Use Number 2 Pencil. Please feel free to make comments on the last page of this questionnaire (NOT ON THE ANSWER SHEETS). Although answers are processed by computer, your comments will be considered by ATC evaluators. The last sheet has been provided for your comments/recommendations. Put your name and Autovon duty phone in spaces provided on ATC Form 1611A.

Source: 3280th Technical Training Wing, Training Evaluation Division, Lackland AFB, TX.

L3ABR81132-001

PART I - RESPONSES PERTAINING TO ATC FORM 1611A

Block	Response
1-11	Your current grade.
1-14	Your duty AFSC.
1-35	How many months in current assignment? Use two digits. For example, 4 months would be 04.
	Was training literature easy to read and understand?
1-37	Yes.
1-38	No.
1-39 thru 1-46	NOT USED: Leave Blank.
1-47	Did you experience any significant difficulty in performing your duties that you consider the result of inadequate training in the course? If yes, clarify on last page.
1-48	Indicate your Major Command.
1-49 thru 1-76	NOT USED: Leave Blank.
1-77	Are job knowledges or skills required in your present position which were not included or need more emphasis in the course?
	(Please explain briefly on last page.)

PART II - RESPONSES PERTAINING TO ATC FORM 1611B:

Block	Response
2-10	Indicate your organizational level on the answer sheet using codes shown below:

Squadron	-0
Wing	-1
Detachment	-2
Other	-9

2-11	Indicate your present duty assignment:

Installation Patrol Duties	-0
Installation Entry Control Duties	-1
Other (Clarify on last page.)	-9

2-12 Did you feel confident performing your first duty assignment? If yes, mark (0) on the answer sheet. If no, mark (1) on the answer sheet.

2-13 thru 2-26 NOT USED: LEAVE BLANK.

2-27 Indicate the extent of contribution of this course to your technical competence.

2-28 thru 2-38 NOT USED: LEAVE BLANK.

2-39 Did the course offer too much training in any area(s)? If yes, indicate the area on the last page.)

2-40 Check the rating which describes how well the course prepared you to perform your duties.

2-41 Do you have any suggestions for improving this course? (If yes, clarify on last page.)

2-42 LEAVE BLANK.

2-43 Was adequate time spent and depth of coverage given in the course to those knowledges and skills required in your present position?

(0) More than adequate

(1) Adequate

(2) Less than adequate

(3) Inadequate

(Please explain briefly on last page.)

2-44 & 2-45 LEAVE BLANK.

2-46 Indicate date questionnaire was completed.

USE ATC FORM 1611C TO RATE THE EXTENT OF TRAINING GIVEN ON THE FOLLOWING ITEMS IN COURSE L3ABR81132-001, LAW ENFORCEMENT SPECIALIST. USE THE KEY PROVIDED ON THE ANSWER SHEET. IF THE TASK OR KNOWLEDGE ITEM IS NOT REQUIRED IN YOUR CURRENT DUTY ASSIGNMENT, CHECK ANSWER SQUARE 8, NOT REQUIRED. PLEASE INCLUDE A BRIEF EXPLANATION ON ANSWER SHEET 4 IF YOU RATE ANY ITEM "MORE THAN REQUIRED" (1) OR "INADEQUATE" (3). ALSO, ENTER COMMENTS ON ANY OTHER ITEM(S) IF YOU WISH.

Your input in this section is particularly important because it provides ATC evaluators the opportunity to determine the effectiveness of the course in meeting its objectives.

L3ABR81132-001

Items 1 thru 23 should have been taught to the "A" subject knowledge level, which is "The individual can identify basic facts and terms about the subject." Do you feel you were adequately trained to the "A" level?

1. Progression in career ladder 811X2.

2. Career field history and tradition.

3. Background and history of OPSEC.

4. Definition of OPSEC.

5. Relationship of OPSEC to other security programs including COMSEC, information security and physical security.

6. Common OPSEC vulnerabilities.

7. OPSEC significance of unclassified data and procedures.

8. Specific OPSEC vulnerabilities of AFSC 811X2/X2A.

9. Alarm system operations and employment principles.

10. Concepts and principles of confrontation management.

11. Defensive and emergency driving techniques.

12. Air Force Law Enforcement Terminal System.

13. Concepts and principles of USAF law enforcement operations and Air Base Ground Defense.

14. Military working dog capabilities and employment.

15. Testifying procedures.

16. Vehicle speed measuring devices.

17. Drug/alcohol analyzer/breathtest devices.

18. Physical security aids for resources protection.

19. Concepts and principles of USAF detention program.

20. Prisoner classification.

21. Concepts and principles of system security.

22. Security reporting and alerting system.

23. Threats to USAF priority resources.

Items 24 thru 31 should have been taught to the "B" subject knowledge level, which is: "The individual can explain relationship of basic facts, and state general principles about the subject." Do you feel you were adequately trained to the "B" level?

24. Duties of AFSs 81132/52/72.

25. Security police general orders.

26. Common characteristics of prohibited drugs, paraphernalia and related symptoms.

27. Concepts and principles of resources protection.

28. Threats to nonpriority resources.

29. Crime prevention programs.

30. Concept of police integrity and ethics.

31. Principles of human relations and police-community relations.

Items 32 and 33 should have been taught to the "C" subject knowledge level, which is: "The individual can analyze facts and principles, and draw conclusions about the subject." Do you feel you were adequately trained to the "C" level?

32. Military authority and jurisdiction.

33. Use of force.

Items 34 thru 40 should have been taught to the "a" task knowledge level, which is: "The individual can name parts, tools, and simple facts about the subject." Do you feel you were adequately trained to the "a" level?

34. Supervise prisoner activities and visiting periods.

35. Evacuate personnel from detention facilities during emergencies.

36. Initiate detention facility emergency operating plans for escape, fire, prisoner protection, and riots or disorder.

37. Search prisoners and detention facility.

38. Seize, collect and control contraband in detention facilities.

39. Perform entry control duties to restricted areas.

40. Participate in USAF graduate evaluation program.

Items 41 thru 45 should have been taught to the "b" task knowledge level, which is: "The individual can determine step by step procedures for doing the task." Do you feel you were adequately trained to the "b" level?

41. Prevent security violations (non-technical) - COMSEC.

42. Prevent security violations (technical) - COMSEC.

43. Apply four lifesaving steps.

44. Use hostage and anti-hijack procedures.

45. Use personal protective measures against nuclear, biological, chemical agent effects.

Items 46 thru 49 should have been taught to the "1a" task knowledge and performance level, which is: "The individual can do simple parts of the task; needs to be told or shown how to do most of the task; and can name basic facts or terms about the subject." Do you feel you were adequataly trained to the "1a" level?

46. Perform riot control techniques.

47. Investigate motor vehicle accidents.

48. Use base grid map.

49. Perform sentry duties when augmenting System Security operations.

Items 50 and 51 should have been taught to the "1b" task knowledge and performance level, which is: "The individual can do simple parts of the task; needs to be told or shown how to do most of the task; and determine step by step procedures for doing the task." Do you feel you were adequataly trained to the "1b" level?

50. Classify information and use MAJCOM/SOA EFFIs.

51. Observe security precautions involved in communications.

Items 52 thru 74 should have been taught to the "2b" task knowledge and performance level, which is: "The individual can do most parts of the task; needs help only on the hardest parts; may not meet local demands for speed and accuracy; and can determine step by step procedures for doing the task." Do you feel you were adequately trained to the "2b" level?

52. Operate intra-base radio and land line systems.

53. Use visual and sound communication techniques.

54. Advise persons of rights.

55. Use cover and concealment.

56. Use individual and team movement.

57. Recognize and identify targets.

58. Execute fire control orders.

59. Challenge and apprehend individuals.

60. Use physical apprehension and restraint techniques.

61. Search individuals and vehicles.

62. Search buildings and areas.

63. Perform as armed response force member.

64. Perform as convoy member.

65. Prepare security police documents.

66. Perform entry control duties.

67. Perform installation patrol.

68. Secure crime and incident scenes.

69. Investigate minor crimes and incidents.

70. Interview persons and obtain statements.

71. Collect, seize, and preserve evidence and confiscated/impounded or found property.

72. Escort and protect nonpriority USAF property, funds, small arms, and ammunition.

73. Check buildings and repositories used to store nonpriority resources, funds, weapons, ammunition, and classified material.

74. Secure accident, disaster, and incident scenes.

Item 75 should have been taught to the "2c" task knowledge and performance level, which is: "The individual can do most parts of the task; needs help only on the hardest parts; may not meet local demands for speed and accuracy; and can explain why and when the task must be done and why each step is needed." Do you feel you were adequately trained to the "2c" level?

75. Direct vehicle and pedestrian traffic.

Items 76 thru 79 should have been taught to the "3c" task knowledge and performance level, which is: "The individual can do all parts of the task, needs only a spot check of completed work; meets minimum local demands for speed and accuracy, and can explain why and when the task must be done and why each step is needed." Do you feel you were adequately trained to the "3c" level?

76. Practice weapons safety.

77. Perform operator maintenance/M-16 rifle.

78. Perform operator maintenance/.38 caliber revolver.

79. Participate in guardmount.

Items 80 and 81 deal with firing weapons for qualification IAW AFR 50-57. Were you adequately trained in this area?

80. Fire M-16 rifle for qualification.

81. Fire .38 revolver for qualification.

L3ABR81132-001

ANSWER SHEET 4
FOR
GRADUATE

COURSE _____

Name _____ Duty Phone _____
Last First Middle Initial

1-47 Reason(s) Training Course is Inadequate: _____

_____

_____

1-77 Job Knowledges or Skills Not in Course: _____

_____

_____

2-11 Present Duty Assignment: _____

2-39 Areas Overtrained: _____

_____

2-41 Suggestions to Improve Course: _____

_____

_____

2-43 Adequate time spent on required skills: _____

_____

EXPLANATION OF YOUR INADEQUATE OR MORE THAN REQUIRED RATINGS ON ANSWER SHEET 3

ITEM NO REMARKS/RECOMMENDATIONS

_____

_____

_____

_____

_____

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APPENDIX 11

Training Evaluation Report, TER L 83-3

20 August 1984

Training Evaluation Report

TER L83-3
Survey ID Number 40402/40403

EVALUATION OF COURSE L3ABR81132-001
LAW ENFORCEMENT SPECIALIST

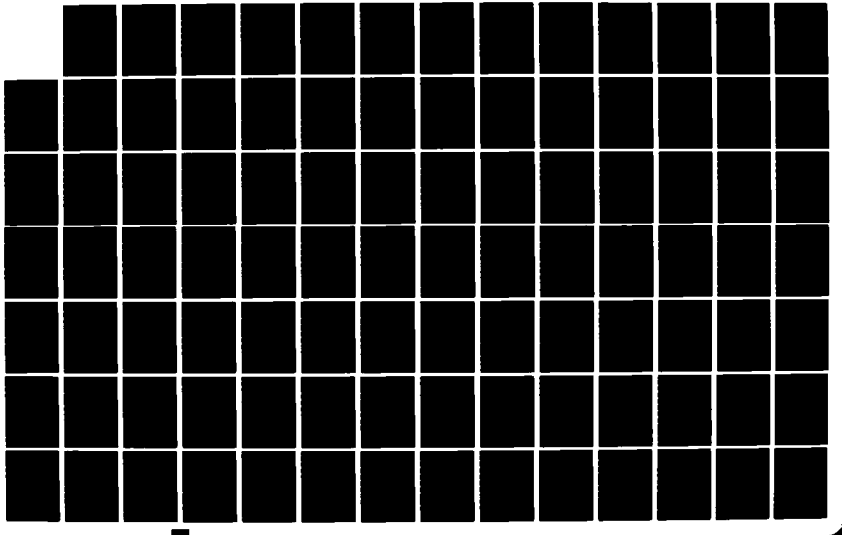
20 August 1984

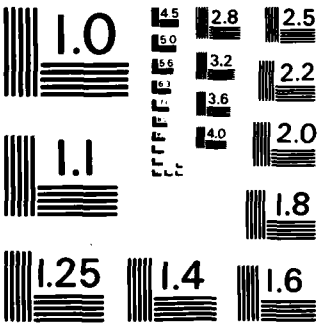
EVALUATORS: EDNA L. COOPER/HENRY F. WILLIFORD

Source: 3280th Technical Training Wing, Training Evaluation Division, Lackland AFB, TX.

DEPARTMENT OF THE AIR FORCE
3280 TECHNICAL TRAINING WING (ATC)
LACKLAND AIR FORCE BASE, TX 78236

AD-A158 008 A COMPARATIVE ANALYSIS OF LAW ENFORCEMENT TRAINING 3/4
PROGRAMS: THE UNITED S..(U) AIR FORCE INST OF TECH
WRIGHT-PATTERSON AFB OH M R MORELAND 1985
UNCLASSIFIED AFIT/CI/NR-85-82T F/G 5/9 NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS - 1963 - A

DEPARTMENT OF THE AIR FORCE
3250 TECHNICAL TRAINING WING
(USAF Technical Training School)
Lackland Air Force Base, Texas 78236

TER L83-3

EVALUATION OF COURSE L3ABR81132-001
LAW ENFORCEMENT SPECIALIST

ABSTRACT

This evaluation was conducted to provide continuous feedback to course personnel concerning the extent to which graduates were trained on the tasks indicated in the 81132 Specialty Training Standard, whether tasks needed to be added to or deleted from the course based upon utilization of tasks, and the extent to which operational organizations are satisfied with the training.

The findings of this evaluation project indicate that the operational organizations are well pleased with the graduates that the school is providing them. All of the 103 task and knowledge items on the survey were rated as satisfactory or better by 65 percent or more of the respondents. This is a significant improvement from the last TER. One area of complaint that was noted throughout this survey in all forms of feedback is the length of the course versus the amount of material taught. Many respondents felt that the material was too rushed to facilitate a proper learning atmosphere. Coupled with this was the complaint about the size of the classes.

The data from this survey will be added to the Occupational Survey Report and other relevant data and used as input to the Utilization and Training Workshop. (Tentatively scheduled for Feb 85)

G. A. STANSELL, Colonel, USAF
Commander

3280 TCHTG/TTMS 3280 TCHTG/CC 3250 TCHTW/TTGX

DISTRIBUTION: ATC/TTSA-2, ATC/TTQC, ATC/TTU-2, ATC/XPTI, USAF/MPPTS, AAC/DPAT, AFLC/DPAT, ATC/DPAT, USAFA/DPAT, AFSC/DPAT, MAC/DPAT, PACAF/DPAT/DPAL, ANG/DPAT, SAC/DPAT/LGMQ(ATCLO), TAC/DPAT/DPLATC, USAFE/DPAT/DPATC, AFRES, AFOSP/SPOT, AU/DPAT, AFMTC/CVV, 3280 TCHTG-5, 3250 TCHTW/TTGX, 3250 TCHTW/TTS-20

TER L83-3

EVALUATION OF COURSE L3ABR81132-001
LAW ENFORCEMENT SPECIALIST

SECTION A - INTRODUCTION

1. Background Information.

a. This TER is part of the continuous evaluation program required on AFSC awarding courses.

b. The course is 33 days in length and is designed to train personnel to perform the duties of a Law Enforcement Specialist at the apprentice level.

c. This evaluation is based on a current Specialty Training Standard (STS), dated November 1982.

d. Training includes instruction on communications, legal considerations, Security Police tactics, confrontation management, general Security Police duties, law enforcement operations, resources protection, accident, disaster, and incident scenes, protection against NBC effects, community relations, detention program operation/activities, system security operations, and qualification on the M-16 rifle and .38 revolver.

2. Evaluation Objectives. This evaluation was conducted to:

a. provide continuous/periodic feedback to course personnel.

b. determine the extent to which graduates were trained on the tasks indicated in the 81132 Specialty Training Standard (STS).

c. determine whether tasks needed to be added to or deleted from the course based upon utilization of the tasks by the graduates.

d. determine the extent to which operational organizations are satisfied with the training.

3. Evaluation Procedures/Scope.

a. Graduates included in this survey were assigned to 12 major commands including AAC, AFLC, ATC, USAFA, AFSC, MAC, PACAF, SAC, TAC, USAFE, ANG, and Reserve. (See Attachment 1)

b. End-of-course critiques, the last course review and relevant student data were reviewed.

c. The graduates surveyed completed the course between March and October 1983.

d. Correspondence questionnaires asked the graduates to rate the adequacy of training on 103 task and knowledge items from the current STS.

e. Six hundred and thirty-nine graduates were surveyed for this report with a 51 percent usable return rate.

f. Six hundred and thirty-nine supervisors were surveyed with a 54 percent usable return rate. (See Atch 2).

4. Training Criteria.

a. If fewer than 65 percent of the graduates or 80 percent of the graduates' supervisors indicate training is adequate, the training branch will review and analyze course support in the identified area(s). If fewer than 30 percent of the graduates or supervisors indicate the graduates are using the training, or performing the task, the training branch will review and analyze the need for continued training in the identified area(s).

b. If 20 percent or more respondents indicate that there is a problem, and this is supported by other data, the training branch will review and analyze course support in the identified area(s).

SECTION B - DISCUSSION OF FINDINGS

5. Graduates' Survey Data.

a. Descriptive Data.

(1) Ninety-three percent of the graduate respondents held the rank of Airman or Airman First Class.

(2) Sixty-four percent of the graduates were performing duties in the 81132 AFSC.

(3) The graduates' duty assignments are given in Table 1 below.

Table 1/ Graduates' Duty Assignments

Duty	Number	Percent
Installation Patrol Duties	117	35
Installation Entry Control Duties	190	57
Other	26	8

(4) When asked whether the training literature was easy to read and understand, 100 percent of the respondents answered "Yes."

(5) Eighty-nine percent of the respondents indicated that they did not experience any significant difficulty performing their duties as a result of inadequate training in the course.

(6) Seventy-six percent of the respondents indicated that there were no job knowledges or skills in their present position which were not included or that need more emphasis in the course.

(7) Seventy-nine percent of the respondents indicated that they felt confident in performing their first duty assignments.

(8) The graduates' assessment of the extent of contribution of the course to their technical competence is shown below in Table 2.

Table 2/ Course Contribution to Technical Competence

Rating	Number	Percent
Extensive	42	14
Moderate	181	61
Limited	41	14
Very Limited	11	4
None	2	1
No Opinion	19	6

(9) Thirty-seven percent of the respondents offered suggestions for improving the course. Some of the suggestions are:

(a) Add more time to the course. Too rushed.

(b) Make classes smaller.

(c) Need more on filling out DD and AF forms.

(d) More on-the-job practice.

(e) More crisis intervention training.

(f) More hands-on training (weapons, etc.).

(10) The graduates' responses when asked to describe how well the course prepared them to perform their duties are shown in Table 3.

Table 3/ Graduates' Rating of Course

Rating	Number	Percent
Excellent	15	5
Very Satisfactory	62	19
Satisfactory	199	60
Marginal	47	15
Unsatisfactory	1	1

b. Adequacy of ATC Training.

(1) All of the task and knowledge items surveyed from the STS were rated adequate by 65 percent or more of the graduates. This is a significant improvement from the last TER (82-14). (See Atch 3)

(2) Two items were rated inadequate by 20 percent or more. They are:

(a) Drug/Alcohol analyzer/breathtest devices.

(b) Prepare DD Form 629.

c. Utilization of ATC Training. There were no areas identified by the graduates that indicated usage by 30 percent or less.

6. Supervisors' Survey Data.

a. When asked whether the graduate was capable to perform duties to at least the levels specified in the 3-level column of the STS, 97 percent of the supervisors responded "Yes."

b. Ninety-eight percent of the supervisors indicated that the graduates did not experience difficulty performing OJT duties due to inadequate resident training.

c. Eighty-seven percent of the supervisors did not have suggestions for improving the course.

d. The data from the supervisors' evaluation questionnaire is displayed in Attachment 4.

e. The supervisors' overall assessment of the graduates' ability to perform the duties of a 3-skill level apprentice law enforcement specialist is shown in Table 4.

Table 4/ Supervisors' Overall Rating of Graduate

Rating	Number	Percent
Excellent	24	7
Very Satisfactory	166	48
Satisfactory	150	43
Marginal	1	1
Unsatisfactory	1	1

7. Field Visits.

a. Two field visits were conducted which included stops at six bases. (See Atch 5)

b. Seventeen graduates and eight supervisors were interviewed.

c. The graduates were concerned about the length of the course. They complained that there was too much material crammed into the amount of time allowed for the course.

d. The students complained that there were too many people in each class. This made conditions crowded and made it very difficult to hear the instructor or to participate at all in class interaction.

8. Internal Evaluation.

a. The attrition rate for this time frame (March thru October 1983) was 4.7 percent. The washback rate was 17.8 percent. Both of these are well within the established/acceptable parameters for this course.

b. The student critiques contained two areas that could be identified as trends. They are:

(1) Lengthen the course (10 out of 38).

(2) Update transparencies (11 out of 38).

c. Previous TER.

(1) TER 82-14, dated 31 October 1983, listed three items that were proposed for deletion. Two of these are still being taught. These items are:

(a) Initiate detention emergency operating plans.

(b) Supervise prisoner activities and visiting periods.

(2) The plan to reduce class sizes was pending a new Training Plan approval. The Training Plan has now been put on hold waiting for the Occupational Survey Report and Utilization and Training Workshop results.

(3) Some comparisons between this TER and the last TER (82-14) follow.

(4) Table 5a shows that the graduates rated the overall course as satisfactory or better with 84 percent this time as compared with 79 percent from the previous TER (82-14).

(5) Table 5b indicates that the supervisors still rate the course very high as 98 percent again rated it satisfactory or better.

(6) Table 6a shows an improvement with the largest inadequacy rating being 29 percent for this report. This is compared with 41 percent from the previous TER.

(7) Table 6b shows that the supervisors' inadequate ratings all improved except for one, it remained the same.

Table 5a/ Graduates' Rating of Course

Rating	Current TER 83-3 Number	Current TER 83-3 Percent	Previous TER 82-14 Number	Previous TER 82-14 Percent
Excellent	15	5	4	4
Very Satisfactory	62	19	30	28
Satisfactory	199	60	52	47
Marginal	47	15	20	19
Unsatisfactory	1	1	2	2

Table 5b/ Supervisors' Rating of Course

	Current TER 83-3 Number	Current TER 83-3 Percent	Previous TER 82-14 Number	Previous TER 82-14 Percent
Excellent	24	7	14	8
Very Satisfactory	166	48	92	49
Satisfactory	150	43	77	41
Marginal	1	1	0	0
Unsatisfactory	1	1	3	2

Table 6a/ Comparison of Tasks Rated Inadequate by Graduates

Task	Current TER 83-3 % Inadequate	Previous TER 82-14 % Inadequate
Air Force Law Enforcement Terminal System	20	27
Testifying Procedures	27	31
Drug/Alcohol Analyzer/Breathtest Devices	25	38
Supervise prisoner activities and visiting periods	20	31
Evacuate personnel from detention facilities during emergencies	24	37
Initiate detention facility emergency operating plans	29	41
Participate in USAF graduate evaluation program	21	29
Use hostage and anti-hijack procedures	29	34

Table 6b/ Comparison of Tasks Rated Inadequate by Supervisors

Task	Current TER 83-3 % Inadequate	Previous TER 82-14 % Inadequate
Air Force Law Enforcement Terminal System	20	24
Testifying Procedures	16	22
Drug/Alcohol Analyzer/Breathtest Devices	26	26
Initiate detention facility emergency operating plans	26	29

9. Training Quality Reports. Fifteen Training Quality Reports were received during all of FY 83 for this course. Individual complaints on line items were scattered and no significant trends can be identified.

10. Occupational Survey Report (OSR) Data.

a. The last OSR was published in August 1979. This data is outdated and of no use for this survey.

b. A new Occupational Survey is presently being conducted with the preliminary data scheduled to be released in September 1984. The final report should be published in time to be used for the Utilization and Training Workshop tentatively scheduled for February 1985.

11. SKT/CDC/STS Compatibility Critique and Tech School Response.

a. There are several open items from the last compatibility critique that are waiting on the publication of directives (AFR, AFP, etc.).

b. A copy of the compatibility critique with the Tech School response is included in Attachment 6.

SECTION C - CONCLUSIONS, ACTIONS AND RECOMMENDATIONS

12. Conclusions.

a. Overall training effectiveness has improved from the last TER (82-14).

b. The data from this survey indicates that a majority of the operational organizations are very satisfied with the quality of graduates they are receiving.

c. Sixty-five percent or more of the respondents rated all of the task and knowledge items on the survey as satisfactory or better.

d. This survey data does not indicate any areas that need to be added to the course.

e. Support data (TER comments, student critiques, field visits) indicate that the graduates are still concerned over the length of the course and the class sizes.

13. Actions. The data from this survey will be added to the OSR and other relevant data and used as input to the Utilization and Training Workshop. A new Training Plan will be developed following the Utilization and Training Workshop. (ACTION: 3280 TCHTG)

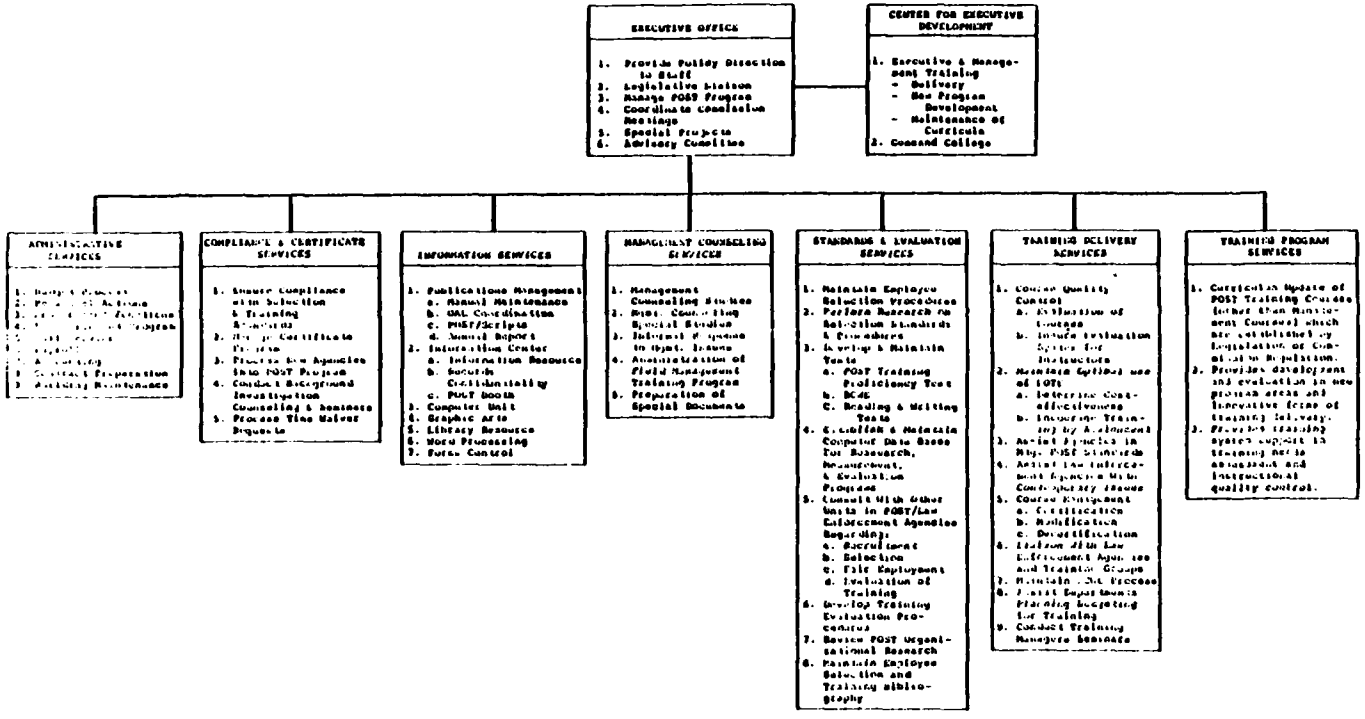
14. Recommendations. None.

APPENDIX 12

POST Organizational Chart

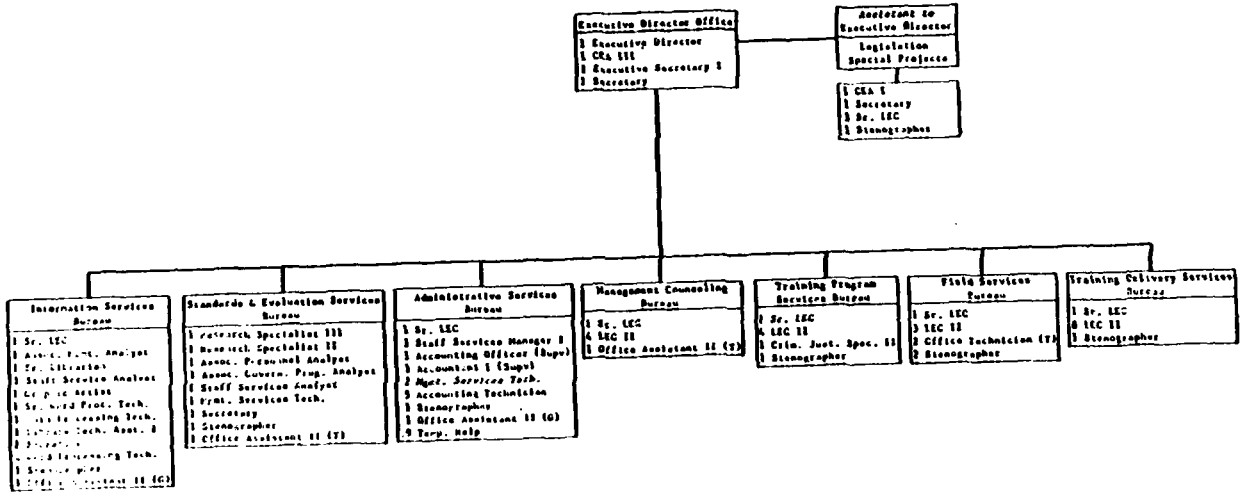
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

FUNCTIONAL ORGANIZATION CHART



Source: California Commission on Peace Officer Standards and Training, Organizational Structure, POST Publication, 1984.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



APPENDIX 13

State Laws of Interest to POST

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Peace Officer Training P.C. 832

(a) Every person described in this chapter as a peace officer, shall receive a course of training prescribed by the Commission on Peace Officer Standards and Training. Training in the carrying and use of firearms shall not be required of any peace officer whose employing agency prohibits the use of firearms.

(b) (1) Every such peace officer described in this chapter, within 90 days following the date that he was first employed by any employing agency, shall, prior to the exercise of the powers of a peace officer, have satisfactorily completed the course of training as described in subdivision (a).

(2) Every peace officer described in Section ~~832.6~~ 13510 ~~shall~~ may satisfactorily complete the training required by this section as part of the training ~~and under the limitations set forth in Section 832.3~~ prescribed pursuant to Section 13510.

(c) Persons described in this chapter as peace officers who have not so satisfactorily completed the courses described in subdivision (a) as specified in subdivision (b), shall not have the powers of a peace officer until they satisfactorily complete such courses.

(d) Any peace officer who on the effective date of this section possesses or is qualified to possess the basic certificate as awarded by the Commission on Peace Officer Standards and Training shall be exempted from the provisions of this section.

Source: California Commission on Peace Officer Standards and Training, State Laws of Interest to POST, POST Publication, 1985.

Revised: 1-1-85

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Basic Course Required — P.C. 832.3

(a) Except as provided in subdivision (b), any sheriff, undersheriff, or deputy sheriff of a county, any policeman of a city, and any policeman of a district authorized by statute to maintain a police department, who is first employed after January 1, 1975, for the purposes of the prevention and detection of crime and the general enforcement of the criminal laws of this State, shall successfully complete a course of training ~~approved~~ prescribed by the Commission on Peace Officer Standards and Training before exercising the powers of a peace officer, except while participating as a trainee in a supervised field training program approved by the Commission on Peace Officer Standards and Training.

(b) For the purpose of standardizing the training required in subdivision (a), the Commission shall develop a training proficiency testing program including a standardized examination which enables (1) comparisons between presenters of such training and (2) development of a data base for subsequent training programs. Presenters approved by the Commission to provide the training required in subdivision (a) shall administer the standardized examination to all graduates. Nothing in this subdivision shall make the completion of such examination a condition of successful completion of the training required in subdivision (a).

(c) Notwithstanding subdivision (c) of Section 84500 of the Education Code and any regulations adopted pursuant thereto, community colleges may give preference in enrollment to employed law enforcement trainees who shall complete training as prescribed by this section. At least 15 percent of each presentation shall consist of non-law enforcement trainees if they are available. Preference should only be given when the trainee could not complete the course within the time required by statute, and only when no other training program is reasonably available. Average daily attendance for such courses shall be reported for state aid.

(d) Prior to July 1, 1987, the Commission shall make a report to the Legislature on academy proficiency testing scores. This report shall include an evaluation of the correlation between academy proficiency test scores and performance as a peace officer.

Revised: 1-1-85

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Basic Certificate Required — P.C. 832.4

Any undersheriff or deputy sheriff of a county, any policeman of a city, and any policeman of a district authorized by statute to maintain a police department, who is first employed after January 1, 1974, and is responsible for the prevention and detection of crime and the general enforcement of the criminal laws of this State, shall obtain the basic certificate issued by the Commission on Peace Officer Standards and Training within 18 months of his employment in order to continue to exercise the powers of a peace officer after the expiration of such 18-month period.

Revised: 9-30-80

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Peace Officer Minimum Standards

Conviction of felony as disqualification for peace officer. G.C. 1029

(a) Except as provided in subdivision (b), (c), or (d), any person who has been convicted of a felony in this state or any other state, or who has been convicted of any offense in any other state which would have been a felony if committed in this state, is disqualified from holding office or being employed as a peace officer of the state, county, city, city and county or other political subdivision, whether with or without compensation, and is disqualified from any office or employment by the state, county, city, city and county or other political subdivision, whether with or without compensation, which confers upon the holder or employee the powers and duties of a peace officer.

(b) Any person who has been convicted of a felony, other than a felony punishable by death, in this state or any other state, or who has been convicted of any offense in any other state which would have been a felony, other than a felony punishable by death, if committed in this state, and who demonstrates the ability to assist persons in programs of rehabilitation may hold office and be employed as a parole officer of the Department of Corrections or the Department of Youth Authority, or as a probation officer in a county probation department, if he or she has been granted a full and unconditional pardon for the felony or offense of which he or she was convicted. Notwithstanding any other provision of law, the Department of Corrections or the Department of the Youth Authority, or a county probation department, may refuse to employ any such person regardless of his or her qualifications.

(c) Nothing in this section shall be construed to limit or curtail the power or authority of any board of police commissioners, chief of police, sheriff, mayor, or other appointing authority to appoint, employ, or deputize any person as a peace officer in time of disaster caused by flood, fire, pestilence or similar public calamity, or to exercise any power conferred by law to summon assistance in making arrests or preventing the commission of any criminal offense.

(d) Nothing in this section shall be construed to prohibit any person from holding office or being employed as a superintendent, supervisor, or employee having custodial responsibilities in an institution operated by a probation department, if at the time of the person's hire a prior conviction of a felony was known the person's employer, and the class of office for which the person was hired was not declared by law to be a class prohibited to persons convicted of a felony, but as a result of a change in classification, as provided by law, the new classification would prohibit employment of a person convicted of a felony.

Background Investigations required for CYA and Department of Corrections peace officers. G.C. 1029.1

The Department of Corrections and the Department of the Youth Authority shall complete a background investigation as defined by the Commission on Peace Officer Standards and Training of any applicant for employment as a peace

(continued)

officer before the applicant may be employed or begin training as a peace officer. The investigations shall be accomplished by each department on a centralized basis to reduce potential duplication of efforts by individual institutions.

Fingerprinting of peace officers. G.C. 1030

A classifiable set of the fingerprints of every person who is now employed, or who hereafter becomes employed, as a peace officer of the State, or of a county, city, city and county or other political subdivision, whether with or without compensation, shall be furnished to the Department of Justice and to the Federal Bureau of Investigation by the sheriff, chief of police or other appropriate appointing authority of the agency by whom the person is employed. This section shall not apply to any currently employed peace officer whose appointment antedates the effective date of this section and whose fingerprints have already been submitted by his appointing authority to the Department of Justice and to the Federal Bureau of Investigation.

Public officers or employees having powers of peace officers; minimum standards. G.C. 1031

Each class of public officers or employees declared by law to be peace officers shall meet all of the following minimum standards:

(a) Be a citizen of the United States or a permanent resident alien who is eligible for and has applied for citizenship.

(b) Be at least 18 years of age.

(c) Be fingerprinted for purposes of search of local, state, and national fingerprint files to disclose any criminal record.

(d) Be of good moral character, as determined by a thorough background investigation.

(e) Be a high school graduate or pass the General Education Development test indicating high school graduation level; provided that this subdivision shall not apply to any public officer or employee who was employed, prior to the effective date of the amendment of this section made at the 1971 Regular Session of the Legislature, in any position declared by law prior to the effective date of such amendment to be peace officer positions.

(f) Be found to be free from any physical, emotional, or mental condition which might adversely affect the exercise of the powers of a peace officer. Physical condition shall be evaluated by a licensed physician and surgeon. Emotional and mental conditions shall be evaluated by a licensed physician and surgeon or by a licensed psychologist who has a doctoral degree in psychology and at least five years of post-graduate experience in the diagnosis and treatment of emotional and mental disorders.

This section shall not be construed to preclude the adoption of additional or higher standards.

(continued)

Citizenship Requirements G.C. 1031.5

(a) Any person employed by a governmental agency on the effective date of this section as a peace officer or a peace officer trainee, or who, prior to the effective date of this section, had applied to fill a position as a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, is not subject to the requirement of subdivision (a) of Section 1031 prior to its amendment at the 1981-82 Regular Session of the Legislature, provided that any person qualifying for this exemption shall, as soon as legally possible, apply for and meet all of the requirements for United States citizenship specified in existing law, and shall be subject to subdivisions (c) and (d).

(b) Any permanent resident alien who applies for employment as a peace officer shall have applied for citizenship at least one year prior to his or her application for employment, except that the one-year requirement shall not be applicable to any person who applies for employment prior to his or her 19th birthday.

(c) Any permanent resident alien who is employed as a peace officer shall diligently cooperate with the Immigration and Naturalization Service in the processing of his or her application for citizenship and shall be disqualified from holding that position if, three years after the filing of his or her application for employment, the person has not obtained citizenship due to his or her failure to cooperate in the processing of the application for citizenship.

(d) Any permanent resident alien who is employed as a peace officer shall be disqualified from holding that position if his or her application for citizenship is denied.

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Peace Officer Training Fund

Assessment P.C. 1464

(a) Subject to the provisions of Section ~~1206.0~~ 76000 of the Government Code there shall be levied an assessment in an amount equal to five dollars ($5) for every ten dollars ($10) or fraction thereof, upon every fine, penalty or forfeiture imposed and collected by the courts for criminal offenses, including all offenses involving a violation of a section of the Vehicle Code or any local ordinance adopted pursuant to the Vehicle Code, except offenses relating to parking or registration or offenses by pedestrians or bicyclists, or where an order is made to pay a sum to the general fund of the county pursuant to subparagraph (iii) of paragraph (3) of subdivision (a) of Section 258 of the Welfare and Institutions Code. Any bail schedule adopted pursuant to Section 1269b may include the necessary amount to pay the assessments established by this section and Section ~~1206.0~~ 76000 of the Government Code for all matters where a personal appearance is not mandatory and the bail is posted primarily to guarantee payment of the fine.

(b) Where multiple offenses are involved, the assessment shall be based upon the total fine or bail for each case. When a fine is suspended, in whole or in part, the assessment shall be reduced in proportion to the suspension.

(c) When any deposited bail is made for an offense to which this section applies, and for which a court appearance is not mandatory, the person making such deposit shall also deposit a sufficient amount to include the assessment prescribed by this section for forfeited bail. If bail is returned, the assessment made thereon pursuant to this section, shall also be returned.

(d) In any case where a person convicted of any offense, to which this section applies, is in prison until the fine is satisfied, the judge may waive all or any part of the assessment, the payment of which would work a hardship on the person convicted or his immediate family.

(e) After a determination by the court of the amount due, the clerk of the court shall collect the same and transmit it to the county treasury. The portion thereof attributable to Section ~~1206.0~~ 76000 of the Government Code shall be deposited in the appropriate county fund and the balance shall then be transmitted to the State Treasury to be deposited in the Assessment Fund, which is hereby created. The transmission to the State Treasury shall be carried out in the same manner as fines collected for the state by a county.

(f) The moneys so deposited shall be distributed as follows:

(1) Once a month there shall be transferred into the Fish and Game Preservation Fund an amount equal to 0.38 percent of the funds deposited in the Assessment Fund during the preceding month, but in no event shall the amount be less than the assessment levied on fines or forfeitures for violation of state laws relating to the protection or propagation of fish and game. Such moneys are to be used for the education or training of department employees which fulfills a need consistent with the objectives of the Department of Fish and Game.

(continued)

(2) Once a month there shall be transferred into the Restitution Fund an amount equal to 22.12 percent of the funds deposited in the Assessment Fund during the preceding month. Such funds shall be available for appropriation by the Legislature in accordance with the provisions of subdivision (b) of Section 13967 of the Government Code.

(3) Once a month there shall be transferred into the Peace Officers Training Fund an amount equal to 27.75 percent of the funds deposited in the Assessment Fund during the preceding month.

(4) Once a month there shall be transferred into the Driver Training Penalty Assessment Fund an amount equal to 29.73 percent of the funds deposited in the Assessment Fund during the preceding month.

(5) Once a month there shall be transferred into the Corrections Training Fund an amount equal to 9.12 percent of the funds deposited in the Assessment Fund during the preceding month. Money in the Corrections Training Fund is not continuously appropriated and shall be appropriated in the Budget Act.

(6) Once a month there shall be transferred into the Local Public Prosecutors and Public Defenders Training Fund established pursuant to Section 11503 an amount equal to 0.90 percent of the fund deposited in the Assessment Fund during the preceding month. The amount so transferred shall not exceed the sum of ~~five hundred~~ seven hundred fifty thousand dollars ~~($500,000)~~ ($750,000) in any calendar year. The remainder in excess of ~~five hundred~~ seven hundred fifty thousand dollars ~~($500,000)~~ ($750,000) shall be transferred to the Restitution Fund.

(7) Once a month there shall be transferred into the Victim-Witness Assistance Fund an amount equal to 10.00 percent of the funds deposited in the Assessment Fund during the preceding month.

~~(g) This section shall become operative on July 1, 1993, shall remain in effect only until January 1, 1996, and as of that date is repealed.~~

Creation; Appropriation P.C. 13520

There is hereby created in the State Treasury a Peace Officers' Training Fund, which is hereby appropriated, without regard to fiscal years, exclusively for costs of administration and for grants to local governments and districts pursuant to this chapter.

Application for Aid; Contents P.C. 13522

Any city, county, city and county, or district which desires to receive state aid pursuant to this chapter shall make application to the Commission for the aid. The initial application shall be accompanied by a certified copy of an ordinance, or in the case of the University of California and the California State University and Colleges by a resolution, adopted by its governing body providing that while receiving any state aid pursuant to this chapter, the city, county, city and county, or district will adhere to the standards for recruitment and training established by the Commission. The application shall contain any information the Commission may request.

Allocation to Cities and to Counties P.C. 13523

The Commission shall annually allocate and the State Treasurer shall periodically pay from the Peace Officers' Training Fund, at intervals specified by the

(continued)

Commission, to each city, county, and district which has applied and qualified for aid pursuant to this chapter an amount determined by the Commission pursuant to standards set forth in its regulations. The Commission shall grant aid only on a basis that is equally proportionate among cities, counties, and districts. State aid shall only be provided for training expenses of full-time regularly paid employees, as defined by the Commission, of eligible agencies from cities, counties, or districts.

In no event shall any allocation be made to any city, county, or district which is not adhering to the standards established by the Commission as applicable to such city, county, or district.

Application for Aid; D. A. Investigators P.C. 13524

Any county wishing to receive state aid pursuant to this chapter for the training of regularly employed and paid inspectors and investigators of a district attorney's office, as defined in Section 830.1 who conduct criminal investigations, shall include such request for aid in its application to the Commission pursuant to Sections 13522 and 13523.

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

POST Commission -- (General)

Existence of Commission, Membership, Qualifications, Appointments — P.C. 13500

There is, in the Department of Justice, a Commission on Peace Officer Standards and Training, hereafter referred to in this chapter as the Commission. The Commission consists of 11 members appointed by the Governor, after consultation with, and with the advice of, the Attorney General and with the advice and consent of the Senate.

The Commission shall be composed of the following members:

(1) Two members shall be:

(i) sheriffs or chiefs of police or peace officers nominated by their respective sheriffs or chiefs of police,

(ii) peace officers who are deputy sheriffs or city policemen, or

(iii) any combination thereof.

(2) Three members shall be sheriffs or chiefs of police or peace officers nominated by their respective sheriffs or chiefs of police.

(3) One member shall be a peace officer of the rank of sergeant or below with a minimum of five years experience as a deputy sheriff or city policeman.

(4) One member shall be an elected officer or chief administrative officer of a county in this State.

(5) One member shall be an elected officer or chief administrative officer of a city in this State.

(6) Two members shall be public members who shall not be peace officers.

(7) One member shall be an educator or trainer in the field of criminal justice.

The Attorney General shall be an ex officio member of the Commission.

Of the members first appointed by the Governor, three shall be appointed for a term of one year, three for a term of two years, and three for a term of three years. Their successors shall serve for a term of three years and until appointment and qualification of their successors, each term to commence on the expiration date of the term of the predecessor.

The additional member provided for by the Legislature in its 1973-74 Regular Session shall be appointed by the Governor on or before January 15, 1975, and shall serve for a term of three years.

(continued)

The additional member provided for by the Legislature in its 1977-78 Regular Session shall be appointed by the Governor on or after July 1, 1978, and shall for a term of three years.

Chairman and Vice-Chairman; Quorum P.C. 13501

The Commission shall select a chairman and a vice-chairman from among its members. A majority of the members of the Commission shall constitute a quorum.

Compensation, Reimbursement of Travel P.C. 13502

Members of the Commission shall receive no compensation, but shall be reimbursed for their actual and necessary travel expenses incurred in the performance of their duties. For purposes of compensation, attendance at meetings of the Commission shall be deemed performance by a member of the duties of his local governmental employment.

Powers P.C. 13503

In carrying out its duties and responsibilities, the Commission shall have all of the following powers:

(a) To meet at such times and places as it may deem proper.

(b) To employ an executive secretary and, pursuant to civil service, such clerical and technical assistants as may be necessary.

(c) To contract with such other agencies, public or private, or persons as it deems necessary, for the rendition and affording of such services, facilities, studies, and reports to the Commission as will best assist it to carry out its duties and responsibilities.

(d) To cooperate with and to secure the cooperation of county, city, city and county, and other local law enforcement agencies in investigating any matter within the scope of its duties and responsibilities, and in performing its other functions.

(e) To develop and implement programs to increase the effectiveness of law enforcement and when such programs involve training and education courses to cooperate with and secure the cooperation of state-level officers, agencies and bodies having jurisdiction over systems of public higher education in continuing the development of college-level training and education programs.

(f) To cooperate with and secure the cooperation of every department, agency, or instrumentality in the State Government.

(g) To do any and all things necessary or convenient to enable it fully and adequately to perform its duties and to exercise the power granted to it.

Assistance in Execution of Duties P.C. 13504

The Attorney General shall, so far as compatible with other demands upon the personnel in the Department of Justice, make available to the Commission the services of such personnel to assist the Commission in the execution of the duties imposed upon it by this chapter.

(continued)

Cost of Administration P.C. 13505

In exercising its functions, the Commission shall endeavor to minimize costs of administration so that a maximum of funds will be expended for the purpose of providing training and other services to local law enforcement agencies. All expenses shall be a proper charge against the revenue accruing under the provisions of Article 3 (commencing with Section 13520) of this chapter.

Regulations P.C. 13506

The Commission may adopt such regulations as are necessary to carry out the purposes of this chapter.

District Defined P.C. 13507

As used in this chapter, "district" means any of the following:

(a) A regional park district.
(b) A district authorized by statute to maintain a police department.
(c) The University of California.
(d) The California State University.
(e) A community college district.
(f) A school district.
(g) A transit district

Rules of Minimum Standards P.C. 13510

(a) For the purpose of raising the level of competence of local law enforcement officers, the Commission shall adopt, and may, from time to time amend, rules establishing minimum standards, relating to physical, mental, and moral fitness, which shall govern the recruitment of any city police officers, peace officer members of a county sheriff's office, marshals or deputy marshals of a municipal court, reserve officers as defined in subdivision (a) of Section 830.6, policemen of a district authorized by statute to maintain a police department, regularly employed and paid inspectors and investigators of a district attorney's office as defined in Section 830.1 who conduct criminal investigations, or peace officer members of a district, in any city, county, city and county, or district receiving state aid pursuant to this chapter, and shall adopt, and may, from time to time amend, rules establishing minimum standards for training of city police officers, peace officer members of county sheriff's offices, marshals or deputy marshals of a municipal court, reserve officers as defined in subdivision (a) of Section 830.6, policemen of a district authorized by statute to maintain a police department, regularly employed and paid inspectors and investigators of a district attorney's office as defined in Section 830.1 who conduct criminal investigations, and peace officer members of a district which shall apply to those cities, counties, cities and counties, and districts receiving state aid pursuant to this chapter. All such rules shall be adopted and amended pursuant to Chapter 3.5 (commencing with Section 11340) of Part 1, Division 3, Title 2 of the Government Code.

(b) The Commission shall conduct research concerning job-related educational standards and job-related selection standards, to include vision, hearing, physical ability, and emotional stability. Job-related standards which are supported by this research shall be adopted by the Commission prior to January 1, 1985, and shall apply to those peace officer classes identified in subdivision (a). The Commission shall consult with local entities during the conducting of related research into job-related selection standards.

(continued)

(c) Nothing in this section shall prohibit a local law enforcement agency from establishing selection and training standards which exceed the minimum standards established by the Commission.

Certificates P.C. 13510.1

(a) The Commission shall establish a certification program for peace officers specified in Sections 13510 and 13522 and for the California Highway Patrol.

(b) Basic, intermediate, advanced, supervisory, management, and executive certificates shall be established for the purpose of fostering professionalization, education, and experience necessary to adequately accomplish the general police service duties performed by peace officer members of city police departments, county sheriffs' departments, districts, university and state university and college departments, or by the California Highway Patrol.

(c) Certificates shall be awarded on the basis of a combination of training, education, experience, and other prerequisites, as determined by the Commission.

(d) Persons who are determined by the Commission to be eligible peace officers, may make application for such certificates, provided they are employed by an agency which participates in the Peace Officer Standards and Training (POST) program.

(e) Certificates remain the property of the Commission and the Commission shall have power to cancel any certificate.

(f) The Commission shall cancel certificates issued to persons who have been convicted of, or entered a plea of guilty or nolo contendere to, a crime classified by statute or the Constitution as a felony.

Misuse of Certificates P.C. 13510.2

Any person who knowingly commits any of the following acts is guilty of a misdemeanor, and for each offense is punishable by a fine of not more than one thousand dollars ($1,000) or imprisonment in the county jail not to exceed one year, or both a fine and imprisonment:

(a) Presents or attempts to present as the person's own the certificate of another.

(b) Knowingly permits another to use his or her certificate.

(c) Knowingly gives false evidence of any material kind to the commission, or to any member thereof, including the staff, in obtaining a certificate.

(d) Uses, or attempts to use, a canceled certificate.

Place of Training; Testing In Lieu of Training P.C. 13511

(a) In establishing standards for training, the Commission may, so far as consistent with the purpose of this chapter, permit required training to be obtained at institutions approved by the Commission.

(b) In those instances where persons have acquired prior equivalent peace officer training and are under consideration for hire by an agency participating in the POST program, the Commission shall, no later than July 1, 1981, and thereafter, provide the opportunity for testing in lieu of attendance at a basic training academy or accredited college. Tests shall be constructed to

(continued)

verify possession of minimum knowledge and skills required by the Commission as outlined in its basic course. Such tests shall be scheduled periodically in convenient locations, and an opportunity shall be provided for testing and retesting under procedural guidelines established by the Commission. The retesting procedures shall be designed so that any portion which has been previously passed need not be retaken. The Commission shall charge a fee to cover administrative costs which is sufficient to cover all the costs associated with the testing conducted under this subdivision.

Adherence to Standards P.C. 13512

The Commission shall make such inquiries as may be necessary to determine whether every city, county, city and county, and district receiving state aid pursuant to this chapter is adhering to the standards for recruitment and training established pursuant to this chapter.

Counseling Service P.C. 13513

Upon the request of a local jurisdiction, the Commission shall provide a counseling service to such local jurisdiction for the purpose of improving the administration, management or operations of a police agency and may aid such jurisdiction in implementing improved practices and techniques.

Commission on Peace Officer Standards and Training

STATE LAWS OF INTEREST TO POST

Basic Course Entrance Requirement — P.C. 13511.5

Each applicant for admission to a basic course of training certified by the Commission on Peace Officer Standards and Training who is not sponsored by a local or other law enforcement agency, or is not a peace officer employed by a state or local agency, department, or district, shall be required to submit written certification from the Department of Justice pursuant to Sections 11122, 11123, and 11124 that the applicant has no criminal history background which would disqualify him or her, pursuant to Section 12021, from owning, possessing, or having under his or her control any pistol, revolver, or other firearm capable of being concealed on the person.

Added: 8-27-84

APPENDIX 14

California Law Enforcement Agency

Employment Data

TABLE 56
CRIMINAL JUSTICE AGENCY AUTHORIZED FULL-TIME PERSONNEL, 1974 AND 1978–1983
Agency and Personnel Index

Agency and personnel index	Year							Percent change	
	1974	1978	1979	1980	1981	1982	1983	1978–1983	1982–1983
TOTAL	90,684	97,604	97,687	101,543	102,088	104,648	106,697	9.3	2.0
Law enforcement	62,020	64,928	65,120	67,056	69,158	71,071	72,317	11.4	1.8
Sworn									
Number	46,925	48,203	48,028	48,740	49,945	51,047	51,914	7.7	1.7
Percent	75.7	74.2	73.8	72.7	72.2	71.8	71.8		
Civilian									
Number	15,095	16,725	17,092	18,316	19,213	20,024	20,403	22.0	1.9
Percent	24.3	25.8	26.2	27.3	27.8	28.2	28.2		
Police departments	34,822	36,198	36,313	37,474	38,310	39,375	39,566	9.3	.5
Sworn	26,604	27,142	26,977	27,478	28,103	28,869	28,846	6.3	-.1
Civilian	8,218	9,056	9,336	9,996	10,207	10,506	10,720	18.4	2.0
Sheriffs' departments	18,961	21,215	21,270	21,832	22,909	23,453	24,310	14.6	3.7
Sworn	14,132	15,390	15,528	15,653	16,305	16,477	17,087	10.8	3.5
Civilian	4,829	5,825	5,742	6,179	6,604	6,976	7,253	24.5	4.0
California Highway Patrol	7,484	6,722	6,721	6,925	7,052	7,306	7,480	11.3	2.4
Sworn	5,555	5,044	4,925	5,033	4,916	5,044	5,308	5.2	5.2
Civilian	1,929	1,678	1,796	1,892	2,136	2,262	2,172	29.4	-4.0
Other law enforcement agencies	753	793	816	825	887	937	961	21.2	2.6
Sworn	634	627	598	576	621	657	703	12.1	7.0
Civilian	119	166	218	249	266	280	258	55.4	-7.9
Prosecution[a]	4,352	6,806	6,916	7,272	7,184	7,405	7,488	10.0	1.1
Attorneys	1,671	1,957	1,970	2,033	2,068	2,102	2,145	9.6	2.0
Investigators	655	905	883	890	875	896	901	-.4	.6
Clerical and all other	2,026	3,944	4,063	4,349	4,241	4,407	4,442	12.6	.8
Public defense	1,559	1,782	1,766	1,893	1,929	1,972	1,979	11.1	.4
Attorneys	978	1,125	1,103	1,172	1,212	1,235	1,248	10.9	1.1
Investigators	171	222	215	225	241	237	240	8.1	1.3
Clerical and all other	410	435	448	496	476	500	491	12.9	-1.8
Courts	1,215	1,276	1,302	1,352	1,393	1,410	1,453	13.9	3.0
Superior	573	646	659	705	726	731	755	16.9	3.3
Judgeship	478	551	561	607	628	641	655	18.9	2.2
Auxiliary[b]	95	95	98	98	98	90	100	5.3	11.1
Municipal	428	526	541	547	569	584	609	15.8	4.3
Judgeship	384	455	466	472	487	499	515	13.2	3.2
Auxiliary[b]	44	71	75	75	82	85	94	32.4	10.6
Justice – Judgeship	214	104	102	100	98	95	89	-14.4	-6.3
Corrections	21,538	22,812	22,583	23,970	22,424	22,790	23,460	2.9	2.9
Probation departments[c]	9,826	10,199	9,873	10,939	9,460	9,031	8,949	-12.3	-.9
Probation officers	6,598	7,192	6,577	–	6,046	5,243	5,299	-26.3	1.1
All other	3,228	3,007	3,296	–	3,414	3,788	3,650	21.4	-3.6
Department of Corrections	7,960	8,519	8,435	8,558	8,462	9,215	10,136	19.0	10.0
Correctional officers	4,134	4,057	4,063	4,510	4,405	4,906	5,484	35.2	11.8
Parole officers	576	558	495	481	441	414	408	-26.9	-1.4
Guidance, counseling, and all other	3,250	3,904	3,877	3,567	3,616	3,895	4,244	8.7	9.0
Youth Authority	3,752	4,094	4,275	4,473	4,502	4,544	4,375	6.9	-3.7
Correctional officers	471	601	662	683	714	753	715	19.0	-5.0
Parole officers	431	472	464	477	448	445	425	-10.0	-4.5
Guidance, counseling, and all other	2,850	3,021	3,149	3,313	3,340	3,346	3,235	7.1	-3.3
Personnel Index (base year 1974 = 100)									
Total criminal justice agency personnel	*100.0*	*107.6*	*107.7*	*112.0*	*112.6*	*115.4*	*117.7*		
Law enforcement personnel	*100.0*	*104.7*	*105.0*	*108.1*	*111.5*	*114.6*	*116.6*		
Sworn	*100.0*	*102.7*	*102.4*	*103.9*	*106.4*	*108.8*	*110.6*		
Civilian	*100.0*	*110.8*	*113.2*	*121.3*	*127.3*	*132.7*	*135.2*		

[a] In 1974, family support personnel were not fully reported.
[b] In order to permit meaningful comparisons of workload, full-time court commissioners and referees employed by courts were included as auxiliary judicial positions. This treatment assumes that these court officers were available to handle matters which would have otherwise required the full-time effort of an equivalent number of judges.
[c] Probation departments classification counts, compiled by the Youth Authority, were not available for 1980.

Notes: Lawrence Radiation Laboratory reported 265 law enforcement personnel in 1980, 262 in 1981, 281 in 1982, and 302 in 1983. Because the personnel index.
annual personnel counts a
One day count of personn
University of California Pc
As a result of additional in
Personnel in Department c

Sources: State of California Gove
California Public Defend

Source: California Department of
Justice, Crime and Delinquency in
California - 1983, Division of Law
Enforcement Publication, 1984.

ifornia Highway Patrol, and
published data.
alifornia Judicial Council.
riminal Statistics.

Commission on Peace Officer Standards and Training

CALIFORNIA POLICE AND SHERIFFS' DEPARTMENTS
NUMBER OF PERSONNEL BY CATEGORY

1,000 & Over

5 Police Departments

Long Beach
Los Angeles
San Diego
San Francisco
San Jose

5 Sheriffs' Departments

Los Angeles
Orange
Sacramento
San Bernardino

500-999

5 Police Departments

Anaheim
Fresno
Oakland
Sacramento
Santa Ana

7 Sheriffs' Departments

Contra Costa
Fresno
Kern
Riverside
Santa Clara
San Diego
Ventura

400-499

2 Police Departments

San Bernardino
Stockton

5 Sheriffs' Departments

San Francisco
San Joaquin
San Mateo
Santa Barbara
Sonoma

300-399

6 Police Departments

Bakersfield
Berkeley
Huntington Beach
Pasadena
Riverside
Torrance

4 Sheriffs' Departments

Marin
Monterey
Stanislaus
Tulare

200-299

23 Police Departments

Burbank
Chula Vista
Compton
Concord
Costa Mesa
El Cajon
Fremont
Fullerton
Garden Grove
Glendale
Hayward
Inglewood
Modesto
Newport Beach
Oceanside
Orange
Oxnard
Pomona
Richmond
Santa Barbara
Santa Clara
Sunnyvale
Vallejo

6 Sheriffs' Departments

El Dorado
Imperial
Placer
San Luis Obispo
Santa Cruz
Solano

100-199

48 Police Departments

Alameda
Alhambra
Arcadia
Bay Area Regional Transit
Beverly Hills
Brea
Buena Park
Culver City
Daly City
Downey
El Monte
Escondido
Fairfield
Fontana
Fountain Valley
Gardena
Hawthorne
Huntington Park
Irvine
Montclair
Montebello
Monterey Park
Mountain View
Napa
National City
Ontario
Palm Springs
Palo Alto
Redding
Redondo Beach
Redwood City
Rialto
Salinas
San Leandro
San Mateo
San Rafael
Santa Monica
Santa Rosa
Simi Valley
Southgate
South San Francisco
Tustin
Ventura
Visalia
Walnut Creek
West Covina
Westminster
Whittier

12 Sheriffs Departments

Butte
Humboldt

Source: California Commision on Peace Officer Standards and Training, Employment Data for California Law Enforcement, POST Publication, 1984.

Commission on Peace Officer Standards and Training

100-199 (con't.)

Kings
Lake
Madera
Mendocino
Merced
Nevada
Shasta
Sutter
Yolo
Yuba

75-99

40 Police Departments

Antioch
Azusa
Baldwin Park
Burlingame
Carlsbad
Chico
Chino
Clovis
Colton
Corona
Covina
Cypress
El Segundo
Glendora
Hermosa Beach
La Habra
La Mesa
Livermore
Lodi
Los Gatos
Manhattan Beach
Merced
Newark
Pacifica
Palos Verdes Estates
Placentia
Redlands
San Bruno
San Fernando
San Luis Obispo
Santa Cruz
Santa Maria
South Lake Tahoe
South Pasadena
Stanton
Turlock
Union City
Upland
Vacaville
Woodland

75-99 (Con't.)

2 Sheriffs' Departments

Napa
Tuolumne

50-74

45 Police Departments

Albany
Barstow
Bell
Bell Gardens
Calexico
Campbell
Coronado
Davis
E. Bay Reg. Parks DPS
El Centro
El Cerrito
Eureka
Gilroy
Hanford
Hemet
Imperial Beach
Indio
La Verne
Laguna Beach
Madera
Manteca
Martinez
Menlo Park
Milpitas
Monrovia
Novato
Petaluma
Pittsburg
Pleasant Hill
Pleasanton
Porterville
Rohnert Park
Roseville
San Carlos
San Clemente
San Gabriel
Santa Paula
Seal Beach
Seaside
Signal Hill
Tracy
Tulare
Twin Cities
Vernon
Watsonville
Yuba City

50-74 (con't.)

12 Sheriffs' Departments

Amador
Calaveras
Del Norte
Glenn
Inyo
Lassen
Mariposa
Mono
Plumas
Siskiyou
Tehama
Trinity

25-49

100 Police Departments

Anderson
Arcata
Arroyo Grande
Atascadero
Atherton
Atwater
Auburn
Banning
Beaumont
Belmont
Benicia
Bishop
Blythe
Brawley
Broadmoor
Capitola
Carmel
Carpinteria
Ceres
Chowchilla
Claremont
Coachella
Coalinga
Corcoran
Cotati
Delano
Desert Hot Springs
Dinuba
Dixon
Emeryville
Escalon
Fairfax
Fillmore
Folsom
Foster City

Commission on Peace Officer Standards and Training

25-49 (con't.)

Grass Valley
Grover City
Guadalupe
Healdsburg
Hercules
Hillsborough
Hollister
Irwindale
Kerman
Kingsburg
La Palma
Lindsay
Livingston
Lompoc
Los Alamitos
Los Altos
Los Banos
Marina Dept. of PS
Marysville
Maywood
Mill Valley
Millbrae
Morgan Hill
Morro Bay
Oakdale
Oroville
Pacific Grove
Paradise
Paso Robles
Perris
Piedmont
Pinole
Pismo Beach
Placerville
Port Hueneme
Red Bluff
Reedley
Ridgecrest
Rocklin
Saint Helena
San Anselmo
San Jacinto
San Marino
San Pablo
Sanger
Sausalito
Scotts Valley
Sebastopol
Selma
Shafter
Sierra Madre
Sonoma
Suisun City
Tiburon
Ukiah
Willits
Yreka

25-49 (con't.)

2 Sheriffs' Departments

Colusa
San Benito

1-24

87 Police Departments

Adelanto
Altures
Angels Camp
Arvin
Bear Valley
Belvedere
Brentwood
Brisbane
California City
Calipatria
Calistoga
Clayton
Clearlake
Cloverdale
Colfax
Colma
Colusa
Corning
Crescent City
Del Rey Oaks
Dorris
Dos Palos
Dunsmuir
Etna
Exeter
Farmersville
Ferndale
Firebaugh
Fort Bragg
Fortuna
Fowler
Galt
Gonzales
Greenfield
Gridley
Gustine
Half Moon Bay
Holtville
Hughson
Huron
Imperial
Ione
Isleton
Jackson
Kensington
King City
Lakeport

1-24 (con't.)

Lake Shastina
Lemoore
Lincoln
Maricopa
McFarland
Mendota
Montague
Moraga
Mount Shasta
Needles
Nevada City
Newman
Orange
Orland
Parlier
Patterson
Plymouth
Rio Dell
Rio Vista
Ripon
Riverbank
Ross
San Juan Bautista
Sand City
Soledad
Sonora
Stallion Springs
Susanville
Sutter Creek
Taft
Tehachapi
Tulelake
Waterford
Weed
Westmorland
Wheatland
Williams
Willows
Winters
Woodlake

3 Sheriffs' Departments

Alpine
Modoc
Sierra

Commission on Peace Officer Standards and Training

AUTHORIZED AGENCY PERSONNEL
BY COUNTY

ALAMEDA COUNTY (4,903)

Alameda Co. S.D.	1,030
Alameda P.D.	135
Albany P.D.	50
Berkeley P.D.	304
Emeryville P.D.	43
Fremont P.D.	288
Hayward P.D.	278
Livermore P.D.	85
Newark P.D.	84
Oakland P.D.	973
Piedmont P.D.	45
Pleasanton P.D.	73
San Leandro P.D.	180
Union City P.D.	95
E. Bay Reg. Park. District DPS	69
Lawrence Berkeley Lab	11
Bay Area Rapid Transit	165
CSU-Hayward	20
Univ. of CA-Berkeley	88
Peralta Comm Col.	28
Fremont-Newark Comm. Col.	11
E. Bay Muncpl. Utility Dist.	26
Oakland Unified School Dist.	12

ALPINE COUNTY (15)

Alpine Co. S.D.	15

AMADOR COUNTY (121)

Amador County S.D.	64
Ione P.D.	17
Jackson P.D.	15
Plymouth P.D.	6
Sutter Creek P.D.	7
Amador Co. D.A.	12

BUTTE COUNTY (340)

Butte Co. S.D.	154
Chico P.D.	82
Gridley P.D.	20
Oroville P.D.	28
Paradise P.D.	40
CSU-Chico	16

CALAVERAS COUNTY (81)

Calaveras Co. S.D.	68
Angeles Camp P.D.	12
Calaveras Co. D.A.	1

COLUSA COUNTY (60)

Colusa Co. S.D.	40
Colusa P.D.	15
Williams P.D.	5

CONTRA COSTA COUNTY (1,943)

Contra Costa Co. S.D.	660
Antioch P.D.	92
Brentwood P.D.	22
Contra Costa Mar.	46
Clayton P.D.	19
Concord P.D.	248
El Cerrito P.D.	56
Hercules P.D.	28
Kensington P.D.	10
Martinez P.D.	55
Moraga P.D.	18
Pinole P.D.	42
Pittsburg P.D.	68
Pleasant Hill P.D.	72
Richmond P.D.	264
San Pablo P.D.	40
Walnut Creek P.D.	117
Contra Costa Co. Marshal	46
Contra Costa Co. D.A.	20
Contra Costa Comm. College District	20

DEL NORTE COUNTY (70)

Del Norte Co. S.D.	52
Crescent City P.D.	18

EL DORADO COUNTY (316)

El Dorado Co. S.D.	214
Placerville P.D.	26
South Lake Tahoe P.D.	76

FRESNO COUNTY (1,746)

Fresno Co. S.D.	741
Clovis P.D.	92
Coalinga P.D.	8
Firebaugh P.D.	19
Fowler P.D.	14
Fresno P.D.	575
Huron P.D.	17
Kerman P.D.	26
Kingsburg P.D.	29
Mendota P.D.	18
Orange Cove P.D.	17
Parlier P.D.	19
Reedley P.D.	38
Sanger P.D.	36
Selma P.D.	36
CSU-Fresno	25
Fresno Co. D.A.	17
State Center Comm. College Dist.	19

GLENN COUNTY (79)

Glenn County S.D.	51
Orland P.D.	14
Willows P.D.	12
Glenn Co. D.A.	2

HUMBOLDT COUNTY (329)

Humboldt Co. S.D.	174
Arcata P.D.	30
Eureka P.D.	60
Ferndale P.D.	4
Fortuna P.D.	19
Rio Dell P.D.	11
CSU-Humboldt	19
Humboldt Co. Marshal	7
Humboldt Co. D.A.	5

IMPERIAL COUNTY (481)

Imperial Co. S.D.	268
Brawley P.D.	40
Calexico P.D.	60
Calipatria P.D.	13
El Centro P.D.	59
Holtville P.D.	13
Imperial P.D.	23
Westmorland P.D.	5

INYO COUNTY (108)

Inyo County S.D.	67
Bishop P.D.	41

KERN COUNTY (811)

Kern County S.D.	232
Arvin P.D.	21
Bakersfield P.D.	317
Bear Valley P.D.	10
California City P.D.	22
Delano P.D.	48
Maricopa P.D.	11
McFarland P.D.	16
Ridgecrest P.D.	47
Shafter P.D.	25
Stallion Springs P.D.	3
Taft P.D.	23
Tehachapi P.D.	8
CSC-Bakersfield	15
Kern Co. D.A.	13

Commission on Peace Officer Standards and Training

KINGS COUNTY (223)	
Kings County S.D.	119
Corcoran P.D.	26
Hanford P.D.	56
Lemoore P.D.	19
Kings Co. D.A.	3

LAKE COUNTY (195)	
Lake County S.D.	131
Clearlake P.D.	23
Lakeport P.D.	21
Lake Co. D.A.	20

LASSEN COUNTY (70)	
Lassen County S.D.	50
Susanville P.D.	20

LOS ANGELES COUNTY (27,605)	
Los Angeles Co. S.D.	9,091
Alhambra P.D.	164
Arcadia P.D.	134
Azusa P.D.	95
Baldwin Park P.D.	81
Bell P.D.	55
Bell Gardens P.D.	56
Beverly Hills P.D.	182
Burbank P.D.	282
Claremont P.D.	48
Compton P.D.	230
Covina P.D.	79
Culver City P.D.	173
Downey P.D.	127
El Monte P.D.	163
El Segundo P.D.	89
Gardena P.D.	117
Glendale P.D.	287
Glendora P.D.	87
Hawthorne P.D.	156
Hermosa Beach P.D.	77
Huntington Park P.D.	101
Inglewood P.D.	297
Irvindale P.D.	34
La Verne P.D.	55
Long Beach P.D.	1,000
Los Angeles P.D.	9,862
Manhattan Beach P.D.	89
Maywood P.D.	38
Monrovia P.D.	68
Montebello P.D.	152
Monterey Park P.D.	184
Palos Verdes Estates P.D.	75
Pasadena P.D.	331
Pomona P.D.	245
Redondo Beach P.D.	184
San Fernando P.D.	92
San Gabriel P.D.	61
San Marino P.D.	30
Santa Monica P.D.	277
Sierra Madre P.D.	36
Signal Hill P.D.	50
South Gate P.D.	134
South Pasadena P.D.	95
Torrance P.D.	320
Vernon P.D.	65
West Covina P.D.	178
Whittier P.D.	130
CSU-Dominguez Hills	20
CSU-Long Beach	40
CSU-Los Angeles	39
CSU-Northridge	36
CSU-Pomona	27
University of CA-Los Angeles	261
Los Angeles Co. Marshal	742
Los Angeles Co. D.A.	244
Los Angeles, Dept. of Beaches and Harbor	31
Los Angeles Harbor, Port Warden Div.	47
Los Angeles City Housing Authority	42
Los Angeles County Housing Authority	18
Los Angeles Comm. Coll. District	95
Los Angeles Unified Coll. District	16
Santa Monica Comm. Coll District	19
El Camino Comm. Coll.	12
Pasadena Community College Dist.	20
So. California Rapid Transit District	19
Atchinson, Topeka & Santa Fe RR	89
Union Pacific RR	16

MADERA COUNTY (197)	
Madera County S.D.	114
Chowchilla P.D.	25
Madera P.D.	56
Madera Co. D.A.	2

MARIN COUNTY (775)	
Marin County S.D.	315
Belvedere P.D.	9
Fairfax P.D.	27
Twin Cities P.D.	51
Hill Valley P.D.	39
Novato P.D.	69
Ross P.D.	18
San Anselmo P.D.	32
San Rafael P.D.	116
Sausalito P.D.	36
Tiburon P.D.	27
Marin Com. Col. Dist.	20
Marin Co. D.A.	7
Marin Co. Coroner	9

MARIPOSA COUNTY (59)	
Mariposa County S.D.	58
Mariposa Co. D.A.	1

MENDOCINO COUNTY (275)	
Mendocino Co. S.D.	192
Fort Bragg P.D.	27
Ukiah P.D.	27
Willits P.D.	27
Mendocino Co. D.A.	2

MERCED COUNTY (355)	
Merced Co. S.D.	113
Atwater P.D.	36
Dos Palos P.D.	14
Gustine P.D.	10
Livingston P.D.	31
Los Banos P.D.	30
Merced P.D.	87
Merced Com. Col. Dst.	13
Merced Co. Marshal	2
Merced Co. D. A.	19

MODOC COUNTY (24)	
Modoc County S.D.	16
Alturas P.D.	8

MONO COUNTY (63)	
Mono County S.D.	63

MONTEREY COUNTY (822)	
Monterey County S.D.	336
Carmel P.D.	12
Del Rey Oaks P.D.	12
Gonzales P.D.	15
Greenfield P.D.	14
King City P.D.	18
Marina Dept. of PS	41
Monterey P.D.	63
Pacific Grove P.D.	40
Salinas P.D.	183
Sand City P.D.	2
Seaside P.D.	60
Soledad P.D.	11
Monterey Co. D.A.	15

NAPA COUNTY (332)	
Napa County S. D.	85
Calistoga P.D.	10
Napa P.D.	183
Saint Helena P.D.	29
Napa Co. D.A.	25

Commission on Peace Officer Standards and Training

NEVADA COUNTY (167)

Nevada County S.D.	124
Grass Valley P.D.	33
Nevada City P.D.	10

ORANGE COUNTY (5,526)

Orange County S.D.	1,367
Anaheim P.D.	539
Brea P.D.	103
Buena Park P.D.	40
Costa Mesa P.D.	200
Cypress P.D.	81
La Palma P.D.	32
Fountain Valley P.D.	103
Fullerton P.D.	214
Garden Grove P.D.	226
Huntington Bch. P.D.	363
Irvine P.D.	152
Laguna Beach P.D.	71
La Habra P.D.	98
Los Alamitos P.D.	41
Newport Beach P.D.	219
Orange P.D.	200
Placentia P.D.	85
San Clemente P.D.	57
Santa Ana P.D.	516
Seal Beach P.D.	71
Stanton P.D.	76
Tustin P.D.	101
Westminster P.D.	127
CSU-Fullerton	29
Univ. of CA-Irvine	77
Orange Co. Marshal	181
Orange Co. D.A.	151
Orange Co. Arson Invest. Unit	6

PLACER COUNTY (461)

Placer County S.D.	274
Auburn P.D.	33
Colfax P.D.	8
Lincoln P.D.	22
Rocklin P.D.	31
Roseville P.D.	62
Placer Co. D.A.	31

PLUMAS COUNTY (63)

Plumas County S.D.	63

RIVERSIDE COUNTY (1,959)

Riverside Co. S.D.	880
Banning P.D.	42
Beaumont P.D.	35
Blythe P.D.	36
Coachella P.D.	32
Corona P.D.	98
Desert Hot Springs P.D.	25
Hemet P.D.	57
Indio P.D.	74
Palm Springs P.D.	126
Perris P.D.	32
Riverside P.D.	376
San Jacinto P.D.	29
Lake Hemet Muncipal Water District	2
University of CA-Riverside	32
Riverside Co. Marshal Riverside	59
Riverside Co. Marshal Desert JD	24

SACRAMENTO COUNTY (2,626)

Sacramento Co. S.D.	1,366
Folsom P.D.	34
Galt P.D.	30
Isleton P.D.	6
Sacramento P.D.	712
CSU-Sacramento	28
Sacramento Co. Marshal	47
Sacramento Co. D.A.	369
Sacramento Co. Coroner	14
Sacramento Co. Soc. Welfare, Welfare Fraud Invest.	20

SAN BENITO COUNTY (61)

San Benito Co. S.D.	31
Hollister P.D.	25
San Juan Bautista P.D.	5

SAN BERNARDINO COUNTY (3,169)

San Bernardino County S.D.	1,614
Adelanto P.D.	20
Barstow P.D.	53
Chino P.D.	96
Colton P.D.	88
Fontana P.D.	109
Montclair P.D.	103
Needles P.D.	24
Ontario P.D.	184
Redlands P.D.	85
Rialto P.D.	104
San Bernardino P.D.	444
Upland P.D.	94
CSC-San Bernardino	20
San Bernardino Co. Marshal	118
San Bernardino County D.A.	13

SAN DIEGO COUNTY (4,642)

San Diego County S.D.	922
Carlsbad P.D.	81
Chula Vista P.D.	211
Coronado P.D.	71
El Cajon P.D.	237
Escondido P.D.	147
Imperial Beach P.D.	50
La Mesa P.D.	83
National City P.D.	124
Oceanside P.D.	205
San Diego P.D.	2,062
CSU-San Diego	67
San Diego Co. Marshal	278
San Diego Co. D.A.	57
Oceanside Sml. Craft Harbor District	9
Univ. of CA-San Diego	38

SAN FRANCISCO COUNTY (3,580)

San Francisco County S.D.	442
San Francisco P.D.	2,722
San Francisco Airport P.D.	200
CSU-San Francisco	27
University of CA-San Francisco	29
Southern Pacific R.R.	160

SAN JOAQUIN COUNTY (1,125)

San Joaquin Co. S.D.	437
Escalon P.D.	26
Lodi P.D.	96
Manteca P.D.	60
Ripon P.D.	14
Stockton P.D.	419
Tracy P.D.	53
San Joaquin Co. D.A.	20

SAN LUIS OBISPO COUNTY (557)

San Luis Obispo County S.D.	218
Arroyo Grande P.D.	28
Atascadero P.D.	36
Grover City P.D.	25
Morro Bay P.D.	32
Paso Robles P.D.	27
Pismo Beach P.D.	28
San Luis Obispo P.D.	89
CSU-San Luis Obispo P.D.	25
San Luis Obispo County D.A.	43
San Luis Obispo Airport P.D.	6

Commission on Peace Officer Standards and Training

SAN MATEO COUNTY (1,642)

San Mateo Co. S.D.	480
Atherton P.D.	34
Belmont P.D.	49
Brisbane P.D.	29
Broadmoor P.D.	32
Burlingame P.D.	77
Colma P.D.	14
Daly City P.D.	126
Foster City P.D.	39
Half Moon Bay P.D.	20
Hillsborough P.D.	37
Menlo Park P.D.	66
Millbrae P.D.	45
Pacifica P.D.	81
Redwood City P.D.	119
San Bruno P.D.	92
San Carlos P.D.	61
San Mateo P.D.	105
South San Francisco P.D.	127
San Mateo Co. D.A.	9

SANTA BARBARA COUNTY (1,058)

Santa Barbara County S.D.	489
Carpinteria P.D.	26
Guadalupe P.D.	26
Lompoc P.D.	48
Santa Barbara P.D.	215
Santa Maria P.D.	98
University of CA-Santa Barbara	112
Santa Barbara Marshal, Santa Maria	10
Santa Barbara Marshal, Goleta JD	22
Santa Barbara D.A.	9
Allan Hancock Comm. College District	3

SANTA CLARA COUNTY (3,464)

Santa Clara Co. S.D.	909
Campbell P.D.	72
Gilroy P.D.	62
Los Altos P.D.	41
Los Gatos P.D.	83
Milpitas P.D.	67
Morgan Hill P.D.	42
Mountain View P.D.	113
Palo Alto P.D.	194
San Jose P.D.	1,295
Santa Clara P.D.	223
Sunnyvale P.D.	245
CSU-San Jose	75
Santa Clara D.A.	32
West Valley Comm. College District	11

SANTA CRUZ COUNTY (555)

Santa Cruz Co. S.D.	289
Capitola P.D.	35
Santa Cruz P.D.	90
Scotts Valley P.D.	25
Watsonville P.D.	71
Cabrillo Comm. Coll.	12
University of CA-Santa Cruz	24
Santa Cruz Co. D.A.	9

SHASTA COUNTY (302)

Shasta County S.D.	155
Anderson P.D.	30
Redding P.D.	103
Shasta Co. D.A.	10
Shasta Co. Coroner	4

SIERRA COUNTY (19)

Sierra County S.D.	19

SISKIYOU COUNTY (142)

Siskiyou Co. S.D.	68
Dorris P.D.	6
Dunsmuir P.D.	7
Etna P.D.	3
Lake Shastina P.D.	4
Montague P.D.	4
Mount Shasta P.D.	12
Tulelake P.D.	5
Weed P.D.	9
Yreka P.D.	28

SOLANO COUNTY (790)

Solano County S.D.	216
Benicia P.D.	44
Dixon P.D.	25
Fairfield P.D.	127
Rio Vista P.D.	18
Suisun City P.D.	31
Vacaville P.D.	77
Vallejo P.D.	203
Solano Co. Marshal	9
Solano Co. D.A.	40

SONOMA COUNTY (906)

Sonoma County S.D.	454
Cloverdale P.D.	20
Cotati P.D.	25
Healdsburg P.D.	27
Petaluma P.D.	65
Rohnert Park P.D.	53
Santa Rosa P.D.	177
Sebastopol P.D.	30
Sonoma P.D.	25
CSC-Sonoma	21
Sonoma Co. D.A.	9

STANISLAUS COUNTY (860)

Stanislaus Co. S.D.	348
Ceres P.D.	49
Hughson P.D.	10
Modesto P.D.	234
Newman P.D.	12
Oakdale P.D.	29
Patterson P.D.	16
Riverbank P.D.	23
Turlock P.D.	87
Waterford P.D.	13
CSC-Stanislaus	13
Modesto Judicial District Marshal	12
Stanislaus Co. D.A.	8
Stanislaus County Marshal	18

SUTTER COUNTY (208)

Sutter Co. S.D.	144
Yuba City P.D.	62
Sutter Co. D.A.	2

TEHAMA COUNTY (124)

Tehama Co. S.D.	67
Corning P.D.	12
Red Bluff P.D.	34
Tehama Co. D.A.	11

TRINITY COUNTY (70)

Trinity Co. S.D.	66
Trinity Co. D.A.	4

TULARE COUNTY (693)

Tulare County S.D.	334
Dinuba P.D.	29
Exeter P.D.	21
Farmersville P.D.	18
Lindsay P.D.	26
Porterville P.D.	58
Tulare P.D.	64
Visalia P.D.	107
Woodlake P.D.	13
College of Sequoias P.D.	16
Tulare Co. D.A.	7

REGULATIONS
Revised: July 1, 1982

1001. Definitions (continued)

(v) "Reimbursement Plan" consists of a combination of training-related expenditures for which reimbursement is approved by the Commission.

(w) "Resident Trainee" is one who, while away from his or her department or normal residence, attends a training course and takes lodging and meals at or near the course site for one or more days/nights.

(x) "Specialized Law Enforcement Agency" is:

(1) A segment of an agency which has policing or law enforcement authority imposed by law and whose employees are peace officers as defined by law; or

(2) An agency engaged in the enforcement of regulations or laws limited in scope or nature; or

(3) An agency that engages in investigative or other limited law enforcement activities in the enforcement of criminal law; and

(4) Authorized by the Commission to participate in the Specialized Law Enforcement Certificate Program.

(y) "Specialized Peace Officer" is a marshal or deputy marshal of a municipal court, a regularly employed and paid inspector or investigator of a district attorney's office as defined in Section 830.1 P.C. who conducts criminal investigations or a peace officer employee of a specialized law enforcement agency authorized by the Commission to participate in the Specialized Law Enforcement Certificate Program.

(z) "Trainee" is an employee of a department who is assigned to attend a POST-certified course.

1002. Minimum Standards for Employment

(a) Every peace officer employed by a department shall:

(1) Be fingerprinted and a search made of local, state, and national fingerprint files to disclose any criminal record.

(2) Not have been convicted of a felony in this state or any other state or in any federal jurisdiction, or of any offense in any other state or in any federal jurisdiction, which would have been a felony if committed in this state.

(3) Be of good moral character as determined by a thorough background investigation as prescribed in the POST Administrative Manual, Section C-1, "The Personal History Investigation," (adopted effective April 15, 1982), herein incorporated by reference. The background investigation shall be completed on or prior to the appointment date.

(4) Be a high school graduate or have passed the General Education Development test with an overall score of not less than 45, and a standard score of not less than 35 on any section of the test, as established by the American Council on Education.

1002. Minimum Standards for Employment (continued)

(5) Be examined by a licensed physician and surgeon and must meet the requirements prescribed in the POST Administrative Manual, Section C-2, "Physical Examination," (adopted effective April 15, 1982), herein incorporated by reference.

(6) Be interviewed personally prior to employment by the department head or a representative(s) to determine the peace officer's suitability for the police service, which includes but is not limited to the peace officer's appearance, personality, maturity, temperament, background, and ability to communicate. This regulation may be satisfied by an employee of the department participating as a member of the peace officer's oral interview panel.

(7) Be able to read and write at the levels necessary to perform the job of a peace officer as determined by the use of the POST Entry-Level Law Enforcement Test Battery or other job-related tests of reading and writing ability.

(b) All requirements of Section 1002 of the Regulations shall apply to each lateral entrant, regardless of the rank to which the person is appointed, unless waived by the Commission.

1003. Notice of Peace Officer Appointment/Termination

Whenever a regular, specialized, or reserve peace officer is newly appointed, enters a department laterally, terminates, or changes peace officer status within the same agency, the department shall notify the Commission within 30 days of such action on a form approved by the Commission as prescribed in PAM Section C-4, "Notice of Peace Officer Appointment/Termination."

1004. Conditions for Continuing Employment

(a) Every peace officer employed by a department shall be required to serve in a probationary status for not less than 12 months.

1005. Minimum Standards for Training

(a) Basic Training (Required)

(1) Every regular officer, except those participating in a POST-approved field training program, shall satisfactorily meet the training requirements of the Basic Course before being assigned duties which include the prevention and detection of crime and the general enforcement of state laws.

Requirements for the Basic Course are set forth in PAM, Section D-1-3, (adopted effective April 15, 1982), herein incorporated by reference.

Agencies that employ regular officers may assign newly appointed sworn personnel to a POST-approved field training program as peace officers for a period not to exceed 90 days from date of hire, without such personnel being enrolled in a basic course, if (1) the personnel have satisfied the training requirements of Penal Code Section 832 and (2) the Commission has approved a field training plan submitted by the agency and the personnel are full-time participants therein.

Requirements for a POST-approved Field Training Program are set forth in PAM, Section D-13.

Commission on Peace Officer Standards and Training

REGULATIONS
*Revised January 26, 1984

.3005. Minimum Standards for Training

(a) Basic Training (Required) (continued)

(2) Every regularly employed and paid as such inspector or investigator of a district attorney's office as defined in Section 830.1 P.C. who conducts criminal investigations, except those participating in a POST-approved field training program, shall be required to satisfactorily meet the training requirements of the District Attorney Investigators Basic Course, PAM Section D-1-4, (adopted effective April 27, 1983) herein incorporated by reference. The standard may be satisfactorily met by successful completion of the training requirements of the Basic Course, PAM Section D-1-3, before being assigned duties which include performing specialized enforcement or investigative duties. The satisfactory completion of a certified Investigation and Trial Preparation Course, PAM Section D-1-4, is also required within 12 months from the date of appointment as a regularly employed and paid as such inspector or investigator of a District Attorney's Office.

(3) Every regularly employed and paid as such marshal or deputy marshal of a municipal court as defined in Section 830.1 P.C., except those participating in a POST-approved field training program, shall satisfactorily meet the training standards of the Marshals Basic Course, PAM Section D-1-5, (adopted effective April 27, 1983) herein incorporated by reference. The standards may be satisfactorily met by successfully completing the training requirements of the Basic Course, PAM Section D-1-3, before being assigned duties which include performing specialized enforcement or investigative duties. The satisfactory completion of a certified Bailiff and Civil Process Course, PAM Section D-1-5, is also required within 12 months from the date of appointment as a regularly employed and paid as such marshal or deputy marshal of a municipal court.

(4) Every specialized officer, except marshals, deputy marshals, and regularly employed and paid as such inspectors or investigators of a district attorney's office, shall satisfactorily meet the training requirements of the Basic Course, PAM Section D-1-3, within 12 months from the date of appointment as a regularly employed specialized peace officer; or for those specialized agency peace officers whose primary duties are investigative and have not satisfactorily completed the Basic Course, the chief law enforcement administrator may elect to substitute the satisfactory completion of the training requirements of the Specialized Basic Investigators Course, PAM Section D-12.

* (5) Every peace officer listed in paragraphs (1) - (4) shall complete the training requirements of Penal Code Section 832 prior to the exercise of peace officer powers.

(b) Supervisory Course (Required)

(1) Every peace officer promoted, appointed or transferred to a first-level supervisory position shall satisfactorily complete a certified Supervisory Course prior to promotion or within 12 months after the initial promotion, appointment or transfer to such position.

REGULATIONS
Revised: July 1, 1983

1005. Minimum Standards for Training

(b) Supervisory Course (Required) (continued)

(2) Every regular officer who is appointed to a first-level supervisory position shall attend a certified Supervisory Course and the officer's jurisdiction may be reimbursed provided that the regular officer has been awarded or is eligible for the award of the Basic Certificate.

* (3) Every regular officer who will be appointed within 12 months to a first-level supervisory position may attend a certified Supervisory Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has been awarded or is eligible for award of the Basic Certificate.

* (4) Every regular officer who is assigned to a quasi-supervisory position may attend a certified Supervisory Course if authorized by the department head and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has been awarded or is eligible for award of the Basic Certificate.

(5) Requirements for the Supervisory Course are set forth in the POST Administrative Manual, Section D-3, (adopted effective April 15, 1982), herein incorporated by reference.

(c) Management Course (Required)

(1) Every peace officer promoted, appointed or transferred to a middle management position shall satisfactorily complete a certified Management Course prior to promotion or within 12 months after the initial promotion, appointment or transfer to such position.

(2) Every regular officer who is appointed to a middle management or higher position shall attend a certified Management Course and the jurisdiction may be reimbursed, provided the officer has satisfactorily completed the training requirements of the Supervisory Course.

* (3) Every regular officer who will be appointed within 12 months to a middle management or higher position may attend a certified Management Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has satisfactorily completed the training requirements of the Supervisory Course.

* (4) Every regular officer who is assigned to a first-level supervisory position may attend a certified Management Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has satisfactorily completed the training requirements of the Supervisory Course.

(5) Requirements for the Management Course are set forth in the POST Administrative Manual, Section D-4, (adopted effective April 15, 1982), herein incorporated by reference.

REGULATIONS
Revised July 1, 1983

1005. Minimum Standards for Training (continued)

(d) Advanced Officer Course (Required)

(1) Every peace officer below the rank of first-level ipervisory position as defined in Section 1001 (k) shall sat isfactorily complete the Advanced Officer Course of 20 or mor hours at least once every four years after completion of the Ba .c Course.

(2) The above requirement may be met by satisfactory co letion of any certified Technical Course of 20, or more hours, or satisfactory completion of the alternative method of co liance as determined by the Commission.

(3) Every regular officer, regardless of rank, may atter a certified Advanced Officer Course and the jurisdicti may be reimbursed.

(4) Requirements for the Advanced Officer Course are se forth in the POST Administrative Manual, Section D-2, (adopte effective April 15, 1982), herein incorporated by reference.

(e) Executive Development Course (Optional)

(1) The Executive Development Course is designed for lepartment heads and their executive staff positions. Eve regular officer who is appointed to an executive position ay attend acertified Executive Development Course and the juris ction may be reimbursed, provided the officer has satisfactoril completed the training requirements of the Management Course.

(2) Every regular officer who will be appointed within 1 months to a department head or executive position may attend certified Executive Development Course if authorized by the lepartment head and the officer's jurisdiction may be reimburse provided the officer has satisfactorily completed the trainir require-ments of the Management Course.

(3) Requirements for the Executive Development Course are set forth in PAM Section D-5.

(f) Technical Courses (Optional)

(1) Technical Courses are designed to develop skills and knowledge in subjects requiring special expertise.

(2) Requirements for Technical Courses are set forth in M Section D-6.

(g) Approved Courses

(1) Approved courses pertain only to training mandated b the Legislature for various kinds of peace officers and oth groups. The Commission may designate training institutions agencies to present approved courses.

(2) Requirements for Approved Courses are set forth in M Section D-7.

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1005. Minimum Standards for Training (continued)

(h) Seminars (Optional)

* (1) Seminars are designed to disseminate information or study and solve current and future problems encountered by law enforcement.

(2) Requirements for Seminars are set forth in PAM Section D-8.

(i) Field Management Training (Optional)

(1) Field Management Training is designed to assist in the solution of specific management problems within individual Regular Program departments.

(2) Requirements for Field Management Training are set forth in PAM Section D-9.

1006. Extension of Time Limit for Course Completion

(a) The Commission may grant an extension of time limit for completion of any course required by Section 1005 of the Regulations upon presentation of evidence by a department that a peace officer is unable to complete the required course within the time limit prescribed because of illness, injury, military service, or special duty assignment required and made in the public interest of the concerned jurisdiction; or upon presentation of evidence by a department that a peace officer is unable to complete the required course within the time prescribed. Time extensions granted under this sub-section shall not exceed that which is reasonable, bearing in mind each individual circumstance.

(b) In the event that a department in the Regular Program does not require an individual to complete the applicable training by the end of the extension period, such department shall not be eligible for the reimbursement of any expenses which are incurred as a result of the training when it finally occurs.

1007. Reserve Officer Program

Every reserve peace officer serving in a department participating in the POST Program shall satisfy the selection and training standards adopted by the Commission. See the POST Administrative Manual, Section H-2, (adopted effective April 15, 1982), and Sections H-1, H-3, H-4, and H-5, (adopted effective July 15, 1982), herein incorporated by reference.

1008. Waiver of Attendance of a POST-Certified Basic Course

The Commission may waive attendance of a POST-certified basic course required by Section 1005(a)(1), (2), or (4) of the Regulations for an already trained individual who is currently employed or under consideration for hire as a full-time California peace officer by an agency participating in the POST program. This waiver shall be determined by an evaluation and examination process as specified in PAM Section D-11, Waiver of Attendance of a POST-Certified Basic Course, (adopted effective January 28, 1982), herein incorporated by reference.

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1009. Specialized Law Enforcement Certification Program

The POST Specialized Law Enforcement Certification Program is established for the purpose of raising the level of competence of specialized law enforcement officers. Only eligible law enforcement agencies, as defined in Regulation 1001(x) or otherwise provided by law, may participate in this voluntary program and receive benefits. The cost of the education and training to meet minimum standards of the Program is the responsibility of the individual and/or agency. Acceptance and adherence to POST standards of selection and training are required if a specialized law enforcement agency is to participate in the Program.

(a) Standards for Specialized Agencies Entry into Program.

(1) Must perform law enforcement or investigative duties, as defined by the Commission in Regulation 1001(x); and

* (2) Must present to the Commission an application to participate in the Program accompanied by a certified copy of an ordinance; or, in the case of an agency not empowered to pass ordinances, a resolution or letter of intent adopted by its governing body providing that while participating in the Program the agency will adhere to the standards for recruitment and training established by the Commission. The application shall contain such information as the Commission may request.

(b) The provisions for the Specialized Law Enforcement Certification Program are the same as for the Regular Program except as expressed in the Regulations and Procedures.

1010. Eligibility for Participation

(a) To be eligible for participation in the POST Program, a jurisdiction or agency must adhere to the minimum standards for selection and training as defined in Regulations 1002, 1005, and 1009 for every peace officer employed by the jurisdiction or agency.

(b) A jurisdiction or agency shall be ineligible to participate if it:

(1) Employs one or more peace officers who do not meet the minimum standards for employment; or

(2) Does not require that every peace officer satisfactorily completes the required training as prescribed in these Regulations; or

(3) Has in its employ any Regular Program peace officer hired after January 1, 1971, who has not acquired the Basic Certificate within six months after date of completion of 12 months of satisfactory service from the date first hired as a peace officer, or as otherwise determined by the Commission in PAM Section F-1-5-a; or

1010. Eligibility for Participation

(b) A jurisdiction or agency shall be ineligible to participate if it: (continued)

(4) Effective upon entry into the Specialized Program, has in its employ any specialized peace officer hired thereafter who has not acquired the Basic Certificate within six months after date of completion of 12 months of satisfactory service from the date first hired as a peace officer; or

(5) Fails to permit the Commission to make such inquiries and inspection of records as may be necessary to verify claims for reimbursement or to determine whether the jurisdiction or agency is, in fact, adhering to the Commission's Regulations.

(c) If it appears to the Commission that a jurisdiction or agency has failed to adhere to the minimum standards for recruitment, selection or training, the Commission shall notify the jurisdiction or agency of its concern and of the jurisdiction's or agency's probable ineligibility for participation. The Commission shall request that the agency or jurisdiction comply with the minimum standards. In the event that the jurisdiction or agency fails to comply, the Commission shall afford the concerned jurisdiction's or agency's official representatives the opportunity to appear before the Commission and present appropriate evidence or testimony. If the Commission finds that the standards have not been adhered to, it must, beginning with a date determined by the Commission, reject all of the jurisdiction's or agency's requests for services or benefits. A jurisdiction or agency may be reinstated in the Program and again become eligible for participation when, in the opinion of the Commission, the jurisdiction or agency has demonstrated that it will adhere to the prescribed standards. The period during which the jurisdiction or agency shall remain ineligible for services or benefits shall be at the discretion of the Commission.

1011. Certificates and Awards

(a) Certificates and awards are presented by the Commission in recognition of achievement of education, training, and experience for the purpose of raising the level of competence of law enforcement officers and to foster cooperation among the Commission, agencies, groups, organizations, jurisdictions and individuals.

(b) Professional certificates shall remain the property of the Commission. Certificates may be denied or cancelled when:

(1) A peace officer is adjudged guilty of a felony; or

(2) If the certificate was obtained through misrepresentation, or fraud; or

(3) The certificate was issued due to administrative error.

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1011. Certificates and Awards (continued)

(c) Whenever a peace officer, or a former peace officer, is adjudged guilty of a felony, the employing department in the case of a peace officer, or the department participating in the POST Program that is responsible for the investigation of the felony charge against a former peace officer, shall notify the Commission within 30 days following the final adjudicative disposition. The notification shall include the person's name, charge, date of adjudication, case number and court, and the law enforcement jurisdiction responsible for the investigation of the charge.

(d) Requirements for the denial or cancellation of professional certificates are as prescribed in PAM Section F-2.

(e) Regular Certificates, and Specialized Law Enforcement Certificates, i.e., Basic, Intermediate, Advanced, Supervisory, Management and Executive Certificates are provided for the purpose of fostering professionalization, education and experience necessary to adequately accomplish the general or specialized police service duties performed by regular or specialized peace officers. Requirements for the Certificates are as prescribed in PAM Section F-1.

1012. Certification of Courses

(a) The Commission may certify courses. Criteria for certification include, but are not limited to, a demonstrated need and compliance with minimum standards for curriculum, facilities, instructors and instructional quality. Because of the variety of courses provided by the Commission (e.g., firearms, chemical agent, defensive driving), specific standards for course certification and presentation will reflect the specific needs for the type of course certified.

(b) Certification of courses may be revoked by action of the Commission when:

(1) There is no longer a demonstrated need for the course; or

(2) There is failure to comply with standards set forth in (a) above; or

(3) There are other causes warranting revocation as determined by the Commission.

1013. Code of Ethics

The Law Enforcement Code of Ethics, as stated in PAM Section C-3, shall be administered to all peace officer trainees during the Basic Course or at the time of appointment.

1014. Training for Non-Sworn and Paraprofessional Personnel

(a) Reimbursement shall be provided to Regular Program agencies for the training of non-sworn personnel performing police tasks and paraprofessional personnel, provided for by Regulation 1015 and the POST Administrative Manual Section E-1-4a, (adopted effective April 15, 1982), herein incorporated by reference.

1014. Training for Non-Sworn and Paraprofessional Personnel (continued)

(b) Request for Approval

(1) Non-Sworn or Paraprofessional Personnel. Whenever it is necessary for the employing jurisdiction to obtain prior written approval from the Commission for non-sworn or paraprofessional personnel to attend reimbursable training, the agency shall include in the approval request the following information regarding each individual. (See PAM Section E-1-4a):

(A) The trainee's name and job title.
(B) Job description.
(C) Course title, location and dates of presentation.

(2) Request for approval must reach the Commission 30 days prior to the starting date of the course.

(c) Reimbursement

Reimbursement for non-sworn and paraprofessional personnel is computed in the same manner (except as noted below) as for sworn personnel according to the reimbursement plan for each course appropriate for the employee's classification as set forth in the POST Administrative Manual, Section E-1-4a, (adopted effective April 15, 1982), herein incorporated by reference.

No reimbursement is provided for the training of non-sworn personnel for expenses associated with courses enumerated in Regulation 1005(a)(b)(c)(d)(e), except as provided in PAM Section E-1-4a (3) and (4).

1015. Reimbursements

(a) Proportionate Reimbursement

In the Regular Program, reimbursements to cities, counties, and districts shall be granted by the Commission in accordance with Section 13523 Penal Code.

(1) Marshals' and district attorneys' departments are included in the Regular Program for reimbursement even though individual officers employed by the agencies have retained specialized peace officer classification.

(b) Requests for Reimbursement

Each request for reimbursement must be submitted on a form provided by the Commission and submitted to the training institution at the beginning of a POST-certified training course. No further action is required by the participating jurisdiction to receive reimbursement except for those courses requiring a report to POST as a condition of successful completion, such as Field Management Training and Team Building Workshops. Upon completion of the training, reimbursement will be automatically computed and paid to the jurisdiction.

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1015. Reimbursements (continued)

(c) Training Expenses May Be Claimed Only Once

When a Regular Program trainee has attended a course certified by the Commission for which reimbursement has been legally requested and paid, an employing jurisdiction may not receive reimbursement for subsequent attendance by the same trainee of the same course except where attendance of the course is authorized to be repeated periodically, such as for Seminars, Advanced Officer Courses, and selected Technical Courses which deal with laws, court decisions, procedures, techniques and equipment which are subject to rapid development or change. Exceptions or special circumstances must be approved by the Executive Director prior to beginning the training course.

(d) Reimbursement is provided only for expenses related to attendance of POST certified courses.

(e) Reimbursement may be provided only for satisfactorily completed training acquired by full-time employees in an on-duty status. See the POST Administrative Manual, Section E-1-4c and e, (adopted effective April 15, 1982), herein incorporated by reference.

(f) Reimbursement may be made to a jurisdiction which terminates a Regular Program Basic Course trainee, allows a trainee to resign prior to completion of a certified basic course, or if the trainee is unable to complete a certified basic course due to illness, injury, or other physical or academic deficiency, provided the requirements of Section 1002(a) (1) through (7) have been completed prior to the trainee's appointment date and the date the course began. The remaining reimbursement entitlement (up to 400 hours maximum) for those trainees eligible to be re-enrolled, may be applied to any certified basic course which is subsequently attended.

(g) Reimbursement may be paid to a jurisdiction when a Regular Program trainee fails a certified basic course only because of not passing a locally required training subject(s), but the trainee otherwise satisfactorily completes the course.

(h) Reimbursement for partial completion of a certified Motorcycle Training Course or instructor training courses may be provided if the trainee fails to complete the course due to an inability to perform the skills required for successful completion.

Note: Refer to PAM Section E, Reimbursements, for detailed information on reimbursement procedures.

1016. Services Provided by the Commission

Counseling services are provided only to a local jurisdiction, and only upon request for the purpose of improving its administration, management, and operations. Aid may also be given to such agencies in implementing recommended procedures or practices. See PAM Section G.

APPENDIX 16

California Crime Statistics

TABLE I
CRIMES, 1974 AND 1978–1983
FBI CRIME INDEX TOTAL AND THE CALIFORNIA CRIME INDEX OFFENSES
Number, Rate Per 100,000 Population, and BCS Crime Index

Year	FBI Crime Index total[a,b]	California Crime Index total	Violent crimes					Property crimes			
			Total	Willful homicide	Forcible rape	Robbery	Aggravated assault	Total	Burglary	Motor vehicle theft	Larceny-theft
1983	1,680,781	813,789	194,489	2,640	12,092	85,824	93,933	619,300	460,401	158,899	866,992
1982	1,801,262	865,431	201,433	2,778	12,529	91,988	94,138	663,998	499,468	164,530	935,831
1981	1,830,288	910,241	208,165	3,140	13,545	93,638	97,842	702,076	539,809	162,267	920,047
1980	1,838,417	928,297	209,903	3,405	13,661	90,282	102,555	718,394	543,846	174,548	910,120
1979	1,689,152	845,684	183,704	2,941	12,199	75,649	92,915	661,980	494,736	167,244	843,468
1978	1,575,182	803,599	164,751	2,601	11,249	67,920	82,981	638,848	485,742	153,106	771,583
1974 (base year)	*1,427,007*	*692,501*	*127,469*	*1,970*	*8,490*	*52,742*	*64,277*	*565,032*	*431,863*	*133,169*	*734,506*
Percent change in number from											
1982 to 1983	−6.7	−6.0	−3.4	−5.0	−3.5	−6.7	−.2	−6.7	−7.8	−3.4	−7.4
1981 to 1982	−1.6	−4.9	−3.2	−11.5	−7.5	−1.8	−3.8	−5.4	−7.5	1.4	1.7
1980 to 1981	−.4	−1.9	−.8	−7.8	−.8	3.7	−4.6	−2.3	−.7	−7.0	1.1
1979 to 1980	8.8	9.8	14.3	15.8	12.0	19.3	10.4	8.5	9.9	4.4	7.9
1978 to 1979	7.2	5.2	11.5	13.1	8.4	11.4	12.0	3.6	1.9	9.2	9.3
1978 to 1983	*6.7*	*1.3*	*18.0*	*1.5*	*7.5*	*26.4*	*13.2*	*−3.1*	*−5.2*	*3.8*	*12.4*
Rate per 100,000 population[c]											
1983	6,676.7	3,232.7	772.6	10.5	48.0	340.9	373.1	2,460.1	1,828.9	631.2	3,444.0
1982	7,285.5	3,500.4	814.7	11.2	50.7	372.1	380.8	2,685.6	2,020.2	665.5	3,785.1
1981	7,564.4	3,761.9	860.3	13.0	56.0	387.0	404.4	2,901.6	2,231.0	670.6	3,802.5
1980	7,734.5	3,905.5	883.1	14.3	57.5	379.8	431.5	3,022.4	2,288.0	34.4	3,829.0
1979	7,263.6	3,636.6	790.0	12.6	52.5	325.3	399.5	2,846.6	2,127.4	719.2	3,627.0
1978	6,896.9	3,518.5	721.4	11.4	49.3	297.4	363.3	2,797.2	2,126.8	670.4	3,378.4
1974	*6,738.7*	*3,270.7*	*602.0*	*9.3*	*40.1*	*249.1*	*303.6*	*2,668.6*	*2,039.7*	*629.0*	*3,469.1*
Percent change in rate from											
1982 to 1983	−8.4	−7.6	−5.2	−6.2	−5.3	−8.4	−2.0	−8.4	−9.5	−5.2	−9.0
1981 to 1982	−3.7	−7.0	−5.3	−13.8	−9.5	−3.8	−5.8	−7.4	−9.4	−.8	−.5
1980 to 1981	−2.2	−3.7	−2.6	−9.1	−2.6	1.9	−6.3	−4.0	−2.5	−8.7	−.7
1979 to 1980	6.5	7.4	11.8	13.5	9.5	16.8	8.0	6.2	7.5	2.1	5.6
1978 to 1979	5.3	3.4	9.5	10.5	6.5	9.4	10.0	1.6	0	7.3	7.4
1978 to 1983	*−3.2*	*−8.1*	*7.1*	*−7.9*	*−2.6*	*14.6*	*2.7*	*−12.1*	*−14.0*	*−5.8*	*1.9*
BCS Crime Index[d] (1974 = 100)											
1983	99.1	98.8	128.3	112.9	119.7	136.9	122.9	92.2	89.7	100.3	99.3
1982	108.1	107.0	135.3	120.4	126.4	149.4	125.4	100.6	99.0	105.8	109.1
1981	112.2	115.0	142.9	139.8	139.6	155.4	133.2	108.7	109.4	106.6	109.6
1980	114.8	119.4	146.7	153.8	143.4	152.5	142.1	113.3	112.2	116.8	110.4
1979	107.8	111.2	131.2	135.5	130.9	130.6	131.6	106.7	104.3	114.3	104.6
1978	102.3	107.6	119.8	122.6	122.9	119.4	119.7	104.8	104.3	106.6	97.4
1974	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*

[a]In 1979, FBI Crime Inde... consistency with the dat...
[b]The FBI Crime Index to...
[c]Rates are based on annu...
[d]The BCS Crime Index re...
...lete reporting. In order to maintain ...e FBI Crime Index total.

Source: California Department of Justice, Crime and Delinquency in California - 1983, Division of Law Enforcement Publication, 1984.

TABLE 2
CALIFORNIA CRIME INDEX OFFENSES, 1978–1983
By Category and Offense

Category and offense	1978		1979		1980		1981		1982		1983	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
California Crime Index total	803,599	100.0	845,684	100.0	928,297	100.0	910,241	100.0	865,431	100.0	813,789	100.0
Violent crimes	164,751	20.5	183,704	21.7	209,903	22.6	208,165	22.9	201,433	23.3	194,489	23.9
Property crimes	638,848	79.5	661,980	78.3	718,394	77.4	702,076	77.1	663,998	76.7	619,300	76.1
Violent crimes	164,751	100.0	183,704	100.0	209,903	100.0	208,165	100.0	201,433	100.0	194,489	100.0
Willful homicide	2,601	1.6	2,941	1.6	3,405	1.6	3,140	1.5	2,778	1.4	2,640	1.4
Forcible rape	11,249	6.8	12,199	6.6	13,661	6.5	13,545	6.5	12,529	6.2	12,092	6.2
Robbery	67,920	41.2	75,649	41.2	90,282	43.0	93,638	45.0	91,988	45.7	85,824	44.1
Aggravated assault	82,981	50.4	92,915	50.6	102,555	48.9	97,842	47.0	94,138	46.7	93,933	48.3
Property crimes	638,848	100.0	661,980	100.0	718,394	100.0	702,076	100.0	663,998	100.0	619,300	100.0
Burglary	485,742	76.0	494,736	74.7	543,846	75.7	539,809	76.9	499,468	75.2	460,401	74.3
Motor vehicle theft	153,106	24.0	167,244	25.3	174,548	24.3	162,267	23.1	164,530	24.8	158,899	25.7

Source: Table 1.

TABLE 3
WILLFUL HOMICIDE CRIMES, 1978–1983
Known Type of Weapon Used

Type of weapon	1978		1979		1980		1981		1982		1983		Percent change	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	1978–1983	1982–1983
TOTAL	2,601		2,941		3,405		3,140		2,778		2,640		1.5	5.0
Unknown	73		57		88		68		33		27			
Total known	2,528	100.0	2,884	100.0	3,317	100.0	3,072	100.0	2,745	100.0	2,613	100.0	3.4	4.8
Firearm	1,468	58.1	1,732	60.1	2,011	60.6	1,830	59.6	1,557	56.7	1,425	54.5	2.9	8.5
Knife or cutting instrument[a]	606	24.0	687	23.8	765	23.1	668	21.7	656	23.9	655	25.1	8.1	.2
Blunt object[b]	158	6.2	173	6.0	193	5.8	231	7.5	176	6.4	196	7.5	24.1	11.4
Personal weapon[c]	159	6.3	165	5.7	191	5.8	183	6.0	174	6.3	199	7.6	25.2	14.4
Other means	137	5.4	127	4.4	157	4.7	160	5.2	182	6.6	138	5.3	7	24.2

[a] Any instrument used to cut or stab
[b] Bludgeon, club, etc.
[c] Hands, fists, feet, etc.
Note: Percents may not add to 100.0 because of rounding.

TABLE 4
FORCIBLE RAPE CRIMES, 1978–1983

	1978		1979		1980		1981		1982		1983		Percent change	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	1978–1983	1982–1983
TOTAL	11,249	100.0	12,199	100.0	13,661	100.0	13,545	100.0	12,529	100.0	12,092	100.0	*7.5*	*3.5*
Rape by force	7,257	64.5	7,901	64.8	9,042	66.2	8,902	65.7	8,274	66.0	8,176	67.6	*12.7*	*1.2*
Attempts to commit forcible rape	3,992	35.5	4,298	35.2	4,619	33.8	4,643	34.3	4,255	34.0	3,916	32.4	*1.9*	*8.0*

TABLE 5
ROBBERY CRIMES, 1978–1983
By Location and Type of Weapon Used

	1978		1979		1980		1981		1982		1983		Percent change	
Location and type of weapon	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	1978–1983	1982–1983
TOTAL	67,920	100.0	75,649	100.0	90,282	100.0	93,638	100.0	91,988	100.0	85,824	100.0	*26.4*	*6.7*
Location														
Highway[a]	29,489	43.4	35,606	47.1	44,342	49.1	46,706	49.9	46,942	51.0	45,668	53.2	*54.9*	*2.7*
Commercial[b]	22,811	33.6	22,608	29.9	26,528	29.4	25,377	27.1	23,295	25.3	19,075	22.2	*16.4*	*18.1*
Residence	6,876	10.1	7,554	10.0	8,478	9.4	8,768	9.4	8,604	9.4	8,366	9.7	*21.7*	*2.8*
Bank	1,526	2.2	2,045	2.7	2,026	2.2	2,722	2.9	2,514	2.7	2,837	3.3	*85.9*	*12.8*
Miscellaneous[c]	7,218	10.6	7,836	10.4	8,908	9.9	10,065	10.7	10,633	11.6	9,878	11.5	*36.9*	*7.1*
Type of weapon														
Armed	43,480	64.0	47,534	62.8	57,742	64.0	58,772	62.8	57,127	62.1	51,308	59.8	*18.0*	*10.2*
Strong arm	24,440	36.0	28,115	37.2	32,540	36.0	34,866	37.2	34,861	37.9	34,516	40.2	*41.2*	*1.0*
Armed by weapon type	43,480	100.0	47,534	100.0	57,742	100.0	58,772	100.0	57,127	100.0	51,308	100.0	*18.0*	*10.2*
Firearm	29,468	67.8	31,387	66.0	38,807	67.2	38,985	66.3	37,948	66.4	32,060	62.5	*8.8*	*15.5*
Knife or cutting instrument[d]	8,912	20.5	10,014	21.1	11,778	20.4	11,846	20.2	11,809	20.7	11,491	22.4	*28.9*	*2.7*
Other dangerous weapon	5,100	11.7	6,133	12.9	7,157	12.4	7,941	13.5	7,370	12.9	7,757	15.1	*52.1*	*5.3*

[a]Streets, parks, parking lots, etc.
[b]Commercial house, gas or service station, chain store, etc.
[c]Churches, schools, government buildings, trains, wooded areas, etc.
[d]Any instrument used to cut or stab.
Note: Percents may not add to 100.0 because of rounding.

TABLE 6
ASSAULT CRIMES, 1978–1983
By Type of Assault and Weapon Used for Aggravated Assaults

Type of assault and weapon	1978		1979		1980		1981		1982		1983		Percent change 1978–1983	Percent change 1982–1983
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
TOTAL	177,642		196,248		210,425		207,152		202,193		205,442		15.6	1.6
Aggravated assault	82,981	100.0	92,915	100.0	102,555	100.0	97,842	100.0	94,138	100.0	93,933	100.0	13.2	-.2
Firearm	18,008	21.7	21,620	23.3	25,346	24.7	23,196	23.7	21,126	22.4	18,929	20.2	5.1	-10.4
Knife or cutting instrument[a]	15,801	19.0	18,418	19.8	19,975	19.5	18,748	19.2	18,219	19.4	19,202	20.4	21.5	5.4
Other dangerous weapon	26,698	32.2	28,400	30.6	30,324	29.6	30,317	31.0	29,407	31.2	30,076	32.0	12.7	2.3
Hands, fists, feet, etc	22,474	27.1	24,477	26.3	26,910	26.2	25,581	26.1	25,386	27.0	25,726	27.4	14.5	1.3
Nonaggravated assault	94,661		103,333		107,870		109,310		108,055		111,509		17.8	3.2

[a]Any instrument used to cut or stab

TABLE 7
BURGLARY CRIMES, 1978–1983
By Type of Entry, Location, and Time of Day

Entry, location, and time of day	1978		1979		1980		1981		1982		1983		Percent change 1978–1983	Percent change 1982–1983
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
TOTAL	485,742	100.0	494,736	100.0	543,846	100.0	539,809	100.0	499,468	100.0	460,401	100.0	5.2	7.8
Force and attempted force	342,566	70.5	352,088	71.2	389,394	71.6	385,905	71.5	356,216	71.3	326,367	70.9	4.8	8.4
No force (unlawful entry)	143,176	29.5	142,648	28.8	154,452	28.4	153,904	28.5	143,252	28.7	134,034	29.1	6.3	6.4
Residence	332,414	68.4	328,148	66.3	367,336	67.5	369,216	68.4	333,618	66.8	309,169	67.2	7.0	7.3
Nonresidence	153,328	31.6	166,588	33.7	176,710	32.5	170,593	31.6	165,850	33.2	151,232	32.8	1.4	8.8
Daytime	188,138	38.7	190,839	38.6	212,503	39.1	216,756	40.2	194,834	39.0	180,827	39.3	3.9	7.2
Nighttime	168,750	34.7	174,988	35.4	187,502	34.5	180,967	33.5	171,050	34.2	158,016	34.3	6.4	7.6
Unknown	128,854	26.5	128,909	26.1	143,841	26.4	142,086	26.3	133,584	26.7	121,558	26.4	5.7	9.0

Note: Percents may not add to 100.0 because of rounding

TABLE 8
MOTOR VEHICLE THEFT CRIMES, 1978–1983
By Type of Vehicle

Type of vehicle	1978		1979		1980		1981		1982		1983		Percent change 1978–1983	Percent change 1982–1983
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
TOTAL	153,106	100.0	167,244	100.0	174,548	100.0	162,267	100.0	164,530	100.0	158,899	100.0	3.8	3.4
Autos	114,097	74.5	119,649	71.5	120,473	69.0	112,383	69.3	114,523	69.6	111,163	70.0	2.6	2.9
Trucks and buses[a]	17,806	11.6	22,019	13.2	27,679	15.9	27,721	17.1	29,766	18.1	30,498	19.2	71.3	2.5
Other vehicles[b]	21,203	13.8	25,576	15.3	26,396	15.1	22,163	13.7	20,241	12.3	17,238	10.8	-18.7	-14.8

[a]Includes motor homes
[b]Includes motorcycles, snowmobiles, motor scooters, and trail bikes
Note: Percents may not add to 100.0 because of rounding

TABLE 9
LARCENY-THEFT CRIMES, 1974 AND 1978–1983
Number, Rate per 100,000 Population, and BCS Crime Index

Year	Total	$200 and over			Under $200		
		Total	Over $400[a]	$200–$400[a]	Total	$50–$199	Under $50
1983	866,992	310,450	174,623	135,827	556,542	233,116	323,426
1982	935,831	315,668	–	–	620,163	265,121	355,042
1981	920,047	297,308	–	–	622,739	265,339	357,400
1980	910,120	264,192	–	–	645,928	268,788	377,140
1979	843,468	214,947	–	–	628,521	257,103	371,418
1978	771,583	174,386	–	–	597,197	236,359	360,838
1974 (base year)	*734,508*	*110,444*	–	–	*624,082*	*236,729*	*387,333*
Rate per 100,000 population							
1983	3,444.0	1,233.2	693.7	539.6	2,210.8	926.0	1,284.8
1982	3,785.1	1,276.8	–	–	2,508.3	1,072.3	1,436.0
1981	3,802.5	1,228.7	–	–	2,573.7	1,096.6	1,477.1
1980	3,829.0	1,111.5	–	–	2,717.5	1,130.8	1,586.7
1979	3,627.0	924.3	–	–	2,702.7	1,105.6	1,597.2
1978	3,378.4	763.5	–	–	2,614.8	1,034.9	1,579.9
1974	*3,468.1*	*521.6*	–	–	*2,947.4*	*1,118.1*	*1,829.4*
Percent change in rate from							
1982 to 1983	–9.0	–3.4	–	–	–11.9	–13.6	–10.5
1981 to 1982	–.5	3.9	–	–	–2.5	–2.2	–2.8
1980 to 1981	–.7	10.5	–	–	–5.3	–3.0	–6.9
1979 to 1980	5.6	20.3	–	–	.5	2.3	–.7
1978 to 1979	7.4	21.1	–	–	3.4	6.8	1.1
1978 to 1983	*1.9*	*61.5*	–	–	*–15.4*	*–10.5*	*–18.7*
BCS Crime Index[b] (1974 = 100)							
1983	99.3	236.4	–	–	75.0	82.8	70.2
1982	109.1	244.8	–	–	85.1	95.9	78.5
1981	109.6	235.6	–	–	87.3	98.1	80.7
1980	110.4	213.1	–	–	92.2	101.1	86.7
1979	104.6	177.2	–	–	91.7	98.9	87.3
1978	97.4	146.4	–	–	88.7	92.6	86.4
1974	*100.0*	*100.0*	–	–	*100.0*	*100.0*	*100.0*

[a]These data are not available prior to 1983.
[b]The BCS Crime Index represents crime rates from 1978–1983 with the 1974 rate set at 100.
Note: Individual crime rates may not add to the total or subtotal crime rates because of rounding.

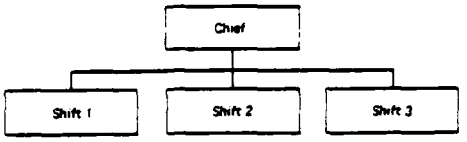
TABLE 10
LARCENY-THEFT CRIMES, 1978–1983
By Type and Value

Type of larceny-theft and value	1978		1979		1980		1981		1982		1983		Percent change	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	1978–1983	1982–1983
TOTAL	771,583	100.0	843,468	100.0	910,120	100.0	920,047	100.0	935,831	100.0	866,992	100.0	*12.4*	*7.4*
Pocket-picking	5,403	.7	5,382	.6	6,500	.7	7,719	.8	8,265	.9	8,596	1.0	*59.1*	*4.0*
Purse-snatching	9,999	1.3	10,808	1.3	11,583	1.3	13,769	1.5	12,996	1.4	11,909	1.4	*19.1*	*8.4*
Shoplifting	114,361	14.8	116,342	13.8	114,888	12.6	119,028	12.9	129,678	13.9	122,827	14.2	*7.4*	*5.3*
From auto and auto accessories	288,785	37.4	325,724	38.6	353,222	38.8	371,586	40.4	401,887	42.9	379,889	43.8	*31.5*	*5.5*
Bicycles	76,759	9.9	94,254	11.2	96,968	10.7	91,445	9.9	87,672	9.4	75,248	8.7	*2.0*	*14.2*
From buildings	120,883	15.7	124,472	14.8	132,508	14.6	135,047	14.7	129,823	13.9	123,331	14.2	*2.0*	*5.0*
Coin machines	5,257	.7	4,957	.6	4,933	.5	4,583	.5	5,953	.6	5,291	.6	*.6*	*11.1*
All other	150,136	19.5	161,529	19.2	189,518	20.8	176,870	19.2	159,557	17.0	139,901	16.1	*6.8*	*12.3*
Over $400[a]			–	–	–	–	–	–	–	–	174,623	20.1		
$200 to $400[a]			–	–	–	–	–	–	–	–	135,827	15.7		
$50 to $199	236,359	30.6	257,103	30.5	268,788	29.5	265,339	28.8	265,121	28.3	233,116	26.9	*1.4*	*12.1*
Under $50	360,838	46.8	371,418	44.0	377,140	41.4	357,400	38.8	355,042	37.9	323,426	37.3	*10.4*	*8.9*

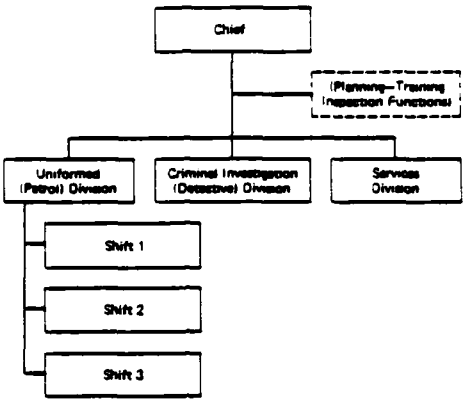
[a] These data are not available prior to 1983.
Note: Percents may not add to 100.0 or to subtotals because of rounding.

APPENDIX 17

Police Organizations

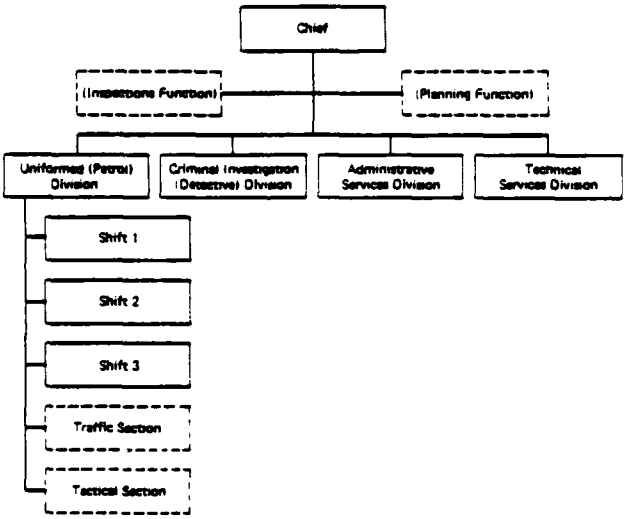


Model Structure. Small Department (up to about 25 personnel).

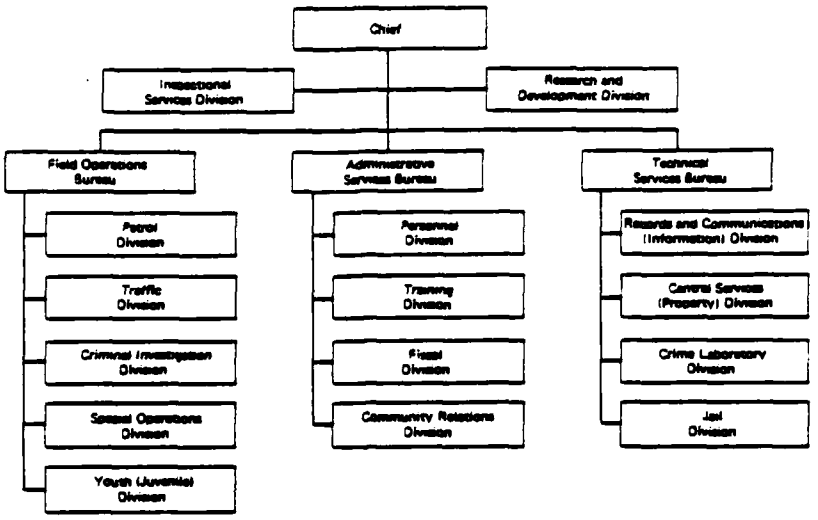


Model Structure. Small to Medium-sized Department (as few as 20 to about 100 personnel).

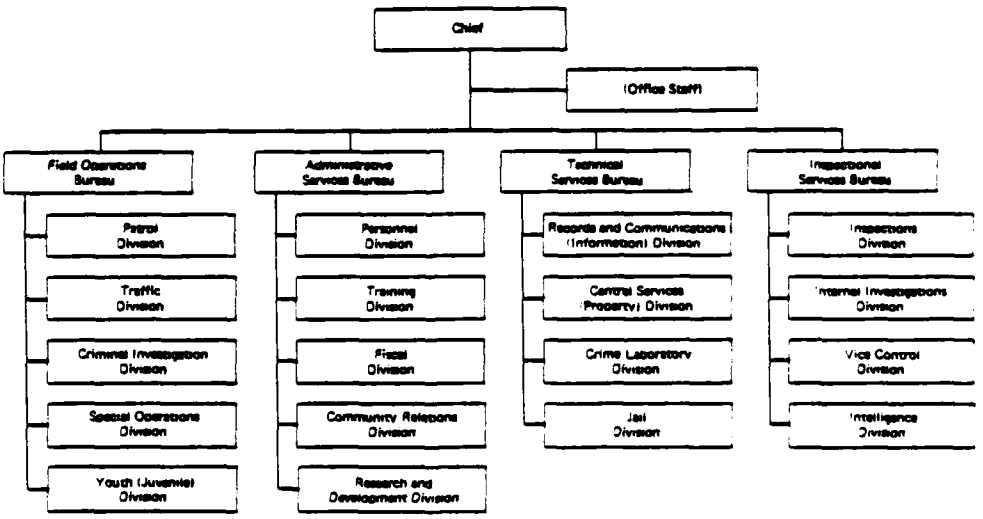
Model structure. Medium-sized Department (as few as 80 to about 250 personnel).



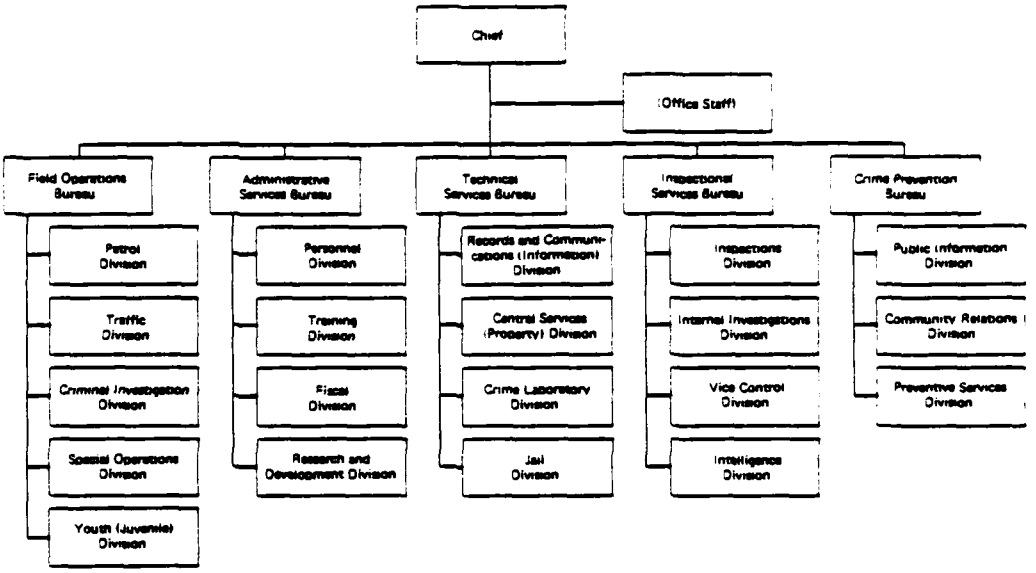
Source: O.W. Wilson and Roy C. McLaren, Police Administration, 3d rev. ed. (New York: McGraw-Hill, 1972), pp. 65-106.



Model Structure. Medium-sized to Large Department (as few as 200 to about 1,200 personnel).



Model Structure. Large Department (1,000 personnel and up).



Alternate Model Structure, Large Department (illustrating a crime prevention bureau as a major organizational subdivision).

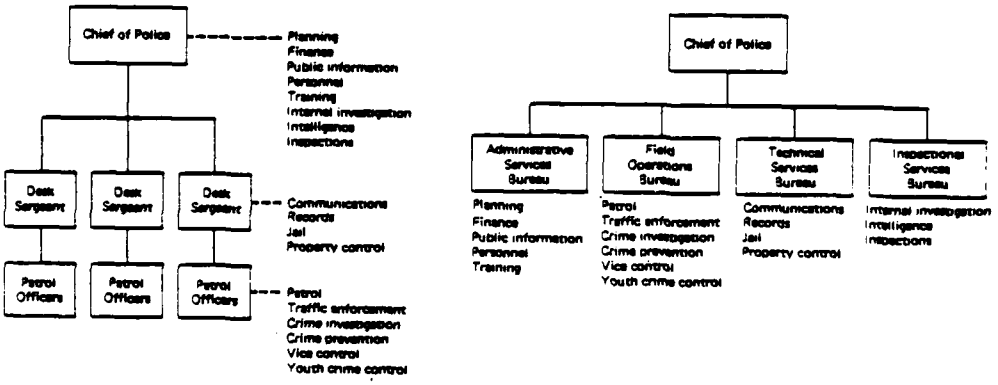
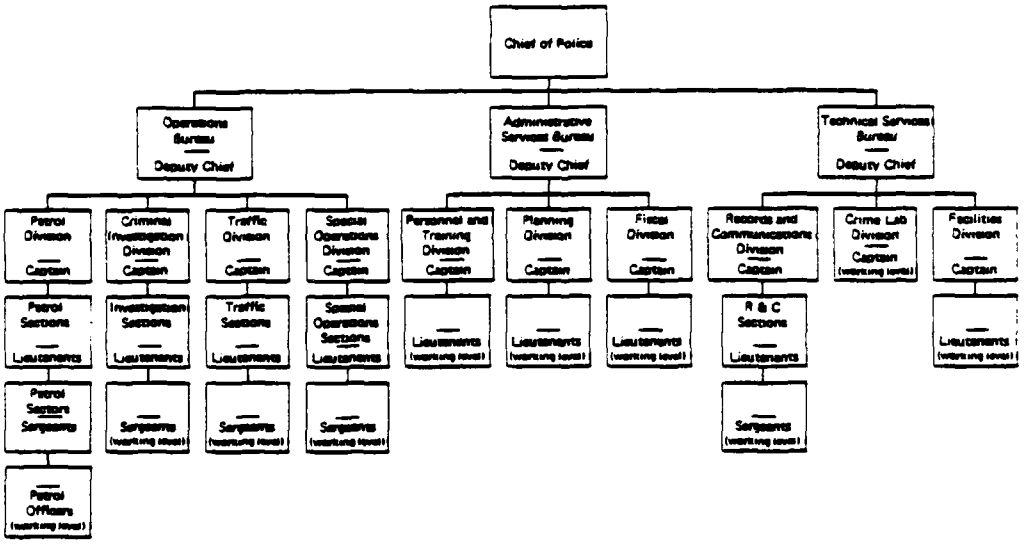
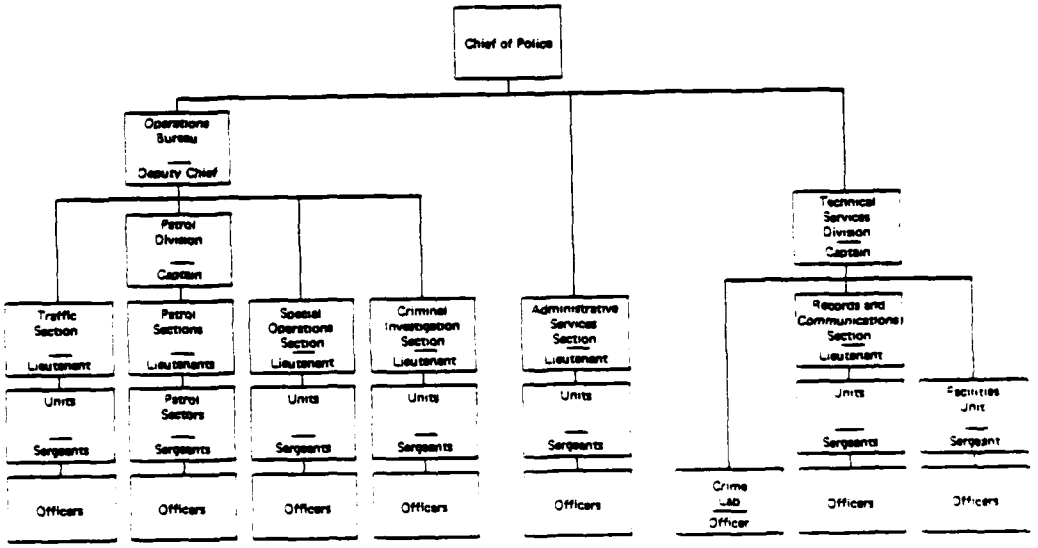


Illustration of Functions in Common, Regardless of Size.



Department "A." Illustration of Extreme Structure Based on Equal Rank at All Levels. (Note the large number of captains and lieutenants, and the use of supervisors at the working level.)



Department "B." Illustration of Extreme Structure Based on Minimum Rank Required for Supervision. (Note the absence of uniformity of rank in positions reporting directly to the chief.)

APPENDIX 18

POST Basic Course Academies

BASIC COURSE

THE AGENCIES AND COLLEGES LISTED BELOW HAVE BEEN CERTIFIED TO TEACH THE BASIC COURSE AS PRESCRIBED IN SECTION 1005(A) OF THE COMMISSION REGULATIONS AND COMMISSION PROCEDURE D-1.

INTENSIVE FORMAT IS TAUGHT ON THE BASIS OF 40 HOURS PER WEEK, EXTENDED FORMAT IS TAUGHT ON A VARIABLE HOUR FORMAT, USUALLY 8 HOURS PER WEEK PLUS A WEEKEND DAY. EACH PRESENTER SHOULD BE CONTACTED FOR SCHEDULE.

ALL INFORMATION REGARDING ACTUAL START DATES, MEALS, LODGING AND FEES MUST BE OBTAINED FROM PRESENTERS. TUITION, REGISTRATION AND MISCELLANEOUS FEES MAY NOT BE SHOWN IN THIS CATALOG.

COURSE NAME/ CODE	INSTITUTION	HOURS/ PLAN	COMMENTS	TENTATIVE START DATES
BASIC COURSE 442 3010	ACADEMY OF JUSTICE/RIVERSIDE CITY COLLEGE (714)787-2678 I 1300 CASTELLANO ROAD RIVERSIDE 92509	660	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00 $50.00 - FEE. NOT POST REIMBURSABLE.	01/03/89 04/25/89
BASIC COURSE 101 3010	ALAMEDA COUNTY SHERIFF'S DEPT ACADEMY TRNG CTR (415)828-5400 I P.O. BOX 67 PLEASANTON 94566	902	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00 $50.00 - MATERIAL FEE NOT POST REIMBURSABLE.	02/06/89 05/29/89 DATE TBE
BASIC COURSE 301 3010	ALLAN HANCOCK COLLEGE (805)922-6311 II 800 SOUTH COLLEGE DRIVE SANTA MARIA 93454	640	INTENSIVE FORMAT.	01/07/89
BASIC COURSE 301 3011	ALLAN HANCOCK COLLEGE (805)922-6311 EA 800 SOUTH COLLEGE DRIVE SANTA MARIA 93454	640	EXTENDED FORMAT.	
BASIC COURSE 295 3010	BUTTE CENTER - BCCJTES (916)895-2401 I 3536 BUTTE CAMPUS DRIVE OROVILLE 95965	680	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	01/02/89 03/13/89
BASIC COURSE 127 3010	CALIFORNIA HIGHWAY PATROL (916)372-5620 II 3500 KEED AVENUE DAVIS 95609	1024	INTENSIVE FORMAT.	01/07/89 04/07/89 03/10/89 03/10/89 05/27/89 05/27/89 DATE TBE DATE TBE
BASIC COURSE 365 3010	CENTRAL COAST COUNTIES POLICE ACA(GAVILAN COLL) (408)842-9596 I 3055 SANTA TERESA BOULEVARD GILROY 95020	610	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	04/10/89
BASIC COURSE 125 3010	DEPARTMENT OF FORESTRY LAW ENFORCEMENT TRNG A(209)274-2426 II 4001 HIGHWAY 104 ione 95640	600	INTENSIVE FORMAT. $35.00 - FEE. NOT POST REIMBURSABLE.	01/07/89
BASIC COURSE 367 3010	GOLDEN WEST COLLEGE EMS CRIMNL JUSTICE TRN(714)892-7711 I 15744 GOLDEN WEST STREET HUNTINGTON BEACH 92647	669	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	01/23/89
BASIC COURSE 367 3011	GOLDEN WEST COLLEGE EMS CRIMNL JUSTICE TRN(714)892-7711 EA 15744 GOLDEN WEST STREET HUNTINGTON BEACH 92647	669	EXTENDED FORMAT.	01/23/89 DATE TBE
BASIC COURSE 310 3010	KERN CO PEACE OFF TRNG ACA/ BAKERSFIELD COLL (805)395-4401 I 1801 PANORAMA DRIVE BAKERSFIELD 93305	930	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	03/13/89
BASIC COURSE 178 3010	LONG BEACH POLICE DEPARTMENT (213)420-3311 II 400 WEST BROADWAY LONG BEACH 90802	745	INTENSIVE FORMAT.	02/01/89

Source: California Commision on Peace Officer Standards and Training, Basic Course, POST Publication, 1985.

BASIC COURSE

THE AGENCIES AND COLLEGES LISTED BELOW HAVE BEEN CERTIFIED TO TEACH THE BASIC COURSE AS PRESCRIBED IN SECTION [illegible] OF THE COMMISSION REGULATIONS AND COMMISSION PROCEDURE D-1.

INTENSIVE FORMAT IS TAUGHT ON THE BASIS OF 40 HOURS PER WEEK. EXTENDED FORMAT IS TAUGHT ON A VARIABLE HOUR FORMAT, USUALLY 3 NIGHTS PER WEEK PLUS A WEEKEND DAY. EACH PRESENTER SHOULD BE CONTACTED FOR SCHEDULE.

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COURSE NAME/ CODE	INSTITUTION	HOURS/ PLAN	COMMENTS	TENTATIVE START DATES
BASIC COURSE 762 0010	LOS ANGELES COUNTY SHERIFF DEPARTMENT (213)946-4599 11515 SOUTH COLIMA ROAD WHITTIER 90604	668 I	796 OR 668 HOURS. INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00 LOS ANGELES SHERIFF DEPT: 668 HOURS ALLIED AGENCIES: 796 HOURS. UNLESS AGENCIES INVOLVED IN FORMAL RIDE-ALONG PROGRAM. NON-REIMBURSABLE FEES FOR OUT OF COUNTY AGENCIES.	DATE UNK DATE UNK DATE UNK DATE UNK DATE UNK DATE UNK
BASIC COURSE 789 0010	LOS ANGELES POLICE DEPARTMENT (213)485-3174 1880 NORTH ACADEMY DRIVE LOS ANGELES 90012	570 EA	EXTENDED FORMAT FOR LAPD RESERVE OFFICERS.	03/04/85 03/04/85
BASIC COURSE 789 0010	LOS ANGELES POLICE DEPARTMENT (213)485-3174 1880 NORTH ACADEMY DRIVE LOS ANGELES 90012	520 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00 NON-REIMBURSABLE FEE: $7,024.00	03/04/85 03/11/85 05/01/85 05/01/85
BASIC COURSE 488 0010	LOS MEDANOS COLLEGE - PCCJTES (415)439-2181 2700 EAST LELAND ROAD PITTSBURG 94565	640 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	04/22/85 05/10/85
BASIC COURSE 488 0011	LOS MEDANOS COLLEGE - PCCJTES (415)439-2181 2700 EAST LELAND ROAD PITTSBURG 94565	640 EA	EXTENDED FORMAT.	
BASIC COURSE 192 0010	MODESTO CRIMINAL JUSTICE TRAINING CENTER (209)575-6491 2201 BLUE GUM AVENUE MODESTO 95351	600 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00 $90.00 - FEE, NOT POST REIMBURSABLE.	01/17/85 02/01/85
BASIC COURSE 420 0011	NAPA VALLEY COLLEGE (707)253-3100 2277 NAPA-VALLEJO HIGHWAY NAPA 94558	772 EA	EXTENDED FORMAT. COURSE INCLUDES 72-HOUR STRUCTURED RIDE-ALONG PROGRAM. $286.00 - FEE, NOT POST REIMBURSABLE.	
BASIC COURSE 207 0011	OAKLAND POLICE DEPARTMENT (415)273-3552 455 SEVENTH STREET OAKLAND 94607	480 EA	EXTENDED FORMAT. $1,195.00 - FEE, NOT POST REIMBURSABLE.	04/16/85
BASIC COURSE 207 0010	OAKLAND POLICE DEPARTMENT (415)273-3552 455 SEVENTH STREET OAKLAND 94607	773 I	INTENSIVE FORMAT. FEE OVER $1,000.00 (NON-REIMBURSABLE) REIMBURSABLE DRIVER TRAINING FEE: $210.00	03/13/85
BASIC COURSE 206 0010	ORANGE COUNTY SHERIFF-CORONER DEPARTMENT (714)538-2772 1900 WEST KATELLA AVENUE ORANGE 92667	640 I	INTENSIVE FORMAT. INCLUDES 40 HOURS OF APPROVED FIELD TRAINING. REIMBURSABLE DRIVER TRAINING FEE: $210.00	03/03/85
BASIC COURSE 296 0010	REDWOODS CENTER - PCCJTES (707)443-8411 COLLEGE OF THE REDWOODS EUREKA 95501	550 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $125.00 $33.50 - FEE, NOT POST REIMBURSABLE.	01/07/85 03/25/85
BASIC COURSE 441 0010	RIO HONDO REGIONAL TRAINING CENTER (213)692-4014 3600 WORKMAN MILL ROAD WHITTIER 90608	686 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	01/14/85 04/29/85

BASIC COURSE

THE AGENCIES AND COLLEGES LISTED BELOW HAVE BEEN CERTIFIED TO TEACH THE BASIC COURSE AS PRESCRIBED IN SECTION 1005(A) OF THE COMMISSION REGULATIONS AND COMMISSION PROCEDURE D-1.

INTENSIVE FORMAT IS TAUGHT ON THE BASIS OF 40 HOURS PER WEEK. EXTENDED FORMAT IS TAUGHT ON A VARIABLE HOUR FORMAT, USUALLY 3 NIGHTS PER WEEK PLUS A WEEKEND DAY. EACH PRESENTER SHOULD BE CONTACTED FOR SCHEDULE.

ALL INFORMATION REGARDING ACTUAL START DATES, MEALS, LODGING AND FEES MUST BE OBTAINED FROM PRESENTERS. TUITION, REGISTRATION AND MISCELLANEOUS FEES MAY NOT BE SHOWN IN THIS CATALOG.

COURSE NAME/ CODE	INSTITUTION	HOURS/ PLAN	COMMENTS	TENTATIVE START DATES
BASIC COURSE 441 0077	BIG HORN REGIONAL TRAINING CENTER 3600 HONAKER HILL ROAD WHITTIER 90604 (213)692-4014	664 BA	EXTENDED FORMAT.	
BASIC COURSE 297 0077	SACRAMENTO CENTER - SCCJTEB 370 BERCUT DRIVE, SUITE A SACRAMENTO 95814 (916)441-7343	630 BA	EXTENDED FORMAT. $250.00 - FEE. NOT POST REIMBURSABLE.	
BASIC COURSE 231 0077	SACRAMENTO COUNTY SHERIFF'S DEPARTMENT 711 G STREET SACRAMENTO 95814 (916)330-5337	776 BA	EXTENDED FORMAT.	01/08/89 04/23/89
BASIC COURSE 232 0010	SACRAMENTO POLICE DEPARTMENT- SLETC 813 SIXTH STREET SACRAMENTO 95814 (916)449-5823	668 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	02/13/89
BASIC COURSE 233 0010	SAN BERNARDINO COUNTY SHERIFF'S DEPT P.O. BOX 1436 SAN BERNARDINO 92402 (714)887-4459	664 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $776.00	01/09/89 03/13/89
BASIC COURSE 247 0010	SAN DIEGO CO REG LAW ENFORCMNT TRAINING CENTER 10440 BLACK MOUNTAIN ROAD SAN DIEGO 92126 (619)271-7933	648 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	01/16/89 03/20/89 05/31/89
BASIC COURSE 247 0077	SAN DIEGO CO REG LAW ENFORCMNT TRAINING CENTER 10440 BLACK MOUNTAIN ROAD SAN DIEGO 92126 (619)271-7933	648 BA	EXTENDED FORMAT.	
BASIC COURSE 248 0010	SAN FRANCISCO POLICE DEPARTMENT 2055 SILVER AVENUE SAN FRANCISCO 94124 (415)641-8027	720 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	
BASIC COURSE 455 0077	SAN JOAQUIN DELTA COLLEGE PUBLIC SAFETY TRNG CTR(209)474-5000 5151 PACIFIC AVENUE STOCKTON 95207	610 BA	EXTENDED FORMAT. $40.00 - FEE. NOT POST REIMBURSABLE.	
BASIC COURSE 294 0010	SANTA CLARA VALLEY CRIMINAL JUSTICE TRNG CTR 3079 CAREER AVENUE SAN JOSE 95124 (408)371-9920	632 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $169.00 $50.00 - FEE. NOT POST REIMBURSABLE.	04/17/89 04/17/89
BASIC COURSE 298 0010	SANTA ROSA CENTER - SCCJTEB 7501 SONOMA HIGHWAY SANTA ROSA 95405 (707)539-5210	580 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $134.00 $443.00 - FEE. NOT POST REIMBURSABLE.	07/07/89 09/15/89
BASIC COURSE 298 0077	SANTA ROSA CENTER - SCCJTEB 7501 SONOMA HIGHWAY SANTA ROSA 95405 (707)539-5210	580 BA	EXTENDED FORMAT.	01/29/89
BASIC COURSE 468 0077	SOUTHWESTERN COLLEGE 900 OTAY LAKES ROAD CHULA VISTA 92010 (619)421-6700	540 BA	EXTENDED FORMAT.	
BASIC COURSE 469 0010	SOUTHWESTERN COLLEGE/SAN DIEGO COUNTY SHERIFF DEPARTM 900 OTAY LAKES ROAD CHULA VISTA 92010 (619)421-6700	648 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	DATE TBE DATE TBE DATE TBE DATE TBE

BASIC COURSE

THE AGENCIES AND COLLEGES LISTED BELOW HAVE BEEN CERTIFIED TO TEACH THE BASIC COURSE AS PRESCRIBED IN SECTION 1005(A) OF THE COMMISSION REGULATIONS AND COMMISSION PROCEDURE D-1.

INTENSIVE FORMAT IS TAUGHT ON THE BASIS OF 40 HOURS PER WEEK. EXTENDED FORMAT IS TAUGHT ON A VARIABLE HOUR FORMAT, USUALLY 3 NIGHTS PER WEEK PLUS A WEEKEND DAY. EACH PRESENTER SHOULD BE CONTACTED FOR SCHEDULE.

ALL INFORMATION REGARDING ACTUAL START DATES, MEALS, LODGING AND FEES MUST BE OBTAINED FROM PRESENTERS. TUITION, REGISTRATION AND MISCELLANEOUS FEES MAY NOT BE SHOWN IN THIS CATALOG.

COURSE NAME/ CODE	INSTITUTION	HOURS/ PLAN	COMMENTS	TENTATIVE START DATES
BASIC COURSE 395 0010	STATE CTR PEACE OFFICERS ACA FRESNO CITY COLL (209)442-4264 1101 EAST UNIVERSITY AVENUE FRESNO 93741	520 IX	INTENSIVE FORMAT. $50.00 - FEE. NOT POST REIMBURSABLE. PLUS RANGE FEE: $25.00	01/09/89
BASIC COURSE 395 0011	STATE CTR PEACE OFFICERS ACA FRESNO CITY COLL (209)442-4264 1101 EAST UNIVERSITY AVENUE FRESNO 93741	520 X6	EXTENDED FORMAT. $50.00 - FEE. NOT POST REIMBURSABLE. PLUS RANGE FEE: $25.00	
BASIC COURSE 462 0010	TULARE-KINGS CO PEACE OFFICER TRAINING ACADEMY (209)733-6950 949 SOUTH MOONEY BOULEVARD VISALIA 93277	600 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	01/16/89
BASIC COURSE 294 0010	VENTURA COUNTY POLICE ACD SHERIFF'S ACADEMY (805)667-7771 600 SOUTH VICTORIA AVENUE VENTURA 93009	597 I	INTENSIVE FORMAT. REIMBURSABLE DRIVER TRAINING FEE: $210.00	03/01/89
BASIC COURSE 944 0010	WILLIAM PENN HOTT, JR TRNG CTR DEPT PARKS & REC (408)649-2934 497 ARELLANAS BOULEVARD PACIFIC GROVE 93950	440 IX	INTENSIVE FORMAT.	02/14/89

APPENDIX 19

POST Basic Course Schedule

50th Basic

March 1985 — 1st Week

	11	12	13	14	15	16
8:00 am	Registration	P.T.	P.T.	P.T.	P.T.	
9:00 am	Classroom Notetaking	Disablers	Report Writing	Lifetime Fitness	Disablers	
10:00 am	Notebook Outlining	Disablers		Lifetime Fitness	Disablers	
11:00 am	Spelling Test	Report Writing	Report Writing	Related Agencies	Use of the Telephone	
1:00 pm	Equipment Assignment	Report Writing	Report Writing	Ethics	Workbook Information	
2:00 pm	Physical Medical Information			Ethics	Radio Procedures	
3:00 pm	Professional Orientation			Unethical Conduct	College Test	
4:00 pm	Identification Photo	Report Writing	Report Writing	Unethical Conduct	College Test	

Source: California Commission on Peace Officer Standards and Training, Basic Course, POST Publication, 1985.

50th Basic

March 1985 — 2nd Week

	18	19	20	21	22	23
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Probation Procedures
9:00 am	Community Relations	Administration of Justice	Administration of Justice	Laws of Arrest	Laws of Arrest	Probation Procedures
10:00 am						Victim Witness Program
11:00 am	Community Relations	Administration of Justice	Administration of Justice	Laws of Arrest	Laws of Arrest	Victim Witness Program
1:00	Beat Patrol	Beat Patrol	Beat Patrol	Beat Patrol	Disputes	Criminal Law
2:00 pm						
3:00 pm						
4:00 pm	Beat Patrol	Beat Patrol	Beat Patrol	Beat Patrol	Disputes	Criminal Law

1st Exam — Exam Review

50th Basic

March 1985 — 3rd Week

	25	26	27	28	29	30
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Criminal Law
9:00 am	Criminal Law	A.B.C.	A.B.C.	Criminal Law	Missing Persons	
10:00 am						
11:00 am	Criminal Law	A.B.C.	A.B.C.	Criminal Law	Missing Persons	Criminal Law
1:00 pm	Disputes	Criminal Law	Criminal Law	Criminal Law	Crime Prevention	Unusual Incident Fire Conditions
2:00 pm						
3:00 pm						
4:00 pm	Disputes	Criminal Law	Criminal Law	Criminal Law	Crime Prevention	Unusual Incident Fire Conditions

2nd Exam — Exam Review

50th Basic

April 1985 4th Week

	1	2	3	4	5	6
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Juvenile Procedures
9:00 am	Vehicle Code	Vehicle Code	Vehicle Code	Vehicle Code	Vehicle Theft	
10:00 am	Vehicle Code					
11:00 am	Criminal Law		Vehicle Code	Vehicle Code	Vehicle Theft	Juvenile Procedures
1:00 pm	Criminal Law	Vehicle Code	Search & Seizure	Child Abuse	Juvenile Procedures	Chemical Spill Incidents
		Lunch				
2:00 pm		Mental Illness				
3:00 pm						
4:00 pm	Criminal Law	Mental Illness	Search & Seizure	Child Abuse	Juvenile Procedures	Chemical Spill Incidents

3rd Exam Exam Review

April 5th Week

	3	9	10	11	12	13
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Rules of Evidence
9:00 am	Drunk Driving	Drunk Driving	Drunk Driving	Search & Seizure	Search & Seizure	
10:00 am						
11:00 am	Drunk Driving	Drunk Driving	Drunk Driving	Search & Seizure	Search & Seizure	Rules of Evidence
1:00 pm	Bombing	Search & Seizure	Search & Seizure	Rules of Evidence	Search & Seizure	Firearms Lecture
2:00 pm						
3:00 pm						
4:00 pm	Bombing	Search & Seizure	Search & Seizure	Rules of Evidence	Search & Seizure	Firearms Lecture

4th Exam Exam Review

Joint Basic

April

6th Week

	15	16	17	18	19	20
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Collection Evidence
9:00 am	Accident Investigation	Accident Investigation	Accident Investigation	Accident Investigation	Accident Investigation	
10:00 am						
11:00 am	Accident Investigation	Accident Investigation	Accident Investigation	Accident Investigation	Accident Investigation	Collection Evidence
1:00 pm	Arrest Techniques	Arrest Techniques	Arrest Techniques	Arrest Techniques	Arrest Techniques	Collection Evidence
2:00 pm						
3:00 pm						
4:00 pm	Arrest Techniques	Arrest Techniques	Arrest Techniques	Arrest Techniques	Arrest Techniques	Collection Evidence

5th Exam

Exam Review

50th Basic (

April 7th Week

	22	23	24	25	26	27
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Crimes in Progress
9:00 am	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	Vehicle Search	
10:00 am						
11:00 am	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	Vehicle Search	Crimes in Progress
1:00 pm	Defensive Tactics	Defensive Tactics	Defensive Tactics	Defensive Tactics	Defensive Tactics	Crimes in Progress
2:00 pm						
3:00 pm						
4:00 pm	Defensive Tactics	Defensive Tactics	Defensive Tactics	Defensive Tactics	Defensive Tactics	Crimes in Progress

6th Exam

Exam Review
Election of
Class Officers

April May 8th Week

	29	30	1	2	3	
8:00 am	P.T.	P.T.	P.T. CLASS PHOTO	P.T.	P.T.	Criminal Investigat
9:00 am	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	Preliminary Investigation	Preliminary Investigation	
10:00 am						
11:00 am	First Aid & C.P.R.	First Aid & C.P.R.	First Aid & C.P.R.	Preliminary Investigation	Preliminary Investigation	Criminal Investigat
1:00 pm	Vehicle Stops	Vehicle Stops	Vehicle Stops	Vehicle Stops	Vehicle Stops	Criminal Investigat
2:00 pm						
3:00 pm						
4:00 pm	Vehicle Stops	Vehicle Stops	Vehicle Stops	Vehicle Stops	Vehicle Stops	Criminal Investigat
	Building Search	Building Search	Building Search	7th Exam		

50th Basic

May 9th Wee

	6	7	8	9	10	11
3:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Crimes Scenes
9:00 am	Unusual Incidents	Use of Force	Use of Force	Interpersonal Communications	Civil Liability	
10:00 am						
11:00 am	Unusual Incidents	Use of Force	Use of Force	Interpersonal Communications	Civil Liability	Crime Scenes
1:00 pm	Criminal Investigation	Criminal Investigation	Criminal Investigation	Criminal Investigation	Criminal Investigation	Crime Scenes
2:00 pm						
3:00 pm						
4:00 pm	Criminal Investigation	Criminal Investigation	Criminal Investigation	Criminal Investigation	Criminal Investigation	Crime Scenes
	Vehicle Stops	Vehicle Stops	Vehicle Stops	8th Exam		

50th Basic

May

10th Wee

	13	14	15	16	17	18
8:00 am	P.T.	P.T.	P.T.	P.T.	P.T.	Custody
9:00 am	Mutual Aid	Chemical Agents	Narcotics	Courtroom Demeanor	Intoxlyzer	
10:00 am	Mutual Aid					
11:00 am	News Media Relations	Chemical Agents	Narcotics	Courtroom Demeanor	Intoxlyzer	Custody
1:00 pm	Coroner Cases	Chemical Agents	Narcotics	Narcotics	Intoxlyzer	Custody
2:00 pm					Intoxlyzer	
3:00 pm					10th Exam	
4:00 pm	Coroner Cases	Chemical Agents	Narcotics	Narcotics	10th Exam	Custody

May

11th Week

	20	21	22	23	24	25
8:00 am	Emergency Vehicle Orientation Lecture	Vehicle Operation / Firing Range	Vehicle Operation / Firing Range	Vehicle Operation / Firing Range	Vehicle Operation / Firing Range	Shooting Decisions
9:00 am						
10:00 am						
11:00 am	Emergency Vehicle Orientation Lecture	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Shooting Decisions
1:00 pm	Skid Pan	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Shooting Decisions
2:00 pm						
3:00 pm						
4:00 pm	Skid Pan	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Vehicle Operations / Firing Range	Shooting Decisions

11th Exam Night Shoot Night Shoot

50th Basic

May 12th Week

	27	28	29	30	31	
8:00 am	Holiday	P.T.	P.T.	P.T.	TBA	
9:00 am		Hostage Negotiations	Crowd Control	TBA	TBA	
10:00 am						
11:00 am	Holiday	Hostage Negotiations	Crowd Control		TBA	
1:00 pm	Holiday	Hostage Negotiations	Crowd Control	TBA	State Exam	
2:00 pm			Snipers			
3:00 pm				13th Exam		
4:00 pm	Holiday	Hostage Negotiations	Snipers	13th Exam	State Exam	

Night Problems 12th Exam

APPENDIX 20

Physical Conditioning Program

TABLE 3
CONDITIONING SCHEDULE

Training Component	Monday	Tuesday	Wednesday	Thursday	Friday
WARM-UP PHASE					
Objective:	Musculoskeletal Flexibility	----------	----------	----------	----------
(Module):	(Flexibility)	----------	----------	----------	----------
Time Required:	7–10 minutes	7–10 minutes	7–10 minutes	7–10 minutes	7–10 minutes
Chart Reference:	A	A	A	A	A
CONDITIONING PHASE					
Primary Objective:	Cardiovascular Endurance	Muscular Strength	Muscular Endurance	Cardiovascular Endurance	Muscular Strength
(Module):	(Continuous Running)	(Partner Assisted)	(Endurance Circuit)	(Continuous Running)	(Partner Assisted)
Time Required:	25–30 minutes	25–30 minutes	30 minutes	25–30 minutes	25–30 minutes
Chart Reference:	D1	B	C	D1	B
Secondary Objective:	Neuromuscular Coordination	Muscular Endurance	Neuromuscular Coordination	Neuromuscular Coordination	Aerobic Capacity
(Module):	(Agility Circuit)	(Endurance Circuit)	(Power Circuit)	(Agility Circuit)	(Interval Running)
Time Required:	10 minutes	10–15 minutes	10 minutes	10 minutes	10–15 minutes
Chart Reference:	E1	C	E2	E1	D2
COOL-DOWN PHASE					
Objective:	Musculoskeletal Flexibility	----------	----------	----------	----------
(Module):	(Flexibility)	----------	----------	----------	----------
Time Required:	5–7 minutes	5–7 minutes	5–7 minutes	5–7 minutes	5–7 minutes
Chart Reference:	A	A	A	A	A

Source: California Commission on Peace Officer Standards and Training, Basic Academy Physical Conditioning Program, POST Publication, 1985.

Minimum Program Requirements

The POST Basic Academy Physical Conditioning Program is designed to be sufficiently flexible to accommodate the needs and constraints of each local academy. However, the following minimum requirements of the program must be met.

1. Conditioning sessions must be conducted at least three days per week;
2. Each session must be a full 60 minutes in length;
3. Each session must be comprised of the modules as presented on the schedule in Table 3; and
4. The program must be comprised of at least 36 conditioning sessions with no more than a two-day break between any two sessions.

Program Flexibility

The flexibility of the conditioning program is manifested in four principal ways: (1) program length, (2) number of sessions per week, (3) module interchangeability, and (4) selective substitution of module content. Each type of adaptation is discussed below.

- Program Length: There are no provisions which limit the number of sessions that may be conducted. In general, the longer the program, the higher the average cadet fitness level at the conclusion of the program. POST encourages academies to extend the program beyond 12 weeks (36 conditioning sessions) if feasible.
- Number of Sessions per Week: The minimum number of training sessions required per week is three. However, academies wishing to maximize the opportunity to improve cadet fitness may elect to conduct up to five sessions per week--one session per day.
- Module Interchangeability: The conditioning schedule (Table 3) may be altered at the local level by substituting one module for another module on any given day as long as the warm-up and cool-down phases remain a part of the session. The decision to interchange conditioning modules will most likely be based upon observations that a class (or a significant portion of a class) appears to be weak in a particular area -- such as muscular strength. In such cases it is permissible to substitute a particular module for another (i.e., concentrate on a certain objective) but care should be taken that de-conditioning does not occur in the omitted objective. Also, two of the objectives in the program, neuromuscular strength and cardiovascular endurance, are addressed by more than one module. The alternate modules for these objectives may be interchanged at any time with very little risk of a de-conditioning effect. Substitutions are particularly appropriate to meet constraints imposed by weather, temporary loss of space, individual cadet needs, etc.

- Selective Omission and Substitution of Module Content: There may be certain exercises within a given module which are difficult to administer in a particular academy. One example might be the "single foot hopping" exercise called for in the agility circuit. Instructors at the local level may elect to omit this particular exercise because the training surface (say an unkempt field) is such that they are afraid of ankle injuries.

  When omitting an exercise, however, it must be replaced with a suitable alternative--that is, an alternative with similar specificity. Questions regarding the suitability of substitute exercises may be submitted to POST staff or to a reputable exercise physiologist in the local area. In either case, a rationale for significant departures from the exercises specified for any module should be documented.

  The point to be made here is that the content of any particular module is not "cut and dried," and that reasonable changes are permissible when justified.

Guidelines for Remedial and Accelerated Training

As discussed previously, the target performance levels called for in each conditioning module represent appropriate overload criteria for the average young adult trainee. These target levels, however, may be inappropriate for individuals who either cannot meet the initial performance targets, or who have current physical abilities that significantly exceed the target levels. The POST program has been designed to accommodate either type of trainee.

In order to provide an appropriate training stimulus (i.e., overload) for individuals who are above or below the initial target levels, it is recommended that cadets be assigned to exercise groups based upon their initial conditioning level. Each group can then begin the program on an intensity (or overload) schedule from which they can derive maximal benefits, i.e., improvement.

In general, individuals who cannot meet initial target levels for a particular objective (module) should be identified as remedial trainees, and those who clearly exceed initial target levels should be identified as accelerated trainees. The decision to form two or more exercise groups or to specify individualized exercise target levels should be made on the basis of the results of the initial testing and/or instructor observations of how the cadets respond to the first one or two module administrations. Guidelines for how this can be accomplished with regard to each module are provided in Chapter Three. A description of the initial testing procedures follows.

APPENDIX 21

Individual Basic Course Subjects

Commission on Peace Officer Standards and Training

PART V

MANAGING BASIC COURSE UNIT GUIDES

UNIT GUIDE ORGANIZATION

The Unit Guides are divided into 58 units of instruction and incorporated into 15 volumes. Each unit guide is an instructional management tool, and serves as a model outline for instruction. The guides help the instructor and academy management understand the scope and intent of the unit of instruction. It is designed to manage the use and improve the quality of related instructional material in order to assure learner achievement of the performance objectives for that unit.

Each unit guide has the following sections:

- o A cover page with the unit guide title and number, and a numerical list of the learning goals contained therein.
- o An introductory page explaining that the unit guide is designed as a guideline for performance objectives-based law enforcement basic training.
- o A table of contents.
- o A detailed list of the learning goals and performance objectives covered in the unit guide.
- o Material/equipment requirements.
- o Unit outline containing:

  Presentation data

  Personal and reference data

  Objectives and cues

- o Supporting materials and references which may contain:

  Handouts

  Illustrations

  Check sheets

  Reference materials

Within the 58 unit guides, learning areas are consolidated into groups for cross reference, whereby like subject matter is combined and presented in logical sequence. A list of the volumes, unit guide numbers and learning goals contained therein is as follows:

Volume 1 - Professional Orientation

Unit Guide #	Unit Guide Title	Learning Goals
1	Introduction to Law Enforcement	1.1, 1.2, 1.7, 1.8, 1.9, 1.10, 1.11
2	Ethics	1.3, 1.4
3	Department Orientation	1.5, 7.12, 10.9

Source: California Commission on Peace Officer Standards and Training, POST Basic Course Management Guide, POST Publication, 1984.

Commission on Peace Officer Standards and Training

Volume 2 - Community Relations

Unit Guide #	Unit Guide Title	Learning Goals
4	Community Service Concept	2.1, 2.2, 2.3
5	Crime Prevention	2.4
6	Stress/Career Influences/Victimology	1.6, 2.5
7	News Media Relationships	8.41

Volume 3 - Law

8	Introduction to Law	3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8
9	Crimes Against Property	3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16
10	Crimes Against Persons	3.10, 3.17, 3.18, 3.19, 3.20, 3.25, 3.26, 3.27
11	General Criminal Statutes	3.22, 3.23, 3.24, 3.30, 3.39
12	Juvenile Law and Procedures	3.21, 3.41
13	Sexual Assault	3.28, 3.29
14	Substance Abuse	3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.40

Volume 4 - Legal Aspects of Arrest/Search/Seizure

Unit Guide #	Unit Guide Title	Learning Goals
15	Constitutional Rights	3.37, 8.8
16	Laws of Arrest	3.6, 3.38
17/18	Search and Seizure Concepts	4.7, 4.8
19	Legal Showup	4.9

Volume 5 - Rules of Evidence

Unit Guide #	Unit Guide Title	Learning Goals
20	Laws of Evidence	4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Commission on Peace Officer Standards and Training

Volume 6 - Communications

Unit Guide #	Unit Guide Title	Learning Goals
21	Interpersonal Communications	5.1
22	Interviewing	10.8
23	Report Writing	5.2, 5.3, 5.4, 5.5, 10.3
24	Telecommunications	5.6

Volume 7 - Vehicle Operations

Unit Guide #	Unit Guide Title	Learning Goals
25	Vehicle Operations	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Volume 8 - Force and Weaponry

Unit Guide #	Unit Guide Title	Learning Goals
26	Legal Aspects of Force	7.1, 7.2, 7.3
27	Firearm Safety	7.5, 7.12
28	Handgun	7.6, 7.7, 7.10, 7.13, 7.14, 7.15, 7.16
29	Shotgun	7.8, 7.11, 7.17, 7.18
30	Chemical Agents	7.19, 7.20
31	Baton	12.8, 12.9
32	Weaponless Defense	12.6, 12.7
33	Simulated Use of Force	7.4

Volume 9 - Patrol Procedures

Unit Guide #	Unit Guide Title	Learning Goals
34	Patrol Concepts/ Techniques	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.13
35	Vehicle Pullovers	8.9, 8.10, 8.11, 9.9, 9.11
36	Crimes in Progress	8.21, 8.22, 8.23, 8.24, 8.25
37	Crisis Management	8.26, 8.27, 8.28, 8.29 8.30, 8.31, 8.42, 8.43, 8.44

Commission on Peace Officer Standards and Training

Volume 9 - Patrol Procedures (cont'd)

Unit Guide #	Unit Guide Title	Learning Goals
38	Unusual Occurrences	8.17, 8.34, 8.38, 8.39, 8.40
39	Officer Survival	8.37

Volume 10 - Techniques of Arrest/Search/Seizure

Unit Guide #	Unit Guide Title	Learning Goals
40	Person Search Technique	8.14, 8.18, 8.19, 8.20
41	Building Search Technique	8.16
42	Vehicle Search Technique	8.15
43	Crime Scene Search Technique	10.2

Volume 11 - First Aid/CPR

Unit Guide #	Unit Guide Title	Learning Goals
44	Handling Sick & Injured	8.45, 8.32
45	Mentally Ill	8.36

Volume 12 - Traffic

Unit Guide #	Unit Guide Title	Learning Goals
46	Introduction to Traffic	9.1, 9.2, 9.3, 9.4
47	Violator Contact	9.6, 9.7, 9.8, 9.10
48	Alcohol Violations	9.5
49	Traffic Control	9.12
50	Traffic Accident Investigation	9.13, 9.14
51	Auto Theft	9.15, 8.35

Volume 13 - Criminal Investigation

Unit Guide #	Unit Guide Title	Learning Goals
52	Preliminary Investigation	10.1, 10.10
53	Identification/ Collection/Preservation of Evidence	10.4, 10.5, 10.6, 10.7

Volume 13 - Criminal Investigation (cont'd)

54	Investigation of Crimes Against Property	10.13, 10.14
55	Investigation of Crimes Against Persons	8.33, 10.8.2, 10.15, 10.16, 10.17, 10.18, 10.19, 10.20, 10.21
56	Courtroom Demeanor	10.11

Volume 14 - Custody

Unit Guide #	Unit Guide Title	Learning Goals
57	Custody	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7

Volume 15 - Physical Fitness

Unit Guide #	Unit Guide Title	Learning Goals
58	Physical Fitness	12.1, 12.2, 12.3, 12.4, 12.5

HOW TO USE UNIT GUIDES:

The instructional unit guide is intended to be a flexible, adaptable tool as well as a source of information for upgrading the instructional system. The instructor and administrator are encouraged to write in it, revise or adapt it to local situations, and use it in any other way which may help improve instructional efficiency.

In making modifications, keep in mind that the instructional materials for this unit are based on a detailed analysis of what basic course students really need to know or do in order to function effectively in the field. Your efforts, therefore, should be directed at producing the required learning, rather than making a change for change's sake, or modifying the system to suit your own personal bias or method.

Updating of materials relative to change factors in law enforcement, i.e., new legislation, case law, change in street language, etc., will be provided by POST with input and assistance from the Basic Course presenters and subject matter experts.

APPENDIX 22

Sacramento County Sheriff's Training Academy - Basic Course

Robbie Waters
Sheriff

SHERIFF'S TRAINING ACADEMY

84-SBRA-3

a cooperative venture with :

GRANT JOINT UNION HIGH SCHOOL DISTRICT
Adult and Community Education

CAMPOS VERDES REGIONAL TRAINING CENTER
3701 STEPHENS DRIVE
NORTH HIGHLAND, CALIF. 95660

Source: Campos Verdes Regional Training Center, 84-SBRA-3, Campos Verdes RTC Publication, 1984.

SACRAMENTO COUNTY SHERIFF'S DEPARTMENT

BASIC RECRUIT ACADEMY 84-SBRA-2

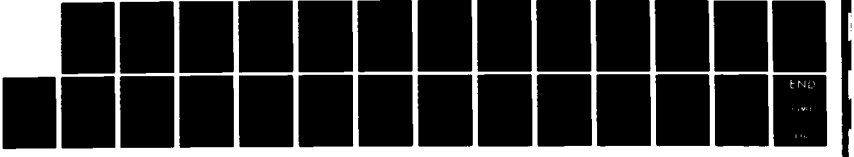
INDEX

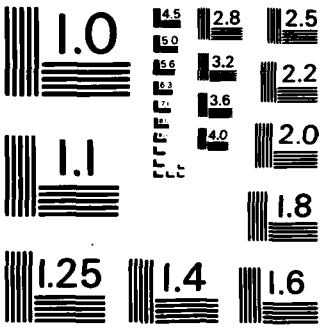
		INSTRUCTORS	HOURS
1.0	PROFESSIONAL ORIENTATION: P.O.S.T. Required - 10 hours		
	1.1 Ethics	E. Buda	4
	1.2 Department and Academy Orientation	Staff	14
	1.3 Administration of Justice Components	R. Cole	2
	1.4 Related Law Enforcement Agencies	R. Cole	2
	1.5 California Court System	R. Smith	2
	1.6 California Corrections System	J. Foster	2
		TOTAL	26
2.0	POLICE COMMUNITY RELATIONS: P.O.S.T. Required - 15 hours		
	2.1 Community Relations	G. McKee	8
	2.2 Crime Prevention	G. McKee	4
	2.3 Stress Factors/Spousal Training	J. Wallace	4
		TOTAL	16
3.0	LAW: P.O.S.T. Required - 45 hours		
	3.1 Basic Criminal Law	J. Campoy	18
	3.2 Narcotics - Dangerous Drugs	L. Jarvis	8
	3.3 A.B.C. Law	E. Sheehan	2
	3.4 Juvenile Law and Procedures	P. Flood	6
	3.5 Probable Cause	R. Gaultney	4
	3.6 Crimes Against Children	P. Flood	8
		TOTAL	46
4.0	LAWS OF EVIDENCE: P.O.S.T. Required - 15 hours		
	4.1 Rules of Evidence	R. Gaultney	8
	4.2 Laws of Arrest, Search & Seizure	R. Gaultney	10
	4.3 Miranda, Interviews & Interrogation	R. Gaultney	6
		TOTAL	24
5.0	COMMUNICATIONS: P.O.S.T. Required - 15 hours		
	5.1 Report Writing	D. Round D. Butler C. Orr J. Schlenker	60
	5.2 Telecommunications	W. Iames	8
		TOTAL	68

Note: Number of training hours based on previous POST minimum requirement of 400 hours (prior to 1 July 1985).

AD-A158 008 A COMPARATIVE ANALYSIS OF LAW ENFORCEMENT TRAINING PROGRAMS: THE UNITED S..(U) AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OH M R MORELAND 1985 4/4

UNCLASSIFIED AFIT/CI/NR-85-82T F/G 5/9 NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

INDEX
PAGE 2

		INSTRUCTORS	HOURS
6.0	VEHICLE OPERATIONS: P.O.S.T. Required - 15 hours		
	6.1 Driver Training Theory	M. Bailey	4
	6.2 Driver Training Performance	M. Bailey	19
		TOTAL	23
7.0	FORCE AND WEAPONRY: P.O.S.T. Required - 40 hours		
	7.1 Legal Aspects of Force	J. Campoy	5
	7.2 Firearms Training	G. Philo R. VanQuill	50
	7.3 Chemical Agents/Crowd Control Marching	M. Davidson	31
		TOTAL	86
8.0	PATROL PROCEDURES: P.O.S.T. Required - 90 hours		
	8.1 Patrol Techniques	R. Smith	8
	8.2 Person Search Techniques	F. Pendleton T. Allen	33
	8.3 Missing Persons	R. Smith	2
	8.4 Civil Procedures	S. Hill	4
	8.5 Crimes in Progress	W. Myers	4
	8.6 Vehicle Pullover Techniques	A. Fidler J. Sandison	8
	8.7 Officer Survival	W. O'Connor	4
	8.8 Crisis Management	L. Waters E. Evans K. Royal T. Carter	24
	8.9 Mentally Ill	P. Hauptman	2
	8.10 Fire Conditions	R. McBride	4
	8.11 Bombings and Bomb Threats	R. Howell	2
	8.12 News Media Relations	R. Dickson	3
	8.13 Unusual Occurrences	R. Cole	2
	8.14 Telephone Crimes	K. Sutter	2
	8.15 Handling the Mentally Retarded	J. Miller	2
	8.16 Helicopter Patrol	C. Smith	2
	8.17 Secret Service	W. Granger	2
	8.18 Canine Patrol	J. Sandison	2
		TOTAL	130
9.0	TRAFFIC: P.O.S.T. Required - 30 hours		
	9.1 Introduction to the Vehicle Code	J. Merical	4
	9.2 Vehicle Code Violations	J. Merical	4
	9.3 Accident Investigation	K. Fowler	5
	9.4 Psychology of Violator Contacts	J. Valle	3
	9.5 Issuing Citations and Warnings	J. Valle	2
	9.6 Alcohol Violations	J. Merical	8
	9.7 Removing Persons From a Vehicle	F. Pendleton T. Allen	5
	9.8 Implied Consent Law	McClellan	2
		TOTAL	33

	INSTRUCTORS	HOURS
10.0 CRIMINAL INVESTIGATION: P.O.S.T. Required - 40 hours		
10.1 Preliminary Investigation	F. Davidson	5
10.2 Crime Scene Search	F. Davidson	5
10.3 Local Detective Function	D. Arnal	1
10.4 Information Gathering	D. Arnal	1
10.5 Courtroom Demeanor	J. Campoy	4
10.6 Auto Theft Investigation	J. Irwin	2
10.7 Burglary Investigation	D. Arnal	1
10.8 Grand Theft Investigation	D. Arnal	1
10.9 Robbery Investigation	D. Arnal	1
10.10 Assault Investigation	D. Arnal	1
10.11 Sex Crimes	D. Round	8
10.12 Homicide - Suicide Investigation	M. Hash	6
10.13 Kidnapping Investigation	D. Mader	2
10.14 Vice and Organized Crime	D. Mader	2
10.15 Forgery/Fraud Investigation	D. Evans	2
10.16 Arson Investigation	H. Armstrong	4
	TOTAL	46
11.0 CUSTODY: P.O.S.T. Required - 5 hours		
11.1 Jail Procedures	T. Clippinger	4
11.2 Prisoner Transportation	F. Pendleton	2
	TOTAL	6
12.0 PHYSICAL FITNESS & DEFENSE TECHNIQUES: P.O.S.T. Required - 40 hours		
12.1 Physical Fitness	F. Pendleton T. Allen	38
12.2 Arrest, Control & Baton Techniques	F. Pendleton T. Allen	44
	TOTAL	82
13.0 FIRST AID - C.P.R.: P.O.S.T. Required - 15 hours		
13.1 Emergency Medical Aid	D. Philo	20
	TOTAL	20
14.0 RECRUIT PERFORMANCE: P.O.S.T. Required - 20 hours		
14.1 Academic Examinations	T. Allen	14
14.2 Performance Evaluations:	Staff	34
Crisis Management P.E. (5 hrs.)		
Traffic Accident P.E. (5 hrs.)		
Auto Theft P.E. (2 hrs.)		
Crime Scene P.E. (4 hrs.)		
Mentally Ill P.E. (2 hrs.)		
Patrol Operations P.E. (16 hrs.)		

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PAGE 4

	INSTRUCTORS	HOURS
14.3 Peace Officer Standards and Training Commission Final Exam	P.O.S.T. Staff	4
	TOTAL	52
15.0 GRADUATION		
15.1 Preparation	Staff	8
15.2 Ceremony	Staff	4
	TOTAL	12
	*** TOTAL HOURS (28 weeks)	660

APPENDIX 23

POST Standard Course Success Criteria

Commission on Peace Officer Standards and Training

Success Criteria

FUNCTIONAL AREA 1.0 PROFESSIONAL ORIENTATION:

1.1.0	History and Principals of Law Enforcement	
	70%	1.1.1
1.2.0	Law Enforcement Profession	
	70%	1.2.1
	70%	1.2.2
1.3.0	Ethics	
	80%	1.3.1
	70%	1.3.2
1.4.0	Unethical Behavior	
	80%	1.4.1
	70%	1.4.2
	80%	1.4.3
	80%	1.4.4
1.5.0	Department Orientation	
	70%	1.5.1
		(1.5.2 deleted 10-20-83)
1.6.0	Career Influences	
	70%	1.6.1
	70%	1.6.2
	70%	1.6.3
1.7.0	Administration of Justice Components	
	70%	1.7.1
	70-80%	1.7.2
		(1.7.3 deleted 10-20-83)
		(1.7.4 deleted 10-20-83)
	70%	1.7.5
1.8.0	Related Law Enforcement Agencies	
	70%	1.8.1
1.9.0	California Court System	
	70%	1.9.1
	70%	1.9.2
1.10.0	Parole and Probation in California	
		(1.10.1 deleted 10-20-83)
	70%	1.10.2
		(1.10.3 deleted 10-20-83)
		(1.10.4 deleted 10-20-83)
	70%	1.10.5
		(1.10.6 deleted 10-20-83)
1.11.0	Discretionary Decision Making	
	70%	1.11.1
	70%	1.11.2
	70%	1.11.3
	70%	1.11.4

Revised 1-1-85

Source: California Commission on Peace Officer Standards and Training, Performance Objectives for the POST Basic Course, POST Publication, 1985.

Commission on Peace Officer Standards and Training

Success Criteria

FUNCTIONAL AREA 7.0 FORCE WEAPONRY:

7.1.0 Effects of Force
80% 7.1.1
80% 7.1.2

7.2.0 Reasonable Force
90% 7.2.1
100% 7.2.2
80% 7.2.3
(7.2.4 Deleted 9-1-84)

7.3.0 Deadly Force
100% 7.3.1
100% 7.3.2
100% 7.3.3
90% 7.3.4
100% 7.3.5

7.4.0 Simulated Use of Force
100% 7.4.1 Field Prob.

7.5.0 Firearms Safety
100% 7.5.1
100% 7.5.2

7.6.0 Handgun
80% 7.6.1
(7.6.2 deleted 10-20-83)
(7.6.3 deleted 10-20-83)

7.7.0 Care and Cleaning of Service Handgun
80% 7.7.1

7.8.0 Shotgun
80% 7.8.1
80% 7.8.2

(7.9.0 deleted 1-1-81)

7.10.0 Handgun Shooting Principles
90% 7.10.1
90% 7.10.2

7.11.0 Shotgun Shooting Principles
90% 7.11.1
90% 7.11.2

7.12.0 Identification of Weapons and Ammunition
90% 7.12.1

7.13.0 Handgun/Day/Range
100% 7.13.1 Field Prob.
100% 7.13.2 Field Prob.
100% 7.13.3 Field Prob.

7.14.0 Handgun/Night/Range
100% 7.14.1 Field Prob.
100% 7.14.2 Field Prob.
(7.14.3 Deleted 10-20-83)

7.15.0 Handgun/Combat/Day/Range
100% 7.15.1 Field Prob.
100% 7.15.2 Field Prob.
100% 7.15.3 Field Prob.

7.16.0 Handgun/Combat/Night Range
100% 7.16.1 Field Prob.
100% 7.16.2 Field Prob.
100% 7.16.3 Field Prob.

7.17.0 Shotgun/Combat/Day Range
100% 7.17.1 Field Prob.

(7.18.0 Shotgun/Combat/Night Range
100% 7.18.1 Field Prob.

7.19.0 Use of Chemical Agents
80% 7.19.1
80% 7.19.2
80% 7.19.3
80% 7.19.4
80% 7.19.5
80% 7.19.6

7.20.0 Chemical Agent Simulation
80% 7.20.1
80% 7.20.2

Revised 1-1-85

Commission on Peace Officer Standards and Training

Success Criteria

FUNCTIONAL AREA 8.0 PATROL PROCEDURES:

8.1.0 Patrol Concepts
- 80% 8.1.1
- 80% 8.1.2
- (8.1.3 deleted 10-20-83)
- 80% 8.1.4
- (8.1.5 deleted 10-20-83)

8.2.0 Perception Techniques
- 80% 8.2.1

8.3.0 Observation Techniques
- 80% 8.3.1
- 80% 8.3.2 Field Prob.

8.4.0 Beat Familiarization
- 80% 8.4.1
- 80% 8.4.2
- 80% 8.4.3

8.5.0 Problem Area Patrol Techniques
- 70% 8.5.1
- 80% 8.5.2
- 80% 8.5.3
- 70% 8.5.4

8.6.0 Patrol "Hazards"
- 90% 8.6.1
- 80% 8.6.2
- 80% 8.6.3
- 90% 8.6.4

8.7.0 Pedestrial Approach
- 80% 8.7.1
- 80% 8.7.2
- 90% 8.7.3
- 80% 8.7.4 Field Prob.

8.8.0 Interrogation
- 80% 8.8.1
- 80% 8.8.2 Field Prob.

8.9.0 Vehicle Pullover Techniques
- 90% 8.9.1
- 90% 8.9.2
- 80% 8.9.3
- 90% 8.9.4
- 80% 8.9.5
- 80% 8.9.6
- 80% 8.9.7
- 80% 8.9.8
- 80% 8.9.9
- 80% 8.9.10
- 80% 8.9.11
- 90% 8.9.12
- 90% 8.9.13
- 80% 8.9.14
- 80% 8.9.15

8.10.0 Miscellaneous Vehicle Stops
- 80% 8.10.1

8.11.0 Felony/High Risk Pullover Field Problem
- 90% 8.11.1 Field Prob.

(8.12.0 Deleted 1-1-81)

8.13.0 Wants and Warrants
- 80% 8.13.1

8.14.0 Person Search Techniques
- 90% 8.14.1
- 90% 8.14.2
- 90% 8.14.3
- 90% 8.14.4

8.15.0 Vehicle Search Techniques
- 80% 8.15.1
- 80% 8.15.2 Field Prob.

8.16.0 Building Area Search
- 90% 8.16.1
- 90% 8.16.2

8.17.0 Missing Persons
- 70% 8.17.1
- 80% 8.17.2

8.18.0 Search/Control Simulation
- 90% 8.18.1 Field Prob.
- 90% 8.18.2 Field Prob.

8.19.0 Restraint Devices
- 80% 8.19.1
- 80% 8.19.2
- 90% 8.19.3 Field Prob.

8.20.0 Prisoner Transportation
- 90% 8.20.1
- 80% 8.20.2
- 80% 8.20.3 Field Prob.

8.21.0 Tactical Considerations/ Crimes-in-Progress
- 90% 8.21.1
- 80% 8.21.2
- 80% 8.21.3
- 80% 8.21.4

Revised 1-1-85

Commission on Peace Officer Standards and Training

Success Criteria

FUNCTIONAL AREA 9.0 TRAFFIC:

9.1.0 Introduction to Traffic
- 80% 9.1.1
- 80% 9.1.2

9.2.0 Vehicle Code
- 70% 9.2.1

9.3.0 Vehicle Registration
- 70% 9.3.1
- 70% 9.3.2

9.4.0 Vehicle Code Violations
- 70% 9.4.1
- 70% 9.4.2
- 70% 9.4.3
- 70% 9.4.4
- 70% 9.4.5
- 70% 9.4.6
- 70% 9.4.7
- 80% 9.4.8
- 80% 9.4.9
- 70% 9.4.10
- 70% 9.4.11
- 70% 9.4.12
- 70% 9.4.13
- 70% 9.4.14
- 70% 9.4.15

9.5.0 Alcohol Violations
- 80% 9.5.1
- 80% 9.5.2
- 70% 9.5.3
- 80% 9.5.4 Field Prob.

9.6.0 Auto Theft Investigation
- 70% 9.6.1
- 70% 9.6.2
- (9.6.3 Deleted 9-1-84)

9.7.0 Initial Violator Contact
- 80% 9.7.1
- 80% 9.7.2
- 80% 9.7.3
- 80% 9.7.4

9.8.0 License Identification
- 80% 9.8.1 Field Prob.
- 80% 9.8.2

9.9.0 Traffic Stop Hazards
- 100% 9.9.1
- 100% 9.9.2
- 100% 9.9.3

9.10.0 Issuing Citations and Warnings
- 70% 9.10.1
- 80% 9.10.2
- 70% 9.10.3
- 70% 9.10.4

9.11.0 Traffic Stop Field Problem
- 80% 9.11.1 Field Prob.
- 100% 9.11.2 Field Prob.

9.12.0 Traffic Direction
- 80% 9.12.1
- 70% 9.12.2
- 70% 9.12.3
- 100% 9.12.4

9.13.0 Traffic Accident Investigation
- (9.13.1 Deleted 9-1-84)
- (9.13.2 Deleted 9-1-84)
- (9.13.3 Deleted 9-1-84)
- (9.13.4 Deleted 9-1-84)
- (9.13.5 Deleted 10-20-83)
- 80% 9.13.6

9.14.0 Traffic Accident Field Problem
- 100% 9.14.1 Field Prob.
- 80% 9.14.2

9.15.0 Vehicle Impound and Storage
- 70% 9.15.1
- 70% 9.15.2 Field Prob.

9.16.0 Vehicle Code Arrest Procedures
- 80% 9.16.1

Revised 1-1-85

Commission on Peace Officer Standards and Training

Success Criteria

FUNCTIONAL AREA 12.0 PHYSICAL FITNESS & DEFENSE TECHNIQUES:

12.1.0	Physical Disablers	
	80%	12.1.1
	70%	12.1.2
	70%	12.1.3
12.2.0	Prevention of Disablers	
	70%	12.2.1
	70%	12.2.2
	70%	12.2.3
12.3.0	Weight Control	
	70%	12.3.1
	70%	12.3.2
	70%	12.3.3
12.4.0	Self-Evaluation	
		(12.4.1 deleted 1-1-81)
	70%	12.4.2
12.5.0	Lifetime Fitness	
	70%	12.5.1
12.6.0	Principles of Weaponless	
	80%	12.6.1
	100%	12.6.2
	80%	12.6.3
	80%	12.6.4
	80%	12.6.5
	100%	12.6.6
12.7.0	Armed Suspect/Weaponless Defense/Weapon Retention	
		(12.7.1 Deleted 10-20-83)
	90%	12.7.2 Field Prob.
	90%	12.7.3
		(12.7.4 Deleted 10-20-74)
	90%	12.7.5
	90%	12.7.6
	90%	12.7.7 Field Prob.
12.8.0	Baton Techniques	
	100%	12.8.1
	100%	12.8.2
	100%	12.8.3
	90%	12.8.4
12.9.0	Baton Demonstration	
	100%	12.9.1
	100%	12.9.2
	100%	12.9.3 Field Prob.

Revised 1-1-85

APPENDIX 24

Length of POST Basic Course Study Results

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

LENGTH OF BASIC COURSE STUDY

RESULTS OF SURVEY QUESTIONNAIRE
APRIL 1983

PART A - POST MINIMUM BASIC

(Name of Academy)	Instructional Hours: Indivi. Academy	Instructional Hours: State Average	Instructional Hours: Range	Testing Hours: Indiv. Academy	Testing Hours: State Average	Testing Hours: Range
1.0 Professional Orientation (10 Hours)*		16.25	7.5-28		1.0	.5-2.
1.1.0 History and Principles of Law Enforcement		1.5	0-4			
1.2.0 Law Enforcement Profession		1.2	0-3			
1.3.0 Ethics		1.7	.5-4			
1.4.0 Unethical Behavior		1.6	.5-4			
1.5.0 Department Orientation		2.8	0-11			
1.6.0 Career Influences		**	**			
1.7.0 Administration of Justice Components		1.9	1-4			
1.8.0 Related Law Enforcement Agencies		1.3	0-4			
1.9.0 California Court System		2.2	.5-4			
1.10.0 California Corrections System		1.8	.5-4			
2.0 Police Community Relations (15 Hours)		18.5	12-58		1.0	.5-2
2.1.0 Community Service Concept		2.5	1-6			
2.2.0 Community Attitudes and Influences		5	1-40.5			
2.3.0 Citizens Evaluation		2	.5-5			
2.4.0 Crime Prevention		3.4	1.5-9			
2.5.0 Factors Influencing Psychological Stress		5.4	2-15			
3.0 Law (45 Hours)		65.3	45-92.5		4.3	2-7
3.1.0 Introduction to Law		1.4	.2-6.5			
3.2.0 Crime Elements		1.2	.2-1.5			
3.3.0 Intent		1.0	.3-1.5			
3.4.0 Parties to a Crime		1.0	.2-1.0			
3.5.0 Defenses		1.1	.5-2.0			
3.6.0 Probable Cause		1.5	.5-4			
3.7.0 Attempt/Conspiracy/Solicitation		1.4	.4-2			
3.8.0 Obstruction of Justice		1.4	.3-3.5			
3.9.0 Theft Law		1.4	.4-4			
3.10.0 Extortion Law		.8	.3-1.5			
3.11.0 Embezzlement Law		.9	.3-1.5			
3.12.0 Forgery/Fraud Law		.9	.2-1.3			
3.13.0 Burglary Law		1.6	.3-4			
3.14.0 Receiving Stolen Property Law		.9	.3-1.5			
3.15.0 Malicious Mischief Law		1.0	.2-1.5			
3.16.0 Arson Law		1.5	.2-4			
3.17.0 Assault/Battery Law		1.1	.3-2			
3.18.0 Assault With Deadly Weapon Law		1.1	.3-2.5			
3.19.0 Mayhem Law		.7	.1-1			
3.20.0 Felonious Assaults Law		1.3	.2-2			
3.21.0 Crimes Against Children Law		2.6	.4-6			

*Minimum POST Hours
**Not listed from Questionnaire

Source: California Commission on Peace Officer Standards and Training, Training Services Bureau, POST Publication, 1984.

		Instructional Hours			Testing Hours		
		Indivi. Academy	State Average	Range	Indiv. Academy	State Average	Range
Law (cont.)							
3.22.0	Public Nuisance Law		1.3	.2-2.5			
3.23.0	Crimes Against Public Peace Law		1.5	.1-2.5			
3.24.0	Deadly Weapons Law		1.3	.1-4			
3.25.0	Robbery Law		1.3	.1-3			
3.26.0	Kidnapping/False Imprisonment Law		1.3	.2-4			
3.27.0	Homicide Law		2.0	.1-4			
3.28.0	Sex Crimes and Crimes Against Children		1.8	1-4			
3.29.0	Rape Law		1.5	.5-3			
3.30.0	Gaming Law		1.6	.1-3			
3.31.0	Controlled Substances Law		1.8	.5-3.5			
3.32.0	Hallucinogens Law		1.4	.5-2			
3.33.0	Narcotics Law		1.5	.5-5			
3.34.0	Marijuana Law		1.3	.5-2.5			
3.35.0	Poisonous Substances Law		1.2	.5-3			
3.36.0	Alcoholic Beverage Control Law		2.4	.2-4			
3.37.0	Constitutional Rights Law		2.1	1-6			
3.38.0	Laws of Arrest		5.7	2-12			
3.39.0	Local Ordinances		1.0	0-3			
3.40.0	Juvenile Alcohol Law		1.0	.5-2			
3.41.0	Juvenile Law and Procedure		5.6	1-16			
4.0	Laws Of Evidence (15 Hours)		19.7	12.5-38		1.76	.5-4
4.1.0	Concepts of Evidence		1.9	.2-4			
4.2.0	Privileged Communication		1.1	.3-4			
4.3.0	(Deleted)		.8	.3-4			
4.4.0	Subpoena		1.0	.2-4			
4.5.0	Burden of Proof		1.3	.5-4			
4.6.0	Rules of Evidence		2.5	1-14.5			
4.7.0	Search Concept		5.2	1-14.5			
4.8.0	Seizure Concept		4.2	2-13.5			
4.9.0	Legal Showup		1.7	.5-6			
5.0	Communications (15 Hours)		30.8	15-54		3.9	1-21
5.1.0	Interpersonal Communications		3.4	.5-10			
5.2.0	Note Taking		2.5	1-8			
5.3.0	Introduction to Report Writing		3.3	1-8			
5.4.0	Report Writing Mechanics		8.0	2-20			
5.5.0	Report Writing Application		13.4	.5-33			
5.6.0	Use of the Telephone		1.1	0-3			
6.0	Vehicle Operation (15 Hours)		21.9	16-31		2.7	.5-7
6.1.0	Introduction to Vehicle Operation		2.0	1-6			
6.2.0	Vehicle Operation Factors		1.5	.5-4			
6.3.0	Code 3		3.2	.5-7			
6.4.0	Vehicle Operation Liability		1.8	.5-4			
6.5.0	Vehicle Inspection		1.0	.5-2			
6.6.0	Vehicle Control Techniques		11.9	1.5-24			
6.7.0	Stress Exposure and Hazardous Awareness Emergency Driving		**	**			

**Omitted from Questionnaire

			Instructional Hours			Testing Hours		
			Indivi. Academy	State Average	Range	Indiv. Academy	State Average	Ra...
7.0	Force And Weaponry	(40 Hours)		58	40-96		7.9	1-...
7.1.0	Effects of Force			1.3	.5-3			
7.2.0	Reasonable Force			1.4	.5-3			
7.3.0	Deadly Force			1.8	.5-4			
7.4.0	Simulated Use of Force			2.4	0-10			
7.5.0	Firearms Safety			1.3	1-4			
7.6.0	Handgun			1.3	0-5			
7.7.0	Care and Cleaning of Service Handgun			1.0	.5-3			
7.8.0	Shotgun			1.4	.5-6			
7.9.0	(Deleted)			.7	0-4			
7.10.0	Handgun Shooting Principles			2.2	.5-5			
7.11.0	Shotgun Shooting Principles			1.8	.5-4			
7.12.0	Identification of Agency Weapons and Ammunition			.7	0-3.2			
7.13.0	Handgun/Day/Range (Target)			7.4	.5-24			
7.14.0	Handgun/Night/Range (Target)			3.4	.5-8			
7.15.0	Handgun/Combat/Day/Range			8.0	2-30			
7.16.0	Handgun/Combat/Night/Range			3.9	1-9			
7.17.0	Shotgun/Combat/Day/Range			5.6	2-18			
7.18.0	Shotgun/Combat/Night/Range			2.8	0-7			
7.19.0	Use of Chemical Agents			4.9	3-8			
7.20.0	Chemical Agent Simulation			3.2	1-8			
8.0	Patrol Procedures	(105 Hours)		127.4	90-203		10.9	1-27
8.1.0	Patrol Concepts			1.5	.5-4			
8.2.0	Perception Techniques			1.2	.5-2			
8.3.0	Observation Techniques			1.3	.5-2			
8.4.0	Beat Familiarization			1.3	.5-3			
8.5.0	Problem Area Patrol Techniques			1.5	.5-4			
8.6.0	Patrol "Hazards"			1.5	.2-3			
8.7.0	Pedestrian Approach			2	.5-5			
8.8.0	Interrogation			2	.5-8			
8.9.0	Vehicle Pullover Technique			3.5	.2-9			
8.10.0	Miscellaneous Vehicle Stops			2.4	.5-6			
8.11.0	Felony/High Risk Pullover Field Problem			6.3	2-16			
8.12.0	(Deleted)			.8	0-2			
8.13.0	Wants and Warrants			1.6	0-4.5			
8.14.0	Person Search Techniques			3.7	0-20			
8.15.0	Vehicle Search Techniques			1.7	0-6			
8.16.0	Building Area Search			1.8	.5-4			
8.17.0	Missing Persons			1.3	.5-2			
8.18.0	Search/Handcuffing/Control Simulation			7	0-15			
8.19.0	Restraint Devices			5.3	0-30			
8.20.0	Prisoner Transportation			1.3	0-3.5			
8.21.0	Tactical Considerations/Crimes-In-Progress			2.6	.5-8			
8.22.0	Burglary-In-Progress Calls			1.7	.5-3			
8.23.0	Robbery-In-Progress Calls			1.8	.5-3			
8.24.0	Prowler Calls			1.3	.5-3			
8.25.0	Crimes-In-Progress/Field Problems			5.3	0-25			
8.26.0	Handling Disputes			2.7	0-11			
8.27.0	Family Disputes			3.9	1-20.5			
8.28.0	Repossessions			1.2	.5-2.5			
8.29.0	Landlord/Tenant Disputes			2	.5-6			
8.30.0	Labor Disputes			1.4	.5-2.5			
8.31.0	Defrauding an Innkeeper			.9	.5-2			
8.32.0	Handling Sick and Injured Persons			1.8	0-15			

			Instructional Hours			Testing Hours		
			Indivi. Academy	State Average	Range	Indiv. Academy	State Average	Ran
Patrol Procedures (cont.)								
8.33.0	Handling Dead Bodies			1.8	.5-4			
8.34.0	Handling Animals			1	0-2			
8.35.0	(Deleted)			.8	0-2			
8.36.0	Mentally Ill			2.6	.5-5			
8.37.0	Officer Survival			7.4	0-20			
8.38.0	Mutual Aid			1.1	0-2			
8.39.0	Unusual Occurrences			2	.5-4			
8.40.0	Fire Conditions			1.9	.5-4			
8.41.0	News Media Relations			1.2	1-4			
8.42.0	Agency Referral			1.1	0-3			
8.43.0	Crowd Control			3.6	1-12			
8.44.0	Riot Control Field Problem			2.8	1-8			
8.45.0	First Aid and CPR			21.7	14-38			
9.0	Traffic	(30 Hours)		39.2	23-59		2.18	1-8.
9.1.0	Introduction to Traffic			1.1	.2-3			
9.2.0	Vehicle Code			2.6	.5-16			
9.3.0	Vehicle Registration			1.7	.5-6			
9.4.0	Vehicle Code Violations			4.3	1-11.5			
9.5.0	Alcohol Violations			3.5	1-8			
9.6.0	Auto Theft Investigation			2.9	0-6			
9.7.0	Initial Violator Contact			.9	0-2			
9.8.0	License Identification			1.2	.3-2			
9.9.0	Traffic Stop Hazards			1.0	.5-2			
9.10.0	Issuing Citations and Warnings			2.0	.5-10			
9.11.0	Traffic Stop Field Problems			1.6	.5-6			
9.12.0	Traffic Direction			2.8	0-6.5			
9.13.0	Traffic Accident Investigation			1.9	1-4			
9.14.0	Traffic Accident Field Problem			6.1	2-9.5			
9.15.0	Vehicle Impound and Storage			4.6	1-16			
10.0	Criminal Investigation	(45 Hours)		47.8	35.5-80		5.2	1-2
10.1.0	Preliminary Investigation			3.0	1-6			
10.2.0	Crime Scene Search			2.3	1-6			
10.3.0	Crime Scene Notes			1.6	.3-4			
10.4.0	Crime Scene Sketches			1.8	.3-3			
10.5.0	Fingerprints			3.5	1-7			
10.6.0	Identification, Collection, and Preservation of Evidence			5-1	.5-18			
10.7.0	Chain of Custody			1.3	.5-3			
10.8.0	Interviewing			2.3	1-10			
10.9.0	Local Detective Function			.5	0-2			
10.10.0	Information Gathering			1.2	.5-2			
10.11.0	Courtroom Demeanor			4.8	.5-10			
10.12.0	(Deleted)							
10.13.0	Burglary Investigation			2.2	.3-6			
10.14.0	Grand Theft Investigation			1.9	.3-3			
10.15.0	Felonious Assault Investigation			1.8	1-4			
10.16.0	Sexual Assault Investigation			3.1	1-5			
10.17.0	Homicide Investigation			2.9	1-5			
10.18.0	Suicide Investigation			1.3	.3-2			
10.19.0	Kidnapping Investigation			1.3	.3-2			

		Instructional Hours			Testing Hours		
		Indivi. Academy	State Average	Range	Indiv. Academy	State Average	Range
Criminal Investigation (cont.)							
10.20.0	Poisoning Investigation		**	**			
10.21.0	Robbery Investigation		2.3	1-7			
10.22.0	Child Sexual Abuse and Exploitation Investigation		3.1	0-3			
11.0	Custody (5 Hours)		7.3	3-12		.7	.3-1
11.1.0	Custody Orientation		1.0	.5-4.2			
11.2.0	Custody Procedures		2.1	.5-24			
11.3.0	Illegal Force Against Prisoners		.9	.5-2			
11.4.0	Adult Booking		.8	.5-1.5			
11.5.0	Juvenile Booking		.8	.5-2			
11.6.0	Prisoner Rights and Responsibilities		.9	.5-2			
11.7.0	Prisoner Release		.7	.5-2			
12.0	Physical Fitness and Defense Techniques (40 Hours)		48	13.5-91.5		6.5	1-45
12.1.0	Physical Disablers		1.2	.5-2			
12.2.0	Prevention of Disablers		1.2	.5-2			
12.3.0	Weight Control		1.1	.5-2			
12.4.0	Self-Evaluation		1.2	0-4			
12.5.0	Lifetime Fitness		6.7	.5-23.5			
12.6.0	Principles of Weaponless Defense		13.2	1.2-30			
12.7.0	Armed Suspect/Weaponless Defense		8.6	2-20			
12.8.0	Baton Techniques		10.1	2-22			
12.9.0	Baton Demonstration		7.1	0-32			
Examinations	(20 Hours)						
a.	Written and Performance						
TOTAL REQUIRED HOURS:	(400 Hours)		500			48	
				*** 548	(POST minimum basic subjects)		
Average Hours for Locally Determined Subjects				92			
TOTAL AVERAGE HOURS				630			

** Omitted from survey
*** 548 is the average of the combined instructional and testing hours for POST minimum basic subjects. (excludes locally determined subjects)

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

LENGTH OF BASIC COURSE STUDY
RESULTS OF SURVEY QUESTIONNAIRE

April 1983

PART B - Optional/Locally Determined Instruction

	Subjects*	No. of Academies	Average Inst. Hours	Average Test Hours
1.	Physical Training	27	39.7	3.7
2.	Radio Procedures	10	4.2	-
3.	Intoxilyzer	9	4.4	
4.	Bombs/Explosives	9	3.2	
5.	Orient/Registeration	8	6.5	
6.	POST Testing	8		4.4
7.	Hazardous Materials	7	5.6	
8.	Graduation/Debrief	7	5.7	
9.	Barricaded Suspect/Hostage	6	2.1	
10.	Command Time	6	28.6	19.6 **
11.	Coroners Resp/Trip	5	3.6	
12.	Agency Ride Along	5		19.8
13.	Prison/Street/Motor Gang	5	3.8	
14.	Records/Auto Slots/Telecy	5	1.7	
15.	Race Ethenic Relations	4	4.3	1.3
16.	Firearms, Miscellaneous	3	5.6	2.6
17.	Career Influences	3	1	
18.	Crisis Management	3	7.7	1.3
19.	Forgery, Fraud, Banko	3	2.9	
20.	Poisoning Insurance	3	1.8	
21.	Employee Organizations	3	2.8	
	Dept. Aviation Craft	3	3	
	Special Community Prob.	2	1.5	
24.	Developmentally Disabled	2	3	
25.	Emergency Spanish	2	57.5	4
26.	Use of Dogs	2	2	
27.	Counseling Motivation	2	8	
28.	Phys./Psy. Attitudes	2	2	1.5
29.	Emergency Driving	2	7	
30.	Insurance/Retirement Benefits	2	1.5	
31.	Dept. Rules/Regulations	2	9.5	.3
32.	Spelling Exams	2		7.3
33.	Victims of Violent Crimes	2	5	
34.	Arson	2	1.4	
35.	Prison Tour/Jail	2	2.3	
36.	Family Orientation	2	1.8	
37.	Court Trial Sim.	2	4	4
38.	Deaf Awareness	1	2	
39.	Daily Log	1	2	
40.	Off Duty Ofc. Surv.	1	2	
41.	Nutrition	1	1	
42.	Time Mgmt./Test Strat	1	2	
43.	Patrol Line Assign	1	104	
44.	Academy Operations	1	27	
45.	Practical Exercise	1	2	
46.	POST Critique	1	1	
47.	Annoyancy/Lewed Calls	1	1	

	Subjects*	No. of Academies	Average Inst. Hours	Average Test Hours
48.	Motorcycle Gangs	1	2	
49.	Miranda Hearsay	1	1	
50.	Internal Affairs	1	2	
51.	Decision Making	1	5	
52.	How to Study	1	2	
53.	Workbook Intro.	1	2	
54.	City Gov't Goog.	1	1	
55.	Community Stress Factors	1	2	
56.	Neighborhood Watch	1	2	
57.	PCP Training	1	1	
58.	Missing Persons	1	1	
59.	Hach/ Operations	1	1	
60.	Mobile S am's Gas Check	1	4	
61.	Van Stops	1	2	
62.	Intro. Crime Lab	1	1	
63.	Indust. Injury	1	1	
64.	Speeches	1	3	
65.	*Court Case Prep.*	1	10	
66.	Strip Searches	1	2	
67.	Highway Engineering	1	2	
68.	Fed Civil Rights Law	1	1	
69.	Railroad Police	1	1	
70.	ABC Insurance	1	1	
71.	Photography	1	2	
72.	Review Exams	1		6
73.	Satoe	1	3	5
74.	Oral Interviews	1	2	1
75.	Search/Seizure Scene	1	4	
76.	FTO Day Practice	1	12	2
77.	Care Handling Mental Ill	1	4	3
78.	Field Problems	1	1	
79.	Paramedic Service	1	1	
80.	Detox Center	1	1	
81.	D.A. Office	1	1	
82.	P/O Bill of Rights	1	1	
83	Recruit Manual	1	2	
84.	Misdemeanor Citation	1	2	
85.	Tactical Movements	1	2	
86.	Target Detection	1	2	
87.	City Codes Permits	1	3	
88.	Civil Liabilities	1	1	
89.	SWAT	1	4	4
90.	Police Clergy	1	1	
91.	Officer Stress Management	1	5	
92.	Officer Alcohol Abuse	1	3	
93.	Personnel Counseling	1	1	

*Listed in decending order of frequency
** One Academy

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APPENDIX 25

Draft Academy Feedback Report

ACADEMY FEEDBACK REPORT

State of California — Department of Justice
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
1601 Alhambra Boulevard
Sacramento, California 95816-7083

1. NAME OF ACADEMY

2. AGENCY SUBMITTING REPORT

3. NAME OF RECRUIT

4. DATE OF GRADUATION FROM ACADEMY

5. FOR THE TWELVE FUNCTIONAL AREAS LISTED BELOW, INDICATE WHETHER THE ACADEMY PROVIDED APPROPRIATE KNOWLEDGE AND SKILLS

FUNCTIONAL AREA	OUT-STANDING	SATIS-FACTORY	NEEDS IMPROVE-MENT	COMMENTS
1. Professional Orientation	☐	☐	☐	
2. Police Community Relations	☐	☐	☐	
3. Law	☐	☐	☐	
4. Laws of Evidence	☐	☐	☐	
5. Communications	☐	☐	☐	
6. Vehicle Operations	☐	☐	☐	
7. Force and Weaponry	☐	☐	☐	
8. Patrol Procedures	☐	☐	☐	
9. Traffic	☐	☐	☐	
10. Criminal Investigation	☐	☐	☐	
11. Custody	☐	☐	☐	
12. Physical Fitness and Defense Techniques	☐	☐	☐	

6. INDICATE ANY TRAINING NEEDS NOT COVERED BY CURRENT POST BASIC COURSE

7. INDICATE ANY SUPPLEMENTARY ASPECTS OF TRAINING

8. WOULD YOU RECOMMEND CONTINUED USE OF THIS ACADEMY TO TRAIN PEACE OFFICERS?
☐ YES ☐ NO - EXPLAIN BELOW

9. OTHER COMMENTS

DRAFT
5/30/85

Source: California Commission on Peace Officer Standards and Training, Training Services Bureau, POST Publication, 1985.

10. COMPLETED BY

NAME AND TITLE ( ) PHONE NUMBER

POST 2-4

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