

A COMPARATIVE STUDY OF THE PROJECT STAR
POLICE TERMINAL PERFORMANCE OBJECTIVES
AND THE MICHIGAN LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL BASIC TRAINING
OBJECTIVES

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
MANUEL RAMON GARZA and KENNETH RAY PIERCE, Jr.
1973

THESIS



~~312~~
312
~~11-12-75-1201~~

ABSTRACT

A COMPARATIVE STUDY OF THE PROJECT STAR POLICE TERMINAL PERFORMANCE OBJECTIVES AND THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL BASIC TRAINING OBJECTIVES

By

Manuel Ramon Garza and Kenneth Ray Pierce, Jr.

One area of agreement in law enforcement is that the training of police officers needs to be analyzed and upgraded. Before existing police training curricula can be evaluated, there needs to be a comprehensive study conducted on the roles of police officers and the tasks, or performance objectives, that they are expected to accomplish in their jobs. Project STAR, a three-year empirical study being presently conducted in the states of California, Michigan, New Jersey, and Texas, has identified these roles and tasks in terms of terminal performance objectives. In order to make an evaluation of any existing basic training objectives in relation to the police terminal performance objectives developed by Project STAR, a comparison of these two elements for congruency or lack of congruency must be performed.

This thesis is a comparison of the basic training objectives of the Michigan Law Enforcement Officers Training

Council basic training program and the police terminal performance objectives of Project STAR.

The purpose of the thesis is to identify those basic training objectives that are congruent to the terminal performance objectives and those training and performance objectives that have no congruency. In doing this, the Project STAR objectives were accepted without evaluation as to their appropriateness or ultimate effectiveness in a police basic training program.

To achieve this goal, each basic training objective from the Michigan Law Enforcement Training Council Instructor Guidelines Basic Training Manual, was compared for congruency to each of the Project STAR police terminal performance objectives. The primary criterion for comparison was the stated objective in each of the two elements. Where the stated objectives were the same, the basic training objective and the terminal performance objective were identified as being congruent. Where a basic training objective could serve as an enabling objective for the terminal performance objective, the two elements were also identified as congruent. The objectives from both sources which were not found congruent were identified.

The findings indicate that 104 of the 162 terminal performance objectives, or 64 percent, had basic training objectives which were congruent to them. Of the 309 basic

training objectives, 239, or 77 percent of the total, were identified as congruent to the terminal performance objectives.

It was concluded that the terminal performance objectives are primarily behavior-oriented or goal-oriented objectives which are concerned with the ability of policemen to analyze factual situations involving interpersonal relations in an objective manner and the ability to utilize communication skills. The basic training objectives are, for the most part, mechanically oriented or procedural, and deal with a very specific portion of a subject.

The basic training objectives identified as being congruent to the individual terminal performance objectives, although they may not completely fulfill the objective, provide at least part of the basic knowledge and skills required for the terminal performance objective.

Using these identified congruencies, an evaluative study can be made to determine the adequacy of the basic training objectives as enabling objectives and to determine the modification, deletion, and/or addition of basic training objectives which would be required to fulfill each of the terminal performance objectives of Project STAR in a training program.

A COMPARATIVE STUDY OF THE PROJECT STAR POLICE TERMINAL
PERFORMANCE OBJECTIVES AND THE MICHIGAN LAW
ENFORCEMENT OFFICERS TRAINING COUNCIL
BASIC TRAINING OBJECTIVES

By

Manuel Ramon Garza and Kenneth Ray Pierce, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

School of Criminal Justice

1973

G80335

Copyright by

MANUEL RAMON GARZA and
KENNETH RAY PIERCE, JR.

1973

ACKNOWLEDGMENTS

The authors wish to express their gratitude and appreciation to Dr. John H. McNamara, Dr. Victor G. Strecher and Mr. Larry T. Hoover for the guidance and assistance they provided throughout this research.

The authors are indebted to Project STAR and the Michigan Law Enforcement Officers Training Council for the use of their materials and their assistance in the completion of the study.

We are especially grateful to Mr. Kenneth E. Christian for his guidance and assistance and Ms. Kay Ramroth for her efforts in the mammoth task of typing portions of this thesis. Their contribution provided the necessary foundation for the fulfillment of the research.

Most of all, the authors wish to thank our wives, Elisa and Roswitha, who, with our four children, Ken, Roberto, Joe, and Alison, made by far the greatest sacrifices during the preparation of the thesis. Without their confidence, encouragement, patience, and perseverance this thesis would not have been possible.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
LIST OF APPENDICES	vi
Chapter	
1. THE PROBLEM	1
STATEMENT OF THE PROBLEM	1
SCOPE OF THE STUDY	2
Objectives	2
Limitations	3
Terms and Definitions	4
ORGANIZATION OF THESIS	6
2. REVIEW OF LITERATURE	8
HISTORY OF POLICE TRAINING	8
MICHIGAN LAW ENFORCEMENT OFFICER TRAINING COUNCIL	19
PROJECT STAR	24
DEVELOPMENT OF BEHAVIORAL OBJECTIVES . . .	28
THE SYSTEMS VERSUS TRADITIONAL SUBJECT- ORIENTATION APPROACHES	32
THE BASIC TRAINING OBJECTIVES	33
PROJECT STAR RESEARCH METHODOLOGY	36

	Page
PREVIOUS STUDIES IN THE DEVELOPMENT OF PERFORMANCE OBJECTIVES	39
Federal Law Enforcement Consolidated Training Project	40
Project MILE	42
PAT Project	44
Basic Officer Training System Design . .	46
3. METHODOLOGY	49
SOURCES OF DATA	49
The TPO	49
The BTO	50
TESTING FOR CONGRUENCY	52
Basis of Comparison	52
Levels of Congruency	52
Degrees of Congruency	53
CATEGORIES AND REFERENCE NUMBERS	53
Categories	53
Reference Numbers	54
TECHNIQUES OF COMPARISON	55
4. ANALYSIS OF RESULTS	57
ANALYSIS OF TERMINAL PERFORMANCE OBJECTIVES	57
ANALYSIS OF BASIC TRAINING OBJECTIVES . .	91
SUMMARY	96
5. CONCLUSIONS AND RECOMMENDATIONS	105
BIBLIOGRAPHY	110
APPENDICES	115

LIST OF TABLES

Table	Page
2.1 Historical Development of State Law Enforcement Training Councils	14
2.2 States and Hours of Mandatory Basic Training	16
4.1 Numerical Analysis of Congruency of TPO's and BTO's by Category and Units . . .	97
4.2 Numerical Analysis of Congruency of BTO's by Units	101

LIST OF APPENDICES

Appendix	Page
A. The Congruent Terminal Performance Objectives and Basic Training Objectives	116
B. The Incongruent Terminal Performance Objectives	151
C. The Incongruent Basic Training Objectives	159
D. The Terminal Performance Objectives (TPO's)	164
E. The Basic Training Objectives (BTO's)	180
F. Extract of Michigan Public Act 203	198
G. Project STAR's Format of Terminal Performance Objectives (TPO's)	201
H. Michigan Training Council's Format of Basic Training Objectives (BTO's)	203

Chapter 1

THE PROBLEM

STATEMENT OF THE PROBLEM

A common view held by many persons today is that the basic training of police officers should be intensified, made universal, and upgraded in quantity and quality. There are presently two common methods used to develop curricula for police training programs.

One method is the traditional, subject-oriented approach which consists of basing police training programs on other existing police training programs. This approach is based on the premise that what is currently being taught is what should be taught.¹ The Michigan Law Enforcement Officers Training Council Basic Training Program was largely developed by using this model.

The second method is the systems approach to curriculum development, which involves the systematic examination of duties, or tasks, performed on the job, and the development of terminal performance objectives for each of

¹Sidney Freeman, "A Systems Approach to Law Enforcement Training," The Police Chief, August, 1968, p. 62.

these tasks.² The Project STAR terminal performance objectives were developed using this model.

One of the objectives of Project STAR is to compare the existing training programs with the police terminal performance objectives developed by the Project, to determine which terminal performance objectives are not currently being achieved by the existing basic training programs.

SCOPE OF THE STUDY

Objectives

The purpose of this study is to compare the basic training objectives of the Michigan Law Enforcement Officers Training Council to the police terminal performance objectives of Project STAR to determine the congruency of the two models. The three objectives of this study are:

Identify the basic training objectives and the terminal performance objectives that are congruent to each other.

Identify the terminal performance objectives which are not congruent with any basic training objectives.

Identify the basic training objectives which are not congruent with any of the terminal performance objectives.

²Ibid.

Limitations

The scope of this thesis is limited by the following factors:

The basic training objectives (BTO's) used for comparison are those obtained from the Instructor Guidelines Basic Training Manual.³

The police terminal performance objectives (TPO's) used for comparison are those derived from Project STAR.

The comparison of basic training objectives and terminal performance objectives was based solely on the stated language of the objectives and not on any presumptive or assumed meanings.

Student behavior was the only element of the terminal performance objective that was considered in comparison for congruency.

There was no evaluation made of the degree of adequacy of the BTO's as enabling objectives in fulfilling the performance requirements of the TPO's.

It is recognized that the determination of congruency or lack of congruency in the comparison of BTO's to TPO's is based solely upon the experience, knowledge, and judgment of the authors.

³Michigan Law Enforcement Officers Training Council (M.L.E.O.T.C.), Instructor Guidelines Basic Training Manual (East Lansing: Michigan Law Enforcement Officers Training Council, 1972).

In making this comparison, the authors accepted Project STAR and its objectives as given and made no evaluation of the Project's goals, its methodology, or the appropriateness of the TPO's. In the concluding chapter, however, evaluation of the strengths and weaknesses of the Project are made.

Terms and Definitions

In order to assist in clarity and understanding, the most commonly used terms are defined in the context in which they are used in this study.

Basic Training Objective (BTO)--Identifying label used to designate the individual objective(s) of each lesson in the Instructor Guidelines Basic Training Manual. One of the two elements of data used in the comparison for congruency.

Category--(a) The 33 major divisions of data organization used by Project STAR.

(b) A subdivision of Units.

Congruency--That which coincides when superimposed; corresponding in character or kind; harmonious. Also, relating to or predictable of, the same subject; differing from each other, but predictable as true of the same state of things.⁴

⁴Peter Davies (ed.), The American Heritage Dictionary of the English Language (New York: Dell Publishing Company, Inc., 1970), p. 153.

Enabling Objective--Subordinate or intermediate objectives which, when completed, comprise part of the total package of knowledge or skill required to perform the terminal objective.

Interim Objective--Same as enabling objective.

Lesson--A subdivision of Units.

Role--"The personal characteristics and behavior expected in a specific situation of an individual occupying a position."⁵

Role Behavior--"The actual behavior in a specific situation of an individual occupying a position."⁶

Task--Duties performed on the job by policemen.

Terminal Performance Objective--A description of the behavior the student or police officer must be able to demonstrate at the end of training and/or in the performance of tasks.⁷

TPO--Police terminal performance objectives which were developed by Project STAR. One of the two elements of data used in the comparison for congruency.

Unit--The major division of the Instructor Guidelines Basic Training Manual, which consists of seven Units:

⁵Project STAR, Survey of Role Perceptions for Operational Criminal Justice Personnel: Preliminary Research Design (Marina del Rey: Project STAR, November 3, 1971), p. 6.

⁶Ibid.

⁷Freeman, op. cit., p. 62.

Administration, Legal, Investigation, General Police, Traffic, Special Subjects, and External Relations.

ORGANIZATION OF THESIS

Chapter 2 features a general review of police training in the United States; histories of the Michigan Law Enforcement Officers Training Council and Project STAR; development of behavior objectives; and the methodology used by the Training Council and Project STAR to develop the BTO's and TPO's compared in this study. Also included are four previous studies which concern the development of terminal performance objectives for use in planning a program of police training.

Chapter 3 outlines the original format of the data and explains the methods used in testing the TPO's and BTO's for congruency.

Chapter 4 is an analysis of the results of the comparison of the TPO's and BTO's, and includes summaries of the individual categories and the determinations for congruency or incongruency that were made.

Chapter 5 summarizes the conclusions drawn from this study, and contains the recommendations made by the authors.

Appendix A contains a list of the TPO's and BTO's which were identified as being congruent.

Appendix B contains a listing of the TPO's that were not identified as being congruent to any BTO's.

Appendix C contains a listing of the BTO's that were not identified as being congruent to any TPO's.

Appendix D contains the complete list of TPO's used in this study.

Appendix E contains the complete list of BTO's used in this study.

Appendix F is an extract of the State of Michigan Public Act 203, which establishes the Michigan Law Enforcement Officers Training Council.

Appendix G is an illustration of the original format of the TPO's as received from Project STAR.

Appendix H is an illustration of the original format of the BTO's as received from the Training Council.

Chapter 2

REVIEW OF LITERATURE

HISTORY OF POLICE TRAINING

There is evidence that some type of formal training was given to the police officers in the city of New York as early as 1853.¹ Raymond B. Fosdick commented that:

Because of the varied use of the term "school" it is difficult to determine when the New York institution was first inaugurated. If a single instructor, a number of students, and certain amount of time devoted to instruction constitute a school, then the New York department has been equipped with a school for half a century. In early times, however, the instruction was of the most elementary kind. Police recruits were taught for a period of thirty days by a sergeant specially detailed for that purpose, and in addition the students were sent out on patrol during certain hours of the day and night.²

Despite this, it is true that throughout the nineteenth century and into the twentieth century, the experience of the officer and the application of force were the operating philosophy of the American police system.³ Not until the

¹National Institute of Law Enforcement and Criminal Justice (NILE), Police Training and Performance Study (Washington: Government Printing Office, 1970), p. 7.

²Raymond B. Fosdick, American Police Systems (New York: The Century Company, 1920), p. 299.

³Felix M. Fabian, "The Evolvment of Pre-Service Law Enforcement Education at the College and University Level" (unpublished Doctor's dissertation, University of Idaho, 1965), p. 38.

appearance of Raymond B. Fosdick's⁴ work, "directing attention to the differences between efficiency of the European police and the obsolete methods of our police force," was there any significant progress.⁵

August Volmer, identified by many as the father of modern law enforcement, spent considerable time visiting police departments throughout California. He concluded that the major problem of all police departments was inefficiency resulting from ignorance, and that the only solution was police training. He began his first "school" for policemen in 1908 at Berkeley.

Meanwhile, the early city of New York training school, known as the School of Instruction, was in operation with a thirty-day curriculum, including on-the-job training. In 1914 the School of Instruction was re-titled "The Police Training School."⁶ In 1924 the name was changed to "Police Academy."⁷

One to three new schools for police were organized annually from 1909 to 1930.⁸ In 1930 the first advisory

⁴Raymond B. Fosdick, European Police Systems (New York: The Century Company, 1915).

⁵V. A. Leonard, Police Organization and Management (Brooklyn: The Foundation Press, 1951), pp. 136-37.

⁶NILE, op. cit., p. 7.

⁷Ibid., p. 8.

⁸Fabian, op. cit., p. 41.

board to guide the educational policies and training techniques of the city of New York was established.⁹ This same year the Federal Bureau of Investigation National Academy opened its training courses to municipal, county, and state officers. The major impact of this action was not on the total number of men trained, since no more than 160 men from other agencies were admitted annually, but the Bureau did force attention on the need for in-service training.¹⁰

In 1931 the Wickersham Commission reported that of 383 cities surveyed that year, only 20 percent had any formal training programs. In the majority of the cities surveyed, particularly smaller cities, there was not even a pretext of training.¹¹

The Second World War had little effect on the development of academies, but it did focus the public's attention on training and its inherent value. Although there was a reduction in the number of trainees because of manpower shortages, the total number of academies did not appear to decline.¹²

⁹NILE, op. cit., p. 8.

¹⁰Fabian, op. cit., p. 55.

¹¹President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington: Government Printing Office, 1967), p. 137.

¹²Ibid., p. 63.

The post-war period was characterized by great activity in police training. By 1947 most of the major cities and state police agencies had developed a recruit training program of some type.¹³ This period was characterized by a gradual increase in quantity and quality of police training.

By 1959 a survey of municipal in-service police training revealed that all cities over 250,000 population had a recruit training program of one type or another.¹⁴ Only 42.4 percent of the cities with populations between 10,000 and 25,000 had any training programs, and the assumption was made that those cities with less than 10,000 population did not maintain any recruit training of their own.¹⁵ In 1965, 84 percent of the city police forces had formal in-service training.¹⁶ Another survey in 1966 found that 97 percent of the agencies surveyed had formal training programs.¹⁷ These surveys were concerned only with major cities. The smaller agencies were a completely different matter.

¹³Ibid., p. 64.

¹⁴International City Manager's Association, The Municipal Yearbook (Chicago: International City Manager's Association, 1959), p. 402.

¹⁵Ibid.

¹⁶President's Commission, op. cit., pp. 10-11.

¹⁷Ibid., p. 138.

In 1959 the first two state law enforcement training councils were organized in California and New York.¹⁸ These herald the beginning of a new effort to upgrade the quality of the police training programs. The early growth of the Training Councils was slow from 1959 to the end of 1964, when there were only a total of six in the United States.¹⁹

The President's Commission on Law Enforcement and Administration of Justice published the results of their extensive study of the police systems in 1967. They devoted considerable space to the problem of police training. One of the recommendations was for the states to create commissions on police standards and give them the following power and responsibilities:

Authority to increase police effectiveness through surveys and inspections;

Authority to see that physical resources common to a given area are jointly pooled;

Authority to provide financial assistance to jurisdictions which comply with established standards;

Responsibility for encouraging research in police organization, management, and operations, and the publication and dissemination of such research.²⁰

¹⁸Michigan Law Enforcement Officers Training Council (M.L.E.O.T.C.), Law Enforcement Training in the United States--A Survey of State Law Enforcement Training Commissions (East Lansing: Michigan Law Enforcement Officers Council, 1972), p. 3.

¹⁹Ibid., p. 4.

²⁰President's Commission, op. cit., p. 61.

The state training councils began to accelerate in growth. In 1965 six new councils were formed. From 1966 through 1968 there were 15 new councils. At the end of 1972 there were 42 states known to have training councils.²¹ This means that at a minimum there were 324,540 law enforcement officers affected by state training councils by the end of 1972.²² See Table 2.1.

Despite the impressive gains in quantity of training programs, there still is considerable doubt by most authors as to the quality of the training offered. The President's Commission found that:

. . . though a substantial number of today's police departments require their recruits to undergo some initial training, an examination of many of these programs reveals that the vocational training needs of recruits are inadequately met in most departments.²³

Most of the current criticism of police training is focused on the length of the program, the content or curriculum, the methods of instructing, and the qualifications of the instructors.²⁴

The President's Commission declared that recruit training "in all departments, large and small, should consist of an absolute minimum of 400 hours of classroom work

²¹M.L.E.O.T.C., Survey, op. cit., pp. 1-8.

²²Ibid., p. 10.

²³President's Commission, op. cit., p. 138.

²⁴Ibid., pp. 138-39.

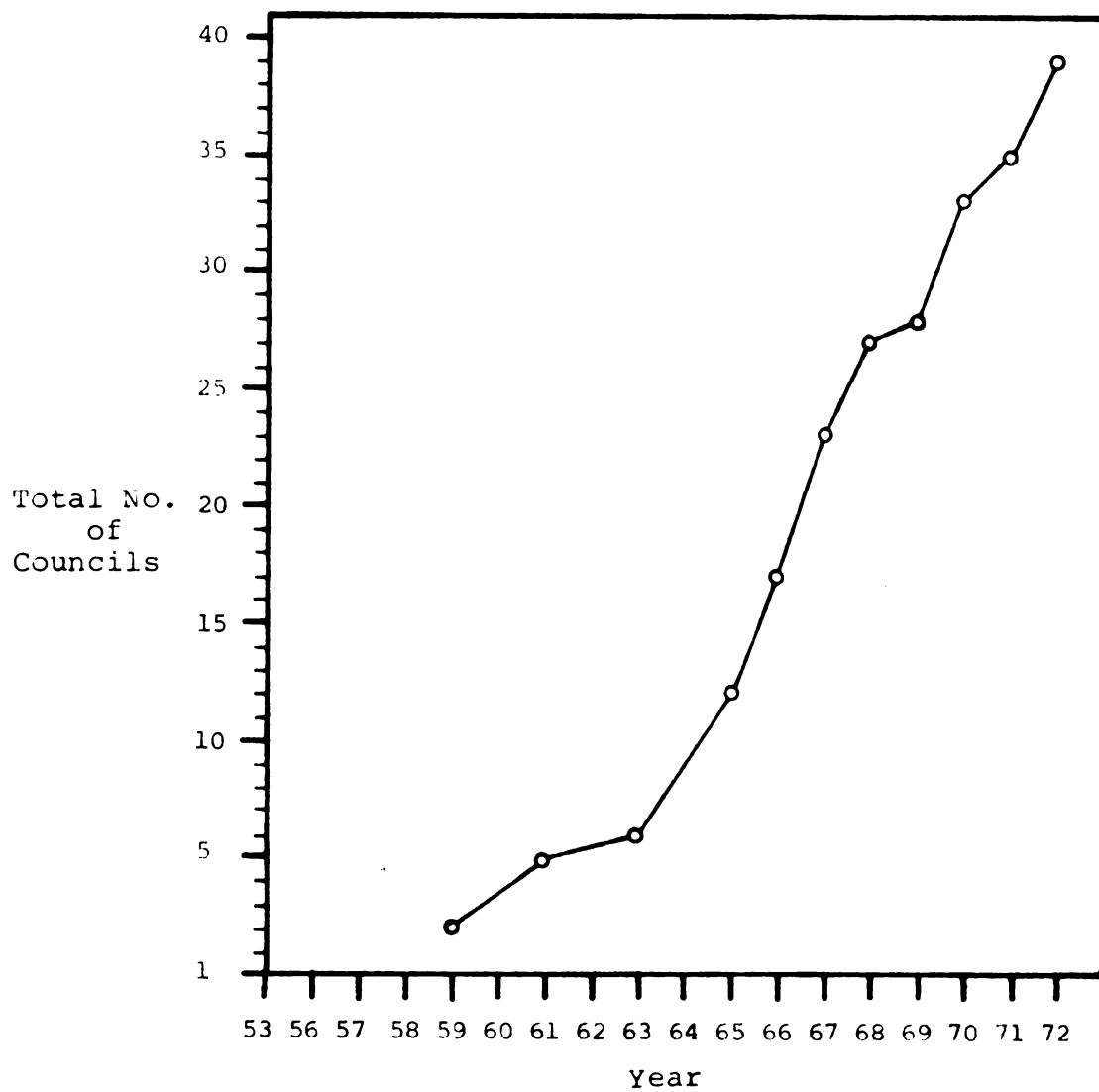


Table 2.1. Historical development of state law enforcement training commissions

spread over a 4- to 6-month period."²⁵ The recent survey of 39 training councils revealed that 30 states have mandatory basic training with the required number of hours ranging from 72 to 400, and that the average length in hours for all the states is 242.²⁶ See Table 2.2.

Scholars recognize that no single training curriculum would be adequate for all communities,²⁷ but at the same time several broad areas or categories have been identified by various authors including Saunders,²⁸ Fosdick,²⁹ and Gammage.³⁰ Even though there is no "core" curriculum for police basic training, there has developed a "professional" consensus of standard subjects which are taught in most police training programs. The hours and the percentage of the total program devoted to specific subjects will vary depending on the area, but the total program is fairly constant throughout the country where training is conducted.³¹ Part of the standardization has

²⁵Ibid., p. 139.

²⁶M.L.E.O.T.C., Survey, op. cit., pp. 6-9.

²⁷Charles B. Saunders, Jr., Upgrading the American Police (Washington: The Brookings Institutions, 1970), p. 122.

²⁸Ibid., pp. 122-23.

²⁹Fosdick, American Police Systems, op. cit.

³⁰Allen Z. Gammage, Police Training in the United States (Springfield: Charles C. Thomas, 1963), pp. 157-62.

³¹NILE, op. cit., p. 181.

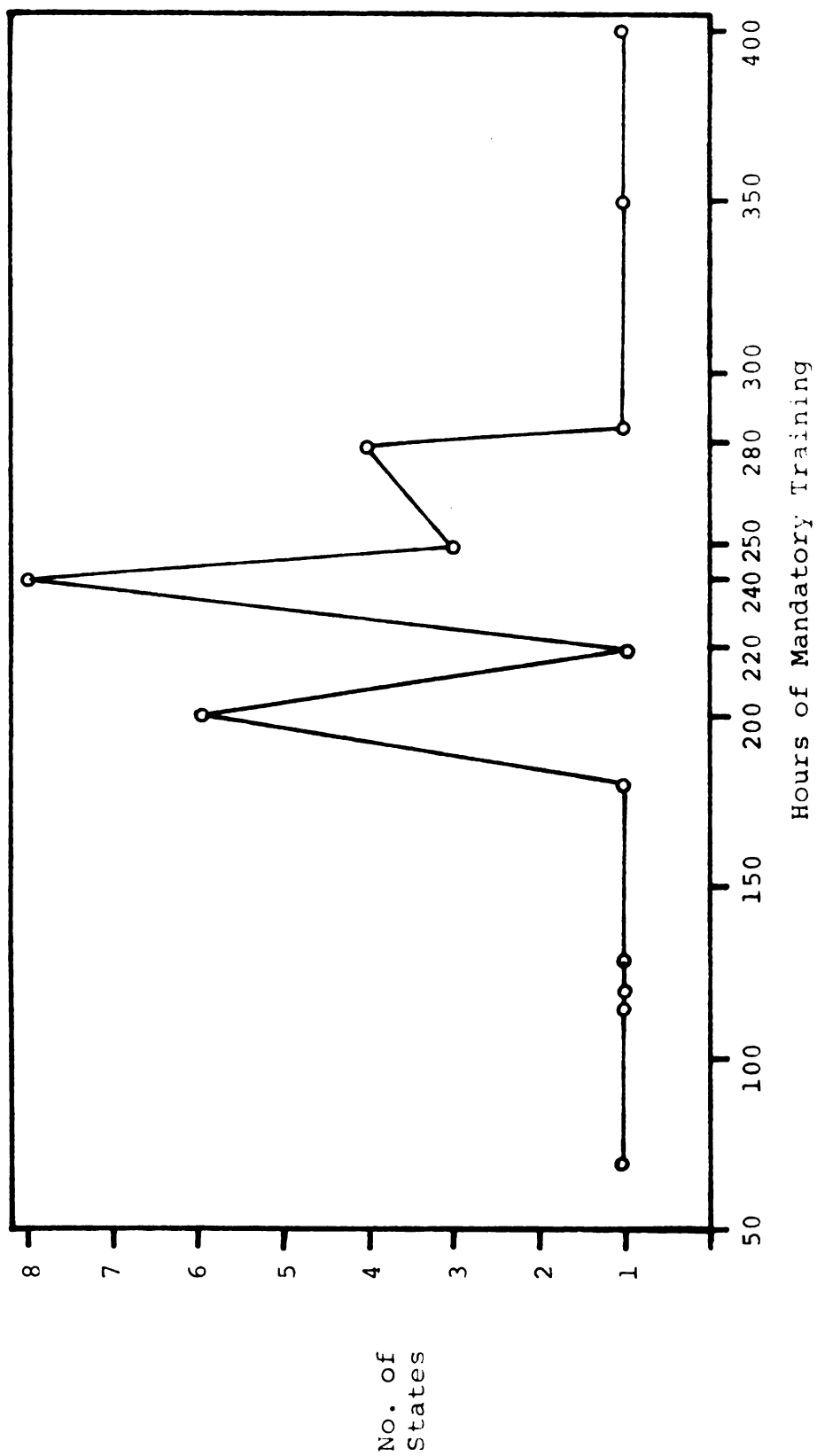


Table 2.2. States and hours of mandatory basic training

developed through communication among the state training councils and the rest is probably the result of professional publications.

In any case, the current literature indicates that the authors feel the subject matter and knowledge needed by the police are not being taught in existing training programs. Several studies have been made to attempt to identify the responsibilities of the police officer. The American Bar Association concluded in a recent study that the police agencies have responsibilities for 11 general functions. They found that upon examination of those tasks that only a few relate specifically to criminal law enforcement and fewer relate to skill or mechanical tasks. On the other hand, their examination of training programs revealed the officer was being trained for enforcement of laws and mechanical skills, and little or no time is spent on social interaction and discretion.³²

The gap between current training programs and the tasks of police officers is becoming of greater concern to the police administrators. Robert E. McCann, Director of Training, Chicago Police Department, expressed recently the following observations:

³² American Bar Association, Standards Relating to the Urban Police Function (Washington: American Bar Association, 1972), p. 9.

We have come to the realization that, what we do in training nationally has minimal relevancy to what the policeman does on the street. There are indications through the use of computers that only about 10 percent of a policeman's time is spent in responding to criminal-type calls; the rest of his time is spent dealing generally with people. So the training programs that we have established teach a man how to behave for the 20 percent of the time that he has to operate in a crime situation; and 80 percent of his time we scarcely touch as far as training is concerned.³³

"Current training programs, for the most part, prepare an officer to perform police work mechanically, but do not prepare him to understand his community or the police role" ³⁴ The President's Commission summarized the curriculum situation as follows:

While a few of these [training] programs are highly commendable, it remains doubtful whether even a majority of them provide recruits with an ample understanding of the police task.³⁵

The President's Commission also criticized the methods of instruction and the instructor qualifications.³⁶ They recommended the addition of civilian instructors and the use of other-than-lecture presentations. Charles S. Saunders, Jr., also discussed these and other qualitative

³³Law Enforcement Assistance Administration, Selected Presentations for the 1970 Conference on Law Enforcement Education (Washington: Government Printing Office, 1971), p. 15.

³⁴President's Commission, op. cit., p. 138.

³⁵Ibid.

³⁶Ibid., p. 139.

problems.³⁷ Other authors in the police field identify the need for a review of the selection and qualification procedures for training instructors and application of new techniques for enhancing the learning process, which should be made part of the recruit basic training programs.

The state training councils may become an effective answer to the problem of quality and quantity of police basic training. Although the development of the training councils in the United States has been previously discussed, it is important to examine the history and role of the Michigan Law Enforcement Officers Training Council to understand their role in the present status of the law enforcement training in Michigan.

MICHIGAN LAW ENFORCEMENT OFFICER TRAINING COUNCIL

The Michigan Law Enforcement Officers Training Council was created with the passage of Public Act 203, on July 16, 1965, which became effective January 1, 1966.³⁸ Prior to the creation of the Council, the training of the police was the sole responsibility of each of the approximately 646 administrators of the state, county, and local

³⁷ Saunders, op. cit., pp. 127-33.

³⁸ State of Michigan, Public Act 203, July 16, 1965, effective 1 January, 1966.

agencies.³⁹ A training survey administered by Dr. Bernard J. Kuhn during 1966-1967 found that nearly 9 percent of the sworn, full-time police personnel in Michigan did not receive formal recruit training. The figures were based on an 82 percent return of questionnaires sent to the almost 11,000 officers at that time. It was estimated that the total number of untrained officers was in excess of 1,000 men.⁴⁰ The survey did not take into account the inadequacies of the existing programs. In addition, the basic training conducted varied greatly from department to department. The larger metropolitan departments provided recruits with structured schools prior to placing them in the field. Medium size departments had limited class time; the small departments relied solely on training through field experience.⁴¹

The Michigan Law Enforcement Officers Training Council presently provides a statewide coordination of police training for the approximately 17,300 Michigan police officers.⁴² The Council consists of: a policy making board, Executive Secretary, and an administrative staff of ten employees.⁴³

³⁹M.L.E.O.T.C., Basic Training Manual, op. cit., p. vii.

⁴⁰Ibid.

⁴¹Ibid.

⁴²M.L.E.O.T.C., Survey, op. cit., p. 13.

⁴³Ibid., pp. 13 and 21.

The responsibility of the Council is basically that of establishing minimum employment standards and training. This includes: minimum standards for recruitment, selection, and appointment of police officers; certification of police training schools; establishing minimum qualifications for instructors at the police training schools; and the establishment of regional training centers. The Council also inspects the police training schools for curriculum or training procedures; authorizes issuance of certificates or diplomas to graduates of the training schools; assists state, federal, and local police in establishing and conducting training; and makes recommendations to the legislature on matters pertaining to qualification and training of police officers.⁴⁴

The Council's major objective is:

. . . not [to] replace existing police training programs throughout the State, [but] to encourage the creation of police training schools in those sections of the State where none exist, to lend Council cooperation to insure they meet the standards for certification.⁴⁵

At Appendix F is an extract of Sections 9, 10, and 11 of Public Act 203, which states the authority and responsibilities of the Council.

On August 30, 1966, the Council adopted a minimum basic police training curriculum. The curriculum schedule

⁴⁴M.L.E.O.T.C., Basic Training Manual, op. cit., pp. x-xi.

⁴⁵Ibid., p. xii.

provided for 120 hours of classroom and range instruction and required that officers successfully complete an additional ten hours of the Red Cross First Aid Course.⁴⁶

In late 1966 a Policies and Procedures Manual was developed by the Council, providing direction for establishing and maintaining Council-approved police training schools.⁴⁷ The Manual contained an interpretation of the basic curriculum and established criteria for facilities, instructor requirements, and student rules and regulations. The total program consisted of the 130 minimum curriculum hours. This Manual was superceded by the Instructor Guidelines Basic Training Manual printed September, 1972.

The Council began certifying schools in 1966 and presently has 14 certified academies, eight of which are affiliated with junior or community colleges, or universities. Over 5,010 trainees received basic training in the certified schools from 1967 to 1970.⁴⁸

Until 1970, the participation in the training programs was voluntary for the various police agencies. This caused many problems, particularly regarding the financing and controlling of the approved Council curriculum. Other problems included lack of uniform lesson plans, qualified

⁴⁶Ibid.

⁴⁷Ibid.

⁴⁸Ibid., p. xiv.

instructors, and inadequate materials. There were also numerous police agencies in the State which did not participate in any of the training programs.⁴⁹

On August 6, 1970, Public Act 187, which amended Public Act 203, Sections 2 to 9, was approved as Law. The primary provision is a minimum basic course of at least 240 instructional hours. The completion of the basic training course is required for a person employed on or after January 1, 1971, as a member of a police force having three or more full-time officers, before that person can be empowered to exercise the authority of a police officer.⁵⁰

Five months later, Public Act 187 was amended by Public Act 31,⁵¹ allowing additional waivers of the training requirements established in Section 9, Public Act 203. It allows the mandatory training requirements to be waived if:

The person has previously completed 240 instructional hours, has voluntarily discontinued his work as a law enforcement officer, and is again employed within six months after discontinuing work as a police officer.

The person has served at least three years with a jurisdiction offering the training prescribed in subdivision (c) or its equivalent and takes employment with another agency.

The person has retired from an agency coming under the jurisdiction of this act or an agency offering the

⁴⁹Ibid., pp. xiv-xv.

⁵⁰State of Michigan, Public Act 187, August 6, 1970.

⁵¹State of Michigan, Public Act 31, May 26, 1971.

equivalent training and is employed by another police agency within two years of date of retirement.

The person is a member of a sheriff's posse or police auxiliary temporarily engaged in the performance of his duties and while under the direction of the sheriff or police department.⁵²

These laws represent the present status of mandatory police training in Michigan and the function and responsibilities of the Michigan Law Enforcement Officers Training Council.

The emergence of State Training Councils has focused attention on police officer training. One of the recognized problems of police training is the initial training of recruits or police basic training. Attempts have been made to identify the knowledge and skills required of police officers in their job performance. Several studies have been made attempting to identify these police tasks as the first step in the development of training programs. One of these studies is Project STAR.

PROJECT STAR

The information in this section was based on Project STAR--Project Summary, a booklet summarizing the scope of Project STAR.⁵³

Project STAR (an acronym for "Systems and Trainig Analys^{is} of Requirements for Criminal Justice System

⁵²Ibid.

⁵³American Justice Institute, Project Summary--Project STAR (Marina del Rey: American Justice Institute, 1971).

Personnel") is a collaborative 39-month effort that began in May, 1971. It involves the four states of California, Michigan, New Jersey, and Texas, the U.S. Department of Justice, the Law Enforcement Assistance Administration, and numerous local criminal justice agencies.

The general Project goal is to provide empirical evidence to assist in classifying the role, function, and performance objectives of operational criminal justice personnel. With this framework, knowledge and skill requirements for each role, function, or objective will be developed and education and training programs designed and tested. With this information available, criminal justice practitioners, students, citizens, and legislators are to have an improved basis for achieving greater effectiveness in system performance.

Project STAR is based on the assumption that better identification of job requirements and improvement in the performance of operational criminal justice personnel will increase the effectiveness of the criminal justice system. The Project utilizes the systems approach to training. A feature of this systems analysis was the step done prior to the job task analysis: the identifying, analyzing, and describing of the various roles of operational criminal justice positions. The positions were those of police officers, prosecuting attorneys, defense attorneys, judges, probation and parole officers, and corrections officers.

In addition to the Project's general goal, there are seven specific objectives which Project STAR seeks to achieve. These objectives are:⁵⁴

Identify and describe various roles of operational criminal justice personnel.

Identify major functions and formulate performance objectives for appropriate tasks.

Determine knowledge and skill requirements for operational criminal justice personnel, including police officers, probation and parole officers, custodial officers, prosecutors, defenders, and judges.

Formulate education and training responsibilities related to these criminal justice personnel and the public.

Develop education and training modules that address those performance objectives not satisfied by existing education and training programs.

Demonstrate new or improved training modules in cooperation with local criminal justice agencies.

Set forth implementation plans and procedures for a continuous assessment of knowledge and skill requirements, as well as changing job responsibilities for criminal justice personnel.

Financial support for Project STAR was received from federal, state, and local criminal justice programs. Total

⁵⁴Ibid., p. 1.

funding for the 39-month effort has been projected at \$2.3 million.⁵⁵

The total Project STAR effort is broken down into a three-year schedule. The first year centered on the completion of the role perception studies for all three criminal justice subsystems in the four states; selection of the appropriate functions for further study in all three subsystems; selection of performance objectives in California; and determination of the police training requirements not met by existing training and education programs.

The second year will center on the development and demonstration of model training program packages for operational police officers. In California, the performance objectives for corrections and courts not met by existing training programs will be specified, and recommendations concerning the related educational needs will be made. In the other selected states, the California-derived training requirements for all three subsystems will be tested, modified as necessary, and compared with their respective state education and training requirements to identify requirements not met by existing programs.

The third year will center on the revision of the police demonstration training packages; development, testing, and revision of the corrections and courts training

⁵⁵Ibid., p. 13.

package; implementation plans for all training packages; and, in the selected states, an analysis of their respective unmet training requirements, which could be satisfied by the training packages developed for California.

DEVELOPMENT OF BEHAVIORAL OBJECTIVES

There were a number of influences from the fields of psychology and education which contributed to the development of the behaviorial objectives used to determine the desired performance of students upon completion of an education or training program.

Benjamin S. Bloom's Taxonomy of Educational Objectives (1956) is recognized in education and psychology as the pioneering effort in the establishment and classification of educational goals.⁵⁶ "It was written primarily as a guide in establishing objectives, i.e., a classification of intended behavioral outcomes of students."⁵⁷ His study is useful in that it was the first attempt to define and organize educational objectives.⁵⁸ Bloom's two books on

⁵⁶Robert D. Tennyson and M. David Merrill, "Hierarchical Models in the Development of a Theory of Instruction: A Comparison of Bloom, Gagné and Merrill," Educational Technology, XI (September, 1971), 28.

⁵⁷Ibid., p. 27.

⁵⁸Ibid., p. 28.

Taxonomy⁵⁹ identify two of the three domains of learning. These are the cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation;⁶⁰ and the affective domain: receiving (attending), responding, valuing, organization, and characterization by value or value complex.⁶¹ The psychomotor domain has not been completed.

The attempts at classifying learning were the result of the growing recognition in educational circles that education programs could not be evaluated or tested without the prior identification of educational goals.

During the 1960's, the military services influenced the development of objectives through their studies involving the training of men to operate and maintain the complex weapons systems. They initiated program-text learning, the forerunner of computer-assisted learning.⁶²

Another influence in the 1960's was the emergence of the "systems approach" to education and training, which involved the development of sequential steps or phases in

⁵⁹ Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook I: Cognitive Domain (New York: Longman's, Green and Co., 1956); and David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook II: Affective Domain (New York: David McKay Co., 1964).

⁶⁰ Bloom, Handbook I: Cognitive Domain, op. cit.

⁶¹ Krathwohl, op. cit.

⁶² Ibid., p. 10.

education and training. These steps, or frameworks, were provided by the identification of roles, tasks, and terminal performance objectives.⁶³ Robert F. Mager in 1962 outlined the following specification for instructional objectives:

describes what the learner will be doing when he is demonstrating that he has reached the objective (behavior performance);

describes the important conditions (givens or restrictions, or both) under which the learner will be expected to demonstrate his competence (conditions under which it will be observed);

indicates how the learner will be evaluated by describing lower limits of acceptable performance (criterion for acceptable performance).⁶⁴

Other prominent authors in the development of objectives include McAshan,⁶⁵ Gagné,⁶⁶ and Merrill.⁶⁷

⁶³Freeman, op. cit., pp. 61-69.

⁶⁴Robert F. Mager, Preparing Objectives for Program Instruction (Palo Alto: Fearon Publishers, 1962).

⁶⁵H. H. McAshan, Writing Behavioral Objectives: A New Approach (New York: Harper & Row, 1970).

⁶⁶Robert M. Gagné, The Conditions of Learning (New York: Holt, Rinehart and Winston, 1965).

⁶⁷M. David Merrill, "Necessary Psychological Conditions for Defining Instructional Outcomes," Educational Technology, XI (August, 1971), 34-39.

There is continuing debate among professional educators and training specialists as to the definition of basic terms, i.e., behavioral objectives, enabling objectives, instructional objectives, what statements of terminal performance objectives should contain, and whether the behavioral objectives can be appropriately applied in "educational" programs.⁶⁸ One of the most outspoken critics is C. S. Silberman.⁶⁹ However, his criticisms are directed at the use of behavioral objectives in education programs and not their application in training. An excellent critique of Silberman's book is contained in Perry E. Rosove's article in the June, 1971, Educational Technology.⁷⁰

There is general agreement, however, on the value of prior established behavioral objectives in both education and training programs. Perry E. Rosove said: "There is much research and experience that demonstrate the usefulness of specifying behavioral objectives in training programs."⁷¹ Perhaps the situation was better stated by Robert F. Mager when he said: "You cannot concern yourself

⁶⁸Project STAR, op. cit., p. 10.

⁶⁹C. S. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970).

⁷⁰Perry E. Rosove, "To Teach by Behavior Objectives or Not?" Educational Technology, XI (June, 1971), 36-39.

⁷¹Ibid., p. 36.

with the problem reflecting the most efficient route to your destination until you know what your destination is."⁷²

THE SYSTEMS VERSUS TRADITIONAL SUBJECT-ORIENTATION APPROACHES

In order to understand the use of the terminal performance objective, it is necessary to examine the difference between the systems approach and the traditional, subject-oriented approach to training.

The primary difference between the traditional subject-oriented approach and the systems approach is the basis of decision on course content, teaching methods, and sequence of instruction.⁷³ The traditional approach is based on the belief that the senior operating officials can base decisions on subject matter to be taught in the training program on their experience and knowledge of what is presently being taught in existing programs. The focus of the curriculum is on the instructor and what should be taught, not on what is to be learned by the student.⁷⁴

The systems approach, on the other hand, begins with examination of the duties required to be performed by the student on the job. Task descriptions are made and analyzed to determine what should be learned in formal

⁷²Mager, op. cit., p. 1.

⁷³Freeman, op. cit., p. 62.

⁷⁴Ibid.

training courses, on-the-job training or from experience in the job. The tasks that can be learned in formal training are further analyzed and a description of the behavior the student must demonstrate to perform the task, the conditions under which he must perform, and the measurement of criterion of successful performance, i.e., the terminal performance objective, is developed.⁷⁵

The basic training objectives used for comparison in this thesis are an excellent example of the traditional subject-oriented approach to training. The terminal performance objectives developed by Project STAR are an example of the systems approach to developing training programs.

THE BASIC TRAINING OBJECTIVES

The material in this section is based on interviews with Larry Hoover, who was a member of the administrative staff of the M.L.E.O.T.C. during the development of the basic training objectives.⁷⁶

When the Michigan Law Enforcement Council came into being on January 1, 1966, one of the first objectives was the establishment of a basic training curriculum. The administrative staff assigned to the project began collecting the information available on existing training and

⁷⁵Ibid.

⁷⁶Larry Hoover, personal interviews, April, 1972.

education programs for law enforcement officers from the state training councils of other states, current state training programs, university and community college law enforcement programs, professional articles and studies, teachers and trainers, military and business training programs, the Red Cross training programs, and others.

Individual members of the administrative task force were assigned specific topic or subject areas on which to concentrate their analysis. Units of instruction were developed using the allotted 120 hours as the primary restriction and goal to be reached in the outline. Individual lesson guides were prepared, stating student objectives. The completed curriculum guide was adopted by the Council on 30 August 1966.⁷⁷

In August, 1970, Public Act 187 raised the minimum basic course to 240 instructional hours.⁷⁸ Meanwhile, the existing basic training curriculum guide was being re-analyzed and updated. Instructors, students, the training councils of other states, and other training programs were queried for additional and current information regarding their training programs, opinions, or future plans. This information was incorporated into the analysis of the

⁷⁷M.L.E.O.T.C., Basic Training Manual, op. cit., p. xii.

⁷⁸Public Act 187, op. cit.

existing training program and in September, 1972, the Instructor Guidelines Basic Training Manual was approved and published.⁷⁹

The methods used by the Training Council in both instances to gather information and compile and analyze data received, and the resultant training programs, are excellent examples of the subject-oriented approach traditionally used in the development of basic training programs.⁸⁰ The basic premise, "What is currently being taught is what should be taught,"⁸¹ was followed. The unit subjects and the lessons were based on existing training programs, the opinions of the instructors in the academies, the opinion of the senior administrators in the field, and the personal judgment of the person preparing the individual sections of the program. The student objectives which resulted from the selected subject matter are used as instructor "guidelines" to insure the substance of the subject material is covered.

The training program developed, which is presently in use, is one of the most complete, factual, and professional basic training programs in existence today. The 309 basic training student objectives are concise statements

⁷⁹M.L.E.O.T.C., Basic Training Manual, op. cit.

⁸⁰Freeman, op. cit., p. 62.

⁸¹Ibid.

of the lesson content and provide an excellent overview of the Units of instruction.

PROJECT STAR RESEARCH METHODOLOGY⁸²

The conceptual framework governing the research of Project STAR is based upon demonstrated principles of the role and function analysis. The technical approach of the Project was designed to accomplish 11 major research and development activities to achieve the stated objectives of the Project. Six of these research activities are directly related to the formulation of the terminal performance objectives.

The initial research activity was the selection of operational criminal justice roles and functions. The selections were based on assessment of criminal justice system personnel and the public by utilizing three methods.

The first of these was observation. A list of the functions of operational positions was developed by observing and interviewing personnel during the course of their job performance.

Another method was role perception studies. Perception data, that is, the expectations that each class of personnel had for other people and for themselves in the

⁸²Based on Commission on Peace Officer Standards and Training, Project STAR--First Annual Report (Sacramento: Commission on Peace Officer Standards and Training, August, 1972).

criminal justice system, were collected by the administration of a survey questionnaire to operational personnel working in each criminal justice system component within each of the four participating states. A representative sample of the public was also interviewed for its views of these criminal justice positions. Furthermore, experts in the fields of police, courts, and corrections prepared position papers on present and future roles for their respective fields.

The last research method was task analysis. This consisted of analyzing the documentation, that is, constitutions, statutes, ordinances, budgets, and job descriptions, reflecting what each element or task in the criminal justice system is expected to accomplish.

Once these roles and functions were identified and analyzed, the findings were made available to the Project STAR Advisory Council for the final selection of those functions that required development of training and education modules.

The second major activity was concerned with specifying performance objectives for selected roles and functions. After the roles and functions were selected by the Advisory Council, performance objectives for each task associated with the selected functions were developed through a detailed job analysis in representative agencies. These

performance objectives were then submitted to the Advisory Council for review and approval.

The third major activity was the initiating of activities in Michigan, Texas, and New Jersey so that the California results could be validated or modified. For these states, this involved, among other things, the initial designation of target population for the criminal justice subsystem, the selection of samples for study, and preparation of project facilities and services.

The next major research activity was taking the first activity, the defining of criminal justice roles and functions, which was initially done in California only, and then duplicating it in the other three states. Review and analysis of the role perception and function data in Michigan, Texas, and New Jersey was then compared with those identified in California. This information was then made available to the respective states identifying those functions that require job analysis and performance objective development.

Once the role or function differences between California and the other three states were identified, California performance objectives were submitted to the other states for compatibility assessment. Where the roles in another state were identical to the California roles, the California performance objectives were judged by that state as to adequacy and need for modification. After

consideration of recommended modifications, a list of approved performance objectives was produced for each state.

The final research activity to be performed is the description of performance objectives not currently satisfied by existing training and education requirements or by the evaluation of Model Training Package which is to be developed by Project STAR.

PREVIOUS STUDIES IN THE DEVELOPMENT OF PERFORMANCE OBJECTIVES

This section contains a description of four previous system approaches to the development of law enforcement training programs. Each study involved empirical research in determining the task descriptions of the job performances of police officers. The terminal performance objectives were used as the basis for the development of training curriculum in their respective agencies.

The major difference in the terminal performance objectives developed by these studies and those developed by Project STAR is the mechanical aspects of task descriptions as a result of initial focus on task analysis in the former, contrasted to the initial focus on role perception analysis by Project STAR which resulted in behavior-oriented terminal performance objectives.

Federal Law Enforcement
Consolidated Training
Project

In 1967 the federal government began the development of a plan for the consolidation of training for about 20 federal law enforcement agencies, including such groups as the United States Postal Inspection Service, United States Secret Service, United States Park Police, and others.⁸³ A central facility was proposed for conducting recruit, advanced, specialized, and refresher training for law enforcement personnel from the participating agencies.

A task force was appointed from various elements of the government including the military services, which had been involved in extensive work in systems application in training.⁸⁴ The task force selected the systems approach rather than the traditional subject-oriented approach.⁸⁵

In early 1968 the job of collecting data was begun. Two of the smaller, but representative, law enforcement agencies were selected for the pilot analysis. The task force was divided into two groups. One group collected its data through interviews with supervisory officials and then worked their way down through the organization to the point where they actually went on duty with the patrolmen,

⁸³Freeman, op. cit., p. 61.

⁸⁴Ibid., p. 64.

⁸⁵Ibid., p. 62.

obtaining first-hand observational data. The second group prepared initial job data and task description using the agency operating manual and spot-checked the descriptions developed with a small number of field operating agents for validity.⁸⁶

The results of the two groups' efforts were analyzed and specific behavior performance objectives were developed. One interesting result was the discovery that tentative decisions had to be made concerning the methods of teaching to be used before the terminal performance objectives could be developed.⁸⁷

Once the terminal performance objectives had been written, the final step was the development of a training outline, "identifying for each unit of instruction the specific terminal performance objective content in terms of interim objectives, instructional methods, instructional media and the required time for the instruction, including reading and testing time."⁸⁸

The project was outlined in detail by Sydney Freeman in his article, "A Systems Approach to Law Enforcement Training."⁸⁹ It has provided the foundation for subsequent

⁸⁶Ibid., p. 65.

⁸⁷Ibid., p. 66.

⁸⁸Ibid., p. 69.

⁸⁹Ibid., pp. 61-69.

studies in the application of the systems approach to law enforcement training and the feasibility of applying behavior-oriented and non-task-oriented terminal performance objectives to police training.

Project MILE⁹⁰

In 1968 the Los Angeles Police Department launched Project MILE. MILE is the acronym for Development and Evaluation of Individualized Multi-Media Instruction for Law Enforcement.⁹¹ The Los Angeles Police Department found that they would have to train 1200 officers per year to maintain their current level of manpower, not considering any future growth. Their existing training capacity was stressed to the point that it could not absorb any additional load without rendering their total training program ineffective.⁹²

Using monies from a federal grant, a job analysis was conducted of basic police functions. The end result was 207 terminal performance objectives for the identified

⁹⁰This section is based on a paper by Dennis W. Catlin, "A Systems Approach to the Development of Law Enforcement Training" (A paper presented to the School of Criminal Justice, Michigan State University, East Lansing, Michigan, November, 1972).

⁹¹State of California, California Council on Criminal Justice, a grant application submitted by the city of Los Angeles entitled, "Development and Evaluation of Individualized Multi-Media Instruction for Law Enforcement (MILE)," 1971, p. 1.

⁹²Ibid., p. 8A.

basic police functions.⁹³ A further analysis of each terminal performance objective was made to determine the knowledge, skills, and attitudes required to perform the task. The analysis process consisted of dividing the terminal performance objectives in terms of subject matter content, knowledge, skills, and attitudes. The required skills were then further analyzed to determine the courses necessary to teach these skills, the units of courses required, and the topics of instruction for the units.⁹⁴

The next step in the Project was to develop a system of training that could be used instead of the traditional lecture approach. A cost analysis of a multi-media approach using slides, workbooks, and tapes, where the student could have individual and self-paced instruction, revealed that although the initial costs were high, it would in the long run be the best cost-effective training program.

The utilization of computer-assisted instruction developed from Project MILE is currently being tested in California. Part of the program includes the utilization of a computer-assisted learning system. One specific experiment using the computer-assisted learning system for training in the area of arrest and search and seizure found

⁹³C. D. Harber, "A Systems Analysis Approach to Training," Journal of Law Enforcement Education and Training, June, 1972, p. 66.

⁹⁴MILE, op. cit., p. 21.

that, despite the traditional belief that this type of subject matter could only be taught by attorneys, the computer-taught students had significantly better test results than the traditionally taught students.⁹⁵

Project MILE is not fully implemented, but it has demonstrated that the application of terminal performance objectives to computer based learning systems is possible in the training of police officers. The full impact of the Project is not known at this time, but all indications are that it will be a significant step in the development and use of terminal performance objectives and computer-based training programs.

PAT Project⁹⁶

Police Alcohol Training (PAT) is a cooperative program being conducted by the Highway Traffic Safety Center, Continuing Education Service, Michigan State University, the Michigan Law Enforcement Officers Training Council, and the Michigan Office of Highway Safety Planning. The Highway Traffic Safety Center was awarded a developmental grant to conduct curriculum research and develop a

⁹⁵ Richard W. Brightman, Computer Assisted Instruction Program for Police Training (CALCOP), U.S. Department of Justice, Law Enforcement Assistance Administration (Washington: National Institute of Law Enforcement and Criminal Justice, 1972), pp. 1-2.

⁹⁶ This section is based on a paper by Catlin, op. cit.

one-week, 40-hour training course for the police officer in detection and apprehension of drinking drivers.

A job analysis was conducted in five cities in the western part of the United States which have specialized enforcement units assigned exclusively to the detection and apprehension of drinking drivers. Law enforcement specialists went to the cities and observed the specialized enforcement units. Tasks were identified as well as the proficiencies required to perform the task in terms of knowledge and skills.⁹⁷

The job analysis identified 39 major tasks, 212 primary tasks, 425 competencies, and 1589 subject areas. Further analysis reduced the information into a course outline which contained 22 subjects, 240 units, and 903 topics.⁹⁸ Each of the topic areas was analyzed to reduce the estimated course time from 215 hours to the 40-hour course desired. The goal was to reduce the lecture time to zero. The program resulted in the extensive use of small group discussions, small group laboratory sessions, optimum use of audio-visual aids, and proper sequentiality of the material.

The program has been tested in four pilot classes and the training manual has been published. The program

⁹⁷ Ibid., p. 16.

⁹⁸ Ibid., pp. 17-18.

consists of 16 subjects and 38 individual units of instruction.⁹⁹ The program provides an excellent example of the combination of task analysis, behavioral objectives, and non-lecture type instruction into a specialized training program. The outcome of the program may serve as a model for training programs for both in-service and basic training requirements.

Basic Officer Training System Design

The Metropolitan Police Department (MPD), Washington, D.C., developed the Basic Officer Training System Design to make the training of police officers relevant to the performance required "on-the-street."¹⁰⁰

After initial preparation, the task force designed to conduct the study analyzed the available data and developed six major units in which to group police tasks. The task force then proceeded to collect the information. Each District Commander was required to select two model street officers for interview by the task force. These officers were then interviewed to determine how the six

⁹⁹ Highway Traffic Safety Center, Continuing Education Service, Michigan State University, Police Alcohol Training Project: Student Manual, November 30, 1972, pp. 13-22.

¹⁰⁰ Training Division, Metropolitan Police Department, Basic Officer Training System Design (Washington: Metropolitan Police Department, September, 1972), p. 1.

major task units were actually performed. The last two days of interviews were full group sessions involving all of those who had been interviewed previously. The responses that had been given were reviewed by the group and the final results were recorded. This information was then given to a District Sergeant and a District Lieutenant, who reviewed and commented on the data. At this time, the task force developed 163 terminal performance objectives from the information.¹⁰¹

The 163 terminal performance objectives were separated into a sequence of performance tasks, sub-tasks, and sub-sub-tasks, that would be required for mastery of each of the objectives.¹⁰² The tasks were further analyzed to determine the general entry-level behaviors the student needs in order to learn the terminal performance objectives. This information was used to develop prerequisite or entry-levels necessary for the student officer to possess before entry into the training program.

The learning or training program was designed to be individualized. Learning modules were designed where the student assumes a major role in the defining and scheduling of specific courses of instruction according to his needs and abilities, the recommended sequence of instruction, and

¹⁰¹Ibid., p. 3.

¹⁰²Ibid., p. 3.

the availability of instructional resources.¹⁰³ There was to be maximum use of computer-based instruction; visual and audio media such as slides, tapes, television, etc.; program texts; instructor role playing; and on-the-job training. Emphasis was on response/feedback and media-mix instruction for the purpose of providing the students a learning system containing little or no traditional lecture instruction.

Evaluation techniques including pre-test and post-test scores, advisor roles, etc., were devised.

The training program contains the basic elements of the systems approach to training. The terminal performance objectives were developed from job analysis after having determined the knowledges required to perform the tasks of police work. The training program was designed to bring each student to the established performance level. The planning, organization, and rate of progress through the program is primarily the responsibility of the student. Two of the unique features of the program are the entry-level evaluation to determine the ability of the student to complete the program and the non-competitive method of determining learning attainment. Each student's achievement is compared with the established performance standards, not against other student accomplishments in the training program.¹⁰⁴

¹⁰³Ibid., p. 31.

¹⁰⁴Ibid.

Chapter 3

METHODOLOGY

SOURCES OF DATA

Two sources of data were used to obtain the TPO's and BTO's which were compared for congruency in this study. This chapter will identify the sources, the content of the data in its original format, and the procedures used to condense those data into a concise statement of the performance desired of police officers.

The TPO

The TPO's as developed by Project STAR for police served as one of two elements of data that were compared for congruency. As received from a representative of Project STAR, the TPO's were in 33 Task categories. Each Task category is divided into a description of the category and one or more TPO's. The TPO's are divided into five parts which contain: a brief statement of the desired performance objective or objectives, a description of where the performance may occur, who may evaluate the performance, the techniques of performance measurement, and identification of the role of the police officer while involved in that performance.

For the purpose of this study, only that portion of the TPO containing the brief statement of the desirable performance was considered in the comparison. It is a simple, direct statement of what the police officer should know and be able to perform.

The other four parts of the TPO were not utilized as part of the comparison for congruency. These subdivisions of the TPO's are outside the scope of the study, since the thesis is limited to the desired performance of the police officer and not the manner, occasion, or evaluation of that performance, or the role of the officer involved in the performance.

An illustration of the original format of the TPO's is at Appendix G.

The BTO

The BTO's, as developed by the Michigan Law Enforcement Officers Training Council, were the second element of the data considered in the comparison.

The Instructor Guidelines Basic Training Manual is divided into seven units of general topics. Each general topic is then divided into categories of instructional lessons or Instructor Guidelines. The lessons are divided into three main parts: Objectives, Suggested Teaching Activities, and Suggested Outline of Main Points.

The Objective is a statement of what the trainee should know or be able to perform upon completion of the

lesson. This brief statement of the training objective of the lesson was maintained in its exact language, lifted from the Basic Training Manual, labeled as a Basic Training Objective (BTO), and used individually as the second element for the comparison to the TPO's.

The Suggested Teaching Activity is a statement of the intent of the lesson and contains recommendations on teaching techniques for instruction of the material contained in the lesson.

The Suggested Outline of Main Points contains a detailed lesson outline which may be used by the instructor, to insure that the main points, particularly the lesson objectives, are taught.

The exact wording of the lesson objectives as stated in the Objectives section of the Basic Training Manual was used as the BTO. It is the only element in the Basic Training Manual that is identified as being required subject matter to be taught during the lesson and throughout each basic training course accredited by the Michigan Law Enforcement Officers Training Council. The other subjects discussed in the Suggested Teaching Activities and Suggested Outline of Main Points are not mandatory for use, and therefore are not uniformly applied in the various training programs in Michigan.

At Appendix H is an illustration of the original format of the BTO's.

TESTING FOR CONGRUENCY

Basis of Comparison

The comparison of the BTO to the TPO was based solely on what the TPO and BTO stated, not on any presumption or assumed meaning applied to the BTO or TPO by the authors. If the stated objectives were the same, the two items were identified as being congruent. If the stated objectives of the two items were not the same, there was an attempt to determine if the BTO was an enabling objective of the TPO. If the BTO was identified as an enabling objective, it was designated congruent. If neither of these two relationships was identified, the BTO was not listed as congruent to that TPO.

Levels of Congruency

A designation of the level of congruency was placed at the end of the stated BTO at Appendix A.

A designation of a number 1 level of congruency indicates that there was agreement regarding the congruency of the BTO and the TPO.

A designation of a number 2 level of congruency indicates that there was disagreement between the authors about the degree of congruency of the BTO and TPO or whether the BTO could act as an enabling objective.

A designation of a number 3 level of congruency indicates that the authors assessed the relationship as

being weak in itself or the generality or ambiguity of the TPO induced an element of doubt to at least one of the authors.

Degrees of Congruency

In considering the BTO's, the authors found that a decision had to be made as to whether a BTO did or could act as an enabling or interim objective. On many occasions when there was a discernible relationship between a BTO and a TPO, there was disagreement between the authors regarding the effectiveness of the BTO in acting as an enabling objective. On the other hand, some aspects of individual TPO's were so general and behavior-oriented, that it was difficult to identify those BTO's that could provide a basis of knowledge for the desired performance. In both of these cases a number 2 or number 3 level of congruency was designated to differentiate them from those BTO's and TPO's that were identified as being congruent without reservation.

CATEGORIES AND REFERENCE NUMBERS

Categories

The title, number, and letter systems of the original reference material from Project STAR and the Basic Training Manual have been retained in their original form and sequence. They are used as reference numbers in this

study for the purpose of clarity and to facilitate referral to the original material.

Reference Numbers

The TPO's are retained in their original 33 Task categories. The TPO's under each category were assigned a sequence number. These sequence numbers are maintained according to their category and may be used as references to the original Project STAR documents used in this thesis.

The Instructor Guidelines in the Basic Training Manual are separated into seven major units and designated as Unit A through G. Each Unit is subdivided into categories of Instructional Lessons. The Lessons are designated by the Unit letter and are numbered in sequence. The Lesson objectives, the statements designated as BTO's, are then in alphabetical sequence. For example, the Legal Unit, which is Unit B, has as its first category or section, Introduction to Constitutional Law. This category is identified as section B.1. The first Lesson objective (BTO) is given the designation of A. Therefore, the reference number for the first BTO in the Introduction to Constitutional Law Lesson in the Legal Unit has a reference number of B.1.A. These reference numbers are used to identify the individual BTO's throughout the thesis.

TECHNIQUES OF COMPARISON

The comparison to determine congruency of the BTO and TPO was made by taking each of the BTO's and comparing its stated objective to the stated performance objective of each of the TPO's. If the stated objectives were the same, the BTO and TPO were designated as being congruent and assigned a level 1. If they were not congruent as stated objectives, it was determined whether the BTO could act as an enabling or interim objective for the stated behavior of the TPO. If so, the two items were designated as being congruent and assigned a level 1, 2, or 3, depending on the conditions of the congruency. Whether the BTO was found to be congruent with the TPO or not, this procedure was repeated with each TPO. These levels of congruency only reflect a procedural technique and are not considered in determining whether or not the BTO's adequately meet the elements of the TPO's. Therefore, these levels were designated only in Appendix A.

Individual considerations of each BTO and TPO were made to avoid the limitations that would have been imposed if the categories of TPO's and BTO's Units and Lessons divisions would have been considered in the comparison. As an example, if the BTO's in the Criminal Investigation Lesson had been compared only to those TPO's in categories with titles, roles, and tasks appearing to be the same, i.e. Investigation and Interviewing, there would have been

no congruencies identified in any other category. The actual procedure involved comparing each BTO with every TPO regardless of the Unit or category. Many congruencies in the behavior-oriented TPO's were strictly mechanical BTO's which could provide basic knowledge.

The BTO's were compared to the TPO's on four different occasions. First, each author working individually compared each BTO to each TPO. Upon completion of this task, the authors jointly compared these elements again and designated to each BTO a level of congruence. Finally, another joint comparison was made to verify the identified congruence and to insure that each element had been properly considered.

Chapter 4

ANALYSIS OF RESULTS

ANALYSIS OF TERMINAL PERFORMANCE OBJECTIVES

The Analysis of Results is divided into two major sections. This first section consists of examining each TPO category independently. These examinations are divided into three phases. First, all the TPO's in the category are summarized. Second, the TPO's which were identified as being congruent to any BTO are presented. Finally, the TPO's which could not be related to any BTO are discussed.

Advising

Summary: The category involves the ability of the police officer to give constructive guidance and recommendations to persons who are, or who may become, part of the criminal justice system. An officer must be able to seek knowledge and understanding and, in an objective manner, analyze and communicate that knowledge to others. In addition, he must be able to use discretion in the application of formal police action based on his understanding of alternatives, the motivations of individuals, and a desire to assist in the rehabilitative process.

Congruency: Ten of the 12 TPO's were found to have BTO's that were congruent to them. Twenty-one BTO's were selected as congruent on 23 separate occasions, because they are interim or enabling objectives to the TPO's. The knowledge of basic rights of the person arrested (B.2.H.), their right to an attorney (B.3.E.), methods of delinquent control (D.2.G.), psychological techniques for dealing with abnormal persons (F.3.D.), and an appreciation of the importance of proper referral of needy individuals (F.4.C. and F.4.D.) are required before officers can execute the behavior performance objectives. The other TPO's concern communication of accurate, factual information; the providing of helpful information; the offering of alternative courses of action; the exercise of discretion; and the development of working relationships with individuals whom they encounter in the performance of their duties.

Many more enabling objectives are needed in this area. Notably lacking at the present time are those relating to personal communication and relationships and those which serve as a basis for exercising discretion.

Incongruency: TPO No. 1, which requires that the police officer provide information and constructive advice based on his knowledge of police, law enforcement, and related activities, is so general in wording and scope that no specific BTO's were identified as being congruent. However, any knowledge of the law enforcement system and

interpersonal communication skills acquired could act as an enabling objective.

TPO No. 10, which states that the police officer is to be able to recognize and respect a person's right to accept or reject advice, is a behavior or goal-oriented TPO and no BTO's were identified as being congruent to it.

Booking and Receiving Prisoners

Summary: This category is concerned with the fostering of due process through the proper custody of suspects and offenders and the completion of the required mechanical procedures. These procedures include the proper searching of persons, safeguarding personal rights and property, the advising of individuals of their rights, and establishing a proper chain of custody while protecting the prisoner from personal violence. In addition, the officer must be able to protect the rights and dignity of individuals and treat each prisoner in a humane, unbiased, and objective manner.

Congruency: Twenty-one BTO's were identified 24 different times as congruent to nine of the eleven TPO's. The congruent BTO's were based on the mechanical aspects of the TPO's and provide effective enabling objectives. However, knowledge of an officer's obligation and consequent liability for the well-being of an arrestee (D.10.F., B.3.D.) does not insure humane treatment and protection

from personal injury for the arrested person. Those BTO's found to be congruent conveyed the mechanical aspects of detention and the legal foundation of habeas corpus (B.3.B.), bail (B.3.C.), and prisoner rights (B.2.H., B.3.E.).

Incongruency: TPO No. 5, which requires the police officer to question individuals in a manner which elicits desired information without duress, was not matched with BTO's because the BTO's do not discuss duress and uncooperativeness. TPO No. 8, which discusses the police officer's ability to act impartially, is a behavior-oriented objective and no specific BTO's were found to be congruent to it.

Collecting and Preserving Evidence

Summary: This category of TPO's is concerned with the lawful location, acquiring, and protection of physical and testimonial evidence in such a manner as to build respect for the criminal justice system, protect the rights of the individual and his right to privacy, and the proper maintenance of accountability for physical evidence until it is returned to the lawful owner.

Congruency: Forty-seven BTO's were found to be congruent to the six TPO's and were used 71 different times. Sixty-four of the 71 matches occurred in TPO No. 4 and TPO No. 5, which are mechanically oriented objectives

requiring extensive knowledge and skill. The TPO's dealing with minimizing intrusion into a person's privacy (TPO No. 2) and the personal communications skills required in cooperation and respect-inducing interaction with suspects, victims, complainants, and witnesses (TPO No. 1) do not have the enabling objectives which are required to fulfill the stated behavior objectives. The six BTO's congruent to TPO No. 2 are enabling objectives which provide a foundation of law, but they do not discuss the showing of respect for persons or the minimizing of intrusions into personal privacy. TPO No. 1 is a communicative, behavioral, and interpersonal-skill objective. The BTO attached (C.8.E.) is a very basic enabling objective that only begins to fulfill the TPO.

Incongruency: TPO No. 3 was not matched to a BTO. It is concerned with the assistance of persons seeking the return of personal property that has been retained by the police as evidence. There are no BTO's specifically relating to the ultimate return of property to the owner by the police. The BTO's are concerned with protection and accountability of property held as evidence and not with the return of personal property to rightful owners.

Communicating

Summary: The TPO's involve the ability to transmit and receive information, both oral and written, for the purpose of differentiating between opinion and fact,

accuracy and inaccuracy. The police officer must be able to communicate factually and effectively in stress situations, during routine encounters, and when completing reports. Emphasis is placed on communications with potential juvenile and adult offenders for the purpose of providing guidance and counsel.

Congruency: Seven BTO's were designated as being congruent with four of the six TPO's in the category. BTO's concerning maintaining composure (F.2.D.), conducting effective interviews and interrogations (C.8.E.), using various psychological approaches (C.6.E.), and methods of delinquent control (D.2.G.) were identified as enabling objectives. The TPO's involve communication skills, which require a background of knowledge greater than the BTO's provide.

Incongruency: TPO No. 1 and No. 5, which have no congruent BTO's, require the ability to differentiate between fact and opinion (TPO No. 1) and recognize and interpret non-verbal communication (TPO No. 5). These are communication skills and no BTO's could be identified as enabling objectives.

Conferring About Cases

Summary: The six TPO's in this category concern an officer's meeting with his peers or other criminal justice system personnel regarding specific suspects or offender cases. During these meetings, an officer must be able to:

provide advice and assistance regarding specific cases where there is personal contact or knowledge; provide complete and accurate information which may be important in the disposition of these cases; discuss information relative to rehabilitative efforts; give all advice and assistance; and communicate fairly and objectively in a way that fosters due process and protects the rights and dignity of individuals.

Congruency: The only area of congruency was in TPO No. 5, which is concerned with the communication to others of the necessity for following due process requirements when conferring about cases. This was related to two BTO's (B.6.B. and B.6.G.), which deal with defining and understanding different aspects of our court system such as venue, statutory limitations, indictment, arraignment, appeals, and sentencing. These two BTO's did not satisfy all of the elements of the TPO, which advocates the necessary alertness to factors in due process and the communicative skill required to emphasize due process to others.

Incongruency: There were no BTO's identified as being congruent to the other five TPO's, which deal specifically with conferring about cases in such a manner as to assist everyone concerned and with the protection of individual rights and due process.

Contacting Families of
Suspects, Victims,
or Offenders

Summary: The TPO's in the category deal only with a police officer's interaction with the families of suspects and offenders, although the title also specifies the families of victims. Specifically, the seven TPO's pertain to the following: the interaction with these families by the police officer; obtaining information; analyzing and communicating information; assisting in the rehabilitation of offenders; building respect for law and the criminal justice system; displaying objectivity and professional ethics during contact with families; seeking to reduce possible criminal inclination and activities; protecting the rights and dignity of individuals; and serving as a public assistance resource for these families. These TPO's require that a police officer not only be aware of the importance of communications with the families of offenders and suspects, but that he also master the necessary communication skills.

Congruency: None.

Incongruency: No BTO's were identified as congruent to the behavior-oriented TPO's in this category. BTO's considered closest to being related deal with communication with persons involved in domestic complaints. The TPO's are specifically oriented toward the families of suspects and offenders.

Controlling Crowds

Summary: The task involves the control of large and small groups of persons in potential or actual disturbance situations. The police officer must be able to portray an image which builds respect for the criminal justice system and assists in the control of crowds. Using his knowledge of the physical and psychological alternatives and the norms of human behavior, the officer, through communication skills and by applying discretion in the enforcement of laws, can control crowds in a humane manner.

Congruency: Although 12 BTO's were identified 17 times as being congruent to the six TPO's, none of these behavior-oriented TPO's were fully satisfied by the enabling BTO's. Knowledge of police tactics (D.9.M.), control measures (D.9.H.), transition phases of crowds (D.9.G.), and others of the selected BTO's, are important basic knowledge in the controlling of crowds. However, they do not provide more than a portion of the foundation upon which the police officer is to base his behavior, communicate with persons, and exercise discretion.

Incongruency: None.

Counseling

Summary: This category of TPO's deals with the entry of a policeman into a constructive relationship with an offender to help that offender understand and solve his adjustment problem. Within the scope of these four TPO's,

a police officer will have the ability to analyze and communicate alternative courses of action, or behavior, to suspects and offenders. He will be able to provide short-term counseling while maintaining professional objectivity. He will also be able to convey to the offender the potential consequences of harmful, anti-social, and illegal behavior.

Congruency: The only TPO related to any of the BTO's was No. 4, which deals with the conveyance to offenders of the consequences of harmful, anti-social behavior. The two BTO's (D.2.E. and D.2.G.) which applied to the TPO concern a police officer's ability to describe police handling of juvenile offenders and methods of delinquent control. These enabling objectives are not sufficient to completely satisfy the TPO, since they deal only with juveniles.

Incongruency: There are no BTO's concerning the ability to provide sound, objective counseling to offenders and suspects as required in TPO No. 1, No. 2, and No. 3.

Defending Self and Others

Summary: The TPO's require a police officer to utilize the decision-making process in a variety of situations and to accurately determine the necessity of verbal or physical action. The officer must have sufficient skill to act decisively to defend himself and others from

physical harm while making minimal use of physical force, verbal coercion, and weapons.

Congruency: One BTO (D.15.D.), which involves the acquiring of physical skills to subdue individuals, was found congruent to TPO No. 1, which deals with physical action; TPO No. 2, which deals with alternative courses of action; and TPO No. 3, which deals with preventive physical action. TPO No. 4, dealing with the averting of violence when handling mentally disturbed persons, was found to be congruent with BTO F.3.B., which discusses the police responsibility for handling mentally ill persons. The BTO's did not discuss the other aspects of the TPO's, namely the selection of priorities of force or verbal communication skills.

Incongruency: None.

Deterring Crime

Summary: The category requires the police officer, while on routine duty, to foresee the probability of criminal activity and prevent its occurrence. The police officer must be able to identify areas of potential crime and actual criminal activities and be in these locations as a visible deterrent. He must be knowledgeable of parolee and probationer activities in the community and must notify caseworkers of potential problems. He must use opportunities while on patrol to advise and warn both adults and juveniles as to the consequences of their actions.

Congruency: Thirteen BTO's were designated as congruent to the four TPO's. The BTO's provide such basic knowledge as theories of patrol (D.8.A.), effective patrol techniques (D.8.E.), conditions conducive to crime (D.8.G.), methods of juvenile control (D.2.G.). Although seven BTO's were designated as being congruent to TPO No. 2, the communication skills and techniques required to effectively advise adults and juveniles are not present in the BTO's. There are no BTO's that provide knowledge concerning security measures that may be effective in reducing crime (TPO No. 4).

Incongruency: None.

Engaging in Legal Research

Summary: The single TPO in this category focuses on a police officer's seeking, obtaining, and disseminating information regarding legal procedures, legal technicalities, and criminal law, through the reviewing of legal statutes, codes, and case decisions.

Congruency: None.

Incongruency: No BTO's were designated as being congruent to the TPO. In the Criminal Law section of the MLEOTC Training Manual BTO's B.8.A. through B.8.F. deal with the following: criminal law, primarily in the sense of learning; the most commonly used sections of the law; identifying legal terms; and sound knowledge of how the criminal law can be used in a policeman's performance of

his duty. However, these BTO's are not concerned with an individual's ability to go out and actively research different types of cases, or the aspects of a particular case, so that this information can be disseminated to others.

Engaging in Professional Development

Summary: The two TPO's in this category are concerned with a police officer's need to seek and increase professional knowledge by critically analyzing information received in the pursuit of professional development and to communicate his findings to peers and other members of the criminal justice system. He must also be able to use formal and informal teaching experiences to increase his own and others' knowledge, skills, and understanding of law enforcement.

Congruency: TPO No. 2, which deals with the analysis and communication of information, was met in part by two BTO's (F.2.A. and F.2.G.). Both of these BTO's discuss: the Law Enforcement Code of Ethics; public trust; and commonly encountered situations posing ethical questions, such as gratuities, drinking, and petty larceny. Although the technical language of the BTO's and the TPO is different, the underlying thrust, or spirit, of the TPO is congruent to the BTO's. However, it cannot be said that the two BTO's provide all of the necessary enabling objectives for the TPO.

Incongruency: TPO No. 1, not identified with any BTO's, discusses the utilization of formal and informal learning experience to increase skills. This is the actual overall objective of the Michigan training program; however, no specific BTO's were identified as being congruent. Instead, the entire training program provides enabling objectives for TPO No. 1.

Interacting With
Other Agencies

Summary: This section of two TPO's specifies the maintaining of communication within the criminal justice system and private agencies to exchange information. Here a police officer would assist rehabilitation through his knowledge of all community resources by acting as a resource for criminal justice caseworkers (TPO No. 1). TPO No. 2 pertains to the interaction of a police officer with the different components of the criminal justice system and other public and private agencies while providing appropriate advice and assistance.

Congruency: TPO No. 2 was found to be compatible with ten BTO's. These BTO's concerned themselves with identification of the roles and functions of a variety of criminal justice agencies, such as prosecuting attorney, jury, federal law enforcement agencies, corrections, parole and probation, plus social agencies and referral to such agencies. The BTO's were selected as being congruent to

this TPO because of the necessity of an officer to have an awareness and understanding of other agencies, particularly those specified in the BTO's, in order to effectively interact with such agencies and give them the support, advice, and assistance that the TPO requires.

Incongruency: TPO No. 1, which discusses the police officer as a resource for criminal justice caseworkers, was not found compatible with any BTO's.

Interviewing

Summary: This category specifies that a police officer must be able to interact with individuals through the exercise of communication skills and techniques in such a manner as to obtain and transmit necessary investigative information. At the same time he must protect the rights and privacy of individuals. The police officer must be able to analyze the information received and utilize interactions with individuals as an opportunity to provide counseling and advice.

Congruency: Eleven BTO's were identified 16 different times as being congruent with five of the seven TPO's. The BTO's are concerned with the ability to conduct effective interviews and interrogations (C.8.E.), the techniques for conducting field interrogations (D.8.F.), the rights and waiver requirements under the law (B.4.C., B.4.E.), and basic-knowledge objectives such as definitions and legal

prefaces (C.6.A., B.4.E.). All are effective in obtaining the basic skills which are required to satisfy the TPO's. BTO's were not identified in the areas of communicative skills, empathy, guidance, and objectivity as discussed in the TPO's.

Incongruency: TPO No. 4, which concerns the ability of the officer to provide information so that those being questioned have an understanding of police procedures, was not matched with those BTO's involving basic knowledge of rights and police procedures. The TPO involves judgment, behavior, and communications which goes beyond the area of mechanical procedures that are specified in the BTO's.

Investigation

Summary: The TPO's describe the ability to conduct inquiries; analyze and communicate information received; exercise discretion; maintain an objective, impartial manner; and protect the rights and dignity of individuals.

Congruency: The five TPO's were found to be congruent with 18 separate BTO's 27 times. The BTO's selected deal, primarily, with specific-knowledge objectives required for the conduct of investigations. Included were: objectives and tools of criminal investigation (C.1.A.), scientific analysis (C.1.B.), investigative techniques of drug investigation and other commonly encountered crimes (C.1.C. and C.3.E.), and basic knowledge items such as rights of persons arrested (B.2.G.) and definitions of investigation,

interviewing, and interrogation (C.6.A.). The selected BTO's provide an excellent foundation of skills and knowledge for the TPO's. Additional BTO's are needed in the area of communications and use of discretion.

Incongruency: None.

Making Arrests

Summary: This category is concerned with the ability of the police officer to effect lawful arrests, based on information which he has received, verified, and objectively evaluated, while treating all individuals in an impartial, humane manner. The police officer must also be able to impartially and objectively exercise discretion in the decision to arrest; foster due process by accurate, impartial reports; and recognize that the determination of guilt or innocence is the function of the court.

Congruency: Thirteen separate BTO's were congruent with five of the nine TPO's 17 different times. The BTO's provide a foundation of legal knowledge required to execute a lawful arrest (B.2.A., B.2.B., B.2.D., etc.). The explanation of the use of necessary force, deadly force, and forceful entry (B.2.G.) make up a part of the performance desired in TPO No. 3, where the officer is to consider the levels of required force. However, the BTO falls short of providing sufficient enabling objectives for an officer to be able to consider the total environment, type of violation,

probable outcome, and alternative courses of action needed for the total performance desired in the TPO.

Incongruency: The TPO's requiring impartial and non-prejudicial exercise of discretion (TPO No. 4 and TPO No. 5) were not related to any BTO's. Also, TPO No. 6 and TPO No. 7 involve verbal and written communication, which could not be found in the BTO's.

Managing Interpersonal Conflict

Summary: The 11 TPO's are concerned with interceding in disputes between two or more persons during a conflict situation. The police officer must be able to obtain, analyze, and record information using knowledge of human behavior in stress situations to assist him in the evaluation of the information which he receives during on-going situations. He must then select a resolution technique that best fits the existing situation, including referral to proper agencies, as well as decisions to arrest without allowing personal bias to impair his judgment. During this time the officer must maintain and exhibit neutrality and objectivity, remain flexible, and exercise discretion in the application of existing laws.

Congruency: Of the 11 TPO's in the category, nine were matched with 15 separate BTO's 23 different times. The 15 BTO's provide a basic knowledge of the nature of human relations (F.l.A.), domestic complaints (D.ll.A.,

D.11.B., D.11.C.), and the laws involved in these situations (D.11.D.). Other basic elements of knowledge include proper referral (F.4.C.) and the available agencies for referral (D.11.F., F.4.B.). Some behavioral BTO's were also applied, such as those involving the detrimental effects of bias and prejudice (F.1.F.), the officer's attitude (D.11.E.), and the importance of maintaining composure in adverse situations (F.2.D.). Enabling objectives are notably lacking in providing a variety of conflict resolution techniques on which to base decisions and exercise discretion.

Incongruency: There are no specific BTO's that related to TPO No. 1, which is concerned with the collection, evaluation, and recording of information from persons involved in a conflict situation. TPO No. 11 requires that the officer be able to treat participants of an interpersonal conflict in a humane manner. No BTO's were found that would provide adequate enabling objectives in this situation.

Moving Prisoners

Summary: The TPO's require the police officer to maintain proper security of prisoners to reduce tension and to minimize opportunity for violence or possession of dangerous weapons during custody or transportation of the prisoners. The rights and dignity of the prisoners must be

protected at all times and the treatment of any person in custody must be humane.

Congruency: Four of the BTO's were identified five times as being congruent to three of the four TPO's. The TPO's are very general and behavior-oriented. The congruent BTO's, which deal with proper methods of transporting detained persons (D.10.D.), proper techniques of searching (D.10.B.), and the use of restraining devices (D.10.C.), however, do not meet all the requirements of the stated performance objectives.

Incongruency: TPO No. 4 requires that any person in custody be treated humanely. No specific BTO's were identified as being congruent to it.

Participating in Community Relations and Educational Programs

Summary: This section specifies the meeting of police officers with citizen groups in programs directed toward understanding laws, crime prevention, and the criminal justice system. Within this category a police officer must be able to: demonstrate agency concern for community activities; use writing and other communicative skills to interact with community groups; keep informed of public opinion; use information obtained through community relations to enhance his judgment and ability to exercise discretion in enforcement of the law; and communicate by example that police are equally subject to the law.

Congruency: Three BTO's (F.1.E., F.1.G., and F.2.B.) were used a total of six times to partially satisfy the three TPO's, which deal exclusively with obtaining and utilizing information from community relations contact and demonstrating police concern for community activities (TPO No. 1, No. 3, and No. 4). The BTO's utilized at this point were those concerned with: the methods of maintaining favorable human relations; unfavorable public stereotypes of the police; and behavior by police officers which is resented by the public. These BTO's, although designated as enabling objectives, do not completely fulfill the three TPO's to which they were assigned.

Incongruency: The two incongruent TPO's (No. 2 and No. 5) were ones dealing with writing and other communication skills and the communication, by example, of policemen being subject, like everyone else, to the laws. TPO No. 3 concerns communicative behavior. The BTO's on human relations do not cover this particular part of community or human relations. No BTO's could be identified as being related to TPO No. 5, which demonstrates that police officers are subject to the laws.

Participating in Pretrial Conferences

Summary: The seven TPO's in this category are primarily concerned with having the police officer meet with various criminal justice personnel to discuss criminal cases.

Specifically, a policeman would advise and assist criminal justice personnel by: furnishing unique knowledge on the offender; obtaining and using information about law enforcement procedures, practices, and problems; helping develop a rehabilitative program; analyzing and communicating all the facts of a case to court personnel in an objective and fair-minded manner; and, at all times, adhering to professional ethics. The setting implied within the TPO's is the pretrial conference. The TPO's deal with general, non-task-oriented performances and require the development of analytical and communicative skills, which must then be impartially and objectively presented to others in the criminal justice system.

Congruency: None.

Incongruency: Although there were some BTO's concerning the obtainment of knowledge of other areas in the criminal justice system, there are no BTO's which deal specifically with the development or the utilization of communication skills, and other behavior objectives discussed in the TPO's.

Patrolling/Observing

Summary: This category discusses the use of the observation skills by police officers to determine the existence of actual or potential crime situations within the community. The police officer must be able to offer advice and guidance while building public respect for

the police role in the maintenance of order. They are to accomplish this through use of their knowledge of human needs, the community, crime patterns, patrol techniques, and individuals in the community including adults, juveniles, parolees, and probationers.

Congruency: Seventeen BTO's were designated as being congruent, on 21 different occasions, to the five TPO's. Knowledge of conditions conducive to crime (D.8.H.), theory of patrol (D.8.A.), patrol techniques (D.8.E. and D.8.K.), and the importance of observation and perception (D.8.L.) are enabling objectives for effective performance of patrol activities as discussed in the five TPO's. The sections of the TPO's concerning counseling, advice, and building public respect for police are more behavior-oriented and require foundations in communicative and interpersonal skills not found in the BTO's.

Incongruency: None.

Preparing Reports

Summary: This category of four TPO's deals with the completion of all reports in accordance with agency procedures and the maintenance of personal records to assist the conduct of an agency's function. Three of the TPO's specify the following: building respect for law and the criminal justice system by preparing factual, unbiased reports; gathering, analyzing, and communicating information with reports that are clear and concise; displaying

objectivity and professional ethics by preparing reports in an objective and ethical manner regardless of personal feelings; and keeping other shift officers alert through informal reports of potential disturbances and unstable conditions.

Congruency: Three of the TPO's were partially satisfied by seven BTO's 12 different times. The BTO's deal primarily with the purpose, function, style, proficiency, and descriptive quality of reports, traffic records, field notes, sketches, and diagrams. TPO's No. 1 and No. 4 specifically deal with factual, objective, and unbiased reporting, and these were adequately satisfied. However, TPO No. 3 appears to be only partially satisfied because the communicative skills desired for relaying information to other agencies are not identifiable in any of the BTO's.

Incongruency: TPO No. 2, which consists of the relaying of information to other shift officers through informal reports, was not found to have congruency to any BTO's.

Preparing Search Warrant Requests

Summary: The two TPO's in this section pertain to the completion of necessary legal materials for the application for search warrants. In this category, a police officer must be able to prepare a search warrant in a manner that meets the legal requirements and to present

factual and objective information to the court personnel.

Congruency: Two BTO's (B.5.A. and B.5.D.) were effective in satisfying the two TPO's. The BTO's deal with the constitutional requirements and rationale for obtaining a search warrant, the desirability of utilizing the search warrant procedure, and the elements of a valid search warrant. In addition, TPO No. 2 was found to be congruent with BTO B.6.D., which discusses the role of judges in relation to authorization of warrants and functions at trial. This objective fits in well with the subject involving the "appropriate court personnel" for the issuance of a search warrant, specified in TPO No. 2. The TPO's in this category are very well satisfied by the congruent BTO's designated as enabling objectives.

Incongruency: None.

Providing Public Service

Summary: This category is concerned with the ability of the police officer to initiate public service activities, respond to requests for assistance, and help in emergencies. The four TPO's involve interpersonal communication between the police officer and the public. The officer must be able to: receive and analyze information; respond both verbally and physically to requests for assistance; exercise discretion in the enforcement of laws; and make appropriate, humane referrals to the proper

agencies, whether or not criminal activities are involved. The officer must also be able to utilize contacts with adults and juveniles as opportunities for counseling and advising regarding behavior that could result in possible law violations.

Congruency: Eight BTO's were identified ten different times as being congruent to the four TPO's. An officer's knowledge of the nature of routine service calls (D.8.M.), limitations of police in handling social problems (F.4.A.), referral agencies and their functions (F.4.B., F.4.C., and F.4.D.), and the importance of proper referrals (F.4.C.) are effective enabling objectives for these TPO's. The basic communication skills necessary to interact with adults and juveniles and the subject of humane treatment were not found among the BTO's.

Incongruency: None.

Recovering Property

Summary: This category concerns itself with taking the necessary steps to locate, identify, impound, and return lost or stolen property. Within the scope of the three TPO's in this category, the primary emphasis is on analyzing and communicating information regarding missing, stolen, contraband, and recovered property in a manner that facilitates its recovery, use of it in court, and the return to its rightful owner in its original condition and in a

manner that builds respect for law and the criminal justice system.

Congruency: None.

Incongruency: The BTO's which were considered all deal with the accountability for property, with its utilization in court, and its value as evidence. They do not discuss the return of property to rightful owners. For this reason, none were designated as being congruent to these TPO's.

Regulating Traffic

Summary: In this category the police must be able to properly monitor, direct, and control vehicular and pedestrian traffic, while employing objectivity, accuracy, and discretion in the enforcement of traffic violations.

Congruency: Fifteen BTO's were identified 17 times as being congruent to six of the seven TPO's. These BTO's were concerned with: the theory of accident causation (E.4.A.), demonstration of proper hand and arm signals (E.5.B.), and proper traffic direction (E.5.C., E.5.D., E.5.E.). These BTO's serve as enabling objectives for TPO No. 1 and No. 2, which are mainly mechanical objectives. TPO No. 3 and No. 4 require the exercise of police discretion. BTO E.6.E., which was identified as congruent to both TPO's, is only one of many possible and necessary enabling objectives needed to meet these performance objectives. TPO No. 5 and No. 6, which require objectivity and

the protection of individual rights and dignity in a manner that fosters due process, were matched with the BTO's concerned with the importance of courtesy (F.2.F.), the professional image (E.6.D.), evidence collecting (E.3.D.), and the demonstration of the proper procedure for filling out common police forms (E.4.C.). These BTO's do not provide the total basis for the behavior desired in the TPO's; however, they do satisfy portions of the required, basic knowledge.

Incongruency: TPO No. 7, which is concerned with the ability to give precise information and provide proper assistance to persons, is not specifically discussed in the BTO's.

Reviewing Case Materials

Summary: The single TPO in this section deals with the police officer's analyzing information in reports or in a suspect or offender's file; relating this information to the person's current behavior; developing an understanding of the person's modus operandi if there is one; and developing ways of using the information effectively in future contacts with the person.

Congruency: None.

Incongruency: Although the processes discussed in the TPO are steps which are, indeed, performed in many police agencies when a certain suspect comes to the attention of the officers, it appears to be missing from the

BTO's. Consideration was given to BTO C.1.A., which deals with the basic tool and objectives of criminal investigation. However, because the BTO was not specific, it was not designated for this TPO.

Searching/Inspecting

Summary: The police officer must be able to conduct lawful examinations of persons, vehicles, premises, or other areas for the purposes of locating individuals, illegal activities, or articles. The TPO's require that the searches be done in a systematic manner and in a way which reduces conflict and personal danger, eliminates personal indignities, and protects the rights of all persons.

Congruency: Ten BTO's which were used 14 times as congruent to TPO No. 2 and No. 3 are concerned with the mechanical skills of determining reasonable cause and systematic searches. Knowledge of the BTO's dealing with the general concepts of searches (B.5.B.); the scope of searches (B.5.E.); the law pertaining to technical procedures in, and methods of conducting searches (C.9.E., D.8.G., and D.10.B.) were deemed adequate enabling objectives for the two TPO's. TPO No. 4 involves the elements of objectivity and prejudice. However, it was not completely satisfied by the five congruent BTO's which deal primarily with the general concepts of search and seizure (B.5.B.), and with the laws pertaining to search and seizure (B.5.F. and B.5.G.).

Incongruency: TPO No. 1, requiring a behavior performance in a manner that reduces hostility, opposition, and physical confrontations, was not identified with any BTO.

Searching for Fugitives

Summary: The four TPO's in this section focus on attempts to locate, pursue, and capture escaped inmates or other fugitives. The TPO's generally concern themselves with the protection of individual rights while searching for fugitives; building respect for law and the criminal justice system during searches by seeking and obtaining cooperation; and by demonstrating objectivity and control of personal bias in searches. TPO No. 4 is slightly different in that it stresses the ability to use information contacts and observational skills to locate and arrest probationers and parolees who are in violation of the law.

Congruency: None.

Incongruency: None of the BTO's was designed as being congruent to any of the TPO's. Consideration was given to BTO's which deal with search and seizure laws and crime scene searches as they relate to the collection and preservation of evidence. However, no BTO's were identified as containing the necessary communicative skills for enhancing cooperation and rapport and the building of respect for the law.

Testifying as a Witness

Summary: This category of four TPO's pertains to the presentation of factual information in court, based on field observation and investigation of criminal cases. TPO No. 2, No. 3, and No. 4 relate specifically to the presentation of information in probation and parole hearings; the providing of factual, unbiased testimony to provide a fair and impartial trial for the defendant; and the answering of all questions, while rendering testimony in court, without distortion due to personal feelings or inadequate knowledge.

Congruency: Three of the TPO's (No. 2, No. 3, and No. 4) were met by BTO B.6.1., which deals with proper courtroom demeanor and presentation of testimony. The BTO provides a general enabling objective which agrees with the spirit of the TPO's, although the language of the TPO's is much more precise than that of the BTO's.

Incongruency: TPO No. 1 deals with providing information about police policies, procedures, and techniques, upon request, in a courtroom. No specific BTO's were selected as enabling objectives. BTO B.6.1. was again considered for this TPO; however, the TPO discusses a very specific kind of information which was not mentioned in the BTO.

Testing for Drug
and Alcohol Use

Summary: The police officer must be able to properly administer tests utilizing observation and special equipment in such a manner as to elicit cooperation and gain information. He must also be able to present information concerning use of alcohol and drugs and to provide guidance and counsel to individuals through the suggestion of alternative courses of action.

Congruency: Nine BTO's were identified 12 times as congruent with four of the five TPO's. The BTO's provide a foundation of knowledge on drug use and enforcement procedures (C.3.A., C.3.B., C.3.G., etc.). TPO No. 5, concerning suggestion of alternatives, requires more than the two BTO's identified, since BTO's C.3.G. and E.3.A. are concerned only with the social aspects and magnitude of the drug and alcohol problem. There were no enabling objectives identified as compatible with either TPO No. 5, which concerns effective communications for guidance counseling, or TPO No. 1, which discusses the presentation of information.

Incongruency: TPO No. 2 is a behavior-oriented objective. There are no specific BTO's on the conduct of intoxication tests. The TPO is also concerned with eliciting cooperation and the necessary communicative skills to gain information. No BTO's were identified as satisfying these communication skills.

Training

Summary: The category of training consists of the instruction of less experienced individuals in the classroom or on the job. In the training task, a police officer must be able to obtain, organize, and present factual information on: the understanding of how attitudes develop and change, attitudes among groups, attitudes involved in police work and how to utilize this knowledge (TPO No. 2); the history and philosophy of law enforcement, human behavior, social-cultural differences, and other areas pertinent to police work (TPO No. 3). TPO No. 1 deals with obtaining, organizing, and presenting factual information, techniques, and physical actions relating to a variety of specific enforcement skills and procedures.

Congruency: Placed under TPO No. 1 were 18 BTO's comprising three complete BTO categories (D.3.A. through D.3.G., D.4.A. through D.4.D., and D.6.A. through D.6.G.), and part of another category (D.9.S. through D.9.X.), which deals primarily with firearms training, first-aid training, blockade and roadblock procedures, and sniper activity. These four areas involve very specific training which was not covered in the other more behavior-oriented categories of the TPO's. TPO No. 7 was found to be congruent, at least partially, with six BTO's dealing basically with: human relations, socialization, urbanization, ethnic groups, sources of social unrest, and the relationship between the

news media and social unrest. TPO No. 3, dealing with the history and philosophy of police and socio-cultural differences and "other basic knowledge," had 13 BTO's that served as enabling objectives and at least partially satisfied it. These 13 BTO's were in addition to those mentioned for TPO No. 3, which deal with the history and philosophy of law enforcement.

Incongruency: None.

Using Equipment

Summary: The category discusses the utilization and maintenance of mechanical equipment, devices, and apparatus in an appropriate and correct manner that maximizes its effectiveness, longevity, and appearance.

Congruency: There were 14 individual BTO's found congruent to the TPO's. The BTO's are concerned with the techniques of radio usage (D.7.A.), use and function of polygraph examination (C.6.F.), weapon handling (D.3.B., D.3.F., and D.3.G.), function of L.E.I.N., N.C.I.C., and other record systems (D.7.E.), use of emergency equipment (D.8.J.) and speed timing devices (E.6.F.). These provide excellent enabling objectives for these two mechanically oriented TPO's.

Incongruency: None.

ANALYSIS OF BASIC TRAINING OBJECTIVES

This section of the Analysis of Results consists of an examination of each of the seven units of the Basic Training Manual. First, the unit BTO's are summarized. Second, the sections of BTO's that were identified as being congruent were summarized. Finally, the categories of BTO's not found congruent are discussed.

Unit A--Administration

The entire section of Administration is not congruent to any of the TPO's. This unit is concerned with some of the administrative aspects which are an integral part of the Basic Training Academy. They orient the recruit with the academy and assist him with some of the tools needed for classroom work, such as notetaking and examinations.

The 11 unit BTO's were from the following categories: Program Orientation, Classroom Notetaking, Examination Review, and Coordinator's Time. Although there are arguments for placing this entire unit under TPO No. 1 of the Training TPO Section, because the TPO discusses obtaining, organizing, and presenting factual information relating to specific enforcement skills, this Unit was not placed under the Training TPO.

Unit B--Legal

The legal unit has nine categories containing 68 BTO's, 15 of which were not identified as being congruent to specific TPO's. The unit categories are: Introduction to Constitutional Law, Law of Arrest, Detention and Custody, Admissions and Confessions, Search and Seizure, Court Functions, Law of Evidence, Criminal Law and Juvenile Law. Most of the congruent BTO's were those which related to the mechanical and basic legal knowledge that is constantly required and used by police officers, such as laws relating to arrest, admissions, confessions, detention, and search and seizure.

The sections in which BTO's were found to be incongruent to the TPO's are: Introduction to Constitutional Law, Criminal Law, and Juvenile Law. The specific subjects within the categories which were not found in the TPO's are as follows: general objectives of constitutional law, constitutional mandates, state and federal standards for suspect identification procedures, Michigan and federal court systems, appellate procedures, court ancillary functions, an officer's obligation relating to court orders, judicial notice, conclusive and rebuttable assumptions, sources of criminal law in Michigan, classification of law, criminal defenses, legal terms, probate court, detention of juveniles, and state laws regarding juveniles. These

BTO's can be summarized as being basic knowledge of legal areas that relate specifically to Michigan law and court procedures.

Unit C--Investigative

The unit is comprised of 53 BTO's divided into nine categories. All but nine of the BTO's were found congruent with at least one TPO. In six categories all BTO's were matched with TPO's. These are: Criminal Investigation, Crime Scene Search, Collection and Preservation of Evidence, Interview and Interrogation, Fingerprint and Latent Print Search Technique, and Mock Crime Scene. The three remaining categories have a total of 19 BTO's which contain the nine incongruent BTO's. The categories are: Vice Investigation, Narcotics and Dangerous Drugs, and Stolen Motor Vehicles. Vice Investigation contains five of the noncongruent BTO's. These five deal specifically with gambling and prostitution activities, organized crime, and informants. The Narcotics section had two of the incongruent BTO's. They deal with federal and state narcotic laws and the role of organized crime in narcotic trafficking. The Stolen Motor Vehicle section also has two incongruent BTO's. One deals with vehicle identification numbers and the other with the size and seriousness of the stolen vehicle problem. Generally, it appears that the incongruous BTO's were those that relate to a very

specific subject which could not be identified with a particular TPO.

Unit D--General Police

The unit on General Police was the largest unit of BTO's. It encompasses 113 BTO's, of which only 27 were not found congruent to TPO's. There are 15 sections within the unit, and ten of those sections had all of the BTO's identified as being congruent to CPO's. These sections consist of: History and Philosophy of Law Enforcement, the Juvenile Offender, Firearms, First Aid, Report Writing, Blockade and Roadblocks, Police Communications, Patrol Techniques, Mechanics of Arrest and Detention, and Domestic Complaints.

Five categories containing 42 BTO's have all 27 of the unrelated BTO's. These sections are: civil disorders, state liquor law enforcement, emergency preparedness--disaster control, stopping vehicles and occupant control, and physical training and defensive tactics. The BTO's found incongruent generally deal with: use of chemical munitions, specific state laws and their enforcement, and the police role in emergency preparedness--disaster control.

Unit E--Traffic

This unit consists of 30 BTO's, of which eight could not be related to any TPO's. Four of the six unit sections had all of the BTO's matched with TPO's. These were:

driving under the influence of liquor enforcement, motor vehicle accident investigation, traffic direction and control, and techniques and methods of traffic law enforcement.

The two unit sections which could not be identified with any TPO's consisted of motor vehicle laws (five BTO's) and driver licensing (three BTO's). The topics of the sections deal generally with knowledge and understanding of the Michigan law concerning vehicular and driver licensing procedures and techniques of enforcement.

Unit F--Special Subjects

The unit consists of four categories containing 23 BTO's in the areas of human relations, police courtesy and ethics, handling abnormal persons, and social services. All of the BTO's had a high degree of congruency to the TPO's with which they were identified. The 23 BTO's were used a total of 49 times in the comparison with the TPO's.

Unit G--External Relations

This unit was comprised of two categories, jurisdiction of federal law enforcement agencies and Michigan corrections, parole, and probation system, containing eight BTO's. All the BTO's were related to TPO's, generally in the areas of advising and interacting with other agencies.

SUMMARY

Of the 162 Project STAR TPO's, 104 TPO's or 64 percent were identified as having congruent BTO's. Of the original 309 BTO's, 239 or 77 percent were found to be congruent to TPO's. The apparent variance in the two figures is indicative of the fact that some BTO's were found to be congruent to more than one TPO.

A summary of the number of TPO's in each category found to be congruent with BTO's and the number of BTO's identified as being congruent to that category are listed below. See Table 4.1 for a summary of the information.

1. Advising--had 21 BTO's designated congruent to ten of the 12 TPO's.
2. Booking and Receiving Prisoners--had 25 BTO's designated congruent to nine of its 11 TPO's.
3. Collecting and Preserving Evidence--had 70 BTO's found congruent to four of its five TPO's.
4. Communicating--had seven BTO's designated congruent to four of its six TPO's.
5. Conferring About Cases--had 11 BTO's found congruent to one of its six TPO's.
6. Contacting Families of Suspects or Offenders--did not have any BTO's designated congruent to any of its seven TPO's.
7. Controlling Crowds--had 16 BTO's found congruent to all six of its TPO's.

TABLE 4.1. Numerical Analysis of Congruency of TPO's and BTO's by Categories and Units

TPO Category	Unit A Administration	Unit B Legal	Unit C Investigation	Unit D General Police	Unit E Traffic	Unit F Special Subjects	Unit G External Relations	Total Congruent BTO's	Congruent TPO's	Incongruent TPO's	TOTAL
Advising		3	1			10	7	21	10	2	12
Book & Receive Prisoners		18		7				25	9	2	11
Collect & Preserve Evid.		29	41					70	4	1	5
Communicating			3	3		1		7	4	2	6
Conferring about Cases		11						11	1	5	6
Cont. Families of Suspect								0	0	7	7
Controlling Crowds				16				16	6	0	6
Counseling				11				11	1	3	4
Defend Self and Others				3		1		4	4	0	4
Deterring Crime				11		1	1	13	4	0	4
Engaging in Legal Res.								0	0	1	1
Engaging in Prof. Develop.						11		11	1	1	2
Interacting with Agencies		2				3	6	11	1	1	2
Interviewing		4	7	5				16	2	2	4
Investigating			22	2				24	5	0	5
Making Arrests		14	1	2				17	5	4	9
Managing Interpers. Conf.				14		8		22	8	3	11
Moving Prisoners				5				5	3	1	4
Participate in Comm. Rel.						6		6	3	2	5
Part. Pretrial Confer.								0	0	7	7
Patrolling/Observing				19			2	21	5	0	5
Preparing Reports				11	1			12	3	1	4
Prepare Search Req.		5						5	2	0	2
Providing Pub. Service				4		6		10	3	0	3
Recovering Property								0	0	3	3
Regulating Traffic					16	1		17	5	2	7
Reviewing Case Material								0	0	1	1
Searching/Inspecting		9	3	2				14	3	1	4
Searching for Fugitives								0	0	4	4
Testifying as a Witness		3						3	3	1	4
Test for Drug & Alcohol			6		6			12	4	1	5
Training				34		9		43	3	0	3
Utilizing Equipment			2	10	1	1		14	2	0	2
TOTAL	0	98	86	159	24	58	16		104	58	162

8. Counseling--had 11 BTO's found congruent to one of its four TPO's.
9. Defending Self and Others--had four BTO's found congruent to all four of its TPO's.
10. Deterring Crime--had 13 BTO's found congruent to all four of its TPO's.
11. Engaging in Legal Research--had no BTO's congruent to its one TPO.
12. Engaging in Professional Development--had 11 BTO's congruent to one of its two BPO's.
13. Interacting With Other Agencies--had 11 BTO's congruent to one of its two TPO's.
14. Interviewing--had 16 BTO's congruent to two of its four TPO's.
15. Investigating--had 24 BTO's congruent to all five of its TPO's.
16. Making Arrests--had 17 BTO's congruent to five of its nine TPO's.
17. Managing Interpersonal Conflict--had 22 BTO's congruent to eight of its 11 TPO's.
18. Moving Prisoners--had five BTO's congruent to three of its four TPO's.
19. Participating in Community Relations and Educational Programs--had six BTO's congruent to three of its five TPO's.

20. Participating in Pre-Trial Conferences--had six BTO's congruent to three of its five TPO's.
21. Patrolling/Observing--had 21 BTO's congruent to all five of its TPO's.
22. Preparing Reports--had 12 BTO's congruent to three of its four TPO's.
23. Preparing Search Warrant Requests--had five BTO's congruent to its two TPO's.
24. Providing Public Service--had ten BTO's congruent to all three of its TPO's.
25. Recovering Property--had no BTO's congruent to the three TPO's.
26. Regulating Traffic--had 17 BTO's congruent to five of its seven TPO's.
27. Reviewing Case Material--had no BTO's congruent to its one TPO.
28. Searching/Inspecting--had 14 BTO's congruent to three of its four TPO's.
29. Searching for Fugitives--had no BTO's congruent to its four TPO's.
30. Testifying as a Witness--had three BTO's congruent to three of its four TPO's.
31. Testing for Drug and Alcohol Use--had 12 BTO's congruent to four of its five TPO's.
32. Training--had 43 BTO's congruent to all three of its TPO's.

33. Utilizing Equipment--had 14 BTO's congruent to both of its two TPO's.

The summary of the Basic Training Manual Units below indicates the number of BTO's identified as being congruent to TPO's. See Table 4.2 for the results of the comparison.

Unit A--Administration--did not have any of its 11 BTO's congruent to TPO's.

Unit B--Legal--had 53 of its 68 BTO's designated congruent to ten Categories of TPO's a total of 98 times.

Unit C--Investigation--had 44 of its 53 BTO's designated as congruent to nine Categories of TPO's a total of 86 times.

Unit D--General Police--had 92 of its 119 BTO's congruent to 17 Categories of TPO's a total of 159 times.

Unit E--Traffic--had 19 of its 27 BTO's identified as congruent to four Categories of TPO's a total of 24 times.

Unit F--Special Subjects--had all of its 23 BTO's congruent to 12 Categories of TPO's a total of 58 times.

Unit G--External Relations--had all eight of its BTO's designated congruent to four Categories of TPO's a total of 16 times.

Four categories of TPO's had no BTO's congruent to any of their TPO's. These are: Contacting Families of Suspects and Offenders, Engaging in Legal Research, Recovering Property, and Searching for Fugitives.

TABLE 4.2. Numerical Analysis of Congruency of BTO's by Units

	UNIT A Administration	UNIT B Legal	UNIT C Investigation	UNIT D General	UNIT E Traffic	UNIT F Special Subjects	UNIT G External Relations	TOTAL
Total Unit BTO's	11	68	53	119	27	23	8	309
Number of BTO's Congruent	0	53	44	92	19	23	8	239
Percent of BTO's Congruent	0.0%	78%	83%	77%	71%	100%	100%	
Number of BTO's not Congruent	11	15	9	27	8	0	0	70
Total Number of Times BTO's are Congruent	0	98	86	159	24	58	16	441

Six categories of TPO's had an unusually high number of BTO's identified as congruent to their TPO's: Collecting and Preserving Evidence (70 BTO's); Training (43 BTO's); Booking and Receiving Prisoners (25 BTO's); Investigating (24 BTO's); Managing Interpersonal Conflict (22 BTO's); and Patrolling/Observing (21 BTO's).

In comparing the TPO's and BTO's the authors accrued some general impressions regarding the general subject areas of TPO's where congruencies were found or where large areas of incongruencies were perceived. The TPO's were discerned as being divisible into three main areas: where most of the TPO's were matched with BTO's; where very few, if any, of the BTO's were matched; and where approximately one-half of the objectives in a category were matched.

Utilizing Robert M. Gagné's¹ three domains of learning, the three areas of TPO's can be classified as follows:

The categories which had most of their TPO's matched appear to be in the psychomotor domain; i.e., specific skills such as writing, visual, verbal, auditory, and manipulation (the ability to operate various types of equipment or instruments in a controlled fashion). Examples of categories in this area are: Collecting and Preserving Evidence, Controlling Crowds, Moving Prisoners, Preparing

¹Gagné, The Conditions of Learning, op. cit.

Reports, Testifying as a Witness, Testing for Drug and Alcohol Use, and Utilizing Equipment.

The categories which had approximately one-half of the TPO's matched to BTO's are related to the cognitive domain. The behaviors included in this domain are recall, recognition, multiple discrimination, concepts, principles, and problem-solving. Some examples of categories in this area are: Interviewing, Interacting with Other Agencies, Making Arrests (in a humane manner), Participating in Community Relations, and Engaging in Professional Development.

There are very few categories in the affective domain, which incorporates three main activities: attitudes, motivation, and value judgments, that were matched to BTO's. The activities include the areas of initiative, responsibility, bearing and behavior, resourcefulness, and leadership. Categories which are related to this domain are: Conferring About Cases, Counseling, Contacting Families of Suspects, Participating in Pretrial Conferences, and Reviewing Case Materials.

In summary, over one-half of the congruent TPO categories were designated as part of the psychomotor domain. These TPO's closely resemble the BTO's which have previously been identified as being mechanically or procedurally oriented, and which are generally in the psychomotor domain. A total of five or approximately one-sixth

of the congruent TPO categories were identified as being in the cognitive domain. Approximately one-third of the total congruent TPO categories were discerned as being in the affective domain.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

The authors recognize the limitations of Project STAR. Like all research undertakings, the Project was, and is, limited by time, people, and money. Everything that Project STAR wanted to accomplish in the beginning might not be accomplished. It must also be realized that in sifting the information dealing with the identification of roles, task analysis, and selection of those TPO's to be part of the final product, the evaluation by Project staff members would still be influenced by such subjective factors as experience, education, and value biases. Therefore, Project STAR and its terminal performance objectives should not be considered the final, all-encompassing basic training program for police. At the same time the Project does not purport to be the answer to the police training problem. It does, however, provide a considerable body of knowledge which can be incorporated into existing police training and educational programs. Its basic approach to the role perception and task analysis, which focuses on the interaction of the different segments of the criminal justice system, furnishes the goal-oriented information that will be essential for future studies. When completed,

the Project objective of preparing training programs for implementation will undoubtedly be an important contribution to the field of police training curriculum development. Project STAR's continued review and updating of information on trends in socialization, urbanization, migration patterns, and economic conditions will also be very useful in developing future training programs.

The utilization of the results of Project STAR by the existing training programs and the incorporation of those results into any new training program will substantially improve the overall curriculum of that program. However, it is only a part of the total knowledge that should be included in a complete training curriculum. The other projects discussed in Chapter 2, MILE, Systems Design, PAT, plus other extensive projects not discussed, should be evaluated along with existing training curricula in order to develop a more comprehensive and effective police basic training program. A basic training curriculum which incorporates the objectives that have been identified through the application of the systems approach to curriculum development, coupled with a re-evaluated traditional training program and its objectives, and containing subjects of particular regional problems, would be a significant step in the "professionalization" of the police basic training curriculum.

Other conclusions and recommendations are limited specifically to the area of terminal performance objectives and basic training objectives. No evaluations or recommendations based on the soundness or weakness of either Project STAR or the Basic Training Manual were made since those recommendations would have encompassed a completely different scope of study than that of this thesis.

The TPO's are primarily behavior or goal-oriented objectives concerned with the ability of policemen to analyze factual situations involving interpersonal relations in an objective manner. In addition, an officer must be able to exercise discretion in the enforcement of laws using communicative skills to effect counseling and when an arrest is required, to do so in a humane manner.

The BTO's are mechanically, or procedurally, oriented objectives which deal with a very specific portion of a subject. Furthermore, the emphasis is placed on what is to be taught in the course rather than what is to be learned by the student. This is evidenced by the title of the training manual, Instructor Guidelines Basic Training. There is no requirement that the student be informed of the lesson objectives.

The BTO's identified as being congruent to the individual TPO's provide at least part of the basic knowledge and skills required for the performance objective of the TPO.

There should be an evaluative study performed on each TPO to determine what specific enabling objectives are needed. The BTO's which were found congruent to the TPO's should then be analyzed to ascertain if they provide adequate enabling objectives to satisfy the TPO.

An evaluation should be made of the BTO's which were not identified as being congruent to any TPO's to determine their value in the Michigan Basic Training Program and to consider their retention or deletion.

In some instances, a large number of BTO's were identified as being congruent to one TPO. This indicates that there may be some subjects over-emphasized in the Basic Training Manual. An analysis should be made to determine the necessity of stressing the subject to such a degree.

There were no numerical evaluations performed on the numbers of BTO's and TPO's found congruent, nor were there any inferences drawn from the instances of congruencies of BTO's to a single TPO. The identified congruency of BTO's to TPO's does not indicate that the TPO is fulfilled by the enabling objectives. The determination of the adequacy of individual TPO's cannot be made until the TPO's have been analyzed and enabling objectives, including non-task objectives, have been identified. It is recommended that an evaluative analysis be made to determine the adequacy of the BTO's identified as congruent once

the enabling objectives for the TPO's have been developed.

It is also recommended that the Michigan Law Enforcement Officers Training Council do the following: obtain the terminal performance objectives developed by other systems projects, four of which were discussed in Chapter II, using a task analysis based on the mechanical skills required to perform police jobs, and which have identified enabling objectives; compare for congruency the existing BTO's with these TPO's and their enabling objectives, focusing on the BTO's not found congruent to the Project STAR TPO's; and identify the additional enabling objectives that would be required to adequately perform the combined list of TPO's. A basic training curriculum based on these empirically derived, mechanical, and behavior-oriented TPO's could provide a foundation for an effective training program.

The role of educational programs presently existing in Michigan was not within the scope of this study; however, it is recommended that there be an evaluative study of their role in the overall objective of police training, specifically, their possible role in providing enabling objectives for the TPO's in Project STAR.

BIBLIOGRAPHY

BIBLIOGRAPHY

- American Bar Association. Standards Relating to the Urban Police Function. Washington: American Bar Association, 1972.
- American Justice Institute. Project Summary--Project STAR. Marina del Rey: American Justice Institute, 1971.
- Ammerman, Harry L., and William H. Melching. The Derivation, Analysis, and Classification of Instructional Objectives. George Washington University Human Resources Research Office (HumRRO), Technical Report 66-4, Alexandria, Virginia, May 1966.
- Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook I: Cognitive Domain. New York: Longman's, Green and Co., 1956.
- Brightman, Richard W. Computer Assisted Instruction Program for Police Training (CALCOP). U.S. Department of Justice, Law Enforcement Assistance Administration. Washington: National Institute of Law Enforcement and Criminal Justice, 1972.
- California Council on Criminal Justice, State of California. "Development and Evaluation of Individualized Multi-Media Instruction for Law Enforcement (MILE)." A grant application submitted by the City of Los Angeles. 1971.
- Catlin, Dennis W. "A Systems Approach to the Development of Law Enforcement Training." Paper presented to the School of Criminal Justice, Michigan State University, November, 1972, East Lansing, Michigan.
- Charney, James L. "Washington, D.C., Police Sought Product, Not 'Another Study' of Training," LEAA Newsletter, II (July, 1972), 14-15.
- Commission on Peace Officer Standards and Training. Project STAR--First Annual Report. Sacramento: Commission on Peace Officer Standards and Training, August, 1972.

Davies, Peter (ed.). The American Heritage Dictionary of the English Language. New York: Dell Publishing Co., Inc., 1970.

Fabian, Felix M. "The Evolvment of Pre-Service Law Enforcement Education at the College and University Level." Unpublished Doctor's dissertation, University of Idaho, 1965.

Fosdick, Raymond B. American Police Systems. New York: The Century Company, 1920.

_____. European Police Systems. New York: The Century Company, 1915.

Freeman, Sidney. "A Systems Approach to Law Enforcement Training." The Police Chief, August, 1968, pp. 61-69.

Gagné, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winston, 1965.

_____, and George F. Kneller. "Behavioral Objectives? Yes or No?" The Education Digest, XXXVII (May, 1972), 24-27.

Gammage, Allen Z. Police Training in the United States. Springfield: Charles C. Thomas, 1963.

Harber, C. D. "A Systems Analysis Approach to Training," Journal of Law Enforcement Education and Training, June, 1972, pp. 65-68.

Highway Traffic Safety Center Continuing Education Service, Michigan State University. Police Alcohol Training Project: Student Manual. November 30, 1972.

Hoover, Larry T. Personal interview. April, 1973.

International City Manager's Association. The Municipal Yearbook. Chicago: International City Manager's Association, 1959.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., 1964.

Law Enforcement Assistance Administration. Selected Presentations for the 1970 Conference on Law Enforcement Education. Washington: Government Printing Office, 1971.

- Leonard, V. A. Police Organization and Management.
Brooklyn: The Foundation Press, 1951.
- Lindvall, C. M. Defining Educational Objectives.
Pittsburgh: University of Pittsburgh Press, 1964.
- Mager, Robert F. Preparing Objectives for Program Instruction. Palo Alto: Fearon Publishers, 1962.
- _____, and Kenneth M. Beach, Jr. Developing Vocational Instruction. Palo Alto: Fearon Publishers, 1967.
- McAshan, H. H. Writing Behavioral Objectives: A New Approach. New York: Harper and Row, 1970.
- Merrill, M. David. "Necessary Psychological Conditions for Defining Instructional Outcomes," Educational Technology, XI (August, 1971), 34-39.
- Michigan Law Enforcement Officers Training Council (M.L.E.O.T.C.). Instructor Guidelines Basic Training Manual. East Lansing: Michigan Law Enforcement Officers Training Council, 1972.
- _____. Law Enforcement Training in the United States-- A Survey of State Law Enforcement Training Commissions. East Lansing: Michigan Law Enforcement Officers Training Council, 1972.
- Miles, David T., and Roger E. Robinson. "Behavioral Objectives: An Even Closer Look," Educational Technology, XI (June, 1971), 39-44.
- National Institute of Law Enforcement and Criminal Justice. Police Training and Performance Study. Washington: Government Printing Office, 1970.
- President's Commission on Law Enforcement and Administration of Justice. The Challenge of Crime in a Free Society. Washington: Government Printing Office, 1967.
- _____. Task Force Report: The Police. Washington: Government Printing Office, 1967.
- Project STAR. Survey of Role Perceptions for Operational Criminal Justice Personnel: Preliminary Research Design. Marina del Rey: Project STAR, November 3, 1971.

- Rcsove, Perry E. "To Teach by Behavior Objectives or Not?" Educational Technology, XI (June, 1971), 36-39.
- Ryan, Antoinette T. "Educational Management by Systems Techniques in Correctional Institutions." Educational Technology, XII (February, 1972), 18-26.
- Saunders, Charles B., Jr. Upgrading the American Police. The Brooking Institutions, 1970.
- Silberman, C. S. Crisis in the Classroom: The Remaking of American Education. New York: Random House, 1970.
- State of Michigan. Public Act 31. May 26, 1971.
- _____. Public Act 187. August 6, 1970.
- _____. Public Act 203. July 16, 1965, effective, 1 January, 1966.
- Sullivan, Howard J. "Developing Effective Objectives-Based Instruction," Educational Technology, XI (July, 1971), 55-57.
- Tennyson, Robert D., and M. David Merrill. "Hierarchical Models in the Development of a Theory of Instruction: A Comparison of Bloom, Gagné and Merrill," Educational Technology, XI (September, 1971), 27-31.
- Training Division Metropolitan Police Department. Basic Officer Training System Design. Washington: Metropolitan Police Department, 1972.
- Tuckman, Bruce W., and Keith J. Edwards. "A Systems Model for Instructional Design and Management," Educational Technology, XI (September, 1971), 21-26.
- Wayne, Ellis R. "A Design for the Specification of Objectives: The Chaining Paradigm," Educational Technology, XI (May, 1971), 55-56.

APPENDICES

APPENDIX A

THE CONGRUENT TERMINAL PERFORMANCE OBJECTIVES AND BASIC TRAINING OBJECTIVES

ADVISING

2. Is able to provide accurate, complete, and factual information to persons, including advising them of their rights, duties, and privileges as specified by laws, ordinances and conditions of probation or parole, together with suggestions and recommendations for constructive action when requested or when deemed necessary.
 - B.2.H. Identify the rights of a person arrested. (2)
 - B.3.E. State the prisoner's right to an attorney. (1)
 - B.4.C. Describe the warnings and waiver requirements of the Miranda decision and the exceptions to this requirement. (1)
 - G.2.D. State several rules normally applicable to the parolee and probationer. (1)
3. Is able to provide appropriate advice to persons who are temporarily emotionally distraught, have long-term adjustment problems, or who may be mentally ill.
 - F.3.A. Identify common abnormal behavior patterns. (1)
 - F.3.B. State the police responsibility relative to the handling of mentally ill persons. (1)
 - F.3.C. Explain the proper police action for routine and emergency mental cases and the legal basis for such action. (2)
 - F.3.D. Describe appropriate psychological techniques for dealing with abnormal persons. (1)
 - F.3.E. Differentiate between characteristics common to epilepsy and those typical of other physiological and psychological disorders. (2)
4. Is able to offer positive, alternative courses of action to persons involved in actual and potential inter-personal conflict.
 - F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)
5. Is able to converse with persons or groups so that they develop a greater insight into the reasons for their actions and to enable them to evaluate alternative solutions, while using discretion in taking formal police action. (1)

- F.3.D. Describe appropriate psychological techniques for dealing with abnormal persons. (1)
- 6. Is able to advise persons of the options and be sensitive to the need for exercising discretion in individual situations rather than rigidly enforcing the law and probation and parole conditions.
 - G.2.E. Explain the normal procedures to be followed by the officer when a parole or probation violator is apprehended. (1)
- 7. Is able to provide helpful information and recommend appropriate alternatives to persons regarding their current or future behavior and its possible consequences, and to do this in a cooperative manner without regard to race, sex, age, appearance, attitude, or subject of concern.
 - D.2.E. Describe police handling of juvenile offenders. (1)
 - D.2.G. Describe methods of delinquent control. (1)
- 8. Is able to develop a working relationship with caseworkers, probationers, and parolees, and use knowledge of community resources, individual cases, rehabilitation methods, and philosophy to facilitate the rehabilitative process.
 - C.3.G. Explain social aspects of the drug abuse problem, i.e., relation of problem to general legitimate increase in drug use, social effects of drug abuse, rehabilitative efforts. (2)
 - G.2.A. State the functions performed by Corrections, Parole and Probation and how each relates to the other. (2)
 - G.2.B. Describe the corrections system.
 - G.2.C. State the functions of the parole and probation officer.
 - G.2.D. State several rules normally applicable to the parolee and probationer.
- 9. Is able to provide probationers and parolees with opportunities to discuss their circumstances and make appropriate suggestions and recommendations for constructive activity while minimizing inappropriate, coercive influence.
 - G.2.E. Explain the normal procedures to be followed by the officer when a parole and probation violator is apprehended. (1)
- 11. Is able to confine advice and suggestions to areas of professional competence and factual content.

- F.4.A. Explain the limitations of the police in handling special problems. (1)
- 12. Is able to provide appropriate and constructive advice and recommendations in an objective manner with full adherence to both codefied police ethics and generally accepted ethical standards to all persons requesting or in need of advice regardless of their race, age, sex, social condition, attitude, offense, prior record, and position.
- F.2.A. Explain the Law Enforcement Code of Ethics and the public trust placed in police officers. (2)

BOOKING AND RECEIVING PRISONERS

- 1. Is able to conduct thorough searches to detect and remove contraband and weapons from persons prior to their incarceration.
- D.10.B. Describe proper techniques of searching persons, both in the field and at the point of detention. (1)
- 2. Is able to provide opportunity for inmates to make contact with appropriate persons as required and to provide explanations concerning the bail process, nature of charges, criminal procedures, legal rights, possible time in detention, jail resources and procedures to the inmate, family members, and defense attorney.
- B.2.H. Identify the rights of a person arrested. (1)
- B.3.B. Explain the role of Habeas Corpus prior to confining order from the court. (1)
- B.3.C. Describe the purpose of bail and problems related to its use. (1)
- B.3.E. State the prisoner's right to an attorney. (1)
- B.3.F. Cite requirement for a speedy arraignment. (1)
- B.3.G. Describe miscellaneous related issues.
 - 1. Joint custody. (2)
 - 2. Booking procedures. (1)
- B.4.D. State the "delay in arraignment rule". (2)
- D.10.G. Describe the booking and detention process. (1)
- 3. Is able to treat all suspects or offenders objectively, avoiding verbal and physical abuse, regardless of their race, sex, social class, appearance, age, attitude, and type of offense.

- B.3.D. Explain the treatment of a person in custody relative to civil liability. (2)
- D.10.F. Explain an officer's obligation, and consequent liability, regarding the physical well-being of an arrestee. (1)
- 4. Is able to identify and place evidence and personal belongings of the suspect or offender in a secure location as required by the rules of evidence and agency procedures to prevent the "chain of possession" from being broken and to protect the property from loss, damage, and compromise.
 - B.3.G. Describe miscellaneous related issues.
 - 3. Inventory of prisoner's effects. (1)
 - B.5.H. State the need and procedure for establishing a proper chain of custody emphasizing inventory, preservation and admissibility of evidence. (1)
- 6. Is able to identify suspects or offenders with a specific crime infraction or sentence in which they are involved.
 - B.8.C. Define and explain the classifications of crime: felony, circuit court misdemeanors and misdemeanors. (1)
 - B.8.D. Cite the most common criminal offenses specified by Michigan substantive criminal law and state the elements of each offense. (1)
- 7. Is able to prevent the occurrence of physical violence among persons being booked by maintaining close surveillance of inmates' actions and activities and when necessary, taking appropriate action.
 - B.3.D. Explain the treatment of a person in custody relative to civil liability. (1)
 - D.10.F. Explain an officer's obligation, and consequent liability, regarding the physical well-being of an arrestee. (1)
- 9. Is able to complete the booking process of a suspect or offender expeditiously while explaining the processing and procedural requirements in a factual manner that the person will be able to understand.
 - B.3.C. Describe the purpose of bail and problems related to its use. (1)
 - B.3.G. Describe miscellaneous related issues.
 - 2. Booking procedures. (1)

- D.10.G. Describe the booking and detention process. (1)
- 10. Is able to provide for the appropriate physical and mental welfare of inmates.
 - B.3.D. Explain the treatment of a person in custody relative to civil liability. (1)
 - D.10.F. Explain an officer's obligation and consequent liability, regarding the physical well-being of an arrestee. (1)
- 11. Is able to treat persons being incarcerated in a humane manner.
 - B.3.D. Explain the treatment of a person in custody relative to civil liability. (1)
 - D.10.F. Explain an officer's obligation and consequent liability, regarding the physical well-being of an arrestee. (1)

COLLECTING AND PRESERVING EVIDENCE

- 1. Is able to obtain necessary evidence while interacting with suspects, victims, complainants, and witnesses involving crimes and violations of probation and parole conditions in ways which enhance cooperation and produce respect for legal procedures and agency practices.
 - C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)
- 2. Is able to collect evidence in a manner that shows respect for the persons involved by minimizing intrusion into a person's privacy.
 - B.5.A. Cite the constitutional requirements and rationale for obtaining a search warrant and the desirability when practical for utilizing the search warrant procedure. (1)
 - B.5.B. State the general concepts of search and seizure. (1)
 - B.5.E. Explain the scope of the law on searching a person: upon arrest; immediate vicinity of arrestee; "stop and frisk" situations. (1)
 - B.5.F. Explain the scope of the law on searching premises. (1)
 - B.5.G. Explain the scope of the law on searching vehicles. (1)
 - B.5.I. Explain the scope of the law relating to electronic surveillance used to seize testimonial evidence. (1)
- 4. Is able to recognize, collect, label, and safeguard evidence both favorable and unfavorable to the suspect and, when necessary, to verify the authenticity of materials or verbal data obtained.

- B.4.A. Define admission and confession. (1)
- B.4.B. Explain the free and voluntary rule. (2)
- B.4.F. Describe the "Poisonous Tree Doctrine" and "Exclusionary Rule" and court decisions affecting confessions. (1)
- B.5.C. State the items that may be searched for as evidence. (1)
- B.5.H. State the need and procedure for establishing a proper chain of custody emphasizing inventory, preservation and admissibility of evidence. (1)
- B.7.A. Define what is meant by evidence. (1)
- B.7.B. State the purpose of the rules of evidence. (1)
- B.7.H. Define the concept of Res Gestae. (2)
- B.7.I. Define the concept of privileged communication. (2)
- B.7.K. Explain hearsay evidence. (2)
- B.7.L. Explain the importance in maintaining the competency and creditability of the chain of evidence. (1)
- B.7.M. Explain opinion evidence. (2)
- B.7.N. Explain the Exclusionary Rule and "Fruit of the Poisonous Tree" doctrine. (2)
- C.4.A. State the significance, purpose and objectives of crime scene search. (1)
- C.4.B. Explain the importance of safeguarding a crime scene. (1)
- C.4.C. Describe the role of the first officer at a crime scene. (1)
- C.4.D. Explain various systematic methods of search. (1)
- C.4.E. Identify means of locating microscopic evidence. (1)
- C.4.F. Describe proper methods of drawing a crime scene search. (1)
- C.5.A. Describe the various types of physical evidence typically found, differentiating between corpus delicti and associative evidence. (1)
- C.5.B. Identify proper protection of evidence. (1)
- C.5.C. Explain appropriate packaging of the various types of evidence. (1)

- C.5.D. Describe appropriate ways to mark evidence. (1)
 - C.5.E. Identify the requirements for maintaining chain of evidence. (1)
 - C.7.A. Discuss the purpose of fingerprint identification. (1)
 - C.7.B. Identify basic fingerprint classification. (1)
 - C.7.D. Demonstrate ability to roll ink prints and lift latent prints through practical exercises. (1)
 - C.8.A. Demonstrate ability to protect the scene of a crime. (1)
 - C.8.B. Demonstrate ability to conduct a crime scene search. (1)
 - C.8.C. Demonstrate ability to properly collect various types of evidence. (1)
 - C.8.D. Demonstrate ability to conduct a latent print search. (1)
 - C.8.F. Demonstrate ability to draw a crime scene sketch. (1)
5. Is able to locate, collect, handle, and preserve physical evidence in accordance with search and seizure law and procedures and in accordance with rules of evidence.
- B.4.F. Describe the "Poisonous Tree Doctrine" and Exclusionary Rule: and court decisions affecting confessions. (1)
 - B.5.C. State the items that may be search for as evidence. (1)
 - B.5.H. State the need and procedure for establishing a proper chain of custody emphasizing inventory, preservation and admissibility of evidence. (1)
 - B.5.I. Explain the scope of the law relating to electronic surveillance used to seize testimonial evidence. (1)
 - B.5.J. Explain issues related to: evidence versus contraband; "plain view" seizure; third party search and seizure. (1)
 - B.7.A. Define what is meant by evidence. (2)
 - B.7.B. State the purpose of the rules of evidence. (1)
 - B.7.F. State admissibility requirements with regard to evidence being relevant, material and competent. (1)
 - B.7.J. Identify the best evidence rule. (1)
 - B.7.L. Explain the importance in maintaining the competency and creditability of the chain of evidence. (1)

- B.7.N. Explain the Exclusionary Rule and "Fruit of the Poisonous Tree" doctrine. (1)
- C.1.B. Explain scientific analysis of at least the following types of evidence: Firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool markings. (2)
- C.4.A. State the significance, purpose and objectives of crime scene search. (1)
- C.4.B. Explain the importance of safeguarding a crime scene. (1)
- C.4.D. Explain various systematic methods of search. (1)
- C.4.E. Identify means of locating microscopic evidence. (1)
- C.4.F. Describe proper methods of drawing a crime scene search. (1)
- C.5.A. Describe the various types of physical evidence typically found, differentiating between corpus delicti and associative evidence. (1)
- C.5.B. Identify proper protection of evidence. (1)
- C.5.C. Explain appropriate packaging of the various types of evidence. (1)
- C.5.D. Describe appropriate ways to mark evidence. (1)
- C.5.E. Identify the requirements for maintaining chain of evidence. (1)
- C.5.F. Explain the use of photography. (1)
- C.7.A. Discuss the purpose of fingerprint identification. (2)
- C.7.B. Identify basic fingerprint classification. (2)
- C.7.C. Identify the methods of discovering and lifting latent prints. (1)
- C.7.D. Demonstrate ability to roll ink prints and lift latent prints through practical exercises.
- C.8.A. Demonstrate ability to protect the scene of a crime. (1)
- C.8.B. Demonstrate ability to conduct a crime scene search. (1)
- C.8.C. Demonstrate ability to properly collect various types of evidence. (1)
- C.8.D. Demonstrate ability to conduct a latent print search. (1)

C.8.F. Demonstrate ability to draw a crime scene sketch. (1)

COMMUNICATING

2. Is able to communicate effectively in stress situations.

F.2.D. Explain the importance of maintaining composure in the most adverse situations. (1)

3. Is able to express himself clearly, concisely, and factually in written reports and in oral communication with both individual persons and groups.

D.5.F. Demonstrate proficiency in writing a complete report. (1)

4. Is able to create an atmosphere wherein individuals are encouraged to provide necessary and useful information.

C.6.C. Describe the appropriate physical settings conducive to effective interviewing and interrogation. (1)

C.6.E. State and explain effective psychological approaches for various types of subjects. (1)

C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)

6. Is able to use communications skills to provide guidance and counsel to potential juvenile and adult offenders to help resolve problems and assist them toward socially acceptable behavior which averts future criminality.

D.2.E. Describe police handling of juvenile offenders. (1)

D.2.G. Describe methods of delinquent control. (1)

CONFERRING ABOUT CASES

5. Is able to remain alert to and communicate necessity for following due process requirements when conferring about cases with suspects and offenders, fellow officers, supervisors, and other members of the criminal justice system.

B.6.B. Explain venue, including statutory limitations on types of offenses triable in particular courts and the difference between circuit and district court. (1)

B.6.G. Describe the following stages of criminal prosecution: indictment, arraignments, preliminary examination, pretrial motions, trial, appeals, investigation, and sentencing. (1)

CONTACTING FAMILIES OF SUSPECTS, VICTIMS, OR OFFENDERS

none

CONTROLLING CROWDS

1. Is able to control verbal and physical actions with members of crowds in order to maintain disciplined performance and engender respect for the law.
 - D.9.M. Discuss the basic tactical considerations of mob control in terms of:
 1. A plan of action.
 2. Unity of command.
 3. Dispersal routes.
 4. Movement of the crowd.
 5. Assessing crowd action. (1)
2. Is able, by the officer's presence and demeanor, to control crowds with minimal or no physical force.
 - D.9.J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures. (1)
3. Is able to employ knowledge of crowd and individual behavior to deter violent outcomes when confronted with emotionally tense conditions or potential riots involving persons or groups with whom the officer may or may not be familiar from previous contact.
 - D.9.A. Describe the basic changes that have occurred in the American society in the last 25 years. (3)
 - D.9.E. Describe man as a social creature. (1)
 - D.9.F. Define and describe crowds in terms of their characteristics and various types. (1)
 - D.9.G. Describe the transition phases within crowds; within mobs: and crowds to mobs. (1)
 - D.9.I. Define and describe mobs in terms of their characteristics and various types. (1)
 - D.9.J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures. (1)
 - D.9.L. Identify tactics used by rioters. (1)
4. Is able to use a variety of communication and action skills to control a person or groups operating within a crowd.

- D.9.G. Describe the transition phases within crowds; within mobs; and crowds to mobs. (1)
- D.9.H. Identify crowd control measures. (1)
- D.9.J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures. (1)
- D.9.M. Discuss the basic tactical considerations of mob control in terms of:
 - 1. A plan of action.
 - 2. Unity of command.
 - 3. Dispersal routes.
 - 4. Movement of the crowd.
 - 5. Assessing crowd action. (1)
- 5. Is able to use discretion involving competing enforcement demands between observed infractions of the law and crowd control requirements.
 - D.9.D. Define the role of the police when dealing with social unrest. (1)
 - D.9.K. Explain the three groups of laws applicable to riot situations.
 - 1. Everyday laws.
 - 2. Riot laws.
 - 3. Governor's Proclamation - emergency powers. (1)
- 6. Is able to treat humanely persons and groups encountered during crowd control duty at gatherings ranging from sporting events to civil disturbances.
 - D.9.D. Define the role of the police when dealing with social unrest. (1)
 - D.9.J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures. (1)

COUNSELING

- 4. Is able to convey to suspects and offenders the potential consequences of harmful, anti-social, and illegal behavior.
 - D.2.E. Describe police handling of juvenile offenders. (1)
 - D.2.G. Describe methods of delinquent control. (1)

DEFENDING SELF AND OTHERS

1. Is able to defend self and others from physical assault by other persons making minimal use of physical force, verbal coercion, and weapons.
 - D.15.D. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons and non-lethal weapons. (1)
2. Is able to make an accurate assessment of dangerous situations, evaluate alternative courses of action, and act decisively to protect persons from harm.
 - D.15.D. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons and non-lethal weapons. (1)
3. Is able to employ, when the situation demands, the preventative tactics of position deployment, show of force, and support with close surveillance prior to actual engagement in physical combat.
 - D.15.D. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons and non-lethal weapons. (1)
4. Is able to avert violent outcomes when physical threat situations arise involving mentally disturbed and hostile persons.
 - F.3.B. State the police responsibility relative to the handling of mentally ill persons. (1)

DETERRING CRIME

1. Is able to identify high crime areas of patrol sector and be present at critical times as a visible deterrent to illegal behavior.
 - D.8.A. Explain the theory of patrol as a deterrent to crime and the backbone of the police service. (1)
 - D.8.E. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol route. (1)
 - D.8.H. Explain conditions which are conducive to crime. (1)
2. Is able to use opportunities while on patrol to advise or warn adults and juveniles of the potential consequences of their presence and behavior.

- D.2.A. Define juvenile delinquency. (1)
- D.2.B. Describe theories of juvenile delinquency causation. (1)
- D.2.C. Describe the juvenile justice process. (1)
- D.2.D. Explain correctional facilities for juveniles in Michigan. (1)
- D.2.E. Describe police handling of juvenile offenders. (1)
- D.2.F. Cite examples of the types of offenses in which juveniles are most often involved. (1)
- D.2.G. Describe methods of delinquent control. (1)
- 3. Is able to identify probationer and parolee behavior that may become troublesome and notify criminal justice caseworkers that intervention may be required to forestall future law violations.
 - F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)
 - G.2.D. State several rules normally applicable to the parolee and probationer. (1)
- 4. Is able to obtain and communicate information and advice to persons regarding security measures for residential and commercial establishments.
 - D.8.H. Explain conditions which are conducive to crime. (1)

ENGAGING IN PROFESSIONAL DEVELOPMENT

- 2. Is able to analyze critically information received in the pursuit of professional development and to communicate findings to peers and other members of the criminal justice system.
 - F.2.A. Explain the Law Enforcement Code of Ethics, and the public trust placed in police officers. (1)
 - F.2.G. Explain commonly encountered situations which present ethical questions, such as, gratuities, drinking, females, petty larceny, and the appropriate reactions to these situations. (1)

INTERACTING WITH OTHER AGENCIES

- 2. Is able to interact with personnel in other components of the criminal justice system and with other public and private

2. (continued) agencies in a positive, supportive manner and provide appropriate advice and assistance.
 - B.6.C. State the functions of a prosecuting attorney. (1)
 - B.6.E. Cite the role and function of the jury. (1)
 - F.4.B. Identify the functions of the various social agencies commonly encountered in a community. (1)
 - F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)
 - G.1.A. Identify the various federal law enforcement agencies. (1)
 - G.1.B. Cite common federal law violations and the federal law enforcement agency responsible for their investigation. (1)
 - G.1.C. Explain the necessity for cooperation among local and federal law enforcement agencies. (1)
 - G.2.A. State the functions performed by Corrections, Parole and Probation and how each relates to the other. (1)
 - G.2.B. Describe the corrections system. (1)
 - G.2.C. State the functions of the parole and probation officer. (1)

INTERVIEWING

1. Is able to obtain complete and accurate information while conducting verbal inquiries with persons in a manner that demonstrates concern, consideration, and impartiality.
 - C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)
2. Is able to clearly state information requirements in order to obtain and record complete, accurate, and relevant information in conversations with persons and to assess the internal consistency and value of the information provided.
 - B.4.E. Describe what is required on the legal preface and conclusion for a proper statement and the proper procedure for obtaining a legal and admissible confession. (1)

- C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)
 - D.8.F. Explain proper techniques for conducting a field interrogation. (1)
- 3. Is able to use interviewing skills to obtain information from persons presently or potentially involved in criminal behavior in a manner which will reduce tension.
 - C.6.A. Define investigation, interviewing and interrogation. (1)
 - C.6.E. State and explain effective psychological approaches for various types of subjects. (1)
 - C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1).
 - D.8.F. Explain proper techniques for conducting a field interrogation. (1)
- 5. Is able to obtain desired information from witnesses, victims, and other persons without infringing on their rights, denying them due process, or abusing their dignity and shows concern and consideration without coercion.
 - B.4.B. Explain the free and voluntary rule. (1)
 - B.4.C. Describe the warnings and waiver requirements of the Miranda Decision and the exceptions to this requirement. (1)
 - B.4.E. Describe what is required on the legal preface and conclusion for a proper statement and the proper procedure for obtaining a legal and admissible confession. (1)
 - C.6.G. State the legal preface and conclusion necessary for a proper statement. (1)
 - C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)
 - D.8.F. Explain proper techniques for conducting a field interrogation. (1)
- 7. Is able to provide guidance and counsel concerning socially acceptable behavior when involved in informal conversation with adults and juveniles.
 - D.2.E. Describe police handling of juvenile offenders. (1)

D.2.G. Describe methods of delinquent control. (1)

INVESTIGATING

1. Is able to analyze and verify information obtained from persons in the course of investigating possible or actual criminal activity so as to distinguish factual information from opinion and to obtain all essential information at an adequate level of detail.
 - C.1.A. Explain the objectives and basic tools of criminal investigation. (1)
 - C.1.B. Explain scientific analysis of at least the following types of evidence: Firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool markings. (1)
 - C.1.D. Cite examples of the types of offenses for which false reports are most often made, and specify the usual motives for making false reports in these cases. (1)
 - C.3.E. Explain techniques of drug investigation, emphasizing the roles of the undercover agent and the informer. (2)
 - C.6.A. Define investigation, interviewing and interrogation. (1)
 - C.6.B. Explain the difference between interviewing and interrogation. (2)
 - C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations. (1)
 - C.8.G. Demonstrate ability to analyze an investigation, and reach a logical conclusion. (1)
 - C.9.B. Explain the basic information needed on a stolen vehicle complaint and ways of recognizing the false complaint. (1)
2. Is able to determine the need for further police action by gathering and analyzing information pertaining to a case.
 - C.1.C. State the elements and investigative techniques associated with burglary, larceny, assaults, robbery, homicide, sex offenses, checks - forgery - frauds, and arson. (2)
 - C.3.E. Explain techniques of drug investigation, emphasizing the roles of the undercover agent and the informer. (2)
 - C.8.G. Demonstrate ability to analyze an investigation, and reach a logical conclusion. (1)

- D.8.1. Give examples of conditions that indicate that a crime is being or has been committed. (1)
3. Is able to consider situational factors involved in an observed or suspected violation of law to determine whether to initiate an investigation or to continue an on-going investigation.
- B.7.E. Define corpus delicti. (1)
 - C.1.C. State the elements and investigative techniques associated with: Burglary, larceny, assaults, robbery, homicide, sex offenses, checks - forgery - frauds, and arson. (1)
 - C.1.D. Cite examples of the types of offenses for which false reports are most often made, and specify the usual motives for making false reports in these cases. (1)
 - C.3.E. Explain techniques of drug investigation, emphasizing the roles of the undercover agent and the informer. (1)
 - C.9.C. State conditions which may lead to the discovery of stolen vehicles. (1)
 - D.8.1. Give examples of conditions that indicate that a crime is being or has been committed. (1)
4. Is able to maintain an impartial manner and respect the rights and dignity of all persons contacted during investigations.
- B.2.H. Identify the rights of a person arrested. (1)
 - B.4.C. Describe the warnings and waiver requirements of the Miranda decision and the exceptions to this requirements. (1)
 - C.6.B. Explain the difference between interviewing and interrogation. (1)
 - C.6.D. Explain the importance of the interrogator's attitude and adequate preparation. (1)
5. Is able to initiate and conduct all aspects of any investigation in an objective, fair, and considerate manner obtaining and verifying all necessary information and evidence without infringing on individual rights and performing at all times in accordance with codified and generally accepted ethical standards.
- C.1.A. Explain the objectives and basic tools of criminal investigation. (1)
 - C.1.B. Explain scientific analysis of at least the following types of evidence: Firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool markings. (2)

- C.6.C. Describe appropriate physical settings conducive to effective interviewing and interrogation. (1)
- C.6.G. State the legal preface and conclusion necessary for a proper statement. (1)

MAKING ARRESTS

1. Is able to make arrests in a manner which does not produce unnecessary fear in the mind of the person arrested and others who may be involved and, at the same time, produces respect for the officer, law enforcement procedures, and the criminal justice system.
 - B.2.H. Identify the rights of a person arrested. (1)
 - B.2.G. Explain the use of necessary force in various arrest situations including deadly force and forceful entry. (1)
 - D.10.A. Explain the proper procedures for effecting an arrest. (1)
2. Is able to obtain, verify, analyze, and report information necessary to provide the basis for making an arrest, including determination of whether a crime was committed, existence of probable cause, and the identify of possible suspects.
 - B.2.A. Define and cite the elements of arrest. (1)
 - B.2.B. Define misdemeanor and felony. (1)
 - B.2.C. Identify distinctions between felony and misdemeanor law violations relative to arrest situations without warrants. (1)
 - B.2.D. Explain "Probable Cause" for arrest. (1)
 - B.2.E. Identify persons exempt from arrest. (1)
 - B.2.F. Explain where an arrest may be made with regard to arrest without a warrant and arrest with a warrant. (1)
 - B.2.H. Identify the rights of a person arrested. (3)
 - B.7.E. Define corpus delicti. (1)
 - C.9.E. Discuss proper procedures for searching for a stolen vehicle. (1)
3. Is able to consider physical and social environment, type of violation, and probable outcome of attempted enforcement in determining the type and level of force required to take suspects and offenders into custody.

- B.2.G. Explain the use of necessary force in various arrest situations including deadly force and forceful entry. (1)
- 8. Is able to recognize that observation of an offense or existence of probable cause may provide the basis for arrest, but that determination of guilt or innocence is a function of the court and that those persons arrested must be treated accordingly.
 - B.2.H. Identify the rights of a person arrested. (1)
 - B.7.D. Explain the concept of presumption of innocence and the burden of proof rests with the state to establish guilt beyond reasonable doubt. (1)
- 9. Is able to treat all persons being placed under arrest in a humane manner even though reasonable force may be necessary.
 - B.2.G. Explain the use of necessary force in various arrest situations including deadly force and forceful entry. (2)
 - D.10.F. Explain an officer's obligation, and consequent liability, regarding the physical well-being of an arrestee. (1)

MANAGING INTERPERSONAL CONFLICT

- 2. Is able to use knowledge of human behavior under emotional stress and to listen fairly to all sides in order to assess the situation and avert conflict between two or more persons.
 - D.11.A. Explain the nature of domestic complaints. (1)
 - D.11.B. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
 - D.11.C. Identify common types of domestic complaints emphasizing family, landlord-tenant, neighborhood and repossession disputes. (1)
 - F.1.A. Define human relations. (1)
 - F.2.D. Explain the importance of maintaining composure in the most adverse situations. (1)
- 3. Is able to select from and use a variety of conflict resolution techniques to reduce interpersonal tension and facilitate the resolution of disputes.
 - D.11.E. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
- 4. Is able to appreciate how social class and ethnic differences affect the extent and frequency with which physical actions are

4. (continued) used by participants to settle disputes and tempers police actions accordingly.
 - D.9.B. Identify the internal sources of unrest existing within the American society today. (2)
 - D.11.B. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
 - D.11.D. State common criminal law violation resulting from disputes. (2)
 - F.1.C. State examples of, and reasons for, differences in the perception of the police by various ethnic groups. (1)
5. Is able to be flexible in exercising judgment regarding the circumstances surrounding a conflict situation without allowing his personal feelings and biases to impair his effectiveness.
 - D.11.B. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
 - D.11.E. Describe the procedure of responding to a domestic complaint. (1)
 - F.1.F. Describe the detrimental effects of bias and prejudice upon an individual's thinking and actions. (1)
6. Is able to intercede in an on-going situation in a manner that does not increase existing tensions.
 - D.11.E. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
7. Is able to demonstrate neutrality and objectivity in conflict situations regardless of the nature of the conflict and the race, sex, age, appearance, economic class, and attitude of the participants.
 - D.11.E. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
 - F.1.F. Describe the detrimental effects of bias and prejudice upon an individual's thinking and actions. (1)
8. Is able to resolve conflicts so that all sides and witnesses feel that each side was properly heard and justly treated even though arrests were required.
 - D.11.E. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
9. Is able to provide assistance in resolving or reducing conflict by mediating the dispute or by referring one or more of the

9. (continued) participants to an appropriate service agency while preventing physical harm to all participants and property.
 - D.11.F. List social agencies available for referral of civil disputes. (1)
 - F.4.B. Identify the functions of the various social agencies commonly encountered in a community. (1)
 - F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)
10. Is able to provide guidance and counsel to participants in interpersonal conflicts in such a manner as to reduce tension and provide direction for the resolution of the conflicts.
 - D.11.B. Describe the importance of an officer's attitude when handling a domestic complaint. (1)
 - F.2.D. Explain the importance of maintaining composure in the most adverse situations. (1)

MOVING PRISONERS

1. Is able to reduce tension and possible violence among persons being held in facilities or transported in vehicles.
 - D.10.D. Describe the proper methods of transporting a detained subject in a vehicle. (1)
2. Is able to minimize opportunities for persons in custody to possess weapons, cause a physical threat, or escape at any time or place such as when in jail, in court, in vehicles, and public transportation when extraditing.
 - D.10.B. Describe proper techniques of searching persons, both in the field and at the point of detention. (1)
 - D.10.C. Demonstrate the correct use of restraining devices. (1)
 - D.10.D. Describe the proper methods of transporting a detained subject in a vehicle. (1)
3. Is able to treat all prisoners in a fair and dignified way while protecting their legal rights regardless of their race, social class, sex, appearance, attitude, and type of offense.
 - D.10.E. Identify problems encountered when arresting a female or juvenile. (1)

PARTICIPATING IN COMMUNITY RELATIONS AND EDUCATIONAL PROGRAMS

1. Is able to demonstrate agency concern for community activities and problems when interacting with citizen groups by providing information, instruction, and consultation.

F.1.G. Explain methods of maintaining favorable human relations.
(1)

3. Is able to use information obtained from participants in community relations and education programs to keep informed of public opinion on crime and law enforcement issues and to encourage citizens to share responsibility for crime prevention and maintenance of order in the community.

F.1.G. Explain methods of maintaining favorable human relations.
(1)

F.2.C. Identify unfavorable public stereotypes of the police. (1)

4. Is able to use the information obtained by participating in community relations and education programs to enhance judgment and ability to exercise effective situational enforcement of law.

F.1.E. Cite examples of behavior by police officers which are resented by the public, including the use of trigger words. (1)

F.1.G. Explain methods of maintaining favorable human relations.
(1)

F.2.B. Explain the fact that officers build or adversely affect the public attitude toward their department and general law enforcement by their every action. (1)

PARTICIPATING IN PRETRAIL CONFERENCES

None.

PATROLLING/OBSERVING

1. Is able to build public respect by using knowledge of the community, crime patterns, human needs, and available resources to resolve patterns, human needs, and available resources to resolve problems identified through patrol of needed areas.

D.8.E. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol route. (1)

D.8.H. Explain conditions which are conducive to crime. (1)

- D.8.K. Describe the operating practices of both one and two man patrol units. (1)
- D.8.L. State the importance of the powers of perception and observation of persons, places and things. (1)
- 2. Is able to identify locations and times when trouble is most likely to occur in the officer's patrol area.
 - D.8.H. Explain conditions which are conducive to crime. (1)
 - D.8.I. Give examples of conditions that indicate that a crime is being or has been committed. (1)
 - D.8.L. State the importance of the powers of perception and observation of persons, places and things. (2)
- 3. Is able to combine patrol activities and observation skills with knowledge of persons in the area who are on parole or probation in order to identify those requiring caseworker intervention.
 - G.2.D. State several rules normally applicable to the parolee and probationer. (1)
 - G.2.E. Explain the normal procedures to be followed by the officer when a parole or probation violator is apprehended. (1)
- 4. Is able to exploit each opportunity to provide constructive guidance and counsel to juveniles and adults to divert them from becoming involved with the criminal justice system as offenders
 - D.2.A. Define juvenile delinquency. (1)
 - D.2.B. Describe theories of juvenile delinquency causation. (1)
 - D.2.C. Describe the juvenile justice process. (1)
 - D.2.D. Explain correctional facilities for juveniles in Michigan. (2)
 - D.2.E. Describe police handling of juvenile offenders. (1)
 - D.2.F. Cite examples of the types of offenses in which juveniles are most often involved. (1)
 - D.2.G. Describe methods of delinquent control. (1)
- 5. Is able to employ conspicuous patrol techniques as a deterrent to crime and disorder.
 - D.8.A. Explain the theory of patrol as a deterrent to crime and the backbone of the police service. (1)

- D.8.B. Explain the purposes of patrol: Protection, prevention, repression of crime, identification and apprehension of criminals, regulation of non-criminal conduct, and providing miscellaneous services. (1)
- D.8.C. Explain the types of patrol and the purpose for conspicuous and inconspicuous methods. (2)
- D.8.E. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol route. (1)
- D.8.K. Describe the operating practices of both one and two man patrol units. (2)

PREPARING REPORTS

- 1. Is able to prepare reports which are factual and include all appropriate favorable and unfavorable information and evidence.
 - D.5.C. Explain the purpose and function of investigative reports. (1)
 - D.5.D. Explain the basic style of police reports, emphasizing the organization and sound logical sequencing of events in the narrative body of the report. (2)
 - D.5.F. Demonstrate proficiency in writing a complete report. (1)
- 3. Is able to gather and analyze relevant information and report it in a clear and concise manner that meets the needs of those criminal justice agencies and personnel using the information.
 - D.5.A. State the value and necessity of field notes, including their possible use in court presentation. (1)
 - D.5.B. Describe proper methods of taking field notes, including sketches and diagrams. (2)
 - D.5.C. Explain the purpose and function of investigative reports. (1)
 - D.5.D. Explain the basic style of police reports, emphasizing the organization and sound logical sequencing of events in the narrative body of the report. (2)
 - D.5.E. Explain adequate descriptions of persons, property and events. (1)
 - D.5.F. Demonstrate proficiency in writing a complete report. (1)
- E.6.C. Explain the importance of traffic records as they relate to an effective selective enforcement program. (2)

4. Is able to prepare reports in an objective and professionally ethical manner regardless of the officer's personal feelings toward the person involved.
 - D.5.D. Explain the basic style of police reports, emphasizing the organization and the sound logical sequencing of events in the narrative body of the report. (2)
 - D.5.F. Demonstrate proficiency in writing a complete report. (1)

PREPARING SEARCH WARRANT REQUESTS

1. Is able to prepare a request for a search warrant in a manner that meets the legal requirements for obtaining such warrants and is able to supply factual, objective information required for obtaining such warrants to members of other criminal justice agencies as appropriate.
 - B.5.A. Cite the constitutional requirements and rationale for obtaining a search warrant and the desirability when practical for utilizing the search warrant procedure. (1)
 - B.5.D. Cite the elements of a valid search warrant. (1)
2. Is able to obtain, analyze, verify, and communicate information that may result in a request for a search warrant and to provide that information to the appropriate court personnel so that a search warrant may be issued.
 - B.5.A. Cite the constitutional requirements and rationale for obtaining a search warrant and the desirability when practical for utilizing the search warrant procedure. (1)
 - B.5.D. Cite the elements of a valid search warrant. (1)
 - B.6.D. Describe the role of judges in relation to authorization of warrants and functions at a trial. (1)

PROVIDING PUBLIC SERVICE

1. Is able to use law enforcement activities, personal contacts, and other sources to compile information about the community and to use this information in service contacts with the public.
 - D.8.M. Identify common types of routine service calls, and effective methods of handling them. (1)
2. Is able to respond courteously and expeditiously to all requests for assistance to make appropriate referrals to non-police resources if necessary, and to provide persons with appropriate explanations as to why referrals are necessary.

- D.11.F. List social agencies available for referral of civil disputes. (1)
 - F.4.A. Explain the limitations of the police in handling special social problems. (1)
 - F.4.B. Identify the functions of the various social agencies commonly encountered in a community. (1)
 - F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)
3. Is able to utilize requests to provide public service as opportunities to advise adults and juveniles concerning possible behavior that could lead to a law violation.
- D.2.E. Describe police handling of juvenile offenders. (1)
 - D.2.G. Describe methods of delinquent control. (1)
4. Is able to treat humanely those persons found to be in need of public service though such service may not be crime related.
- F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems. (1)
 - F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems. (1)

RECOVERING PROPERTY

None.

REGULATING TRAFFIC

1. Is able to monitor vehicle and pedestrian traffic to identify pedestrian and driver irregularities and vehicle defects.
- E.4.A. Explain the theory of accident causation, purposes of accident investigation, and the legal authority of an officer relative to accident investigation. (2)
 - E.6.A. Identify patrol techniques and patterns both from the standpoint of accident prevention and violator apprehension. (1)
 - E.6.B. Explain the selective enforcement concept as well as selective enforcement procedures. (1)

2. Is able to employ techniques for directing and controlling traffic that facilitate vehicle and pedestrian traffic flow and prevent accidents.
 - E.4.A. Explain the theory of accident causation, purposes of accident investigation, and the legal authority of an officer relative to accident investigation. (2)
 - E.5.A. Explain routine intersection and emergency traffic control procedures. (1)
 - E.5.B. Demonstrate standard hand signals and gestures used in directing traffic and the reason for each. (1)
 - E.5.C. Explain the proper methods of entering and positioning oneself at an intersection. (1)
 - E.5.D. Explain the professional image projected by an officer who employs the proper traffic direction techniques. (1)
 - E.5.E. Identify useful aids that can be employed in traffic direction, especially during hours of darkness. (1)
 - E.6.F. Identify the popular speed timing devices now employed by various law enforcement agencies, and explain their basic operating principles. (1)
3. Is able to consider different traffic flow, road and weather conditions, and time of day in enforcing observed traffic violations.
 - E.6.E. Explain various levels of traffic enforcement actions. (1)
4. Is able to use discretion in determining whether to issue a citation or a warning to a traffic violator.
 - E.6.E. Explain various levels of traffic enforcement action. (1)
5. Is able to treat all suspected traffic violators objectively regardless of the violator's race, social class, sex, appearance, age, attitude, and appearance of car.
 - E.6.D. Describe the critical nature of officer-violator contact in terms of the professional image projected by the officer, including the basic psychology of police-violator contact. (1)
 - F.2.F. Describe the importance of courtesy on a traffic stop. (1)
6. Is able to accurately and objectively report favorable and unfavorable information about the suspect's alleged traffic violation or accident and to provide for due process of law.

- E.3.D. Explain securing the necessary evidence, including proper report writing, to successfully prosecute for the various offenses. (1)
- E.4.B. Identify commonly accepted steps in accident investigation including: Proceeding to the scene; parking vehicle at the scene; restoring the flow of traffic; collection of physical evidence; evaluation of vehicle damage; locating, identifying and questioning of witnesses; observing the behavior of drivers; examining the roadway and driving conditions; and taking measurements and photographs at the scene. (2)
- E.4.C. Demonstrate the proper procedure for completing the official Michigan Traffic Accident Report Form, utilizing hypothetical accident situations. (2)

REVIEWING CASE MATERIALS

None.

SEARCHING/INSPECTING

- 2. Is able to employ systematic procedures to search a person, vehicle, structure or area, being aware of the possibility of physical danger and indignity.
 - C.4.A. State the significance, purpose and objectives of crime scene search. (1)
 - C.4.D. Explain various systematic methods of search. (1)
 - C.9.E. Discuss proper procedures for searching for a stolen vehicle. (1)
 - D.8.G. Describe the procedures to be followed in approaching and searching buildings. (1)
 - D.10.B. Describe proper techniques of searching persons, both in the field and at the point of detention. (1)
- 3. Is able to utilize situational considerations related to observed minor violations when reasonable causes exist to search persons or property for possible additional violations.
 - B.5.B. State the general concepts of search and seizure. (1)
 - B.5.E. Explain the scope of the law on searching a person: upon arrest; immediate vicinity or arrestee; "stop and frisk" situations. (1)
 - B.5.F. Explain the scope of the law on searching premises. (2)

- B.5.G. Explain the scope of the law on searching vehicles. (2)
- 4. Is able to provide appropriate treatment and protection of rights to all persons, regardless of race, social class, sex, age, appearance, and attitude by conducting searches in accordance with agency procedures and policies, due process, and human dignity.
- B.5.B. State the general concepts of search and seizure. (1)
- B.5.E. Explain the scope of the law on searching a person: upon arrest; immediate vicinity of arrestee; "stop and frisk" situations. (1)
- B.5.F. Explain the scope of the law on searching premises. (1)
- B.5.G. Explain the scope of the law on searching vehicles. (1)
- B.5.J. Explain issues related to: evidence versus contraband; "plain view" seizure; third party search and seizure. (2)

SEARCHING FOR FUGITIVES

None.

TESTIFYING AS A WITNESS

- 2. Is able to present all relevant information about an offense or incident in probation and parole revocation hearings and court testimony including favorable as well as incriminating facts.
- B.6.I. Explain proper courtroom demeanor and presentation of testimony. (1)
- 3. Is able to provide factual, unbiased testimony in such a way that helps to provide the defendant with a fair and impartial trial.
- B.6.I. Explain proper courtroom demeanor and presentation of testimony. (1)
- 4. Is able to present testimony and respond to all questions accurately, completely, and without distortion due to personal feelings or inadequate knowledge while adhering to codified police ethical requirements and generally accepted standards of honesty and truthfulness.
- B.6.I. Explain proper courtroom demeanor and presentation of testimony. (1)

TESTING FOR DRUG AND ALCOHOL USE

- 1. Is able to present information concerning alleged alcohol or drug use by a person in an accurate, concise, and logical manner which facilitates understanding.

- C.3.A. Discuss the sources, effects, and appearance of the following categories of abused drugs: Barbiturates, Amphetamines, Opiates, Hallucinogens, Cocaine, Marijuana, Toxic Agents (glue, paint, etc.). (2)
 - C.3.B. Explain the psychological and physiological results of abuse, emphasizing the distinction between psychological dependence and physiological addiction. (2)
 - C.3.C. Discuss recognition of drug abusers, including the paraphernalia typically found. (2)
 - C.3.G. Explain social aspects of the drug abuse problem, i.e., relation of problem to general legitimate increase in drug use, social effects of drug abuse, rehabilitative efforts. (1)
 - E.3.B. Present the elements of the offenses of D.U.I.L., driving under the influence of narcotic drugs, and impaired driving as defined by law. (1)
 - E.3.C. Explain penalties for the above named offenses. (1)
 - E.3.D. Explain securing the necessary evidence, including proper report writing, to successfully prosecute for the various offenses. (1)
3. Is able to follow standard agency procedures in administering chemical tests to all persons required by law to submit to these tests.
- E.3.E. Explain Michigan's Implied Consent Law, including requirements relative to degrees of intoxication and the various tests for determining intoxication, with special emphasis on the Breathalyzer. (1)
4. Is able to use observational cues and special equipment to determine if a person is under the influence of drugs or alcohol.
- C.3.C. Discuss recognition of drug abusers, including the paraphernalia typically found. (2)
 - E.3.E. Explain Michigan's Implied Consent Law, including requirements relative to degrees of intoxication and the various tests for determining intoxication, with special emphasis on the Breathalyzer. (1)
5. Is able to suggest constructive alternatives to persons whose behavior suggests future problems with drugs or alcohol.
- C.3.G. Explain social aspects of the drug abuse problem, i.e., relation of problem to general legitimate increase in drug use, social effects of drug abuse, rehabilitative efforts. (1)

- E.3.A. Describe the scope of the problem that the drinking driver presents to the police and to the public. (3)

TRAINING

1. Is able to obtain, organize, and present factual information, techniques, and physical actions relating to a variety of specific enforcement skills and procedures.
 - D.3.A. Identify and demonstrate range safety rules and procedures. (2)
 - D.3.B. Demonstrate safe weapon handling both on and off duty. (2)
 - D.3.C. Identify the inherent dangers of some types of "off duty" weapons. (2)
 - D.3.D. Identify basic weapons nomenclature. (2)
 - D.3.E. Describe basic ballistics theory. (2)
 - D.3.F. Demonstrate the ability to load, unload, and fire the revolver and shotgun safely and effectively. (2)
 - D.3.G. Attain a qualifying score of 125 points on the M.L.E.O.T.C. Basic Revolver Course. (2)
 - D.4.A. Describe the skills included in the Red Cross Standard First Aid Course. (2)
 - D.4.B. Describe and demonstrate ability to perform cardiopulmonary resuscitation. (2)
 - D.4.C. Explain the transportation and extrication of the injured. (2)
 - D.4.D. Explain emergency childbirth. (2)
 - D.6.A. Explain what the roadblock system is intended to accomplish. (2)
 - D.6.B. Identify the types of crime which justify its utilization. (2)
 - D.6.C. Identify participants in the roadblock system. (2)
 - D.6.D. State necessity for prompt response to a roadblock site. (2)
 - D.6.E. Describe proper site selection. (2)
 - D.6.F. Describe proper positioning of officers at a site, and their weapons' status. (2)

- D.6.G. Identify precautions necessary while conducting a blockade. (2)
 - D.9.S. Explain the appropriate procedures for use of the gas mask in regards to:
 - 1. Protection.
 - 2. Safety rules.
 - 3. Proper care.
 - 4. Proper adjustment. (1)
 - D.9.T. Identify the characteristics of a sniper. (1)
 - D.9.U. Explain the type of sniper activity experienced in many past civil disorders. (1)
 - D.9.V. Explain the basic concepts that must be the foundation for police counter-sniper operations with particular emphasis on command and control. (1)
 - D.9.W. Explain recommended tactical movements designed to apprehend a sniper. (1)
 - D.9.X. Demonstrate ability to form crowd control formations and the proper use of the riot baton. (1)
2. Is able to acquire, organize, and present basic information related to the understanding of how attitudes develop and change, differences in attitudes among various groups, and what attitudes are involved most heavily in police and criminal justice work and is able to utilize this knowledge in the development and presentation of training programs.
- D.9.B. Identify the internal sources of unrest existing within the American society today. (1)
 - D.9.C. Explain the impact of the news media on social unrest. (2)
 - F.1.A. Define human relations. (1)
 - F.1.B. Explain the process of socialization. (1)
 - F.1.C. State examples of, and reasons for, differences in the perception of the police by various ethnic groups. (1)
 - F.1.D. Explain social trends in the United States, emphasizing the results of urbanization. (1)
3. Is able to obtain, organize, and present objective information on the history and philosophy of law enforcement, human behavior, socio-cultural differences, and other basic knowledge areas pertinent to police service.

- D.1.A. Describe the methods of law enforcement prevalent in primitive societies. (1)
- D.1.B. Explain the methods utilized in the Greek and Roman civilizations. (1)
- D.1.C. Describe the progressive development of law enforcement in England from the hue and cry to the constable and reeve. (1)
- D.1.D. Explain the Peelian reform, stating the principles upon which reorganization of the metropolitan police was based. (1)
- D.1.E. Describe American development, and its relation to that in England. (1)
- D.1.G. Explain the role of both the police and the public regarding law enforcement in a democratic society. Emphasize the dangers of the development of a police state in any society, and the consequent restrictions placed upon the police in our society. (1)
- D.9.A. Describe the basic changes that have occurred in the American society in the last 25 years. (1)
- D.9.B. Identify the internal sources of unrest existing within the American society today. (1)
- F.1.A. Define human relations. (1)
- F.1.B. Explain the process of socialization. (1)
- F.1.C. State examples of, and reasons for, differences in the perception of the police by various ethnic groups. (1)
- F.1.D. Explain social trends in the United States, emphasizing the results of urbanization. (1)

USING EQUIPMENT

- 1. Is able to use and maintain equipment in ways which maximize its effectiveness, longevity, and appearance.
 - D.7.A. State effective techniques of radio usage. (1)
 - D.7.C. State the use of radio communications as an aid to the officer. (1)
 - D.7.D. State proper dispatch procedure. (1)
 - F.2.E. Describe the wearing of the uniform and the importance of a good appearance. (1)

2. Is able to use all equipment for which the officer may be responsible appropriately and correctly.
 - C.5.F. Explain the use of photography. (1)
 - C.6.F. Explain the function and use of polygraph examinations. (2)
 - D.3.B. Demonstrate safe weapon handling both on and off duty. (1)
 - D.3.F. Demonstrate the ability to load, unload, and fire the revolver and shotgun safely and effectively. (1)
 - D.3.G. Attain a qualifying score of 125 points on the M.L.E.O.T.C. Basic Revolver Course. (1)
 - D.7.B. Explain the need for brevity, clarity, phonetics and accuracy. (1)
 - D.7.E. Describe the functions performed by L.E.I.N., N.C.I.C. and other records systems. (1)
 - D.7.F. Identify the information query needed for the above systems to assist the patrolling officer. (1)
 - D.8.J. Explain the conditions under which emergency equipment should and should not be used. (1)
 - E.6.F. Identify the popular speed timing devices now employed by various law enforcement agencies, and explain their basic operating principles. (1)

APPENDIX B

THE INCONGRUENT TERMINAL
PERFORMANCE OBJECTIVES

ADVISING

1. Is able to provide helpful, up-to-date information and constructive advice to persons in other criminal justice positions and to the public regarding police work, law enforcement, and related activities.
10. Is able to recognize and respect a person's right to accept or reject advice.

BOOKING AND RECEIVING PRISONERS

5. Is able to question uncooperative suspects and offenders in a manner which elicits the information required without use of duress.
8. Is able to view each contact with persons as a unique situation without inappropriate prejudicial carry-over from any previous contact with that person.

COLLECTING AND PRESERVING EVIDENCE

3. Is able to physically assist or give directions to persons seeking the return of personal property that has been taken as evidence in a criminal investigation.

COMMUNICATING

1. Is able to differentiate between opinion and fact in exchanges of information.
5. Is able to recognize and accurately interpret nonverbal expressions of attitudes and emotions.

CONFERRING ABOUT CASES

1. Is able to provide advice and assistance to other officers and other criminal justice system personnel with regard to specific cases with which there is personal contact or knowledge.
2. Is able to provide and communicate complete and accurate information that impacts on decisions concerning the disposition of persons with whom the officer has contact or knowledge.
3. Is able to provide appropriate information regarding cases and contribute positively to discussions with other criminal justice personnel about rehabilitation plans and problems.
4. Is able to maintain an objective point of view in discussing suspect's and offender's attitudes and behavior with colleagues and other criminal justice personnel.

6. Is able to discuss suspect and offender circumstances and activities with other criminal justice personnel in ways which contribute to constructive decision making regarding the subject and yet safeguard subject's privacy in those areas not essential to criminal justice purposes.

CONTACTING FAMILIES OF SUSPECTS, VICTIMS OR OFFENDERS

1. Is able to communicate with families in ways which obtain complete, accurate, and relevant information and facilitate the assessment of the internal consistency and value of the information obtained.
2. Is able to encourage the participation and support of the rehabilitation program from families of suspects and offenders.
3. Is able to build respect in the minds of family members of suspects and offenders when interacting with them to obtain or provide information.
4. Is able to establish a professional and objective image, regardless of race, social class, appearance and type of offense involved when interacting with the families of suspects and offenders.
5. Is able to interact with the families of suspects and offenders in law enforcement matters in ways which may tend to reduce possible criminal inclinations and activities.
6. Is able to interact with families of suspects and offenders without infringing on their rights or abusing their dignity in a manner that shows concern and consideration without coercion.
7. Is able to help members of suspect's and offender's families whenever possible during routine interaction regarding law enforcement matters.

CONTROLLING CROWDS

None.

COUNSELING

1. Is able to analyze and communicate alternate courses of action or behavior to suspects and offenders when given the opportunity to offer counseling to them.
2. Is able to provide short-term counseling to suspects, their families and associates, and victims as a factor in building citizen respect for law and the criminal justice system.
3. Is able to maintain professional objectivity in counseling suspects, offenders and their families or associates, and victims and not be biased by the person's emotional outbursts or abusive expressions.

DEFENDING SELF AND OTHERS

None.

DETERRING CRIME

None.

ENGAGING IN LEGAL RESEARCH

1. Is able to seek and obtain information regarding legal procedures, legal technicalities and criminal law, and communicate this information to other officers, suspects, offenders, and citizens.

ENGAGING IN PROFESSIONAL DEVELOPMENT

1. Is able to use formal and informal learning and teaching experiences to increase own and other's knowledge, skill, and understanding of law enforcement procedures and the criminal justice system in general.

INTERACTING WITH OTHER AGENCIES

1. Is able to act as a resource for criminal justice case workers using knowledge of the community regarding availability of housing, educational opportunities, employment possibilities, and other necessary services for probationers and parolees.

INTERVIEWING

4. Is able to provide relevant information to persons being questioned to provide necessary understanding of police procedures required in a given situation.
6. Is able to obtain needed information from persons representing public and private community resources for possible use in providing guidance and counsel to clients and the general public.

INVESTIGATING

None.

MAKING ARRESTS

4. Is able to demonstrate impartiality toward persons and groups in a fair-minded and equitable manner when making an arrest, regardless of the race, sex, age, economic class, appearance, attitude, and type of offense.

5. Is able to make arrests without prejudicial carryover from previous contact with the suspect, regardless of location, physical circumstances, type of crime, and characteristics of the suspect.
6. Is able to express facts in writing and verbally to court personnel to provide all relevant information concerning circumstances of an arrest that provide for due process for those arrested.
7. Is able to explain reasons for law enforcement actions in appropriate detail to suspects and other concerned individuals at the scene of arrests.

MANAGING INTERPERSONAL CONFLICT

1. Is able to obtain, varify, evaluate, and record information from all persons involved in a conflict situation.
11. Is able to treat participants in interpersonal conflicts in a humane fashion.

MOVING PRISONERS

4. Is able to treat humanely any person in custody.

PARTICIPATING IN COMMUNITY RELATIONS AND EDUCATION PROGRAMS

2. Is able to use writing and other communication skills to interact formally and informally with various community groups in educational programs.
5. Is able to communicate by example that law enforcement personnel are equally subject to the law and to penalties for its violation.

PARTICIPATING IN PRETRIAL CONFERENCES

1. Is able to provide advice to court and law enforcement personnel based on unique knowledge of the suspect or offender.
2. Is able to organize and present information based on criminal investigations to prosecuting attorneys and discuss objectively the adequacy of the information, the evidence obtained, and the merits of the case.
3. Is able to present all relevant, factual information obtained in criminal investigation in a fair and impartial manner.
4. Is able to cooperate with the defense attorney, prosecuting attorney, and other criminal justice personnel in developing a rehabilitation program for offenders by providing factual information and constructive suggestions regarding potential courses of action.

5. Is able to obtain and use information regarding recent court decisions and changes in criminal law while interacting with court personnel.
6. Is able to utilize opportunities during pretrial conferences with court personnel to inform them about law enforcement procedures, practices, and problems.
7. Is able to discuss cases with other criminal justice personnel in an objective, fair-minded, unemotional manner while adhering to codified police ethics and generally accepted standards of honesty and truthfulness.

PATROLLING/OBSERVING

None.

PREPARING REPORTS

2. Is able to use informal reports to keep other shift officers on the same beat alert to potential disturbances and unstable conditions.

PREPARING SEARCH WARRANT REQUESTS

None.

PROVIDING PUBLIC SERVICE

None.

RECOVERING PROPERTY

1. Is able to analyze and communicate information regarding missing, stolen, contraband, and recovered property in a manner that facilitates its recovery, use of it in court, and return of the property to its rightful owner.
2. Is able to recover, store and return property recovered during criminal and other investigations in a manner that safeguards the property for use as evidence and protects it until it is returned to the owner; and returns it to the owner in a manner that builds respect for law and the criminal justice system.
3. Is able to recover, store, and return property in an objective and ethical manner, making sure that the property is handled and safeguarded in a manner that will facilitate its use in court and

3. (continued) return it to its owner in its original condition as soon as possible.

REGULATING TRAFFIC

7. Is able to give clear and precise information and provide other assistance to motorists who may be lost, in need of a tow truck, repair, or other services.

REVIEWING CASE MATERIALS

1. Is able to make a critical review and analysis of the information contained in a suspect's or offender's case record, relate this information to the person's current behavior, develop an understanding of the person's modus operandi, if there appears to be one, and to develop ways of using the information effectively in possible future contacts with this person.

SEARCHING/INSPECTING

1. Is able to act in a manner which reduces hostility, opposition, and physical confrontations when searching persons.

SEARCHING FOR FUGITIVES

1. Is able to obtain necessary information and conduct searches of commercial and residential structures in a manner that allow for completion of required search with cooperation from occupants.
2. Is able to conduct a search in a manner that demonstrates objectivity and control of personal bias regardless of the nature of the offense, race, sex and age of the involved person.
3. Is able to utilize information contacts and observational skills to locate and take into custody with minimum use of physical force, those persons who have violated their probation or parole conditions.
4. Is able to actively protect the rights and dignity of all persons regardless of race, sex, appearance, age, economic class, or attitude of involved persons while performing search procedures.

TESTIFYING AS A WITNESS

1. Is able to provide information about police policies, procedures, and techniques on request.

TESTING FOR DRUG AND ALCOHOL USE

2. Is able to conduct prescribed field tests for drug and alcohol use in a manner which elicits cooperation and required information from involved individuals.

TRAINING

None.

USING EQUIPMENT

None.

APPENDIX C

THE INCONGRUENT BASIC
TRAINING OBJECTIVES

ADMINISTRATION

- A.1.A. State requirements for successfully completing a M.L.E.O.T.C. Certified Academy.
- A.2.A. Identify methods of taking notes.
- A.2.B. Identify the importance of accurate notes.
- A.2.C. Demonstrate ability to restate instruction in his own terms so as to be meaningful to him for future reference.
- A.2.D. Submit a completed notebook at the conclusion of the school.
- A.3.A. To ascertain if there is adequate comprehension of the materials presented.
- A.3.B. To provide emphasis to the more important materials presented.
- A.4.A. Discuss the administered examinations, clarifying any difficult questions.
- A.4.B. Provide a review of the more important materials presented.
- A.5.A. Rectify any problem occurring during the course of the academy.
- A.5.B. Provide the coordinator with time for administrative functions.

LEGAL

- B.1.A. Discuss the overall objective of constitutional law.
- B.3.A. Cite Federal and State standards for line-ups and other suspect identification procedures.
 - 1. Fingerprinting.
 - 2. Photographing.
 - 3. Blood and urine testing.
 - 4. Voice printing.
- B.6.A. Describe the structure of both the Michigan and Federal court system.
- B.6.F. Explain the grand jury system of Michigan.
- B.6.H. Describe appellate procedures.
- B.6.J. Describe the court's ancillary functions; bond forfeiture, extradition, etc.
- B.6.K. State the officer's obligation to carry out court orders and functions incident to the judicial process.

- B.7.G. Define conclusive and rebuttable presumptions.
- B.8.A. Explain the sources of criminal law in Michigan: common law, precedents, statutes or code laws and Attorney General's opinion.
- B.8.B. Explain the sources of law and general classification of law; such as criminal, civil, tort, and offenses against property versus offenses against persons.
- B.8.E. Define and explain criminal defenses.
- B.8.F. Identify legal terms, phrases, and definitions.
- B.9.A. State the jurisdiction and uniqueness of the probate court.
- B.9.C. Identify the primary justifications for the detention of juveniles.

INVESTIGATIVE

- C.2.D. Cite several common gambling devices.
- C.2.E. State the meaning of the laws pertaining to prostitution, gambling, and non-licensed liquor violations.
- C.2.F. List several concepts utilized for the investigation of vice activity.
- C.2.G. Explain the procedure for establishing the credibility of an informant.
- C.3.F. Discuss the role of organized crime in drug trafficking, and the consequent enforcement difficulties.
- C.9.A. Explain the size and seriousness of the stolen vehicle problem.
- C.9.D. Explain the importance of V.I.N.

GENERAL POLICE

- D.6.H. Explain the value of courtesy to the public while conducting a roadblock.
- D.9.N. Defend the chemical munitions policy.
- D.9.O. Describe the effects of chemical munitions.
- D.9.P. Perform the appropriate first aid measures.
- D.9.Q. Explain the factors effecting the use and delivery of munitions.

- D.9.R. Evaluate the properties of chemical munitions.
- D.12.A. Explain the organization and powers of the Michigan Liquor Control Commission.
- D.12.C. Identify and explain the various types of liquor licenses.
- D.12.D. Explain regulations regarding sale to minors and intoxicated persons.
- D.12.E. Describe the regulations regarding the licensee's obligations with reference to activities at licensed premises.
- D.12.F. Cite regulations regarding time and days of sale.
- D.13.A. Describe police duties when a natural disaster occurs, emphasizing the necessity of sealing off the area.
- D.13.B. Explain the Civil Defense alert system, including both weather and attack warnings.
- D.13.C. Describe the emblems used to denote the presence of radioactive materials at an accident scene.
- D.13.D. Explain procedures to be followed if it is suspected that radioactive material may have broken from packaging, emphasizing the necessity of sealing off the immediate area.
- D.13.E. Explain procedures for notification of proper personnel to handle radioactive materials.
- D.13.F. Explain the role of bomb squads, and procedures for notification.
- D.13.G. Describe bomb searches, building evacuation policies, in regard to bomb threats, and protection of the scene if a device is found.
- D.13.H. Describe the types of bombs and explosives commonly encountered.
- D.13.I. Explain in detail the dangers presented by anti-disturbance devices, citing examples of some of these devices.
- D.14.A. Explain police pursuit policy, including legal aspects regarding the use of force.
- D.14.B. Explain the factors to be considered when preparing to make a stop, including proper selection of a site and proper methods of indicating a stop.
- D.14.C. Describe proper positioning of the police vehicle.

- D.14.D. Describe procedures for approaching a vehicle and assuring an officer's safety while in contact with the driver and passengers.
- D.14.E. Explain the proper method of making a "felony stop" for both one and two-man patrol cars.
- D.15.A. Explain the purpose and need for continuous physical fitness training.
- D.15.B. State the purpose of charting individual improvements.
- D.15.C. Demonstrate ability to perform exercises.

TRAFFIC

- E.1.A. Explain proper use of the Michigan Vehicle Code Index, demonstrating techniques to quickly locate particular traffic laws.
- E.1.B. Identify frequently used sections of the Code, placing special emphasis on elements that make up traffic offenses.
- E.1.C. Demonstrate the proper procedure in completing a standard traffic citation for any traffic offense.
- E.2.A. Explain the various types of driver licenses issued in Michigan.
- E.2.B. Explain the elements of license violations as well as penalties for violation of licensing laws.
- E.2.D. Discuss Michigan's vehicle registration and insurance requirements.
- E.2.E. Describe techniques for determining the validity of licenses.

SPECIAL SUBJECTS

none

EXTERNAL RELATIONS

none

APPENDIX D

THE TERMINAL PERFORMANCE
OBJECTIVES (TPO's)

ADVISING

1. Is able to provide helpful, up-to-date information and constructive advice to persons in other criminal justice positions and to the public regarding police work, law enforcement, and related activities.
2. Is able to provide accurate, complete, and factual information to persons, including advising them of their rights, duties and privileges as specified by laws, ordinances and conditions of probation or parole, together with suggestions and recommendations for constructive action when requested or when deemed necessary.
3. Is able to provide appropriate advice to persons who are temporarily emotionally distraught, have long-term adjustment problems, or who may be mentally ill.
4. Is able to offer positive, alternative courses of action to persons involved in actual and potential interpersonal conflict.
5. Is able to converse with persons or groups so that they develop a greater insight into the reasons for their actions and to enable them to evaluate alternative solutions, while using discretion in taking formal police action.
6. Is able to advise persons of the options and be sensitive to the need for exercising discretion in individual situations rather than rigidly enforcing the law and probation and parole conditions.
7. Is able to provide helpful information and recommend appropriate alternatives to persons regarding their current or future behavior and its possible consequences, and to do this in a cooperative manner without regard to race, sex, age, appearance, attitude, or subject of concern.
8. Is able to develop a working relationship with caseworkers, probationers, and parolees, and use knowledge of community resources, individual cases, rehabilitation methods, and philosophy to facilitate the rehabilitative process.
9. Is able to provide probationers and parolees with opportunities to discuss their circumstances and make appropriate suggestions and recommendations for constructive activity while minimizing inappropriate, coercive influence.
10. Is able to recognize and respect a person's right to accept or reject advice.
11. Is able to confine advice and suggestions to areas of professional competence and factual content.
12. Is able to provide appropriate and constructive advice and recommendations in an objective manner with full adherence to both

12. (continued) codefied police ethics and generally accepted ethical standards to all persons requesting or in need of advice regardless of their race, age, sex, social condition, attitude, offense, prior record, and position.

BOOKING AND RECEIVING PRISONERS

1. Is able to conduct thorough searches to detect and remove contraband and weapons from persons prior to their incarceration.
2. Is able to provide opportunity for inmates to make contact with appropriate persons as required and to provide explanations concerning the bail process, nature of charges, criminal procedures, legal rights, possible time in detention, jail resources and procedures to the inmate, family members, and defense attorney.
3. Is able to treat all suspects or offenders objectively, avoiding verbal and physical abuse, regardless of their race, sex, social class, appearance, age, attitude, and type of offense.
4. Is able to identify and place evidence and personal belongings of the suspect or offender in a secure location as required by the rules of evidence and agency procedures to prevent the "chain of possession" from being broken and to protect the property from loss, damage, and compromise.
5. Is able to question uncooperative suspects and offenders in a manner which elicits the information required without use of duress.
6. Is able to identify suspects or offenders with a specific crime infraction or sentence in which they are involved.
7. Is able to prevent the occurrence of physical violence among persons being booked by maintaining close surveillance of inmates' actions and activities and when necessary, taking appropriate action.
8. Is able to view each contact with persons as a unique situation without inappropriate prejudicial carry-over from any previous contact with that person.
9. Is able to complete the booking process of a suspect or offender expeditiously while explaining the processing and procedural requirements in a factual manner that the person will be able to understand.
10. Is able to provide for the appropriate physical and mental welfare of inmates.
11. Is able to treat persons being incarcerated in a humane manner.

COLLECTING AND PRESERVING EVIDENCE

1. Is able to obtain necessary evidence while interacting with suspects, victims, complainants, and witnesses involving crimes and violations of probation and parole conditions in ways which enhance cooperation and produce respect for legal procedures and agency practices.
2. Is able to collect evidence in a manner that shows respect for the persons involved by minimizing intrusion into a person's privacy.
3. Is able to physically assist or give directions to persons seeking the return of personal property that has been taken as evidence in a criminal investigation.
4. Is able to recognize, collect, label and safeguard evidence both favorable and unfavorable to the suspect and, when necessary, to verify the authenticity of materials or verbal data obtained.
5. Is able to locate, collect, handle, and preserve physical evidence in accordance with search and seizure law and procedures and in accordance with rules of evidence.

COMMUNICATING

1. Is able to differentiate between opinion and fact in exchanges of information.
2. Is able to communicate effectively in stress situations.
3. Is able to express himself clearly, concisely, and factually in written reports and in oral communication with both individual persons and groups.
4. Is able to create an atmosphere wherein individuals are encouraged to provide necessary and useful information.
5. Is able to recognize and accurately interpret nonverbal expressions of attitudes and emotions.
6. Is able to use communications skills to provide guidance and counsel to potential juvenile and adult offenders to help resolve problems and assist them toward socially acceptable behavior which averts future criminality.

CONFERRING ABOUT CASES

1. Is able to provide advice and assistance to other officers and other criminal justice system personnel with regard to specific cases with which there is personal contact or knowledge.

2. Is able to provide and communicate complete and accurate information that impacts on decisions concerning the disposition of persons with whom the officer has contact or knowledge.
3. Is able to provide appropriate information regarding cases and contribute positively to discussions with other criminal justice personnel about rehabilitation plans and problems.
4. Is able to maintain an objective point of view in discussing suspect's and offender's attitudes and behavior with colleagues and other criminal justice personnel.
5. Is able to remain alert to and communicate necessity for following due process requirements when conferring about cases with suspects and offenders, fellow officers, supervisors, and other members of the criminal justice system.
6. Is able to discuss suspect and offender circumstances and activities with other criminal justice personnel in ways which contribute to constructive decision making regarding the subject and yet safeguard subject's privacy in those areas not essential to criminal justice purposes.

CONTACTING FAMILIES OF SUSPECTS, VICTIMS OR OFFENDERS

1. Is able to communicate with families in ways which obtain complete, accurate, and relevant information and facilitate the assessment of the internal consistency and value of the information obtained.
2. Is able to encourage the participation and support of the rehabilitation program from families of suspects and offenders.
3. Is able to build respect in the minds of family members of suspects and offenders when interacting with them to obtain or provide information.
4. Is able to establish a professional and objective image, regardless of race, social class, appearance and type of offense involved when interacting with the families of suspects and offenders.
5. Is able to interact with the families of suspects and offenders in law enforcement matters in ways which may tend to reduce possible criminal inclinations and activities.
6. Is able to interact with families of suspects and offenders without infringing on their rights or abusing their dignity in a manner that shows concern and consideration without coercion.
7. Is able to help members of suspect's and officer's families whenever possible during routine interaction regarding law enforcement matters.

CONTROLLING CROWDS

1. Is able to control verbal and physical actions with members of crowds in order to maintain disciplined performance and engender respect for the law.
2. Is able, by the officer's presence and demeanor, to control crowds with minimal or no physical force.
3. Is able to employ knowledge of crowd and individual behavior to deter violent outcomes when confronted with emotionally tense conditions or potential riots involving persons or groups with whom the officer may or may not be familiar from previous contact.
4. Is able to use a variety of communication and action skills to control a person or groups operating within a crowd.
5. Is able to use discretion involving competing enforcement demands between observed infractions of the law and crowd control requirements.
6. Is able to treat humanely persons and groups encountered during crowd control duty at gatherings ranging from sporting events to civil disturbances.

COUNSELING

1. Is able to analyze and communicate alternate courses of action or behavior to suspects and offenders when given the opportunity to offer counseling to them.
2. Is able to provide short-term counseling to suspects, their families and associates, and victims as a factor in building citizen respect for law and the criminal justice system.
3. Is able to maintain professional objectivity in counseling suspects, offenders and their families or associates, and victims and not be biased by the person's emotional outbursts or abusive expressions.
4. Is able to convey to suspects and offenders the potential consequences of harmful, anti-social, and illegal behavior.

DEFENDING SELF AND OTHERS

1. Is able to defend self and others from physical assault by other persons making minimal use of physical force, verbal coercion, and weapons.
2. Is able to make an accurate assessment of dangerous situations, evaluate alternative courses of action, and act decisively to protect persons from harm.

3. Is able to employ, when the situation demands, the preventative tactics of position deployment, show of force, and support with close surveillance prior to actual engagement in physical combat.
4. Is able to avert violent outcomes when physical threat situations arise involving mentally disturbed and hostile persons.

DETECTING CRIME

1. Is able to identify high crime areas of patrol sector and be present at critical times as a visible deterrent to illegal behavior.
2. Is able to use opportunities while on patrol to advise or warn adults and juveniles of the potential consequences of their presence and behavior.
3. Is able to identify probationer and parolee behavior that may become troublesome and notify criminal justice caseworkers that intervention may be required to forestall future law violations.
4. Is able to obtain and communicate information and advice to persons regarding security measures for residential and commercial establishments.

ENGAGING IN LEGAL RESEARCH

1. Is able to seek and obtain information regarding legal procedures, legal technicalities and criminal law, and communicate this information to other officers, suspects, offenders, and citizens.

ENGAGING IN PROFESSIONAL DEVELOPMENT

1. Is able to use formal and informal learning and teaching experiences to increase own and other's knowledge, skill, and understanding of law enforcement procedures and the criminal justice system in general.
2. Is able to analyze critically information received in the pursuit of professional development and to communicate findings to peers and other members of the criminal justice system.

INTERACTING WITH OTHER AGENCIES

1. Is able to act as a resource for criminal justice caseworkers using knowledge of the community regarding availability of housing, educational opportunities, employment possibilities, and other necessary services for probationers and parolees.

2. Is able to interact with personnel in other components of the criminal justice system and with other public and private agencies in a positive, supportive manner and provide appropriate advice and assistance.

INTERVIEWING

1. Is able to obtain complete and accurate information while conducting verbal inquiries with persons in a manner that demonstrates concern, consideration, and impartiality.
2. Is able to clearly state information requirements in order to obtain and record complete, accurate, and relevant information in conversations with persons and to assess the internal consistency and value of the information provided.
3. Is able to use interviewing skills to obtain information from persons presently or potentially involved in criminal behavior in a manner which will reduce tension.
4. Is able to provide relevant information to persons being questioned to provide necessary understanding of police procedures required in a given situation.
5. Is able to obtain desired information from witnesses, victims, and other persons without infringing on their rights, denying them due process, or abusing their dignity and shows concern and consideration without coercion.
6. Is able to obtain needed information from persons representing public and private community resources for possible use in providing guidance and counsel to clients and the general public.
7. Is able to provide guidance and counsel concerning socially acceptable behavior when involved in informal conversation with adults and juveniles.

INVESTIGATING

1. Is able to analyze and verify information obtained from persons in the course of investigating possible or actual criminal activity so as to distinguish factual information from opinion and to obtain all essential information at an adequate level of detail.
2. Is able to determine the need for further police action by gathering and analyzing information pertaining to a case.
3. Is able to consider situational factors involved in an observed or suspected violation of law to determine whether to initiate an investigation or to continue an on-going investigation.

4. Is able to maintain an impartial manner and respect the rights and dignity of all persons contacted during investigations.
5. Is able to initiate and conduct all aspects of any investigation in an objective, fair, and considerate manner obtaining and verifying all necessary information and evidence without infringing on individual rights and performing at all times in accordance with codified and generally accepted ethical standards.

MAKING ARRESTS

1. Is able to make arrests in a manner which does not produce unnecessary fear in the mind of the person arrested and others who may be involved and, at the same time, produces respect for the officer, law enforcement procedures, and the criminal justice system.
2. Is able to obtain, verify, analyze, and report information necessary to provide the basis for making an arrest, including determination of whether a crime was committed, existence of probable cause, and identity of possible suspects.
3. Is able to consider physical and social environment, type of violation, and probable outcome of attempted enforcement in determining the type and level of force required to take suspects and offenders into custody.
4. Is able to demonstrate impartiality toward persons and groups in a fair-minded and equitable manner when making an arrest, regardless of the race, sex, age, economic class, appearance, attitude, and type of offense.
5. Is able to make arrests without prejudicial carryover from previous contact with the suspect, regardless of location, physical circumstances, type of crime, and characteristics of the suspect.
6. Is able to express facts in writing and verbally to court personnel to provide all relevant information concerning circumstances of an arrest that provide for due process for those arrested.
7. Is able to explain reasons for law enforcement actions in appropriate detail to suspects and other concerned individuals at the scene of arrests.
8. Is able to recognize that observation of an offense or existence of probable cause may provide the basis for arrest, but that determination of guilt or innocence is a function of the court and that those persons arrested must be treated accordingly.
9. Is able to treat all persons being placed under arrest in a humane manner even though reasonable force may be necessary.

MANAGING INTERPERSONAL CONFLICT

1. Is able to obtain, verify, evaluate, and record information from all persons involved in a conflict situation.
2. Is able to use knowledge of human behavior under emotional stress and to listen fairly to all sides in order to assess the situation and avert conflict between two or more persons.
3. Is able to select from and use a variety of conflict resolution techniques to reduce interpersonal tension and facilitate the resolution of disputes.
4. Is able to appreciate how social class and ethnic differences affect the extent and frequency with which physical actions are used by participants to settle disputes and temper police actions accordingly.
5. Is able to be flexible in exercising judgment regarding the circumstances surrounding a conflict situation without allowing his personal feelings and biases to impair his effectiveness.
6. Is able to intercede in an on-going situation in a manner that does not increase existing tensions.
7. Is able to demonstrate neutrality and objectivity in conflict situations regardless of the nature of the conflict and the race, sex, age, appearance, economic class, and attitude of the participants.
8. Is able to resolve conflicts so that all sides and witnesses feel that each side was properly heard and justly treated even though arrests were required.
9. Is able to provide assistance in resolving or reducing conflict by mediating the dispute or by referring one or more of the participants to an appropriate service agency while preventing physical harm to all participants and property.
10. Is able to provide guidance and counsel to participants in interpersonal conflicts in such a manner as to reduce tension and provide direction for the resolution of the conflicts.
11. Is able to treat participants in interpersonal conflicts in a humane fashion.

MOVING PRISONERS

1. Is able to reduce tension and possible violence among persons being held in facilities or transported in vehicles.
2. Is able to minimize opportunities for persons in custody to possess weapons, cause a physical threat, or escape at any time or

2. (continued) place such as when in jail, in court, in vehicles, and public transportation when extraditing.
3. Is able to treat all prisoners in a fair and dignified way while protecting their legal rights regardless of their race, social class, sex, appearance, attitude, and type of offense.
4. Is able to treat humanely any person in custody.

PARTICIPATING IN COMMUNITY RELATIONS AND EDUCATION PROGRAMS

1. Is able to demonstrate agency concern for community activities and problems when interacting with citizen groups by providing information, instruction, and consultation.
2. Is able to use writing and other communication skills to interact formally and informally with various community groups in educational programs.
3. Is able to use information obtained from participants in community relations and education programs to keep informed of public opinion on crime and law enforcement issues and to encourage citizens to share responsibility for crime prevention and maintenance of order in the community.
4. Is able to use the information obtained by participating in community relations and education programs to enhance judgment and ability to exercise effective situational enforcement of law.
5. Is able to communicate by example that law enforcement personnel are equally subject to the law and to penalties for its violation.

PARTICIPATING IN PRETRIAL CONFERENCES

1. Is able to provide advice to court and law enforcement personnel based on unique knowledge of the suspect or offender.
2. Is able to organize and present information based on criminal investigations to prosecuting attorneys and discuss objectively the adequacy of the information, the evidence obtained, and the merits of the case.
3. Is able to present all relevant, factual information obtained in criminal investigation in a fair and impartial manner.
4. Is able to cooperate with the defense attorney, prosecuting attorney, and other criminal justice personnel in developing a rehabilitation program for offenders by providing factual information and constructive suggestions regarding potential courses of action.

5. Is able to obtain and use information regarding recent court decisions and changes in criminal law while interacting with court personnel.
6. Is able to utilize opportunities during pretrial conferences with court personnel to inform them about law enforcement procedures, practices, and problems.
7. Is able to discuss cases with other criminal justice personnel in an objective, fair-minded, unemotional manner while adhering to codified police ethics and generally accepted standards of honesty and truthfulness.

PATROLLING/OBSERVING

1. Is able to build public respect by using knowledge of the community, crime patterns, human needs, and available resources to resolve problems identified through patrol of needed areas.
2. Is able to identify locations and times when trouble is most likely to occur in the officer's patrol area.
3. Is able to combine patrol activities and observation skills with knowledge of persons in the area who are on parole or probation in order to identify those requiring caseworker intervention.
4. Is able to exploit each opportunity to provide constructive guidance and counsel to juveniles and adults to divert them from becoming involved with the criminal justice system as offenders.
5. Is able to employ conspicuous patrol techniques as a deterrent to crime and disorder.

PREPARING REPORTS

1. Is able to prepare reports which are factual and include all appropriate favorable and unfavorable information and evidence.
2. Is able to use informal reports to keep other shift officers on the same beat alert to potential disturbances and unstable conditions.
3. Is able to gather and analyze relevant information and report it in a clear and concise manner that meets the needs of those criminal justice agencies and personnel using the information.
4. Is able to prepare reports in an objective and professionally ethical manner regardless of the officer's personal feelings toward the person involved.

PREPARING SEARCH WARRANT REQUESTS

1. Is able to prepare a request for a search warrant in a manner that meets the legal requirements for obtaining such warrants and is able to supply factual, objective information required for obtaining such warrants to members of other criminal justice agencies as appropriate.
2. Is able to obtain, analyze, verify, and communicate information that may result in a request for a search warrant and to provide that information to the appropriate court personnel so that a search warrant may be issued.

PROVIDING PUBLIC SERVICE

1. Is able to use law enforcement activities, personal contacts, and other sources to compile information about the community and to use this information in service contacts with the public.
2. Is able to respond courteously and expeditiously to all requests for assistance to make appropriate referrals to non-police resources if necessary, and to provide persons with appropriate explanations as to why referrals are necessary.
3. Is able to utilize requests to provide public service as opportunities to advise adults and juveniles concerning possible behavior that could lead to a law violation.
4. Is able to treat humanely those persons found to be in need of public service though such service may not be crime related.

RECOVERING PROPERTY

1. Is able to analyze and communicate information regarding missing, stolen, contraband, and recovered property in a manner that facilitates its recovery, use of it in court, and return of the property to its rightful owner.
2. Is able to recover, store, and return property recovered during criminal and other investigations in a manner that safeguards the property for use as evidence; and protects it until it is returned to the owner; and returns it to the owner in a manner that builds respect for law and the criminal justice system.
3. Is able to recover, store, and return property in an objective and ethical manner, making sure that the property is handled and safeguarded in a manner that will facilitate its use in court and return it to its owner in its original condition and as soon as possible.

REGULATING TRAFFIC

1. Is able to monitor vehicle and pedestrian traffic to identify pedestrian and driver irregularities and vehicle defects.
2. Is able to employ techniques for directing and controlling traffic that facilitate vehicle and pedestrian traffic flow and prevent accidents.
3. Is able to consider different traffic flow, road and weather conditions, and time of day in enforcing observed traffic violations.
4. Is able to use discretion in determining whether to issue a citation or a warning to a traffic violator.
5. Is able to treat all suspected traffic violators objectively regardless of the violator's race, social class, sex, appearance, age, attitude, and appearance of car.
6. Is able to accurately and objectively report favorable and unfavorable information about the suspect's alleged traffic violation or accident and to provide for due process of law.
7. Is able to give clear and precise information and provide other assistance to motorists who may be lost, in need of a tow truck, repair, or other services.

REVIEWING CASE MATERIALS

1. Is able to make a critical review and analysis of the information contained in a suspect's or offender's case record, relate this information to the person's current behavior, develop an understanding of the person's modus operandi if there appears to be one, and to develop ways of using the information effectively in possible future contacts with this person.

SEARCHING/INSPECTING

1. Is able to act in a manner which reduces hostility, opposition, and physical confrontations when searching persons.
2. Is able to employ systematic procedures to search a person, vehicle, structure or area, being aware of the possibility of physical danger and indignity.
3. Is able to utilize situational considerations related to observed minor violations when reasonable causes exist to search persons or property for possible additional violations.
4. Is able to provide appropriate treatment and protection of rights to all persons, regardless of race, social class, sex, age,

4. (continued) appearance, and attitude by conducting searches in accordance with agency procedures and policies, due process, and human dignity.

SEARCHING FOR FUGITIVES

1. Is able to obtain necessary information and conduct searches of commercial and residential structures in a manner that allows for completion of required search with cooperation from occupants.
2. Is able to conduct a search in a manner that demonstrates objectivity and control of personal bias regardless of the nature of the offense, race, sex, and age of the involved person.
3. Is able to utilize information contacts and observational skills to locate and take into custody with minimum use of physical force, those persons who have violated their probation or parole conditions.
4. Is able to actively protect the rights and dignity of all persons regardless of race, sex, appearance, age, economic class, or attitude of involved persons while performing search procedures.

TESTIFYING AS A WITNESS

1. Is able to provide information about police policies, procedures, and techniques on request.
2. Is able to present all relevant information about an offense or incident in probation and parole revocation hearings and court testimony including favorable as well as incriminating facts.
3. Is able to provide factual, unbiased testimony in such a way that helps to provide the defendant with a fair and impartial trial.
4. Is able to present testimony and respond to all questions accurately, completely, and without distortion due to personal feelings or inadequate knowledge while adhering to codified police ethical requirements and generally accepted standards of honesty and truthfulness.

TESTING FOR DRUG AND ALCOHOL USE

1. Is able to present information concerning alleged alcohol or drug use by a person in an accurate, concise, and logical manner which facilitates understanding.
2. Is able to conduct prescribe field tests for drug and alcohol use in a manner which elicits cooperation and required information from involved individuals.

3. Is able to follow standard agency procedures in administering chemical tests to all persons required by law to submit to these tests.
4. Is able to use observational cues and special equipment to determine if a person is under the influence of drugs or alcohol.
5. Is able to suggest constructive alternatives to persons whose behavior suggests future problems with drugs or alcohol.

TRAINING

1. Is able to obtain, organize, and present factual information, techniques, and physical actions relating to a variety of specific enforcement skills and procedures.
2. Is able to acquire, organize, and present basic information related to the understanding of how attitudes develop and change, differences in attitudes among various groups, and what attitudes are involved most heavily in police and criminal justice work and is able to utilize this knowledge in the development and presentation of training programs.
3. Is able to obtain, organize, and present objective information on the history and philosophy of law enforcement, human behavior, socio-cultural differences, and other basic knowledge areas pertinent to police service.

USING EQUIPMENT

1. Is able to use and maintain equipment in ways which maximize its effectiveness, longevity, and appearance.
2. Is able to use all equipment for which the officer may be responsible appropriately and correctly.

APPENDIX E

THE BASIC TRAINING OBJECTIVES (BTO's)

ADMINISTRATION

- A.1.A. State the requirements for successfully completing a M.L.E.O.T.C. Certified Academy.
- A.2.A. Identify methods of taking notes.
- A.2.B. Identify the importance of accurate notes.
- A.2.C. Demonstrate ability to restate instruction in his own terms so as to be meaningful to him for future reference.
- A.2.D. Submit a complete notebook at the conclusion of the school.
- A.3.A. To ascertain if there is adequate comprehension of the materials presented.
- A.3.B. To provide emphasis to the more important materials presented.
- A.4.A. Discuss the administered examinations, clarifying any difficult questions.
- A.4.B. Provide a review of the more important materials presented.
- A.5.A. Rectify any problem occurring during the course of the academy.
- A.5.B. Provide the coordinator with time for administrative functions.

LEGAL

- B.1.A. Discuss the overall objective of constitutional law.
- B.1.B. State and explain constitutional mandates and/or limitations on law enforcement in Michigan.
- B.2.A. Define and cite the elements of arrest.
- B.2.B. Define misdemeanor and felony.
- B.2.C. Identify distinctions between felony and misdemeanor law violations relative to arrest situations without warrants.
- B.2.D. Explain "Probable Cause" for arrest.
- B.2.E. Identify persons exempt from arrest.
- B.2.F. Explain where an arrest may be made with regard to arrest without a warrant and arrest with a warrant.
- B.2.G. Explain the use of necessary force in various arrest situations including deadly force and forceful entry.

- B.2.H. Identify the rights of a person arrested.
- B.2.I. Identify the possible consequences of an unlawful arrest.
- B.3.A. Cite Federal and State standards for line-ups and other suspect identification procedures.
 - 1. Fingerprinting.
 - 2. Photographing.
 - 3. Blood and urine testing.
 - 4. Voice printing.
- B.3.B. Explain the role of Habeas Corpus prior to confining order from the court.
- B.3.C. Describe the purpose of bail and problems related to its use.
- B.3.D. Explain the treatment of a person in custody relative to civil liability.
- B.3.E. State the prisoner's right to an attorney.
- B.3.F. Cite requirement for a speedy arraignment.
- B.3.G. Describe miscellaneous related issues.
 - 1. Joint custody.
 - 2. Booking procedures.
 - 3. Inventory of prisoner's effects.
- B.4.A. Define admission and confession.
- B.4.B. Explain the free and voluntary rule.
- B.4.C. Describe the warnings and waiver requirements of the Miranda Decision and the exceptions to this requirement.
- B.4.D. State the "delay in arraignment rule".
- B.4.E. Describe what is required on the legal preface and conclusion for a proper statement and the proper procedure for obtaining a legal and admissible confession.
- B.4.F. Describe the "Poinsonous Tree Doctrine" and "Exclusionary Rule" and court decisions affecting confessions.
- B.5.A. Cite the constitutional requirements and rationale for obtaining a search warrant and the desirability when practical for utilizing the search warrant procedure.
- B.5.B. State the general concepts of search and seizure.
- B.5.C. State the items that may be searched for as evidence.

- B.5.D. Cite the elements of a valid search warrant.
- B.5.E. Explain the scope of the law on searching a person: upon arrest; immediate vicinity of arrestee; "stop and frisk" situations.
- B.5.F. Explain the scope of the law on searching premises.
- B.5.G. Explain the scope of the law on searching vehicles.
- B.5.H. State the need and procedure for establishing a proper chain of custody emphasizing inventory, preservation and admissibility of evidence.
- B.5.I. Explain the scope of the law relating to electronic surveillance used to seize testimonial evidence.
- B.5.J. Explain issues related: evidence versus contraband; "plain view" seizure; third party search and seizure.
- B.6.A. Describe the structure of both the Michigan and Federal court system.
- B.6.B. Explain venue, including statutory limitations on types of offenses triable in particular courts and the difference between circuit and district court.
- B.6.C. State the functions of a prosecuting attorney.
- B.6.D. Describe the role of judges in relation to authorization of warrants and functions at a trial.
- B.6.E. Cite the role and function of the jury.
- B.6.F. Explain the grand jury system of Michigan.
- B.6.G. Describe the following stages of criminal prosecution: indictment, arraignment, preliminary examination, pre-trial motions, trial, appeals, pre-sentence investigation, and sentencing.
- B.6.H. Describe appellate procedures.
- B.6.I. Explain proper courtroom demeanor and presentation of testimony.
- B.6.J. Describe the court's ancillary functions: bond forfeiture, extradition, etc.
- B.6.K. State the officer's obligation to carryout court orders and functions incident to the judicial process.
- B.7.A. Define what is meant by evidence.

- B.7.B. State the purpose of the rules of evidence.
- B.7.C. Explain the doctrine of judicial notice.
- B.7.D. Explain the concept of presumption of innocence and the burden of proof rests with the state to establish guilt beyond reasonable doubt.
- B.7.E. Define corpus delicti.
- B.7.F. State admissibility requirements with regard to evidence being relevant, material and competent.
- B.7.G. Define conclusive and rebuttable presumptions.
- B.7.H. Define the concept of Res Gestae.
- B.7.I. Define the concept of privileged communication.
- B.7.J. Identify the best evidence rule.
- B.7.K. Explain hearsay evidence.
- B.7.L. Explain the importance in maintaining the competency and creditability of the chain of evidence.
- B.7.M. Explain opinion evidence.
- B.7.N. Explain the Exclusionary Rule and "Fruit of the Poisonous Tree" doctrine.
- B.8.A. Explain the sources of criminal law in Michigan: common law, precedents, statutes or code laws and Attorney General's opinion.
- B.8.B. Explain the sources of law and general classifications of law; such as criminal, civil, tort, and offenses against property versus offenses against persons.
- B.8.C. Define and explain the classifications of crime: felony, circuit court misdemeanor, and misdemeanor.
- B.8.D. Cite the most common criminal offenses specified by Michigan substantive criminal law and state the elements of each offense.
- B.8.E. Define and explain criminal defenses.
- B.8.F. Identify legal terms, phrases, and definitions.
- B.9.A. State the jurisdiction and uniqueness of the probate court.
- B.9.B. State laws, legal limitations and rights of juvenile offenders.

- B.9.C. Identify the primary justifications for the detention of juveniles.

INVESTIGATION

- C.1.A. Explain the objectives and basic tools of criminal investigation.
- C.1.B. Explain scientific analysis of at least the following types of evidence: Firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool markings.
- C.1.C. State the elements and investigative techniques associated with: Burglary, larceny, assaults, robbery, homicide, sex offenses, checks - forgery - frauds, and arson.
- C.1.D. Cite examples of the types of offenses for which false reports are most often made, and specify the usual motives for making false reports in these cases.
- C.2.A. Define vice violations.
- C.2.B. Explain organized crime's involvement in vice activities.
- C.2.C. Describe illegal gambling activities.
- C.2.D. Cite several common gambling devices.
- C.2.E. State the meaning of the laws pertaining to prostitution, gambling, and non-licensed liquor violations.
- C.2.F. List several concepts utilized for the investigation of vice activity.
- C.2.G. Explain the procedure for establishing the credibility of an informant.
- C.3.A. Discuss the sources, effects, and appearance of the following categories of abused drugs: Barbiturates, Amphetamines, Opiates, Hallucinogens, Cocaine, Marijuana, and Toxic Agents (glue, paint, etc.).
- C.3.B. Explain the psychological and physiological results of abuse, emphasizing the distinction between psychological dependence and physiological addiction.
- C.3.C. Discuss recognition of drug abusers, including the paraphernalia typically found.
- C.3.D. Discuss applicable federal and state statutes, emphasizing the distinction between narcotic and dangerous drug classifications.

- C.3.E. Explain techniques of drug investigation, emphasizing the roles of the undercover agent and the informer.
- C.3.F. Discuss the role of organized crime in drug trafficking, and the consequent enforcement difficulties.
- C.3.G. Explain social aspects of the drug abuse problem, i.e., relation of problem to general legitimate increase in drug use, social effects of drug abuse, rehabilitative efforts.
- C.4.A. State the significance, purpose and objectives of crime scene search.
- C.4.B. Explain the importance of safeguarding a crime scene.
- C.4.C. Describe the role of the first officer at a crime scene.
- C.4.D. Explain various systematic methods of search.
- C.4.E. Identify means of locating microscopic evidence.
- C.4.F. Describe proper methods of drawing a crime scene search.
- C.5.A. Describe the various types of physical evidence typically found, differentiating between corpus delicti and associative evidence.
- C.5.B. Identify proper protection of evidence.
- C.5.C. Explain appropriate packaging of the various types of evidence.
- C.5.D. Describe appropriate ways to mark evidence.
- C.5.E. Identify the requirements for maintaining chain of evidence.
- C.5.F. Explain the use of photography.
- C.6.A. Define investigation, interviewing and interrogation.
- C.6.B. Explain the difference between interviewing and interrogation.
- C.6.C. Describe appropriate physical settings conducive to effective interviewing and interrogation.
- C.6.D. Explain the importance of the interrogator's attitude and adequate preparation.
- C.6.E. State and explain effective psychological approaches for various types of subjects.
- C.6.F. Explain the function and use of polygraph examinations.
- C.6.G. State the legal preface and conclusion necessary for a proper statement.

- C.7.A. Discuss the purpose of fingerprint identification.
- C.7.B. Identify basic fingerprint classification.
- C.7.C. Identify the methods of discovering and lifting latent prints.
- C.7.D. Demonstrate ability to roll ink prints and lift latent prints through practical exercises.
- C.8.A. Demonstrate ability to protect the scene of a crime.
- C.8.B. Demonstrate ability to conduct a crime scene search.
- C.8.C. Demonstrate ability to properly collect various types of evidence.
- C.8.D. Demonstrate ability to conduct a latent print search.
- C.8.E. Demonstrate ability to conduct effective interviews and/or interrogations.
- C.8.F. Demonstrate ability to draw a crime scene sketch.
- C.8.G. Demonstrate ability to analyze an investigation, and reach a logical conclusion.
- C.9.A. Explain the size and seriousness of the stolen vehicle problem.
- C.9.B. Explain the basic information needed on a stolen vehicle complaint and ways of recognizing the false complaint.
- C.9.C. State conditions which may lead to the discovery of stolen vehicles.
- C.9.D. Explain the importance of V.I.N.
- C.9.E. Discuss proper procedures for searching for a stolen vehicle.

GENERAL POLICE

- D.1.A. Describe the methods of law enforcement prevalent in primitive societies.
- D.1.B. Explain the methods utilized in the Greek and Roman civilizations.
- D.1.C. Describe the progressive development of law enforcement in England from the hue and cry to the constable and reeve.
- D.1.D. Explain the Peelian reform, stating the principles upon which reorganization of the metropolitan police was based.

- D.1.E. Describe American development, and its relation to that in England.
- D.1.F. Describe the status of the American police system in the Twentieth Century.
- D.1.G. Explain the role of both the police and the public regarding law enforcement in a democratic society. Emphasize the dangers of the development of a police state in any society, and the consequent restrictions placed upon the police in our society.
- D.2.A. Define juvenile delinquency.
- D.2.B. Describe theories of juvenile delinquency causation.
- D.2.C. Describe the juvenile justice process.
- D.2.D. Explain correctional facilities for juveniles in Michigan.
- D.2.E. Describe police handling of juvenile offenders.
- D.2.F. Cite examples of the types of offenses in which juveniles are most often involved.
- D.2.G. Describe methods of delinquent control.
- D.3.A. Identify and demonstrate range safety rules and procedures.
- D.3.B. Demonstrate safe weapon handling both on and off duty.
- D.3.C. Identify the inherent dangers of some types of "off duty" weapons.
- D.3.D. Identify basic weapons nomenclature.
- D.3.E. Describe basic ballistics theory.
- D.3.F. Demonstrate the ability to load, unload, and fire the revolver and shotgun safely and effectively.
- D.3.G. Attain a qualifying score of 125 points on the M.L.E.O.T.C. Basic Revolver Course.
- D.4.A. Describe the skills included in the Red Cross Standard First Aid Course.
- D.4.B. Describe and demonstrate ability to perform cardiopulmonary resuscitation.
- D.4.C. Explain the transportation and extrication of the injured.
- D.4.D. Explain emergency childbirth.

- D.5.A. State the value and necessity of field notes, including their possible use in court presentation.
- D.5.B. Describe proper methods of taking field notes, including sketches and diagrams.
- D.5.C. Explain the purpose and function of investigative reports.
- D.5.D. Explain the basic style of police reports, emphasizing the organization and the sound logical sequence of events in the narrative body of the report.
- D.5.E. Explain adequate descriptions of persons, property and events.
- D.5.F. Demonstrate proficiency in writing a complete report.
- D.6.A. Explain what the roadblock system is intended to accomplish.
- D.6.B. Identify the types of crimes which justify its utilization.
- D.6.C. Identify participants in the roadblock system.
- D.6.D. State necessity for a prompt response to a roadblock site.
- D.6.E. Describe proper site selection.
- D.6.F. Describe proper positioning of officers at a site, and their weapons' status.
- D.6.G. Identify precautions necessary while conducting a blockade.
- D.6.H. Explain the value of courtesy to the public while conducting a roadblock.
- D.7.A. State effective techniques of radio usage.
- D.7.B. Explain the need for brevity, clarity, phonetics and accuracy.
- D.7.C. State the use of radio communications as an aid to the officer.
- D.7.D. State proper dispatch procedure.
- D.7.E. Describe the functions performed by L.E.I.N., N.C.I.C. and other records systems.
- D.7.F. Identify the information query needed for the above systems to assist the patrolling officer.
- D.8.A. Explain the theory of patrol as a deterrent to crime and the backbone of the police service.
- D.8.B. Explain the purposes of patrol: Protection, prevention, repression of crime, identification and apprehension of

- D.8.B. (continued) of criminals, regulation of non-criminal conduct, and providing miscellaneous services.
- D.8.C. Explain the types of patrol and the purpose for conspicuous and inconspicuous methods.
- D.8.D. Explain preparation for patrol.
- D.8.E. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol route.
- D.8.F. Explain proper techniques for conducting a field interrogation.
- D.8.G. Describe the procedures to be followed in approaching and searching buildings.
- D.8.H. Explain conditions which are conducive to crime,
- D.8.I. Give examples of conditions that indicate that a crime is being or has been committed.
- D.8.J. Explain the conditions under which emergency equipment should and should not be used.
- D.8.K. Describe the operating practices of both one and two man patrol units.
- D.8.L. State the importance of the powers of perception and observation of persons, places and things.
- D.8.M. Identify common types of routine service calls, and effective methods of handling them.
- D.9.A. Describe the basic changes that have occurred in the American society in the last 25 years.
- D.9.B. Identify the internal sources of unrest existing within the American society today.
- D.9.C. Explain the impact of the news media on social unrest.
- D.9.D. Define the role of the police when dealing with social unrest.
- D.9.E. Describe man as a social creature.
- D.9.F. Define and describe crowds in terms of their characteristics and various types.
- D.9.G. Describe the transition phases within crowds; within mobs; and crowds to mobs.
- D.9.H. Identify crowd control measures.

- D.9.I. Define and describe mobs in terms of their characteristics and various types.
- D.9.J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures.
- D.9.K. Explain the three groups of laws applicable to riot situations.
 - 1. Everyday laws
 - 2. Riot laws
 - 3. Governor's Proclamation - emergency powers.
- D.9.L. Identify tactics used by rioters.
- D.9.M. Discuss the basic tactical considerations of mob control in terms of:
 - 1. A plan of action.
 - 2. Unity of command.
 - 3. Dispersal routes.
 - 4. Movement of the crowd.
 - 5. Assessing crowd action.
- D.9.N. Defend the chemical munitions policy.
- D.9.O. Describe the effects of chemical munitions.
- D.9.P. Perform the appropriate first aid measures.
- D.9.Q. Explain the factors effecting the use and delivery of munitions.
- D.9.R. Evaluate the properties of chemical munitions.
- D.9.S. Explain the appropriate procedures for use of the gas mask in regards to:
 - 1. Protection.
 - 2. Safety rules.
 - 3. Proper care.
 - 4. Proper adjustment.
- D.9.T. Identify the characteristics of a sniper.
- D.9.U. Explain the type of sniper activity experienced in many past civil disorders.
- D.9.V. Explain the basic concepts that must be the foundation for police counter-sniper operations with particular emphasis on command and control.
- D.9.W. Explain recommended tactical movements designed to apprehend a sniper.
- D.9.X. Demonstrate ability to form crowd control formations and the proper use of the riot baton.
- D.10.A. Explain the proper procedures for effecting an arrest.

- D.10.B. Describe proper techniques of searching persons, both in the field and at the point of detention.
- D.10.C. Demonstrate the correct use of restraining devices.
- D.10.D. Describe the proper methods of transporting a detained subject in a vehicle.
- D.10.E. Identify problems encountered when arresting a female or juvenile.
- D.10.F. Explain an officer's obligation, and consequent liability, regarding the physical well-being of an arrestee.
- D.10.G. Describe the booking and detention process.
- D.11.A. Explain the nature of domestic complaints.
- D.11.B. Describe the importance of an officer's attitude when handling a domestic complaint.
- D.11.C. Identify common types of domestic complaints emphasizing family, landlord-tenant, neighborhood and repossession disputes.
- D.11.D. State common criminal law violation resulting from disputes.
- D.11.E. Describe the procedure of responding to a domestic complaint.
- D.11.F. List social agencies available for referral of civil disputes.
- D.12.A. Explain the organization and powers of the Michigan Liquor Control Commission.
- D.12.B. Describe the role of the Liquor Enforcement Officer.
- D.12.C. Identify and explain the various types of liquor licenses.
- D.12.D. Explain regulations regarding sale to minors and intoxicated persons.
- D.12.E. Describe the regulations regarding the licensee's obligations with reference to activities at licensed premises.
- D.12.F. Cite regulations regarding time and days of sale.
- D.13.A. Describe police duties when a natural disaster occurs, emphasizing the necessity of sealing off the area.
- D.13.B. Explain the Civil Defense alert system, including both weather and attack warnings.
- D.13.C. Describe the emblems used to denote the presence of radioactive materials at an accident scene.

- D.13.D. Explain procedures to be followed if it is suspected that radioactive material may have broken from packaging, emphasizing the necessity of sealing off the immediate area.
- D.13.E. Explain procedures for notification of proper personnel to handle radioactive materials.
- D.13.F. Explain the role of bomb squads, and procedures for notification.
- D.13.G. Describe bomb searches, building evacuation policies, in regard to bomb threats, and protection of the scene if a device is found.
- D.13.H. Describe the types of bombs and explosives commonly encountered.
- D.13.I. Explain in detail the dangers presented by anti-disturbance devices, citing examples of some of these devices.
- D.14.A. Explain police pursuit policy, including legal aspects regarding the use of force.
- D.14.B. Explain the factors to be considered when preparing to make a stop, including proper selection of a site and proper methods of indicating a stop.
- D.14.C. Describe proper positioning of the police vehicle.
- D.14.D. Describe procedures for approaching a vehicle and assuring an officer's safety while in contact with the driver and passengers.
- D.14.E. Explain the proper methods of making a "felony stop" for both one and two-man patrol cars.
- D.15.A. Explain the purpose and need for continuous physical fitness training.
- D.15.B. State the purpose of charting individual improvements.
- D.15.C. Demonstrate ability to perform exercises.
- D.15.D. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons and non-lethal weapons.

TRAFFIC

- E.1.A. Explain proper use of the Michigan Vehicle Code Index, demonstrating techniques to quickly locate particular traffic laws.

- E.1.B. Identify frequently used sections of the Code, placing special emphasis on elements that make up traffic offenses.
- E.1.C. Demonstrate the proper procedure in completing a standard traffic citation for any traffic offense.
- E.2.A. Explain the various types of driver licenses issued in Michigan.
- E.2.B. Explain the elements of license violations as well as penalties for violation of licensing laws.
- E.2.C. Explain the Financial Responsibility law, including license restrictions based on this law.
- E.2.D. Discuss Michigan's vehicle registration and insurance requirements.
- E.2.E. Describe techniques for determining the validity of licenses.
- E.3.A. Describe the scope of the problem that the drinking driver presents to the police and to the public.
- E.3.B. Present the elements of the offenses of D.U.I.L., driving under the influence of narcotic drugs, and impaired driving as defined by law.
- E.3.C. Explain penalties for the above-named offenses.
- E.3.D. Explain securing the necessary evidence, including proper report writing, to successfully prosecute for the various offenses.
- E.3.E. Explain Michigan's Implied Consent Law, including requirements relative to degrees of intoxication and the various tests for determining intoxication, with special emphasis on the Breathalyzer.
- E.4.A. Explain the theory of accident causation, purposes of accident investigation, and the legal authority of an officer relative to accident investigation.
- E.4.B. Identify commonly accepted steps in accident investigation including: Proceeding to the scene; parking vehicle at the scene; restoring the flow of traffic; collection of physical evidence; evaluation of vehicle damage; locating, identifying and questioning of witnesses; observing the behavior of drivers; examining the roadway and driving conditions; and taken measurements and photographs at the scene.
- E.4.C. Demonstrate the proper procedure for completing the official Michigan Traffic Accident Report Form, utilizing hypothetical accident situations.

- E.5.A. Explain routine intersection and emergency traffic control procedures.
- E.5.B. Demonstrate standard hand signals and gestures used in directing traffic and the reason for each.
- E.5.C. Explain the proper methods of entering and positioning oneself at an intersection.
- E.5.D. Explain the professional image projected by an officer who employs the proper traffic direction techniques.
- E.5.E. Identify useful aids that can be employed in traffic direction, especially during hours of darkness.
- E.6.A. Identify patrol techniques and patterns both from the standpoint of accident prevention and violator apprehension.
- E.6.B. Explain the selective enforcement concept as well as selective enforcement procedures.
- E.6.C. Explain the importance of traffic records as they relate to an effective selective enforcement program.
- E.6.D. Describe the critical nature of officer-violator contact in terms of the professional image projected by the officer, including the basic psychology of police-violator contact.
- E.6.E. Explain various levels of traffic enforcement action.
- E.6.F. Identify the popular speed timing devices now employed by various law enforcement agencies, and explain their basic operating principles.

SPECIAL SUBJECTS

- F.1.A. Define human relations.
- F.1.B. Explain the process of socialization.
- F.1.C. State examples of, and reasons for, differences in the perception of the police by various ethnic groups.
- F.1.D. Explain social trends in the United States, emphasizing the results of urbanization.
- F.1.E. Cite examples of behavior by police officers which are resented by the public, including the use of trigger words.
- F.1.F. Describe the detrimental effects of bias and prejudice upon an individual's thinking and actions.
- F.1.G. Explain methods of maintaining favorable human relations.

- F.2.A. Explain the Law Enforcement Code of Ethics, and the public trust placed in police officers.
- F.2.B. Explain the fact that officers build or adversely affect the public attitude toward their department and general law enforcement by their every action.
- F.2.C. Identify unfavorable public stereotypes of the police.
- F.2.D. Explain the importance of maintaining composure in the most adverse situations.
- F.2.E. Describe the wearing of the uniform and the importance of a good appearance.
- F.2.F. Describe the importance of courtesy on a traffic stop.
- F.2.G. Explain commonly encountered situations which present ethical questions, such as, gratuities, drinking, females, petty larceny, and the appropriate reactions to these situations.
- F.3.A. Identify common abnormal behavior patterns.
- F.3.B. State the police responsibility relative to the handling of mentally ill persons.
- F.3.C. Explain the proper police action for routine and emergency mental cases and the legal basis for such action.
- F.3.D. Describe appropriate psychological techniques for dealing with abnormal persons.
- F.3.E. Differentiate between characteristics common to epilepsy and those typical of other physiological and psychological disorders.
- F.4.A. Explain the limitations of the police in handling special social problems.
- F.4.B. Identify the functions of the various social agencies commonly encountered in a community.
- F.4.C. Explain the importance of proper referral from the aspect of prevention of more serious problems.
- F.4.D. Cite examples of common social problems encountered, and the proper referral of these problems.

EXTERNAL RELATIONS

- G.1.A. Identify the various federal law enforcement agencies.
- G.1.B. Cite common federal law violations and the federal law enforcement agency responsible for their investigation.

- G.1.C. Explain the necessity for cooperation among local and federal law enforcement agencies
- G.2.A. State the functions performed by Corrections, Parole and Probation and how each relates to the other.
- G.2.B. Describe the corrections system.
- G.2.C. State the functions of the parole and probation officer.
- G.2.D. State several rules normally applicable to the parolee and probationer.
- G.2.E. Explain the normal procedures to be followed by the officer when a parole or probation violator is apprehended.

APPENDIX F

EXTRACT OF MICHIGAN PUBLIC ACT 203

EXTRACT - STATE OF MICHIGAN PUBLIC ACT 203, SECTION 9, 10, AND 11

The council shall prepare and publish minimum employment standards with due consideration to varying factors and special requirements of local police agencies relative to:

- (a) Minimum standards of physical, educational, mental and moral fitness which shall govern the recruitment, selection and appointment of police officers.
- (b) The approval of police training schools administered by a city, county, township, village or corporation.
- (c) Minimum courses of study, attendance requirements, equipment and facilities required at approved city, county, township, village or corporation police training schools.
- (d) The requirements in subdivision (c) shall be waived if:
 - (i) The person has previously completed 240 instructional hours, has voluntarily or involuntarily discontinued his work as a law enforcement officer, and is again employed within 6 months after discontinuing work as a police officer.
 - (ii) The person has served at least 3 years with a jurisdiction offering the training prescribed in subdivision (c) or its equivalent and takes employment with another police agency.
 - (iii) The person has retired from an agency coming under the jurisdiction of this act or an agency offering the equivalent training and is employed by another police agency within 2 years of date of retirement.
 - (iv) The person is a member of a sheriff's posse or police auxiliary temporarily engaged in the performance of his duties and while under the direction of the sheriff or police department.
- (e) Minimum qualifications for instructors at approved police training schools.
- (f) Minimum basic training requirements which regularly employed police officers excluding sheriffs shall complete before being eligible for employment.
- (g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for such categories or classifications.
- (h) The establishment of subordinate regional training centers in strategic geographic locations in order to serve the greatest number of police agencies that are unable to support

- (h) (continued) their own training programs.
- (i) Acceptance of police training and experience in countries other than the United States in fulfillment in whole or in part of the minimum employment standards prepared and published by the commission.

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

The council may:

- (a) Visit and inspect any police training school, or examine the curriculum or training procedures, for which application for approval has been made.
- (b) Issue certificates to police training schools qualifying under the regulations of the council.
- (c) Authorize the issuance of certificates of graduation or diplomas by approved police training schools to police officers who have satisfactorily complete minimum courses of study.
- (d) Cooperate with state, federal and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this state, its cities, counties, townships and villages.
- (e) Make recommendations to the legislature on matters pertaining to qualification and training of police officers.

APPENDIX G

PROJECT STAR'S FORMAT OF TERMINAL PERFORMANCE OBJECTIVES (TPO's)

TASK: Moving Prisoners

TASK DESCRIPTION: Maintains security and safety of prisoners being moved from one place to another.

In the performance of this task, the Police Officer:

TPO#

1. Is able to reduce tension and possible violence among persons being held in facilities or transported in vehicles. Performance may occur in a variety of situations when persons are being held or transported. Performance may be evaluated by peers, custodial personnel, and other witnesses at the scene and by supervisors and court personnel who are involved in complaint actions and other subsequent activities involving injury to persons, damage to vehicles and facilities, and may involve criteria such as the extent of physical damage and injuries, actions of personnel in inciting initial or further violence, and success of procedures used in reducing tension and restraining participants. Measurement techniques may include observer ratings and frequency of injury and damage incident reports.
(Role: Maintenance of Order)
2. Is able to minimize opportunities for persons in custody to possess weapons, cause a physical threat, or escape at any time or place such as when in jail, in court, in vehicles, and public transportation when extraditing. Performance may occur in a variety of situations when persons are being held or transported. Performance may be evaluated by persons in custody and others at the scene such as peers and citizen witnesses and by those who are involved in subsequent activities such as supervisors and court personnel, and may involve criteria such as an assessment of preventative procedures that were followed such as: how searches were conducted; whether and how physical restraint equipment was used; whether weapons of personnel were protected; quality of surveillance; and by the frequency of successful and attempted assaults and escapes by persons in custody. Measurement techniques may include observer ratings and analysis of incident reports. (Role: Maintenance of Order)

APPENDIX H

MICHIGAN TRAINING COUNCIL'S FORMAT OF BASIC TRAINING OBJECTIVES (BTO's)

INSTRUCTOR GUIDELINES

- I. TITLE: Introduction to Constitutional Law - 1 Hour
- II. OBJECTIVES: When the trainee completes this lesson, he will be able to:
 - A. Discuss the overall objective of constitutional law.
 - B. State and explain constitutional mandates and/or limitations on law enforcement in Michigan.
- III. SUGGESTED TEACHING ACTIVITIES
 - A. The prime intent of this topic is to provide the trainee with an understanding of the basic concepts of constitutional law. Those amendments primarily concerned with the function of law enforcement are discussed. This section will establish the fundamental basis for the total legal section.
 - B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.
 - C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.
 - D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.
 - E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03174 5122