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## ABSTRACT

### AN EDUCATIONAL CURRICULUM FOR POLICE TRAINING

By

Winston A. Gibson

The researcher undertook this investigation to provide direction for improving police training and education. It was assumed that police training can be improved if the tasks of police personnel, at three levels of performance, can be identified and if capable training in performing these tasks can be provided. It was decided that it would be necessary not only to identify the three role levels and their tasks, but also to indicate curricula for the three role levels and the educational organizations that would provide them. This approach indicated four areas of investigation for the study:

1. Role levels
2. Tasks of role levels
3. Training for each role level
4. Appropriate educational organizations.

In order to investigate these four areas, a first step was to find an instrument that would elicit the appropriate responses. After reviewing other studies in the field of police training, it was decided that two questionnaires were needed. They contained a request for information and tasks to which two sample populations could respond. The task items of the questionnaires were general categories into which most police tasks could be included.



This information also was gained through the review of previous studies. The questionnaire was pre-tested with in-service police officers and former police officers on the campus of Michigan State University. The instrument was revised to include their recommendations.

The next step was to select the sample populations to respond to the questionnaire items. The first sample population was to respond to the questionnaire titled "Police Tasks." This sample was drawn from the population of Michigan police departments which met the following criteria:

1. Served a city with a population of at least 25,000;
2. had a sworn manpower strength of not less than 50; and
3. had at least three sworn personnel at each of the three role levels.

Eighteen departments in the state met these criteria. The training officer of each of the 18 departments selected nine individuals--three from each of the three role levels--to take part in the study. This brought the total number of respondents to 162. Through a prior arrangement, the individual responsible for training in each department accepted responsibility for administering the forms.

The second group of respondents was comprised of the 18 training officers of the police departments selected and the law enforcement coordinators of the 31 two-year and four-year educational institutions in the state of Michigan that offer police training. This group contained

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a total of 49 respondents. They were asked to respond to the questionnaire titled "Task Instruction." This instrument contained the same task items as the "Police Task" questionnaire.

The "Police Task" form was to elicit information from in-service police personnel regarding their roles and the tasks performed. Three persons were selected from each of the three role levels of patrol, supervision and administration. The "Task Instruction" form requested information from the police training instructors concerning subject matter content for training in the tasks and the educational organization most capable of providing the training.

### Findings

The returns from the two groups were less than was anticipated or than would have been valid for suggesting anything more than a direction for improving police training. There was a 50% response from police departments but only 42% were used in the study findings. From the group of instructional persons only 29% of the returns were used. The 60% concurrence for establishing role levels and tasks, as required by the research design, was adhered to in the "Police Task" questionnaire. Such a restriction was found to be impossible in the case of the "Task Instruction" questionnaire. This was due to the subjectivity and variety of course titles and descriptions that respondents could use.

The respondents indicated that there were only two



role levels of personnel for training rather than the three originally assumed to exist at the outset of this investigation. There was also some indication of the subject matter and educational organization for training at the two role levels. The police academy was indicated for training the patrol level and the four-year educational institution for training the management role level.

AN EDUCATIONAL CURRICULUM  
FOR POLICE TRAINING

By

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## CHAPTER I

### INTRODUCTION

There are approximately 420,000 sworn police officers working for 40,000 different agencies in the United States. Almost one-third of these persons are employed by 55 agencies in cities with a population of at least 250,000.<sup>1</sup> The basic functions that these officers perform emanate from the organizational responsibility of the maintenance of order and the enforcement of laws. In order for the organization to realize these responsibilities, in many instances it is necessary that the individual officer perform his function without direct supervision. The unsupervised activity and the concomitant discretion left to the individual officer has had its deleterious effect upon goal attainment for the police organization. An early writer in police administration reacted to this problem in the following manner: "Many incidents which have adversely affected the maintenance of law and order and law violation in the community can be traced directly to the discretion or lack

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<sup>1</sup>The President's Commission on Law Enforcement and the Administration of Justice, The Challenge of Crime in a Free Society (Washington, D. C.: U. S. Government Printing Office, 1967), pp. 91-123.



thereof of police officers in their contacts with citizens."<sup>2</sup>

The use of discretionary power is at best a precarious undertaking. Its use is hazardous without knowledge or appropriate training that is related to the specific situation. If the police organization is to effectively realize its goals, police officers must be trained to use discretionary power wisely. Although there may not be a way to completely resolve this problem, adequate training can make it a less hazardous undertaking. A comment by James Q. Wilson further indicates the importance of the use of discretionary powers by the police officer.

In sum the order maintenance function of the patrolman defines his role . . . which is unlike that of any other professional [and] can be described as one in which sub-professionals working alone, exercise wide discretion in matters of utmost importance (life and death, honor and dishonor) in an environment that is apprehensive and perhaps hostile.<sup>3</sup>

The training of the police officer becomes even more critical when one considers that most police officers are recruited from the lower socioeconomic classes.

For 100 years, police officers have been recruited from the lowest social classes because the job has little to offer people capable of other work. The pay is poor; the hours long; the work is hazardous. As a result the cause and effect have been spiral. The job has low status in the community; consequently it attracts only the poorest of candidates. In turn, these men go out

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<sup>2</sup>Leonhard F. Fuld, Police Administration (New York: G. P. Putnam's Sons, 1909), pp. 90-91.

<sup>3</sup>James Q. Wilson, Varieties of Police Behavior (Cambridge, Mass: Harvard University Press, 1968), p. 30.



into the community and by their actions reinforce the poor image commonly held of the cop, flatfoot or fuzz.<sup>4</sup>

In most instances, these recruits have not had the benefit of an education beyond the high school level. This lack of higher education can hardly be viewed as complementary to the use of discretionary power. It can, however, be seen as detrimental to the attainment of the police agency's organizational goals in this crucial area. The training of the police officer cannot be limited to improving the contact of the patrolman on the beat with the citizen. There are other roles to be filled that relate to the organizational goals and objectives. All too frequently personnel within the police agency are viewed as possessing only one role.<sup>5</sup> This is in direct contrast to the definition of role as defined by a number of scholars. Biddle and Thomas offer this general definition:

Perhaps the most common definition is that role is the set of prescriptions defining what the behavior of a position member should be. . . . A careful review of the definitions reveals, however, that there is one nearly universal common denominator, namely that the concept pertains to the behavior of particular persons.<sup>6</sup>

In the context of this definition it is seen that

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<sup>4</sup>Ed Cray, The Big Blue Line (New York: Coward McCann, 1967), p. 196.

<sup>5</sup>Bruce J. Terris, "The Role of the Police," Annals of the American Academy of Political and Social Science, Vol. 374 (November 1967), 67-68.

<sup>6</sup>Bruce J. Biddle and Edwin J. Thomas, Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), p. 29.

there are a number of roles in the police agency. Those persons who persist in viewing the role of all personnel as one of law enforcement and order maintenance are confusing the objectives of the police agency with the roles of its personnel. The police agency, as with any other organization, has a number of assigned roles that define the behavior of individuals within the organization. Each of these roles requires certain organizationally related functions or behavior of all personnel. The training of police personnel, therefore, must attend to the needs of the several roles within the organization if it is to be of any value. Roles within an organization are defined in order to attain organizational objectives. The training of personnel to more adequately fill their role in the organization supports the organizational objectives. However, this training has always concentrated on a single role for police personnel and therefore has been derelict in supporting the organizational objectives. For the most part, training has dealt with the organizational objectives rather than the functional role levels of patrol, supervision, and administration.

Many training programs, especially those of the in-service type, tend to deal with programs of a short range and immediate nature. They have not dealt with the specific needs of the community or the clientele served.<sup>7</sup> Training

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<sup>7</sup>Herman Goldstein, "Police Policy Formulation: A Proposal for Improving Police Performance," Michigan Law Review, Vol. 65 (April 1967), 1123-46.



emphasis has been directed most often to the patrol force. Patrol within the police agency at best is only one level of role functions although the patrol force represents the largest number of personnel assigned at any one level of performance. The patrol force is also the level that has more frequent contact with citizens. Yet when one looks at a general curriculum for training at this level, there is a glaring lack of content geared toward enhancing these contacts. Criminal Law, Criminal Investigation, First Aid, Traffic Control, Firearms Training, Police Administration, and Interrogation are the general types of subjects to be found in these programs.<sup>8</sup> This type of training is related to the organizational objectives of law enforcement and totally neglects the order maintenance or service function of the organization. It can be said that generally police training does not serve the several role level needs nor does it serve the total objectives of the organization. Only the objective of law enforcement is being approached by the present training effort.

Order maintenance is related to the citizen-police relationship and cannot be taken lightly in regard to role performance. Police intimacy with the public in their role functioning generates two different attitudes about the

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<sup>8</sup>Bernard Locke and Alexander B. Smith, "Police Who Go to College," The Ambivalent Force: Perspectives on the Police, Niederhoffer and Blumberg, eds (Waltham, Mass.: Ginn and Company, 1970).



police from the public. One is a welcoming attitude for their protective efforts. The other is one of antagonism or resentfulness caused by their official interference into matters of a personal nature. These attitudes are exacerbated by the manner in which the individual officer performs his duty. In spite of this overriding potential effect upon the organizational objective of order maintenance, police receive little, if any, training in their peacekeeping function.<sup>9</sup> The subject matter content mentioned above attests to this statement. It is imperative that police training be upgraded at all levels to more effectively prepare personnel for role functioning. The maintenance of order and law enforcement must give due consideration to methods of gaining the support of the community served. Appropriate training for this function can go a long way toward alleviating some of the police community problems in present day society. Stephen P. Kennedy observes:

We cannot continue to be satisfied with a trade school approach for police training. The police officer must be instructed in human relations, civil rights, constitutional guarantees. In short, he has to be prepared to assume his role as a social scientist in the community.<sup>10</sup>

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<sup>9</sup>President's Commission, op. cit., p. 93.

<sup>10</sup>Stephen P. Kennedy, Justice, a 1958 quote, U. S. Commission on Civil Rights Report, Bk. 5 (Washington, D. C.: U. S. Government Printing Office, 1961), p. 86.

## THE PROBLEM

The problem which the author chose was to determine whether it is feasible to develop a training program for police that will:

1. Relate curricular content to three role levels of police performance: patrol, supervision, administration, and
2. Identify instructional organizations that can most appropriately provide specific portions of the curricular content.

The need for systematically examining and improving police training has been documented by the President's Commission on Law Enforcement and the Administration of Justice.<sup>11</sup> The problem of personnel training in police operations was illuminated by Fosdick.<sup>12</sup> Although police training is now enjoying a great deal of attention, there are still a number of areas that require more attention. The President of the Metropolitan Fund of Detroit stated, "Certainly there is no more important goal for our local community than the improvement of training and training facilities for our law enforcement officers," and recommended three approaches for attaining the desired goal of improved training and facilities.

1. Inventory of present police training programs and facilities.

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<sup>11</sup>President's Commission, op. cit., p. 96.

<sup>12</sup>Raymond B. Fosdick, American Police System (New York: The Century Co., 1920), p. 20.

2. Identification of needs.
3. Definition of the specific problems involved in progressing from present programs and facilities to the realization of the model plan.<sup>13</sup>

In the improvement of training for police officers the problem can be succinctly stated as relating to the factors of role, curriculum, and the caliber of instruction. The problem of role is one of a failure on the part of police training to relate to the role levels within the organization. In the case of curriculum, Marvin Bressler describes this deficiency.

A constituent element in all scientific, professional and management training and as such presumably directly instrumental in enhancing occupational competencies. In one sense general education is the most efficient form of educational training. Rapid change is hostile to narrow expertise and a curriculum that emphasizes breadth and flexibility may better equip students to meet unpredictable vocational demands.<sup>14</sup>

Bressler's statement could not have been more appropriate had he been referring directly to the education of police personnel. The police officer's responsibility is for the basic objectives of the organization. Over time these objectives have resisted revision. It is assumed that these objectives will be pursued for the total citizenry of the

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<sup>13</sup>International Association of Chiefs of Police, "Met Fund Initiates Training Study," The Police Chief, Vol. 32, No. 6 (August 1963), 22.

<sup>14</sup>Marvin Bressler, "Sociology and Collegiate General Education," The Uses of Sociology, Paul F. Lazarsfeld, et al., eds. (New York: Basic Books, 1967), p. 50.

community; however, the community is a dynamic entity. A community, in most instances, is composed of numerous ethnic groups, economic conditions and influences that foster different sets of responses to community life. Contact with this dynamic community requires tremendous flexibility on the part of the individual police officer. The limitations on the training of these minions of the law, as described earlier, can only lead to chaos and ineffectiveness. In the August 1970 issue of The Police Chief, six police administrators gave their opinions as to the principal problem in police education and training. The consensus of these administrators was that traditional methods of training which relate to hardware and technology must give way to broader formal education that relates to people.<sup>15</sup>

Equally important is the caliber of instruction provided. Throughout the country there is a tendency on the part of policemen to believe that no one can more effectively teach police officers about police work than another policeman with practical experience. Bimstein discusses this bias in police training programs.

The backgrounds of men chosen for this task are quite diverse although they all usually have the technical competence in the area for which they are preparing material. However, only a minute percentage of them have had formal training in educational methodology to prepare them properly for this task and insure that it complies with accepted principles of learning.

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<sup>15</sup>International Association of Chiefs of Police, "The Number One Problem," The Police Chief, Vol. 37, No. 8 (August 1970), 16-17.

The instructors in these programs are men chosen for their experience and background in the subject material rather than for teaching competence. . . .<sup>16</sup>

This is in contradiction to others in the area of instruction such as Sheehan who see the requirements for the police instructor in a different light.

The most significant qualification for a police instructor . . . is his stand on the great issues of the day that relate to the police: poverty, housing, race, integration, and police community relations. Those defenders of the past practices who insist that nothing is wrong with the system should never be given an opportunity to teach policemen. There is much wrong with the present system, and horrendous things have gone on in the past. Someone who fails to understand the implications or refuses to admit, even to himself, that there is plenty of room for progress cannot possibly teach men to better the system and make it more effective and acceptable of progressive social change.<sup>17</sup>

Sheehan sees this narrow thinking by some police trainers as a weakness in the training process. The police officer usually chosen for instructing personnel is a person whose only qualifications are his rank and/or his ability to transmit present departmental policies and practices. The problem of who should teach police officers is further complicated by the multiplicity of instructional organizations which provide police training and education. At present there are four separate instructional organizations providing this service. The first of these is the police academy which is usually an adjunct to the police department.

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<sup>16</sup>

Donald Bimstein, "Improving Departmental Training Programs," Police, Vol. 15, No. 5 (May-June, 1971).

<sup>17</sup>Robert Sheehan, "Police Education and Training," presented at the Tufts Assembly on Massachusetts Government, Tufts University, 1968.



Another academy type operation is performed by university or college extension services, in addition to some state and regional academies. These organizations usually offer courses in police skills or "nuts and bolts" type specialized, in-service technical programs. These colleges also offer an associate two-year degree. Two-year colleges have not resolved the dilemma of whether they should offer terminal programs or prepare the student to move to a four-year institution to complete the baccalaureate degree. Finally there is the four-year college and university. Professional and graduate programs are offered by these organizations. All of the above mentioned institutions are capable of offering some segment of the police training program. It is assumed that none of them is capable of offering the total training necessary for a police officer, nor would it seem likely that they would be interested in providing the total program. For this reason it is necessary that some of the investigation into police training give attention to the question of which organizational structure can most feasibly offer what part of the total police training program.

After a survey of police training in 44 educational institutions offering the baccalaureate degree, Tracy observed: "If a poorly educated criminal justice system depends upon an inadequate educational system to improve it what might be the eventual outcome?"<sup>18</sup> The survey revealed

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<sup>18</sup>Charles A. Tracy, "Survey of Criminal Justice Subject-Matter Baccalaureate Programs," Journal of Criminal Law, Criminology and Police Science, Vol. 61, No. 4 (December 1970), 576-79.

that the police training programs of the institutions included in the survey had different names but their foci were similar. They all had a very strong criminal justice orientation and were lacking in the amount of time devoted to other areas pertinent to the police role. In general the programs offered exhibited the following titles and foci.

Police Science: instructional activities directed towards the development of skills and knowledge associated with the enforcement, investigative, and preventive activities of municipal law enforcement agencies.

Law Enforcement Programs: instructional activities directed towards the development of skills and knowledge associated with the enforcement, investigative and preventive activities of agencies involved in control or correctional activities at all levels of municipal, state and federal government.

Criminology Programs: instructional activities directed towards the development of knowledge related to the overall study of crime and criminal behavior, but not necessarily oriented toward the fulfillment of vocational objectives.

Criminal Justice Programs: instructional activities directed towards the development of knowledge related to the total process of administering criminal justice without specific emphasis being placed upon one particular component of the system.

The particular focus of programs led the author to recommend a more realistic balance between criminal justice, behavioral sciences and communications in police training.<sup>19</sup>

#### PURPOSE OF THE STUDY

Present police training programs do not relate to the demands and needs of the personnel roles within the police organization. This argument is based upon the development of police training programs presently operating in a number of educational organizations. The preceding section of this chapter related to the types of programs being offered. It would seem logical that there should be differences in the types of programs offered by these four types of educational institutions offering police programs. It is further argued that there are several identifiable role levels within the police agency. Finally, based upon the tasks performed at these different role levels, curricular content that will improve role performance can be identified.

If these three facets of the police training program can be developed for the state of Michigan, then the performance of police officers in the state can positively affect the state's citizens. At the same time a model will have been developed which might be used for the entire country,

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<sup>19</sup>Ibid.

thereby improving policing for all communities.

## OVERVIEW

The present chapter has attempted to show the need for improved methods of police training and to present an alternative method for structuring police training programs. Defining role levels and identifying different educational institutions to offer portions of the police training program has been mentioned as a method whereby training might be improved. Chapter two deals with a review of pertinent literature in order to provide a greater understanding of some of the programs and studies involved in the development of police training programs. Chapter two also deals with other areas in which this study design will be involved, including curriculum and questionnaire construction. In Chapter three the research design is described. The research design was developed using information derived from persons who are actually involved in the police operation and the training of police personnel. Such an approach not only gives original information but also allows the reader to compare the thinking of these persons with that which is offered in the review of the literature. Chapter four presents the findings as reported by the samples used in the study. Police personnel and personnel from instructional institutions comprise the sample of respondents. The conclusions drawn from the findings and recommendations



are included in Chapter five. Additional recommendations for future studies in the area of police training are also given in this chapter.

#### DEFINITION OF TERMS

Education: as used in this study refers to any form or level of instruction geared toward providing skills and knowledge of performing a particular task.

Instructional Institution or Organization: any organizational form predicated upon the objective of providing education.

Role Level: Organizational behavior which is similar, if not the same, within a particular organization although the organization members may have different titles.

Patrol: a role level, the presence and observation in a particular area to detect and prevent acts of behavioral deviance in accordance with laws and regulatory measures.

Search and Seizure: the act of legally searching persons and premises to gather evidence of illegal activities, and seizing of the person or evidence for presentation before an authorized body of inquiry or adjudication.

Crime Scene Investigation: observation in a situation where a crime has been committed or is assumed to have been committed with the purpose of identifying, collecting, and

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preserving of evidence for presentation to an authorized body of inquiry into the commission of such crime.

Traffic Control: Patrol specifically directed toward pedestrian and vehicular traffic to insure their safe conduct and to act against violations.

Arrest: the detention of violators, or assumed violators, for the express purpose of bringing them before a legally authorized body for adjudication of their actions.

Testifying in Court: the act of giving oral information before a body authorized to inquire into the cause of a violation of law; the hearing may be civil or criminal but must relate to one's position as a police officer.

Delinquency Control: patrol and other activities directly related to controlling the behavior of persons legally defined as juveniles.

Advising Citizens: the giving of advice to citizens in criminal and non-criminal contacts relative to legal and other recourse available to resolve an issue.

Training Other Personnel: the instruction of police personnel to improve their performance and effectiveness in pursuing the objectives of the police organization.

Supervising Other Police Personnel: the directing of police personnel in activities related to their performance of



official duties.

Report Writing: preparation of reports by police officers to the police agency, as required by the department in given situations.

Assigning Personnel: the deployment of personnel in order to most effectively meet the goals and responsibilities of the police organization.

Supervising Detained Persons: the care and methods to be used in holding persons for violation or assumed violation of law.

Transporting Prisoners: the act of conveying persons accused of law violation to an authorized place for detention and/or processing as proscribed by law or departmental procedure.

Planning Work for Personnel and Units: overall planning for the staffing, deployment, supervision, research, etc. for present and future operations of a police agency or any of its organizational units.

Budgeting Funds of Unit or Department: the efficient planning and distribution of departmental funds to most effectively and economically meet organizational objectives.

Public or Community Relations: training, programming, and implementing of methods to more effectively meet organizational

objectives in conjunction with the public at large or any of its segments.

Coordinating Tasks of Units or Divisions: the bringing together of the tasks and activities of different segments of the police agency, or any of its subdivisions, to produce more effective agency operations.

Regulating Licensed Businesses: patrol of licensed business places to effect compliance with legally proscribed measures and to take action when violations are observed.

#### SUMMARY

The education of police officers has been viewed in this chapter as a partial solution to many of the problems that exist between the police and the public. However, education without a particular emphasis in those areas that relate to the individual police officer's role function would be of little or no immediate benefit to organizational objectives. As has been documented in Chapters one and two, most police in-service programs do not relate to the roles of police officers. It is no small wonder that the police, who are interested in providing protection to the public, find themselves at odds with this same public which looks to the police for protection. The causes of this conflict are many but proper education of the police can go a long way in light of the average policeman's attitudes and

background. Smith and Pollack give some insight into this phenomenon.

If police recruits as a group do not over-represent authoritarian types, it does not follow, however, that fully trained policemen, socialized into the police system, are equally neutral in regard to authoritarian attitudes. Does the process of training and indoctrination take this rather average group of young men and transform them into the popular stereotype of tough, imperious, night stick-wielding brutes? Are policemen, as distinguished from police recruits, more authoritarian than the general population? As Neiderhoffer describes it, they are not, if one makes allowance for class background. They may very well be more authoritarian than the population at large but are not more so than the social class, that is, upper working or lower middle, from which they are drawn.<sup>20</sup>

There is a need to provide police with that type of training which will overcome some of the authoritarianism that is a part of their class background. In this way better relationships with the public may be realized, especially since many police tasks relate to situations involving the public. While education of police has been pursued for quite some time, it is argued here that the training has not related to the needs of the several roles in the police agency in content or instructional level.

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<sup>20</sup>Alexander B. Smith and Harriet Pollack, Crime and Justice in a Mass Society (Waltham, Mass.: Xerox College Publishing, 1972), p. 110.

## CHAPTER II

### REVIEW OF LITERATURE

In order to be of any significant value to this study, the review of the literature must relate to the several areas under consideration. As already stated, the initial problem to be reviewed is one concerning role. A number of studies in different police agencies have been attempted in order to identify the role of the police officer. This chapter will present some of these studies. Once the role of police personnel has been investigated the content of the curriculum and its relevance to the police role will be examined. The next section of this chapter discusses the purposes and goals of instructional institutions in an attempt to identify specific educational organizations for presentation of specific parts of the police curriculum. These three topic areas, role, curriculum and educational institution, serve to survey the thinking on the issues with which this study is concerned. There was, however, an additional area that required exposition. This area related to the use and construction of questionnaires. Information about the final area is included to support the use of such an instrument in the collection of original data used in this study. These data furnish current

information for comparison with that derived from the review of the literature. Based upon this order of procedure, the review of literature chapter covers the following topic areas:

1. The police role
2. The police curriculum
3. Instructional organizations
4. The questionnaire.

#### THE POLICE ROLE

In this topic area an attempt was made to avoid the confusion of role identification for police officers. The achievement of this goal depended upon approaching the concept of role from a singular point of view, that is, how police are received by the community. This involved a number of considerations, as was true when examining the role related to how police affect crime in their community. Further, the position of police as "defenders of the status quo" is of little value in indicating training needs for performance at role levels. In this study, role was viewed as relating to the organizational behavior of individuals assigned to different organizational functions. These different organizational functions, as pointed out earlier, related to the levels of patrol, supervision, and administration. When one knows what is required of these different role levels, it becomes much easier to make decisions related to what a policeman should be trained to do.

In attempting to identify the activities of

policemen, Green and others identified 32 specific activities in a report to the New Jersey Police Training Commission.<sup>21</sup> This report was based upon community attitudes toward the importance of police activities. It is valuable to the present study in that it attempted to establish a role for police officers. It might be noted that the listing includes, as do many such lists, the activities of the patrol level. The 32 items generated from this study were:

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|------------------------------------|--|
| 1. Control Traffic                 | 17. Family Disputes                    |
| 2. Stop and Question               | 18. Guard Visitors Property            |
| 3. Issue Traffic Tickets           | 19. Rescue Lost Persons                |
| 4. Interview Victims and Witnesses | 20. Help People Who Have Lost Keys     |
| 5. First Aid                       | 21. Advise, Warn, or Arrest Youngsters |
| 6. Search Crime Scenes             | 22. Crowd Control                      |
| 7. Inspect Places                  | 23. Assist Motorists                   |
| 8. Arrest                          | 24. Drunks and Alcoholics              |
| 9. Good Relations in Community     | 25. School Crossings                   |
| 10. Testify                        | 26. Make Written Reports               |
| 11. Give Directions                | 27. Pick Up Stray Dogs                 |
| 12. Search and Question Prisoners  | 28. Check Business Licenses            |
| 13. Escort Parades                 | 29. Refer Citizen Complaints           |
| 14. Preserve Evidence              | 30. Public Nuisances                   |
| 15. Mentally Disturbed Persons     | 31. Election Day                       |
| 16. Give Information               | 32. Recover Property                   |

This listing indicates a number of duplications from the point of view of the police operation. However, the majority of items are definitive tasks performed by police officers. As an example, it would be perfectly reasonable to include

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<sup>21</sup>Ralph Green, et al., Law Enforcement Training Project-Survey of Community Expectation of Police Service: A Pilot Study--First Report, New Jersey Police Training Commission (January, 1969), pp. 16-17.

*[The page contains several small, illegible fragments of text, likely bleed-through from the reverse side.]*

items listed above as 3, 13, 22, 23 and 25 under item 1, Control Traffic. This would reduce the number of items from 32 to 26. There was no attempt to reduce the number of items on a listing to their lowest number for any of the listings presented. Due to the listing of tasks on the questionnaires used in the present study it was deemed necessary to bring the reader's attention to the problem of duplication.

A similar listing of police tasks, but fewer in number, was derived in a study by Grammage.<sup>22</sup>

1. Patrols Assigned Beat or Post
2. Advises, Directs and Gives Information to the General Public
3. Enforces State Laws, City and County Ordinances
4. Makes Arrests and Searches
5. Investigates Citizen Complaints
6. Makes Preliminary Investigation of Major Crimes
7. Interrogates and Interviews Victims, Complainants, Witnesses and Suspects
8. Makes Necessary Reports and Records
9. Safeguards Property
10. Collects, Preserves and Safeguards Evidence
11. Testifies in Court
12. Regulates and Controls Traffic
13. Cooperates with Other Police Units and Allied Agencies
14. Operates and Cares for Departmental and Personal Equipment
15. Performs Miscellaneous Duties and Provides Services
16. Maintains a Professional Attitude.

Again, this list relates only to the role level of patrol. The emphasis on tasks of the patrol role level is not peculiar to these two studies. Most of the listings viewed for this study had a focus on the role of patrol.

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<sup>22</sup>Allen Z. Grammage, Police Training in the United States (Springfield, Ill.: Charles C. Thomas Publishing Co., 1963), pp. 157-62.

The studies by the two preceding authors represent information gathered from police and other citizens. Another method used in gathering information about tasks of a given police role is through the study of called-for services. Called-for services are requests for police service. Called-for services are the least reliable source of identifying the tasks of the role levels within the police agency due to the nature of police responsibilities. The act of preventing crime, a primary police responsibility, may not find its way into the reports made and calls responded to by the police. The same can be said of the police task of advising citizens, public relations, and other police activities. Skelly wrote the following after analyzing the job of patrolman.

. . . the foot patrolman rarely makes notations about the legitimate but minor jobs that he performs, i.e., the visits to business premises, the door glass checks, the advice and directions given to citizens in distress, the information given to other members of the department or the members of other agencies, the settling of minor disputes on his post, the official reports that he prepares, etc. unless he is worried about the presence of a shoo fly.<sup>23</sup>

Skelly's thesis also indicated that in a six-month period in a New York City precinct 85% of the patrolman's time was spent on preventive patrol. Only 15% of his time was spent for services of the called-for services types. Thirty per cent of the called-for services were associated with crime,

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<sup>23</sup>John F. Skelly, "Portrait of a Precinct," Unpublished Master's Thesis, John Jay College of Criminal Justice, The City University of New York, January, 1969, p. 115.

while 70% were concerned with non-criminal activities.

From a behavioral standpoint it is well to investigate the psychological requisites that must be present in the police officer when performing his tasks. In a study for the Chicago Police Department Baehr and others listed 19 behavioral characteristics necessary for the police role in order to successfully do the police job.<sup>24</sup> This listing included the following traits:

1. The ability to react instantly after long periods of monotony.
2. The ability to exhibit initiative, to use judgment and imagination in problem solving, in other words, to exhibit "street sense."
3. The ability to know the patrol area, to know the normal routine events as well as the unusual behavior patterns of its residents.
4. The ability to make the right decisions quickly.
5. The ability to demonstrate mature judgment.
6. The ability to judge out of the ordinary situations.
7. Good psychomotor skills, e.g., ability to drive a vehicle, fire a weapon, and handle himself physically.
8. The ability to act "effectively" in extremely divergent interpersonal situations. In other words, the ability to deal with people.
9. The ability to endure physical and verbal abuse.
10. The ability to exhibit a professional and self-confident manner.
11. The ability to restore equilibrium to social groups that is, the ability to restore order from disorder.
12. The ability to skillfully question participants of, as well as witnesses to, a crime or accident.
13. The ability to take charge of situations, particularly emergency situations such as a crime or accident.
14. The ability to tolerate stress in many forms.
15. The ability to remain objective.
16. The ability to maintain a balanced perspective even though being constantly exposed to the worst in human behavior.

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<sup>24</sup>Melany E. Baehr, et al., Psychological Assessment of Patrolman Qualifications in Relation to Field Performance (Washington, D. C.: Superintendent of Documents, November 5, 1968), pp. 7-11.



17. The ability to work under loose supervision.
18. The ability to exhibit courage.
19. The ability to maintain the highest integrity.

The majority of the traits listed by Baehr do not lend themselves to specific subject-matter content. They are mostly traits that should be identified in the selection process as being potentials which the applicant shows he or she can develop. Other skills in this listing are ones that can only be gained on the job. Still there are some that can be the subject of training. Training effectiveness, rather than specific subject matter, may enhance some of these traits but will not in and of themselves produce them. While the consideration of psychological traits is necessary in the training of police personnel, it should not be assumed that they are solely dependent upon the training process. The initial selection and on-the-job evaluation also are important to the process of developing better police officers, but the present study was designed to improve the formal training process. Therefore, the problems of selection and on-the-job evaluation are the responsibility of another type of study. The psychological process, as it relates to attitudes, can be a function of the training process. This is true not only in relation to the training methodology but also in relation to the training environment. The atmosphere and interactions that exist in the training academy are quite different from those that exist on a college campus. Diverse opinions and interests will be optimal in the college setting, in



contrast to the more narrow views of the police academy.

A final look at the problem of role definition was made from the observations of Getzel and Guba. Their observations indicate that the problem of role identification is also a problem of specifying the level of generality at which the observer chooses to operate.<sup>25</sup> Role is either perceived as situational or status centered. In the present study role is perceived as being situation centered. In order to designate a curriculum for police training, the situation in which the police officer is functioning must be identified. Once the situation and the tasks related to it are identified, training skills can be provided to improve role performance. It is for this purpose that the different levels of performance within the police organization were included in the research design for this study. Reactions to the numerous police functions are different for the several role levels of the police. The responsibility of patrol during a demonstration is different from that of either supervision or administration at the scene. Each must be prepared to function in his role as the situation dictates. All levels will have a function and in most instances these roles will require different behavior. A status centered approach, while operative in the situation, is not subject to training for improved performance. Rank

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<sup>25</sup>J. W. Getzel and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29, No. 30 (1955), 30-40.



or other organizational ordering of personnel, rather than ability, are the determinants of who does what in a status oriented structure. A rigid status structure can be detrimental to performance in an emergency situation where immediate action is required at the lowest level.

#### THE POLICE CURRICULUM

In 1965 the General Assembly of the state of Illinois passed the "Illinois Training Act." The bill was a recognition of responsibility in the training of local law enforcement officers. The bill provides for a 16-man board to develop and administer a law enforcement program. It also provides for the certification and selection of schools within the state to provide training. Since its inception the board has been composed of law enforcement officers and local government officials. A fund has been established which provides for the reimbursement of 50% of training costs for officers of participating units, up to a maximum of \$500.<sup>26</sup> Originally, the training act only provided for the training of police recruits. This was amended in 1967 to include advanced, in-service, and specialized training. Between July 1, 1966 and December 31, 1970, 472 officers were trained under the act. The topics covered in the

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<sup>26</sup>Don R. Dering, 1970 Annual Report (Springfield, Ill.: The Illinois Local Government Law Enforcement Officers Training Board, 1971).

recruit course are grouped under five general headings with the following training time.

I. Administration	20 hours
II. Police Practices and Procedures	123 hours
III. Legal Subjects	58 hours
IV. Human Behavior	22 hours
V. Program Administration	17 hours

The total hours of training in this program amount to 240.

It is assumed by the board that such training requires 400 hours, with time devoted to training in the classroom and on the job. There is also an allowance in the training act for advanced and specialized training for police officers. The following topics are included in the advanced training program.

I. Advanced Training Basic (Intermediate)	160 hours
II. In-Service Refresher	30 hours
III. Supervision	80 hours
IV. Management-Command Level	80 hours
V. Executive Development	80 hours

Within these categories one can see the training needs for role levels other than patrol. Training for the members of the role levels of supervision and administration are included under the advanced training act. The Illinois Training Act recognizes four levels of personnel in its training program: recruits, patrol, supervision and administration.<sup>27</sup> The present study dealt with only three levels of personnel roles: patrol, supervision and administration because of the similarity of the training and performance expected of the recruit and patrol levels.

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<sup>27</sup> Ibid., pp. 9-11.

Both the recruit and the patrol levels ultimately perform the same functions. The recommended specialized training relates to staff and in-depth patrol functions, in contrast to being something for all personnel. These specialized training programs offer training for instructors in juvenile work, evidence collection, etc. All of these specialties are related to particular technical functions of a very few of the total police personnel population. It would, therefore, be inappropriate to include them specifically for any one role level. The previous statement is generally true, although some degree of skill in these areas is necessary and is provided in the training of the recruit and patrol levels. For the specialized programs 40 to 160 hours is the recommended time allotment for these courses. Such a lengthy program would be prohibitive in cost, not to mention time, for all personnel or for any one role level. At present most departments thoroughly train a few men in these specialized areas.

The Fifty-first Legislative Assembly of the State of Oregon also created an act to support the training of Police officers in that state. This act was passed in August of 1961<sup>28</sup> and, as with the Illinois Act, a board was created and standards and compensation were set. This board, the Advisory Board on Police Standards and Training, has no

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<sup>28</sup>Advisory Board on Police Standards and Training, Annual Report 1963 (Salem, Oregon: State of Oregon, 1963).



mandatory powers and only recommends procedures for police selection and training. In 1963 there were 15 Regional Police Officers Training Schools throughout the state, offering six classes which totaled 18 hours. The training school's curriculum lists 34 courses that may be offered by the schools. All of the courses are in basic police operations and relate to only the patrol and supervision role levels. The greatest number of hours devoted to any one area is firearms training for 16 hours. Another typical course in the curriculum is first-aid for ten hours.

It can be readily observed that the emphasis of the Oregon program is directed toward the patrol effort. There is little emphasis on the type of curricula which would be of value to either supervision or administration in performing at their role levels. This approach is understandable when one considers the limited population of the state and that the board has been operating only a short time. In comparison with the lack of such interest evident in other states, Oregon is progressive for that point in time. In the 1965-66 academic year, Portland State College and Southern Oregon College were authorized to implement a certificate program for the following year. The proposed programs were ultimately located in the social sciences college and had the following characteristics:

1. Provision of a broad general education with emphasis upon the behavioral sciences, particularly psychology, sociology, and political science.
2. Professional law enforcement courses limited to 21

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credits spread over the full four years of college study.

3. Exclusion of technical police instruction on the theory that such specialized study could best be offered by either in-service professional programs or vocationally-oriented programs within the Oregon State Community College System.<sup>29</sup>

In this program we see a trend toward the differentiation of the role of instructional institutions in providing training for police officers. More specifically, the program is designed to take the police training effort away from the strictly technical approach to the four-year level. At this level, education for police takes on an emphasis that is more suitable to providing skills for relating to people.

It is in keeping with other police training programs that the above state boards recommended courses that are primarily concerned with the recruit and patrol levels. Most training programs take their courses from what has been offered by police academies. This similarity between state recommended programs and police academy programs can be observed in the training provided by the New York City and Detroit police departments.

A police training and performance study conducted in 1970 recommended the following curriculum for New York City police recruits. The training cycle is divided into

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<sup>29</sup>Charles A. Tracy, "Law Enforcement Baccalaureate Education in Southern Oregon," Police, Vol. 15, No. 6 (July-August, 1971), 39-43.

five phases.

Phase I--Four weeks, 150 hours, during which time the recruit wears plain clothes and is prepared to achieve professionalization in Phase II. The recruit is tested in speech, reading and written English to measure present skills and remedial needs. This process takes five hours and is designated course "A," course "B" concentrates on individual and Interpersonal Human Skills. This course covers 59 hours. Course "C" is a 20 hour law unit called Introduction to Criminal Justice. Course "D" is 20 hours of selected aspects of the New York Penal Law. The New York City police department functions and structure is course "E" and consumes ten hours. Thirty-six hours are committed to physical conditioning, under course "F."

Phase II--is made up of seven courses offering 300 hours in the areas of police science, behavioral and social sciences as applied to law enforcement, criminalistics, physical training and police techniques, firearms training and basic patrol experience.

Phase III--is 80 hours of field experience as a probationary patrolman under the supervision of group leaders and escort officers.

Phase IV--deals with training evaluation and decision making for 120 hours. The six courses in this unit are, the moral imperative and ethics, human behavior and civil rights, individualized interaction with field situations through dramatization, discussion seminar and self critique of training and field experience, review of combat firing, and review of unarmed defense techniques.

Phase V--is an orientation program of 40 hours to the permanent command situation. In this phase the recruit are again assigned to the group leaders and escort officers in the field.<sup>30</sup>

Additional training is provided through in-service training for the new patrolmen and other personnel. These in-service programs are geared for middle management and executives, as

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<sup>30</sup> George P. McManus, et al., Police Training and Performance Study (Washington, D. C.: U. S. Government Printing Office, September, 1970).

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well as for the patrolmen and recruits. Middle management training consists of 69 hours of management theory and practice, communications in management, administrative analysis, decision making, politics and the police, getting work done, police and the community, and general. This middle management course is offered to pre-promotion lieutenants. There is also a management course of 68 seminar hours for administrative lieutenants. The New York Police Department is in the process of developing a management development course as an addition to its in-service efforts.

A recommendation that came out of the New York study was that an educational requirement of preparation at the college level be mandatory for promotion to a higher rank. All ranks above patrolman would require that candidates have two years or 64 credits of college training by 1976, and four years or a baccalaureate degree by 1979.<sup>31</sup>

The recommendations and curriculum for police which emerged from the McManus study indicate a number of forward steps in improving police training. A major department such as New York can afford to hire competent staff to handle a number of curriculum areas. However, such an ambitious program would be virtually impossible for the average police department. To date, few of the average departments have been able to provide even the most rudimentary training of personnel. They have had to depend upon other large

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<sup>31</sup>Ibid.

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departments, continuing education programs and two-year college programs. Even the City of New York would have to go outside of the department to meet college criteria for promotion, if the recommendation from the study were to be implemented. This study only adds additional support to the present studies that attempt to establish portions of the police training curriculum in different educational institutions.

The Detroit Police Academy offers a recruit training curriculum that involves 800 hours of training. In this program there are 11 separate categories.

1. Administration Section--Includes areas such as orientation, uniform fitting and general familiarization with the program and the department.
2. Legal Section--Laws, ordinances, legal requirements, report writing, rules and regulations, firearms and crowd control, the courts, and first-aid are included under this category.
3. Investigation Section--A general exposure to the area of criminal investigation.
4. General Police Section--Police history, philosophy, civil disorders, notetaking, firearms training, patrol techniques, communications, and physical fitness.
5. Traffic Section--Accident investigation, enforcement, traffic laws, and departmental procedure.
6. Human Relations--Police behavior, ethics, public contact, state and regional social services, state and local government, sociology and race relations.
7. External Relations Section--Federal jurisdiction and Michigan corrections system.
8. Spelling--five and one-half hours of remedial work.
9. Public Speaking--fourteen and one-half hours.

10. Precinct Patrol--20 hours.

11. Specialized Unit Assignments--160 hours.<sup>32</sup>

As in most police agencies, this is the general knowledge that is thought to be most beneficial for new police officers. However, since the police officer spends the majority of his time dealing with people and their problems, a greater emphasis than that which is indicated here would seem to be more advantageous to the police officer. The recruit is the future patrolman and the patrol level is more intimately involved with people than any other role level. Training in relating to people, therefore, is of the utmost importance to the patrolman. In most instances it would be necessary to go outside the police department to acquire adequate training in areas related to police and the public. Until recently police agencies have been unwilling to do this. In the past few years, the press for professional status has seen a breaking down of the provincial view of police training. This new attitude has been the impetus for the increasing number of police programs in the traditional educational institutions. In meeting this need for the training of police officers at institutions other than the police academy, typical programs of a two-year and four-year institution are presented below. These programs can be used to compare their offerings with those

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<sup>32</sup>Detroit Police Department, Recruit Curriculum, Unpublished and undated schedule of the Detroit, Michigan Police Department.

of the police academies.

The Lansing, Michigan Community College offers a law enforcement program that leads to an associate degree upon completion of 101 credit hours. The content of the law enforcement curriculum is listed below.<sup>33</sup>

#### FRESHMAN YEAR

##### Fall Term

LE 101	Introduction to Law Enforcement and Criminal Justice	5 credits
Eng 121	Freshman English	4
PE 110		
or 111	Physical Education	2
SS 101	Social Science I	4
Total		<u>15</u> credits

##### Winter Term

LE 102	Police Organization and Administration	5 credits
Eng 122	Freshman English	4
	Typewriting	3
SS 102	Social Science II	4
Total		<u>16</u> credits

##### Spring Term

LE 103	Theory of Patrol	5 credits
Eng 123	Freshman English	4
PE	Physical Education	1
SS 103	Social Science III	4
Total		<u>14</u> credits

#### SOPHOMORE YEAR

##### Fall Term

LE 201	Introduction to Criminal Investigation	5 credits
Bus 210	Principles of Accounting I (or approved elective)	4

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<sup>33</sup>Lansing Community College, Prospective Student Information, 1970-72, Catalog No. 11 (September 1970), Lansing, Michigan.

Sph 104	Fundamental of Speech	3 credits
SS 220	Juvenile Delinquency	<u>3</u>
Total		15 credits

Winter Term

LE 202	Criminal Law and Procedure	5 credits
Bus 211	Principles of Accounting II (or approved elective)	4
Psy 201	Introduction to Psychology	4
NS 102	Chemistry-Physics	<u>4</u>
Total		17 credits

Spring Term

LE 203	Crime Prevention	5 credits
LE 204	Highway Traffic Administration	5
Bus 212	Principles of Accounting III (or approved elective)	4
PE	Physical Education	<u>1</u>
Total		15 credits

The approved electives are to be used in place of the accounting courses and must have the approval of the Law Enforcement Coordinator of the college. The recommended electives are drawn from the following courses.

LE 205	Legal and Criminal Behavior	3 credits
LE 206	Police Interviewing and Interrogation	3
LE 246	Law Enforcement Internship	3

Students who are intending to transfer to the four-year program at Michigan State University are advised to select their electives from the following courses.

NS 101	Botany-Zoology	Hum 202	Western Civilization
NS 103	Astronomy-Geology	Hum 203	Western Civilization
Hum 201	Western Civilization		

Lansing Community College also offers a 38-credit certificate program for in-service police officers.<sup>34</sup> The following is a listing of the curriculum for this program.

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<sup>34</sup>Ibid.

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LE	101	Introduction to Law Enforcement	5 credits
LE	102	Police Organization and Administration	5
LE	103	Theory of Patrol	5
LE	201	Introduction to Criminal Investigation	5
LE	202	Criminal Law and Procedure	5
LE	203	Crime Prevention	5
SS	220	Juvenile Delinquency	3
LE	204	Traffic Law and Accident Investigation	5
Total			<u>38</u> credits

The same electives and approvals necessary in the associate degree program are a part of the certificate program offered at Lansing Community College.

The certificate program is similar to the training programs offered in police academies. This type of program is feasible since there is a large number of small police agencies in the state. These smaller agencies would not have the opportunity to provide training for their officers at all were it not for the state's community college programs. To a limited degree the Michigan State Police and some of the larger departments in the state provide training for smaller departments. There is a very definite need, however, for the training offered by the community colleges. The greatest drawback to programs such as the Lansing Community College certificate program is the absence of curricular content that provides skills in working with people. It is narrowly constructed in a similar manner to the academy programs so that it provides training only in the technical skill areas of the police operation. The Lansing program and other similar programs do meet the minimum requirements of the Michigan Law Enforcement Officers Training Council (MLEOTC). This is the body that is legislatively approved

to set standards for the training of Michigan law enforcement officers. On the basis of the studies previously cited, such a drawback in the Michigan training program is a deterrent to improved police training, especially when it is not overcome in the minimum standards of MLEOTC.

The School of Criminal Justice at Michigan State University offers professional education to students interested in the area of criminal justice. This four-year program more adequately relates to the problem of the police officer and his public contacts than does the two-year program.<sup>35</sup> The program is designed to offer a broad general education while also presenting a strong emphasis in law enforcement, security administration, and correctional administration. Programs in criminalistics, delinquency prevention and highway traffic administration are also available to students of the school (see Appendix A). In addition to the undergraduate program, the school also offers a master's and doctoral program in criminal justice.

Each undergraduate student is required to complete a university core of 45 credits, a social science cognate of 40 credits, a criminal justice core of 32 credits, and a criminal justice area of interest of 28 credits. There are also 35 credits of electives to be used in any college of the University other than the School of Criminal Justice,

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<sup>35</sup>Michigan State University, University Catalog 1970, Vol. 64, No. 6 (December 1969), pp. 232-33.

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which is in the College of Social Science. Each interest area of the school has a recommended course schedule for its students. These schedules present course choices in the area of interest, the social science cognate and the electives (see Appendix B).

The program at the university level seems to be the only police training program that offers significant training for police in order to prepare them for their area of maximum operation, that is, contact with the public. It would seem that training in this needed area would be more readily accessible in all of the educational institutions providing training for police officers. Since such training for the police is only offered at the university level, and it has such a tremendous impact upon the police organizational goals, another look should be taken at the training of all levels of police roles. An alternative to a college education for recruits could be an academy or community college certificate program with greater emphasis on a broad general education. There must also be the opportunity for greater contact with the broader social milieu in the training program. The narrowness of the police academy social interaction could minimize the effectiveness of such training.

## INSTRUCTIONAL INSTITUTIONS

The curriculum of the four types of instructional organizations are indicative of how each institution views the purpose of police training. The police academy provides training for recruits and in-service police officers, and is geared toward specialized police subjects. These specialized police subjects provide the basic necessary knowledge of the police enforcement obligation. These subjects are by present academy standards assumed to be sufficient for the working police officer.<sup>36</sup> It is not until one reaches the community college or junior college level that any significant departure from this purpose is seen. The Annual Bulletin of the Gogebic Community College lists the following purposes for that institution.

1. The first function involves programs for students who wish to transfer to other collegiate institutions. This function comprises the traditional pre-professional and/or baccalaureate programs.
2. The second function involves programs and courses for terminal students who are planning to go immediately into employment upon completion of their work at college. These are structured programs which generally lead to a diploma or certificate of completion.
3. The third function involves concern for those students who wish to pursue any courses beneficial to them on a non-structured basis. This is a general education function for students who take regular transfer courses, terminal courses, and/or special courses designed to satisfy the needs of both the individual and the community.

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<sup>36</sup>Derning, op. cit., p. 11.

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4. The fourth function is involved in a program of counseling and guidance services for the assistance of students in planning educational programs. This includes adequate academic, vocational, and personal guidance, and the administration and interpretation of such evaluative instruments as are deemed necessary to carry out this function.
5. The fifth function is that of cooperating with schools, civic groups, educational institutions and organizations, both inside and outside of the community, to bring educational advantages to the citizens of this community college district.<sup>37</sup>

In these purposes one can see that the two-year college is interested in providing a number of the curricular content items mentioned as necessary for improved police training. There is a willingness and purpose to train in the vocational areas. It can be assumed that adequate manpower and facilities have been committed to this purpose. Such willingness and commitment on the part of the community college, plus the diversity of the student body, would enhance the training now provided by the academy. It would also help in the problem faced by many police agencies of sufficient money and manpower to provide adequate training. It was mentioned previously that some two-year institutions serve the function of offering academy level training for some small departments. Such an overlapping of functions seems unnecessary when one looks at the purposes of the Police agency and the two-year institution.

The purposes listed for the Gogebic Community

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<sup>37</sup> Gogebic Community College, Annual Bulletin 1969-70, Catalog No. 38, Ironwood, Michigan.

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College are not just unique to that institution. This can be seen in the purposes listed by another Michigan two-year institution, the Mid-Michigan Community College.

1. Prepare students to transfer to a four-year college.
2. Prepare students who desire two years of higher education in technical, vocational or semi-professional programs.
3. Enable students who have not graduated from high school to prepare for employment.
4. Guide and counsel students regarding decisions related to education.
5. Provide community service by meeting educational, recreational, and cultural needs of the community.<sup>38</sup>

The purposes and the law enforcement programs presently offered by these institutions support the contention of Grammage, that is, they should offer:

1. Transfer programs dedicated to the preparation of students for transfer to four-year colleges and universities, and
2. Terminal programs, dedicated to equal or supplement local police academy training and offer a general education background.<sup>39</sup>

The purposes of the two-year institutions are not a very great departure from the higher education purposes of American institutions as noted by Ashby.

The most striking contrast between American and British undergraduate education is in the curriculum. In practically every degree-granting institution in the United States the student is exposed in his freshman and sophomore years to courses in the humanities, natural sciences,

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<sup>38</sup>Mid-Michigan Community College, Catalog 1970-71, Harrison, Michigan.

<sup>39</sup>Grammage, op. cit., p. 190.

and social sciences. This is not a survival from an earlier tradition of higher education; it is a deliberate departure from the European tradition, a conscious attempt to replace the narrow elitist repertoire of high culture (classics and mathematics) with a synopiconspectus of modern knowledge.<sup>40</sup>

This departure noted by Ashby is indeed suitable to the needs of the police in their development of skills in working with people. It is no less an effort on the part of the community college movement to aid in the process of casting off the elitist trappings that hamper some American institutions of higher education. More knowledge that relates to the orderly progress of society can be enhanced by the expertise and experience of higher educational institutions.

The four-year college or university places a great emphasis upon the development of the individual. The goals and purposes of Olivet College explicate this point.

At Olivet College, students are known as individuals by faculty and administrators. It is a place where people like to say "hello," where students are encouraged to express their own opinions, and where subject matter is important chiefly as a means for discovering what it is to be a human being.

In his confrontation with great works of the mind and imagination, the student will find models for an understanding of himself and his world. He learns to express this understanding with coherence and precision. Through an open minded consideration of a variety of alternatives, he seeks and will eventually find the values to which he can commit himself. In his search he is assisted by a skilled and concerned faculty who try within the liberal arts to provide an atmosphere of freedom and friendliness.

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<sup>40</sup>Eric Ashby, Any Person, Any Study (New York: McGraw-Hill Book Company, 1971), p. 34.

The liberal arts are certain studies which aim to develop in the mind qualities of subtlety, precision, sensitivity, breadth and compassion. At Olivet they are taken to be the humanities (such as languages and literatures, philosophy and religions), the fine arts, the sciences, and the social studies. These are the liberating studies which seek to free the mind from dogmatism and prejudice and narrow-mindedness.

The Christian heritage of Olivet College surrounds the student with the pervasive question "What values do you live by?" In current language, the Sermon on the Mount adjures one to develop a strong religious commitment and a deep compassion for his fellow man. To these Olivet College adds emphasis on the utmost development and excellence. The motto of the college expresses its own institutional commitment: "Pro Christo et humanitate."<sup>41</sup>

The previous statement of goals and purposes of Olivet College are presented to show that the religiously oriented college often places a great emphasis upon the development of the individual as it relates to his interaction with other men. The following purposes are those of a secular four-year institution, Ferris State College.

1. Meet the needs of the people of Michigan for an institution providing vocationally and occupationally centered education, yet alert to the total personal development of each individual, "pre serving the spirit," as stated in the Indenture of Conveyance of the state of Michigan (1949) "of the school to meet needs as they arise."
2. Provide an educational context in which students who have a less advantaged background of achievement may attempt to reach higher educational levels, as charged by Public Act 114 of the Public Acts of 1949, which, in establishing Ferris as a state institution, directed that "the philosophy and educational services of the founder be followed under principles and curricula established throughout the past years."

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<sup>41</sup>Olivet College, Catalog 1971-72, Olivet, Michigan.

3. Furnish the opportunity for students to remedy deficiencies, enroll in refresher courses, or repeat completed subjects of low standard attainment, in order to prepare themselves for additional and advanced education. In this Ferris fulfills its traditional role as an "opportunity school" within the state's educational system.
4. Create an economy and flexibility of operation not possible in educational institutions of less diversified offerings, but at the same time, within this variety of offerings and educational levels, to maintain Ferris' integrity as a unified institution and a quality college.
5. Permit students, when it is desirable, to move into accelerated programs through individually planned counseling, providing as stated in the Indenture of Conveyance, "an opportunity for the student to start where he left off and learn as his capabilities permit."<sup>42</sup>

Ferris' purpose emphasizes the individual development of the students. It also accepts the commitment to professional and vocational education. All of these factors are in keeping with the improvement in police training recommended in this study.

There is but one educational organization of the Original four cited that has not been considered, that is, the continuing education organization. Usually a part of the two-year or four-year college program, continuing education would have the same basic purpose.

The institutional purposes have been viewed with the intent of identifying the institutions which can most adequately provide some portion of the police training

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<sup>42</sup>Ferris State College, School Bulletin 1971-72, Vol. 47, No. 8, Big Rapids, Michigan.

program. The results of this review can be stated as follows.

1. The police academy--if it should continue it should provide basic or fundamental technical knowledge necessary to perform the police function at the patrol level.
2. The two-year institution--to provide knowledge similar to that of the police academy, or in place of it, and also to prepare students to transfer to the four-year institution for additional training. It would seem from the foregoing review that the two-year institution should expand its efforts to include some training in the area of human interactions. These training efforts would be directed at both the patrol and the supervisory levels.
3. The four-year institution--these organizations should concentrate on the development of the top line administrative group and programs of individual development of all personnel.
4. Continuing education--in keeping with its institutional purpose is seemingly ideal for in-service training and more advanced training for specialists.

#### THE QUESTIONNAIRE

Two questionnaires were used to elicit information related to police tasks at specific role levels and appropriate curricular content for training at role levels. One questionnaire was submitted to in-service police personnel at the three role levels previously mentioned, and the other one to police training officers and instructional personnel of educational institutions in Michigan that offer police training programs. The information from police personnel other than the training officers was used in the establishment of role levels and performance tasks for

training at each of the role levels. The instructional group was used to identify specific subject-matter content for training in the performance tasks.

Marks and Mauldin compared 50 subjects on the basis of the questionnaire and the interview techniques. In the questionnaire technique, a schedule was left with the subjects, to be filled out at a later date, in contrast to the interview which was conducted immediately. The subjects were randomly selected for either of the two techniques used. As a check on the two techniques used, a second interview was conducted and a more intensive inquiry was made into selected topic areas. Discrepancies between the initial inquiry, interview or questionnaire were cause for explanation by the subject.<sup>43</sup> The check indicated a possible greater reliability in the questionnaire in the tendency to round off responses. The interview seemed less subject to error in items which required complexity of definition.

The questionnaire used to gather information relative to tasks and subject-matter content for training gives definitions of the items used. While they may seem complex in nature, they are necessary for eliciting similar responses from the subjects. However, as will be seen by the following investigation of Kahn, the factor of complexity

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<sup>43</sup>E. S. Marks and W. P. Mauldin, "Response Errors in Census Research," Journal of American Statistical Association, Vol. 45, No. 251 (1950), 424-38.

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of definitions is overcome to some degree.<sup>44</sup> In an investigation of a work group's attitudes toward the job and working conditions, the foreman, and company policies, Kahn hypothesized that fewer stereotypes of management would be given under the anonymity of the questionnaire than would be given through the personal interview. His hypothesis was supported. The only identifiable respondents' answers in the present study are the training officers and the higher education personnel. The police personnel participating in this study can only be identified by their rank and membership in a specific department.

In a discussion of outline procedures in questionnaire construction, Arthur Kornhauser lists six steps to be considered.<sup>45</sup> The first of these steps is to decide what information is to be used. This step deals with the purpose of the study and the information to be generated from the questionnaire. In the present study the information gathered was to involve the establishment of tasks at different role levels of police personnel.

The type of questionnaire to be used was the next concern. Administration of the instrument, the subject

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<sup>44</sup>R. L. Kahn, "A Comparison of Two Methods of Collecting Data for Social Research: The Fixed-alternative Questionnaire and the Open-ended Interview," Unpublished Doctoral Dissertation, University of Michigan, 1952.

<sup>45</sup>Arthur Kornhauser, "Outline of Procedure in Questionnaire Construction," Research Methods in Social Relations, Vol. II, Marie Jahoda, et al., eds (New York: Dryden Press, Inc., 1951), pp. 423-62.

matter involved, the sample being used, and the kind of analysis and interpretation to be used were all considered. Both questionnaires in this study relate to information with which the respondents deal on a consistent basis. In most instances the questionnaire called for a word, a phrase, or a number. Specific instructions were given for ranking the items of the questionnaire. Direct analysis and interpretation of answers are reported as percentages. A definite percentage cutoff point was assigned for similar responses before categories could be established. The percentage cutoff point was set at 60% concurrence on tasks, curricular content and instructional institution, due to the wide difference of opinions as to role and curriculum. Provincialism was a deterrent to a greater consensus of opinion in regard to educational institutions. Therefore this bare majority of 60% serves as an indicator for direction in establishing categories.

A third consideration related to the construction of a first draft of the questionnaire. Here, a decision as to the sequence of topics to be used was made in a psychological sense rather than a logical sense. It was necessary to re-examine and revise the content of the instrument in light of problems that arose in these areas. The "task" and "instruction" questionnaires used in this study were sequentially similar in regard to item listings. However, one item that appears in the task questionnaire was deleted from the instruction questionnaire. This item is number 14

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on the questionnaire relating to the transporting of prisoners. The transporting of prisoners would not lend itself to a full-blown training course, although it would be valid as a portion of a course under detention procedures. The wording, though relating to the same definition between the two questionnaires, was revised for greater clarity on the part of police personnel.

The fifth step was a pre-test of the instrument. It was recommended that the pre-test be conducted through interviews with persons who understand the purpose of the instrument. Police personnel attending classes at Michigan State University and instructors at that institution were used for this pre-test. The sixth and final step was the editing, the developing of definite procedures for use of the questionnaire, and the appearance of the instrument. These six steps--deciding upon the type of information to be used; type of questionnaire to be used; first draft; re-examination and revision; pre-testing; and editing and specifying procedures for use--were used in order to develop a questionnaire instrument which would be useful in collecting the information desired.

The task questionnaire falls into the check-list ranking category of questionnaires. The "Police Task" questionnaire would be classified as a checklist. In reference to the checklist questionnaire and the problems involved with it, A. N. Oppenheim makes the following observation.

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Checklists are inevitably crude devices, but careful pilot work and assembly can make them less so. . . . Pilot work is also needed to ensure that we use terms that are likely those the respondents use themselves and that have roughly the same meanings to most of them--and us.<sup>46</sup>

Oppenheim indicates that in ranking large numbers of objects class ranks are sometimes used. This system is similar to rating but it has no interval scale between classes or ranks.<sup>47</sup> The Police Task questionnaire directed the respondent to identify tasks required in his role and to rank them numerically on the basis of his frequency of performing the task.

This review has been presented in an attempt to provide the reader with some insight into the areas of importance to this study. In an effort to realize this goal, the review of literature has covered the areas to be investigated and the instrument used to collect data. The following chapter gives more specific information on the research procedure and the administration of the questionnaire instrument.

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<sup>46</sup>A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, Inc., 1966), p. 82.

<sup>47</sup>Ibid., pp. 93-94.

### CHAPTER III

#### RESEARCH DESIGN

Information gathered for this study related to the police role at three levels of performance. The three levels of performance with which the study was concerned are: patrol, supervision and administration. The study was concerned not only with the separation of the police role into these levels, but also with showing that each of the three role levels require different training. The establishment of these three role levels was achieved through information supplied by sworn police personnel. All of the sworn personnel were drawn from a population of Michigan police officers. Additional information related to training curriculum was supplied by persons presently involved in the training of Michigan police officers. These latter persons were drawn from police academies and other instructional institutions within the state which offer training programs for police officers.

A number of tasks performed by the police were identified in Chapter two. From this listing of tasks, 19 were selected as representative of tasks performed by all role levels of police personnel. It was not the intent to detail each specific function performed by the police,



but only to generally categorize tasks in which all police functions can be placed. The police personnel responded to a questionnaire containing these tasks and indicated which were representative of their role and the frequency with which they perform them. They identified those tasks that apply to their performance in the role level of patrol, supervision, and administration. Once they identified the tasks required of their role level and the frequency with which they perform the tasks, the investigation could be made.

The persons presently involved in the training of police officers in Michigan police academies and educational institutions responded to another questionnaire. This second questionnaire contained items similar to the first one, but asking for different information. The information requested in the second questionnaire related to the curricular items for training in the tasks of police personnel. The second questionnaire contained one item not included in the first because the items "transporting prisoners" and "supervising detained persons" were combined into one category of "detention procedures." This combination was treated as one item in the analyzing of tasks. The total number of task items then became 18 instead of 19. The item is separated on the police questionnaire to insure its proper consideration. The second questionnaire also asked for information regarding the instructional institution most capable of supplying police training in the recommended

subject matter.

The information collected through the two questionnaires and the literature was used as a basis for recommending a curriculum for the training of police personnel at the three role levels, and also indicating a training organization that is most capable of providing the training. This investigation was undertaken with the belief that such an approach to training will aid in the improvement of police service and police performance.

#### SELECTION OF SAMPLE

In the determination of the police role a sample was drawn from the population of sworn police officers within the state of Michigan from departments meeting the following criteria.

1. Serve a city with a population of at least 25,000,
2. A sworn manpower strength of not less than 50,
3. At least three sworn personnel at each of the three role levels.

The three levels of performance are herein referred to as role levels. For the purposes of this study they are composed of the following police ranks or equivalents.

1. Patrol--all patrolmen and corporals
2. Supervision--all sergeants and lieutenants
3. Administration--captains and above.

The revised publication of the Michigan Municipal League Information Bulletin listed 138 Michigan police



departments serving populations of over 4,000.<sup>48</sup> Only 18 of the departments from this list meet the criteria of selection for the sample to be used (see Appendix C).

These 18 departments were contacted and requested to have their personnel supply information for the "Police Task" questionnaire.

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| 1. Ann Arbor     | 10. Kalamazoo        |
| 2. Battle Creek  | 11. Lansing          |
| 3. Bay City      | 12. Livonia          |
| 4. Dearborn      | 13. Oak Park         |
| 5. Detroit       | 14. Pontiac          |
| 6. Flint         | 15. Royal Oak        |
| 7. Grand Rapids  | 16. St. Clair Shores |
| 8. Highland Park | 17. Saginaw          |
| 9. Jackson       | 18. Southfield       |

These 18 departments met the criteria for selection and the three role levels conform more generally to the operations of big city police agencies. In smaller departments the duties at the three role levels overlap to a greater degree due to smaller manpower strengths. The department chief in smaller cities may perform functions customarily performed only by the patrol level in larger departments. The information from this sample was used to establish the roles for the three levels of performance. Through the use of the above criteria, their responses conform more generally to the functions of similar roles of the majority of police officers. This should be true since it was indicated in Chapter one that the majority of police

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<sup>48</sup>Michigan Municipal League, Salary, Wages, and Fringe Benefits in Michigan Municipalities Over 4,000 (Ann Arbor, Michigan, 1970).

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officers are employed by 55 agencies in cities of 250,000 population or more.<sup>49</sup> The information was generated through the use of the "Police Task" questionnaire (see Appendix D).

Another group responded to a different questionnaire, "Task Instruction." This group was comprised of all of the training officers from the 18 departments mentioned above, and all Law Enforcement Coordinators in two-year and four-year educational institutions offering police training programs. Information from these respondents served the function of recommending curriculum and educational institutions for the training of police personnel at the three role levels. Appendix E contains a copy of the "Task Instruction" questionnaire.

#### THE POLICE TASK QUESTIONNAIRE

The police task questionnaire was developed to allow in-service police personnel to identify those tasks that are required in the performance of the three role levels. The respondents were selected by the persons in charge of training for the 18 departments. Instructions were provided for these training officers to select respondents who had a line function. These instructions were assumed to be necessary in order that the specialized functions of staff personnel would be avoided. Staff functions

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<sup>49</sup>The President's Commission, op. cit.

are traditionally viewed as an aid to the executive, presumably without disturbing the formal command relationships in an hierarchy.<sup>50</sup> Staff functions are usually indirect functions aimed toward the organizational objectives in contrast to line functions which are direct. These staff functions would require different training focus than would be required for line functions. To include these functions would detract from the general inferrability of the study. Information as to the function and training necessary for staff functions is more valid for an additional study.

Each of the 18 training officers was contacted before the questionnaires were sent out. This was done to gain their consent to administer the instrument to personnel of their departments. It was assumed that such a procedure could be instrumental in reducing the number of questionnaires not returned. Additional benefits which were assumed to be possible from having the training officer administer the questionnaires were as follows:

1. Eliminates biases of the researcher in the selection of the respondents.
2. Biases of the training officers, if present, are spread over 18 individuals and should be nullified.
3. The selection of respondents by the training officer lends the aura of departmental sanction to the questionnaire.
4. The absence of the researcher in the administration

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<sup>50</sup> John M. Pfiffner and Frank P. Sherwood, Administrative Organization (Englewood Cliffs, N. J.: Prentice-Hall, 1960), p. 171.

of the instrument avoids the variable of the "departmental outsider" influence upon responses.

5. The questionnaire requires responses to specific items but also allows for the addition of items by the respondents.
6. The restriction to line personnel cuts down the number of representative personnel from which the sample is selected, without hampering its validity.

Nine police task questionnaires were sent out to the training officers of each of the 18 departments, three to be administered at each of the three role levels. This provided a sample of 54 respondents to the police task questionnaire at each role level. Fifty-four responses is a sufficient number of responses in order to generalize to the population in question. The intent of the questionnaire was to elicit information about the tasks that police officers perform at all three of the role levels. Tasks relating to all three levels were included on the one questionnaire. This arrangement not only reduced the number of questionnaire types to be handled by the training officer, but it also forced discrimination on the part of respondents. The itemization of tasks served the purpose of not relying totally upon the memories of respondents. The tasks itemized represent a condensation of tasks which have been enumerated in previous studies and by former police administrators and supervisors. The information regarding tasks solicited from former police administrators and supervisors was believed to be necessary since few of these tasks are given in the literature. After developing the questionnaire it was

pre-tested on in-service and former police officers. These individuals were either employed or attending classes at Michigan State University. The pre-test group was asked to critique the questionnaire and make recommendations for revision where necessary. The only recommendation made was to leave blanks to allow the respondents to add categories they felt were excluded. The following represents the final listing of items in this questionnaire form.

1. Patrol
2. Search and Seizure
3. Crime Scene Investigation
4. Traffic Control
5. Testifying in Court
6. Arrest of Violators
7. Delinquency Control
8. Advising citizens
9. Training Other Personnel
10. Supervising Personnel
11. Report Writing
12. Assigning Personnel
13. Supervising Detained Persons
14. Transporting Prisoners
15. Planning Work for Other Personnel
16. Budgeting Funds of Unit or Department
17. Public or Community Relations
18. Coordinating Tasks of Unit
19. Regulating Licensed Businesses

In order to elicit similar responses from respondents, definitions for the items to be responded to were included with each questionnaire form. Instructions were included with each form giving directions for executing the questionnaire. The original information acquired from this instrument provided original data regarding the tasks of the three role levels of Michigan police officers.

1. The first part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

2. The second part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

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8. The eighth part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

9. The ninth part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

10. The tenth part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

## THE TASK INSTRUCTION QUESTIONNAIRE

The task instruction questionnaire served the function of providing information about curricular content and instructional institutions. It should be noted that items in this questionnaire, while similar to those of the police task questionnaire, are 18 in number instead of 19. This occurs due to the exclusion of the police task of transporting prisoners. It was felt that training and institutions relating to this item could be included under the item "supervising detained persons." The task instruction questionnaire asked respondents to list specific curricular content which they would recommend to provide skill in the task items listed. These respondents were also asked to indicate the instructional organization--police academy, continuing education program, two-year institution, or four-year institution--which they felt would be most capable of offering the subject matter which they recommended. As in the previous questionnaire, instructions for execution and definitions of items were included with each questionnaire.

The questionnaires were sent to the police training officers of each of the 18 departments for responses. In addition to these persons, the law enforcement coordinators at all Michigan educational institutions offering police training were asked to respond to the questionnaire. See Appendix G for a listing of these institutions.

The appropriate questionnaires were mailed to the training officers and to the individuals requested to respond. In light of the difference in the submitting of the two questionnaires, it was of interest to note the returns in each case. These two questionnaires represented the sources from which all original data were generated. Analysis of these data provided the information upon which recommendations for the training necessary for the three role levels and institutions to provide the training. These data also provided the basis for the establishment of the three role levels.

#### ANALYSIS OF DATA

The following chapter presents the original data as reported by all of the respondents with appropriate comments and trends. This was done on the basis of groupings from individual departments and the individual responses of the police educators and instructors. The responses were summarized on the basis of purposes, i.e., police task, as it relates to roles and tasks involved, and the task instruction, as it relates to curricular content and recommended institutions. In those instances where there was a 60% concurrence of responses, out of the total number of responses to the item, the opinion as to the role, curricular content, and instructional institution prevail. The establishment of a bare majority to decide these points, 60%,

was used due to the diversity of opinions about the questions being studied. Further, this study is only an indicator of the possibility for establishing the role levels, curriculum, and educational organizations for police training. Even if the conclusions, based on information gathered in this study strongly suggest directions for pursuing the issues investigated here, there would still be the need for implementing them and evaluating results. It must be remembered that the sole purpose of improving police training and, therefore, the purpose of this study is to improve police performance. Such a goal cannot rest upon the research as pursued here or in another such study. The attainment of the goal of improved police performance can be proven only in the field. Hopefully, this study will offer some direction toward partial attainment of the goal.



## CHAPTER IV

### REPORT OF FINDINGS

#### RETURNS OF DATA

Response to the questionnaires was very poor. Only nine police agencies completed the forms sent to them, representing a return of only 50% of the responses solicited. Even fewer responses were received from the law enforcement coordinators at institutions of higher education. In this instance, only nine (29%) of the 31 persons responded to the questionnaire. Since an equivalent number of police training officers were responding to the same questionnaire, the results may be slightly biased toward the police training officers point of view. Any decisions based on such a small return at best are tenuous. However, since this investigation is intended merely to give recommendations for revising police training, the fact of such a small return is not an insurmountable obstacle.

It is difficult to understand why the returns from the police agencies were so few in number. Each of the 18 training officers from the police agencies was contacted prior to the sending out of the questionnaire forms. In some instances additional forms were sent when the original

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ones had been misplaced. A number of follow-up calls were made to these officers when forms were not returned and each officer promised to return the completed forms. After several months without any additional returns, it can only be assumed that either there is no interest in the issues involved on the part of the training officers, or the press of duties rendered a reply to the request impossible.

In the case of the higher education institutions, it is to be noted that Michigan State University and Wayne State University both returned their questionnaires. These two institutions have permanent faculty in their police training programs. In contrast, the two-year institutions usually have temporary or part-time instructors in their programs. This factor could have been responsible for the small number of returns from the institutions since most of those involved were the two-year type. A report from one of the institutions also indicated that this department had been swamped with requests for information related to research. The only reason that this person took time to respond to this questionnaire was because of his interest in the issues. This could also have had some effect on the number of returns from other institutions. Further explanation of the procedure for collecting data is included in the final chapter of this study.

The responses to the questionnaires that were returned represented a great deal of information; copies of the original responses are included in Appendix F. The

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summary of this information is presented in this chapter. The information received from each individual department is reported here as is a summary of tasks for each role level. In the task instruction responses the recommendations of each individual is presented and then the overall consensus is reported.

#### THE POLICE TASK QUESTIONNAIRE

##### Battle Creek, Michigan Police Department

The responses from this department indicated only two role levels in the agency. This point was not made by the responses given to questionnaire items but by their failure to include information from any administrative personnel. Seven returns of the police task questionnaire were received; two of these deal with the patrol level, two with the supervisory level, and three with the tasks of investigators. The tasks of an investigator are similar to those of specialists within the police agency. These tasks could not be applied, with any hope of definition, to the three role levels under consideration. However, the two responses from the patrolmen indicated that of the 19 tasks listed in the questionnaire, they perform ten and 12 respectively. The one listing 12 tasks indicated that in addition to performing the same tasks as his fellow patrolman, he also supervises detained persons and assigns personnel. Both of these functions have a high priority in regard to

frequency of performance. He ranked them as five and six out of 12 items. Both listed patrol as their primary function and transporting prisoners in both cases was very low. It could be said that both men see their role in a similar fashion, with the exception of the two categories previously mentioned. This discrepancy could be related to a special assignment for this one patrolman.

At the level of supervision there were responses from a sergeant and a lieutenant. The sergeant is in charge of personnel and training and indicated that his role includes all categories on the questionnaire except regulating licensed businesses, supervising detained persons, and transporting prisoners. The sergeant's assignment would seem to make his tasks a little abnormal according to the general perception of a supervisory role. Both of these men find a number of similarities in their tasks, however, there is a wide discrepancy in their priorities. Training other personnel ranks high for both and traffic control is lowest in frequency ranking in both cases. From the responses, tenuous as they may be, the following seems to represent their thinking on role level and tasks.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, report writing, and transporting prisoners.

Supervision--patrol, search and seizure, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, report writing, assigning other personnel, planning work for personnel and units, public relations, and coordinating tasks of units.

Administration--no returns of questionnaire.

Dearborn, Michigan Police Department

Eight questionnaires were returned by the Dearborn police; five were from the patrol level, two from supervision, and one from administration. Ten tasks were indicated by the patrol level with a few exceptions. A patrolman and a corporal indicated a responsibility for regulating licensed business places and one patrolman indicated a responsibility for supervising detained persons. All agreed that patrol is their primary function; delinquency control and transporting prisoners also ranked very low for all the personnel at this role level.

The supervisory level indicated that all 19 items were tasks that they performed, except the sergeant said that he did not perform any task connected with budgeting. Crime scene investigation and supervising other personnel ranked high for both men although there were a number of variances in their frequency rankings. In this instance regulating licensed businesses received a very low ranking.

Administration indicated that 13 items made up the tasks for that role level. The primary task was supervising other personnel and crime scene investigation was the least important.

The consensus of this department would be as follows, in relation to tasks at the three role levels.

Patrol--patrol, search and seizure, traffic control, crime scene investigation, arrest of violators,

testifying in court, delinquency control, advising citizens, report writing, transporting prisoners.

Supervision--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, report writing, assigning personnel, supervising detained persons, transporting prisoners, planning work for personnel and units, public relations, coordinating tasks of units or divisions, and regulating licensed businesses.

Administration--crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, assigning personnel, planning work for other personnel, budgeting funds of department, public relations, coordinating tasks, and regulating licensed businesses.

#### Detroit, Michigan Police Department

The Detroit police returned all nine questionnaires, three for each of the requested role levels. The patrol level indicated 13 of the 19 tasks were their responsibility. Patrol was the most frequent task with delinquency control being last in frequency ranking. The one patrolman who did not rank patrol as being first in frequency indicated that advising citizens was his primary task.

Thirteen tasks were identified by the supervisory level, with supervising other personnel being the primary responsibility. Testifying in court received the lowest ranking of the 13 tasks for this level, although one detective sergeant rated it quite high. The other two sergeants ranked it lowest on their frequency of performance. The one sergeant worked at the precinct level in the department

and this would account for his ranking of the item, since he would be quite involved in the prosecution of violators.

Administration indicated 15 of the 19 tasks related to their level of performance. Supervising other personnel was ranked as most important and search and seizure received the lowest ranking. While there was slight disagreement on the lowest priority, they were unanimous on the highest priority. It was odd to observe that planning work for personnel and units and budgeting by consensus received a very low rank. One of the three respondents performed neither task and another was involved only in planning. The third, although he performed both tasks, gave budgeting his lowest priority. A summary of tasks for the role levels as seen by this department appears below.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, report writing, transporting prisoners, public relations, regulating licensed businesses.

Supervision--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, public relations, coordinating tasks of other units or divisions.

Administration--patrol, search and seizure, crime scene investigation, traffic control, testifying in court, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, supervising detained persons, planning work for other personnel, public relations, coordinating tasks of units or divisions, regulating licensed businesses.

Flint, Michigan Police Department

The Flint police department returned all nine of the questionnaires that were sent to that department. Only one of the questionnaires returned related to the administrative role level, this one was from the chief. Four of the questionnaires returned were for the patrol level and one was from a detective. Three of the questionnaires came from the supervisory role level. The one return from the detective was not used in the determination of the department consensus of role levels and tasks.

The patrol role level indicated 12 tasks as being performed in their role. Of the four patrol level respondents, two believed their tasks included public relations and supervising detained persons, and two did not include these in their tasks. In these two cases the item was not included due to the low ranking given by both or one of the two men indicating these items as role level tasks. Patrol received the highest ranking for this group and regulating licensed businesses the lowest ranking.

The three from the role level of supervision indicated 16 of the 19 tasks as performed at their role level. Although there was some difference in the rank given, supervising of personnel seemed to be the primary task of this group. The regulating of licensed businesses was ranked lowest with some fluctuation in rankings between the three.

The chief, who was the only person reporting for

the administrative level, listed only four tasks as being related to his role level. The supervision of other personnel was most frequent with public relations being the least frequent. The Flint police department's consensus for tasks at the three role levels would be as follows.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, report writing, transporting prisoners, and regulating licensed businesses.

Supervision--patrol, search and seizure, crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, transporting detained persons, public relations, coordinating tasks of units or divisions, and regulating licensed businesses.

Administration--supervising other personnel, assigning other personnel, public relations, and coordinating tasks of other units or divisions.

#### Jackson, Michigan Police Department

There were eight questionnaires returned from the police department of Jackson; three were from the patrol level, two from supervision, and three from administration. One respondent at the patrol level was assigned to the juvenile investigative unit which is a supportive effort to the patrol function, but it would still be considered as a line function. However, since the major responsibility is more specialized than patrol, it could have some bearing on the consensus of the patrol tasks. The responses at the role level fail to indicate patrol as a function of the patrol role level. This is strange in light of previous

information presented. It is possible that these responses are not a representative sample of the patrol level for Jackson. The consensus is that there are only eight of the 19 tasks related to the patrol level. This would lend additional credence to the belief that the sample is not representative. Delinquency control would seem to be the most frequent task of this group, ranked as one, two, and nine on the questionnaires. It is even more difficult to find the least frequent task; transporting prisoners would seem to fill this category. The item is ranked not at all on one return, six of eight items listed in another, and eight out of nine items on another. It is in situations such as this that the procedure of ranking items becomes important to the data analysis. It was expected that there would be times when consensus for an item had to be determined by methods other than selection by the majority of the respondents.

The role level of supervision is represented by two questionnaire returns. Supervising other personnel was listed as the most frequent responsibility of the two respondents. One respondent lists all 19 tasks as the responsibility of this role level while the other lists 13. It is interesting to observe that for the respondent reporting 19 tasks all of those not mentioned by the other respondent are ranked at ten and above. Consensus for this group is set at 13 tasks for the role level.

Administration is represented by three questionnaire

returns. Two of the three indicated coordinating of tasks of units or divisions as their primary responsibility; the other respondent gives this item a rank of five. It is therefore the most frequent activity for this role level. Each of the three respondents indicated ten items for their role level and were agreed that testifying in court was their least frequent task. Tasks for the three role levels, as indicated by the Jackson responses, can be listed as follows.

Patrol--search and seizure, crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, report writing, transporting prisoners.

Supervision--patrol, traffic control, arrest of violators, testifying in court, advising citizens, report writing, assigning personnel, supervising other personnel, planning work for personnel and units, public relations, coordinating tasks of units and divisions.

Administration--testifying in court, advising citizens, training other personnel, supervising other personnel, assigning personnel, planning work for personnel and units, budgeting funds of units or department, public relations, coordinating tasks of units or divisions.

#### Livonia Michigan Police Department

The Livonia police department returned all nine of the questionnaires. One respondent at the patrol level, a corporal, is a staff officer and his responses were not included in the analysis. This individual listed five tasks from the questionnaire and added one related to federal grants and programs. His tasks covered a number of levels few of which relate to the patrol level as determined in previous responses. Again, one of the patrol role level

respondents was from the juvenile unit and would interfere with a consensus relating to general patrol functions. Report writing became the most frequent task for this group and supervising detained persons the least frequent. It should be noted here that patrol was not a consensus of tasks for the patrol level.

The supervisory role level indicated ten of the 19 tasks as being performed at their role level. Supervising other people was indicated as the most frequently performed task and coordinating tasks of units and division was the least frequent for this level.

There were eight tasks indicated as being representative of this role level by the three respondents for administration. Supervising other personnel was given the highest frequency by all three; testifying in court had the least frequency. A summary of the consensus of personnel responding from the city of Livonia on role and task would be as follows.

Patrol--search and seizure, crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, report writing, supervising detained persons, transporting prisoners.

Supervision--advising citizens, training other personnel, supervising other personnel, assigning personnel, planning work for personnel and units, budgeting funds for units or divisions, public relations, coordinating tasks of units or divisions.

Administration--testifying in court, delinquency control, advising citizens, supervising other personnel, assigning personnel, planning work for personnel and units, budgeting funds of unit or department, public relations, coordinating tasks of units or divisions.

Oak Park, Michigan Department of Public Safety

The Oak Park department sent nine returns, three from each of the three role levels. Personnel in this organization are responsible for fire functions as well as police functions. They can, however, respond to the task functions of police as itemized in the questionnaire. The consensus, in regard to the patrol role level, indicated 13 of the tasks from the questionnaire as being a part of their performance. Patrol was the most frequent activity performed in this role level, and training other personnel was the least frequent activity.

Fifteen of the questionnaire tasks were indicated for the supervisory role level. Supervising other personnel was the most frequent and regulating licensed businesses was given as the least frequent rank. One lieutenant and a sergeant at this level listed 18 and 16 of the 19 tasks respectively; the other respondent, a lieutenant, indicated only six. This is a discrepancy that could not be interpreted from the data given.

Administration listed eight of the 19 tasks as related to their role level. Planning work for personnel and units received the highest frequency rank while public relations received the lowest rank. The consensus of personnel would be the following for the tasks performed at the three role levels.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators,

testifying in court, delinquency control, advising citizens, training other personnel, report writing, supervising detained persons, transporting prisoners, regulating licensed businesses.

Supervision--patrol, search and seizure, crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, transporting prisoners, public relations, and regulating licensed businesses.

Administration--advising citizens, training other personnel, supervising other personnel, assigning personnel, planning work for personnel and units, budgeting, public relations, and coordinating tasks of units or divisions.

#### Royal Oak, Michigan Police Department

The police department of Royal Oak returned all nine of the questionnaires sent to that department. The nine conformed to the requested pattern for execution, three at each of the role levels. The consensus of the patrol level was that there were 11 tasks from the questionnaire that they performed. Patrol was the most frequent activity and transporting prisoners the least frequent. One patrolman gave his highest ranking to traffic control, whereas the other two rated patrol as the highest. The other patrolman did list patrol as his second most frequent activity.

Supervision in Royal Oak was represented by three sergeants. This group indicated 15 of the tasks listed as representative of their function. Supervising other personnel emerged as the most frequent activity at this role level, with transporting prisoners ranked lowest for the 15 tasks. One of the sergeants indicated that search and

seizure, crime scene investigation, arrest of violators, and testifying in court ranked even lower than transporting prisoners. The other two gave transporting of prisoners the lowest ranking on their list of included tasks.

The administrative group, which included the chief, listed 15 of the 19 tasks for their role level. Supervising of personnel, which the chief listed as sixth out of his nine rankings, was ranked as one by the other two respondents who were captains. The supervising of personnel is indicated as the most frequent task and testifying in court became the least frequent task performed. From the questionnaire responses returned from Royal Oak, the following tasks apply to the several roles.

Patrol--patrol, search and seizure, crime investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, report writing, transporting prisoners.

Supervision--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, supervising detained persons, transporting prisoners.

Administration--search and seizure, crime scene investigation, arrest of violators, testifying in court, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, supervising detained persons, planning work for personnel and units, budgeting funds of unit or department, public relations, coordinating tasks of units or divisions, and regulating licensed businesses.

Southfield, Michigan Police Department

The Southfield police department returned eight of the nine questionnaires sent. Three of these responses at the patrol level were from a detective corporal, a youth bureau corporal, and a records bureau patrolman. These three were not included in the determination of the patrol level consensus. Three other questionnaires included from the patrol level were more representative of the level and were used in the determination. There was no representation from the supervisory level. Two questionnaires were received from a captain and an administrative aide to the chief; these questionnaires were used for the administrative level. These responses indicated that the patrol level is most frequently involved in the task of patrol and the least amount of time of the 12 tasks indicated is spent on transporting prisoners.

Administration agreed upon five tasks with coordinating tasks of units or divisions as being the most frequent. Advising citizens was the least frequent of the five. The administrative aide also listed purchasing, statistical analysis, inventory control, and coordinating communications as additional responsibilities. The additions to the original list of tasks is handled in a separate section of this chapter. The consensus for this department, on the basis of the responses, would contain the following lists for the role levels.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, report writing, transporting prisoners, public relations.

Supervision--no questionnaires returned.

Administration--advising citizens, report writing, planning work for personnel and units, budgeting funds of unit or department, and coordinating tasks of units or divisions.

The preceding summary represents the consensus of tasks related to the three role levels based upon the responses of members of the nine reporting police departments. There were a total of 67 responses used in arriving at these determinations--patrol, 28; supervision 20; and administration, 19. This is a very small representation of samples for the three role levels. It must be emphasized that any conclusions made on the basis of such a sample can only indicate a possible trend for further investigation. As stated in the previous chapter, 60% of the respondents must agree on a task before it will be accepted as a part of the performance at that role level. This would require, on the basis of the total respondents for the three categories, 16 patrolmen, 12 supervisors, and 11 administrators. Table 1 represents the responses at each role level.

From Table 1, based upon the total responses from each role level, tasks for the role levels having 60% or more positive responses would be as follows.

Patrol--patrol, search and seizure, crime scene investigation, traffic control, arrest of violators, testifying in court, delinquency control, advising citizens, report writing, transporting prisoners.

Table 1. Individual Responses to Tasks by Role.

Tasks	Role Level			Total 60%/+
	Patrol	Super- vision	Adminis- tration	
1. Patrol	24	16	4	Pat.-Sup.
2. Search and Seizure	27	18	6	Pat.-Sup.
3. Crime Scene Investigation	26	16	10	Pat.-Sup.
4. Traffic Control	25	11	3	Pat.
5. Arrest of Violators	27	17	5	Pat.-Sup.
6. Testifying in Court	28	12	10	Pat.-Sup.
7. Delinquency Control	24	12	3	Pat.-Sup.
8. Advising Citizens	27	21	17	Pat.-Sup.-Adm.
9. Training Other Personnel	14	20	13	Sup.-Adm.
10. Supervising Other Personnel	4	21	17	Sup.-Adm.
11. Report Writing	28	20	9	Pat.-Sup.
12. Assigning Personnel	5	20	17	Sup.-Adm.
13. Supervising Detained Persons	12	13	6	Sup.
14. Transporting Prisoners	24	11	1	Pat.
15. Planning Work for Personnel and Units	2	14	17	Sup.-Adm.
16. Budgeting Funds of Unit or Department	1	6	16	Adm.
17. Public Relations or Community Relations	10	18	18	Sup.-Adm.
18. Coordinating Tasks of Unit or Division	3	13	19	Sup.-Adm.
19. Regulating Licensed Businesses	10	9	7	None

Supervision--patrol, search and seizure, crime scene investigation, arrest of violators, testifying in court, delinquency control, advising citizens, training other personnel, supervising other personnel, report writing, assigning personnel, supervising detained persons, planning work for personnel and units, public relations, coordinating tasks of units or divisions.

Administration--advising citizens, training other personnel, supervising other personnel, assigning personnel, planning work for personnel and units, budgeting funds of unit or department, public relations, coordinating tasks of units or divisions.

Table 2 presents the departmental consensus of tasks, while Table 3 is a comparison of tasks, by role, as reported by individual respondents and by departments (comparison of the findings of Table 1 and Table 2).

There are only three instances where there was disagreement between the departmental consensus and the individual responses. In only one of these instances was there complete disagreement. The departmental consensus was that there was no role level responsible for the supervision of detained persons, while the individuals indicated the responsibility was that of the supervisory level. Since the police do detain persons there is definitely a responsibility for them to be assumed by a role level. The differences may exist for the reason that other law enforcement agencies usually have supervision of detained persons awaiting trial or other disposition. However, the police detain persons for questioning, awaiting transfer to other agencies, etc. Since these persons are usually held at the station it would seem that the supervisors, who are in charge of the station, would have the responsibility for supervising

Table 2. Departmental Consensus of Tasks.

Tasks	Role Level			Total 60%/+
	Patrol	Super- vision	Adminis- tration	
1. Patrol	7	7	0	Pat.-Sup.
2. Search and Seizure	9	6	1	Pat.-Sup.
3. Crime Scene Investigation	9	5	2	Pat.-Sup.
4. Traffic Control	7	4	0	Pat.
5. Arrest of Violators	9	6	2	Pat.-Sup.
6. Testifying in Court	9	7	3	Pat.-Sup.
7. Delinquency Control	9	5	1	Pat.-Sup.
8. Advising Citizens	8	7	6	Pat.-Sup.-Adm.
9. Training Other Personnel	6	6	5	Pat.-Sup.-Adm.
10. Supervising Other Personnel	1	6	6	Sup.-Adm.
11. Report Writing	8	6	2	Pat.-Sup.
12. Assigning Personnel	0	6	6	Sup.-Adm.
13. Supervising Detained Persons	2	2	1	None
14. Transporting Prisoners	9	4	0	Pat.
15. Planning Work for Personnel and Units	0	3	6	Adm.
16. Budgeting Funds of Unit or Department	0	0	6	Adm.
17. Public Relations or Community Relations	2	6	6	Sup.-Adm.
18. Coordinating Tasks of Units or Division	0	5	7	Sup.-Adm.
19. Regulating Licensed Businesses	3	3	2	None

Table 3. Comparison of Department Consensus and Individual Responses.

Tasks	Level Assigned		Agree	Dis- agree
	Department	Individual		
1. Patrol	Pat.-Sup.	Pat.-Sup.	x	
2. Search and Seizure	Pat.-Sup.	Pat.-Sup.	x	
3. Crime Scene Investigation	Pat.-Sup.	Pat.-Sup.	x	
4. Traffic Control	Pat.	Pat.	x	
5. Arrest of Violators	Pat.-Sup.	Pat.-Sup.	x	
6. Testifying in Court	Pat.-Sup.	Pat.-Sup.	x	
7. Delinquency Control	Pat.-Sup.	Pat.-Sup.	x	
8. Advising Citizens	Pat.-Sup.-Adm.	Pat.-Sup.-Adm.	x	
9. Training Other Personnel	Pat.-Sup.-Adm.	Sup.-Adm.		x
10. Supervising Other Personnel	Sup.-Adm.	Sup.-Adm.	x	
11. Report Writing	Pat.-Sup.	Pat.-Sup.	x	
12. Assigning Personnel	Sup.-Adm.	Sup.-Adm.	x	
13. Supervising Detained Persons	None	Sup.		x
14. Transporting Prisoners	Pat.	Pat.	x	
15. Planning Work for Personnel and Units	Adm.	Sup.-Adm.		x
16. Budgeting Funds of Unit or Department	Adm.	Adm.	x	
17. Public Relations or Community Relations	Sup.-Adm.	Sup.-Adm.	x	
18. Coordinating Tasks of Units or Division	Sup.-Adm.	Sup.-Adm.	x	
19. Regulating Licensed Businesses	None	None	x	

detained persons.

The other two items of disagreement between the two types of data analysis were related to how many different levels were responsible for the tasks. Training other personnel, by consensus of departments, was the task of all three levels; the individual analysis gave this task to the supervisors and the administrators. Unless the patrolman is properly trained himself and is a part of the training academy staff, the new patrolman is pushed back into the past methodology for training policemen.<sup>51</sup> Even if he is a part of the academy staff, he becomes a specialist and is no longer at the patrol level. This item, when indicated by the patrol level, usually received a low ranking. For these reasons and because training the patrol level for this task requires a large amount of resources, the training of other personnel will be left for the supervisors and the administrators. This problem is discussed in more detail in the final chapter.

Planning work for other personnel and units was the final task in which there was disagreement. Here again it was a matter of overlapping levels; the departments assigned the task to administration and the individuals assigned it to supervision and administration. Both levels ranked this item as high in most instances. Because of these high

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<sup>51</sup>Thomas M. Frost, A Forward Look in Police Education (Springfield, Ill.: Charles C. Thomas Publishing Co., 1959), pp. 3-4.

rankings, for the present this task will be assigned to both the supervisory and administrative levels. On the basis of the foregoing explanations and the data accumulated, the tasks at the three levels are as shown in Table 4.

The information in Table 4 indicates that there are only 18 items instead of the original 19 listed on the questionnaire. Neither approach for analyzing the data indicated regulating licensed businesses as a task for any role level. This questionnaire item was therefore deleted and there is no need to attempt to identify curriculum or educational institution for it.

#### TASK INSTRUCTION QUESTIONNAIRE

There was such a wide divergence of courses and course titles recommended by the respondents to the task instruction questionnaire that a method of analysis was required other than that originally anticipated. Instead of attempting to list a course by title as recommended by the respondents, a description of the content material for each task is reported. This is done in each case and for each of the task areas. A final summary of these findings is reported after each of the two groups have been analyzed for comparative purposes. This allows for a curriculum and institutional recommendation for all of the task items. The two groups reporting represented the law enforcement

Table 4. Role Level Tasks.

Tasks	Role Level Assigned
<ol style="list-style-type: none"> <li>1. Patrol</li> <li>2. Search and Seizure</li> <li>3. Crime Scene Investigation</li> <li>4. Traffic Control</li> <li>5. Arrest of Violators</li> <li>6. Testifying in Court</li> <li>7. Delinquency Control</li> <li>8. Advising Citizens</li> <li>9. Training Other Personnel</li> <li>10. Supervising Other Personnel</li> <li>11. Report Writing</li> <li>12. Assigning Personnel</li> <li>13. Supervising Detained Persons</li> <li>14. Transporting Prisoners</li> <li>15. Planning Work for Personnel and Units</li> <li>16. Budgeting Funds of Unit or Department</li> <li>17. Public or Community Relations</li> <li>18. Coordinating Tasks of Units or Division</li> <li>19. Regulating Licensed Businesses</li> </ol>	<p>Patrol, Supervision  Patrol, Supervision  Patrol, Supervision  Patrol  Patrol, Supervision  Patrol, Supervision  Patrol, Supervision  Patrol, Supervision, Administration  Supervision, Administration  Supervision, Administration  Patrol, Supervision  Supervision, Administration  Supervision  Patrol  Supervision, Administration  Administration  Supervision, Administration  Supervision, Administration  None</p>

coordinators of higher education institutions and the training officers of police departments. It should be noted that both groups of respondents were allowed to recommend more than one course or institution in their responses. Copies of the original responses to the questionnaire may be found in Appendix F-2.

There were eight returns of questionnaires from the educational institutions selected and six returns from the police departments. The recommendations of the educational institutions are presented first, followed by a summary of these findings. The recommendations of the police training officers are presented following this summary and include a summary of their own. A final comparison of the findings for the two groups concludes this section of the chapter.

Tables 5a - 5i represent the types of programs that the police science coordinators of nine Michigan higher education institutions which offer police training programs recommend for training police in the 18 tasks listed in the questionnaire. It is quite difficult to determine with any certainty what program is recommended for the different tasks. This is due to the different titles and methods used by the respondents in making their recommendations. The particular questionnaire method used to derive the information required was not adequate for the purpose. On the basis of the inadequacy of the information for any objective analysis technique, a subjective interpretation of the data was the only alternative. It must be borne in mind that

Table 5-a. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Police Administration and Operation	2
B. Search and Seizure	Criminal Investigation and Procedures	1
C. Crime Scene Investigation	Criminal Investigation	2
D. Traffic Control	Highway Traffic Administration	2
E. Arrests	Criminal Procedures and Operation	1
F. Case Preparation and Presentation	Criminal Law and Investigation	1
G. Delinquency Control	Criminology and Juvenile Delinquency	1
H. Citizen Advisory Functions	Law Enforcement and Community Relations	2
I. Instructing Other Personnel	None Listed	1
J. Supervising Other Personnel	Police Administration	1
K. Report Writing	Criminal Investigation and Operations	2
L. Personnel Deployment	Police Administation	1
M. Detention Procedures	Police Operations	1
N. Planning	Police Administration	1
O. Budgeting	Police Administration	1
P. Public or Community Relations	Police-Community Relations and Law Enforcement	1
Q. Coordinating Tasks	Police Administration	1

\*The above table represents the recommendations from Alpena Community College. Ten separate curricular offerings are suggested for the 17 tasks listed.

Table 5-b. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Techniques and Preventive Patrol	3
B. Search and Seizure	Legal Requirements and Execution of Searches	3
C. Crime Scene Investigation	Basic Scene Protection and Search Procedure	3
D. Traffic Control	Accident Investigation, Selective Enforcement	3
E. Arrests	Laws and Mechanics of Arrest	3
F. Case Preparation and Presentation	Court Functions and Decorum, Relations with Prosecutor	3
G. Delinquency Control	Juvenile Court, Prevention of Delinquency, Theory of Delinquency	2
H. Citizen Advisory Function	Complaints, Human and Community Relations	3
I. Instructing Other Personnel	Techniques of Instruction and Public Speaking	4
J. Supervising Other Personnel	Command and Leadership Training	2
K. Report Writing	No Recommendation	3
L. Personnel Deployment	No Recommendation	2
M. Detention Procedures	Custody and Security	3
N. Planning	Research and Planning	1
O. Budgeting	No Recommendation	2
P. Public or Community Relations	No Recommendation	3
Q. Coordinating Tasks	Research, Regionalization and Cooperation with Other Agencies	3

\*This table is representative of the recommendations from Lake Michigan College at Benton Harbor, Michigan.

Table 5-c. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Police Operations	2
B. Search and Seizure	Introduction to Law Enforcement and Criminal Law	3
C. Crime Scene Investigation	No Recommendation	None
D. Traffic Control	No Recommendation	3
E. Arrests	Introduction to Law Enforcement and Criminal Evidence and Procedure	2
F. Case Preparation and Presentation	Criminal Evidence and Procedure	2
G. Delinquency Control	Police Role in Crime and Delinquency	2
H. Citizen Advisory Function	Police Administration	2
I. Instructing Other Personnel	Police Operations	2
J. Supervising Other Personnel	Police Operations	2
K. Report Writing	Grading	3
L. Personnel Deployment	Introduction to Law Enforcement	2
M. Detention Procedures	No Recommendations	3
N. Planning	Police Administration	2
O. Budgeting	Police Administration	2
P. Public or Community Relations	Police Administration	2
Q. Coordinating Tasks	Police Administration	2

\*These recommendations were received from the Jackson Community College, and were re-reported by their course numbers assigned at that institution. There were seven separate courses listed for the tasks.



Table 5-d. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Search, Seizure and Investigation	1
B. Search and Seizure	Arrests, Case Preparation and Detention Procedures	1
C. Crime Scene Investigation	Arrests, Case Preparation, Citizen Advising	1
D. Traffic Control	Licensing, Personnel Deployment, Planning and Public Relations	1
E. Arrests	Search and Seizure, Investigation, Delinquency Control	1
F. Case Preparation and Presentation	Search and Seizure, Arrests, Report Writing	1
G. Delinquency Control	Citizen Advising and Community Relations	1
H. Citizen Advisory Function	Search and Seizure, Arrests, and Delinquency Control	1
I. Instructing Other Personnel	All areas listed as items on questionnaire	1
J. Supervising Other Personnel	All areas listed as items on questionnaire	1
K. Report Writing	Search and Seizure, Crime Scene Investigation, Arrests	1
L. Personnel Deployment	Patrol, Case Preparation, Supervising Other Personnel	1
M. Detention Procedures	Search and Seizure, and Arrests	1
N. Planning	Coordinating Tasks	1
O. Budgeting	Planning, Coordinating Tasks	1
P. Public or Community Relations	Coordinating Tasks	1
Q. Coordinating Tasks	Public or Community Relations	1

\*In the case of this questionnaire from Kalamazoo Valley Community College it should not be difficult to apply subject matter content for the tasks. The respondent has used the questionnaire items to indicate the course content and these are available from the definition of questionnaire items. The respondent indicated 17 content areas.

Table 5-e. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Functions, Methods and Duties	2
B. Search and Seizure	Criminal Code, Court Procedure, Laws of Arrest, and Rules of Evidence	1
C. Crime Scene Investigation	Criminal Code, Court Procedure, Rules of Evidence, Investigation Techniques	1
D. Traffic Control	State Laws and Local Ordinances	3
E. Arrests	Criminal Code, Laws of Arrest, Court Procedure, and Rules of Evidence	1
F. Case Preparation and Presentation	Criminal Code, Laws of Arrest, Court Procedure, and Rules of Evidence	1
G. Delinquency Control	Juvenile Code and Methods	2
H. Citizen Advisory Function	English and Public Speaking	2
I. Instructing Other Personnel	English and Public Speaking	2
J. Supervising Other Personnel	Supervision Training	2
K. Report Writing	Data Processing	2
L. Personnel Deployment	Data Processing	2
M. Detention Procedures	Penal Training	2
N. Planning	Data Processing	2
O. Budgeting	Accounting and Public Administration	4
P. Public or Community Relations	English and Public Speaking	2
Q. Coordinating Tasks	Data Processing and Supervision Training	2

\*Kirtland Community College recommended the above subject matter and institutional organizations. There were 15 separate courses listed for training in the task areas.

Table 5-f. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	No courses recommended	3
B. Search and Seizure	No courses recommended	3
C. Crime Scene Investigation	No courses recommended	2
D. Traffic Control	No courses recommended	3
E. Arrests	No courses recommended	3
F. Case Preparation and Presentation	No courses recommended	3
G. Delinquency Control	No courses recommended	1
H. Citizen Advisory Function	No courses recommended	2
I. Instructing Other Personnel	No courses recommended	1
J. Supervising Other Personnel	No courses recommended	1
K. Report Writing	No courses recommended	3
L. Personnel Deployment	No courses recommended	2
M. Detention Procedures	No courses recommended	3
N. Planning	No courses recommended	4
O. Budgeting	No courses recommended	4
P. Public or Community Relations	No courses recommended	2
Q. Coordinating Tasks	No courses recommended	1

\*In the questionnaire return from Macomb County Community College, there were no recommendations for courses of training in the tasks. The only response given was in regard to the type of educational organization to prepare personnel to perform the task items.

Table 5-g. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Patrol Administration and Tactics	3
B. Search and Seizure	Criminal Law and Procedure	3
C. Crime Scene Investigation	Criminal Investigation	3
D. Traffic Control	Traffic Administration and Regulation	3
E. Arrests	American Jurisprudence and Rule of Law	1
F. Case Preparation and Presentation	No Recommendation	2
G. Delinquency Control	Youth Crime and Prediction and Prevention of Delinquency	1
H. Citizen Advisory Function	Citizen in Government, Crime Control and Crime Prevention	2
I. Instructing Other Personnel	Principles of Teaching and The Learning Process	1
J. Supervising Other Personnel	Leadership Training	2
K. Report Writing	No Recommendation	1
L. Personnel Deployment	Utilization of Manpower Resources	1
M. Detention Procedures	No Recommendation	3
N. Planning	No Recommendation	2
O. Budgeting	No Recommendation	1
P. Public or Community Relations	No Recommendation	3
Q. Coordinating Tasks	No Recommendation	3

\*This information was taken from the questionnaire return of Michigan State University. There were several items which have no recommendations for subject matter, but all institutional organization designations were submitted. In all, there were 14 recommendations of subject matter content.

Table 5-h. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Police Organization and Administration, Criminal Investigation, Social Psychology, Delinquency	2
B. Search and Seizure	Law Enforcement and Criminal Investigation	2
C. Crime Scene Investigation	Criminal Investigation and Criminal Law	2
D. Traffic Control	Police Operations	1
E. Arrests	Law Enforcement, Criminal Investigation, and Police Organization and Administration	2
F. Case Preparation and Presentation	Criminal Investigation and Criminal Law	2
G. Delinquency Control	Juvenile Delinquency, Social Problems	2
H. Citizen Advisory Function	Law Enforcement and Police Organization and Administration	2
I. Instructing Other Personnel	Same as H	1
J. Supervising Other Personnel	Police Organization and Administration and Police Operations	2
K. Report Writing	Criminal Investigation, English, Composition and Typing	2
L. Personnel Deployment	Police Organization and Administration and Police Operations	2
M. Detention Procedures	Law Enforcement and Police Operations	2
N. Planning	Law Enforcement and Police Operations	2
O. Budgeting	Law Enforcement and Police Operations	1
P. Public or Community Relations	Law Enforcement and Police Operations	2
Q. Coordinating Tasks	Law Enforcement Police Organization and Administration and Police Operations	2

\*These recommendations were submitted by Monroe County Community College. There are 11 recommended course offerings for training in the tasks listed.

Table 5-i. Curriculum and Institution Recommendations of Police Science Coordinators.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Observation, Notetaking and Crowd Control	3
B. Search and Seizure	Legal Aspects of Search and Seizure	3
C. Crime Scene Investigation	Protection, Preservation, Sketching and Notetaking at Scene	3
D. Traffic Control	Philosophy, Enforcement, and Engineering of Traffic	2
E. Arrests	Legal Aspects of Arrests	2
F. Case Preparation and Presentation	Evidence Collecting, Rules and Court Procedures	2
G. Delinquency Control	Causes, Philosophy, Psychology and Theory	3
H. Citizen Advisory Function	Citizen Aid in Preventing Crime	2
I. Instructing Other Personnel	No Recommendation	1
J. Supervising Other Personnel	Effective Supervision and Leadership	1
K. Report Writing	English Composition and Organizing Material	3
L. Personnel Deployment	Patrol Detail	1
M. Detention Procedures	Management, Philosophy and Treatment	3
N. Planning	Process of Planning and Evaluation	1
O. Budgeting	Purpose, Planning, Analysis and Justification	1
P. Public and Community Relations	Human Relations, Minority and Public Interaction and Cooperation	1
Q. Coordinating Tasks		None

\*These recommendations were from Wayne State University. There were at least 24 recommended courses listed for the 18 tasks as listed on the questionnaire.

the study is only searching for possible directions for the improvement of police training. With this thought in mind, the interpretations of the data presented in Table 6 will be used.

There were 16 individual courses recommended for the 18 tasks. The recommendations for appropriate educational organizations were also listed by the coordinators. The following summarizes the courses recommended and the instructional level indicated.

<u>Course</u>	<u>Level</u>
1. Citizens' Role in Government and Crime Prevention	2
2. Criminal Law and Procedure	3,1,2
3. Criminal Investigation	3
4. Introduction to Corrections	3
5. Delinquency Prevention	1,2
6. English and English Composition	3,1
7. Evidence	2
8. Juvenile Code	1,2
9. Juvenile Court	1,2
10. Law Enforcement	2
11. Leadership Training	2
12. Police Administration	2
13. Police Community Relations	2
14. Public Speaking	1
15. Traffic Administration	3
16. Teaching Principles	1

There still exists some degree of indecisiveness as to the level at which the recommended courses should be offered in a number of cases. The final resolution of this problem will have to await the findings of the police training officers.

The training officers from six police agencies responded to the same questionnaire as the police science coordinators. The recommendations of this group are

Table 6. Summary Recommendations of Police Science Coordinators.

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Police Administration and Operations	2-3
B. Search and Seizure	Criminal Law and Procedures	3
C. Crime Scene Investigation	Criminal Investigation	2-3
D. Traffic Control	Traffic Administration	3
E. Arrests	Criminal Law and Procedures	1
F. Case Preparation and Presentation	Criminal Procedures and Evidence	2
G. Delinquency Control	Delinquency Prevention, Juvenile Code and Juvenile Court	1-2
H. Citizen Advisory Function	Police Administration, and Citizens' Role in Government and Crime Prevention	2
I. Instructing Other Personnel	English, Principles of Teaching and Public Speaking	1
J. Supervising Other Personnel	Leadership Training	2
K. Report Writing	Criminal Investigation and English Composition	3
L. Personnel Deployment	Police Administration and Organization	2
M. Detention Procedures	Introduction to Corrections	3
N. Planning	Police Administration	1-2
O. Budgeting	Police Administration	1
P. Police or Community Relations	Police Administration, Law Enforcement, and Police Community Relations	2
Q. Coordinating Tasks	Police Administration	1-3

individually presented in Tables 7a - 7f.

It is not difficult to see that the requirement of 60% agreement upon courses from the training officers was not met. This is an indication of the inadvisability of using the questionnaire for this purpose. The divergent views of the respondents militates against this procedural method. Merely for the purpose of indicating some of the thinking expressed in the returns and for comparison with the other group, the results from this return are presented in Table 8. The police training officers have listed more than 50 courses for training in the tasks listed. In justification of their training program, the Detroit department included their complete recruit training program for training in the task areas.

Table 8 completes the information returned in response to the questionnaires. There is a need at this point to compare the responses of the two groups, police training officers and coordinators of law enforcement training programs, in regard to instructional levels for the tasks. Due to the diversity and course recommendation variance of respondents, Table 9 is offered only as an indication of the responses to courses and instructional levels of respondents. This information will be used in the final chapter to indicate some direction for training as it relates to curriculum and instructional level. There is no definite direction, based upon requirements of the research design, to indicate positively the opinions of the respondents.

Table 7-a. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Patrol Purpose and Methods, Techniques of Observation	3
B. Search and Seizure	Legal Aspects of Search and Seizure	1
C. Crime Scene Investigation	Collection and Preservation of Evidence, Crime Scene Search Diagramming and Photographing	3
D. Traffic Control	Traffic Controls and Citations	3
E. Arrest	Legal Aspects of Arrest	1
F. Case Preparation and Presentation	Elements of Crime, Statements, and Testifying in Court	1
G. Delinquency Control	History, Prevention, and Control of Delinquency, Procedures	1
H. Citizen Advisory Functions	Court Processes	3
I. Instructing Other Personnel	No Recommendation	3
J. Supervising Other Personnel	Communications	1
K. Report Writing	No Recommendation	3
L. Personnel Deployment	Beat Studies (Analyzing Data)	2
M. Detention Procedures	Legal Requirements and Physical Well-Being of Prisoners	1
N. Planning	No Recommendation	1
O. Budgeting	No Recommendation	1
P. Public or Community Relations	No Recommendation	1
Q. Coordinating Tasks	No Recommendation	2
	No Recommendation	1

\*This table indicates the recommendations of the training officer of the Battle Creek Police Department. Fourteen separate courses were recommended for the 18 items of the questionnaire. No recommendations were given for a number of the tasks.

Table 7-b. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Procedures, State Law, Local Ordinances, Self-Defense, Firearms, Traffic Control	3-4
B. Search and Seizure	Interrogation, Evidence, Constitutional Law	3-4
C. Crime Scene Investigation	Searches and Evidence	3
D. Traffic Control	Vehicle Laws, Accident Investigation, Enforcement and Pursuit Driving	3
E. Arrests	Criminal Law and Confessions	3
F. Case Preparation and Presentation	Investigations and Reports	3-4
G. Delinquency Control	Juvenile Law and Procedures	2-3
H. Citizen Advisory Function	No Recommendation	None
I. Instructing Other Personnel	Instructors' School	1-2-3
J. Supervising Other Personnel	Supervision	3-4
K. Report Writing	Department Reports and Accident Reports	3
L. Personnel Deployment	No Recommendation	None
M. Detention Procedures	Procedures	3
N. Planning	Administrative Management	4
O. Budgeting	Administrative Management	1-4
P. Public or Community Relations	Human Relations, Public Relations and Abnormal Persons	3-4
Q. Coordinating Tasks	No Recommendation	None

\*The training officer of the Dearborn police department submitted these recommendations. He listed 24 courses for the tasks, with some non-recommendation categories.

Table 7-c. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	Patrol Techniques	3
B. Search and Seizure	Constitutional Law	3
C. Crime Scene Investigation	Investigation	3
D. Traffic Control	Traffic	3
E. Arrests	Laws of Arrest	3
F. Case Preparation and Presentation	General Police and Notetaking and Reports	3
G. Delinquency Control	Legal Section and Court Function	None
H. Citizen Advisory Function	Special Subjects and Human Relations	3
I. Instructing Other Personnel	Instructor Training	2
J. Supervising Other Personnel	Personnel Management and Basic Supervision	1-2
K. Report Writing	Report Writing and English Composition	1-2-3
L. Personnel Deployment	No Recommendation	None
M. Detention Procedures	No Recommendation	None
N. Planning	Police Administration	1-2-3
O. Budgeting	No Recommendation	None
P. Public or Community Relations	No Recommendation	1-2-3
Q. Coordinating Tasks	Police Administration	1-2

\*Most of the courses above from the Detroit police department were taken from the recruit curriculum of that department's police academy.

Table 7-d. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Procedure for Handling Calls and Purposes of Patrol	3
B. Search and Seizure	Michigan Statutes, Case Law, and U. S. Constitution	2-4
C. Crime Scene Investigation	Michigan Statutes, Techniques of Investigation, Interviewing and Interrogation	2-4
D. Traffic Control	City Ordinances, State Vehicle Code, Methods of Traffic Control	3
E. Arrests	Laws of Arrest and Arrest Procedures	3
F. Case Preparation and Presentation	Methods of Report Writing, English Usage	1-2-3
G. Delinquency Control	Juvenile Laws, Disposition of Offenders, Cause and Theory of Delinquency	1-2-3-4
H. Citizen Advisory Function	Michigan Laws, Police Department Function, and Community Relations	2-3
I. Instructing Other Personnel	Law Enforcement Functions, Methods of Teaching	1-2-3
J. Supervising Other Personnel	Administrative Concepts, Supervisory Techniques	1-2-3
K. Report Writing	Methods of Report Writing, English Usage	2-3
L. Personnel Deployment	Administrative Concepts and Police Administration	1-2
M. Detention Procedures	Jail Methods and Procedures, Criminology of Corrections	2-4
N. Planning	Police Administration, Research Methods, and Administrative Concepts	1-2
O. Budgeting	Business Administration, Accounting	1-2
P. Public or Community Relations	Community Relations, Police Administration, and Public Speaking	1-2-3
Q. Coordinating Tasks	Police Administration, Administrative Concepts, and Business Administration	1-2

\*The Flint police department listed 30 courses for training in the 18 questionnaire tasks.



Table 7-e. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Patrol Techniques, Weapons Training, Defensive Driving, First-Aid and Police Ethics	2-3-4
B. Search and Seizure	Laws Concerning Searches, Search Warrants, Methods of Search	2-3-4
C. Crime Scene Investigation	Laws of Evidence, Collection of Evidence, Fingerprints, Police Science, and Elements of Crime	2-3-4
D. Traffic Control	Traffic Code, Basic Traffic Engineering, Reports, Point Traffic	2-3-4
E. Arrests	Laws of Arrest, Prisoner Search, Interrogation, Methods of Arrest	2-3-4
F. Case Preparation and Presentation	English Composition, Spelling, Grammar	2-3-4
G. Delinquency Control	Juvenile Law and Basic Psychology	2-3-4
H. Citizen Advisory Function	Press-Citizen Relations	4
I. Instructing Other Personnel	Educational Techniques, Public Speaking, Sociology, and Audio-Visual Aids	2-4
J. Supervising Other Personnel	Administrative Techniques, Social Stratification, Supervisory and Executive Development, Basic Psychology, Decision Making	1-2-4
K. Report Writing	Penmanship, Grammar, and Spelling	2-3-4
L. Personnel Deployment	Police Management, Personnel Evaluation	1-2-4
M. Detention Procedures	Penology	1-2-4
N. Planning	Business Administration, Research	1-2-4
O. Budgeting	Accounting and Revenue Priorities	1-2-4
P. Public or Community Relations	Sociology of Small Groups and Law Enforcement	1-2-4
Q. Coordinating Tasks	Police Administration	1-2-4 4-1-2

\*The Livonia police department listed 42 courses for training in the task areas of the questionnaire.

Table 7-f. Curriculum and Institution Recommendations of Police Training Officers.\*

Tasks	Curriculum Assigned	Instructional Level
A. Patrol	No Recommendation	3-4
B. Search and Seizure	No Recommendation	2-3-4
C. Crime Scene Investigation	No Recommendation	2-3-4
D. Traffic Control	No Recommendation	2-3-4
E. Arrests	No Recommendation	2-3-4
F. Case Preparation and Presentation	No Recommendation	2-3-4
G. Delinquency Control	No Recommendation	1-3-4
H. Citizen Advisory Function	No Recommendation	1-3-4
I. Instructing Other Personnel	No Recommendation	3-4
J. Supervising Other Personnel	No Recommendation	3-4
K. Report Writing	No Recommendation	3-4
L. Personnel Deployment	No Recommendation	3-4
M. Detention Procedures	No Recommendation	3-4
N. Planning	No Recommendation	2-3-4
O. Budgeting	No Recommendation	2-3-4
P. Public or Community Relations	No Recommendation	2-3-4
Q. Coordinating Tasks	No Recommendation	2-3-4

\*The training officer from the Royal Oak police department did not list any courses or subject matter; he merely indicated "Basic," "In-Service," and "Advanced Training" schools. However, his return can be used in the instructional level determination.

Table 8. Summary Recommendations of Police Training Officers.

Tasks	Curriculum Assigned	Instruc- tional Level
A. Patrol	Patrol Techniques, Self-Defense, Firearms Training, First-Aid, Defensive and Pursuit Driving	3
B. Search and Seizure	Constitutional Law, Interrogation, and Methods of Searches	3
C. Crime Scene Investigation	Criminal Investigation, Elements of Crime, Collection and Preservation of Evidence, Fingerprinting, Photography, Interrogation, State Law	3
D. Traffic Control	Traffic Control, Ordinances, Vehicle Code, Pursuit Driving, and Traffic Engineering	3
E. Arrests	Laws of Arrest, Criminal Law and Procedure, Interrogation	3
F. Case Preparation and Presentation	Notetaking, Elements of Crime, Statements and Testifying in Court, Criminal Investigation, English Composition, Spelling, and English Usage	2
G. Delinquency Control	History, Prevention and Control of Delinquency	1
H. Citizen Advisory Function	Juvenile Law and Procedures, Psychology Human Relations, State Law, Community Relations, Press Relations	2-3
I. Instructing Other Personnel	Instructor Training, Education Methods, English Usage and Audio-Visual Aids	1-2-3
J. Supervising Other Personnel	Personnel Management, and Supervision, Communications, Decision Making, Administrative Techniques	1

Table 8. Continued.

Tasks	Curriculum Assigned	Instruc- tional Level
K. Report Writing	Methods, English Usage, English Composition, Grammar and Spelling	3
L. Personnel Deployment	Analyzing Data, Police Management, Personnel Evaluation	1-3
M. Detention Procedures	Procedures, Penology and Jail Methods	1-3
N. Planning	Police Administration, Administrative Management, Business Administration and Research Methods	1
O. Budgeting	Administrative Management, Accounting, Business Administration	1
P. Police or Community Relations	Human Relations, Public Relations, Society and Law Enforcement	1
Q. Coordinating Tasks	Police Administration, Business Administration, Administrative Concepts	1

Table 9. Comparison of Summary Recommendations of Police Science Coordinators and Police Training Officers.

Tasks	Curriculum Assigned	Instruc- tional Level
A. <u>Patrol</u> <u>Coordinators:</u> <u>Training Officers:</u>	Police Administration and Operations	2-3
	Patrol Techniques, Self Defense, Firearms Training, First Aid, Defensive and Pursuit Driving	3
B. <u>Search and Seizure</u> <u>Coordinators:</u> <u>Training Officers:</u>	Criminal Law and Procedures	3
	Constitutional Law, Interrogation, and Methods of Searching	3
C. <u>Crime Scene Investi-</u> <u>gation</u> <u>Coordinators:</u> <u>Training Officers:</u>	Criminal Investigation	2-3
	Criminal Investigation, Elements of Crime, Collection and Preservation of Evidence, Fingerprinting, Photography, Interrogation, State Law	3
D. <u>Traffic Control</u> <u>Coordinators:</u> <u>Training Officers:</u>	Traffic Administration	3
	Traffic Control, City Ordinances, Vehicle Code, Pursuit Driving, and Traffic Engineering	3
E. <u>Arrests</u> <u>Coordinators:</u> <u>Training Officers:</u>	Criminal Law and Procedures	1
	Criminal Law and Procedures, Laws of Arrest, Interrogation	3

Table 9. Continued.

Tasks	Curriculum Assigned	Instruc- tional Level
F. Case Preparation and Presentation Coordinators: Training Officers:	Criminal Procedures and Evidence Notetaking, Elements of Crime, Statements and Testifying in Court, Criminal Inves- tigation, English Composition, Spelling and English Usage	2
G. Delinquency Control Coordinators: Training Officers:	Delinquency Prevention, Juvenile Code and Juvenile Court History, Control, and Prevention of Delin- quency, Juvenile Law and Procedures, Psychology	1-2 1
H. Citizen Advisory Func- tion Coordinators: Training Officers:	Police Administration, and Citizens' Role in Government and Crime Prevention Human Relations, State Law, Community Relations, and Press Relations	2 2-3
I. Instructing Other Personnel Coordinators: Training Officers:	English, Principles of Teaching, and Public Speaking Instructor Training, Education Methods, English Usage and Audio-Visual Aids	1 1-2-3

Table 9. Continued.

Tasks	Curriculum Assigned	Instruc- tional Level
J. Supervising Other Personnel Coordinators: Training Officers:	Leadership Training Personnel Management, Supervision, Communi- cations, Decision Making, Administration Techniques	2  1
K. Report Writing Coordinators:	Criminal Investigation, and English Compo- sition	3
Training Officers:	Methods, English Usage, English Composition, Grammar, and Spelling	3
L. Personnel Deployment Coordinators: Training Officers:	Police Administration and Organization Analyzing Data, Police Management, Per- sonnel Evaluation	2  1-3
M. Detention Procedures Coordinators:	Introduction to Corrections	3
Training Officers:	Procedures, Penology and Jail Methods	1-3
N. Planning Coordinators: Training Officers:	Police Administration Police Administration, Administrative Manage- ment, Business Administration, and Research Methods	1  1

Table 9. Continued.

Tasks	Curriculum Assigned	Instruc- tional Level
O. <u>Budgeting</u> <u>Coordinators:</u> <u>Training Officers:</u>	Police Administration Administrative Management, Accounting, Business Administration	1 1
P. <u>Police or Community</u> <u>Relations</u> <u>Coordinators:</u> <u>Training Officers:</u>	Police Administration, Law Enforcement, and Police Community Relations Human Relations, Public Relations, Society and Law Enforcement	2 1
Q. <u>Coordinating Tasks</u> <u>Coordinators:</u> <u>Training Officers:</u>	Police Administration Police Administration, Business Adminis- tration, and Administrative Concepts	1-3 1

Table 9 has presented a comparison of the subject matter and instructional institutions to train police personnel for the tasks listed in the questionnaires. Although the information was subjectively derived from information contained in the instruments, it will be presented in the final chapter for the courses and instructional levels for the training of the different role levels. It is not that the subject matter itself is questionable, but the manner in which it was derived. The information was not derived in the pattern stipulated by the research design. It is, therefore, of questionable validity.

The final chapter pulls together all of the information gathered in an attempt to indicate the role levels defined by the respondents, and also recommends subject matter content for training these role levels in their tasks. Appropriate educational institutions for offering this subject matter also are indicated. The previous statements relative to the accuracy of the information must be borne in mind.

## CHAPTER V

### RECOMMENDATIONS AND CONCLUSIONS

The previous chapters in this investigation were an attempt to allow in-service police officers and persons responsible for police training to give direction for training police officers. It was assumed that these persons would be the best sources possible for the task. It was additionally assumed that the direction that they could provide would be instrumental in improving police training. With this purpose in mind, a research design and appropriate instruments for eliciting the necessary information were developed. The in-service police personnel responded to a questionnaire developed to determine their role level and the tasks connected with that role level. The training group was to respond to a questionnaire that would indicate the subject matter appropriate for improving skills in the task areas indicated in this questionnaire. These same individuals were to recommend instructional institutions which they felt could most adequately present the subject matter indicated. The information obtained from these sources would ultimately serve as the basis for establishing three role levels within the police agency, identifying the tasks of these roles, the training courses

necessary to provide skill in the tasks and the appropriate institutions for offering the subject matter content.

#### CONCLUSIONS

It was anticipated that there would be 54 responses at each of the three role levels from in-service police personnel. The numbers responding were as follows: patrol, 28; supervision, 20; and administration, 19. It is hardly necessary to point out the inconclusiveness of such a small number of returns for the population under consideration. A number of attempts were made to improve this response, but to no avail. Since the investigation was intended only to give a direction toward improving police training, the small return was not considered to be sufficient to discontinue the project. The same small number of responses (14 of 49) to the questionnaires sent to the training group was realized and did not improve with additional contacts with the institutions. This factor has led to the conclusion that the personal interview would have been a much better method for gathering this type of information. Should a questionnaire method be the only alternative, the investigator should administer it personally. This would allow him to be sure that appropriate information is given for the questionnaire items. This investigation attempted to overcome the problem through explicit instructions to the persons administering the instrument and through individual

instruction sheets with each questionnaire form. This approach did not prove fruitful. The investigator could also collect the questionnaires as they are completed and avoid discarding improperly filled out forms. This approach will improve the number and caliber of returns. There were other problems which arose in handling the returns that related to the information request format.

It appears that the open-ended question is a poor form for eliciting information about subject matter and instructional level. The investigator would do well to generate this information from a review of the literature and force the respondent to make a single choice. In handling the returns in these areas it was almost impossible to determine what the respondents were indicating. As a result, there could be no strict adherence to the 60% cut-off point required by the research design. It is well that the investigation was concerned only with directions for improving training, otherwise the project would have been forced to a halt at the data return stage. It can be seen in the following sections that even with the problems encountered, there is some agreement as to direction for police training.

### Role and Task

The roles of police personnel found substantial agreement among the responding police officers. There was a tremendous consensus as to the overlapping of the role

level of supervision with the other two levels. In the 19 tasks of the questionnaire there was only one that was considered the responsibility of all three levels; this was the task of advising citizens. Supervision, being the middle role level, was given only one task that was their responsibility alone. Only one administrative task was not also the responsibility of supervision. The patrol level found only two tasks that did not include supervision; these were traffic control and supervising detained persons. The supervisory level shares the responsibility with either the patrol level or the administrative level for all other tasks listed on the questionnaire. It should be explained at this point that the task item, regulating licensed businesses, was not considered the task of any of the three role levels. Table 1 in Chapter four gives a breakdown of the role alignment and their tasks. From this table it is indicated that if supervision is given the responsibility of budgeting the funds of the unit or department, personnel role levels could be limited to two instead of three. They would be patrol and supervision or administration. The roles of supervision and administration seem to be analagous except for the single instance of budgeting, if we give the patrol level responsibility for the tasks indicated as patrol and patrol-supervision. Such a designation will have important implications for training in the recommendation section of this chapter. The tasks assigned to role levels were based upon a 60% or better indication of the total number of

respondents in the three role levels. Table 1 gives the following role level task assignments.

**Patrol:**

1. Traffic Control
2. Transporting Prisoners

**Supervision:**

1. Supervising Detained Persons

**Administration:**

1. Budgeting Funds of Department or Unit

**Patrol-Supervision:**

1. Patrol
2. Search and Seizure
3. Crime Scene Investigation
4. Arrest of Violators
5. Testifying in Court
6. Delinquency Control
7. Report Writing

**Supervision-Administration:**

1. Training Other Personnel
2. Supervising Other Personnel
3. Assigning Personnel
4. Planning Work for Personnel and Units
5. Public or Community Relations
6. Coordinating Tasks of Units or Divisions

**Patrol-Supervision-Administration:**

1. Advising Citizens

The data have indicated six instead of three role levels. The first three and the last levels contain less than one-third of the total number of 18 tasks. It would, therefore, seem prudent to include them in one or the other of the two remaining role levels, rather than to train separately for them. Having designated the role levels and tasks as indicated by the data, one can move on to the areas of subject matter and instructional level.

### Curriculum and Instructional Level

In the handling of these areas there were a number of courses listed which properly fall within the province of another general course. This section combines such portions of a general course under the more general course heading. The same type of problem existed in the area of instructional level. In a number of instances the police training officer and the police science coordinator indicated the same instructional level; in addition, one or the other also listed a second choice. These situations were resolved by assigning the level most frequent in the category. Where there was no clearly indicated frequency for one level, both were given and are resolved finally in the recommendation section. The following is the information indicated by the data compiled from the returns of the police training officers and the police science coordinators (See Table 9).

#### Patrol:

1. Police Administration and Operations
2. Self-Defense
3. Firearms Training
4. First-aid
5. Defensive and Pursuit Driving

The instructional level recommended was the police academy (3).

#### Search and Seizure:

1. Criminal Law
2. Constitutional Law
3. Interrogation and Methods of Search

The instructional level recommended was the police academy (3).

**Crime Scene Investigation:**

1. Criminal Investigation
2. Elements of Crime
3. Collection and Preservation
4. Fingerprinting
5. Photography
6. Interrogation
7. Local Statutes

The instructional level recommended was the police academy (3).

**Traffic Control:**

1. Traffic Administration
2. City Ordinances
3. Vehicle Code
4. Pursuit Driving
5. Traffic Engineering

The instructional level recommended was the police academy (3).

**Arrests:**

1. Criminal Law and Procedures
2. Laws of Arrest
3. Interrogation

The instructional levels recommended were both the four-year institution and the police academy (1-3).

**Case Preparation and Presentation:**

1. Criminal Procedures
2. Evidence
3. Notetaking
4. Statements and Testifying in Court
5. Criminal Investigation
6. English Composition
7. English Usage and Spelling

The instructional level recommended was the two-year institution (2).

**Delinquency Control:**

1. Delinquency Control
2. Juvenile Code and Court
3. Prevention of Delinquency
4. Psychology

The instructional level recommended was the four-year institution (1).



Citizens Advisory Function:

1. Police Administration
2. Human Relations
3. Community Relations
4. Press Relations

The instructional level recommended was the two-year institution (2).

Instructing Other Personnel:

1. English
2. Principles of Teaching
3. Public Speaking
4. Instructor Training
5. Audio-Visual Equipment

The instructional level recommended was the four-year institution (1).

Supervising Other Personnel:

1. Leadership Training
2. Personnel Management
3. Supervision
4. Communication
5. Decision Making
6. Administrative Techniques

The instructional levels recommended were both the four-year and two-year institutions (1-2).

Report Writing:

1. Criminal Investigation
2. English Composition
3. Spelling

The instructional institution recommended was the police academy (3).

Personnel Deployment:

1. Police Administration and Organization
2. Analyzing Data

The instructional institutions recommended were the four-year, two-year institutions and the police academy (1-2-3).

Detention Procedures:

1. Introduction to Corrections
2. Jail Procedures and Methods

The instructional level indicated was the four-year (1).

Planning:

1. Police Administration
2. Administrative Management
3. Business Administration
4. Research Methods

The instructional level recommended was the four-year institution (1).

Budgeting:

1. Police Administration
2. Administrative Management
3. Accounting
4. Business Administration

The instructional level recommended was the four-year institution (1).

Police or Community Relations:

1. Police Administration
2. Law Enforcement
3. Police-Community Relations
4. Human Relations

The instructional levels recommended were both the four-year and two-year institutions (1-2).

Coordinating Tasks:

1. Police Administration
2. Business Administration
3. Administrative Concepts

The instructional institution recommended was the four-year institution (1).

The listing of the previous role levels and tasks, with the above subject matter and instructional institutions, leads to the point where role levels, tasks, and instructional approaches for police training can be recommended.

### RECOMMENDATIONS

The procedures for making recommendations is one of using the information presented by the sample groups. The

first of these recommendations deals with the data elimination of one of the role level tasks. The task item eliminated dealt with regulating licensed business places. It could be that this item was misinterpreted by the respondents, especially if they did not refer to the definition included. Also, the respondents could have viewed this item as being in the jurisdiction of another agency. Nonetheless, the item was excluded and remains so.

The exclusion of the task, regulating licensed businesses, leaves a total of 18 task items for police personnel operations. These 18 tasks must be aligned with the appropriate role level for training purposes. The data, while listing six role levels, seemed to imply that only two levels have enough tasks to require the training of a significant number of personnel for any length of time. On this basis it is concluded that there are only two role levels and the tasks of the other four can be incorporated into the training for them. This conclusion indicates that the original assumption of this study was wrong in stating that there were three role levels. The three role levels of patrol, supervision, and administration should be replaced. The recommended role levels are patrol and management. These two role levels cover all of the tasks listed in the questionnaire.

The level of patrol is retained because of the large number of personnel operating at that level and the number of tasks that are included. The training of this

level is also important to improved police performance because this role level has the most contact with the public. Fosdick states it in the following manner.

. . . The heart of police work is the contact of the individual policeman with the citizen . . . Nearly all police activity is initiated in the field away from headquarters and stationhouses. The action that is first taken by the policeman of lower rank, operating independently, must, in each case, remain the foundation of the department's action.<sup>52</sup>

The tasks of the patrol level will include the following:

1. Traffic Control
2. Transporting Prisoners
3. Patrol
4. Search and Seizure
5. Crime Scene Investigation
6. Arrest of Violators
7. Citizen Advising Function
8. Delinquency Control
9. Report Writing.

The role level will include all personnel with a rank under that of sergeant. Some of the tasks enumerated here for the patrol level were also indicated as being the tasks of the supervisory level. Since the supervisory level needs these skills they will acquire them while they are working at the patrol level. The present promotional pattern for police personnel requires that they serve some time at the patrol level prior to promotion. Therefore, there is no problem about the other level acquiring training necessary for the role in this area. In order that the patrol level can perform these tasks, the following curricular content will be offered for each of the patrol level tasks at the instructional institution indicated.

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<sup>52</sup>Fosdick, op. cit., pp. 305-306.



Curricular Content	Instructional Institution
<u>1. Traffic Control</u>	
Traffic Administration, City Ordinances Vehicle Code, Pursuit Driving, and Traffic Engineering	Police Academy
<u>2. Transporting Prisoners</u>	
No Curriculum Recommended (See Detention Procedures, p. 122)	Police Academy
<u>3. Patrol</u>	
Police Administration and Organization, Self-Defense, Firearms, First-aid	Police Academy
<u>4. Search and Seizure</u>	
Constitutional and Criminal Law, Inter- rogation and Methods of Searches	Police Academy
<u>5. Crime Scene Investigation</u>	
Criminal Investigation, Elements of Crime, Collection and Preservation of Evidence, Fingerprinting, Photography, Local Statutes	Police Academy
<u>6. Arrest of Violators</u>	
Criminal Procedures and Laws of Arrest	Four-Year
<u>7. Citizen Advisory Function</u>	
Human Relations, Community Relations, Press Relations	Two-Year
<u>8. Delinquency Control</u>	
Juvenile Code and Court, Prevention of Delinquency, Psychology	Four-Year
<u>9. Report Writing</u>	
English Composition and Spelling	Police Academy



It should be noted that in item two it was previously indicated that no specific recommendations would be made for transporting prisoners as it relates to curriculum. This item and the item, supervising detained persons, are included under the single heading of detention procedures for curriculum purposes. The reader is therefore referred to the curriculum recommendations on page 122 listed under detention procedures. There are only three tasks--arrest of violators, citizen advisory function, and delinquency control--that are recommended for instruction at other than the police academy. On the basis of this information, it might be well to offer the total program for this level at the police academy and bring in instructors from the higher education institutions to teach these courses.

The role level of management, which includes all ranks of sergeant and above, will have the following tasks.

1. Supervising Detained Persons, i.e., Detention Procedures
2. Budgeting Funds of Department or Units
3. Training Other Personnel
4. Supervising Other Personnel
5. Planning Work for Personnel and Units
6. Public or Community Relations
7. Coordinating Tasks of Units or Divisions
8. Case Preparation and Presentation
9. Personnel Deployment.

The management level includes all ranks not included at the patrol level, sergeant through chief. Once an officer leaves the patrol level, he can expect to spend the rest of his career as a part of the management team of his organization. He must have the skills necessary to perform the

tasks that are assigned to him at his role level. Present day police organizations usually promote from within their own ranks. Training at the patrol role level does not prepare a man for the management role level. Therefore, at the initial step of the management level personnel must be prepared for their management role. The following subject matter and institutions have been recommended for training at the management role level.

<u>Curricular Content</u>	<u>Instructional Institution</u>
<u>1. Supervising Detained Persons</u>	
(See curriculum for Detention Procedures, p. 122)	Police Academy
<u>2. Budgeting Funds of Department or Units</u>	
Administrative Management, Accounting, Business Administration	Four-Year
<u>3. Training Other Personnel</u>	
Principles of Teaching, Public Speaking, Instructor Training, Audio-Visual Aids	Four-Year
<u>4. Supervising Other Personnel</u>	
Leadership Training, Personnel Management, Supervision, Communications, Decision Making, Administrative Techniques	Four-Year
<u>5. Planning Work for Personnel and Units</u>	
Research Methods	Four-Year
<u>6. Public or Community Relations</u>	
Law Enforcement and Police-Community Relations	Four-Year

Curricular Content	Instructional Institution
<u>7. Coordinating Tasks of Units or Divisions</u>	
<u>Administrative Concepts</u>	<u>Four-Year</u>
<u>8. Personnel Deployment</u>	
<u>Analyzing Data</u>	<u>Four-Year</u>
<u>9. Case Preparation and Presentation</u>	
<u>Notetaking, Statements and Testifying in Court</u>	<u>Two-Year</u>

It should be observed that there are nine tasks for each of the two role levels. This is due to the splitting of detention procedures into the tasks of transporting prisoners at the patrol level and supervising detained persons at the management role level. For curriculum recommendations there are still only 17 tasks.

The tasks are almost evenly distributed between the two role levels. In the management role level recommendations for the instructional institution are all for the four-year organization, with the exception of two categories--one and nine. For this reason, and the types of subject matter indicated, it might be well to offer both of these courses at the same organization, either the two-year institution or police academy. The management role level should be trained at the four-year institution.

## SUMMARY

The police personnel role levels have been identified, the tasks have been related to the role levels, and for each of the tasks at each role level a training curriculum and educational institution have been recommended. A direction that is different for police training has been indicated on the basis of the original assumptions of this study. Although the problems of role, task, curriculum, and educational organization may not have been resolved with any great clarity in this study, the recommendations of the respondents have indicated a need for a new direction.

Those who would pursue this type of investigation in the future should seriously consider the kinds of problems encountered related to the data gathering design, and seek to avoid them. Greater care should be exercised in controlling the types of answers solicited from respondents. A more sophisticated method of analyzing data should be included in the research design. If at all possible, forced choices should be made by respondents in all of the areas instead of just the role, tasks, and instructional institution areas. Respondents should choose from a list of recommended courses and have the option of adding others rather than being left to their own devices. Finally, the respondents should be selected by the researcher. The benefits that he will derive from this

methodology will more than make up for the disadvantages of such an approach. This type of an investigation will require a good deal of time and personal contact with all respondents in order to be most effective. A more tightly controlled and statistically oriented research design will lead to more concise and clear conclusions from the data.

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## APPENDICES

APPENDIX A

MICHIGAN STATE UNIVERSITY CRIMINAL JUSTICE PROGRAM

FACULTY

Professors:

A. F. Brandstatter, M.A., Director	Michigan State University
Frank D. Day, J.D.	St. John's University
W. A. Goldberg, Ph.D.	Northwestern University
Louis A. Radelet, M.A.	University of Notre Dame
Victor G. Strecher, Ph.D. (On leave)	Washington University
Ralph F. Turner, M.S.	University of Southern California
Leon H. Weaver, Ph.D.	University of Illinois

Associate Professors:

Robert E. Gustafson, Ph.D.	Michigan State University
Joint Appointment with Continuing Education Services	
John H. McNamara, Ph.D.	University of California, Los Angeles
Robert C. Trojanowicz, Ph.D.	Michigan State University

Assistant Professors:

William G. Hegarty, M.S.	Michigan State University
Marvin I. Zalman, J.D.	Brooklyn Law School

Instructors:

David G. Epstein, M.S. (Temporary)	Michigan State University
Winston A. Gibson, M.Ed.	University of Cincinnati
Larry T. Hoover, M.S. (Temporary)	Michigan State University
William G. Horn, M.S.	Michigan State University
Roger O. Steggerda, M.S. (Temporary)	Michigan State University
Calvin J. Swank, M.S.	Michigan State University

SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing

BACHELOR AND MASTER OF SCIENCE PROGRAMS

The preservation of the peace, the prevention of crime, the protection of life and property, the safeguarding of civil rights, and the maintenance of social order with justice and freedom for all are essential to the functioning of a democratic society.

To provide for this peace, security, safety, and freedom, public and private agencies at the local, state and federal levels are engaged in activities designed to enforce laws; prevent crime and delinquency; rehabilitate offenders; provide safety and security in industrial, commercial, financial organizations; promote highway safety; and to emphasize total community responsibility in these goals.

The school provides professional education to prepare students for careers in public and private service identified with the administration of criminal justice. The major curricula, predicated on a broad general education, is designed to give a strong orientation in law enforcement administration, security administration, and correctional administration. Areas of study such as criminalistics, delinquency prevention and control, and highway traffic administration are also available.

The program is offered in cooperation with selected public and private agencies to promote services and research in the areas of mutual concern, which in turn enhances effective community relations in the administration of criminal justice.

## UNDERGRADUATE PROGRAM

### Admission

Individuals proposing to major in this school must meet all the requirements for admission to Michigan State University. Applicants should possess the physical qualifications, personality and adaptability required for the specific field in which they plan to concentrate their studies.

A core program, consisting of offerings from University College, other departments and colleges of the University, and specific basic courses in this school has been established. Students are required to take a number of prescribed depth courses to provide further background in their chosen field of study. These courses are selected by the student with the advice and consent of the student's academic advisor.

A criminal justice practicum (field service training) of one-term duration is especially arranged to meet the needs of the particular major interest of the student. It is a valuable contribution to the educational experience of the student. This off-campus practicum is optional for all students during their senior year. Students are expected to meet any increased living costs. All students under 21 years of age must obtain the consent of parent or guardian prior to participating in the practicum.

### SCHOOL CORE PROGRAM

### Credits

CJ 110	Introduction to Criminal Justice . . . . .	4
CJ 230	Administrative Theory in Criminal Justice . . . . .	5
CJ 355	Delinquency Prevention and Control . . . . .	5
CJ 368	Correctional Philosophy, Theory, and Practice . . . . .	5
CJ 375	Criminal Law . . . . .	4
CJ 492	Methods of Criminal Justice Research . . . . .	5
CJ 499	Seminar in Criminal Justice . . . . .	5

The student who selects police science (criminalistics) as his specialty is exempted from the above school core, since the criminalistics program relies heavily on courses in chemistry, physics, and mathematics. A special program is designed to fit the police science student's needs.

In addition to the school core program, a student is required to enroll in depth courses in his area of interest. A list of courses comprising the requirements and electives of each area of specialization may be secured from the School of Criminal Justice. Those planning part of their university education elsewhere should secure these lists so that they may take courses applicable to the requirements of their field of study.

#### GRADUATE PROGRAM

The School of Criminal Justice represents the embodiment of new concepts in the administration of criminal justice and provides a means to their implementation. The administration of criminal justice is viewed as one continuous integrated process from prevention of crime through release from all legal supervision with a common focus upon the prevention and control of legally prohibited deviant behavior. The master's program of the school is designed to further the capacities of career people in criminal justice administration (police administration, criminalistics, prevention and control of delinquency and crime, highway traffic administration, correctional administration and security administration.)

#### Admission

While an undergraduate degree comparable to that offered by this school is not required, the applicant must have a background essential

to the successful pursuit of graduate work. Students who have their bachelor's degree in a field other than criminal justice may have to spend an extra term or two taking courses or pursuing individualized study to satisfy knowledge requirements.

All applicants must have at least 18 credits of undergraduate work in political science, public administration, economics, sociology, psychology, anthropology, history, social work, or any combination of these. For the prevention and corrections programs, at least 9 of these credits must be in sociology, psychology, social work, or any combination of such courses. Criminalistics majors must have the required undergraduate natural and physical science courses.

Regular Status:

1. A bachelor's degree from an accredited institution.
2. An undergraduate average of 3.2 (B+) or above.
3. Acceptable scores on the Graduate Record Exam, Parts I and II.
4. Evidence of personal traits and characteristics considered necessary for the successful completion of graduate program.

Provisional Status:

Applicants having an undergraduate average of 3.0-3.2 may be admitted provisionally. Such provisional status should be removed within the first two terms of enrollment. Regular standing will not be granted until the student has completed at least 12 credits of approved graduate work with an average of 3.2.

Such status must be removed before the student will be considered a candidate for the degree.

### Specific Requirements

A minimum of one year of full-time academic work after a bachelor's degree is required for the master's degree.

The school offers two programs in order to meet the needs of the field. These have the following requirements:

#### **"A" Program for Master of Science Degree, School of Criminal Justice.**

##### **I. Course Requirements:**

- A. Forty-five acceptable credits beyond undergraduate degree.
- B. A minimum of twenty-three of the forty-five credits must be numbered 800 or above.
- C. All students must take the "CJ Graduate Core." That core includes Advanced Criminal Justice Administration (CJ 812), Administration of Criminal Law (CJ 870), Seminar in Deviant Behavior (CJ 875), Problems and Techniques of C.J. Research (CJ 493 - effective Fall 1972), and Thesis Research (6 credits). Students in the individual study areas may be required to take other courses as indicated by their advisor.
- D. All students who have not taken equivalent courses at the undergraduate level will be required to take a basic Criminology course (Soc. 335) and a Research Methodology course (CJ 492)

##### **II. Thesis Requirements:**

- A. A thesis is required.

##### **III. Other Requirements:**

- A. A final examination is required. (May be oral or written.)

#### **"B" Program for Master of Science Degree, School of Criminal Justice.**

##### **I. Course Requirements;**

- A. Forty-eight acceptable credits beyond undergraduate degree.
- B. A minimum of twenty-five of the forty-eight credits must be numbered 800 or above.
- C. All students must take the "CJ Graduate Core." That core includes Advanced Criminal Justice Administration (CJ 812), Administration of Criminal Law (CJ 870), Seminar in Deviant Behavior (CJ 875), and Graduate Paper Research (2 credits). Students in individual study areas may be required to take other courses as indicated by the advisor.

- D. All students who have not taken an equivalent course at the undergraduate level will be required to take a basic Criminology course (Soc 335) and a Research Methodology course (CJ 492).

## II. Graduate Paper and Presentation Requirement

- A. Each student will be required to prepare a graduate paper on an appropriate subject.
- B. Each student will be required to make a formal oral presentation of this paper before an examining board. This board will also question the candidate at their discretion immediately following this presentation.

### Academic Standards

Candidates for the master's degree shall earn a minimum of 3.0 (B) in order to qualify for the degree. Failure to maintain an average of 3.0 (B) will result in a request to withdraw from this school.

Residence requirements, transfer credits, and time limits for the degree are in accordance with all University regulations.

110. Introduction to Criminal Justice

Fall, Winter, Spring. 4(4-0)

Agencies and processes involved in the administration of criminal justice--the legislature, the police, the prosecutor, the courts and corrections. Problems of law enforcement in a democratic society.

225. Police Science Laboratory

(314.) Fall, Winter, Spring. 4(0-3)

General course in laboratory techniques. Photography, recording of a crime scene, collection and preservation of evidence, and fingerprinting.

230. Administrative Theory in Criminal Justice

(130.) Winter, Spring. 5(3-4)

Exposition of theories and research relating to organization and management, and their applicability to criminal justice agencies.

245. Highway Traffic Administration

(445.) Fall. 5(5-0)

Examination of U.S. transportation system, emphasizing efficient safe operation. Activities and agencies concerned with increasing efficiency. System's development, components, social, economic and political impacts. Survey of present and future needs.

246. Highway Traffic Administration II

Winter. 5(4-0)

Organization for traffic control, accident investigation, traffic flow regulation, and accident analysis and interpretation. Survey of traffic law, as related to administration. Violation bureau and traffic court administration.

247. Highway Traffic Administration III

Spring. 5(4-0)

Highway traffic education at the elementary, secondary and adult levels of instruction. Communication aspect of highway traffic administration. Public support organizations. Motor vehicle fleet safety programs. Traffic safety research.

## 318. The Police and Community Relations

(323.) Fall, Winter, Spring. 4(4-0)

An interdisciplinary survey of the field of police and community relations emphasizing police administrative responsibility, with special attention to the police role in community relations tension and conflict.

## 327. Police Science Laboratory II

(315.) Winter. 3(0-6) 225 or approval of school.

Continuation of 225, including the studies of firearms, hair, microscopy and chemistry.

## 328. Police Science Laboratory III

Spring. 3(0-6) 327 or approval of school.

Continuation of 327, including serological examination of minute pieces of evidence, documents, and instrumental analysis.

## 335. Police Administration I

(235, 411.) Fall. 5(4-1)

Principles of police administration and organization; administration of staff units; function and activities of police agencies.

## 336. Police Administration II

(236, 410.) Winter. 5(4-1)

Administration of police line operation; including patrol as the basic operations of the police function, investigation, juvenile, traffic and special operational units. Liaison between units, enforcement policy, manpower distribution, and analysis of operations.

## 355. Delinquency Prevention and Control

(451.) Fall, Spring. 5(4-1)

Problem of juvenile delinquency, theories of causation and prevention programs. Police prevention programs, juvenile courts, institutional treatment, community resources for prevention, Federal and state programs.

## 356. Organization and Administration of Delinquency Prevention Programs

(452.) Winter. 5(4-1)

Prevention programs in general. Police prevention programs--historical development, present status, organization and administration, areas of operation, personnel, training, relationship to other agencies. Application of organizational scheme to other programs.

## 368. Correctional Philosophy, Theory and Practice

(460.) Fall, Winter. 5(4-1)

Introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. Appraisal of the impact of correctional treatment upon post-correctional behavior.

## 369. Probation and Parole

(463.) Spring. 5(4-1)

Treatment of convicted law violators by the correctional field services before and after prison. The role of probation and parole counselors. Appraisal of effectiveness. Prediction of behavior during and after probation and parole.

## 375. Criminal Law

(275.) Fall, Winter, Spring. 4(4-0)

Survey of substantive criminal law as a means of attaining certain socially desirable ends like the preservation and protection of life and property; emphasis on historical and philosophical concepts.

## 380. Industrial Security Administration

(402.) Fall, Summer. 5(4-1)

The organization and management of industrial security units including government security. The protection of commercial and industrial manpower, facilities, and installations. Security and police operations. Administrative, legal, and technical problems. Specialized programs for factories, railroads, retail stores, insurance companies, credit bureaus, etc.

## 381. Industrial Fire Protection, Disaster Control and Defense Programs

(403.) Spring. 4(3-1)

The administration of fire and accident prevention programs. Development of policy, rules and regulations. Operations for fire and accident control. Equipment facilities, inspections, investigations, and records. Special problems and hazards.

## 395. Criminal Investigation

(310, 325.) Fall, Winter. 5(5-0)

Introduction to criminal investigation procedures including theory of an investigation, conduct at crime scenes, collection and preservation of physical evidence; methods used in police science laboratory, fingerprints, ballistics, documents, serology, photography, and related forensic sciences.

## 400H. Honors Work

Fall, Winter, Spring, Summer. Variable credit. Approval of school.

Open only to qualified students. Individually selected program of supervised group or individual study dealing with some phase of police administration and public safety.

## 401. Case Studies in Law Enforcement and Public Safety

Fall, Winter, Spring, Summer. 1-6 credits. May re-enroll for credit. Majors.

Surveys and applied research as approved by student's major professor.

## 409. Special Issues in Criminal Justice

Fall, Winter, Spring, Summer. Maximum 4 credits.

A forum for special course offerings focusing on special issues in criminal justice by guest instructors or regular faculty.

## 453. Case Analysis in Prevention Programs

Spring. 5(4-1)

Factors to be considered in determining referral action for delinquent youth. Estimating significant behavior and home situation. The referral process, selection of agency, preparation for referral, follow-up.

## 465. Administration of Correctional Institutions

Fall. 5(4-1)

Treatment, security, custody and discipline of the convicted law violator in correctional institutions. Social structure of the prison community: inmate social systems and interaction. Correctional clinic records. Correctional research and decision making.

## 471. Criminal Procedure

Fall, Spring. 4(4-0)

Study of the constitutional right of the people to be secure from unreasonable searches and seizures; how rules of evidence safeguard individual rights in the administration of criminal justice.

## 475. Evidence

Winter. 3(3-0)

Examination of concepts, policies and procedures relating to the admission of evidence before judicial tribunals.

480. Internal Security in a Democracy<sup>47</sup>

(405.) Winter. 4(3-0) or 5(3-0)

Approaches to the control of "subversive activities," and the effectiveness from the standpoint of security and freedoms essential in a democracy.

481. Theft Control in Business, Industry and Institutions

Spring. 3(2-0)

Causation, prevention, and control of robbery; burglary; shoplifting; pilferage; embezzlement; and employee dishonesty in private and public institutions. Social science theory and research methods.

490. Criminal Justice Practicum

Fall, Winter, Spring, Summer. Variable credit. May re-enroll for a maximum of 12 credits. Approval of school.

Practicum designed to broaden the educational experience of students through appropriate observational and work assignments with governmental agencies and private firms. Correlation of theoretical knowledge with practice in participating organizations.

492. Methods of Criminal Justice Research

Fall, Spring. 4 credits

Elements of scientific perspective; interaction of research and theory. Introduction to research design, data collection, analytic and statistical techniques, use of data processing resources, and preparation of research reports.

493. Problems and Techniques of Criminal Justice Research

Winter. 3(3-0)

A continuation of CJ 492 to provide depth in the various elements of research, extension to more sophisticated research models, and the relevance of findings for criminal justice program innovation and evaluation.

499. Seminar in Criminal Justice

(496.) Fall, Winter, Spring, Summer. 5(3-0) Majors: CJ 490 or approval of school; Others: Seniors.

Discussion and evaluation of observed policies and practices of the field and studied theories and procedures. Conflicts between theory and practice are examined, analyzed, and reconciled.

SCHOOL OF CRIMINAL JUSTICE  
 College of Social Science  
 Michigan State University  
 East Lansing, Michigan 48823

Graduate Courses

801. Directed Studies

Fall, Winter, Spring, Summer. 1(0-2) to 6(0-12). Approval of school.

Individual research and study in student's field of interest as approved and directed by major professor.

802. Advanced Security Administration

Fall. 3(3-0) or 5(3-0). Approval of school.

Salient problems and issues of concern to professional security administrators with emphasis on business management approaches. Typical problem areas include: contractual security services; employee dishonesty; cost considerations; work simplification.

812. Advanced Criminal Justice Administration

Fall. 3(3-0) or 5(3-0). Approval of school.

The framework through which the objectives of the process of social control (criminal justice) are obtained. The administrative, political, and social milieu in which this machinery operates.

815. Seminar in Criminal Investigation

Spring. 3(3-0) or 5(3-0). Approval of school.

A seminar in investigative techniques, criminalistics, case studies: including discussion on quantum of proof in criminal investigations and probative value of physical evidence.

820. Advanced Law Enforcement Administration

Winter. 3(3-0) or 5(3-0). Approval of school.

Depth analysis of the administrative issues of law enforcement. The problems of program development, execution and evaluation.

822. Comparative Law Enforcement Administration

Spring. 3(3-0) or 5(3-0). Approval of school.

Comparative study of police organization and administration in various governmental and social systems. Evaluation of government's role, its limitations, the selection and training of leaders.

823. Community Relations in the Administration of Justice

Fall. 3(3-0) or 5(3-0). Approval of school.

Seminar in the field of community relations encompassing the spectrum of the administration of justice and community responsibility, utilizing the interdisciplinary approach in case and situational analysis.

840. Seminar in Highway Traffic Administration

Winter. 3(3-0) or 5(3-0). Approval of school.

Traffic problems in their broad social setting. Inventory and critical review of the traffic safety movement and role of various professions therein. Future problems and developments.

868. Review and Evaluation of Correctional Research

Winter. 3(3-0) or 5(3-0). Approval of school.

Correctional research systems review, analysis and critical evaluation of correctional research findings and conclusions pertaining to correctional decision making in the treatment process.

870. Administration of Criminal Law

Winter. 3(3-0) or 5(3-0). Approval of school.

Major provisions of the Constitution of the United States that safeguard personal liberties. Judicial processes are examined in the light of historical experience, and social change.

875. Seminar

Spring. 3(3-0) or 5(3-0). Approval of school.

Evaluation of current major hypotheses; review of recent developments, contributions by agencies and academic institutions and review current literature in the field of deviant behavior.

890. Field Training

Fall, Winter, Spring, Summer. 1(0-4) to 6(0-24). Approval of school.

Field service training provided with federal, state, and local enforcement agencies; crime laboratories; commercial, industrial, and financial organizations with security programs; agencies working in crime and delinquency prevention; correctional agencies; and organizations engaged in highway safety.

899. Thesis Research

Fall, Winter, Spring, Summer. Variable credit. Approval of school.

**APPENDIX B**

**MICHIGAN STATE UNIVERSITY  
STUDENT PLANNING GUIDES**

SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing

Revised 11/71

#### THE CRIMINAL JUSTICE AND CRIMINOLOGY OPTION within the SOCIAL SCIENCE PhD PROGRA

The College of Social Science offers a Phd degree in Social Science with a specialization in Criminal Justice and Criminology. The demand for such training is rapidly increasing. The need for personnel who can conceptualize and deal with the many and complex interrelationships between existing social conditions and crime as well and the administration of criminal justice is particularly urgent. The college is prepared to assist in this effort by offering course work which should help to produce both scholars and practitioner who will serve to increase our understanding of crime and the effectiveness of myriad attempts to cope with crime.

#### Admission

Applicants must have achieved a grade point average of 3.0 or better in prior undergraduate and/or graduate work. Formal admission to the program will require completion of a Master's degree in Criminal Justice or a related field such as one of the social sciences. Completion of a Master's thesis is also required for formal admission. If applicants meet all the admission requirements other than completion of the Master's degree (and Master's thesis) they may be admitted on a provisional basis and later admitted to formal status upon completion of all requirements.

In addition to the University Application for Admission to Graduate Study and transcripts from all colleges and universities attended, additional items must be forwarded to the Assistant Dean for Graduate Education, College of Social Science. These are: 1) Application for Admission to Graduate Study, Social Science, 2) A "statement of intent" in which applicants state their career objectives and the manner in which these objectives are related to their proposed program of study, 3) Three letters of reference from faculty who have known the applicant as a student, and 4) The results of the Graduate Record Examination (both the Aptitude Test and, if available, the Advanced Test for the appropriate field.)

Applicants should correspond with the College of Social Science at least six months prior to the term for which they seek admission and request further detail regarding admissions procedures. Applications will be reviewed and evaluated by the Graduate Committee of the College of Social Science and by a committee in the School of Criminal Justice. Announcements regarding acceptance into the program will normally be made in the first week of April preceding the Fall term for which application is made.

### The Program

The program is envisioned as one which will expose its students to a varied set of course offerings aimed ultimately at the application of social science principles and methods to the problems of understanding and controlling crime and delinquency. The student will be afforded the opportunity to take a number of courses in the basic social sciences as well as courses in criminology and criminal justice. In addition, he will take a sequence of courses in methodology and statistics which will facilitate the development of a heightened appreciation of the roles research can play in action as well as the development of skills involved in conducting research and interpreting findings to others. The program will be as individualized as is possible to allow the student, working with a guidance committee, to explore a number of areas not usually feasible within a degree program confined to one department or school of the College of Social Science. In this manner, the student will be allowed to shape a program of study which will be both broad in scope and yet as closely related to his needs and career interests as the resources of the University will allow.

It is the further intention of the University to produce graduates who can grasp the complexities of crime and the administration of criminal justice. The student who successfully completes the program should be one with the ability to see the interrelatedness of theory and action as well as the interrelatedness of the activities of the many and varied agencies and professions in the administration of criminal justice. Such graduates should hence be better enabled to contribute to the development of more coherent systems for the prevention and control of crime and delinquency at all levels of government.

The program also offers three sub-options for specialists in research, teaching, or planning. Students in the program will select course offerings and independent study and work with an emphasis on one of these specializations. A sequence of courses may also be taken outside the College of Social Science in support of each of the specializations. Courses and independent work will be selected by each student in consultation with a guidance committee made up of faculty from the basic social science disciplines and from the School of Criminal Justice.

### Program Requirements

Following formal admission to the program each student will normally be expected to complete course work as follows: Twenty credits in the Criminal Justice and Criminology core program offered by the School of Criminal Justice; Fifteen credits in courses related to the sub-options of the student's specialization; Twenty credits each in two of the basic social science disciplines of Sociology, Anthropology, Psychology or Political Science; Fifteen credits in Research Methods and Statistics; Thirty-six credits of independent research in completion of the Doctoral dissertation.

The student will be tested in a comprehensive examination prepared by his guidance committee on his course work in the program. Following completion of the course work and successful performance on the comprehensive examination,

the student will begin formal work on original dissertation research and upon completion of the dissertation an oral defense of the dissertation must be made before the guidance committee.

Throughout the student's course work a grade point average of at least 3.0 must be maintained. The accumulation of more than nine credits below 3.0, three or more grades below 3.0 or a grade point average below 3.0 for two terms may require that a student withdraw from the program. Other University-wide requirements for doctoral programs which are described in the Graduate School Catalog must, of course, also be met.

#### Further Information

For further information, the applicant should correspond with:

Assistant Dean for Graduate Education  
College of Social Science  
206 Berkey Hall  
Michigan State University  
East Lansing, Michigan 48823

SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing, Michigan

STUDENT PLANNING GUIDE

GENERAL STUDIES IN CRIMINAL JUSTICE

Purpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four-year curriculum leading to a degree in Criminal Justice.

The student, with the advice and consent of his academic advisor, is responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein.

General Education

There are two levels of undergraduate instruction at Michigan State University. All freshmen and sophomores automatically fall into the first category of University College. The Upper Level consists of juniors and seniors who are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Students planning to enroll in the School of Criminal Justice should enroll as no-preference in University College as freshmen and sophomores. Academic advising for freshmen and sophomores will be handled by the school, with the clear understanding that it carries no connotations as to eventual acceptance by the school. Applications for admission to the School should be filed by March 1 of the year in which Fall term admission is desired. Students are admitted to the School, normally, only Fall term. It is necessary to have 85 quarter credits and a grade point average of 3.0 for admission to the School. Exceptions to this (but with GPA no lower than 2.5) may be made in cases of economic or educational disadvantage, practitioners in the criminal justice system, and certain other individual circumstances. The University College course requirements are as follows:

- |  |              |
|--|--------------|
| 1. American Thought and Language<br>(Taken during the freshman year - 3 terms) | -- 9 credits |
| 2. Natural Science<br>(Taken during the freshman year - 3 terms)               | --12 credits |
| 3. Social Science<br>(Taken during the sophomore year - 3 terms)               | --12 credits |
| 4. Humanities<br>(Taken during the sophomore year - 3 terms)                   | --12 credits |
| Total General Education Requirement  | 45 credits   |

The University College expects that its course sequences will be taken in uninterrupted fashion. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere.

### Criminal Justice Core

Every Criminal Justice major must complete a group of courses designated as the Criminal Justice Core. The following courses constitute this core:

- |   |                  |
|---|------------------|
| 1. CJ 110, Introduction to Criminal Justice           | 4 credits        |
| 2. CJ 230, Administrative Theory in Criminal Justice  | 5 credits        |
| 3. CJ 355, Delinquency Prevention & Control           | 5 credits        |
| 4. CJ 368, Correctional Philosophy, Theory & Practice | 5 credits        |
| 5. CJ 375, Criminal Law                               | 4 credits        |
| 6. CJ 492, Methods of Criminal Justice Research       | 4 credits        |
| 7. CJ 499, Senior Seminar                             | <u>5 credits</u> |

Total Criminal Justice Core	32 credits
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Students transferring from other institutions may be given credit or waiver for Criminal Justice Core courses by satisfying the requirements outlined in Memorandum to all junior college transfer students, dated January 13, 1972, a copy of which may be secured by request to the school.

### Area of Interest Requirement

Twenty-eight credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete eighteen (18) additional credits of criminal justice in this area. In addition to these 18 required criminal justice credits, the student may elect 10 additional credits of criminal justice, OR with the advice and consent of his academic advisor, elect 10 credits outside the school which complement his chosen area of interest.

Students enrolling in CJ 401 and CJ 400H are required to follow the guidelines for these courses that have been established by the school, a copy of which may be secured upon request.

Criminal Justice credit is acceptable only for the "Core" and "Area of Interest" requirements. A student is required to complete a minimum of 50 CJ credits, but may obtain a maximum of 60 CJ credits.

### Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Science or in the Department of Economics may be elected to complete this requirement. With the approval of academic advisers, certain courses in Agricultural Economics, Communications, James Madison College, History and Philosophy may also be counted for credit in this category.

Academic units of the College of Social Science are (1) Anthropology, (2) Political Science, (3) Psychology, (4) Sociology, (5) Geography, (6) Social Work and (7) Urban Planning and Landscape Architecture. The following courses are recommended for Criminal Justice majors to complete the social science cognate, with any Economics course acceptable that has the approval of the student's academic advisor;

ANT 100, Origin Man and Culture (4 credits)

ANT 171, Introduction to Anthropology (4 credits)

ANT 221, Social-Culture Analysis (4 credits)

ANT 250, Culture Environment Adaption (4 credits)

ANT 281, The Africans and Their Cultures (4 credits)

ANT 463, Social Anthropology (4 credits)

ANT 466, Cross-Cultural Relations in the Modern World (3 credits)

ANT 473, Culture and Personality (4 credits)

ANT 474, Culture and Economic Behavior (4 credits)

ANT 475, Culture and Political Behavior (4 credits)

PLS 100, American National Government (4 credits)

PLS 200, Introduction to Political Science (4 credits)

PLS 301, American State Government (4 credits)

PLS 302, American Urban Government (4 credits)

PLS 303, Michigan Government (4 credits)

PLS 320, The American Judicial Process (4 credits)

PLS 322, Constitutional Politics (4 credits)

PLS 324, The American Legislative Process (4 credits)

PLS 331, American Political Parties and Elections (4 credits)

PLS 337, Race, Politics in America (4 credits)

PLS 376, Theory and Practice of International Communism (4 credits)

PLS 377, American Political Thought (4 credits)

PLS 378, American Political Thought (4 credits)

PLS 404, Selected Aspects of State and Local Government (5 credits)

- PSY 160, Introduction Psychology Social Personality (3 credits)
- PSY 170, Introduction Psychology General (4 credits)
- PSY 200, Principles of Behavior (5 credits)
- PSY 225, Psychology of Personality (3 credits)
- PSY 255, Psychology of Business and Personnel (3 credits)
- PSY 290, Human Sexuality (3 credits)
- PSY 335, Principles of Social Psychology (4 credits)
- PSY 336, Psychology of Social Movements (3 credits)
- PSY 337, Legal and Criminal Psychology (3 credits)
- PSY 345, Child Psychology (4 credits)
- PSY 346, Middle Childhood (3 credits)
- PSY 348, Adolescent Psychology (3 credits)
- PSY 356, Psychology of Human Relations in Work Setting (3 credits)
- PSY 425, Abnormal Psychology (4 credits)
- PSY 455, Personnel Research Techniques (4 credits)
- PSY 456, Training and Supervising (3 credits)
- S W 205, Contemporary Social Work (3 credits)
- S W 322, Child Welfare (3 credits)
- S W 420, Current Issues in Social Work (Va credit)
- S W 428, Dynamics of Marriage and Family Relations (3 credits)
- S W 444, Social Work in Corrections (3 credits)
- SOC 160, Contemporary Social Problems (3 credits)
- SOC 241, Introduction to Sociology (4 credits)
- SOC 335, Criminology (3 credits)
- SOC 351, Social Psychology (5 credits)
- SOC 422, Political Sociology (4 credits)
- SOC 424, Sociology of Mental Health (3 credits)
- SOC 429, Urban Sociology (4 credits)

- SOC 433, Minority Peoples (3 credits)
- SOC 434, Social Deviance and Control (3 credits)
- SOC 438, Sociology of Developing Societies (4 credits)
- SOC 452, Collective Behavior (4 credits)
- SOC 471, Modern American Society (4 credits)
- SOC 477, Complex Organization (4 credits)
- SOC 484, Social Stratification (4 credits)
- U P 231, Evolution of Urban Communities (3 credits)
- U P 232, Contemporary Urban Development (3 credits)
- U P 243, Planning Communication (3 credits)
- U P 342, Research Methods in Planning (5 credits)
- U P 351, Spatial Design (5 credits)
- U P 352, Urban Design Problems (5 credits)
- U P 400, Urban Development and Planning (3 credits)
- U P 472, Urban Development Regulation (3 credits)

#### Electives

The student will consult with his advisor before selecting electives. A total of 35 credits should be secured in this category, with any course taught in the University as possible, except for Criminal Justice courses.

#### Program Flexibility

The courses listed herein as "recommended" courses, do not preclude the taking of other courses to meet the requirements. They are presented as suggestions.

SCHOOL OF CRIMINAL JUSTICE  
Police Science (Criminalistics)  
Curriculum Planning Guide  
1970

Students planning a career in forensic science (criminalistics) MUST have a solid foundation in the natural sciences and the application of these principles in the resolution of problems of law. This curriculum provides the essential basic education and training. It is a rigorous course of study. Poor work in individual courses disrupts the sequence of study, therefore, students are urged to plan their programs carefully and then adhere to the plan.

REQUIRED COURSES

University College

	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
ATL 111	3	_____	_____
ATL 112	3	_____	_____
ATL 113	3	_____	_____
NS 191	4	_____	_____
NS 192	4	_____	_____
NS 193	4	_____	_____
SS 231	4	_____	_____
SS 232	4	_____	_____
SS 233	4	_____	_____
HUM 241	4	_____	_____
HUM 242	4	_____	_____
HUM 243	4	_____	_____
HPR 105	1	_____	_____
HPR	1	_____	_____
HPR	1	_____	_____
	<u>48</u>		

Criminal Justice

CJ 110	Introduction to Criminal Justice	4	_____	_____
CJ 225	Police Science Laboratory I	4	_____	_____
CJ 325	Criminal Investigation	5	_____	_____
CJ 327	Police Science Laboratory II	3	_____	_____
CJ 328	Police Science Laboratory III	3	_____	_____
CJ 490	Criminal Justice Practicum	1-12	_____	_____
CJ 499	Seminar in Criminal Justice	<u>5</u>	_____	_____
		37		

Required Courses Cont'dChemistry

CEM 141	4	_____	_____
CEM 161	1	_____	_____
CEM 152	3	_____	_____
CEM 162	2	_____	_____
CEM 153	3	_____	_____
CEM 163	2	_____	_____
CEM 351	3	_____	_____
CEM 354	2	_____	_____
CEM 352	3	_____	_____
CEM 355	2	_____	_____
CEM 353	3	_____	_____
CEM 356	2	_____	_____
CEM 361	3	_____	_____
CEM 372	2	_____	_____
CEM 362	3	_____	_____
CEM 373	2	_____	_____
CEM 363	3	_____	_____
	<u>43</u>		

Math

MTH 105	5	_____	_____
MTH 109	5	_____	_____
MTH 112	5	_____	_____
MTH 113	5	_____	_____
MTH 214	5	_____	_____
MTH 215	<u>5</u>	_____	_____
	30		

Physics

PHY 237	3	_____	_____
PHY 257	1	_____	_____
PHY 238	3	_____	_____
PHY 258	1	_____	_____
PHY 239	3	_____	_____
PHY 259	<u>1</u>	_____	_____
	12		

Strongly Recommended Electives

CJ 375 Criminal Law	4	_____	_____
CJ 471 Criminal Procedure	4	_____	_____
CJ 401 Case Studies in Law Enforcement & Public Safety	1-6	_____	_____

Other ElectivesTextiles

TRA 270	3	_____	_____
TRA 372	3	_____	_____

Physiology

PSL 240	4	_____	_____
PSL 241	4	_____	_____

Bio-Chemistry

BCH 200	5	_____	_____
BCH 262	3	_____	_____
BCH 401	5	_____	_____
BCH 402	3	_____	_____
BCH 403	2	_____	_____
BCH 404	3	_____	_____
BCH 405	3	_____	_____

Chemistry

CEM 333	4	_____	_____
CEM 394	2	_____	_____
CEM 414	3	_____	_____
CEM 373	2	_____	_____
CEM 471	2	_____	_____
CEM 472	2	_____	_____
CEM 473	2	_____	_____
CEM 492	3	_____	_____

Statistics

STT 121	4	_____	_____
STT 201 or 421	4	_____	_____
STT 422	3	_____	_____
STT 423	3	_____	_____
STT 490	1-6	_____	_____

SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing, Michigan

Graduate Student Curriculum Projection Guide

HIGHWAY TRAFFIC ADMINISTRATION  
(Effective Fall, 1969)

Purpose of the Curriculum Guide

This guide has been developed to enable the student to plan and project his graduate study leading to the Master of Science degree with a major in Highway Traffic Administration. This guide is not applicable to the areas of law enforcement administration, corrections, security, delinquency, or science.

It is the primary responsibility of the student to organize his program, which satisfies degree requirements, and conforms to the guidelines established herein. Advisement and consultation with his academic advisor is always available and highly recommended prior to, and throughout, each term of graduate study.

Requirements for Admission

While an undergraduate degree comparable to that offered by this school is not required, the applicant must have a background essential to the successful pursuit of graduate work.

All applicants must have at least 18 credits of undergraduate work in political science, public administration, economics, sociology, psychology, anthropology, history, social work, or any combination of these. For the prevention and corrections programs, at least 9 of these credits must be in sociology, psychology, social work, or any combination of such courses.

Regular Status:

1. A bachelor's degree from an accredited institution.
2. An undergraduate average of B or above.
3. Evidence of personal traits and characteristics considered important for professional practices as determined by the applicant's history, references, and through the medium of interview.

Provisional Status:

Applicants without the required undergraduate average of B may be admitted provisionally. Such provisional status should be removed within the first 2 terms of enrollment. Regular standing will not be granted until the student has completed at least 15 credits of approved graduate work with an average of B.

Such status must be removed before the student will be considered a candidate for the degree.



## Non-Degree Students:

Those who do not wish to earn a graduate degree may, with the approval of the director of this school and the dean of the College of Social Science, take courses offered by this school. Such courses will not be credited to a graduate degree until the student has established regular or provisional standing.

## Requirements for Completion

Candidates for the degree of Master of Science with a major in Highway Traffic Administration must meet the general admission and degree requirements of the Graduate School and also the specific requirements of the School of Police Administration and Public Safety.

## Specific Requirements

A minimum of 1 year of full time work after a bachelor's degree is required for the master's degree. The time may be longer for those taking field training assignment as part of their graduate program.

The school offers two programs in order to meet the needs of the field. These have the following requirements:

### I. "A" Program for Master of Science Degree, School of Police Administration and Public Safety.

#### A. Course Requirements:

1. Forty-five acceptable credits beyond undergraduate degree.
2. A minimum of twenty-three of the forty-five credits must be numbered 800 or above.
3. All students must take the "PLA Graduate Core." This includes PLA 812, 870, 875 and 899 (6 credits.) PLA 840 is required of all majors in Highway Traffic Administration.
4. All students who have not taken equivalent courses at the undergraduate level will be required to take a basic "Criminology" course such as SOC 335 and a "Research Methodology" course such as SOC 492.

#### B. Thesis Requirements: A thesis is required.

#### C. Other Requirements: A final examination is required. (May be oral or written.)

### II. "B" Program for Master of Science Degree, School of Police Administration and Public Safety.

#### A. Course Requirements:

1. Forty-eight acceptable credits beyond undergraduate degree.
2. A minimum of twenty-five of the forty-eight credits must be numbered 800 or above.

3. All students must take the "PLA Graduate Core." This includes PLA 812, 870, 875 and 801 (2 credits) PLA 840 is required of all majors in Highway Traffic Administration.
4. All students who have not taken an equivalent course at the undergraduate level will be required to take a basic "Criminology" course such as SOC 335.

#### B. Graduate Paper and Presentation Requirement.

1. Each student will be required to prepare a graduate paper on an appropriate subject.
2. Each student will be required to make a formal oral presentation of this paper before an examining board of three faculty members. This board will also question the candidate at their discretion immediately following this presentation.

### Academic Standards

Candidates for the master's degree shall earn a minimum average of B in order to qualify for the degree. Failure to maintain an average of B will result in a request to withdraw from this school.

### Course Work

#### "PLA Graduate Core"

All students must take the "PLA Graduate Core," which includes the following:

PLA 812 Advanced Law Enforcement and Public Safety Administration (3-5 credits)

PLA 870 Administration of Criminal Law (3-5 credits)

PLA 875 Seminar in Deviant Behavior (3-5 credits)

PLA 899 Research (6 credits) or PLA 801 (2 credits)

### Required Courses

PLA 840 Seminar in Highway Traffic Administration (3-5 credits)

SOC 335 Criminology (If equivalent course has not been taken at the undergraduate level.)

PLA 401 Section I, or SOC 492, Research Methodology (If equivalent course has not been taken at the undergraduate level, and the candidate elects to pursue the "A" program of study.)

### Recommended Courses

PLA 401 Case Studies in Law Enforcement and Public Safety (1-6 credits)

PLA 801 Directed Studies (1-6 credits)

PLA 890 Field Training (1-6 credits)

ED 429F Driver Education and Traffic Safety I (3 credits)

ED 429G Driver Education and Traffic Safety II (3 credits)

ED 830A Methods and Materials in Teaching (Psychological Factors in Traffic Safety) (3 credits)

ED 882 Seminar in Modern Highway Transportation Systems (3 credits)

ED 882 Seminar in Principles of Traffic Communications (3 credits)

ED 882 Seminar in Motor Vehicle Administration (3 credits)

### Electives

Various course electives are available. The following does not preclude taking other courses to satisfy this general requirement.

HPR 407 Safety Education (3 credits)

HPR 810 Organization and Administration of Safety Education (3 credits)

PLA 471 Criminal Procedure (4 credits)

PLA 802 Advanced Security Administration (3-5 credits)

PLA 815 Seminar in Criminal Investigation (3-5 credits)

PLA 820 Advanced Police Administration (3-5 credits)

PLA 822 Comparative Law Enforcement Administration (3-5 credits)

PLA 823 Community Relations in the Administration of Justice (3-5 credits)

HIGHWAY TRAFFIC ADMINISTRATION  
Effective Fall, 1969

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

Type of Program \_\_\_\_\_

REQUIRED COURSES

A _____	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
B _____	PLA 840 _____	_____	_____
	SOC 335 _____	_____	_____

800 Level Courses

(SOC. 335 is required if the equivalent of such a course was not pursued during undergraduate study.) A research methodology course is required if the candidate elects to pursue the 'A' program of study.

<u>Course</u>	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RECOMMENDED COURSES

<u>Course</u>	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL

400 Level Courses

<u>Course</u>	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ELECTIVES

<u>Course</u>	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL

PLA CORE

	<u>Credits</u>	<u>Enrolled</u>	<u>Completed</u>
PLA 812	_____	_____	_____
PLA 870	_____	_____	_____
PLA 875	_____	_____	_____
PLA 899	_____	_____	_____

TOTAL



SCHOOL OF POLICE ADMINISTRATION AND PUBLIC SAFETY  
College of Social Science  
Michigan State University  
East Lansing, Michigan

STUDENT PLANNING GUIDE

UNDERGRADUATE CORRECTIONAL ADMINISTRATION CURRICULUM

Purpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four-year curriculum leading to a degree in Correctional Administration with emphasis on Police Administration.

The student is primarily responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein, and with the advice and consent of his academic advisor.

University College Requirements

There are two levels of undergraduate instruction at Michigan State University. All freshmen and sophomores automatically fall into the first category of University College. The Upper Class consists of juniors and seniors which are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Correctional Administration majors who are in the freshmen and sophomore class are enrolled both in the University College and in the School. The University College course requirements are as follows:

1. American Thought and Language 111, 112, 113. (Taken during the freshman year - 3 terms)	9 credits
2. Natural Science 191, 192, 193. (Taken during the freshman year - 3 terms)	12 credits
3. Social Science 231, 232, 233. (Taken during the sophomore year -- 3 terms)	12 credits
4. Humanities 241, 242, 243. (Taken during the sophomore year - 3 terms)	12 credits
5. Health, Physical Education and Recreation (Taken during the freshman year - 3 terms)	3 credits
Total University College Requirement	<hr/> 48 credits

The University College expects that its course sequences will be taken in uninterrupted fashion. Veterans are exempt from physical education requirements. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere.

Police Administration Core

In addition to the University College requirements, every Correctional Administration major must complete a group of courses designated as the Police Administration Core. The following courses constitute this core:

1. PLA 110, Introduction to Criminal Justice	5 credits
2. PLA 130, Administrative Concepts in Law Enforcement and Public Safety	5 credits
3. PLA 275, Criminal Law	5 credits
4. PLA 355, Delinquency Prevention & Control	5 credits
5. PLA 368, Correctional Philosophy, Theory & Practice	5 credits
6. PLA 492, Methods of Criminal Justice Research	4 credits
7. PLA 499, Senior Seminar	<u>5 credits</u>
Total Police Administration Core	34 credits

Area of Interest Requirement

Thirty-six credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete 30 additional credits of police administration. The student may elect 6 additional credits of police administration, or, with the advice and consent of his academic advisor, substitute 6 non-police administration credits within this area. Although no specific police administration courses are required, the following are highly recommended:

1. PLA 235, Police Administration I	5 credits
2. PLA 318, The Police and Community Relations	4 credits
3. PLA 356, Organization and Administration of Delinquency Prevention Programs	5 credits
4. PLA 369, Probation and Parole	5 credits
5. PLA 465, Administration of Correctional Institutions	5 credits
6. PLA 471, Criminal Procedure	4 credits
7. PLA 490, Practicum (field service) Training	maximum 12 credits

Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Science may be elected to complete this requirement. Academic units of the College are

(1) Anthropology, (2) Geography, (3) Political Science, (4) Sociology, (5) Labor and Industrial Relations, (6) Social Work, and (7) Urban Planning & Landscape Architecture. The following courses are recommended to complete the cognate.

1. PLS 100, American National Government (4 credits)
2. PLS 301, American State Government (4 credits)
3. PLS 302, American Urban Government (4 credits)
4. PSY 151, General Psychology (4 credits)
5. PSY 225, Psychology of Personality (3 credits)
6. PSY 255, Psychology of Business and Personnel (3 credits)
7. PSY 315, Psychometric Methods (3 credits)
8. PSY 337, Legal and Criminal Psychology (3 credits)
9. PSY 425, Abnormal Psychology (4 credits)
10. PSY 455, Personnel Research Techniques (4 credits)
11. PSY 456, Training and Supervising (3 credits)
12. SOC 241, Introduction to Sociology (4 credits)
13. SOC 351, Social Psychology (5 credits)
14. SOC 432, Normal and Delinquency Behavior of Youth (3 credits)
15. SOC 433, Minority Peoples (3 credits)
16. SOC 435, Criminology (3 credits)
17. SOC 451, Public Opinion and Propaganda (3 credits)
18. SW 205, Field of Social Work (3 credits)
19. SW 438, Social and Emotional Development (4 credits)
20. SW 439, Interviewing in Social Welfare (4 credits)

### Electives

The student, with the advice of his academic advisor, may elect 25 credits from courses offered throughout the University. This group may be utilized for band, foreign languages, or military science. Following are recommended courses.

1. ADV 427, Principles of Public Relations (3 credits)
2. AFA 315, Survey of Accounting Concepts (4 credits)

3. BOA 234, Typewriting I (2 credits)
4. BOA 235, Typewriting II (2 credits)
5. BOA 236, Advanced Typewriting (3 credits)
6. BOA 370, Office Administration (3 credits)
7. BOA 427, Business and Technical Reports (4 credits)
8. BOA 440, Law and Society (3 credits)
9. BOA 441, Law of Contracts and Business Organizations (5 credits)
10. BOA 443, Property, Sales, Negotiable Instruments (4 credits)
11. COM 100, The Communication Process (3 credits)
12. COM 101, Public Speaking (3 credits)
13. COM 116, Group Discussion (3 credits)
14. COM 228, Parliamentary Procedure (1 credit)
15. COM 305, Persuasion (3 credits)
16. COM 309, Argumentation (3 credits)
17. ED 429F, Driver Education and Traffic Safety I (3 credits)
18. ED 429G, Driver Education and Traffic Safety II (3 credits)
19. ED 431, Educational Media in Instruction (3 credits)
20. ENG 201, Nature of Language (3 credits)
21. ENG 213, Expository Writing (3 credits)
22. HPR 331, First Aid (3 credits)
23. HST 121, History of the United States: The Federal Union (4 credits)
24. HST 122, History of the United States: The Nation State (4 credits)
25. HST 348, Constitutional and Legal History of England (3 credits)
26. HST 349, Constitutional and Legal History of England (3 credits)
27. HST 352, Ancient History (3 credits)
28. JRN 110, Journalism in a Free Society
29. JRN 430, Law of the Press
30. JRN 470, Survey of Mass Communications Research

31. JRN 476, The Press in Democratic Societies
32. JRN 477, The Press in Authoritarian Societies
33. MGT 302, Organization and Administration (4 credits)
34. MGT 307, Personnel Relations (3 credits)
35. MGT 310, Fundamentals of Personnel Administration (3 credits)
36. MGT 404, Human Relations in Business (4 credits)
37. PHL 120, Classics of Philosophic Literature (3 credits)
38. PHL 137, Introduction to the Principles of Right Reason (3 credits)
39. PHL 337, Formal Logic Part I (3 credits)
40. PHL 338, Formal Logic Part II (3 credits)
41. PHL 339, Formal Logic Part III (3 credits)
42. PHL 360, Philosophy of Law (3 credits)
43. PHL 440, Epistemology Part I (4 credits)
44. PHL 441, Epistemology Part II (4 credits)
45. Rel 100, Introduction to Christianity (3 credits)

#### Program Flexibility

The courses listed herein as "recommended" courses, do not preclude the taking of other courses to meet the requirements. They are presented as suggestions.

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SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing, Michigan

STUDENT PLANNING GUIDE

DELINQUENCY PREVENTION AND CONTROL  
(Effective Winter 1971)

Purpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four year curriculum leading to a degree in Criminal Justice with emphasis on Delinquency. (This guide does not apply to the areas of Corrections, Security, Law Enforcement Administration, Traffic or Science.)

The student is primarily responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein, and with the advice and consent of his academic advisor.

University College Requirements

There are two levels of undergraduate instruction at Michigan State University. All freshmen and sophomores automatically fall into the first category of University College. The Upper Class consists of juniors and seniors which are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Criminal Justice majors who are in the freshman and sophomore class enroll both in the University College and in the School. The University College course requirements are as follows:

- |  |            |
|--|------------|
| 1. American Thought and Language 111, 112, 113<br>(Taken during the freshman year - 3 terms) | 9 credits  |
| 2. Natural Science 191, 192, 193<br>(Taken during the freshman year - 3 terms)               | 12 credits |
| 3. Social Science 231, 232, 233<br>(Taken during the sophomore year - 3 terms)               | 12 credits |
| 4. Humanities 241, 242, 243<br>(Taken during the sophomore year - 3 terms)                   | 12 credits |
| 5. Health, Physical Education and Recreation<br>(Taken during the freshman year - 3 terms)   | 3 credits  |

Total University College Requirements	48 credits
---------------------------------------	------------

The University College expects that its course sequences will be taken in uninterrupted fashion. Veterans are exempt from physical education requirements. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere.

In addition to the University College requirements, every Criminal Justice major must complete a group of courses designated as the Criminal Justice Core. The following courses constitute this core:

1. CJ 110, Introduction to Criminal Justice	4 credits
2. CJ 230, Administrative Theory in Criminal Justice	5 credits
3. CJ 355, Delinquency Prevention and Control	5 credits
4. CJ 368, Correctional Philosophy, Theory and Practice	5 credits
5. CJ 375, Criminal Law	4 credits
6. CJ 492, Methods of Criminal Justice Research	5 credits
7. CJ 499, Senior Seminar	<u>5 credits</u>
Total Criminal Justice Core	33 credits

Area of Interest Requirement

Twenty-eight credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete eighteen (18) additional credits of Criminal Justice in this area. In addition to these 18 required Criminal Justice credits, the student may elect 10 additional credits of Criminal Justice or with the advice and consent of his academic advisor elect 10 credits outside the School which compliment his chosen area of interest. Although no specific Criminal Justice courses are required, the following are highly recommended.

1. CJ 335, Police Administration I	5 credits
2. CJ 336, Police Administration II	5 credits
3. CJ 318, Police Community Relations	4 credits
4. CJ 356, Organization and Administration of Delinquency Prevention Programs	5 credits
5. CJ 369, Probation and Parole	5 credits
6. CJ 453, Case Analysis in Prevention Programs	5 credits
7. CJ 465, Administration of Correctional Institutions	5 credits
8. CJ 471, Criminal Procedure	4 credits
9. CJ 493, Techniques of Criminal Justice Research	4 credits
10. CJ 490, Field Service Training Program	Variable to 12 credits

(Note: Criminal Justice credit is acceptable only for the "Core" and "Area of Interest" requirements. A student is required to complete a minimum of 50 CJ credits, but may obtain a maximum of 60 CJ credits.)

Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Science may be elected to complete this requirement. Academic units of the College are (1) Anthropology, (2) Geography, (3) Political Science, (4) Psychology, (5) Sociology, (6) Labor Industrial Relations, (7) Social Work, (8) Urban Planning and Landscape Architecture. The following courses are recommended to complete the cognate.

1. ANP 100, The Origin of Man and Culture	4 credits
2. ANP 171, Introduction to Anthropology	4 credits
3. PLS 300, American National Government	4 credits
4. PLS 301, American State Government	4 credits
5. PLS 302, American Urban Government	4 credits
6. PLS 310, Introduction to Public Administration	4 credits
7. PSY 151, General Psychology	4 credits
8. PSY 215, Introduction to Psychological Measurement	4 credits
9. PSY 225, Psychology of Personality	3 credits
10. PSY 337, Legal and Criminal Psychology	3 credits
11. PSY 345, Child Psychology	4 credits
12. PSY 346, Middle Childhood	3 credits
13. PSY 348, Adolescent Psychology	3 credits
14. PSY 415, Psychological Tests and Measurements	5 credits
15. PSY 425, Abnormal Psychology	4 credits
16. PSY 456, Training and Supervising	3 credits
17. SOC 241, Introduction to Sociology	4 credits
18. SOC 335, Criminology	3 credits
19. SOC 351, Introduction to Social Psychology	3 credits
20. SOC 423, The Family in Contemporary America	3 credits
21. SOC 428, The Contemporary Community	4 credits
22. SOC 429, Urban Sociology	4 credits
23. SOC 432, Normal and Delinquent Behavior of Youth	3 credits

24. SOC 433, Minority Peoples	3 credits
25. SOC 434, Social Deviance Control	3 credits
26. SOC 451, Public Opinion and Propaganda	3 credits
27. SOC 477, Complex Organizations	4 credits
28. SOC 492, Methods of Social Research	5 credits
29. SW 205, Field of Social Work	3 credits
30. SW 228, Marriage	4 credits
31. SW 420, Social Science Foundations of Social Work	5 credits
32. SW 438, Social and Emotional Development	4 credits
33. SW 439, Interviewing in Social Welfare	3 credits
34. SW 444, Social Work in Corrections	3 credits
35. UP 232, Contemporary Urban Development	3 credits

### Electives

The student, with the advice of his academic advisor, may elect 25 credits from courses offered throughout the University. This group may be utilized for band, foreign languages, or military science.

SCHOOL OF POLICE ADMINISTRATION AND PUBLIC SAFETY  
 College of Social Science  
 Michigan State University  
 East Lansing, Michigan

STUDENT PLANNING GUIDE

HIGHWAY TRAFFIC ADMINISTRATION  
 (Effective Winter, 1969)

Purpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four-year curriculum leading to a degree in Police Administration and Public Safety with emphasis on Highway Traffic Administration. (This guide does not apply to the areas of corrections, security, delinquency, law enforcement or science.)

The student is primarily responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein, and with the advice and consent of his academic advisor.

University College Requirements

There are two levels of undergraduate instruction at Michigan State University. All freshman and sophomores automatically fall into the first category of University College. The Upper Class consists of juniors and seniors who are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Police Administration majors who are in the freshmen and sophomore class enroll both in University College and in the School. The University College course requirements are as follows:

- |   |                |
|---|----------------|
| 1. American Thought and Language 111, 112, 113. | .... 9 credits |
| (Taken during the freshman year - 3 terms.)     |                |
| 2. Natural Science 191, 192, 193.               | - 12 credits   |
| (Taken during the freshman year - 3 terms.)     |                |
| 3. Social Science 231, 232, 233.                | ....12 credits |
| (Taken during the sophomore year - 3 terms.)    |                |
| 4. Humanities 241, 242, 243.                    | ---12 credits  |
| (Taken during the sophomore year - 3 terms.)    |                |
| 5. Health, Physical Education and Recreation    | . 3 credits    |
| (Taken during the freshman year - 3 terms.)     |                |
| -----   |                |
| Total University College Requirement            | 48 credits     |

The University College expects that its course sequences will be taken in uninterrupted fashion. Veterans are exempt from physical education requirement. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere

Police Administration Core

In addition to the University College requirements, every Police Administration major must complete a group of courses designated as the Police Administration Core. The following courses constitute this core:

1.	PLA 110	Introduction to Criminal Justice	5 credits
2.	PLA 130	Administrative Concepts in Law Enforcement and Public Safety	5 credits
3.	PLA 275	Criminal Law	5 credits
4.	PLA 355	Delinquency Prevention and Control	5 credits
5.	PLA 368	Correctional Philosophy, Theory and Practice	5 credits
6.	PLA 499	Senior Seminar	<u>5 credits</u>
Total Police Administration Core			30 credits

Area of Interest Requirement

Forty (40) credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete 30 additional credits of police administration. The student may elect 10 additional credits of police administration, or, with the advice and consent of his academic advisor, substitute 10 non-police administration credits within this area. Although no specific courses are required, the following are highly recommended:

1.	PLA 235	Police Administration I	5 credits
2.	PLA 236	Police Administration II	5 credits
3.	PLA 245	Highway Traffic Administration I	5 credits
4.	PLA 246	Highway Traffic Administration II	5 credits
5.	PLA 247	Highway Traffic Administration III	5 credits
6.	PLA 318	The Police and Community Relations	4 credits
7.	PLA 471	Criminal Procedure	4 credits
8.	PLA 490	Field Service Training and Internship	12 credits
9.	CE 342	Survey of Transportation Systems	4 credits
10.	ED 429F	Driver Education & Traffic Safety I	3 credits
11.	ED 429G	Driver Education & Traffic Safety II	3 credits

Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Science may be elected to complete this requirement. Academic units of the College are (1) Anthropology, (2) Geography, (3) Labor and Industrial Relations, (4) Political Science, (5) Psychology, (6) Social Work, (7) Sociology and, (8) Urban Planning & Landscape Architecture. The following courses are recommended to complete the cognate.

1. PLS 100 American National Government (4 credits)
2. PLS 301 American State Government (4 credits)
3. PLS 302 American Urban Government (4 credits)
4. PSY 151 Genral Psychology (4 credits)
5. PSY 200 Principles of Behavior (5 credits)
6. PSY 225 Psychology of Personality (3 credits)
7. PSY 255 Pscyhology of Business and Personnel (3 credits)
8. PSY 315 Psychometric Methods (3 credits)
9. PSY 335 Principles of Social Psychology (4 credits)
10. PSY 337 Legal and Criminal Psychology (3 credits)
11. PSY 357 Psychology of Advertising and Selling (3 credits)
12. PSY 425 Abnormal Psychology (4 credits)
13. PSY 427 Personality: Dynamic Theories (3 credits)
14. PSY 436 Psychology of Communication and Persuasion (3 credits)
15. PSY 455 Personnel Research Techniques (4 credits)
16. SOC 241 Introduction to Sociology (4 credits)
17. SOC 355 Criminology (3 credits)
18. SOC 351 Social Psychology (3 credits)
19. SOC 359 The Sociology of Mass Communication (3 credits)
20. SOC 428 Contemporary Communities (4 credits)
21. SOC 432 Normal and Delinquent Behavior of Youth (3 credits)
22. SOC 433 Minority Peoples (3 credits)
23. SOC 451 Public Opinion and Propaganda (3 credits)

24. SOC 492 Methods of Social Research (5 credits)
25. SW 205 Contemporary Social Work (3 credits)
26. SW 438 Social and Emotional Development (4 credits)
27. UP 232 Contemporary Urban Development (3 credits)
28. UP 233 The Role of Planning in Urban Development (3 credits)
29. UP 311 Site Planning and Construction I (5 credits)

### Electives

The student, with the advice of his academic advisor, may elect 25 credits from courses offered throughout the University. This group may be utilized for band, foreign languages, or military science. Following are recommended courses

1. ADV 427 Principles of Public Relations (3 credits)
2. AFA 315 Survey of Accounting Concepts (4 credits)
3. BOA 234 Typewriting I (2 credits)
4. BOA 235 Typewriting II (2 credits)
5. BOA 236 Advanced Typewriting (3 credits)
6. BOA 370 Office Administration (3 credits)
7. BOA 427 Business and Technical Reports (4 credits)
8. BOA 440 Law and Society (3 credits)
9. BOA 441 Law of Contracts and Business Organizations (5 credits)
10. COM 100 The Communication Process (3 credits)
11. COM 101 Public Speaking (3 credits)
12. COM 116 Group Discussion (3 credits)
13. COM 228 Parliamentary Procedure (1 credit)
14. COM 300 Effects of Communication (4 credits)
15. COM 305 Persuasion (3 credits)
16. COM 309 Argumentation (3 credits)
17. COM 350 Language and Communication (4 credits)
18. EC 200 Introduction to Economics (4 credits)
19. ED 200A Educational Psychology (3 credits)

20. Ed 416 Personnel Work in Student Housing (3 credits)
21. Ed 431 Educational Media in Instruction (3 credits)
22. ENG 201 Nature of Language (3 credits)
23. ENG 213 Expository Writing (3 credits)
24. HPR 331 First Aid (3 credits)
25. HPR 407 Safety Education (3 credits)
26. HST 121 History of the United States: The Federal Union (4 credits)
27. HST 122 History of the United States: The Nation State (4 credits)
28. JRN 110 Journalism in a Free Society (3 credits)
29. JRN 201 News Writing (4 credits)
30. JRN 300 Reporting (4 credits)
31. JRN 306 Television and Radio News (4 credits)
32. JRN 318 Technical Writing (3 credits)
33. JRN 430 Law of the Press (4 credits)
34. JRN 470 Survey of Mass Communications Research
35. JRN 476 The Press in Democratic Societies
36. JRN 477 The Press in Authoritarian Societies
37. MGT 302 Organization and Administration (4 credits)
38. MGT 307 Personnel Relations (4 credits)
39. MGT 310 Fundamentals of Personnel Administration (4 credits)
40. MGT 403 Safety Management (4 credits)
41. MGT 404 Human Relations in Business (4 credits)
42. MTA 341 Transport Requirements and Programming (4 credits)
43. PHL 120 Classics of Philosophic Literature (3 credits)
44. PHL 137 Introduction to the Principles of Right Reason (3 credits)
45. PHL 360 Philosophy of Law (3 credits)
46. TR 437 Television Program Development (3 credits)

Program Flexibility

The courses listed herein as recommended courses, do not preclude the taking of other courses to meet the requirements. They are presented as suggestions.

Jan 2b

SCHOOL OF CRIMINAL JUSTICE  
 College of Social Science  
 Michigan State University  
 East Lansing, Michigan

STUDENT PLANNING GUIDE

LAW ENFORCEMENT ADMINISTRATION

Purpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four-year curriculum leading to a degree in Criminal Justice with emphasis on Law Enforcement Administration. (This guide does not apply to the areas of corrections, security, delinquency, traffic or science.)

The student, with the advice and consent of his academic advisor, is responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein.

University College Requirements

There are two levels of undergraduate instruction at Michigan State University. All freshmen and sophomores automatically fall into the first category of University College. The Upper Class consists of juniors and seniors which are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Criminal Justice majors who are in the freshmen and sophomore class are enrolled both in the University College and in the School. The University College course requirements are as follows:

- |   |              |
|---|--------------|
| 1. American Thought and Language 111, 112, 113.<br>(Taken during the freshman year - 3 terms) | -- 9 credits |
| 2. Natural Science 191, 192, 193.<br>(Taken during the freshman year - 3 terms)               | --12 credits |
| 3. Social Science 231, 232, 233.<br>(Taken during the sophomore year - 3 terms)               | --12 credits |
| 4. Humanities 241, 242, 243.<br>(Taken during the sophomore year - 3 terms)                   | --12 credits |
| 5. Health, Physical Education and Recreation<br>(Taken during the freshman year - 3 terms)    | -- 3 credits |

Total University College Requirement

48 credits

The University College expects that its course sequences will be taken in uninterrupted fashion. Veterans are exempt from physical education requirements. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere.

Criminal Justice Core

In addition to the University College requirements, every Criminal Justice major must complete a group of courses designated as the Criminal Justice Core. The following courses constitute this core:

1. CJ 110, Introduction to Criminal Justice	4 credits
2. CJ 230, Administrative Theory in Criminal Justice	5 credits
3. CJ 355, Delinquency Prevention & Control	5 credits
4. CJ 368, Correctional Philosophy, Theory & Practice	5 credits
5. CJ 375, Criminal Law	4 credits
6. CJ 492, Methods of Criminal Justice Research	4 credits
7. CJ 499, Senior Seminar	<u>5 credits</u>
Total Criminal Justice Core	32 credits

Area of Interest Requirement

Twenty-eight credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete eighteen (18) additional credits of criminal justice in this area. In addition to these 18 required criminal justice credits, the student may elect 10 additional credits of criminal justice OR with the advise and consent of his academic advisor elect 10 credits outside the School which complement his chosen area of interest. Although no specific criminal justice courses are required, the following are highly recommended:

CJ 335 Police Administration I	5 credits
CJ 336 Police Administration II	5 credits
CJ 318 Police Community Relations	4 credits
CJ 395 Criminal Investigation	5 credits
CJ 471 Criminal Procedure	4 credits

(Note: Criminal Justice credit is acceptable only for the "Core" and "Area of Interest" requirements. A student is required to complete a minimum of 50 CJ credits, but may obtain a maximum of only 60 CJ credits.)

Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Science may be elected to complete this requirement.

Academic units of the College are (1) Anthropology, (2) Geography, (3) Political Science, (4) Psychology, (5) Sociology, (6) Labor and Industrial Relations, (7) Social Work, and (8) Urban Planning and Landscape Architecture. The following courses are recommended to complete the cognate.

1. PLS 100, American National Government (4 credits)
2. PLS 301, American State Government (4 credits)
3. PLS 302, American Urban Government (4 credits)
4. PSY 151, General Psychology (4 credits)
5. PSY 225, Psychology of Personality (3 credits)
6. PSY 255, Psychology of Business and Personnel (3 credits)
7. PSY 315, Psychometric Methods (3 credits)
8. PSY 337, Legal and Criminal Psychology (3 credits)
9. PSY 425, Abnormal Psychology (4 credits)
10. PSY 455, Personnel Research Techniques (4 credits)
11. PSY 456, Training and Supervising (3 credits)
12. SOC 241, Introduction to Sociology (4 credits)
13. SOC 351, Social Psychology (5 credits)
14. SOC 432, Normal and Delinquent Behavior of Youth (3 credits)
15. SOC 433, Minority Peoples (3 credits)
16. SOC 435, Criminology (3 credits)
17. SOC 451, Public Opinion and Propaganda (3 credits)
18. SW 205, Field of Social Work (3 credits)
19. SW 438, Social and Emotional Development (4 credits)
20. SW 439, Interviewing in Social Welfare (4 credits)

### Electives

The student, with the advice of his academic advisor, may elect 35 credits from courses offered throughout the University. Following are recommended courses.

1. ADV 427, Principles of Public Relations (3 credits)
2. AFA 315, Survey of Accounting Concepts (4 credits)



3. BOA 234, Typewriting I (2 credits)
4. BOA 235, Typewriting II (2 credits)
5. BOA 236, Advanced Typewriting (3 credits)
6. BOA 370, Office Administration (3 credits)
7. BOA 427, Business and Technical Reports (4 credits)
8. BOA 440, Law and Society (3 credits)
9. BOA 441, Law of Contracts and Business Organizations (5 credits)
10. BOA 443, Property, Sales, Negotiable Instruments (4 credits)
11. COM 100, The Communication Process (3 credits)
12. COM 101, Public Speaking, (3 credits)
13. COM 116, Group Discussion (3 credits)
14. COM 228, Parliamentary Procedure (1 credit)
15. COM 305, Persuasion (3 credits)
16. COM 309, Argumentation (3 credits)
17. ED 429F, Driver Education and Traffic Safety I (3 credits)
18. ED 429G, Driver Education and Traffic Safety II (3 credits)
19. ED 431, Educational Media in Instruction (3 credits)
20. ENG 201, Nature of Language (3 credits)
21. ENG 213, Expository Writing (3 credits)
22. HPR 331, First Aid (3 credits)
23. HST 121, History of the United States: The Federal Union  
(4 credits)
24. HST 122, History of the United States: The Nation State  
(4 credits)
25. HST 348, Constitutional and Legal History of England (3 credits)
26. HST 349, Constitutional and Legal History of England (3 credits)
27. HST 352, Ancient History (3 credits)

28. JRN 110, Journalism in a Free Society
29. JRN 430, Law of the Press
30. JRN 470, Survey of Mass Communications Research
31. JRN 476, The Press in Democratic Societies
32. JRN 477, The Press in Authoritarian Societies
33. MGT 302, Organization and Administration (4 credits)
34. MGT 307, Personnel Relations (3 credits)
35. MGT 310, Fundamentals of Personnel Administration (3 credits)
36. MGT 404, Human Relations in Business (4 credits)
37. PHL 120, Classics of Philosophic Literature (3 credits)
38. PHL 137, Introduction to the Principles of Right Reason (3 credit
39. PHL 337, Formal Logic Part I (3 credits)
40. PHL 338, Formal Logic Part II (3 credits)
41. PHL 339, Formal Logic Part III (3 credits)
42. PHL 360, Philosophy of Law (3 credits)
43. REL 100, Introduction to Christianity (3 credits)

#### Program Flexibility

The courses listed herein as "recommended" courses, do not preclude the taking of other courses to meet the requirements. They are presented as suggestions.

Effective Fall Term 1971

SCHOOL OF CRIMINAL JUSTICE  
College of Social Science  
Michigan State University  
East Lansing

STUDENT PLANNING GUIDESECURITY ADMINISTRATIONPurpose of the Student Planning Guide

This guide has been prepared to facilitate the student's planning of his four-year curriculum leading to a B.S. degree in Criminal Justice with emphasis on Security Administration.

The student is primarily responsible for organizing his program to satisfy degree requirements, conforming to the guidelines established herein, and with the advice and consent of his academic advisor.

University College Requirements

There are two levels of undergraduate instruction at Michigan State University. All freshmen and sophomores automatically fall into the first category of University College. The Upper Class consists of juniors and seniors who are enrolled in the various departments, which are in turn, grouped into divisions and colleges. Criminal Justice majors who are in the freshman and sophomore class enroll both in the University College and in the School. The University College course requirements are as follows:

- |  |              |
|--|--------------|
| 1. American Thought and Language 111, 112, 113.<br>(Should be taken during the freshman year - 3 terms.) | -- 9 credits |
| 2. Natural Science 191, 192, 193.<br>(Should be taken during the freshman year - 3 terms.)               | --12 credits |
| 3. Social Science 231, 232, 233.<br>(Should be taken during the sophomore year - 3 terms.)               | --12 credits |
| 4. Humanities 241, 242, 243.<br>(Should be taken during the sophomore year - 3 terms.)                   | --12 credits |
|  | <hr/>        |
|  | 45 credits   |

Total University College Requirements

The University College expects that its course sequences will be taken in consecutive fashion. It is usually a good idea to take not more than two or three University College courses per term. See the first colored page for a suggested (but not required) phasing of courses. Students transferring from other institutions may be given credit for University College requirements according to the nature of the course work taken elsewhere.

Criminal Justice Core

In addition to the University College requirements, every Criminal Justice major must complete a group of courses designated as the Criminal Justice Core. The following courses constitute this core:

- |  |                  |
|--|------------------|
| 1. CJ 110, Introduction to Criminal Justice              | 4 credits        |
| 2. CJ 230, Administrative Theory in Criminal Justice     | 5 credits        |
| 3. CJ 355, Delinquency Prevention and Control            | 5 credits        |
| 4. CJ 368, Correctional Philosophy, Theory, and Practice | 5 credits        |
| 5. CJ 375, Criminal Law                                  | 4 credits        |
| 6. CJ 492, Methods of Criminal Justice Research          | 4 credits        |
| 7. CJ 499, Seminar in Criminal Justice                   | <u>5 credits</u> |

Total Criminal Justice Core	32 credits
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Area of Interest Requirement

Twenty-eight (28) credits have been designated as an area of interest requirement. This area has been established for the professional development of the student. The student must complete 18 additional credits of Criminal Justice. The student may elect 10 additional credits of Criminal Justice, or, with the advice and consent of his academic advisor, substitute 10 non-criminal justice credits within this area. Ordinarily Security majors would be well advised to use the second option. Although no specific criminal justice courses are required, some are highly recommended (See appended list of recommended courses).

Social Science Cognate

The student must complete a social science cognate requirement of 40 credits. Courses from any of the departments or schools within the College of Social Sciences may be elected to complete this requirement. Academic units of the College are (1) Anthropology, (2) Geography, (3) Political Science, (4) Sociology, (5) Labor and Industrial Relations, (6) Social Work, and (7) Urban Planning and Landscape Architecture. Courses in Economics and (with approval of the advisor) other courses may also be included in this category.

Electives

The student, with the advice of his academic advisor, may elect 35 credits from courses offered throughout the University. This group may be utilized for such courses as band, foreign languages, military science, and "cultural courses" e.s., music appreciation, art appreciation). Now that HPR course are no longer required the student should think seriously about what courses in this area he wants to take. It is just as important to learn how to play well as the work well. A list of recommended courses is appended.

### How to Use This Outline

The attached outline indicates the required and recommended courses for students entering the Fall Term of 1971 or subsequently and who wish to prepare themselves for careers in Security Administration. Those who entered prior to this time may elect to follow the program as set out in the curriculum outlines in their files. You should keep a copy of the curriculum outline which is in your file (the second colored page) so that you can record on your copy the courses you take. This will help you to do intelligent planning.

You are urged to keep this outline for future reference, to study catalog descriptions of courses, and periodically to think about what you want to be. This will help you to make your decisions on vocational choices and course choice. The suggested phasing of courses (on the first colored page) is prepared for your convenience; while this phasing can be departed from in specific cases, in general you should follow the suggested phasing insofar as possible. You should work off required courses as soon as convenient. If you put them off until the last term or two, you may find them conflicting with each other as to time, or not offered during the term when you need them. The student is primarily responsible for organizing his program to satisfy the degree requirements, conforming to the guidelines established in this material, and obtaining the help of the advisor when it is needed.

On the attached colored form some courses have been entered in the "Area of Interest," "Social Science Cognate," and "Elective" categories as highly recommended electives, but the student is invited to think critically about them from the standpoint of whether they are relevant to his objectives. Also, if a student has a proficiency in a given subject matter, such as public speaking, this would be sufficient justification for not taking the course. Courses with the double asterisks indicate courses which should be taken by any C+ or better student who desires a "first class" or "quality" education. They are valuable courses which would have high relevance for any field of endeavor!!! They are not recommended for the marginal or lazy student whose objective, perhaps realistically, is merely to obtain a bachelor's degree. It should be understood, however, that most bosses are not just interested in the degree - they want people who can solve a problem, write a report, make a speech, etc. Whether or not a student has taken any of these courses will weigh substantially in what kind of a recommendation he will get from me. If you are in doubt whether to try such a course, a compromise solution would be to enroll in it, and if you find that it is too demanding, drop it for credit and add it for audit.

The following general guidelines are suggested for students pondering whether to take CJ 490, Criminal Justice Practicum. If a student has considerable work experience in security and law enforcement, is sure that he wants to work in these fields as a vocation, and is a superior student as attested by gradepoint average, he would be well advised to pass up 490 and substitute good solid academic courses. Students who are in the reverse of this situation (little or no work experience, low grade point average, doubt about career interests) would be well advised to take 490. Students who meet only one or two of these criteria will need to think about the issue a little more in terms of their individual situation and are encouraged to discuss it with an advisor.

Students contemplating the possibility of taking graduate work or law school should study the course requirements of the program contemplated and try to incorporate such courses in their bachelor's program as electives. Relevant courses in other fields listed on the white sheets are footnoted to indicate their value as preparation for graduate degrees. Some of these course numbers may have changed; use the titles as suggestive.

This outline is drawn up to fit the typical cases. People with unusual or quite specific vocational objectives are encouraged to discuss with their advisor a program to fit their specific needs. With his and the School's approval, a special program may be worked out.

*Leon Weaver*

Leon Weaver, Professor  
School of Criminal Justice

Revised Sept. 1, 1971

**SECURITY ADMINISTRATION**  
**Suggested Phasing of Courses**  
**(Effective Fall Term 1972)**

(U) = University requirement. (C) = CJ core requirement. (A) = "Area of Interest" recommended course. (S) = Social Science Cognate recommended courses.  
 (E) = Recommended elective. Students are encouraged to propose substitutions in the light of their specific objectives, scheduling difficulties, etc.

**FRESHMAN YEAR**

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
ATL 111 (U)	3	ATL 112 (U)	3	ATL 113 (U)	3
NS 191 (U)	4	NS 192 (U)	4	NS 193 (U)	4
CJ 110 Intro C.J. (C)	4	PSY 151 Gen. Psyc. (S)	4	PLS 170 The Isms (S)	5
SPH 101 Pub. Speak(E)	3			MGT 101 Intro. to Bus. <u>b</u> (A)	3
	<u>14</u>		<u>14</u>		<u>15</u>

**SOPHOMORE YEAR**

HUM 241 (U)	4	HUM 242 (U)	4	HUM 243 (U)	4
SS 231 (U)	4	SS 232 (U)	4	SS 233 (U)	4
CJ 325 Crim.Inves.(A)	5	CJ 230 Adm.Concepts(C)	5	MTH 108 or other	5
PSY 255 Psy.of Bus.					
Pers. (S) <u>c</u>	3	PHL 237 Logic (E) <u>a</u>	3	CJ 375	4
	<u>16</u>		<u>16</u>		<u>17</u>

**JUNIOR YEAR**

CJ 380 Ind.Sec.Adm.(A)	5	BLI 427 Bus.&Tech.		CJ 381 Ind.Fire Prot.(A)	4
CJ 355 Delinq. (C)	5	Rept. (A)	4	CJ 481 Theft Control (A)	3
		CJ 480 Int.Sec. (A)	4		
		MGT 403 Safety Mgt.(A)	3		
Electives	<u>5</u>	STT 201 Statistics (E)	4	Electives	<u>8</u>
	<u>15</u>		<u>15</u>		<u>15</u>

**SENIOR YEAR**

CJ 368 Correct. (C)	5	CJ 490 Crim. J. Prac-		CJ 499 Sr. Sem. (C)	5
CJ 492 Research (C)	4	ticum or other	1-12		
Electives	<u>7</u>		<u>12</u>	Electives	<u>10</u>
	<u>16</u>				<u>15</u>

For lettered notes, see next page.

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(Continued from SECURITY ADMINISTRATION)

a Possible substitute: PHL 137, Principles of Right Reason - 3 crs.

b For Freshman only. Possible substitutes for others: MGT 303, 306, 307, 404.  
Also PSY 356 or SOC 427 or AFA 315.

c Possible substitutes: MGT 303, Personnel Administration - 3 crs.; MGT 307, Personnel Relations - 3 crs.; MGT 404, Human Relations - 3 crs.; PSY 356, Human Relations in Industry - 3 crs.; SOC 427, Industrial Sociology - 3 crs.

DEGREE REQUIREMENTS (Security Area of Interest)

UNIVERSITY REQUIREMENTS (45 credits)      SOCIAL SCIENCE COGNATE<sup>2</sup> (40 credits)

(continued)

1. The student must complete a minimum of 18 CJ credits in this area. A maximum of 28 CJ credits may be completed in this area. Security majors ordinarily will be well advised to take some Business or Political Science courses in this category.
  2. Students may take any course in the College of Social Science to fulfill this requirement, (except CJ). Economics and (with prior approval of the advisor) other courses may be included here.
  3. Students may choose courses from throughout the University (except CJ) with advisor's advice and consent. Excess credits from other groups can be applied here also. NOTE: A maximum of only 60 credits is acceptable toward degree requirements.
- \* There is a strong presumption that any Security Major should have this course.
- \*\* For those willing to work for a "first class" "quality" education. See covering statement.
- \*\*\* Particularly recommended for consideration if scheduling permits: CJ 318; CJ 401; CJ 471; CJ 490.
- a. For freshmen only. Others might consider some other MGT course, such as 303, 306, 307, or 404. Also PSY 356 or SOC 427 or AFA 315.
  - b. There is a presumption that any student could profit from this course. Students who feel that they have a proficiency in writing technical reports (not just letters, etc.) are urged to talk to an advisor before deciding not to take it.
  - c. Possible substitute: PHL 137.
  - d. Possible substitute: MTH 111.
  - e. Possible substitute: MGT 303, 307, 404, PSY 356, SOC 427.

NOTE: Some course numbers and titles in other departments may have changed since this last was prepared. Students should make the nature of the subject matter their guiding criterion.

SCHOOL OF CRIMINAL JUSTICE  
COLLEGE OF SOCIAL SCIENCE  
MICHIGAN STATE UNIVERSITY

Recommended Courses, Security Administration Curriculum  
Effective March 1968

Electives and course substitutions are subject to the approval in advance by the student's advisor, but the student is urged to use initiative in compiling a tentative list of elective courses which reflect his preferences. The list is suggestive and certainly not exhaustive. Students are urged to study the list and the catalog in the light of their vocational objectives and interest, to think through their choices, and to plan ahead what courses they think they would like to take, if only on a tentative basis, bearing in mind that the security administrator of the future must have a good general education and be conversant with certain aspects of business and public administration as well as with law enforcement.

NOTE: Course numbers may have changed. Use course title rather than number as your guide.

A Suggested List

Criminal Justice

- CJ 225 (Police Science Laboratory - 0-6 cr.)
- CJ 235 (Police Administration I - 5 cr.)
- CJ 318 (The Police and Community Relations - 4 cr.)
- CJ 400H (Honors Work - Variable Credit)
- CJ 401 (Case Studies in Law Enforcement and Public Safety - 1-6 cr.)
- \*CJ 471 (Evidence and Criminal Procedure - 4 cr.)

Humanities, Arts and Sciences

- ART 266 (History of Western Art: Prehistoric to Byzantine - 3 cr.)
- ART 267 (History of Western Art: Medieval to Renaissance - 3 cr.)
- ART 268 (History of Western Art - 3 cr.)
- ART 467 (Arts in the United States - 3 cr.)
- ART 468 (Arts in the United States - 3 cr.)
- ART 475 (History of Modern Architecture - 3 cr.)
- COM 100 (The Communication Process - 3 cr.)
- ENG 205 (Introduction to Shakespeare - 3 cr.)
- \*ENG 213 (Expository Writing - 3 cr.)
- ENG 280 (Masterpieces of American Literature - 3 cr.)
- ENG 346 (Bible as Literature - 3 cr.)
- FL (Courses appropriate for student's field of interest)
- \*HST 241 (Economic and Business History - 3 cr.)
- HST 242 (Economic and Business History - 3 cr.)
- HST 439 (Recent American History - 3 cr.)
- MTH 101 (College Algebra - 4 cr. - or other Math courses - 5 cr.)
- MTH 108 (College Algebra and Trigonometry I - 5 cr.)

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\*Indicates courses especially recommended.

Business, Communication Arts, Education

- \*AFA 210 (Principles of Accounting - 3 cr.)
- AFA 211 (Principles of Accounting - 3 cr.)
- AFA 212 (Principles of Accounting - 3 cr.)
- \*\*\*AFA 315 (Survey of Accounting Concepts - 3 cr.)
- \*\*\*AFA 318 (Financial Administration - 3 cr.)
- ED 210 (Educational Psychology - 3 cr.)
- ED 431 (Audio-Visual Instruction - 3 cr.)
- ED 822b (Adult Education: A General Survey - 3 cr.)
- ENG 346 (Bible as Literature - 3 cr.)
- FL (Courses appropriate for student's field of interest)
- LIO 233 (Beginning Typewriting I - 2 cr. - only if no previous typewriting courses)
- LIO 326 (Business Letter Writing - 4 cr.)
- LIO 370 (Office Management - 3 cr.)
- LIO 441 (Contracts - 3 cr.)
- LIO 443 (Property, Negotiable Instruments - 4 cr.)
- LIO 444 (Partnership and Cooperations - 3 cr.)
- \*\*\*MGT 302 (Principles of Management I - 3 cr.)
- \*\*\*MGT 303 (Principles of Management II - 3 cr.)
- MGT 306 (Systems and Procedures) Incl. computer uses
- MGT 307 (Personnel Relations - 3 cr.)
- \*\*\*MGT 404 (Human Relations in Business and Industry - 3 cr.)
- MTA 351 (Retail Administration - 3 cr.)

Social Sciences (Including Economics)

- \*\*\*EC 202 (Introduction to Economics - 3 cr.)
- \*\*\*EC 210 (Fundamentals of Economics - 4 cr.)
- \*EC 305 (Survey of Labor and Industrial Relations - 3 cr.)
- EC 306 (American Trade Unionism - 3 cr.)
- PLS 100 (Contemporary Political Problems - 3 cr.)
- \*PLS 201 (Introduction to Political Science - 3 cr.)
- \*PLS 202 (Introduction to Political Science - 3 cr.)
- PLS 260 (International Relations - 3 cr.)
- \*PLS 300 (American National Government - 3 cr.)
- \*PLS 301 (American State Government - 3 cr.)
- \*\*PLS 302 (American Urban Government - 3 cr.)
- \*\*PLS 310 (Introduction to Public Administration - 3 cr.)
- PLS 311 (Case Studies in Public Administration - 3 cr.)
- PLS 312 (Processes of Public Administration - 3 cr.)
- \*\*PLS 323 (The American Judicial Process - 3 cr.)
- PLS 326 (Politics and the Constitution - 3 cr.)
- PLS 327 (Politics and the Constitution - 3 cr.)
- PLS 328 (Politics and the Constitution - 3 cr.)
- PLS 363 (The United States in World Affairs - 3 cr.)
- PLS 375 (Theory and Practice of International Communism - 3 cr.)
- PLS 376 (Theory and Practice of International Communism - 3 cr.)
- PLS 377 (American Political Thought - 3 cr.)

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\* Indicates courses especially recommended.

\*\* Indicates courses recommended for those contemplating a master's program in Political Science.

\*\*\* Indicates courses recommended for those contemplating an MBA program.

- PLS 378 (American Political Thought - 3 cr.)
- \*\*PLS 403 (Selected Aspects of State and Local Government - Power Structure - 3 cr.)
- PLS 412 (Human Relations and Personnel - 3 cr.)
- \*\*PLS 415 (Organization and Administration - 3 cr.)
- PSY 101 (Methods of Effective Study - 1 cr.)
- PSY 225 (Psychology of Personality - 3 cr.)
- PSY 335 (Psychology of Human Relationships - 3 cr.)
- PSY 336 (Psychology of Social Movements - 3 cr.)
- PSY 337 (Legal and Criminal Psychology - 3 cr.)
- PSY 356 (Psychology of Human Relations in Industry - 3 cr.)
- PSY 405 (Modern Viewpoints in Psychology - 3 cr.)
- PSY 425 (Abnormal Psychology - 4 cr.)
- PSY 456 (Training and Supervising - 3 cr.)
- PSY 457 (Personnel Interviewing - 3 cr.)
- \*SOC 241 (Introduction to Sociology - 3 cr.)
- \*SOC 251 (Introduction to Social Psychology - 3 cr.)
- SOC 271 (Introduction to Antropology - 3 cr.)
- \*SOC 421 (Industrial Sociology - 3 cr.)
- SOC 429 (The Urban Community - 3 cr.)
- \*SOC 432 (Normal and Delinquent Behavior of Youth - 3 cr.)
- \*SOC 435 (Criminology - 3 cr.)
- SOC 469 (Cultural Areas of the World - 3 cr.)
- SOC 471 (Modern American Society - 3 cr.)
- \*SOC 492 (Methods of Social Research - 3 cr.)

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\* Indicates courses especially recommended.

\*\* Indicates courses recommended for those contemplating a Master's program in Political Science.

**APPENDIX C**

**MICHIGAN POLICE AGENCIES:  
PERSONNEL RANKS AND MANPOWER STRENGTH**

Listing of Police agencies within the state of Michigan with their personnel ranks or levels and manpower strength.

<u>CITIES</u>	<u>Rank or Level</u>								<u>TOTAL</u>
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
<u>Over 1,000,000</u>									
Detroit	1	1	28	121	295	3405	338	76	4265
<u>Over 50,000</u>									
Ann Arbor	1	1	1	7	10	78	2	2	102
Dearborn	1	1	2	5	16	134	15	1	175
Dearborn Heights	1	-	-	4	8	16	7	3	39
Lincoln Park	1	1	-	5	7	35	1	2	52
Livonia	1	-	2	8	10	59	6	3	89
Pontiac	1	-	4	7	16	110	13	2	153
Roseville	1	1	-	6	8	51	3	1	71
Royal Oak	1	1	1	3	6	52	9	5	78
St. Clair Shores	1	1	2	6	12	68	-	-	90
Warren*	1	1	-	1	1	1	1	1	7
Westland	1	-	1	5	4	47	4	1	63
Bay City	1	1	3	7	5	44	-	1	62
Flint	1	1	5	10	30	231	39	10	327
Grand Rapids	1	1	8	14	30	206	1	4	265
Jackson	1	1	2	3	11	44	10	1	73
Kalamazoo	1	-	3	6	10	100	12	2	134
Lansing	1	1	5	6	20	159	18	3	213
Muskegon	1	-	1*	1*	1	1	-	1	6
Saginaw	1	1	3	9	18	115	16	6	169
Wyoming	1	-	-	1	5	34	6	1	48

\* In Negotiation

<u>CITIES</u>	<u>Rank or Level</u>							<u>TOTAL</u>	
<u>Over 25,000 - 50,000</u>	<u>CHIEF</u>	<u>ASST.CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Allen Park	1	-	-	6	6	37	5	2	57
Birmingham	1	-	-	4	5	27	2	2	41
East Detroit	1	-	1	4	6	36	7	2	57
Ferndale	1	-	1	3	8	30	4	1	48
Garden City	1	-	1	3	5	21	4	-	35
Hamtramck	1	-	1	5	9	44	6	1	67
Hazel Park	1	-	1	4	7	22	-	-	35
Highland Park	1	-	3	9	11	56	8	1+4	93
Lakster	1	-	-	2	8	29	1	1+1	43
Madison Heights	1	-	-	5	8	28	1	-	43
Oak Park	1	1	1	6	4	48	2	2	65
Southfield	1	-	2	4	8	71	1	-	87
Southgate	1	-	1	6	7	22	4	-	41
Sterling Heights	1	-	-	7	9	39	-	-	56
Wyandotte	1	1	-	6	8	35	4	1	56
Battle Creek	1	-	3	6	7	45	4	1+2	69
East Lansing	1	1	-	2	3	26	3	1+1	38
Midland	1	-	1	4	5	26	-	-	37
Portage	1	-	-	1	4	20	3	1	29
Port Huron	1	-	1	5	6	32	4	1	50

<u>CITIES</u>	<u>Rank or Level</u>								<u>TOTAL</u>
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Over 10,000 - 24,999									
Berkley	1	1	-	3	4	10	1	1	21
Center Line	1	-	-	1	2	16	1	-	21
Clawson	1	-	-	-	3	1	-	-	5
Ecorse	1	1	1	7	7	20	8	1	46
Grosse Pointe Farms	1	-	-	1	5	21	-	-	28
Grosse Pointe Park	1	-	1	1	5	23	1	-	32
Grosse Pointe Woods	1	-	1	3	3	30	-	-	38
Harper Woods	1	1	1	1	4	16	2	1	27
Melvindale	1	-	-	3	3	14	2	1	24
Mt. Clemens	1	-	1	4	4	23	1	1	35
River Rouge**	1	1	-	1	1	1	1	1	7
Trenton	1	-	-	9	10	-	7	1	28
Troy	1	-	1	-	5	42	-	-	49
Wayne	1	-	1	3	3	21	2	-	31
Ypsilanti	1	-	1	4	8	28	4	-	46
Adrian	1	-	-	-	5	18	-	-	24
Albion	1	1	-	-	3	14	-	-	19
Benton Harbor	1	-	1	5	5	28	1	1	42
East Grand Rapids	1	-	-	1	4	10	-	1	17
Grand Haven	1	-	-	1	5	12	-	-	19
Holland	1	-	-	1	5	20	4	1	32
Kentwood	1	-	-	-	1	7	1	-	10
Monroe	1	-	1	5	7	26	-	1	41

Continued

<u>CITIES</u>	<u>Rank or Level</u>								<u>TOTAL</u>
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Mount Pleasant	1	-	-	-	3	11	1	-	16
Muskegon Heights	1	-	2	3	4	22	1	-	33
Niles	1	-	4	1	3	15	-	1	25
Norton Shores	1	1	-	1	1	8	1	1	14
Ovosso	1	-	1	3	4	18	1	-	28
St. Joseph	1	-	-	3	3	12	2	-	21
Alpena	1	-	1	-	4	16	-	-	22
Cadillac	1	-	-	1	2	9	-	2	15
Escanaba	1	-	1	-	4	14	1	1	22
Ironwood	1	1	3	-	-	12	-	-	17
Marquette	1	1	2	-	3	25	3	-	35
Menominee	1	-	1	-	1	1	-	-	4
**Figures in 1969 Bulletin									
Sault Ste. Marie	1	-	1	3	6	19	2	1+2	35
Traverse City	1	-	1	2	4	15	-	-	23
<u>4,000 - 9,999</u>									
Beverly Hills	-	-	-	1	4	1	-	-	6
Farmington	1	-	-	-	6	16	1	1	25
Flat Rock	1	-	-	4	1	5	-	-	11
Fraser	1	-	-	2	5	16	-	-	24
Grosse Pointe	1	-	-	1	3	10	-	-	15
Huntington Woods	1	-	-	2	1	10	1	-	15
Milford	1	-	-	-	1	4	-	1	7

<u>CITIES</u>	<u>Rank or Level</u>							<u>TOTAL</u>	
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Northville	1	-	-	-	3	7	-	-	11
Novi	1	-	-	-	1	9	1	-	12
Plymouth	1	1	-	2	2	9	-	-	15
Riverview*	1	-	-	1	1	1	1	-	5
Rochester	1	-	-	-	1	6	1	-	9
Allegan	1	-	-	-	-	1	-	-	2
Alma	1	-	-	1	3	9	-	1	15
Belding	1	-	-	-	1	3	-	-	5
Buchanan**	1	-	-	-	1	1	-	-	3
Charlotte	1	-	-	-	1	7	1	-	10
Coldwater	1	-	-	-	3	10	-	-	14
Dowagiac	1	-	1	-	2	6	1	-	11
Eaton Rapids	-	-	-	-	-	-	-	-	-
Essexville	1	1	-	-	-	6	-	-	8
Fenton	1	-	-	-	1	7	-	1	10
Flushing	1	-	1	-	1	2	-	1	6
Grand Ledge	1	-	-	-	1	5	-	-	7
Grandville**	1	-	-	-	-	1	-	-	2
Greenville	1	-	1	-	1	4	-	-	7
Hastings	1	1	-	-	-	8	-	-	10
Hillsdale	1	-	-	-	1	7	1	-	10
Howell	1	-	-	-	1	4	-	-	6
Ionia	1	-	-	-	1	4	-	-	6
Lapeer	1	2	-	-	3	6	-	-	12
Marine City	1	-	-	-	1	4	-	1	7

<u>CITIES</u>	<u>Rank or Level</u>								<u>TOTAL</u>
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Marshall	1	1	-	-	2	8	-	-	12
Marysville	1	-	1	-	2	5	-	-	9
Mason	1	-	-	-	1	5	1	-	8
Otsego	1	-	-	-	1	3	-	-	5
St. Clair	1	-	-	1	-	-	-	-	2
St. Johns	1	-	-	-	-	5	-	-	6
South Haven	1	-	1	-	2	10	-	4+1	19
Springfield	1	-	-	1	2	7	-	-	11
Steirgis	1	-	-	-	3	11	-	1	16
Tecumseh	1	-	-	-	1	10	-	-	12
Three Rivers	1	-	-	-	4	6	1	1	13
Walker**	1	-	-	-	1	1	-	-	3
Zeeland	1	-	-	1	1	2	-	-	5
Big Rapids*	1	1	1	-	-	1	-	-	4
Cheboygan**	1	-	-	-	1	1	-	-	3
Gladstone	1	1	-	-	-	1	-	-	3
Hancock	1	-	-	-	-	5	-	-	6
Houghton	1	-	-	-	1	6	-	-	8
Iron Mountain	1	-	-	-	1	8	-	-	10
Ishpeming*	1	-	-	-	1	1	1	-	4
Kingsford*	1	-	-	-	1	1	-	-	3
Ludington	1	-	1	1	1	1	-	1	6
Manistee	1	1	1	-	1	1	-	-	4
Manistique	-	-	-	-	-	5	-	-	5
Munising	1	-	-	-	1	3	-	-	5
Negaunee	1	1	-	1	1	-	-	-	4

<u>CITIES</u>	<u>Rank or Level</u>							<u>TOTAL</u>	
	<u>CHIEF</u>	<u>ASST. CHIEF</u>	<u>CAPT.</u>	<u>LTS.</u>	<u>SGT.</u>	<u>PAT.</u>	<u>DET.</u>	<u>WOMEN</u>	
Petoskey	1	-	1	-	2	7	-	-	11
Rogers City	1	-	-	-	-	4	-	-	5

**APPENDIX D**

**POLICE TASK QUESTIONNAIRE**

Dear Sir:

The enclosed questionnaire is part of a research project designed to improve police training methods. Your participation in this project is vital to the ultimate value that it can serve in improvement of training. The identity of persons responding to the questionnaire is not pertinent to the study, on an individual basis. Identity as a police officer however is crucial. You are therefore requested to indicate your rank, rather than your name for this purpose. No one will be identified as to the individual answers that he gives to items in the questionnaire. You have been selected to participate in this study based upon a scientific sampling procedure, decided upon through consultation with a person of wide statistical experience. Your careful consideration of the items of the questionnaire and your responses to them is solicited.

In order to aid you in supplying answers to the questionnaire with the least amount of time involved some explanatory remarks are necessary. First, read through the definition of items listed in the questionnaire. Then go through the questionnaire items and place a mark beside each item which applies to the tasks which you perform as a police officer. Having done this go over the items which you have marked and place a number in each slot beside the item. The number placed in the slot will indicate your decision as to the frequency with which you perform the particular task referred to in the item. A number "1" will indicate the task most frequently performed, a "2" will indicate the second most frequently performed task, and so on until each of the items you marked has a number. Depending upon how many of the items apply to your function, as a police officer, the numbers in the slots can range from one to twenty-five. In those cases where you did not place a mark originally, items which you do not perform as a police officer place a "0". You are finished when all items on the questionnaire have either a number or a zero and you have indicated your rank, at the bottom of the questionnaire form.

In cases where you feel that two or more tasks indicated on the form are performed with equal frequency, by you, assign them different numbers in any consecutive order (EXAMPLE- item 1=item3=item4, if the next number indicating frequency were 10, then items 1, 3 and 4 would receive frequency numbers of 10, 11, and 12, in any order). Also if you feel that other items should be included, which are not on the list, then include them in the blank spaces provided and give them a frequency number.

Please return the completed questionnaire within seven days or as soon thereafter as possible. Your participation in this project is highly appreciated.

Sincerely,

*Winston A. Gibson*  
Winston A. Gibson

204  
QUESTIONNAIRE ITEMS  
DEFINED  
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PATROL-Presence and observation in an area to prevent and detect acts of behavioral deviance in accordance with laws and other regulatory measures.

SEARCH AND SEIZURE-The act of legally searching persons and premises to gather evidence of illegal activities and seizing the person or evidence gathered for presentation before an authorized body of inquiry or adjudication.

CRIME SCENE INVESTIGATION-Observation in a situation where a crime has been committed or is assumed to have been committed with the purpose of collecting, preserving, and preparing of evidence to support such commission of crime.

TRAFFIC CONTROL-Patrol specifically directed toward pedestrian and vehicular traffic to insure their safe conduct and to act against violations and violators.

ARREST OF VIOLATORS-The detention of violators or assumed violators, for the express purpose of bringing them before a legally authorized body for adjudication of their actions.

TESTIFYING IN COURT-The act of giving oral evidence or testimony before an authorized court of law in the cause of a violation of law, the hearing may be civil or criminal but must be in response to one's position as a police officer.

DELINQUENCY CONTROL-Patrol and activities directly related to persons legally defined as juveniles.

ADVISING CITIZENS-The giving of advice to citizens, in criminal and noncriminal contacts, relative to legal and other recourse available to resolve a condition at issue.

TRAINING OTHER PERSONNEL-The instruction of police personnel to improve their performance and effectiveness pursuing the objectives of the police agency.

SUPERVISING OTHER PERSONNEL-The direction of activities of police personnel in the performance of their officially related tasks.

REPORT WRITING-Preparation of reports to the police agency, by police officers, as required by the agency in given situations.

ASSIGNING PERSONNEL-Assignment or deployment of police personnel in order to most effectively prevent, detect, and control law violations.

SUPERVISING DETAINED PERSONS-The purpose, care, and methods to be used in relation to persons detained for violation or assumed violation of law.

205  
POLICE TASK

QUESTIONNAIRE  
(Continued)

TRANSPORTING PRISONERS-The act of conveying persons accused of law violation to an authorized place for additional processing as proscribed by law or departmental procedure.

PLANNING WORK FOR PERSONNEL AND UNITS-Overall planning for the staffing, deployment, supervision, research, etc., for present and future operations of a police agency or any of its' organizational units.

BUDGETING FUNDS OF UNIT OR DEPARTMENT-The efficient planning and distribution of department funds to most effectively and economically meet organization objectives.

PUBLIC RELATIONS OR COMMUNITY RELATIONS-Training, programming, and implementation of methods to more effectively meet organizational objectives in conjunction with the public at large or any of its segments.

COORDINATING TASKS OF UNITS OR DIVISIONS-The bringing together of the tasks and activities of different segments of the police agency, or any of its subdivisions to produce more effective agency operations.

REGULATING LICENSED BUSINESSES-Patrol of licensed business places to affect compliance with legally proscribed measures and to take action when violations are observed.

POLICE TASK  
QUESTIONNAIRE

1. \_\_\_\_\_ Patrol
2. \_\_\_\_\_ Search and Seizure
3. \_\_\_\_\_ Crime Scene Investigation
4. \_\_\_\_\_ Traffic Control
5. \_\_\_\_\_ Arrest of Violators
6. \_\_\_\_\_ Testifying in Court
7. \_\_\_\_\_ Delinquency Control
8. \_\_\_\_\_ Advising Citizens (Criminal and Non-Criminal)
9. \_\_\_\_\_ Training other Personnel (Police)
10. \_\_\_\_\_ Supervising Other Personnel (Police)
11. \_\_\_\_\_ Report Writing
12. \_\_\_\_\_ Assigning Personnel (Police)
13. \_\_\_\_\_ Supervising Detained Persons (Prisoners)
14. \_\_\_\_\_ Transporting Prisoners
15. \_\_\_\_\_ Planning Work for Personnel and Units
16. \_\_\_\_\_ Budgeting Funds of Unit or Department
17. \_\_\_\_\_ Public Relations or Community Relations
18. \_\_\_\_\_ Coordinating Tasks of Units or Divisions
19. \_\_\_\_\_ Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

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RANK OR TITLE

APPENDIX E  
POLICE TASK INSTRUCTION QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY East Lansing • Michigan 48823

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College of Social Science • School of Criminal Justice • Olds Hall

Sir:

The attached questionnaire is a necessary portion of an attempt to improve the instructional effort in police training. Your cooperation in this effort is vital to the research presently being pursued. It will be greatly appreciated if you would complete the items and return the questionnaire at your earliest convenience.

The following information is presented, in regard to the items, for directional purposes in order to elicit similar responses from persons participating in the study. There are eighteen tasks or items in the questionnaire. These items are a compilation of general police activities. They represent only the tasks performed not the totality of skills required of police officers, nor are they representative of any one level or rank of police personnel. Other research is in progress to determine which tasks, listed in the questionnaire, relate to what level of personnel. However, your present input will be used in this determination also. If you feel that your function requires additional items please feel free to include them in the spaces provided. Relate answers to your addition of items to the other two categories in the questionnaire.

The categories and tasks in the questionnaire are to be interpreted in the following manner:

- I. Task Designation-general police operation activities of personnel.
  - A. Patrol- the presence and observation in a prescribed area to detect and prevent acts of behavioral deviance, in accordance with laws and regulatory measures.
  - B. Search and Seizure- conditions under which a person may be legally searched, along with the surrounding area, and/or detained for the purpose of being brought before an authorized body for examination or adjudication, along with any matters pertinent the original detention.
  - C. Crime Scene Investigation- Observation in a situation where a crime has been committed, or is assumed to have been committed, with the purpose of collecting, preserving, and preparation of evidence to support such an assumption and present it to the appropriate authority.
  - D. License Regulation- patrol of licensed business establishments to initiate action in cases of violations of law or regulatory measures.
  - E. Traffic Control- Patrol specifically directed toward pedestrian and vehicular traffic to affect their safe conduct and to act against violators or violations.

- F. Arrests- methods for detaining law violators, or suspected law violators, in a legal manner, with due consideration and observance of all laws and rights pertinent to such detention.
- G. Case Preparation and Presentation- The acquisition of information and the ultimate presentation, of such information, as evidence in a form which will be acceptable to a body of inquiry or adjudication in relation to a violation or assumed violation of law.
- H. Delinquency Control- patrol, detention and other activities directly related to persons legally defined as juveniles.
- I. Citizen Advisory Functions- Advising citizens in criminal and non-criminal contacts related to legal and other recourse available to ameliorate a condition at issue.
- J. Instructing Other Personnel- The instruction of department personnel to improve the effectiveness of law enforcement operations and procedures.
- K. Supervising Other Personnel- Directing the activities of department personnel in the performance of their tasks.
- L. Report Writing- An appropriate method for the preparation of reports required, by agencies, in given situations based upon clarity and conciseness.
- M. Personnel Deployment- the development of strategies for the distribution of personnel in order to effectively meet the organizational goals of control, prevention, and detection.
- N. Detention Procedures- methods, facilities, purpose, and care of persons detained under legal process.
- O. Planning- overall planning for the staffing, deployment, supervision, research, etc. for the present and future operations of the agency or any of its organizational units.
- P. Budgeting- the efficient planning and distribution of finances, of an agency or one of its organizational units, to effectively meet organizational objectives.
- Q. Public or Community Relations- Training, programming, and implementation of methods to more effectively meet organizational objectives in conjunction with the public at large or any segment of the public.
- R. Coordinating Task Efforts- the bringing together of tasks and activities of the agency to produce more effective operations.

II. Curriculum Assigned- This category refers to the type of subject-matter that is recommended for the development of proficiency in the task concerned. There is no limitation on the number of subjects you may indicate, please list them in order of priority, highest first, then next highest, etc.

III. Institutional Level- refers to the type of instructional organization you would recommend as most capable of providing the subject-matter content, which you have recommended under the category "Curriculum Assigned". The instructional level should be indicated by a number from one to four, based upon the following designations:

- 1.= Four year institution
- 2.= Two year institution
- 3.= Police Academy
- 4.= Continuing education programs

More than one level may also be indicated under this category as in the previous section, maintain the priority order previously suggested.

It is hoped that the aforementioned information will be helpful in expediting your execution of the questionnaire. It will hasten the completion of this study if the questionnaire is completed and returned within seven days. Your assistance in this study is greatly desired and may go a long way toward the improvement of police education in the state of Michigan.

TASK INSTRUCTION QUESTIONNAIRE

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A.	<u>Patrol</u>		
B.	<u>Search &amp; Seizure</u>		
C.	<u>Crime Scene Investigation</u>		
D.	<u>License Regulation</u>		
E.	<u>Traffic Control</u>		
F.	<u>Arrests</u>		
G.	<u>Case Preparation And Presentation</u>		
H.	<u>Delinquency Control</u>		

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>		
	Instructing Other		
J.	<u>Personnel</u>		
	Supervising Other		
K.	<u>Personnel</u>		
L.	<u>Report Writing</u>		
	Personnel		
M.	<u>Deployment</u>		
	Detention		
N.	<u>Procedures</u>		
O.	<u>Planning</u>		
P.	<u>Budgeting</u>		

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>		
R.	Coordinating <u>Tasks</u>		

NAME OF INSTITUTION \_\_\_\_\_  
 SUBMITTING INFORMATION \_\_\_\_\_

APPENDIX F  
QUESTIONNAIRE RETURNS

APPENDIX F-1

POLICE TASK QUESTIONNAIRE RETURNS

213  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 7 Search and Seizure
3. 3 Crime Scene Investigation
4. 2 Traffic Control
5. 6 Arrest of Violators
6. 8 Testifying in Court
7. 4 Delinquency Control
8. 9 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 5 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 10 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

~~Patrolman~~ \_\_\_\_\_

RANK OR TITLE

214  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   9   Search and Seizure
3.   8   Crime Scene Investigation
4.   3   Traffic Control
5.   4   Arrest of Violators
6.  12   Testifying in Court
7.  10   Delinquency Control
8.   7   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   2   Report Writing
12.   5   Assigning Personnel (Police)
13.   6   Supervising Detained Persons (Prisoners)
14.  11   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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21.
22.
23.
24.
25.

  Patrolman  

RANK OR TITLE

215  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 8 Search and Seizure
3. 4 Crime Scene Investigation
4. 5 Traffic Control
5. 7 Arrest of Violators
6. 6 Testifying in Court
7. 9 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 2 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 10 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
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24. \_\_\_\_\_
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Corporal

RANK OR TITLE

216  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   8   Search and Seizure
3.   7   Crime Scene Investigation
4.   2   Traffic Control
5.   4   Arrest of Violators
6.   5   Testifying in Court
7.   0   Delinquency Control
8.   6   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   3   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   9   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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23.
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~~Corporal~~ \_\_\_\_\_

RANK OR TITLE

217  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   6   Search and Seizure
3.   5   Crime Scene Investigation
4.  11   Traffic Control
5.   3   Arrest of Violators
6.   7   Testifying in Court
7.   8   Delinquency Control
8.   2   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   4   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   9   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.  10   Regulating Licensed Businesses
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Corporal

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 6 Search and Seizure
3. 4 Crime Scene Investigation
4. 5 Traffic Control
5. 9 Arrest of Violators
6. 11 Testifying in Court
7. 8 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 2 Report Writing
12. 0 Assigning Personnel (Police)
13. 7 Supervising Detained Persons (Prisoners)
14. 10 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 12 Regulating Licensed Businesses
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Patrolman--F/C \_\_\_\_\_

RANK OR TITLE

219  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   5   Search and Seizure
3.   4   Crime Scene Investigation
4.   7   Traffic Control
5.   3   Arrest of Violators
6.   6   Testifying in Court
7.   0   Delinquency Control
8.   8   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   2   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   0   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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— P.F.C. —————

RANK OR TITLE

220  
POLICE TASK  
QUESTIONNAIRE

1. 2 Patrol
2. 7 Search and Seizure
3. 6 Crime Scene Investigation
4. 8 Traffic Control
5. 5 Arrest of Violators
6. 4 Testifying in Court
7. 12 Delinquency Control
8. 1 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 0 Assigning Personnel (Police)
13. 10 Supervising Detained Persons (Prisoners)
14. 11 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 9 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Patrolman \_\_\_\_\_

RANK OR TITLE

221  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 5 Search and Seizure
3. 0 Crime Scene Investigation
4. 2 Traffic Control
5. 4 Arrest of Violators
6. 3 Testifying in Court
7. 0 Delinquency Control
8. 8 Advising Citizens (Criminal and Non-Criminal)
9. 9 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 10 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 7 Regulating Licensed Businesses
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Patr. \_\_\_\_\_

RANK OR TITLE

1. 1 Patrol
2. 10 Search and Seizure
3. 12 Crime Scene Investigation
4. 2 Traffic Control
5. 7 Arrest of Violators
6. 11 Testifying in Court
7. 6 Delinquency Control
8. 5 Advising Citizens (Criminal and Non-Criminal)
9. 9 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 4 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 8 Regulating Licensed Businesses
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RANK OR TITLE

- ~~Patrolman~~ -----

RANK OR TITLE

1. 1 Patrol
2. 9 Search and Seizure
3. 8 Crime Scene Investigation
4. 3 Traffic Control
5. 4 Arrest of Violators
6. 12 Testifying in Court
7. 5 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 14 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 7 Report Writing
12. 0 Assigning Personnel (Police)
13. 11 Supervising Detained Persons (Prisoners)
14. 10 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 2 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 13 Regulating Licensed Businesses
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Patrolman - - - - -

RANK OR TITLE

225  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 9 Search and Seizure
3. 10 Crime Scene Investigation
4. 2 Traffic Control
5. 7 Arrest of Violators
6. 8 Testifying in Court
7. 3 Delinquency Control
8. 5 Advising Citizens (Criminal and Non-Criminal)
9. 4 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 11 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 12 Regulating Licensed Businesses
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~~Patrolman~~ \_\_\_\_\_

RANK OR TITLE

226  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   7   Search and Seizure
3.   6   Crime Scene Investigation
4.   2   Traffic Control
5.   5   Arrest of Violators
6.  13   Testifying in Court
7.  12   Delinquency Control
8.   4   Advising Citizens (Criminal and Non-Criminal)
9.  11   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   3   Report Writing
12.   0   Assigning Personnel (Police)
13.   9   Supervising Detained Persons (Prisoners)
14.   8   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.  10   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Patrolman

RANK OR TITLE

227  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   8   Search and Seizure
3.   7   Crime Scene Investigation
4.   2   Traffic Control
5.   6   Arrest of Violators
6.  10   Testifying in Court
7.   4   Delinquency Control
8.   3   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   5   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   9   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.  11   Regulating Licensed Businesses
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Patrolman \_\_\_\_\_

RANK OR TITLE

228  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   7   Search and Seizure
3.   8   Crime Scene Investigation
4.   0   Traffic Control
5.   3   Arrest of Violators
6.   4   Testifying in Court
7.   1   Delinquency Control
8.   5   Advising Citizens (Criminal and Non-Criminal)
9.   0   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   2   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   6   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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~~Investigation Youth Bureau~~

RANK OR TITLE

229  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 6 Search and Seizure
3. 5 Crime Scene Investigation
4. 2 Traffic Control
5. 3 Arrest of Violators
6. 7 Testifying in Court
7. 9 Delinquency Control
8. 0 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 4 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 8 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Patrolman \_\_\_\_\_

RANK OR TITLE

230  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   0   Search and Seizure
3.   4   Crime Scene Investigation
4.   0   Traffic Control
5.   5   Arrest of Violators
6.  11  Testifying in Court
7.   2  Delinquency Control
8.   3  Advising Citizens (Criminal and Non-Criminal)
9.  10  Training other Personnel (Police)
10.   0  Supervising Other Personnel (Police)
11.   6  Report Writing
12.   9  Assigning Personnel (Police)
13.   0  Supervising Detained Persons (Prisoners)
14.   0  Transporting Prisoners
15.   8  Planning Work for Personnel and Units
16.   0  Budgeting Funds of Unit or Department
17.   1  Public Relations or Community Relations
18.   7  Coordinating Tasks of Units or Divisions
19.   0  Regulating Licensed Businesses
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~~Patrolman~~ \_\_\_\_\_

RANK OR TITLE

231  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 4 Search and Seizure
3. 6 Crime Scene Investigation
4. 0 Traffic Control
5. 2 Arrest of Violators
6. 8 Testifying in Court
7. 1 Delinquency Control
8. 5 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 0 Assigning Personnel (Police)
13. 10 Supervising Detained Persons (Prisoners)
14. 9 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 7 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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~~Patrolman-Youth Bureau~~

RANK OR TITLE

- ~~Patrolman~~-----

RANK OR TITLE

233  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 8 Search and Seizure
3. 7 Crime Scene Investigation
4. 3 Traffic Control
5. 6 Arrest of Violators
6. 5 Testifying in Court
7. 9 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 2 Report Writing
12. 0 Assigning Personnel (Police)
13. 10 Supervising Detained Persons (Prisoners)
14. 11 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 12 Regulating Licensed Businesses
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Public Safety Officer

RANK OR TITLE

234  
POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 9 Search and Seizure
3. 3 Crime Scene Investigation
4. 2 Traffic Control
5. 4 Arrest of Violators
6. 5 Testifying in Court
7. 10 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 15 Training other Personnel (Police)
10. 14 Supervising Other Personnel (Police)
11. 7 Report Writing
12. 0 Assigning Personnel (Police)
13. 11 Supervising Detained Persons (Prisoners)
14. 12 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 8 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 13 Regulating Licensed Businesses
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Patrolman

RANK OR TITLE

235  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   9   Search and Seizure
3.   4   Crime Scene Investigation
4.   2   Traffic Control
5.   7   Arrest of Violators
6.  10   Testifying in Court
7.   8   Delinquency Control
8.   5   Advising Citizens (Criminal and Non-Criminal)
9.  13   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   3   Report Writing
12.   0   Assigning Personnel (Police)
13.   6   Supervising Detained Persons (Prisoners)
14.  12   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.  11   Regulating Licensed Businesses
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RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 1 Patrol
2. 9 Search and Seizure
3. 4 Crime Scene Investigation
4. 2 Traffic Control
5. 8 Arrest of Violators
6. 5 Testifying in Court
7. 7 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 12 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 13 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 10 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 14 Regulating Licensed Businesses
20. \_\_\_\_\_
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~~Patrolman~~ \_\_\_\_\_

RANK OR TITLE

1. 1 Patrol
2. 8 Search and Seizure
3. 5 Crime Scene Investigation
4. 2 Traffic Control
5. 7 Arrest of Violators
6. 9 Testifying in Court
7. 6 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 10 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 11 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Patrolman \_\_\_\_\_

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 2 Patrol
2. 10 Search and Seizure
3. 7 Crime Scene Investigation
4. 1 Traffic Control
5. 5 Arrest of Violators
6. 3 Testifying in Court
7. 11 Delinquency Control
8. 8 Advising Citizens (Criminal and Non-Criminal)
9. 9 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 4 Report Writing
12. 0 Assigning Personnel (Police)
13. 12 Supervising Detained Persons (Prisoners)
14. 14 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 13 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. \_\_\_\_\_ Regulating Licensed Businesses
20. \_\_\_\_\_
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Patrolman \_\_\_\_\_

RANK OR TITLE

239  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   7   Search and Seizure
3.   4   Crime Scene Investigation
4.   2   Traffic Control
5.   5   Arrest of Violators
6.   9   Testifying in Court
7.   3   Delinquency Control
8.   8   Advising Citizens (Criminal and Non-Criminal)
9.  11   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   6   Report Writing
12.   0   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.  10   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Patrolman on road

RANK OR TITLE

240  
POLICE TASK  
QUESTIONNAIRE

1.   1   Patrol
2.   5   Search and Seizure
3.   7   Crime Scene Investigation
4.   4   Traffic Control
5.   9   Arrest of Violators
6.  10   Testifying in Court
7.   8   Delinquency Control
8.   6   Advising Citizens (Criminal and Non-Criminal)
9.  11   Training other Personnel (Police)
10.   0   Supervising Other Personnel (Police)
11.   3   Report Writing
12.   0   Assigning Personnel (Police)
13.  12   Supervising Detained Persons (Prisoners)
14.  13   Transporting Prisoners
15.   0   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   2   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Patrolman Traffic

RANK OR TITLE

241  
POLICE TASK  
QUESTIONNAIRE

1. 11 Patrol
2. 9 Search and Seizure
3. 2 Crime Scene Investigation
4. 0 Traffic Control
5. 8 Arrest of Violators
6. 3 Testifying in Court
7. 0 Delinquency Control
8. 5 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 7 Supervising Other Personnel (Police)
11. 1 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 10 Public Relations or Community Relations
18. 4 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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~~Detective Sergeant-Precinct Level~~

RANK OR TITLE

242  
POLICE TASK  
QUESTIONNAIRE

1. 14 Patrol
2. 12 Search and Seizure
3. 11 Crime Scene Investigation
4. 16 Traffic Control
5. 13 Arrest of Violators
6. 15 Testifying in Court
7. 5 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 1 Training other Personnel (Police)
10. 4 Supervising Other Personnel (Police)
11. 10 Report Writing
12. 2 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 7 Planning Work for Personnel and Units
16. 8 Budgeting Funds of Unit or Department
17. 3 Public Relations or Community Relations
18. 9 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Sergeant/- Personnel & Training

RANK OR TITLE

243  
POLICE TASK  
QUESTIONNAIRE

1. 13 Patrol
2. 7 Search and Seizure
3. 4 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 5 Testifying in Court
7. 6 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 2-1 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 9 Report Writing
12. 8 Assigning Personnel (Police)
13. 10 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 2 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 11 Public Relations or Community Relations
18. 14 Coordinating Tasks of Units or Divisions
19. 12 Regulating Licensed Businesses
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24. \_\_\_\_\_
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Lieutenant \_\_\_\_\_

RANK OR TITLE

244  
POLICE TASK  
QUESTIONNAIRE

1.   3   Patrol
2.  11  Search and Seizure
3.   4  Crime Scene Investigation
4.   6  Traffic Control
5.  10  Arrest of Violators
6.  13  Testifying in Court
7.  12  Delinquency Control
8.   5  Advising Citizens (Criminal and Non-Criminal)
9.   2  Training other Personnel (Police)
10.   1  Supervising Other Personnel (Police)
11.   7  Report Writing
12.   8  Assigning Personnel (Police)
13.   9  Supervising Detained Persons (Prisoners)
14.  14  Transporting Prisoners
15.  18  Planning Work for Personnel and Units
16.   0  Budgeting Funds of Unit or Department
17.  16  Public Relations or Community Relations
18.  17  Coordinating Tasks of Units or Divisions
19.  15  Regulating Licensed Businesses
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25.

~~Sergeant~~\_\_\_\_\_

RANK OR TITLE

245  
POLICE TASK  
QUESTIONNAIRE

1. 14 Patrol
2. 11 Search and Seizure
3. 1 Crime Scene Investigation
4. 4 Traffic Control
5. 10 Arrest of Violators
6. 2 Testifying in Court
7. 15 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 5 Supervising Other Personnel (Police)
11. 13 Report Writing
12. 9 Assigning Personnel (Police)
13. 17 Supervising Detained Persons (Prisoners)
14. 18 Transporting Prisoners
15. 8 Planning Work for Personnel and Units
16. 16 Budgeting Funds of Unit or Department
17. 7 Public Relations or Community Relations
18. 12 Coordinating Tasks of Units or Divisions
19. 19 Regulating Licensed Businesses
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Sergeant -1/c, Accident Bureau

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 3 Patrol
2. 12 Search and Seizure
3. 9 Crime Scene Investigation
4. 13 Traffic Control
5. 11 Arrest of Violators
6. 14 Testifying in Court
7. 15 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 5 Report Writing
12. 7 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 3 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 10 Regulating Licensed Businesses
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Patrol Sergeant \_\_\_\_\_

RANK OR TITLE

247  
POLICE TASK  
QUESTIONNAIRE

1. 9 Patrol
2. 12 Search and Seizure
3. 0 Crime Scene Investigation
4. 6 Traffic Control
5. 11 Arrest of Violators
6. 13 Testifying in Court
7. 0 Delinquency Control
8. 7 Advising Citizens (Criminal and Non-Criminal)
9. 4 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 8 Report Writing
12. 2 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 3 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 10 Public Relations or Community Relations
18. 5 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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~~Lieutenant-Motor Pool~~ \_\_\_\_\_

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 9 Patrol
2. 5 Search and Seizure
3. 1 Crime Scene Investigation
4. 0 Traffic Control
5. 3 Arrest of Violators
6. 4 Testifying in Court
7. 8 Delinquency Control
8. 10 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 2 Supervising Other Personnel (Police)
11. 7 Report Writing
12. 11 Assigning Personnel (Police)
13. 12 Supervising Detained Persons (Prisoners)
14. 13 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 14 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Detective Sergeant

RANK OR TITLE

249  
POLICE TASK  
QUESTIONNAIRE

1. 12 Patrol
2. 9 Search and Seizure
3. 3 Crime Scene Investigation
4. 0 Traffic Control
5. 8 Arrest of Violators
6. 4 Testifying in Court
7. 5 Delinquency Control
8. 10 Advising Citizens (Criminal and Non-Criminal)
9. 2 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 7 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 14 Transporting Prisoners
15. 16 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 15 Public Relations or Community Relations
18. 11 Coordinating Tasks of Units or Divisions
19. 13 Regulating Licensed Businesses
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~~Detective-Lieutenant~~ \_\_\_\_\_

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 9 Search and Seizure
3. 10 Crime Scene Investigation
4. 0 Traffic Control
5. 11 Arrest of Violators
6. 7 Testifying in Court
7. 0 Delinquency Control
8. 8 Advising Citizens (Criminal and Non-Criminal)
9. 1 Training other Personnel (Police)
10. 2 Supervising Other Personnel (Police)
11. 12 Report Writing
12. 3 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 3 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 5 Public Relations or Community Relations
18. 4 Coordinating Tasks of Units or Divisions
19. 13 Regulating Licensed Businesses
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~~Lieutenant~~\_\_\_\_\_

RANK OR TITLE

251  
POLICE TASK  
QUESTIONNAIRE

1. 8 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 7 Traffic Control
5. 12 Arrest of Violators
6. 13 Testifying in Court
7. 0 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 2 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 11 Report Writing
12. 3 Assigning Personnel (Police)
13. 9 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 5 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 10 Public Relations or Community Relations
18. 4 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Lieutenant- Uniform Division

RANK OR TITLE

252  
POLICE TASK  
QUESTIONNAIRE

1. 4 Patrol
2. 11 Search and Seizure
3. 10 Crime Scene Investigation
4. 8 Traffic Control
5. 13 Arrest of Violators
6. 14 Testifying in Court
7. 15 Delinquency Control
8. 9 Advising Citizens (Criminal and Non-Criminal)
9. 7 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 16 Report Writing
12. 6 Assigning Personnel (Police)
13. 17 Supervising Detained Persons (Prisoners)
14. 18 Transporting Prisoners
15. 5 Planning Work for Personnel and Units
16. 19 Budgeting Funds of Unit or Department
17. 2 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 12 Regulating Licensed Businesses
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Sergeant \_\_\_\_\_

RANK OR TITLE

253  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 9 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 7 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 3 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 2 Planning Work for Personnel and Units
16. 10 Budgeting Funds of Unit or Department
17. 5 Public Relations or Community Relations
18. 8 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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~~Lieutenant-Traffic~~ \_\_\_\_\_

RANK OR TITLE

254  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   5   Search and Seizure
3.   1   Crime Scene Investigation
4.   0   Traffic Control
5.   4   Arrest of Violators
6.   6   Testifying in Court
7.   0   Delinquency Control
8.   7   Advising Citizens (Criminal and Non-Criminal)
9.  11   Training other Personnel (Police)
10.   8   Supervising Other Personnel (Police)
11.   2   Report Writing
12.   9   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.  10   Transporting Prisoners
15.   3   Planning Work for Personnel and Units
16.   0   Budgeting Funds of Unit or Department
17.   0   Public Relations or Community Relations
18.   0   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Sergeant

RANK OR TITLE

255  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 4 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 2 Assigning Personnel (Police)
13. 5 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Lieutenant \_\_\_\_\_

RANK OR TITLE

256  
POLICE TASK  
QUESTIONNAIRE

1. 13 Patrol
2. 12 Search and Seizure
3. 11 Crime Scene Investigation
4. 0 Traffic Control
5. 14 Arrest of Violators
6. 16 Testifying in Court
7. 6 Delinquency Control
8. 8 Advising Citizens (Criminal and Non-Criminal)
9. 7 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 9 Report Writing
12. 4 Assigning Personnel (Police)
13. 17 Supervising Detained Persons (Prisoners)
14. 15 Transporting Prisoners
15. 3 Planning Work for Personnel and Units
16. 10 Budgeting Funds of Unit or Department
17. 5 Public Relations or Community Relations
18. 2 Coordinating Tasks of Units or Divisions
19. 18 Regulating Licensed Businesses
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Lieutenant

RANK OR TITLE

257  
POLICE TASK  
QUESTIONNAIRE

1. 4 Patrol
2. 12 Search and Seizure
3. 3 Crime Scene Investigation
4. 6 Traffic Control
5. 7 Arrest of Violators
6. 9 Testifying in Court
7. 11 Delinquency Control
8. 10 Advising Citizens (Criminal and Non-Criminal)
9. 5 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 8 Report Writing
12. 2 Assigning Personnel (Police)
13. 13 Supervising Detained Persons (Prisoners)
14. 15 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 16 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 14 Regulating Licensed Businesses
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Sergeant \_\_\_\_\_

RANK OR TITLE

258  
POLICE TASK  
QUESTIONNAIRE

1. 9 Patrol
2. 7 Search and Seizure
3. 6 Crime Scene Investigation
4. 10 Traffic Control
5. 11 Arrest of Violators
6. 12 Testifying in Court
7. 13 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 3 Training other Personnel (Police)
10. 2 Supervising Other Personnel (Police)
11. 5 Report Writing
12. 1 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 15 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 14 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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~~Sergeant~~ \_\_\_\_\_

RANK OR TITLE

259  
POLICE TASK  
QUESTIONNAIRE

1. 4 Patrol
2. 10 Search and Seizure
3. 11 Crime Scene Investigation
4. 8 Traffic Control
5. 9 Arrest of Violators
6. 12 Testifying in Court
7. 13 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 5 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 2 Assigning Personnel (Police)
13. 15 Supervising Detained Persons (Prisoners)
14. 14 Transporting Prisoners
15. 7 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 16 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Sergeant \_\_\_\_\_

RANK OR TITLE

260  
POLICE TASK  
QUESTIONNAIRE

1. 5 Patrol
2. 10 Search and Seizure
3. 12 Crime Scene Investigation
4. 6 Traffic Control
5. 9 Arrest of Violators
6. 11 Testifying in Court
7. 0 Delinquency Control
8. 3 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 4 Report Writing
12. 2 Assigning Personnel (Police)
13. 7 Supervising Detained Persons (Prisoners)
14. 8 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 0 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Sergeant \_\_\_\_\_

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 12 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 11 Testifying in Court
7. 9 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 8 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 5 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 2 Planning Work for Personnel and Units
16. 7 Budgeting Funds of Unit or Department
17. 4 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 10 Regulating Licensed Businesses
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Chief  
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RANK OR TITLE

262  
POLICE TASK  
QUESTIONNAIRE

1. 10 Patrol
2. 13 Search and Seizure
3. 14 Crime Scene Investigation
4. 11 Traffic Control
5. 12 Arrest of Violators
6. 17 Testifying in Court
7. 9 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 5 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 2 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 15 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 4 Public Relations or Community Relations
18. 7 Coordinating Tasks of Units or Divisions
19. 16 Regulating Licensed Businesses
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Inspector \_\_\_\_\_

RANK OR TITLE

1. 0 Patrol
2. 0 Search and Seizure
3. 10 Crime Scene Investigation
4. 8 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 9 Advising Citizens (Criminal and Non-Criminal)
9. 4 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 5 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 7 Planning Work for Personnel and Units
16. 12 Budgeting Funds of Unit or Department
17. 2 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 11 Regulating Licensed Businesses
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Inspector-----

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 0 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 2 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 4 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Chief of Police \_\_\_\_\_

RANK OR TITLE

265  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 10 Testifying in Court
7. 9 Delinquency Control
8. 6 Advising Citizens (Criminal and Non-Criminal)
9. 2 Training other Personnel (Police)
10. 6 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 7 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 4 Planning Work for Personnel and Units
16. 3 Budgeting Funds of Unit or Department
17. 5 Public Relations or Community Relations
18. 1 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
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Police Captain-Uniform Division

RANK OR TITLE

266  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   0   Search and Seizure
3.   0   Crime Scene Investigation
4.   0   Traffic Control
5.   0   Arrest of Violators
6.  10  Testifying in Court
7.   0   Delinquency Control
8.   7   Advising Citizens (Criminal and Non-Criminal)
9.   6   Training other Personnel (Police)
10.   4   Supervising Other Personnel (Police)
11.   9   Report Writing
12.   8   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   0   Transporting Prisoners
15.   3   Planning Work for Personnel and Units
16.   2   Budgeting Funds of Unit or Department
17.   5   Public Relations or Community Relations
18.   1   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Deputy Chief \_\_\_\_\_

RANK OR TITLE



267  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   0   Search and Seizure
3.   9   Crime Scene Investigation
4.   0   Traffic Control
5.   0   Arrest of Violators
6.  10  Testifying in Court
7.   0   Delinquency Control
8.   7   Advising Citizens (Criminal and Non-Criminal)
9.   2   Training other Personnel (Police)
10.   1   Supervising Other Personnel (Police)
11.   0   Report Writing
12.   3   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   0   Transporting Prisoners
15.   4   Planning Work for Personnel and Units
16.   8   Budgeting Funds of Unit or Department
17.   6   Public Relations or Community Relations
18.   5   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
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Captain Investigation Division

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 5 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 6 Arrest of Violators
6. 12 Testifying in Court
7. 0 Delinquency Control
8. 7 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 3 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 4 Planning Work for Personnel and Units
16. 9 Budgeting Funds of Unit or Department
17. 10 Public Relations or Community Relations
18. 2 Coordinating Tasks of Units or Divisions
19. 11 Regulating Licensed Businesses
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Captain \_\_\_\_\_

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 11 Search and Seizure
3. 10 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 13 Testifying in Court
7. 12 Delinquency Control
8. 7 Advising Citizens (Criminal and Non-Criminal)
9. 9 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 6 Report Writing
12. 3 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 4 Planning Work for Personnel and Units
16. 5 Budgeting Funds of Unit or Department
17. 8 Public Relations or Community Relations
18. 2 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Captain \_\_\_\_\_

RANK OR TITLE

270  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 7 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 5 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 4 Planning Work for Personnel and Units
16. 2 Budgeting Funds of Unit or Department
17. 6 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Chief of Police \_\_\_\_\_

RANK OR TITLE

271  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 0 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 1 Planning Work for Personnel and Units
16. 3 Budgeting Funds of Unit or Department
17. 4 Public Relations or Community Relations
18. 2 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

~~Director of Public Safety~~

RANK OR TITLE

272  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.   0   Search and Seizure
3.   0   Crime Scene Investigation
4.   0   Traffic Control
5.   0   Arrest of Violators
6.   0   Testifying in Court
7.   0   Delinquency Control
8.   8   Advising Citizens (Criminal and Non-Criminal)
9.   9   Training other Personnel (Police)
10.   5   Supervising Other Personnel (Police)
11.   0   Report Writing
12.   4   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   0   Transporting Prisoners
15.   1   Planning Work for Personnel and Units
16.   3   Budgeting Funds of Unit or Department
17.   7   Public Relations or Community Relations
18.   2   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
20.
21.
22.
23.
24.
25.

  Major  

RANK OR TITLE

273  
POLICE TASK  
QUESTIONNAIRE

1.   \*   Patrol
2.   0   Search and Seizure
3.   0   Crime Scene Investigation
4.   0   Traffic Control
5.   0   Arrest of Violators
6.   0   Testifying in Court
7.   0   Delinquency Control
8.   6   Advising Citizens (Criminal and Non-Criminal)
9.   7   Training other Personnel (Police)
10.   5   Supervising Other Personnel (Police)
11.   0   Report Writing
12.   4   Assigning Personnel (Police)
13.   0   Supervising Detained Persons (Prisoners)
14.   0   Transporting Prisoners
15.   2   Planning Work for Personnel and Units
16.   3   Budgeting Funds of Unit or Department
17.   8   Public Relations or Community Relations
18.   1   Coordinating Tasks of Units or Divisions
19.   0   Regulating Licensed Businesses
20.
21.
22.
23.
24.
25.

\* for orientation purposes

Public Safety Captain

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 5 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 6 Supervising Other Personnel (Police)
11. 0 Report Writing
12. 9 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 2 Planning Work for Personnel and Units
16. 1 Budgeting Funds of Unit or Department
17. 4 Public Relations or Community Relations
18. 3 Coordinating Tasks of Units or Divisions
19. 7 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Chief \_\_\_\_\_

RANK OR TITLE

275  
POLICE TASK  
QUESTIONNAIRE

1. 15 Patrol
2. 16 Search and Seizure
3. 17 Crime Scene Investigation
4. 14 Traffic Control
5. 12 Arrest of Violators
6. 13 Testifying in Court
7. 0 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 7 Report Writing
12. 3 Assigning Personnel (Police)
13. 9 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 2 Planning Work for Personnel and Units
16. 10 Budgeting Funds of Unit or Department
17. 5 Public Relations or Community Relations
18. 8 Coordinating Tasks of Units or Divisions
19. 11 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Captain Uniform

RANK OR TITLE

276  
POLICE TASK  
QUESTIONNAIRE

1.   0   Patrol
2.  10  Search and Seizure
3.   9  Crime Scene Investigation
4.   0  Traffic Control
5.  11  Arrest of Violators
6.  13  Testifying in Court
7.   0  Delinquency Control
8.   5  Advising Citizens (Criminal and Non-Criminal)
9.  12  Training other Personnel (Police)
10.   1  Supervising Other Personnel (Police)
11.   7  Report Writing
12.   2  Assigning Personnel (Police)
13.  14  Supervising Detained Persons (Prisoners)
14.  16  Transporting Prisoners
15.   3  Planning Work for Personnel and Units
16.   8  Budgeting Funds of Unit or Department
17.   6  Public Relations or Community Relations
18.   4  Coordinating Tasks of Units or Divisions
19.  15  Regulating Licensed Businesses
20.
21.
22.
23.
24.
25.

Detective Captain

RANK OR TITLE

POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 10 Search and Seizure
3. 9 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 8 Advising Citizens (Criminal and Non-Criminal)
9. 6 Training other Personnel (Police)
10. 4 Supervising Other Personnel (Police)
11. 11 Report Writing
12. 2 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 3 Planning Work for Personnel and Units
16. 5 Budgeting Funds of Unit or Department
17. 7 Public Relations or Community Relations
18. 1 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Captain Dept. Executive Officer

RANK OR TITLE

278  
POLICE TASK  
QUESTIONNAIRE

1. 0 Patrol
2. 0 Search and Seizure
3. 0 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 0 Testifying in Court
7. 0 Delinquency Control
8. 9 Advising Citizens (Criminal and Non-Criminal)
9. 0 Training other Personnel (Police)
10. 0 Supervising Other Personnel (Police)
11. 3 Report Writing
12. 0 Assigning Personnel (Police)
13. 0 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 5 Planning Work for Personnel and Units
16. 2 Budgeting Funds of Unit or Department
17. 0 Public Relations or Community Relations
18. 4 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. 1 Purchasing, Payables and Payroll
21. 6 Statistical Analysis
22. 8 Inventory Control
23. 7 Communications Coordination
24. \_\_\_\_\_
25. \_\_\_\_\_

Administrative Aide To Chief

RANK OR TITLE

279  
POLICE TASK  
QUESTIONNAIRE

1. 10 Patrol
2. 11 Search and Seizure
3. 9 Crime Scene Investigation
4. 0 Traffic Control
5. 0 Arrest of Violators
6. 12 Testifying in Court
7. 0 Delinquency Control
8. 4 Advising Citizens (Criminal and Non-Criminal)
9. 3 Training other Personnel (Police)
10. 1 Supervising Other Personnel (Police)
11. 5 Report Writing
12. 2 Assigning Personnel (Police)
13. 8 Supervising Detained Persons (Prisoners)
14. 0 Transporting Prisoners
15. 0 Planning Work for Personnel and Units
16. 0 Budgeting Funds of Unit or Department
17. 6 Public Relations or Community Relations
18. 7 Coordinating Tasks of Units or Divisions
19. 0 Regulating Licensed Businesses
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

~~Executive Lieutenant~~ \_\_\_\_\_

RANK OR TITLE

APPENDIX F-2

POLICE TASK INSTRUCTION  
QUESTIONNAIRE RETURNS

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Purpose, Methods</u> <u>and Techniques of</u> <u>observation</u>	<u>3</u>
B. <u>Search &amp; Seizure</u>	<u>Legal Aspects of</u> <u>searches, Landmark</u> <u>Decisions, and</u>	<u>1</u> <u>searches with</u> <u>and without a</u> <u>warrant.</u>
C. <u>Crime Scene Investigation</u>	<u>Preserving the</u> <u>scene, crime scene</u> <u>search, collection</u>	<u>3</u> <u>and preservation</u> <u>of evidence,</u> <u>photography &amp;</u> <u>diagramming</u>
D. <u>License Regulation</u>	<u>issuing and citing</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>preventive patrol,</u> <u>point control,</u> <u>issuing citations</u>	<u>3</u>
F. <u>Arrests</u>	<u>Techniques of</u> <u>arrest, with and</u> <u>without a warrant,</u>	<u>1</u> <u>probable cause,</u> <u>felony &amp; misde-</u> <u>meanor</u>
G. <u>Case Preparation And Presentation</u>	<u>Elements of a</u> <u>crime, statement</u> <u>taking, &amp; testify-</u>	<u>1</u> <u>ing in court.</u>
H. <u>Delinquency Control Philosophy, hist-</u>	<u>orical background,</u> <u>prevention &amp; det-</u>	<u>1</u> <u>ection procedures</u>



TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
I. <u>Citizen Advisory Functions</u>	<u>Court processes</u>	<u>3</u>
J. <u>Instructing Other Personnel</u>		<u>3</u>
K. <u>Supervising Other Personnel</u>	<u>Communication up and down</u>	<u>1</u>
L. <u>Report Writing</u>		<u>3</u>
M. <u>Personnel Deployment</u>	<u>Beat studies</u>	<u>2</u>
N. <u>Detention Procedures</u>	<u>Legal Requirements, diet &amp; medical treatment</u>	<u>3</u>
O. <u>Planning</u>		<u>1</u>
P. <u>Budgeting</u>		<u>1</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>		2
R.	Coordinating <u>Tasks</u>		1

NAME OF INSTITUTION  
SUBMITTING INFORMATION Battle Creek Police

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Procedure, City defense, traffic</u> <u>Ordinances, firearms, control.</u> <u>State law, self-</u>	<u>3 &amp; 4</u>
B. <u>Search &amp; Seizure</u>	<u>Evidence, Consti-</u> <u>tutional Law,</u> <u>&amp; Interrogation</u>	<u>3 &amp; 4</u>
C. <u>Crime Scene Investigation</u>	<u>Searches, Evidence</u>	<u>3</u>
D. <u>License Regulation</u>	<u>Liquor Laws</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>Vehicle laws, pursuit driving,</u> <u>enforcement, acci- &amp; drivers lic-</u> <u>dent investigation, enses.</u>	<u>3</u>
F. <u>Arrests</u>	<u>Criminal law, &amp;</u> <u>confessions.</u>	<u>3</u>
G. <u>Case Preparation And Presentation</u>	<u>Investigations,</u> <u>reports</u>	<u>3 &amp; 4</u>
H. <u>Delinquency Control</u>	<u>Juvenile law &amp;</u> <u>Procedures</u>	<u>2 &amp; 3</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
I.	<u>Citizen Advisory Functions</u>		<u>0</u>
J.	<u>Instructing Other Personnel</u>	<u>Instructors School</u>	<u>1, 2, &amp; 3</u>
K.	<u>Supervising Other Personnel</u>	<u>Supervision</u>	<u>3 &amp; 4</u>
L.	<u>Report Writing</u>	<u>Department Reports,</u>	<u>3</u>
		<u>Accident Reports</u>	
M.	<u>Personnel Deployment</u>		<u>0</u>
N.	<u>Detention Procedures</u>	<u>Procedure</u>	<u>3</u>
O.	<u>Planning</u>	<u>Administrative</u>	<u>4</u>
		<u>Management</u>	
P.	<u>Budgeting</u>	<u>Administrative</u>	<u>1 &amp; 4</u>
		<u>Management</u>	

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>	Human Relations, _____  Public relations, _____  abnormal persons. _____	3 & 4
R.	Coordinating <u>Tasks</u>	_____ _____ _____	0

NAME OF INSTITUTION  
SUBMITTING INFORMATION Dearborn Police Department

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Patrol Techniques</u> <u>(see following curriculum)</u>	<u>3</u>
B. <u>Search &amp; Seizure</u>	<u>Constitutional</u> <u>law</u>	<u>3</u>
C. <u>Crime Scene Investigation</u>	<u>Investigation</u> <u>Section (see curriculum)</u>	<u>3</u>
D. <u>License Regulation</u>	<u>II Legal Section</u> <u>8. <del>Liquor laws</del></u> <u>9. misc. city ordinances</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>Traffic Section</u> <u>(see curriculum)</u>	<u>3</u>
F. <u>Arrests</u>	<u>Law of arrest</u>	<u>3</u>
G. <u>Case Preparation And Presentation</u>	<u>IV General Police Section</u> <u>(see curriculum)</u> <u>II Legal Section</u> <u>(see curriculum)</u>	<u>3</u>
H. <u>Delinquency Control</u>		<u>0</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u> <u>Curriculum Assigned</u>		<u>Instructional Level</u>
I. <u>Functions</u>	<u>Citizen Advisory</u>	
	<u>VI Special Subjects Section</u>	<u>3</u>
	<u>Human Relations</u>	
	<u>Liberal Arts</u>	<u>1 &amp; 2</u>
J. <u>Personnel</u>	<u>Instructing Other</u>	
	<u>Instructor Training</u>	<u>2</u>
K. <u>Personnel</u>	<u>Supervising Other</u>	
	<u>Personnel Management</u>	<u>1 &amp; 2</u>
	<u>Basic supervision</u>	<u>3</u>
L. <u>Report Writing</u>	<u>Report writing</u>	<u>3</u>
	<u>English Composition</u>	<u>1 &amp; 2</u>
M. <u>Personnel Deployment</u>	<u>No acceptable course known, research</u>	<u>0</u>
	<u>programs offer best solution</u>	
N. <u>Detention Procedures</u>		<u>0</u>
O. <u>Planning</u>	<u>Police Administration</u>	<u>1,2,3</u>
P. <u>Budgeting</u>	<u>No acceptable course known, most</u>	<u>0</u>
	<u>needed in police administration</u>	

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>		<u>1, 2, &amp; 3</u>
R.	Coordinating <u>Tasks</u>	<u>Police Administration</u>	<u>1 &amp; 2</u>

NAME OF INSTITUTION

SUBMITTING INFORMATION Detroit Police Academy

Copy of curriculum is attached.

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Procedures and</u> <u>purposes</u>	<u>3</u>
B. <u>Search &amp; Seizure</u>	<u>Michigan Statutes,</u> <u>case law</u> <u>U.S. Constitution</u>	<u>2 &amp; 1</u> <u>3</u> <u>4</u>
C. <u>Crime Scene Investigation</u>	<u>Michigan statutes</u> <u>Techniques of Investigation</u> <u>Interviewing &amp; interrogation</u>	<u>1 &amp; 2</u> <u>3</u> <u>3</u>
D. <u>License Regulation</u>	<u>City Ordinances,</u> <u>Patrol techniques,</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>City ordinances, control</u> <u>State vehicle Code,</u> <u>methods of traffic</u>	<u>3</u>
F. <u>Arrests</u>	<u>Laws of arrest &amp;</u> <u>Procedures</u>	<u>3</u>
G. <u>Case Preparation And Presentation</u>	<u>Methods of report</u> <u>writing, &amp; English</u> <u>usage.</u>	<u>1, 2, &amp; 3</u>
H. <u>Delinquency Control</u>	<u>Juvenile laws, and understanding</u> <u>disposition of delinquency</u> <u>offenders, causes</u>	<u>1, 2, 3, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	Michigan laws,      ity relations police department function & Commun-	<u>2 &amp; 3</u>
	Instructing Other		
J.	<u>Personnel</u>	Law enforcement functions, methods of teaching.	<u>1, 2, &amp; 3</u>
	Supervising Other		
K.	<u>Personnel</u>	Administrative concepts, & Police administration	<u>1 &amp; 2</u>
	Report Writing		
L.	<u>Report Writing</u>	Methods of report      usage writing & English	<u>2 &amp; 3</u>
	Personnel		
M.	<u>Deployment</u>	Administrative concepts & police administration	<u>1 &amp; 2</u>
	Detention		
N.	<u>Procedures</u>	Jail methods & procedures, and corrections.	<u>2 &amp; 4</u>
	Planning		
O.	<u>Planning</u>	Police administration, research methods, & administrative concepts	<u>1 &amp; 2</u>
	Budgeting		
P.	<u>Budgeting</u>	Business administration, police administration, & accounting,	<u>1 &amp; 2</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>	<u>Community rela-</u> <u>tions, police</u> <u>administration, &amp;</u>	<u>public speaking</u> <u>1, 2, &amp; 3</u>
R.	Coordinating <u>Tasks</u>	<u>Police administration,</u> <u>administrative concepts,</u> <u>&amp; business administration</u>	<u>1 &amp; 2</u>

NAME OF INSTITUTION

SUBMITTING INFORMATION Flint Police Department

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Patrol techniques, weapons training,</u> <u>defensive and pur-</u> <u>suit driving,</u>	<u>0</u> <u>first-aid, &amp; police</u> <u>ethics.</u>
B. <u>Search &amp; Seizure</u>	<u>Laws concerning</u> <u>search warrants,</u> <u>methods of search.</u>	<u>2,3, &amp; 4</u>
C. <u>Crime Scene Investigation</u>	<u>Laws of evidence,</u> <u>fingerprints, ele-</u> <u>ments of crimes,</u>	<u>collection of</u> <u>evidence &amp; police</u> <u>science.</u>
D. <u>License Regulation</u>	<u>Laws involved, &amp;</u> <u>types of licenses,</u>	<u>2,3, &amp; 4</u>
E. <u>Traffic Control</u>	<u>Traffic laws, re-</u> <u>ports used, point</u> <u>traffic control,</u>	<u>&amp; basic traffic</u> <u>engineering</u>
F. <u>Arrests</u>	<u>Laws of arrest,</u> <u>interrogation,</u> <u>methods used in</u>	<u>making an arrest,</u> <u>&amp; prisoner search.</u>
G. <u>Case Preparation And Presentation</u>	<u>English composi-</u> <u>tion, spelling,</u> <u>grammar, &amp; forms</u>	<u>used</u>
H. <u>Delinquency Control</u>	<u>Juvenile law, &amp;</u> <u>basic psychology.</u>	<u>2,3, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
I.	<u>Citizen Advisory Functions</u>	<u>Press-citizen relations</u>	<u>4</u>
J.	<u>Instructing Other Personnel</u>	<u>Educational techniques, public speaking, equipment used,</u>	<u>2 &amp; 4</u>
K.	<u>Supervising Other Personnel</u>	<u>Administration, supervision and executive development, decision making, basic psychology, rumor control.</u>	<u>1, 2 &amp; 4</u>
L.	<u>Report Writing</u>	<u>Penmanship, spelling, &amp; grammar</u>	<u>2, 3, &amp; 4</u>
M.	<u>Personnel Deployment</u>	<u>Police management, personnel evaluation</u>	<u>1, 2, &amp; 4</u>
N.	<u>Detention Procedures</u>	<u>Penology</u>	<u>1, 2, &amp; 4</u>
O.	<u>Planning</u>	<u>Business administration &amp; long range forecasting</u>	<u>1, 2, &amp; 4</u>
P.	<u>Budgeting</u>	<u>Accounting &amp; revenue priorities</u>	<u>1, 2, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>	<u>Sociology of</u> <u>sive words.</u>	<u>1.2. &amp; 4</u>
		<u>small groups, law</u>	
		<u>enforcement, &amp; explo-</u>	
R.	Coordinating <u>Tasks</u>	<u>Police administration</u>	<u>4.1. &amp; 2</u>

NAME OF INSTITUTION

SUBMITTING INFORMATION Livonia Police Department

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Police Administration 223</u> <u>Police Operations 224</u>	<u>2, 3, &amp; 4</u>
B. <u>Search &amp; Seizure</u>	<u>Criminal Procedures 222</u> <u>Criminal Investigation 229</u> <u>Introduction to Law Enforcement &amp; Criminal Justice 121</u>	<u>1, 2, 3, &amp; 4</u>
C. <u>Crime Scene Investigation</u>	<u>Criminal Investigation 229</u>	<u>2, 3, &amp; 4</u>
D. <u>License Regulation</u>	<u>Police Operations 224</u> <u>Criminal Investigation 229</u>	<u>2, 3, &amp; 4</u>
E. <u>Traffic Control</u>	<u>Highway Traffic Administration 124</u>	<u>2, 3, &amp; 4</u>
F. <u>Arrests</u>	<u>Criminal Procedure 222</u> <u>Criminal Investigation 229</u> <u>Police Operations 224</u>	<u>1, 2, 3, &amp; 4</u>
G. <u>Case Preparation And Presentation</u>	<u>Criminal Law 221</u> <u>Criminal Investigation 229</u>	<u>1, 2, 3, &amp; 4</u>
H. <u>Delinquency Control</u>	<u>Juvenile Delinquency 220</u> <u>Criminology 122</u>	<u>1, 2, 3, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	<u>Introduction to Law Enforcement 121</u>	<u>2, 3, &amp; 4</u>
		<u>Police Community Relations 233</u>	
	Instructing Other		
J.	<u>Personnel</u>		<u>1 &amp; 4</u>
	Supervising Other		
K.	<u>Personnel</u>	<u>Police Administration 223</u>	<u>1, 2, &amp; 4</u>
L.	<u>Report Writing</u>	<u>Criminal Investigation 229</u>	<u>2, 3, &amp; 4</u>
		<u>Police Operations 224</u>	
	Personnel		
M.	<u>Deployment</u>	<u>Police Administration 223</u>	<u>1, 2, 3, &amp; 4</u>
	Detention		
N.	<u>Procedures</u>	<u>Police Operations 224</u>	<u>3 &amp; 4</u>
O.	<u>Planning</u>	<u>Police Administration 223</u>	<u>1, 2, 3, &amp; 4</u>
P.	<u>Budgeting</u>	<u>Police Administration 223</u>	<u>1, 2, 3, &amp; 4</u>

All of the above topics should be developed for continuing education programs.

NAME OF INSTITUTION  
SUBMITTING INFORMATION Alpena Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Techniques of</u> <u>gation</u> <u>preventive patrol,</u> <u>&amp; accident investi-</u>	<u>3, 2, &amp; 4</u>
B. <u>Search &amp; Seizure</u>	<u>Legal requirements,</u> <u>execution of</u>	<u>3, 2, &amp; 4</u>
C. <u>Crime Scene Investigation</u>	<u>Basic scene; scene</u> <u>protection, &amp;</u> <u>search procedures</u>	<u>3, 2, &amp; 4</u>
D. <u>License Regulation</u>	<u>Liquor license</u> <u>enforcement</u>	<u>3 &amp; 4</u>
E. <u>Traffic Control</u>	<u>Accident scene,</u> <u>school &amp; bus,</u> <u>selective enforcement</u>	<u>3, 2, &amp; 4</u>
F. <u>Arrests</u>	<u>Laws &amp; mechanics</u> <u>of arrests</u>	<u>3, 2, &amp; 4</u>
G. <u>Case Preparation And Presentation</u>	<u>Court function,</u> <u>Prosecutor</u> <u>conduct on stand,</u> <u>relations with</u>	<u>3, 2, &amp; 4</u>
H. <u>Delinquency Control</u>	<u>Handling of Juvenile,</u> <u>juvenile court rule,</u> <u>theories of delinquency,</u> <u>&amp; delinquency prevention</u>	<u>3, 2, &amp; 4</u>  <u>2 &amp; 1</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	<u>Citizen complaints, Human relations</u>	<u>3, 2, &amp; 4</u>
		<u>police-community</u>	
		<u>relations, &amp;</u>	
	Instructing Other		
J.	<u>Personnel</u>	<u>Technique of Instruction</u>	<u>4, 2, &amp; 1</u>
		<u>Public Speaking</u>	<u>2 &amp; 1</u>
	Supervising Other		
K.	<u>Personnel</u>	<u>Command training</u>	<u>2, 4, &amp; 1</u>
		<u>leadership training</u>	<u>2 &amp; 4</u>
L.	<u>Report Writing</u>		<u>3, 2, &amp; 4</u>
	Personnel		
M.	<u>Deployment</u>		<u>2, 1, &amp; 4</u>
	Detention		
N.	<u>Procedures</u>	<u>Custody &amp; Security</u>	<u>3 &amp; 2</u>
	Planning		
O.	<u>Planning</u>	<u>Research &amp; planning</u>	<u>1 &amp; 2</u>
	Budgeting		
P.	<u>Budgeting</u>		<u>2 &amp; 1</u>

NAME OF INSTITUTION  
SUBMITTING INFORMATION **Lake Michigan College**

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TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Police Operations</u> (L.E. 111)	<u>2</u>
B. <u>Search &amp; Seizure</u>	<u>Intro. To Law</u>	<u>2</u>
	<u>Enforcement</u> (L.E. 110)	
	<u>Criminal Law</u> (L.E. 113)	<u>2</u>
C. <u>Crime Scene Investigation</u>		
D. <u>License Regulation</u>	<u>Academy</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>Academy</u>	<u>3</u>
F. <u>Arrests</u>	<u>Intro. To Law Enforcement (L.E.110)</u>	<u>2</u>
	<u>Criminal Evidence &amp; Procedure</u> (L.E. 115)	<u>2</u>
G. <u>Case Preparation And Presentation</u>	<u>Criminal Evidence &amp; Procedure</u> (L.E. 115)	<u>2</u>
H. <u>Delinquency Control</u>	<u>Police Role In Crime &amp; Delinquency</u> (L.E. 114)	<u>2</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	<u>Police Administration (L.E. 112)</u>	<u>2</u>
	Instructing Other		
J.	<u>Personnel</u>	<u>Police Operations (L.E. 111)</u>	<u>2</u>
	Supervising Other		
K.	<u>Personnel</u>	<u>Police Operations (L.E. 111)</u>	<u>2</u>
L.	<u>Report Writing</u>	<u>Grading</u>	<u>3</u>
	Personnel		
M.	<u>Deployment</u>	<u>Intro. To Law Enforcement (L.E. 110)</u>	<u>2</u>
	Detention		
N.	<u>Procedures</u>	<u>Academy</u>	<u>3</u>
O.	<u>Planning</u>	<u>Police Administration (L.E. 112)</u>	<u>2</u>
P.	<u>Budgeting</u>	<u>Police Administration (L.E. 112)</u>	<u>2</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>	<u>Police Administration (L.E. 112)</u>	<u>2</u>
	_____	_____	
	_____	_____	
R.	Coordinating <u>Tasks</u>	<u>Police Administration (L.E. 112)</u>	<u>2</u>
	_____	_____	
	_____	_____	

Note: The language used in this questionnaire is not clear  
A course in report writing to use the advantage of  
brevity and clarity would be of advantage to the author

NAME OF INSTITUTION  
SUBMITTING INFORMATION Jackson Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Search and Seizure,</u> <u>Crime scene investi-</u> <u>gation.</u>	<u>1 &amp; 2</u>
B. <u>Search &amp; Seizure</u>	<u>Arrests, case pre-</u> <u>paration, detention</u> <u>procedures</u>	<u>1,2, &amp; 4</u>
C. <u>Crime Scene Investigation</u>	<u>Arrests, case pre-</u> <u>paration, citizen</u> <u>advising.</u>	<u>1,2, &amp; 4</u>
D. <u>License Regulation</u>	<u>Search &amp; Seizure, preparation</u> <u>arrests, case pre-</u>	<u>1 &amp; 2</u>
E. <u>Traffic Control</u>	<u>License regulation,</u> <u>personnel deploy-</u> <u>ment, planning</u>	<u>1 &amp; 2</u>
F. <u>Arrests</u>	<u>Search &amp; Seizure,</u> <u>crime scene inv-</u> <u>estigation</u>	<u>1,2, &amp; 4</u>
G. <u>Case Preparation And Presentation</u>	<u>Search &amp; seizure,</u> <u>arrests, case pre-</u> <u>paration</u>	<u>1,2, &amp; 4</u>
H. <u>Delinquency Control</u>	<u>Citizen advising, nating tasks</u> <u>public community</u> <u>relations, coordi-</u>	<u>1,2, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	<u>Search &amp; seizure,</u>	<u>1, 2, &amp; 4</u>
		<u>arrests, delinquency</u>	
		<u>control</u>	
	Instructing Other		
J.	<u>Personnel</u>	<u>All areas</u>	<u>1, 2, &amp; 4</u>
	Supervising Other		
K.	<u>Personnel</u>	<u>All areas</u>	<u>1, 2, &amp; 4</u>
L.	<u>Report Writing</u>	<u>Search &amp; seizure,</u>	<u>1 &amp; 2</u>
		<u>crime scene inv-</u>	
	Personnel	estigation, arrests	
M.	<u>Deployment</u>	<u>Patrol, case pre-</u>	<u>1, &amp; 2</u>
		<u>paration, super-</u>	
		<u>vising others</u>	
	Detention		
N.	<u>Procedures</u>	<u>Search &amp; seizure,</u>	<u>1, 2, &amp; 4</u>
		<u>case preparation,</u>	
		<u>arrests</u>	
O.	<u>Planning</u>	<u>Coordinating tasks</u>	<u>1, 2, &amp; 4</u>
P.	<u>Budgeting</u>	<u>Planning, coordi-</u>	<u>1 &amp; 4</u>
		<u>nating tasks</u>	

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q. Public or Community Relations Coordinating tasks,		1, 2, & 4
R. Coordinating Tasks	Public -community relations	1, 2, & 4

NAME OF INSTITUTION  
SUBMITTING INFORMATION Kalamazoo Valley Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>		3
B. <u>Search &amp; Seizure</u>		3
C. <u>Crime Scene Investigation</u>		2
D. <u>License Regulation</u>		3
E. <u>Traffic Control</u>		3
F. <u>Arrests</u>		3
G. <u>Case Preparation And Presentation</u>		3
H. <u>Delinquency Control</u>		1

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
I.	Citizen Advisory <u>Functions</u>		<u>2</u>
J.	Instructing Other <u>Personnel</u>		<u>1</u>
K.	Supervising Other <u>Personnel</u>		<u>1 &amp; 4</u>
L.	<u>Report Writing</u>		<u>3</u>
M.	Personnel <u>Deployment</u>		<u>2</u>
N.	Detention <u>Procedures</u>		<u>3</u>
O.	<u>Planning</u>		<u>4 &amp; 1</u>
P.	<u>Budgeting</u>		<u>4 &amp; 1</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>		2
R.	Coordinating <u>Tasks</u>		1

NAME OF INSTITUTION

SUBMITTING INFORMATION

Macomb County Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	Functions, methods, and duties	2
B. <u>Search &amp; Seizure</u>	Criminal Code, rules of evidence Laws of arrest, court procedure,	1
C. <u>Crime Scene Investigation</u>	Criminal Code, court procedure rules of evidence, investigation,	1
D. <u>License Regulation</u>	State laws, local ordinances	3 & 4
E. <u>Traffic Control</u>	State laws, local ordinances	3 & 4
F. <u>Arrests</u>	Criminal code, rules of evidence court procedure, laws of arrest,	1
G. <u>Case Preparation And Presentation</u>	Same as "F"	1 & 4
H. <u>Delinquency Control</u>	Juvenile Code, methods	2 & 4

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	English, public _____ speaking _____ _____	2 _____
	Instructing Other		
J.	<u>Personnel</u>	English, public _____ speaking _____ _____	2 _____
	Supervising Other		
K.	<u>Personnel</u>	Supervision training _____ _____ _____	2 _____
L.	<u>Report Writing</u>	Data processing _____ _____	2, 3, & 4 _____
	Personnel		
M.	<u>Deployment</u>	Data processing _____ _____ _____	2 & 3 _____
	Detention		
N.	<u>Procedures</u>	Penal training _____ _____ _____	2 _____
O.	<u>Planning</u>	Data processing _____ _____ _____	2 & 3 _____
P.	<u>Budgeting</u>	Accounting, police _____ administration _____ _____	4 _____

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q. <u>Public or Community Relations</u>	<u>English, public</u> <u>speaking</u> <u></u>	<u>2</u>
R. <u>Coordinating Tasks</u>	<u>Data processing,</u> <u>supervision training</u> <u></u>	<u>2</u>

NAME OF INSTITUTION

SUBMITTING INFORMATION Kirkland Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	<u>Patrol, administration,</u> <u>patrol tactics</u>	<u>3</u>
B. <u>Search &amp; Seizure</u>	<u>Criminal law,</u> <u>criminal procedures</u>	<u>3</u>
C. <u>Crime Scene Investigation</u>	<u>Principles of criminal investigation</u>	<u>3 &amp; 4</u>
D. <u>License Regulation</u>	<u>Liquor regulations,</u> <u>taverns, etc.</u>	<u>3</u>
E. <u>Traffic Control</u>	<u>Traffic adminis-</u> <u>tration, traffic</u> <u>regulations &amp; signals</u>	<u>3</u>
F. <u>Arrests</u>	<u>American Jurispru-</u> <u>dence, rules of law</u>	<u>1 &amp; 3</u>
G. <u>Case Preparation And Presentation</u>		<u>2 &amp; 3</u>
H. <u>Delinquency Control</u>	<u>History of Youth</u> <u>crime, types of</u> <u>crime, prediction</u>	<u>of delinquency,</u> <u>prevention</u> <u>strategies</u> <u>1, 2, &amp; 4</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Citizen Advisory		
I. <u>Functions</u>	<u>Role of citizen in government</u>	<u>2, 1, &amp; 4</u>
	<u>" " " " crime control</u>	
	<u>" " " " prevention</u>	
Instructing Other		
J. <u>Personnel</u>	<u>Principles of teach-</u>	<u>1</u>
	<u>ing, learning process</u>	
Supervising Other		
K. <u>Personnel</u>	<u>Leadership tactics,</u>	<u>2, 1, &amp; 3</u>
	<u>principles of lead-</u>	
	<u>ership</u>	
L. <u>Report Writing</u>		<u>4</u>
Personnel		
M. <u>Deployment</u>	<u>Utilization of</u>	<u>1, 2, &amp; 3</u>
	<u>manpower resources</u>	
Detention		
N. <u>Procedures</u>		<u>3</u>
Planning		
O. <u>Planning</u>		<u>2, 1, &amp; 3</u>
Budgeting		
P. <sup>2</sup> <u>Budgeting</u>		<u>1 &amp; 2</u>

NAME OF INSTITUTION  
SUBMITTING INFORMATION Michigan State University

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	Intro to police organization and administration Fundamentals of criminal investigation Social psychology & juvenile delinquency	2, 1, & 3
B. <u>Search &amp; Seizure</u>	Intro. to law enforcement Fundamentals of criminal investigation	2,1, & 3
C. <u>Crime Scene Investigation</u>	Fundamentals of criminal investigation Criminal law	2,3, & 1
D. <u>License Regulation</u>	Intro. to police organization and administration Fundamentals of Criminal Investigation Criminal Law	2,1, & 3
E. <u>Traffic Control</u>	Police operations	1.3, & 2
F. <u>Arrests</u>	Intro. to law enforcement, Fundamentals of Criminal Investigation Intro. to police organization and administration	2,1, & 3
G. <u>Case Preparation And Presentation</u>	Fundamentals of Criminal Investigation Criminal law	2,1, & 3
H. <u>Delinquency Control</u>	Juvenile delinquency Social problems	2,1, & 3

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Citizen Advisory		
I. <u>Functions</u>	<u>Intro. to law enforcement</u>	<u>2,1, &amp; 3</u>
	<u>Intro. to police organization and</u>	
	<u>administration</u>	
Instructing Other		
J. <u>Personnel</u>	<u>Intro to police organization and</u>	<u>1,2, &amp; 3</u>
	<u>administration</u>	
	<u>Police operations</u>	
Supervising Other		
K. <u>Personnel</u>	<u>Intro. to police organization and</u>	<u>2,1, &amp; 3</u>
	<u>administration</u>	
	<u>Police operations</u>	
Report Writing		
L. <u>Report Writing</u>	<u>Fundamentals of Criminal Investigation</u>	<u>2,1, &amp; 3</u>
	<u>English composition , typing</u>	
Personnel		
M. <u>Deployment</u>	<u>Intro. to police organization and</u>	<u>2,1, &amp; 3</u>
	<u>administration</u>	
	<u>police operations</u>	
Detention		
N. <u>Procedures</u>	<u>Intro to law enforcement,</u>	<u>2,1, &amp; 3</u>
	<u>police operations</u>	
Planning		
O. <u>Planning</u>	<u>Intro to police organization and admin-</u>	<u>2,1, &amp; 3</u>
	<u>istration</u>	
	<u>police operations</u>	
Budgeting		
P. <u>Budgeting</u>	<u>Intro to police organization and</u>	<u>2,1, &amp; 3</u>
	<u>administration</u>	
	<u>police operations</u>	

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations Intro. to law enforcement</u>	<u></u>	<u>2,1, &amp; 3</u>
	<u></u>	<u></u>	
	<u></u>	<u></u>	
R.	Coordinating <u>Tasks</u>	<u>Intro to police organization and</u> <u>administration,</u> <u>police operations</u>	<u>2,1, &amp; 3</u>
	<u></u>	<u></u>	
	<u></u>	<u></u>	

NAME OF INSTITUTION

SUBMITTING INFORMATION Monroe Community College

TASK INSTRUCTION QUESTIONNAIRE

<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
A. <u>Patrol</u>	Observation of beat & hazards, utilizing field personnel, complaints, field notetaking, <del>crowd control</del>	3 & 2
B. <u>Search &amp; Seizure</u>	Arrests with and without warrant, duration, time and place of search, force usable in searches, plain view seizures, form of search warrant, issuance and execution, suppression of evidence	3 & 2
C. <u>Crime Scene Investigation</u>	Protection and preservation of scene, processing scene for evidence, sketches and notetaking, searching techniques	3 & 2
D. <u>License Regulation</u>	Areas to be inspected, identification, preservation, and examination of evi- dence, common violations, general facts	3
E. <u>Traffic Control</u>	Object and philosophy of enforcement, accident spot maps, records and pro- grams, inventory, selective enforcement, engineering role, needs & responsibility	2 & 3
F. <u>Arrests</u>	Without warrant, required evidence arrest powers, force permissible	2 & 3
G. <u>Case Preparation And Presentation</u>	Collection of information, rules of evidence, court procedures	2 & 3
H. <u>Delinquency Control</u>	Causes, influence of environment, juvenile psychology, theory of delin- quency, basis of police action	3, 2, & 1

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
	Citizen Advisory		
I.	<u>Functions</u>	<u>Precautions against crime, resources</u> <u>for crime prevention, education in</u> <u>crime prevention, community planning</u>	<u>?</u>
	Instructing Other		
J.	<u>Personnel</u>	<u>Effective supervision, problem solving</u> <u>ability, leadership, job competence,</u> <u>courage, enthusiasm, tact, integrity</u>	<u>1, 2, &amp; 4</u>
	Supervising Other		
K.	<u>Personnel</u>	<u>In service programs in all areas</u>	<u>1, 2, &amp; 4</u>
L.	<u>Report Writing</u>	<u>Field notetaking, gathering facts,</u> <u>planning report, organizing material,</u>	<u>3 &amp; 2</u>
	Personnel		
M.	<u>Deployment</u>	<u>Patrol-detective coordination, analyze</u> <u>data, patrol techniques, investigator</u> <u>deployment, report preparation &amp; deployment</u>	<u>1, 2, &amp; 4</u>
	Detention		
N.	<u>Procedures</u>	<u>Role of jail, jail operations, jail-</u> <u>ing as police function, security,</u> <u>staff-prisoner relations.</u>	<u>3</u>
O.	<u>Planning</u>	<u>Departmental goals, process of planning,</u> <u>identification and evaluation of alter-</u> <u>natives, analyzing data.</u>	<u>1</u>
P.	<u>Budgeting</u>	<u>purposes, requests, planning and systems</u> <u>budget justification</u>	<u>1</u>

TASK INSTRUCTION QUESTIONNAIRE  
(Continued)

	<u>Task Designation</u>	<u>Curriculum Assigned</u>	<u>Instructional Level</u>
Q.	Public or <u>Community Relations</u>	<u>Human relations, police-minority</u> <u>relations, police and the public</u>	<u>1 &amp; 2</u>
R.	Coordinating <u>Tasks</u>	<u>Discussion of all tasks effort,</u> <u>inter-action and cooperation, in-</u> <u>creasing overall efficiency and results</u>	<u>2</u>

NAME OF INSTITUTION

SUBMITTING INFORMATION Wayne State University

**APPENDIX G**

**MICHIGAN SCHOOLS OFFERING  
CRIMINAL JUSTICE PROGRAMS**

## MICHIGAN SCHOOLS OFFERING CRIMINAL JUSTICE PROGRAMS

1. Alepna Community College--Alpena, Michigan
2. Bay De Noc Community College--Escanaba, Michigan
3. Delata College--University Center, Michigan
4. Genessee County Community College--Flint, Michigan
5. Glen Oaks Community College--Centerville, Michigan
6. Grand Rapids Community College--Grand Rapids, Michigan
7. Gogebic Community College--Ironwood, Michigan
8. Henry Ford Community College--Dearborn, Michigan
9. Highland Park College--Highland Park, Michigan
10. Jackson Community College--Jackson, Michigan
11. Kalamazoo Valley Community College--Kalamazoo, Michigan
12. Kellogg Community College--Battle Creek, Michigan
13. Kirtland Community College--Roscommon, Michigan
14. Lake Michigan College--Benton Harbor, Michigan
15. Lansing Community College--Lansing, Michigan
16. Macomb County Community College--Warren, Michigan
17. Michigan State University--East Lansing, Michigan
18. Mid-Michigan Community College--Monroe, Michigan
19. Monroe County Community College--Monroe, Michigan
20. Montcalm Community College--Sidney, Michigan
21. Muskegon Community College--Muskegon, Michigan
22. North Central Michigan College--Petoskey, Michigan
23. North Western Michigan College--Traverse City, Michigan
24. Oakland Community College--Auburn Heights, Michigan
25. Schoolcraft College--Livonia, Michigan
26. South Western Michigan College--Dowagiac, Michigan
27. St. Claire Community College--Port Huron, Michigan
28. Washtenaw Community College--Ypsilanti, Michigan
29. Wayne County Community College--Detroit, Michigan
30. Wayne State University--Detroit, Michigan
31. West Shore Community College--Ludington, Michigan