

POLICE PROFESSIONAL STANDARDS

IN

THE UNITED STATES

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Abstract

Police Professional Standards in the United States concerns a study of both police professionalism and the standards used by each of the states in certifying police personnel. Each of fifty states was successfully surveyed by written questionnaire and telephone to obtain data. Comparisons of past governmental reports on the police and their current status are reviewed. Specific standards, including both education and training, are studied for state to state and region to region comparisons. Tables and maps are provided to graphically show the findings of the study. Specific conclusions and suggestions are offered concerning the results of the study.

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POLICE PROFESSIONAL STANDARDS IN THE UNITED STATES

CHAPTER 1 -THE PROBLEM

Introduction

Police professionalism is something many career police officers take for granted; they assume they are "professional." Traditionally, police as a culture have stressed professionalism through training. J. Edgar Hoover, the late F.B.I. director, was particularly supportive of police training as a professional standard stating: "The struggle of law enforcement to raise its standards and earn the right to the term 'professional' has been a long, difficult and continuous one. The gains which have been made toward achieving the goal are the results, chiefly, of one factor. That factor is training" (Frost, 1959, p. 3).

Over the years police have evolved to include other criteria or "standards" to determine their degree of professionalism. Other standards for police professionalism include continuous or in-service training, specially trained police instructors, state comprehensive exams, different levels and types of certification or licensing, mobility of the occupation through reciprocity agreements, consistent statewide application of licensing criteria, and higher education. College education in particular, has been emphasized as a standard since the 1960's by various governmental commissions (President's Commission, 1967; National Advisory Commission, 1973; and Standards and Goals, 1974). But the validity of these occupational claims has been questioned.

The Problem

This paper is particularly concerned with the evolution of the process of police professionalization and the establishment of "police professional standards." In this study, various standards which have evolved will be discussed in terms of professionalism. Perhaps the following true scenario will serve to exemplify the problems of police professional standards.

Two police officers of a small rural Midwestern town responded to a "peace disturbance" in a local trailer court. What they discovered was a woman, hereafter referred to as "Jan" (not her real name), who was apparently hallucinating, seeing monsters, and acting violent. Both officers were unsure as to how to proceed with the situation. The police department had no policy on

handling mental cases and neither officer was formally trained on handling mental subjects. One officer had a baccalaureate degree in criminal justice, over six years experience as a police officer in another state and had transferred his academy training to this midwestern state through a reciprocity agreement. The other officer, in contrast, had come from a federal law enforcement background and had elected to attend a three week basic academy. Neither officer was aware, however, of the law on mentally disordered offenders. However, to satisfy the situation, both officers decided to treat Jan as a criminal offender. Jan was arrested and charged with peace disturbance, assault, and resisting arrest (all city charges). A month later, she was found guilty of the charges and subsequently committed suicide by drug overdose. The Criminal Justice System had failed. Neither officer had been adequately or professionally prepared to handle a mentally disordered offender. During the course of the officers' "professional" development, they had received an emphasis of training in "law enforcement functions" and that is how they ultimately handled the situation.

So how did they fail in their role as police officers? Perhaps the answer lies in the certification process of the states themselves. Clearly both officers were unprepared for the above scenario. The states involved in the officers' preparation had failed.

The major problems of state certification identified in this scenario are many. Some of the problems can be identified as: 1) a grossly short period of basic training; 2) improper training of subject matter which over emphasizes law enforcement functions; 3) inadequate reciprocity arrangements; 4) lack of consistent standardization in the certification process; 5) lack of consistent continuous training in non-law enforcement functions; and 6) no central authority of control between the states. This problem of states control of the police occupation may have ultimately caused a loss of life. Perhaps a study of these problems and appropriate corrective responses will prevent future tragedies.

Some of the problems with standards come from a variety of types and variation of definitions. Professional standards are generally recognized by police institutions as "training," usually basic or recruit training. Beyond that, there are numerous variations as to what is acceptable as a professional standard.

Purpose of the Study

The purpose of this study is to address issues of concern regarding police standards in the United States. States use of specific police professional standards will be explored. A determination as to the degree the 50 states use recommended standards will be examined. Also, how much variation in standards exists between the states? Are the states consistent within their own states and with others? Because few studies of the states police regulatory bodies have been conducted, this research is very important. It will point out strengths and weaknesses of the states ability to control professional policing. It will also determine consistent problem areas based on the definitions of professionalism, the recommendations of various governmental commissions and specific social scientists, and make comparisons with recognized professionals. This paper will specifically try to determine if police in the United States generally meet the criteria for professionalism.

Terminology

Additionally, specific terminology is used to describe the states' control of policing. Likewise, this author will introduce terminology discovered in literature which is related to the police occupation. "Police professional standards," for example, is a very general term used to describe the criteria used by various states to control policing from an occupational standpoint. States may vary in their application of those criteria. For clarification, the following terms will be operationally defined as:

Certification - The process of recognizing specific police officers acquiring necessary criteria. It is also referred to as "Licensing."

Standards - Criteria used to develop a framework for state recognition. The two major standards include basic training and college education. Other standards include any criteria which has an effect on the certification process. Other examples include reciprocity, state comprehensive exams, experience in law enforcement, et cetera. In this study, the standards are the variables.

Peace Officer - A legal title used in the police occupation to recognize persons who have legal authority to make arrests including, but not limited to the terms police officer, sheriff and deputy sheriff, marshal and deputy marshal, constable and deputy constable, highway patrol and state trooper, law enforcement officers, and others.

Reciprocity - A general term used to describe a reciprocal agreement between two states to recognize one another's training and certification process and allow police officers from one state to be recognized in another. Reciprocity is applied in different ways, sometimes requiring completion of additional police training.

Education - Usually refers to higher education or college education. Education is itself a standard. Sometimes college credit hours or degrees, usually associate or bachelors degrees are applied toward the certification process.

Training - Training can be separated into two categories, basic training and in-service training. Training is itself, a standard.

Basic Training - Training received by police officers at the beginning of their careers, usually within one year of appointment as a police officer. The actual number of hours vary.

In-service Training - In-service training refers to continuous training beyond basic training. Many police officers take various training classes on a regular basis, this is in-service (while serving as a police officer) training.

State Exam - Many states have adopted a standard of requiring police officers to take a written and/or practical exam to test their competence once they have completed their preparatory basic training and/or education. Sometimes exams are used to test officers eligibility for reciprocity.

Police Instructors - A police instructor is a person who teaches classes in a police academy or police instruction center (sometimes at a college). Many states require police instructors to satisfy certain standards, including taking a methods course on how to instruct.

Standardized - This term refers to a consistency of standards; the application of consistent standards requirements throughout a state.

CEO - The acronym, CEO, refers to Chief Executive Officer. This is usually a chief of police, constable, marshal, sheriff, or other term which refers to the person in charge of a law enforcement agency.

Management Certification - This is a type of certification or standard used in policing by state organizations. It usually involves specific types of certification including supervisor certification, administrator certification, executive certification. Sometimes other criteria such as college education or specific training courses are used to acquire these certifications.

POST - These letters refer to the acronym for Police Officers Standards and Training first developed by the State of California (President's Commission, Task Force Report, 1967). Many states have adopted it to refer to the controlling state agency which regulates the police occupation. It will be used in the generic sense in this paper to refer generally to all states boards of control.

Overview

Police professional standards in the United States will be discussed in four subsequent chapters. Chapter Two will review the literature concerning standards. Definitions of professionalism, the role of police, specific standards and related issues will be discussed. Well known social scientist's views of professionalism will be examined. The true role of policing and its relationship to police standards will be presented. Likewise, a discussion on higher education, police training, and miscellaneous standards will be reviewed. Specific landmark governmental reports will be discussed.

Chapter Three will present the methodology used in conducting research for this paper. The specific survey instrument will be discussed.

Chapter Four will present the results of the research. Police professional standards will be reviewed in two ways: 1) by standards categories and 2) by major and minor standards. Standards categories will follow the format of the survey instrument, presenting general categories of standards, i.e., terminology, levels, and discussing specific variables (standards). The other view will present

standards in terms of importance or effect, i.e., major or minor standards. A general view of the United States will be presented followed by a state review, geographic comparisons, and overall state rankings. Tables and maps will present graphic views of the research data.

Finally, Chapter Five will present general conclusions of this study and make recommendations. A model state program, the concepts of a national police officers standards and training program, and a professional school will also be presented.

CHAPTER 2 LITERATURE REVIEW

Concern for police professional standards has been on the rise since the turn of the twentieth century. Since August Vollmer's efforts in 1908, police agencies across the United States have made changes in their organization to promote "professionalism" in policing (Eastman and McCain, 1981). Various United States governmental reports, social scientists, and professional organizations have advocated changes in policing to upgrade their status to that of professional. Five key areas have developed during the course of review of the literature which have an effect on police professionalism and professional police standards. Therefore, five areas of concern: 1) professionalism, 2) police roles, 3) higher education, 4) training, and 5) miscellaneous standards will be presented in this chapter to outline those areas which most effect police professionalization.

Professionalism will be discussed both in a general context and as it applies to policing. Various specific sociological definitions will be presented to indicate a general consensus of sociological thought. The definition of professionalism provides a framework for determining the current sociological status of policing. The section on roles provides information which establishes a link between pre-service preparations, i.e., education and training, and the police function in society. Since education and training are two of the most used standards of policing, the effects they have on the police interaction with society will be discussed. In addition, higher education is the second most discussed standard in literature concerning police professionalization. All major federal commissions between 1931 and 1976 specifically mention education as a criteria for professionalism (National Commission, 1931; President's Commission, 1967; National Advisory Commission 1973; and National Advisory Committee 1976). Police training, usually basic recruit training, is the most prevalent of all standards. Many commissions and authors use "training" as a criteria for police

professionalism (National Commission, 1931; President's Commission, 1967; National Advisory Commission 1973; and National Advisory Committee, 1976; Stratton, 1984; Finkelman and Reichman, 1974; Saunders, 1970; Di Grazia, 1977; and McCreedy, 1983). Other miscellaneous standards and criteria which effect the process of police certification or licensing (a product of police professionalization) will also be discussed including such issues as personnel screening, state and federal POST (Police Officer Standards and Training) programs, police salary, entry schemes, standards consistency, career development, the college connection and standards trends.

A summary of criteria recommendations will be presented at the end of this chapter identifying those issues which are most prevalent in literature. Important major issues and obstacles to police professionalism will be particularly reviewed.

Professionalism

For many years sociologist and social scientists of various disciplines have been attempting to define "professional." Sociology generally has two views of professionalism, one which concentrates on values and ideas and another which centers around competence in one's work (Sapp, 1978). Emile Durkheim (1959) emphasized the moral principles of professionalism while Max Weber (1967) underlined the exhibition of rational logical competence and efficiency. Still another researcher, Howard Becker (1962), indicated that if a group succeeds in having itself called a profession, then practically speaking, it is a profession. Everett C. Hughes (1965) related the term "professional" is subjective, relating value and prestige to the occupational members. Baker et al (1979) indicated that a profession is an ideology of rationalizations that, when internalized, gives practioners moral justification for privilege. Niederhoffer (1967) presents one of the most widely recognized lists of criteria for professionalism which includes the following:

1. high standard for admission;
2. a special body of knowledge and theory;
3. a code of ethics;
4. altruism and dedication for a service idea;
5. a lengthy period of training for candidates;
6. licensing of members;
7. autonomous control;
8. pride of the members in their profession; and
9. publicly recognized status and prestige (p. 75).

It is evident that professionalism means something different to different people. Not only do different social scientists see professionalism with different definitions, they also view the subject matter differently. Fairchild (1978) sees a necessity in using separate definitions; two models of professionalism: 1) Organization Professionalism and 2) Individual or subject matter professionalism. Fairchild (1978) lists elements of Organizational Professionalism as:

1. merit hiring;
2. well-trained personnel;
3. technical competence; and
4. capacity efficiency of operations.

The elements of Individual Professionalism are:

1. expertise or acquisition of a systematic body of knowledge;
2. self-regulation ethics;
3. wide discretion; and
4. recognition and trust from the public as professional (Fairchild, 1978).

George Ritzer (1971) identifies his six characteristics of professionalism as:

1. general systematic knowledge;

2. authority over clients;
3. community rather than self interest which is related to an emphasis on symbolic rather than monetary rewards;
4. membership in occupational associations, training in occupational schools, and existence of a sponsor;
5. recognition of the public that he is a professional; and
6. involvement in the occupational culture (p. 62).

Another social scientist, Ernest Greenwood (1957), uses a different list of criteria for professionalism, including:

1. systematic theory;
2. authority;
3. community sanction;
4. ethical codes; and
5. a culture (p. 45).

Another view of criteria for professionalism is found in Sapp's (1978) composite from various definitions. Sapp's fourteen criteria for a profession include:

1. systematic theory and body of knowledge;
2. well developed code of ethics;
3. sanctioned by the community it serves;
4. has authority to impose its values on members;
5. autonomy in regulating itself and largely self defining in its role;
6. deals with problems that are highly relevant to the overall society;
7. altruistic service to others and opposed to self aggrandizement;
8. has a responsibility, primarily for its use of authority, discretion, self-control and individual responsiveness of its practioners;
9. bound by a sense of occupational and professional identity;

10. culture of its own, involving social boundaries, common values, both social and occupational and agrees on appropriate roles, both for its member and non- members;

11. members have a deep personal investment in the profession through lengthy education and training;

12. has selection and recruitment of future members and generations;

13. characterized by high mobility within the profession and very limited out mobility; and

14. professional associations are formed to regulate, promote, and direct the profession's growth, development and evolution (p. 23).

Perhaps Sapp presents the most inclusive definition of professionalism. It certainly encompasses most, if not all, of the previous definitions. For this reason, Sapp's definition will be used when discussing the police connection to professionalism.

Jerome Skolnick's (1966) view indicates that police see themselves as "professional," but that scholars generally claim police are more like "craftsmen." Perhaps this is at the heart of the very issue of police professionalization. Police officers want to be recognized as professional. The President's Commission (1967) remarked, police sincerely want professional recognition. However, the police, as an occupation, are still striving for recognition. In 1967 the President's Commission related that police had image problems stating:

Although support and respect for the police is increasing, the status accorded to the police is still far lower than that of other professions that compete for college graduates. In a 1961 survey of status given to occupations, the police ranked 54th out of 90 occupations, which tied them with playground directors and railroad conductors (p. 134).

According to Harris (1973), even the police know the public does not recognize them as professional. Harris' study of police academy recruits indicated that the recruits saw themselves as professional. But the recruits felt that the public did not see them as professional. They further indicated that if they were not professional, they should be supported by the public and the courts and be paid a higher salary to become professional (Harris, 1973). Sapp (1978) also indicated that the general citizenry did not perceive police officers in a professional light. In another study by Carter and Sapp (1990), references to city personnel departments view of police corroborate the lack of support for police professionalism. Charles B. Saunders, Jr. (1970) points out that lack of public recognition for policing as a profession, is one of many obstacles which prevent police professionalization.

As seen from the previous examples, there is ample evidence to suggest that there is lack of support from the public community to recognize police as "professional." But what about the other thirteen criteria listed by Sapp? Perhaps the problem with determining professionalism concerns the variety of police agencies in the United States and between the states themselves. It is difficult at best to generalize the 14 criteria to policing as an occupation, in order to determine if police are professional. Specific states or specific agencies among the states may meet all of the criteria for professionalism.

However, Sapp (1978) has pointed out that police in general are unlikely to gain the status of "professional" due to political considerations. These political problems, of course, directly effect the autonomy the police have in regulating themselves. Autonomy is both a Sapp criteria for professionalism and a frequently quoted criteria. Unlike doctors and lawyers, police are "public" servants who base their salaries on tax support. Doctors and lawyers are generally "private" occupations which attempt to make a profit at their

occupation; police do not. Certainly some police agencies are professional even by sociological definition. There should, for example, probably be little debate over the Federal Bureau of Investigations professional status. But what about uniform police? Are police professional? Perhaps one of the best explanations comes from the International Association of Chiefs of Police (IACP) which takes the position that police are "semi-professional" (National Symposium, 1974).

Not all social scientists agree with this assessment, however; Sapp (1978) argues the current status of police professionalization. He states that although police generally meet many of his criteria for professionalization, they do not meet all of the criteria. Many of the criteria which the police do not fulfill include:

- a. some problems with self regulation due to citizen review boards;
- b. undefined police role;
- c. no deep personal investment in training and education¹ ;
- d. little or no self selection of future members; no standard for entrance into the police field across the country; and
- e. no mobility within the profession; lateral entry is rare to non-existent (Sapp, 1978, p. 24).

Sapp (1978) concludes that, "...by these measurements and considerations, the police do not qualify as a profession in the sense of that term used by sociological writers... while there is still some debate, most of the authorities agree that the police occupation has yet to achieve the status of a true professional" (p. 24).

However, agreeing that the police have not yet obtained a professional status is not enough. In order to understand this shortcoming, we must explore the reasons for this lack of professionalization. Baker, Meyer, and Rudoni (1979) cite three possible obstacles to police professionalization: 1) military organization, 2) no national organization of control, and 3) police unions.

Baker et al (1979) state that many police scholars believe the military structure of police agencies adversely effect the chances for police

professionalization. Stanfenberger (1977) for example, explains the military structure of policing does not allow many civilians to acquire policy-making decision positions; discourages lateral entry in police departments; and severely restricts police officers discretion and initiative. Also, this overall military structure, according to Baker et al (1979), offers limited opportunities for career development.

Another obstacle, the lack of a national controlling organization was also addressed by Baker et al (1979). They stated that although many police organizations exist, none have the same clout as the American Bar Association or American Medical Association have for lawyers and doctors. According to Baker et al (1979), policing has no similar national association that enforces standards for all police officers. This obstacle may seem to indicate their support for such an organization. However, since police are in the public sector, perhaps a national (public) police officers' standards and training organization would best be used to enforce standards².

The third obstacle, police unions, were in their infancy in 1979. Baker et al (1979) and Stanfenberger (1977) have observed police unions to be against many of the professional criteria. However, a 1977 United States Department of Labor report (National Apprenticeship and Training Standards for the International Brotherhood of Police Officers for the Training of Law Enforcement Officer) provided a mixture of recommendations; some of which may be seen as anti-professionalism and some of which may be seen as for professionalism. The report listed various suggestions for the improvement of policing including (Dept. of Labor, 1977):

1. Encouragement for police candidates to complete apprenticeship programs (2 years³);
2. High standards for selection;
3. Apprentice supervisor;

4. Step increase of wages;
5. Candidate's conduct must be ethical and moral;
6. Complete 288 hours of training in two years⁴ ;
7. Candidates need only a high school diploma⁵ ;and
8. Recognize a candidate's previous experience⁶ (pp. 2-14).

In addition, Baker, Meyer, and Rudoni (1979) list other conditions which they believe may impede professionalism including: hierarchical organization, political control, and institutional ambivalence toward education.

Overall, police do not seem to meet many of the definitions of professionalism. Most police agencies do not have requirements of lengthy (in years) training or education; have little autonomous control of their agencies due to political influences; do not have wide discretion due to military structuring; have no national association of control similar to recognized professionals; have little to no mobility within the police occupation; have no national standards for selection of members; have undefined police roles; and are not recognized by the public as professionals. Therefore, policing in general, lacks the definable criteria to be called professional. However, other areas which effect police professionalization will be discussed in this paper. Police roles and specific police standards will be discussed concerning the historical development of policing. The degree to which policing has generally accepted professional criteria will be reviewed. Specific research on various standards will also be presented.

Police Roles

Earlier in this discussion of police professionalism, Sapp (1978) was quoted as saying professionals should agree on their appropriate roles. Indeed, role definition is a criteria for professionalization (Sapp, 1978). The problem arises, of course, when the police can not agree what that role is. The President's

Commission report Task Force Report: Police best sums up the police role when quoting Levy (1967):

Reviewing the tasks we expect of our law enforcement officers, it is my impression that their complexity is perhaps greater than that of any profession. On the one hand we expect our law enforcement officer to possess the nurturing, caretaking, sympathetic, empathizing, gentle characteristics of physician, nurse, teacher, and social worker as he deals with school traffic, acute illness and injury, juvenile delinquency, suicidal threats and gestures, and missing persons. On the other hand we expect him to come and respect, demonstrate courage, control hostile impulses, and meet great physical hazards...He is to control crowds, prevent riots, apprehend criminals, and chase after speeding vehicles. I can think of no profession which constantly demands such seemingly opposite characteristics (p. 121).⁷

Obviously, the police role is multifaceted taking on the characteristics of many disciplines. But the question arises, what is the police role?

Wilson (1968), stated there are four possible police roles in society including:

1. Law enforcement- applying legal sanctions (usually arrest) to behavior that violates a legal standard.
2. Order maintenances- taking steps to control events and circumstances that disturb or threaten to disturb the peace. For example, a police officer may be called on to mediate a family dispute, to disperse an unruly crowd, or to quiet an overly boisterous party.
3. Information gathering- asking routine questions at a crime scene, inspecting victimized premises, and filling out forms needed to register criminal complaints.
4. Service-related duties- a broad range of activities, such as assisting injured persons, animal control, or fire calls (Wilson, 1968, p. 18 and U.S. Dept. of Justice, 1989, p. 32).

Among these roles, Wilson (1968) claims "law enforcement" accounts for only 10 percent of police roles, "order maintenance" for 30 percent, "information gathering" for 22 percent, and "service-related duties" for 38 percent (Wilson, 1968, p. 18 and U.S. Dept. of Justice, 1989, p. 32).

The President's Commission (1967) reported a 32 percent figure for the role of law enforcement from a 1966 Kansas City study. Bayley's (1985) study indicated an average of 47 percent crime related calls for agencies in Denver, Salida, Ft. Morgan City, Ft. Morgan County, and Dallas. Wilson (1968), The President's Commission (1967), and Bayler (1985) have indicated by these figures that police officers spend far less time serving in a law enforcement capacity than in other responsibilities. In particular, Wilson's (1968) 10 percent law enforcement role indicates a very low percentage of time spent in this traditional perception of the police function. Both the public and the police, however, have traditionally seen policing exclusively as a crime fighting role (Saunders, 1970 and Hoover, 1975).

But how are "roles" and "standards" connected? The two most important standards, training and education, concern preparing police officers to fulfill their role in society. As previously mentioned, Wilson's (1968) study and others have indicated the police role to be less law enforcement oriented. Nevertheless, many police training facilities and some educational facilities emphasize the law enforcement role. In a national study, Hoover (1975) indicated that police training programs were predominantly law enforcement oriented. Di Grazia (1977) has also stated that graduated police recruits for the most part, find that their duties as a police officer deviate from what the police academy taught them.

According to Holden (1986) police training in the 1960's had a law enforcement and firearms orientation. In the 1970's police training began emphasizing social awareness. However, by the 1980's more refined techniques of law enforcement began to be emphasized in police training academies (Holden, 1986). Stratton (1984) also argues that the departmental organization, the type of community and the defined police role determines the type of training new officers receive.

In addition, Hoover (1975) and Saunders (1970) agree that the true role for police is peace keeping which requires decision making skills. Bohegian (1979) supports the position that 75 to 95 percent of police officers' activity deal with things not associated with criminal activity. Critchley (1979) and Lee (1901) also indicate that early English police (from which American policing evolved) had roles that were very service oriented.

Further, one problem of police roles comes from the organization itself. Police agencies have traditionally organized into para-military style organizations. The military style of organization is by definition a contradiction to the broad discretionary role police play in society (President's Commission, Task Force Report: Police, 1967; Stratton, 1984; and Hoover, 1975). This military model of policing carries over into police academies, which socialize recruits into a narrow inflexible mind set which adversely effects their decision making abilities (Saunders, 1970; Hoover, 1975; Harris, 1973; and Stratton, 1984).

Finally, police science experts have suggested a possible solution to the role-training conflict. Many reports indicate that colleges and police academies alike should emphasize communication skills. Both the National Advisory Commission report (1973) and the Ohio State University study Standards and Goals Comparison Project (1974) highly recommended that police agencies should concentrate on improving police officer communication skills. Stratton (1984) points out that good communication skills greatly benefit police public social interaction and that:

By inappropriate language, behavior and physical presence - body language, police officers can inadvertently heighten anxiety in a situation or take a situation that is hostile and make it even more so. Conversely, if they are effective communicators, they can take an emotional situation and lower the anxiety and nervousness not only for themselves but for others (p. 59).

Police Education

Police higher education is one of the most used standards to emphasize police professionalization; second only to police training. Many federal, state, and private reports repeatedly emphasize the benefits of higher education for police. The 1960's particularly saw a proliferation of institutions of higher education adopting police related curriculums. Although studies have been mixed concerning the benefits of higher education for policing, most are favorable.

In this section of material, several issues will be covered which impact police higher education, including: 1) history, 2) support groups, 3) performance results and effects, 4) styles of education, and 5) the Hoover, and Carter and Sapp studies.

History

Criminal justice education in the United States has gone through a series of changes since the beginning of the century. Few police officers had earned associates or baccalaureate degrees or even obtained any higher education the first half of the century. The 1931 Wickersham Commission report indicated "more than 60 percent of the present police personnel (of Los Angeles Police Department) have never entered high school" (National Commission, 1931, p. 58). Only 13 of 316 police officers examined in the City of Los Angeles in the 1931 National Commission report had attended college. The problem of lack of higher education was largely a result of attitudes concerning the police role in society at the time. The National Commission (1931) report emphasized the attitude of police personnel in the early half of the twentieth century stating:

I say to him (the recruit) that now he is a policeman, and I hope he will be a credit to the force. I tell him he doesn't need anybody to tell him how to enforce the law, that all he needs to do is go out on the street and keep his eyes open. I say: "You know the Ten Commandments, don't you? Well, if you know the Ten Commandments, and you go out on your beat, and you see

somebody violating one of those Ten Commandments, you can be pretty sure he is violating some law" (p. 66).

However, the police science curriculum did get a boost in the first half of the century from an early police reformer. The 1907 Marshall of Berkeley, California, August Vollmer was the first police reformer to attempt to formalize police training or education. In 1908 Vollmer convinced the City of Oakland, California to allow himself and others to provide training to police officers on subjects such as elementary law, criminal law, sanitation law, police methods, first aid, photography, and the Bertillon method of fingerprint identification. The New York City Police Department formally began its police academy a year later in 1909 (Eastman and McCain, 1981).

By 1923, Vollmer's program had evolved on the campus of University of California at Berkeley to a minor in criminology for A.B. candidates in economics. This, of course, was the first time police courses were offered as part of an academic degree program (Eastman and McCain, 1981). Also, another California institution of higher education instituted a full academic police curriculum as part of the Department of Public Administration in 1928. The University of Southern California offered courses in police science for persons seeking baccalaureate or graduate degrees as evening or summer workshop courses (Eastman and McCain, 1981). Vollmer continued to impact police higher education when in 1929 he taught courses in "Police Administration and Police Procedure" at the University of Chicago. This particular program was the first to be: 1) part of the political science department, and 2) offer courses as a part of the regular day-time curriculum (Eastman and McCain, 1981, p. 124).

In addition, August Vollmer, Earl Warren,⁸ the Alameda County District Attorney, and T. W. MacQuarrie, President of San Jose State College began a complete program in police science at San Jose State College in 1930 (Eastman

and McCain, 1981). At the time, San Jose State was a combination of San Jose District Junior College and San Jose Teachers College. This particular program was the first junior college police science program which offered an associates of arts degree. According to Eastman and McCain, "The student in the law enforcement program matriculated into the junior college and, upon completing its curriculum of almost wholly technical courses, was granted the degree of associates of arts" (1981, p. 124). Also, by 1935 Michigan State University offered a Bachelor of Science degree in police administration (Senna, 1974).

The impetus for change in police higher education came in the second half of this century when major federal legislation was passed creating the Law Enforcement Assistance Administration (LEAA). The LEAA created an academic effort to upgrade the education of police officers through the Law Enforcement Education Program (LEEP). The Omnibus Safe Streets and Crime Control Act of 1968, which created LEAA, was designed to encourage police officers to seek a higher education by providing grants and loans to institutions of high education.

LEAA, however, was a direct result of two 1967 federal reports, The Challenge of Crime in a Free Society and Task Force Report: The Police.⁹ In these two government reports the commission, appointed by President Lyndon B. Johnson, recommended that all police officers should immediately obtain a two-year college degree; and that all police officers should ultimately obtain a four-year college degree (President's Commission: The Challenge and Task Force Report, 1967). As a result the 1960's saw a tremendous growth in offering programs of higher education for the study of police science and criminal justice¹⁰ (Senna, 1974).

By the 1970's criminal justice programs at institutions of higher education continued to grow as social scientists conducted experiments and research to

determine the effects of higher education on police performance. The results of the research generally indicated a positive relationship between higher education and good police performance (Carter and Sapp, 1990). But by the early 1980's the LEAA and LEEP programs had been cut from the federal budget, and criminal justice programs at institutions of higher education stopped growing (Carter and Sapp, 1990).

Support Groups

Perhaps one of the earliest supporters of police higher education was the Wickersham Commission of 1931. The Commission wrote, "Every man (meaning police officers) must be mentally, morally, physically, and educationally sound, for the dignity of the profession demands that a man possess qualifications of a superior degree" (National Commission, 1931, p. 56). The 1973 National Advisory Commission, similar to the President's Commissions reports, recommended that by 1982 all police agencies should require as a recruiting standard that all police officers have a bachelors degree or 120 semester hours of college. Other supporters for police higher education include the Commission on Accreditation for Law Enforcement Agencies (1983), the Ohio State University Standards and Goals Comparison Project (1974), and the Summary Report of a National Conference concerning Minnesota law enforcement (Day et al, 1978). Carter (1978) identifies seven supporters of higher education for police officers. Senna (1974), along with the federal commissions, also endorses police education.¹¹

Performance Results and Effects

Some studies show college educated police officers have a negative effect on policing. The President's Commission (1967) proposed that requiring higher education for police officers would negatively effect the hiring of minority candidates. Yet a 1990 study by Carter and Sapp indicates that minority

recruitment efforts are not negatively affected by higher education as police agencies retain approximately the same number of minority officers as is in the general populace and those same minority officers seem to be better educated than their white counter parts.

Wilson (1975) states there are various problems with college educated police officers including:

1. Being excessively aggressive and arrest prone; (although Carter states Wilson presented no empirical evidence);
2. Not understanding the problems of the lower or working class populations;
3. Police work is mundane and unattractive; and
4. College educated officers are driven by upward mobility, which is slow and causes frustration (pp. 126-127).

A 1976 Niederhoffer study similarly indicated college educated police officers are more cynical than less educated officers. Some research indicates that perhaps college has little or no effect on policing. A 1977 Matthews' study revealed that personalities of college educated police officers may not be significantly altered due to the college experience.

Other arguments against higher education for police officers include concerns for general performance, recruitment problems, and turnover rates. But many studies have shown college educated police officers are better performers; higher education as an entrance requirement attracts more personnel, not fewer; and college educated police officers have lower turnover rates. Several sources have supported higher education for police officers and related that the exposure to college positively effects police performance (National Advisory, 1973; Bohagian, 1979; and Trojanowicz, 1983). The 1967 report Task Force Report: Police by the President's Commission related a letter from the Multnomah

County Sheriff's Department in Portland Oregon which indicated that "Departments which have college requirements ... have reported that the elevation of standards has enhanced not hindered, recruiting efforts" (p. 133).

James K. Weber (1973) of the Multnomah Sheriff's Department has stated:

Four hundred and twenty-nine applicants sought employment with Multnomah County in 1971. Twenty men were hired during this period reflecting a "hired" to "applied" ratio of 1:22.... The baccalaureate requirement itself, appears to have a magnetizing affect on recruiting graduates. The appeal to work for a police agency requiring four years of college as an entrance requirement has become a standard response of applicants when asked why they applied for a position with our department (p. 41).

Hoover (1975) and the National Advisory Commission (1973) report a similar observation by the Cities of Berkeley and Ventura, California. Hoover (1975) also supported higher education for police officers as a means to lower attrition rates.

Styles of Education

In yet another area of police higher education, two styles concerning college educated police officers have developed. Perhaps Eastman and McCain (1981) put the controversy best by stating:

Recent debate in police education has focused on the kinds and quality of police education appropriate for law enforcement officers. The center of the debate reveals a division of attitude between those who favor a liberal arts education for police as opposed to another group committed to the notions of a professionally oriented type of education (p. 129).

That is to say some groups favor a "Liberal Arts" education and others favor a "Police Science or Criminal Justice" orientation for police education. The majority of liberal arts supporters seem to favor this position because it tends to give a wide exposure to a variety of course work and people (Carter and Sapp, 1990). Other, arguments for this position originate from the police science

position's long standing historical development of law enforcement and criminal justice curriculums that evolved from highly vocational settings which duplicated police academies and lacked academic quality. The 1978 National Advisory Commission on Higher Education for Police Officers had little support for a vocational view of police education stating the quality of police education in colleges and university had been traditionally quite low and that too many police educators were part time teachers, moonlighting to teach an occasional course in police science. Langworthy and Latessa (1989) similarly found that only 30 percent of criminal justice instructors are full time teachers. Also, both the National Advisory Commission (1978) and Langworthy and Latessa (1989) report a strong national need for more graduate programs in criminal justice to support a higher contingency of full time quality educators.

In addition, Carter (1978) points out that the vocational approach to police education is generally supported by police administrators and community colleges. A 1959 look at police education by Frost emphasized the vocational approach. Some advocates might argue, however, that the law enforcement or criminal justice programs of the 1990's have evolved into a more academic atmosphere than their early predecessors. Indeed many liberal arts supporters advocated their support in the 60's and 70's when law enforcement and criminal justice programs were just beginning to proliferate.

Furthermore, Crockett and Stinchcomb (1978), writing for American Association of Junior Colleges about law enforcement degree programs wrote:

Basically, three types of curriculum patterns have been developed, each in response to one of the following needs:

1. A program heavy in skills required for law enforcement entrance. This program, often called a "terminal" or "vocational" program, is intended for the student who does not wish to continue his education beyond the associate degree.

2. A program heavy in general education content. This program, often called a "**transfer program**," is intended for the student who plans to continue his education beyond the community college and wishes to meet the lower-division course requirements of the university of his choice.

3. A **balanced program** which would provide a good background in professional courses reinforced and supported by a number of carefully selected general education offerings. Such a program is designed to meet the needs of both the "terminal" and the "transfer" student (p. 17).¹²

The International Association of Chiefs of Police have also endorsed the American Association of Junior Colleges guidelines for criminal justice curriculum at 2-year institutions presenting specific criteria including:

- . At least 90 percent of the program must transfer to a senior institution toward a baccalaureate degree in the criminal justice field.
- . No more than one-third of the program should be made up of professional courses.
- . The balance of the program should be heavily oriented toward the behavioral sciences and communications.
- . Skill courses should not be included in the professional content, but may be used to meet physical education requirements.
- . No credit should be allowed for police training or experience.
- . All instructors of professional content courses should hold at least a baccalaureate degree in addition to other qualifications (Crockett and Stinchcomb, 1968, p. 12).

Carter (1978), nevertheless, supports a balance of the two major styles of education indicating that both liberal arts and vocational courses represent a need to be fulfilled. However, he specifies that the real issue is the methodology employed by each philosophy (Carter, 1978). Di Grazia (1977), who supports police higher education after employment as a police officer, also supports a mixing of liberal arts/police science curriculums. Moreover, Bohagian (1979) points out that the following four points represent the current consensus in the education styles debate:

1. The curriculum should be based on a broad liberal arts education rather than on narrow training needed to perform operational tasks;
2. The curriculum should deal with the entire span of the criminal justice system and process, and its relationship to society in general rather than focus on just one subject such as police science;
3. The curriculum should strike a balance between theoretical and practical realities;
4. The curriculum should be completely interdisciplinary in nature in order to reflect the modern nature of police work (p. 143).

Generally, most of the literature suggests that police higher education is continuing in an evolutionary process, refining and polishing specific attributes. Various studies have indicated that police higher education in the United States has undergone changes throughout the century. Two studies will be presented here, however, including a 1975 study by Hoover which was supported by the U.S. Department of Justice and a more recent study by Carter and Sapp supported by the Police Executive Research Forum. Each study will be presented to acquaint the reader with the changes in police education over the past 15 years.

Hoover

Larry T. Hoover conducted a study which was published in 1975 concerning police college education. As part of his review of literature, he summarized ten previous studies completed in 1950 through 1971. One table in Hoover's study indicates the specific results of the study.

In his study, Hoover (1975) gathered educational information from the Police Officers Standards and Training boards (POST) of four states: California, Michigan, New Jersey, and Texas. Hoover (1975) choose those four states because they were representative of the nation in terms of geography, economic conditions, and population composition. Information was obtained from the names of officers trained at basic police academies from July 1, 1972 to June 31,

1973 (Hoover, 1975). Some of the individual officers were sent a questionnaire in each state with a return rate of 74 percent.

TABLE 1 - SUMMARY OF PRIOR STUDIES OF COLLEGIATE EDUCATION OF POLICE

<u>Year</u>	<u>Location</u>	<u>Population</u>	<u>% with Some College</u>	<u>% with Baccalaureate Degree</u>
1950	National	All Personnel	12	3
1960	Portland	Recruits	--	3
1964	National	All Personnel	30	--
1965	Detroit	All Personnel	25	3
1968	Ohio	All Personnel	16	2
1968	Baltimore, Cincinnati, Columbus, Indianapolis	Recruits	32	4
1968	National	All Personnel	--	5
1968	San Francisco	All Personnel	--	5
1969	New York City	Recruits	19	1
1971	Michigan	Recruits	37	10

NOTE: From Police Educational Characteristics and Curricula (p. 16) by Larry T. Hoover, 1975, Washington, D. C.: U. S. Government Printing Office. Reprinted by Permission.

The results of Hoover's (1975) study indicate that educational levels of police officers were on the rise when compared to previous studies. A general table of results of the four state level of education for police indicate an average of 16 percent for officers with one year of college, 11 percent for officers with two years of college, and 10 percent for officers with four or more years of college.

In addition, Hoover (1975) reports that police recruits earned only .5 percent graduate or professional degrees, 10 percent baccalaureate degrees, 10 percent associate degrees and 80 percent had no degree.

TABLE 2 - LEVEL OF EDUCATION OF POLICE RECRUITS

<u>Education</u>	<u>California</u>		<u>Michigan</u>		<u>New Jersey</u>		<u>Texas</u>		<u>Nat'l Ave (MI, NJ, & TX Subtotal)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Completion of 4 or more years of college	145	22%	117	9%	73	11%	118	9%	308	10%
Completion of 2 but less than 4 years of college	283	42%	59	5%	142	22%	158	12%	359	11%
Completion of 1 but less than 2 years of college	124	19%	214	18%	138	22%	163	13%	515	16%
High School or less than 1 year of college	116	17%	890	68%	286	45%	840	66%	2016	63%

NOTE: From Police Educational Characteristics and Curricula, (p. 19) by Larry T. Hoover, 1975, Washington, D. C.: U. S. Government Printing Office. Reprinted by permission.

Carter and Sapp

In a more recent study conducted in 1988 by Carter and Sapp (1990), a review of previous studies was made, 699 law enforcement agencies were surveyed with a response rate of 71.8 percent, and site visits were made to seven large police agencies to determine various issues concerning an educational profile of police. The results of the study indicated a continuing increase in the level of college education for police. Table 1 (Table 3 in this study) of the Carter and Sapp (1990) study is reproduced with permission indicating changes in police education:

A review of Table 3 indicates that almost two-thirds of police officers today have some college. This, of course is a dramatic change over the beginning of the century when most police officers did not have a high school diploma. Yet over 77 percent still have not achieved the 1967 recommended goal of a

baccalaureate degree. These findings suggest that although higher education is progressing among the police ranks, police as an occupational group, have still not achieved the educational requirements for professionalization.

TABLE 3 - CHANGES IN POLICE EDUCATIONAL LEVELS BY YEARS

<u>College Level</u>	<u>1960</u>	<u>1970</u>	<u>1974</u>	<u>1988</u>
No College	80.0%	68.2%	53.8%	34.8%
< 2 Years	10.0%	17.2%	15.8%	20.5%
2 - 3 Years	7.3%	10.9%	21.5%	22.1%
≥ 4 Years	2.7%	3.7%	8.9%	22.6%

NOTE: From "The Evolution of Higher Education in Law Enforcement: Preliminary Findings From a National Study," by D. L. Carter and A. D. Sapp, 1990, Journal of Criminal Justice Education, 1, p. 66. Copyright 1990 by the Academy of Criminal Justice Sciences. Reprinted by permission.

Additional areas of interest represented in the Carter and Sapp (1990) study include higher educational effects on race, gender, rank structure, entry level requirements, and promotional requirements. Educational benefits will also be discussed. For the purpose of this paper, each of these areas will be briefly explored.

Race

Carter and Sapp (1990) investigated race and its relation to higher education. The results were surprising, indicating that the racial makeup of the police respondents (which represented a large cross section of the country) were similar to the national racial makeup of the general populace. Table 4 represents the comparison of minority to white racial make up of policing and the general populace:

TABLE 4 - MINORITY REPRESENTATION IN LAW ENFORCEMENT AGENCIES

<u>Race/Ethnicity</u>	<u>Police %</u>	<u>National %</u>
Black	12.3%	12.1%
Hispanic	6.4%	8.0%
White	80.3%	76.9%
Other	1.0%	3.0%

NOTE: From "The Evolution of Higher Education in Law Enforcement: Preliminary Findings From a National Study," by D. L. Carter and A. D. Sapp, 1990, Journal of Criminal Justice Education, 1, p. 67. Copyright 1990 by the Academy of Criminal Justice Sciences. Reprinted by permission.

Additionally important, the study revealed that the educational levels of the respondents were not significantly different by race at the undergraduate level (Carter and Sapp, 1990). Interestingly, minorities had a higher percentage of graduate degrees (Carter and Sapp, 1990). Table 5 more clearly identifies the differences.

TABLE 5 - EDUCATIONAL LEVELS BY RACE/ETHNICITY

<u>Race</u>	<u>Average Level of Education</u>	<u>No College</u>	<u>Some Under graduate work</u>	<u>Graduate Degree</u>
Black	13.6 years	28%	63%	9%
Hispanic	13.3 years	27%	68%	5%
White	13.7 years	34%	62%	4%
Other	13.8 years	19%	73%	8%

NOTE: From "The Evolution of Higher Education in Law Enforcement: Preliminary Findings From a National Study," by D. L. Carter and A. D. Sapp, 1990, Journal of Criminal Justice Education, 1, p. 66. Copyright 1990 by the Academy of Criminal Justice Sciences. Reprinted by permission.

The results of Table 5 indicate that higher education has not and will not negatively effect minority recruitment. Whites account for the lowest percentage of both undergraduate and graduate degrees.

Gender

Similar to racial considerations, the female gender is not negatively impacted by higher education. The results of the Carter and Sapp (1990) study indicated that the female gender scored significantly higher in most areas concerning educational levels. Table 6 specifically reveals female officers have a higher level of mean years and larger percent of graduate degrees.

TABLE 6 - EDUCATIONAL LEVEL OF POLICE OFFICERS BY GENDER

	<u>MALE</u>	<u>FEMALE</u>
Mean Years	13.6 years	14.6 years
No College	34.8%	24.1%
Some Undergraduate Work	61.7%	45.7%
Graduate Degree	3.3%	30.2%

NOTE: From "The Evolution of Higher Education in Law Enforcement: Preliminary Findings From a National Study," by D. L. Carter and A. D. Sapp, 1990, Journal of Criminal Justice Education, 1, p. 68. Copyright 1990 by the Academy of Criminal Justice Sciences. Reprinted by permission.

Carter and Sapp (1990) suggest that perhaps police agencies give greater scrutiny in employment of the female gender and thus select candidates with higher educational qualifications.

Rank Structure

Another concern of police higher education is the rank structure. The Carter and Sapp (1990) study specifically evaluated three levels of rank in police agencies: 1) line or non-supervisory officers, 2) first-line supervisors (sergeants and corporals), and 3) management or command staff including chief executive officers (lieutenants and above). The results of the study indicated an educational vacuum between line officers and command personnel. Management personnel had the highest levels of education followed by line officers with supervisors

having the lowest levels of education of the three groups (Carter and Sapp, 1990). In order to graphically show the results of the study, this authors own table is presented.

TABLE 7 - EDUCATIONAL LEVEL OF POLICE RANK STRUCTURE¹³

	<u>No College</u>	<u>2 Years College or Less</u>	<u>More Than 2 years of College</u>
Non-Supervisory Officers	25.7%	17.8%	56.5%
First Line Supervisors	42.5%	27.6%	29.9%
Management/Command Staff	7.3%	23.2%	69.5%
TOTAL	25.2%	19.7%	55.1%

It appears from the statistics that perhaps higher education does effect promotions to command positions; that first line supervisory personnel may have been promoted without consideration for higher education; and more college educated police officers are filling the lower rank structures in police agencies.

Entry Level Requirements

The Carter and Sapp (1990) study reveals that for the most part, police agencies require only a high school education to enter police service. Table 8 of the study indicates entry level education requirements.

TABLE 8 - MINIMUM LEVEL REQUIREMENTS FOR SWORN OFFICERS

<u>Education Required</u>	<u>Number</u>	<u>Percentage</u>
High School Diploma/GED	418	86.1
Up to 1 Year of College	2	0.4
Up to 2 Years of College or AA	44	9.1
Up to 3 Years of College	2	0.4
Up to 4 Years of College or BS/BA	2	0.4
Other Educational Requirements*	17	3.6

*Other requirements consist of varying combinations of college credit employment history, and prior law enforcement experience. One agency reported no formal education requirements.

NOTE: From "The Evolution of Higher Education in Law Enforcement: Preliminary Findings From a National Study," by D. L. Carter and A. D. Sapp, 1990, Journal of Criminal Justice Education, 1, p. 70. Copyright 1990 by the Academy of Criminal Justice Sciences. Reprinted by permission.

Although most agencies only require high school, Carter and Sapp (1990) report many agencies informally use college education as a hiring criteria. But despite this informal standard, most agencies fall far short of the federal educational standards set in 1967.

Promotion Requirements

Among other criteria, the Carter and Sapp (1990) study explored the requirements for promotion and what impact, if any, education had on it. The study indicated 74.3 percent of the responding law enforcement agencies had no formal policy requiring higher education for promotion (Carter and Sapp, 1990). However, 8.0 percent did require college education; 2.9 percent reported an informal policy of college hours; 1.2 percent had an informal policy of a degree, and 4.3 percent gave early promotion to officers with college hours or degrees.

Educational Benefits

Finally, the Carter and Sapp (1990) study favored college education as a benefit for law enforcement citing 18 specific reasons which stated police benefited from college education because it:

1. Developed a broader base of information for decision making;
2. Provided additional years and experiences for increasing maturity;
3. Inculcated responsibility in the individual through course requirements and achievements;
4. Through general education courses and coursework in the major (particularly a criminal justice major) permitted the individual to learn more about the history of the country and the democratic process, and to appreciate constitutional rights, values, and the democratic form of government;
5. Engendered the ability to handle difficult or ambiguous situations with greater creativity or innovation;
6. In the case of criminal justice majors, permitted a better view of the "big picture" of the criminal justice system and a fuller understanding and appreciation for the prosecutorial courts, and corrections roles;
7. Developed a greater empathy for minorities and their discriminatory experiences; This understanding was developed both through coursework and through interaction in the academic environment;
8. Engendered understanding and tolerance for persons with different lifestyles and ideologies, which could translate into more effective communications and community relationships in the practice of policing;
9. Made officers appear to be less rigid in decision making, to tend to make their decisions in the spirit of the democratic process, and to use discretion in dealing with individual cases rather than applying the same rules to all cases;
10. Helped officers to communicate and respond to the crime and service needs of the public in a competent manner, with civility and humanity;
11. Made officers more innovative and more flexible when dealing with complex policing programs and strategies, such as problem oriented policing, community policing, and task force responses;
12. Equipped officers better to perform tasks and to make continuous policing decisions with little or no supervision.
13. Helped officers to develop better overall community relations skills, including engendering the respect and confidence of the community;

14. Engendered more "professional" demeanor and performance;
15. Enabled officers to cope better with stress and to be more likely to seek assistance with personal or stress related problems, and thereby to be more stable and more reliable employees;
16. Enabled officers to adapt their styles of communication and behavior to a wider range of social conditions and classes;
17. Tended to make officers less authoritarian and less cynical with respect to the milieu of policing; and
18. Enable officers to accept and adapt to organizational change more readily (pp. 62-63).

Education Conclusions

In conclusion, college education has greatly affected policing and will continue to do so. Most authorities recommend college education for police officers and support a blend of methodology which is both theoretical and practical. Criminal justice programs are becoming more academic (Langworthy and Latessa, 1989). The evolutionary process of policing should continue to develop into a process which does not just encourage college education, but requires it.¹⁴ Perhaps the most important concern of higher education toward policing is the benefits it provides. Carter and Sapp (1990) report:

In all the comments about the benefits of college education, two factors stand out: communications and social skills. Formally educated law enforcement officers tend to have better written [and] oral communication skills. They tend to communicate better with the public and therefore prompt fewer complaints.(p. 82).

Police Training

The standard of training, usually meaning basic or recruit training, is the main standard used today by all state Police Officer Standards and Training (POST) programs. It is also no less a controversial issue than higher education. Four

specific areas will be presented here concerning training including: 1) History and Styles, 2) Governmental Report Recommendations, 3) Instructors, and 4) Subject Matter.

History and Styles

Traditionally police training, like higher education, has developed slowly. Until the mid-twentieth century most police agencies had no formal police training. The 1931 National Commission reported that only 20 percent of 383 cities surveyed conducted any formal training. Most police officers early in the century were self taught, possibly with some guidance from a senior officer. Doonan (1979), of Sacramento County, California Sheriff's Department reports, "Historically, police basic training was limited to the recruit being given a badge, a gun and a uniform and told use common sense in doing his job...' or 'if you keep the ten commandments and see to it that others do likewise, you won't have any trouble'" (p. 16). Likewise, early police training was extremely military, many police departments specifically hired veteran armed forces personnel (Stratton, 1984).¹⁵ Stratton (1984) sums up early police-military training connection:

In the 1910's and 20's because of heavy demands upon their time, police in many states were required to live in police barracks. There were frequent transfers throughout the state. All these factors operated to make the service unsatisfactory to one who was bound by family ties. Many states during this time found it necessary to prohibit the enlistment of married men. This extended even further to the point that the state of Pennsylvania, in 1917, ordered that any member of the force entering marriage should be honorably discharged.... When the Colorado Rangers were established in 1917, the individual chosen to head up this new police organization was a former National Guardsman. He was identified with the suppression of violence in an industrialized area which had had problems for many years. He saw to it that his organization was subjected to intensive military drill, but paid little attention to the training of the more subtle aspects of the line policeman's job. At times, it seemed as if they were operating under imposed martial law, and it is apparent that citizens' civil right were often violated (p. 50).

Stratton (1984) also has stated that policing continued to use a military model, especially for training up through the 1960's. However, by the 1960's the public began loosing respect for police to the point that alterative styles of policing and police training began to be introduced (Stratton, 1984).

In addition, Stratton (1984) points out that certain key attributes of military or stress training have evolved including:

1. strict military procedures and atmosphere;
2. a superior-inferior relationship between cadets and trainers, with minimal interaction or support;
3. doubts openly expressed about cadets' abilities with frequent recognition of their inferior status;
4. isolation and/or extra work for failure to comply with accepted standards;
5. loud public verbal abuse and public discipline; and
6. requirements that cadets speak in a loud, commanding voice and at time command and control the training class during marches, drills and in the classroom (p. 5.).

Many police agencies today still use this approach (Stratton, 1984). There are, of course, both supporters and opponents of military training. Supporters believe the stress training builds character and helps police officers fit in the military atmosphere of police work. But opponents point out, that the military stress model negatively effects police recruits by discouraging discretion and tolerance of people (Stratton, 1984). These same detractors of the stress style of police training suggest an alternative approach, non-stress training. According to Stratton (1984), the non-stress style of police training is conducted in a college like relaxed atmosphere with support and encouragement from police instructors.

Whatever the approach used for police training, police serve in a civilian populace; they exercise judgement constantly; they must have good

communication skills; and they must learn tolerance of people in order to effectively communicate. Stratton (1984) believes the type of community, the organization of the police agency, and the defined role of the police officer all affect the style of police training.

Governmental Reports

Four governmental reports published from 1931 to 1973 suggested that police training in the United States have been lacking to a great extent (the National Commission, 1931; President's Commission, 1967; and National Advisory Commission, 1973). Three of the reports emphasized that basic training must be conducted before police officers are assigned tasks and suggested an "absolute minimum of 400 hours" of basic training (President's Commission, 1967: The Challenge, p. 112 and Task Force, p. 139; and National Advisory, 1973, p. 381). The National Advisory Commission (1973) specifically compared police to other occupations, some of which are recognized as professions, stating:

A 1967 study by the International Association of Chiefs of Police showed that the average policeman received less than 200 hours of formal training. The study compared that figure to other professions and found that physicians received more than 11,000 hours, lawyers more than 9,000 hours, teachers more than 7,000 hours, embalmers more than 5,000 hours; and barbers more than 4,000 hours. No reasonable person would contend that a barber's responsibility is 20 times greater than a police officers' (p. 380.)

In addition, other recommendations concerning training from both the President's Commission (1967) and the National Advisory Commission (1973) include one week of in-service training annually and requiring advanced training in specific areas for officers prior to promotion or assignment changes. Stratton (1984) also supports the position of pre-training officers before they are assigned new positions or job tasks.

Instructors

Police training instruction and police instructors, like other areas of policing have also developed slowly. Finkelman and Reichman (1974) report that early police training was carried out informally by fellow officers who proved they had good police skills, but not necessarily good training skills. According to Doonan (1979) police officers were often unhappy, unwilling and unprepared to conduct police training:

Often, instructors would begin their lecture with, "I don't know what I'm, doing here. The Captain made me come out here and teach, so here I am. I don't want to be here any more than you do." The instructor would then read directly from some text or code book and then tell stories about the "good old days." After completing this lecture, this instructor would leave, and the next one would begin his lecture in a similar manner (pp. 16-17).

Stratton (1984) has stated police training instructors must be exceptional; they must be both streetwise and academically oriented, possessing knowledge on a wide variety of subjects; they must also be innovative in their techniques and a combination of educator, advisor, and confident. Saunders (1970) added that the police instructor must also be able to challenge traditional police practices.

In addition, the President's Commission Task Force Report (1967) recommended that:

In order to insure that department instructors are qualified to teach in a training academy, all regular instructors should be required to complete a teacher training course of no less than 80 classroom hours taught by professional educators (p. 139).

The 1973 National Advisory Commission concurred with the 80 hours of instructor training and added that all police instructors should be certified by

each of the states. The Commission on Accreditation (1983) went further recommending that:

A written directive requires instructors in agency-operated training programs to receive training, which includes, at a minimum:

- .Lesson plan development
- .Performance objective development
- .Instructional techniques
- .Learning theory
- .Testing and evaluation techniques
- .Resource availability and use (pp. 35-39).

Similarly, both the 1967 and 1973 federal reports recommended extensive use of non-police instructors, usually from a college or university (President's Commission, 1967 and National Advisory, 1973). The National Advisory Commission (1973) has specifically stated that non-police instructors should be used for non-police oriented training, i.e., law, psychology, sociology, et cetera. Finkelman and Reichman (1974), professors of psychology at the City University of New York, suggest three training sources in their model of police training: 1) internal department trainers, 2) training academies, and 3) external consultants. They further recommend that the police teach police subjects and external consultants teach non-police subjects.

Subject Matter

Some studies on the subject matter or content of police academy training have been critical. Many authorities including Stratton (1984), Saunders (1970), Di Grazia (1977), Wilson (1974), and the President's Commission reports (1967) have concluded that police academy curriculums are far too law enforcement oriented and generally do not teach skills which are most related to the job. Stratton (1984), McCreedy (1983), and Di Grazia (1977) have particularly supported a high emphasis on communication skills. Saunders (1970)

recommended that police be taught "how to secure and maintain the approval and respect of the public..." (p. 393). Also, studies have indicated the subject content of the course titles is difficult to determine (National Advisory, 1973). As a guide for training programs, the National Advisory Commission (1973) recommend the below six core subject areas and the percentage of time which should be allowed in each area for basic police training:

Introduction to the Criminal Justice System	8 percent
Law	10 percent
Human Values and Problems	22 percent
Patrol and Investigation Procedures	33 percent
Police Proficiency	18 percent
Administration	9 percent (p. 394).

Miscellaneous Standards

Part of the title of this paper revolves around the word "standards." Like the word "professional," standards has a variety of meanings. Generally, however, standards include those things which effect the control of the police occupation; or "licensing" by controlling organizations. Licensing is only used in a generic sense as most agencies use the term "certification." Forty-nine of the fifty United States have an agency or office which has been enacted by legislation to control, at the very least, the training which police officers receive. As previously mentioned, education and training are the two primary standards used by police POST boards.

However, a variety of standards and recommendations have been made by various sources concerning policing. Other than education or training, the following sources represent some of the miscellaneous recommendations which effect standards of police including: 1) screening of personnel (quality), 2) state POST programs, 3) national POST programs, 4) salaries, 5) entry schemes (lateral

entry/reciprocity), 6) consistency of standards, 7) police career development, 8) the college connection and, 9) standards trends.

Screening

Historically, the first unified attempt to study police standards and upgrade police toward professionalism began with the 1931 Wickersham Commission Report, also known as the "National Commission on Law Observance and Enforcement Report on Police." The commission report, the first of what would be four renowned federal reports, studied a variety of individual police agencies across the United States. Although the report addressed mainly the training and educational standards, it did make several observations and recommendations concerning other standards. In the area of personnel selection, the commission observed American police officers to be inferior to their English counterpart, lacking training, proper qualifications, and careful selection. The National Commission (1931) observed that over 75 percent of American police did not have the mental capacity to perform the job. The National Commission (1931) also observed and remarked:

The multitude of police forces in any state and the varying standards of organization and service have contributed immeasurably to the general low grade of police performance in this country. The independence which police forces display toward each other and the absence of any central force which requires either a uniform or a minimum standard of service leave the way open for the profitable operation of criminals in an area where protection is often ineffectual at the best, generally only partial, and too frequently wholly absent (p. 124).

The commission went on to remark that this country is traditionally suspicious of central functions in administration, but that state-wide police forces were needed to promote professionalism and combat crime (National Commission, 1931).¹⁶ The comments of the commission seem to indicate they were in favor

of a centralization scheme which would positively affect police professionalization.

A 1967 report by the President's Commission, The Challenge of Crime in a Free Society, also indicated a lack of quality. The commission's report indicated there was a wide variance of quality of police personnel through out the United States. The meaning of quality was used in a comprehensive sense specifically mentioning the lack of higher education as an example of a high standard of quality (President's Commission, 1967). The 1967 President's Commission stated that each police agency should carefully assess their personnel needs and provide resources to efficiently increase the quality of personnel. The 1973 National Advisory Commission made similar comments. Caiden (1977) also remarked that police should do more to increase the quality of personnel. Sapp (1978) has stated that there is currently no standard for entrance into the police service across all departments. Some have suggested raising police entrance standards uniformly would serve as a basis for developing respect and support of policing by the citizenry (Webb, 1972).

State Police Officer Standards and Training

In addition, as early as 1931, the National Commission supported the idea of a POST (Police Officer Standards and Training) program for each of the states by commenting:

A means of giving the policeman, in the small city as well as the large, proper training, must be adopted. State-wide supervision of police schools, employment of the zone system, the establishment of standards of instruction and curriculum must inevitably be adopted if our police systems are to cope with the crime conditions of today (p. 139).

At the time the Commission made this recommendation, police agencies were extremely decentralized and fragmented. Although today's police agencies are better than they were in 1931, the relevance of the standardization remarks of the

commission may be somewhat appropriate for the 1990's. Although 49 of 50 states have such a program, there are inconsistencies with the operation of such programs. The 1967 President's Commission Task Force Report made specific recommendations concerning the operation of POST programs which include the following:

Each State, therefore, should establish a commission on police standards or expose an existing commission on police training and empower such commission to:

- establish minimum state-wide selection standards
- establish minimum standards for training; determine and approve curricula; identify required preparation for instructors; and approve facilities acceptable for police training;
- certify sworn police personnel;
- conduct and stimulate research by private and public agencies designed to improve police services;
- make inspections to determine whether Commission standards are being adhered to; and
- provide such financial aid as may be authorized by legislature to participating governmental units (p. 143).

Additionally, a number of commissions and researchers have supported the concept of a state POST program (National Advisory, 1973; Standards and Goals, 1974; Day et al, 1978; President's Commission, 1967; Saunders, 1970; and Wilson, 1974). The National Advisory Commission (1973) had also reported that both the American Bar Association and the International Association of Chiefs of Police have previously designed models specifically for State POST programs.

National Police Officers Standards and Training

Another closely related recommendation, the concept of a national POST has been expressed by or hinted at by some sources. Although not specifically stating a national POST concept, the 1973 National Advisory Commission's report stated, "It is recommended that a national body comprised of educators, police,

and other criminal justice administrators be formed immediately to establish curriculum guidelines for police educational programs" (p. 378). An Ohio State University study made essentially the same recommendation, but added a national police collegiate center may be worthy of exploration (Standards and Goals, 1974).

Since 1979 the Commission on Accreditation for Law Enforcement Agencies Inc., a not-for-profit corporation, has existed (McLaren, 1982). According to McLaren (1982), the Law Enforcement Assistance Administration provided a grant to the organization which initially involved four law enforcement membership organizations: 1) International Association of Chiefs of Police (IACP), 2) National Organization of Black Law Enforcement Executives (NOBLE), 3) the National Sheriffs Association (NSA), and 4) the Police Executive Research Forum (PERF). The Commission on Accreditation's primary function is to develop and adopt standards of accreditation for member organizations in order to professionalize police agencies (McLaren, 1982). At this point, however, the commission is only a private agency with voluntary enrollment. However, Saunders (1970) has suggested that a broader cooperation and central direction is needed to raise states police professional standards.

Salaries

Further, the issue of police salaries has often surfaced in discussions on police professional standards. Police advocates generally argue that police will never attract highly qualified candidates or be recognized as professionals until police salaries are greatly increased. The 1931 Wickersham Commission report addressed this problem citing insufficient compensation as just one of four reasons why highly qualified candidates do not apply to the police service (National Commission, 1973). Both of the 1967 reports strongly supported raising police salaries to be competitive (The President's Commission, Task Force

and Challenge, 1967). The best expression of the problem is probably stated by the 1973 National Advisory Commission report which strongly favored college graduates stating:

To pay police officers less than college graduates can expect to make elsewhere defeats any effort to recruit them. Payment of salary bonuses for various levels of academic achievement is the first step that should be taken to place police agencies in a competitive position in recruiting college graduates (p. 368).

Surprisingly, the U.S. Department of Labor's report for the International Brotherhood of Police Officers, a large recognized police union, did not significantly comment on salaries other than suggesting that apprentice police officers receive only a portion of a full police salary (Employment and Training, 1977).

Entry Schemes

Another area which has been suggested a great deal, entry schemes, has received a lot of attention particularly by federal reports. The President's Commission report, The Challenge (1967) commented on lateral entry stating that civil service was partially responsible for not allowing officers to transfer or acquire employment from one department to another at the same level. The commission report indicated many police officers were "frozen" in the departments in which they started and were unable to move to other departments for other opportunities because of traditional resistance to outsiders. Both of the President's Commission (1967) reports made suggestions concerning lateral entry schemes, including:

Professional policemen should have the same opportunities as other professionals to seek employment where they are most needed. The inhibitions that will service regulations, retirement plans and hiring policies place on lateral entry should be removed. To encourage lateral movement of

police personnel, a nationwide retirement system should be devised that permits the transferring of retirement credits (The Challenge , p. 112); and

Without question, the police service desperately needs an influx of highly qualified college graduates. It is doubtful whether suitable graduates will be attracted to police service if they are required in all cases to initiate their career at the lowest level of a department, and it is further doubted that this would be an appropriate method of utilizing such personnel. For this reason, college graduates should, after an adequate internship, be eligible to serve as police agents. Persons who have adequate education and experience should be allowed to enter directly into staff and administrative positions (Task Force , p. 143).

Furthermore, the National Advisory Commission (1973) report supported the concept of "reciprocity" or the willingness of one state to accept another states standards. The commission stated that since reciprocity was common in other professions, then policing within the states should recognize each others licensing standards (National Advisory, 1973). Likewise the U.S. Department of Labor indicated police officers should be given "credit" for prior experience (Employment and Training, 1977).

Consistency

Perhaps one of the most critical factors effecting police professional standards concerns their traditional fragmentation and lack of consistency of American police standards. Each state evolved using its own unique form of POST. Even training, which seems to be the only common denominator, is different between the states and within some states. This lack of standardization does very much affect cooperation between both states and sometimes agencies within a state.

The 1967 President's Commission report Task Force commented standardization was needed to improve and strengthen police professionalism; particularly within and among smaller police agencies. Too often smaller police agencies lack the resources to adequately upgrade, resulting in inconsistent patterns of professional police standards within a state (President's Commission,

Task Force, 1967). Likewise, the 1973 National Advisory Commission report, Police indicated a strong support for minimum mandatory standards among the states.

Webb (1972) has commented that consistency in a training for police personnel has been a concern of law enforcement administrators for years. Also the Commission on Accreditation for Law Enforcement Agencies, Inc. is itself an organization which is attempting to establish voluntary compliance of standards, which themselves speak of consistency (Commission on Accreditation, 1983 and McLaren, 1982). Eastman and McCain (1981) noted the impact of fragmentation of policing toward police services has negatively effected police professionalization.

However, Saunders (1970), took the approach that the national government has not done enough to impact police professionalization or helped in establishing consistent standards indicating that few federal bills are passed by Congress which promote police professionalism. Therefore, wide disparities exist in the quality of law enforcement throughout the United States (Saunders, 1970). The National Advisory Commission (1973) also stated in their report concerning training... "that the training is not conducted at a consistent level of quality" (1973, p. 417).

Career Development

Additionally, recommendations concerning officer and police management development have often surfaced in literature. Both of the 1967 federal reports alluded to a three tier entry scheme designed to develop police officers which included 1) Community Service Officer, 2) Police Officer, and 3) Police agent (President's Commission, Task Force and Challenge, 1967). The President's Commission (1967) Task Force Report: Police specifically cited the State of California's incentive program which qualified candidates for pay raises by a three tier level of certification identified as: 1) a basic certificate, 2) an

intermediate certificate, and 3) an advanced certificate.¹⁷ The National Advisory Commission (1973) suggested every police agency should immediately implement formal programs of personnel development stating: "Such programs should be designed to further the employee's professional growth and increase his capacity for his present or future role within the agency" (p. 426). The National Advisory Commission (1973) report Police provided a list of criteria for a developmental program, including:

1. Forty hours of in-service training annually;
2. Forty hours of internship with another criminal justice agency;
3. Forty hours of assuming the authority and responsibility of a superior;
4. Participation in agency research and reporting;
5. Paid leaves of absence to obtain academic objectives;
6. Membership on a board or committee concerning an area for which the agency is involved; and
7. Rotation of personnel to various departments, units, or divisions for developmental purposes (p. 426).

In addition, the federal reports list education and training as a part of the development of both line officers and management personnel. The Challenge specifically mentioned that, "Police departments should take immediate steps to establish a minimum requirement of a baccalaureate degree for all supervisory and executive positions" (President's Commission, 1967, p. 110).

A 1976 governmental report by the National Advisory Committee specifically address the development of police executives. The Committee report on the Police Chief Executive recommended:

Every state should meet legislation to establish a certification program to verify that future police chief executive candidates possess minimum qualifications established by the State. Such legislation should permit the certification of all candidates, including those from outside the state, who possess the minimum qualifications. Every state should consider certification reciprocity where minimum standards for certification are comparable. Only certified candidates should be eligible for appointment or selection to a police chief executive position" (National Advisory Committee, 1976, p. 36).

The 1976 Committee went on to cite the State of Maine as a leader in police chief executive certification (see Appendix A). Maine's program certifies police chief executives and sheriffs who possess the following qualifications:

1. Applicants must be on the threshold of appointment;
2. Have -
 - a. education,
 - b. training, and
 - c. experience in law enforcement that can be approved by the State POST Board; and
3. Attend an executive development course (National Advisory, 1976).

Generally, two years of law enforcement experience, a baccalaureate degree, and forty training points (800 hours of training) or a combination of education, training, and experience would qualify the candidate.

The College Connection

A final standard recommendation concerns the use of college facilities. Throughout many sources of literature, the use of college personnel and facilities is consistently mentioned. Some views go so far as to use colleges as police academies. Other material stresses instructing at a college level. Both of the President's Commission (1967) reports, The Challenge and Task Force Report, indicated that civilian academic personnel should be involved in police training. Perhaps the strongest recommendation comes from the President's Commission (1967) Task Force Report: Police which stated:

State commissions should draw heavily on the resources of police science programs in colleges and universities for their work in the training area, as California has done. Since basic college preparation for the police should gradually be directed away from strictly technical or vocational courses, these latter resources could best be used to improve the level of training programs. Police science program coordinators could, for example, be used by a state commission in setting up a model training school to serve a cluster of smaller departments; in coordinating the annual intensive refresher course that should serve as a core for continuing training; and in planning curriculum development and instructor training programs (p. 217).

The National Advisory Commission (1973) report on police used examples of some agencies who send police academy recruits to community colleges for training by non-police instructors,..."Dayton, Ohio, and Long Beach, California do so, and both feel that additional benefits are realized from combining police with regular students in college classes" (1973, p. 414). The report also stated that some states substituted college hours for police training at the rate of one third hour credit (National Advisory, 1973). The Ohio State University study took a different direction, suggesting college credit for completion of police training programs and suggesting that police agencies should pursue an affiliation with academic institutions to upgrade training (Standards and Goals, 1974, p. 98). The Commission on Accreditation for Law Enforcement Agencies, Inc. commented that any affiliation between police agencies and colleges should have formal agreements (Commission on Accreditation, 1983). Also, a pamphlet distributed by the American Association of Junior Colleges, explicitly invites police agencies to participate with junior colleges in police training (Crockett and Stinchcomb, 1968). Obviously there are many examples in literature where there is a close relationship between the police and colleges. Police training started on a college campus and has evolved to the point that the police and college relationship has in recent years gone a step further, merging the two.

Standards, Trends and Status

The latter half of the twentieth century could be compared to a line in the novel A Tale of Two Cities, being both the "best and worst of times" for police professionalization and certification standards. A 1970 survey by the International Association of Chiefs of Police indicated 33 of 50 states had a POST board of some kind (National Advisory Commission, 1973). However, most states had not adopted even a majority of the standards proposed in the 1931,

1967, and 1973 governmental reports, just a few years ago. Caiden (1977) writes that a mid-century review of policing indicated low police standards and adverse public image of police. The decade of the sixties saw a rise of consciousness toward police professionalism, especially due to the 1967 reports Challenge of Crime in a Free Society and Task Force Report: Police. Standards were developed and higher education for police officers seemed to be the needed prescription for professionalism (Caiden, 1988 and Eastman and McCain, 1981). The 1973 National Advisory Commission on Criminal Justice Standards and Goals report Police strongly supported many upgrading standards concerning training, education, certification, and other key areas.

In 1978, the National Association of State Directors of Law Enforcement Training (NASDLET) conducted a survey of the fifty United States to determine the status of police standards. Six of the standards in that research relate directly to this paper, including:

1. Law enforcement training standards,
 - a. voluntary, or
 - b. mandated;
2. Number of hours training (L. E.) mandated;
3. Law enforcement supervisory training,
 - a. voluntary, or
 - b. mandated;
4. Number of hours training (supervisory) mandated;
5. Refresher training; and
6. College certification (Ferry and Kravitz, 1980).

The 1978 NASDLET study indicated all but three states were listed in the survey. Five of the listed states provided no data. It is unclear from the study which of the eight states had or did not have POST programs. Thirty-nine of the responding states indicated they had mandatory training standards. The states of Massachusetts and Pennsylvania had the highest number of training hours (presumably basic training) at 480 hours each. Nevada and New Mexico likewise

tied with the lowest number of training hours at 120 hours each. (Ferry and Kravitz, 1980).

When calculating the 1978 training hours by national region, the seven responding northeastern states fared best with an average number of 248 hours. Next, the eleven southern states averaged 268 hours, compared to the ten midwestern states with an average of 267 hours and the western states with an average of 264 hours (Ferry and Kravitz, 1980). It might also be interesting to note that only seven of the responding states required 400 or more hours of basic training by 1978. The President's Commission (1967) and National Advisory Commission (1973), of course, recommended an absolute minimum of 400 hours of basic training.

In addition, only six states, California, Massachusetts, Minnesota, Nebraska, New York, and Oregon indicated their states mandated training for law enforcement supervision. The lowest number of hours required was 35 hours and the highest was 80 hours, with an average of 57.5 hours (Ferry and Kravitz, 1980). What was referred to as "Refresher Training" (perhaps in-service training) was offered in 34 states. However, it is not clear if "Refresher Training" was mandatory or not (Ferry and Kravitz, 1980).

Finally, ten of the 42 responding states indicated they used some sort of "college certification" (Ferry and Kravitz, 1980). It is not entirely clear what is meant by "College Certification." Perhaps college credit hours affect certification, or college hours are used as a criteria for certification in those ten states. The study also did not indicate if college certification was mandatory.

Sapp (1986) also indicated a trend in police professional standards. In a review of educational requirements, Sapp (1986) indicated:

A total of 289 of the responding agencies (84.8 percent) have only a high school or G.E.D. requirement; three agencies (0.9 percent) have no minimum

education requirement; and only two (0.6 percent) require a four-year baccalaureate degree at the entry level.... Only 38 agencies surveyed (11.2 percent) required any college at all... (p. 42 and 63).

Sapp (1986) also indicated that 241 (70.7 percent) of the 341 police agencies surveyed had over 400 hours of basic training as recommended by 1967 and 1973 federal reports (1986).

Reflections on the trends in police professional standards indicate that agencies and states are progressing. But the rate of progression is very slow. If police hope to be recognized as "professional," they must adopt measures, many of which were suggested over 13 years ago, more quickly. What is the status of police professional standards? Perhaps Sapp (1986) said it best four years ago, "the data...clearly suggest that the stated goal of the National Advisory Commission (1973) is far from being achieved" (p. 63).

The Ohio Study

In 1974 the Ohio State University Program for the Study of Crime and Delinquency was instrumental in publishing a report entitled, Standards and Goal Comparison Project, which made several recommendations concerning police professional standards. For the most part, the study was a duplication of recommendations presented by the 1967 and 1973 federal reports.

However, the Ohio Study not only cited several standards, but indicated the standards were supported by a variety of commission reports and professional organizations. The President's Commission, the National Advisory Commission, the American Bar Association, and the International Association of Chiefs of Police, among a few, were cited often.

Minnesota's Professional Police Licensing

The State of Minnesota is perhaps unique concerning police professional standards. As of July 1, 1988, Minnesota created the "Minnesota Board of Peace

Officer Standards and Training Board (POST)" (Day, Shields, and Tschifda, 1978, p. 1).

With the enactment of this new law, policing was radically changed in Minnesota. Unlike other states, Minnesota requires all candidates for police officer positions to obtain a two or four year college degree in criminal justice or law enforcement and pre-service "skills" training at their own expense. (Day, et al, 1978 and Felton, 1987). The Minnesota POST board not only certifies law enforcement training, but academic law enforcement programs as well (Day, et al, 1978). Accordingly, three routes were originally developed for licensing a police officer in 1978, including (Day, et al):

1. The Traditional (apprentice style) route: where officers are hired by a police agency and sent to a training course;
2. Vocational-technical institutes: with a law enforcement curriculum provide training to students who must upon successful completion, take a state comprehensive exam to be licensed; and
3. Pre-service candidates may attend a certified "academic" program and then "skills" program and successfully pass a state licensing exam (pp. 1-2).

Apparently, the change of philosophy from a traditional apprentice "program of training" to a more "professional" pre-service approach stemmed from some political pressure. According to State Senator William McCutcheon.:

...the state senate debate of the legislation focused on the delivery of basic training because the existing system of hiring employees and then sending them to training entails numerous hardships. He described the pressures exerted by students in law enforcement programs in Minnesota's area vocational-technical institutes, community colleges and state universities. These students, with two or four years of training and education in law enforcement, had to compete for available jobs and then, within the first year of employment, had to attend the Bureau of Criminal Apprehension (BCA) training program. Many students felt that the required eight-week BCA course duplicated much of their previous education. Moreover, since many agencies hire employees who have already met the BCA training requirement,

graduates felt they were at a disadvantage when competing for jobs (Day, et al, 1978, p. 2).

In addition, according to the 1978 report on "Police Licensing," the change in Minnesota's police certification meant the adoption of a more professional approach "similar to licensing structures for other professionals in the state" (Day, et al, 1978, p. 4). Along with the professional philosophy, the report stated: "The Universities and colleges... have managed to provide within their curriculum all of the training required by the board. It will be available in extension classes in the evening as well as daytime classes, so part-time officers can receive training "(Day, et al, 1978, p. 6).

Other features of the Minnesota program include: 1) the passage of a nine standard selection process, 2) application process, 3) state wide examination process after education and training is completed, and 4) uniform treatment of peace officers throughout the state (Day, et al, 1978). The nine specific selection standards include "...passage of an oral, written, psychological and physical exam,... agility test,... be a United States citizen, have no felony convictions and be eligible for or have a Minnesota driver's license" (Day, et al, 1978, p. 9). All candidates reportedly must pass the selection process some time before a license can be issued.

According to a 1987 video tape produced by the Edwin, Minnesota, Police Department, most candidates for police positions opt to complete a two or four-year degree in criminal justice or law enforcement at one of twenty institutions of higher education in Minnesota. Generally, candidates complete the following (Felton, 1987):

Phase I -

1. Complete a two or four year degree;
2. Take and successfully pass a state academic exam which permits students to continue to

Phase II -

3. Attend at the students own expense (approximately \$1000) a skills training program at one of three skills centers in the state located at Hibbing, Alexandria, and the Twin Cities; and

4. Successfully complete four "mastery exams" on constitutional law, report writing, firearms, and traffic law with a score of 90% or better, and a "written exam" on accident investigation, traffic law, control of evidence, and other topics.

The Edina Police Department video tape explained that the first phase of Minnesota's program emphasizes academics and the second phase emphasizes practical skills. The skills program is designed to teach students subjects such as firearms, martial arts, baton techniques, patrol techniques, police driving, responses to specific crimes, investigative techniques, and emphasizes role playing with video taping for critiquing of various typical police situations (Felton, 1987).

Summary

In summary, various recommendations concerning police professional standards have been discussed in this chapter. A number of social scientists and governmental reports have advocated specific changes in policing. The sociological definitions of "professional" have for the most part supported the conclusion that as a group, the police have not yet achieved professionalism. Literature has provided information that suggest the true role of police officers is communication and conflict resolution. Some experts were critical of the way education and training had traditionally focused on preparing police for a law enforcement role instead of their true role.

Most authorities highly supported higher education for police. Some sources recommended at least two years of college and eventually four years of college as an educational standard. The Hoover and Carter and Sapp studies on police higher education were reviewed. The results of these studies generally indicate that police officers are becoming better educated; minorities and women are not

negatively effected by higher education standards; and higher education is used at least informally as a standard for promotion in police agencies.

Police training, like education, has evolved slowly. Many governmental reports encouraged a minimum of 400 hours of basic, consistent police training, annual in-service training, and administrative personnel training. States were encouraged to train and certify police instructors to insure quality control.

Additionally, various police standards , programs and side issues were discussed generally. Recommendations for a strong state POST program for each state; a possibility of a national POST authority; raises in police salaries, lateral individual programs and reports; and the strong relationship between police training and colleges were discussed.

Finally, four specific obstacles to police professionalization seemed to appear in literature: 1) politics, 2) unions, 3) the military structure of police organizations, and 4) the lack of a national controlling agency to coordinate standards. Each of these obstacles, which are discussed in detail, seemed to have a negative impact on the police professionalization process.

CHAPTER 2 NOTES

¹ As will be revealed later in this paper, only one of the 50 states even requires college education as a prerequisite for hiring police officers. This state, Minnesota, is also the only state which has a pre-service education and hiring scheme which requires the police candidates to pay for his or her own education and training.

² Police Officer Standards and Training or POST for short, is a term currently being used by many states for the organizations that license or certify police. Although this issue will be addressed later in this paper, perhaps Baker et al would support the idea of a Federal POST which would have the legal and political clout to enforce standards.

3 It is not likely that many police social scientists will accept "apprenticeship" programs as part of professional criteria; at least it has not been listed as such. In some respects it may be seen to clash with Sapp's criteria, e. g., personal commitment to lengthy education, high mobility, etc. Ironically, most police departments in the U. S. today use this approach by using a post employment education and training scheme.

4 This standard of 288 hours of training is extremely low and should not be construed as a professional criteria.

5 A standard of only a high school diploma would certainly not meet the professional criteria of lengthy education.

6 This IBPO suggestion is actually very good. It reflects positively on the concept of lateral entry and reciprocity.

7 This quote from Dr. Ruth Levy, Director of Peace Officers Research Project, San Jose, California, is taken from a presentation at a conference for police professors at Michigan State University, April 6-8, 1966.

8 Earl Warren was the District Attorney of Alameda County, California in 1930 when he, Vollmer, and President MacQuarrie joined in an effort to create a police science curriculum at San Jose State College. Later, he was appointed to the United States Supreme Court where he became Chief Justice during the 1960's, which is ironically the era in which higher education for police first prospered.

9 The Challenge of Crime in a Free Society was a publication concerning the commission study of the criminal justice system initiated by President Johnson to be dispersed to the general public. Task Force Report: THE POLICE was a more detailed technical report about the police by the same commission.

10 Please note that there are differences between "police science," "criminology," and "criminal justice" curriculums. Police science or law enforcement is the study of police roles specifically. Criminology is the study of criminal behavior and is a branch of sociology. Criminal justice is a study of how the components of the system, police, courts and law, and corrections/prisons interact; it is broader based taking in all three disciplines. There are, however, some programs at colleges across the nation which offer "criminology" curriculums which are indistinguishable from "criminal justice."

11 Caiden (1977) suggests that the major influence for higher education for policing can be traced to three major sources identified as:

1. Police administration text books of the 1960's authored by Orlando W. Wilson ... and others, including Smith, Eastman, Gourley, Adams, Leonard, and Kenney;
2. Psycho-sociological Studies conducted by - Wesley, Skolnick, Jacobs, Bayley, Mendolsohn, Niederhofer, Wilson, Reiss, and Bonma; and
3. A third set consisted of a miscellaneous collection of reflections of retired police officers, comparisons with foreign police arrangements, and detailed studies of

specific police reformers and reforms, including a book by George Berkeley entitled, The Democratic Policeman (pp. 63 -64).

12 Although Crockett and Stinchcomb have written about two year institutions, based on this author's experience with attending three separate institutions for higher education (two 4-year schools and one 2-year school), and working at two others, the trichotomy of law enforcement (or criminal justice) process also exists at four year institutions.

13 This table is produced by this author from information supplied in the Carter and Sapp 1990 article in the Journal of Criminal Justice Education. Note that the article did not provide a specific table.

14 Chapter 4 will reveal that indeed one state, Minnesota does require a college degree for police officers.

15 The military model of policing and training is still alive and well in the late twentieth century. When this author completed undergraduate school in the late 1970's and applied for police officer positions, many of the applications asked, "Were you in the military?... and If not, why not?" Obviously police departments were geared toward hiring veterans.

16 At the time the commission commented on state police forces, less than half of the United States had either a state police agency or highway patrol. In 1990 all but Hawaii have a state police or highway patrol. Hawaii still operates with only four separate police agencies referred to as city-county (island) police.

17 Although reviewed in Chapter 4, it should be mentioned that several states have adopted this three tier scheme for officer development. Many agencies use education, training, and experience as criteria to earn upper level certifications.

CHAPTER 3 METHODOLOGY

Method of the Study

During the course of this research, one survey questionnaire was sent to each of 50 United States. In 49 of the states, a Police Officers Standards and Training (POST) authority which controls police certification, was sent a questionnaire. Hawaii has no POST authority, therefore the Honolulu Police Department was sent a questionnaire. Honolulu was singled out as it is the largest police agency in the State of Hawaii.

In addition, the information concerning the POST authorities and the State of Hawaii, was obtained from two specific agencies, The Commission on Accreditation for Law Enforcement Agencies, Inc. in Virginia and the Texas Commission on Law Enforcement Officers Standards and Education, the state POST board in Texas. Each of the 50 states were mailed a written questionnaire through the U. S. Postal Service. Each of the four police agencies in Hawaii were contacted by phone to determine the various minimum basic training hours of each agency.

The survey questionnaires were first mailed out on January 19, 1990. A second follow up mail out of questionnaires was completed February 8, 1990 for POST authorities not responding to the initial mail out. On February 23, 1990 all states had responded to the mail outs except Nevada, Hawaii, Delaware, and Kansas. At that time a phone call was made to each of those states to retrieve data concerning the questionnaires. By March 8, 1990 all states except Delaware had returned the questionnaire. Delaware, however, agreed to furnish the data via telephone interview.

Population

An entire population of each of the 50 United States was surveyed with a 100 percent response rate. Each of the 50 states were mailed a ten question survey regarding POST standards for certification.

Survey Instrument

The instrument used for the survey was a ten question survey questionnaire developed to retrieve data on issues concerning police professional standards in

the United States. The questionnaire (See Appendix B) was deliberately designed to elicit both multiple choice and narrative responses.

Research Variables

The survey instrument used contained questions about variables which directly effect the police professionalization process. Each question on the survey questionnaire was designed to cover some aspect of the certification process in each state. Generally the variables include: 1) terminology concerning the title of police officers; 2) terminology for the process of the POST-police officer relationship; 3) list of criteria used for certification; 4) levels of certification used; 5) types of certification used; 6) variance in application of certification within each state, 7) the number of minimum basic training hours in each state, 8) data concerning reciprocity agreements in each state, 9) the effects of college education on training and certification in each state, and 10) an open "comments" response.

Data Analysis

The data collected from the surveys was tabulated and encoded for computer analysis. All data was computer analyzed comparing 45 discrete variables and 6 continuous variables. A cross tabulation was conducted on the data by geographical regions of the country. The results of the data analysis follow in Chapter 4.

CHAPTER 4 FINDINGS AND RESULTS

Introduction

Each of the 50 United States furnished data concerning police professional standards in this study. The data suggests a wide variety of standards (variables) within the states. This, of course, comes as no surprise. However, for the purposes of this paper, the standards used in the study will be separated into two categories: 1) minor standards and 2) major standards. The categories are differentiated by the importance they play in affecting police professionalization. Standards are evaluated by how strongly they are related to the cumulative criteria of 1) sociological definitions of professionalism, 2) recommendations of governmental reports and recognized experts, and 3) the standards of publicly recognized professionals. A pilot study conducted by this author in the summer of 1988 will also be discussed.

The following findings represent the most recent information (Spring 1990) available on the professionalization of policing in the United States. One must remember, however, the data concerns each state as a whole. Individual agencies and officers may meet and exceed all of these professional standards. These findings are for the most part the cumulative result of statutory authority in each individual state. Fortunately, most (49 out of 50) states have long since enacted a statutory authority, generically referred to as POST (Police Officer Standards and Training) boards, to control police professional standards in each state. For the most part, "training" is the major theme for each states POST board. But many states use a variety of other standards (some of which meet professionalism criteria) to define the police role and professional status in the American society.

The resulting data collected in this study will be presented by four views: 1) the general results of the study, 2) a state-by-state review of standards, 3) a geographic comparison of the four census regions in the United States, and 4) an overall comparison of how well each state ranks using major recommended or defined professional standards.

Pilot Study

In 1988 a pilot study was conducted comparing five states: Missouri, New York, California, Texas, and Minnesota. These specific states were chosen because they represented a cross section of states from various parts of the United States. A brief summary of each of these states is presented below demonstrate the variety of standards and problems prevalent in the United States. For the most part, policing in this country and professional standards as well are fragmented and inconsistent.

Missouri

The 1988 study revealed the POST program in Missouri is offered through the state Department of Public Safety. Specific basic training standards for the state are at three levels: 1) 1000 hours basic for state law enforcement agencies, 2) 600 hours basic for agencies located in a first class county, and 3) 120 hours for all other agencies. The current 120 hour basic training standard was originally introduced as 400 hours of basic training when the law was a bill. However, political pressure whittled the bill down to 120 hours.

For the most part, reciprocity is possible in rural areas due to the low training standards. Accordingly, out-of-state officers need only "present out of state certification documents to the POST office; take the Missouri Highway Patrol Academy's 120 hour final exam; and qualify on the shooting range to be Missouri certified." In urban areas of Missouri, however, academies are

reluctant to recognize out of state training and often require out of state candidates with prior police training and experience to be treated as new recruits, requiring them to complete a full 600 hour basic academy.

New York

The State of New York identifies their POST agency as "New York State Division of Criminal Justice Services Bureau for Municipal Police, Municipal Police Training Council." Basically municipal police officers are regulated by this agency. However, certain categories of law enforcers are exempted from any training standard including sheriffs and their deputies, commissioners and their deputies or assistants, chiefs and their deputies and assistant, or any person who exercises equivalent supervisory authority.

New York is credited as being one of the first states in the union to require minimum training of police officers passing a law on July 1, 1960. However, as a state, New York does not use higher education as a criteria for licensing; nor does higher education affect police officer certification.

Further, New York does have "reciprocity of training" according to a 1988 interview with an POST official, Kenneth R. Buniack. But, reciprocity is on an "item for item" basis sometimes requiring incoming out-of-state officers to complete a portion of the basic academy.

California

The State of California has been characteristically praised by various government commissions, including The President's Commission (1967) and the National Advisory Commission (1973), for being the first state in the union to establish minimum training standards in 1959. California's controlling organ for police standards is known as California Commission on Peace Officer Standards and Training, the originating acronym for "POST" which many states use today.

Indicative of California's early start on police training, the State system has evolved to four specialized basic training courses as follows:

1. Basic Course minimum of 520 hours training (NOTE - A minimum of 520 hours must be completed within 18 months of employment before a candidate can be certified);
2. District Attorneys Investigators Basic Course - 422 hours;
3. Specialized Basic Investigators Course - 220 hours.

In addition, California has six levels or types of certification for peace officers:

1. Basic certificate;
2. Intermediate certificate;
3. Advanced certificate;
4. Supervisory certificate;
5. Management certificate; and
6. Executive certificate.

Reciprocity in California includes a review of the out-of-state officers documentation of qualifications; testing for eligibility; and requiring officers to take the "penal code" section of a basic academy. Higher education as a standard does not have an effect on higher level certificates.

Texas

In Texas, the licensing authority for police officers is referred to as the Texas Commission on Law Enforcement Officers Standards and Education or TCLEOSE. The program was voluntary in 1965, mandated for "new officers" on September 1, 1970, and required of all officers by July 1, 1986. Texas provided one or more of the following options for licensing:

1. Attend a certified basic academy training of at least 400 hours, pass a state licensing exam, and complete one year of full time peace officer service; OR
2. Complete "seven criminal justice transfer courses at colleges or universities and complete skills courses designated as L.E. 1 (66 hours) and L.E. 2 (124 hours)," pass a state licensing exam, and complete one year of full time service as a peace officer; OR

3. Have completed out of state training which meets or exceeds Texas basic requirements, complete a Texas criminal law course, pass a state licensing exam, and provide out-of-state verification.

Furthermore, Texas, like California, has developed three distinct levels of certification, each of which are acquired through combinations of higher education, training, and experience. The three levels are titled basic, intermediate, and advanced.

Minnesota

An interview with Minnesota POST officials in 1988 revealed candidates for police officer have the following options:

Option 1

1. Acquire a two or four year law enforcement or criminal justice college degrees;
2. Take the first half of a state licensing exam;
3. Attend a 400 or more hours "skills" training program paid by the "student";
4. Take the second half of the state licensing exam;
5. After successfully completion the above, seek employment; OR

Option 2

1. Attend any of three regional "skills training centers" to acquire an Associate Degree (2 years) and meet the 400 hour minimum training requirement at the same time,
2. Take the state exam(s);
3. After successful completion of the above seek employment; OR

Option 3

1. Request study booklets (available for a fee) for out-of-state peace officers who meet or exceed Minnesota's 400 hours of training (NOTE- Minnesota's law does not require a higher education degree to be a peace officer. However, all three Minnesota skills training centers require a minimum of an Associates Degree in Law Enforcement or Criminal Justice before an applicant can be admitted to their training program);
2. Present documentation to Minnesota POST concerning previous out-of-state training and experience.
3. Successfully pass a 140 item multiple choice exam;

4. Accumulate 10 points based on the applicant's past experience, number of hours of basic training, and education;
5. Be approved by the POST board; and
6. Seek employment.

Minor Standards

When comparing the resulting data to literature, it became apparent that some standards (variables) used in the survey instrument affected police professionalization more than others. Although some of the standards, herein referred to as minor standards, have little effect on police professionalism, they should be mentioned as they affect overall attitudes of professionalization and may indicate trends in police professionalism. Various minor standards include: 1) terminology for police titles, 2) terminology of the state's relationship with police officers, 3) experience as a minor criteria for certification, and 4) miscellaneous types of certification.

Police title terminology has varied a great deal in literature. The President's Commission (1967) and the National Advisory Commission (1973) used a variety of individual descriptive titles. However, both Felton (1987) and Day et al (1978) refer to Minnesota's police as "peace officers." Likewise, the pilot study revealed a variety of terminology. Sociological definitions of professionalism, do not make titles an issue. Therefore, both due to the variety of terms and lack definition of their importance, police titles are considered minor standards.

In addition, POST board's relationship to police officers have been referred to with two general terms, "certification" and "licenses." Both the pilot study and this research have revealed these terms in common use among the states. Felton (1987) and Day et al (1978) reveal Minnesota changed their terminology from "certification" to "licensing." Yet "certification" is the most used term. But police scholars and sociologist alike have not attached

terminology to the criteria of professionalism (Niederhoffer, 1967 and Sapp, 1978).

Similarly, various miscellaneous types of standards are not mentioned in literature. Other than general, management, and instructor certifications, other types of certification are not mentioned in literature. Some miscellaneous certifications were discovered both in the pilot study and this research. But the types of miscellaneous certifications vary greatly. Also, varieties of certification are not mentioned in the sociological definitions of professionalism (Sapp, 1978).

Major Standards

In contrast, several key standards (variables) became apparent during the course of this research. Specifically, ten major standards have evolved out of both literature, the pilot study, and resulting research data in this study. The major standards include: 1) instructor certification, 2) consistency in standards within a state, 3) a state comprehensive exam, 4) 400 or more hours of basic training, 5) reciprocity, 6) management development, 7) multiple levels of certification, 8) in-service training, 9) higher education effects on training and certification, and 10) college education as a criteria for certification.

Each of the major standards (variables) have been repeatedly mentioned from a variety of sources and/or are used by some of the responding states in this study. Each of these standards are explained below:

1. Instructor Certification - Governmental and private sources have in the past recommended that each state license, certify or in some way control the quality of police instruction (President's Commission, 1967, The Challenge and Task Force; National Advisory, 1973; Standards and Goals, 1974; and Saunders, 1970). This standard often requires police instructors to have college education and/or, extensive police experience and/or, complete a special skills training course on instructor's methods and/or, some other requirements.

2. Consistent Standards - Governmental and private sources have tended to suggest that what every standard i.e., education, training, et cetera is discussed, that it be consistent or "standardized" (President's Commission, 1967, Task Force; National Advisory, 1973; Webb, 1972; Commission on Accreditation, 1983; McLaren, 1982; Eastman and McCain, 1981; and Saunders, 1970). This particular standard is used in this study to indicate if a State's POST board and state statutes have a consistency of standards (what ever they are) throughout the state.

3. State Comprehensive Exam - This standard evolved out of the concept of publicly recognized professionals. Most doctors, lawyers, etc. are required to take a state comprehensive exam before they are issued a license by the state. Public recognition, is of course, also a key element in the sociological view of professionalism (Niederhoffer, 1967; Fairchild, 1978; Ritzer, 1971; Greenwood, 1957, and Sapp, 1978).

4. 400+ Hours of Training - Three major governmental reports, social scientists, and professional organizations have all used this standard when defining levels of police training ((President's Commission, 1967, The Challenge and Task Force; National Advisory, 1973; Saunders, 1970; and Standards and Goals, 1974). Therefore, 400 hours of basic training is the absolute minimum that will be recognized as a police professional standard.

5. Reciprocity - This term can be defined as the willingness of one state to accept the certification, licensing, or training of an officer from another state. It also has a direct relationship to "lateral entry," a term used in governmental reports to explain a process where an officer at a specific level of service, i.e., patrol officer, detective, supervisor, etc., may be employed at a second department at the same level. Also, "high mobility" was mentioned as a criteria for professionalism (President's Commission, 1967, The Challenge and Task Force; National Advisory, 1973; Standards and Goals, 1974, and Employment and Training, 1977).

6. Chief Executive Officer / Management Development.- This particular standard was developed out of recommendations by governmental reports, suggestions by social scientists, and professional definitions concerning selection of members and investments in training and education (Niederhoffer, 1967; Fairchild, 1978; Ritzer, 1971; Sapp, 1978; National Advisory, 1973; National Advisory, 1976, and Stratton, 1984). It specifically calls for a state certification of police personnel, ranging from the rank of supervisor and above. Various states apply this certification using different criteria including higher education and/or

training, and/or experience. It is an occupational recognition of the professional status of a police manager..

7. Multiple Levels of Certification - This standard, like the previous standard, concentrates on developmental concepts and has been supported by previous governmental reports ((President's Commission, 1967, Task Force; and National Advisory, 1973). The original idea emphasized three levels of officer certification, 1) basic, 2) intermediate, and 3) advanced. Like management certification, police personnel achieve levels of certification by accumulating points from criteria such as higher education, training, and experience.

8. In-service Training - This particular standard has had strong support by social scientists, governmental reports, and sociological definitions of professionalism ((President's Commission, 1961, The Challenge and Task Force; National Advisory, 1973; Saunders, 1980; Stratton, 1984; Fairchild, 1978; and Sapp, 1978). In-service training concerns the concept of continually training police personnel; some have suggested annually.

The last two standards concern higher education. However, because it affects police agencies and state POST board differently, two categories are used. Each category represents a different aspect of higher education.

9. Higher education's Effect on Certification - Since the 1960's governmental reports and social scientists strongly recommended higher education as a means to develop policing into a profession ((Niederhoffer, 1967; Fairchild, 1978; Ritzer, 1971; Sapp, 1978; National Commission, 1931; Eastman and McCain, 1981; Senna, 1974; President's Commission, 1967, The Challenge and Task Force; Caiden, 1977; Bohagian, 1979; Trojanowicz, 1983; Di Grazia, 1977; Saunders, 1970; Weber, 1973; Hoover, 1975; National Advisory, 1973; and Carter and Sapp, 1990). Likewise many sociological definitions have included college education as a criteria for professionalism. This particular standard of higher education stresses its effects on the certification or licensing process by each state. The effects usually include substituting higher education in lieu of police training. Sometime, however, higher education affects the certification process by requiring it for a particular certification, i.e. C.E.O., instructor, et cetera.

10. College Education as a Criteria - Likewise, this standard is supported by governmental reports, social scientists, sociological definitions of professionalism, and is a standard for most recognized professions (Niederhoffer, 1967; Fairchild, 1978, Ritzer, 1971; Sapp, 1978; National Commission, 1931; Eastman and McCain, 1981; Senna, 1974; President's Commission, 1967, The Challenge and Task Force ; Caiden, 1977; Bohagian, 1979; Trojanowicz, 1983; Di Grazia, 1977; Saunders, 1970; Weber, 1978; Hoover, 1975; National Advisory, 1973; and Carter and Sapp, 1990). College education as a criteria includes those state POST agencies which list college education as a formal criteria for certification or licensing. This, of course, does not mean college education is required, only that it is recognized and is used as part of the certification or licensing process.

General Results of the Study

The United States as a whole appeared to be evolving from past standards. Historically police officers were given a badge and a gun and told they were to enforce societies mores. Basic training developed as a standard first, followed by college education. Due to numerous studies, other recommended standards were adopted. Today, nine general areas of standards criteria (variables) have emerged (some of which are overlapping). Generally, police title terminology, POST board terminology for the state's relationship with police officers, specific certification criteria, levels of certification, types of certification, variations in consistency of certification, number of basic training hours, reciprocity between state, and college educations effect on training and certification will be examined here.

Terminology

Two minor standards concerning police terminology have been discovered by research: 1) the terms used by states to identify law enforcers with arrest authority and 2) the terms used by states to recognize the relationship of police personnel with the states POST boards. As previously mentioned, the

terminology used by states does not greatly affect police professionalization. However, the POST - officer relationship terminology may have a slight effect if comparing it to other recognized professions.

For the most part, police officers in the states were legally referred to as "Peace Officer" (26 responses), "Law Enforcement Officer" (24 responses), or "Police Officer" (18 responses). Also, the term "certification" (45 responses) was used more often than "licensing" (3 responses). Some states used more than one term for both titles and relationships.

Criteria for Certification

The criteria used by states to certify or license police officers included six categories (variables): basic or recruit training, in-service or continuous training, experience in law enforcement (usually measured in terms of years), college education, state comprehensive exam (in some cases this includes both written and/or practical exams, i.e., firearms, agility, et cetera), and other criteria. All of these specific categories are not absolutely essential for basic certification in all states or even any one state. Some states use the various criteria as a means for officers to ascend to or acquire various levels or types of certification. They do, however, represent the most used criteria by the states.

Table 9
Distribution of Overall Responses by
Criteria for Certification

<u>Criteria</u>	<u>Frequency*</u>	<u>Percent</u>
Basic training	49	100.0%
In-service Training	26	53.1%
Experience in Law Enforcement	15	30.6%
College Education	11	22.4%
State Comprehensive Exam	23	46.9%
Other Criteria	4	8.2%

*Note that one responding state did not reply to the question on certification criteria.

Each individual criteria is represented in Table 9, which indicates both the number of responses by states to each criteria and the percentage of states which use each criteria (see Table 9). "Basic training" leads the list as the most used criteria at 100 percent. "In-service training" was the next most used criteria at 53.1 percent usage. A "state comprehensive exam" criteria was third with 46.9 percent usage, followed by "experience in law enforcement" at 30.6 percent, "college education" at 22.4 percent, and "other" at 8.2 percent. None of the "other" responses were significant, however (see Appendix C or Table 14).

Levels of Certification

Various states in this study revealed that "levels of certification" were in usage. Some states used two levels of certification, while others used three or more levels.

Table 10
Distribution of Overall Responses by
Levels of Certification

<u>Level</u>	<u>Frequency*</u>	<u>Percentage</u>
No certification	2	4.1%
Basic or one level	46	93.9%
Intermediate level	11	22.4%
Advanced level	14	28.6%
Other	11	22.4%

*One state did not respond to this question.

Three general levels of certification were identified in this study including, "basic," "intermediate," and "advanced" (See Table 10). Two respondents indicated "no certification" and eleven indicated "other." "Basic or one level" responses lead the list as 93.9 percent of the states used this level. Another 28.6 percent of the states used an "advanced level" followed by 22.4 percent for both the "intermediate level" and "other." One state failed to respond to the this

question. Some confusion developed over the use of the term "level" as many "other" responses indicated a "type" of certification (see Tables 15 and 16).

Types of Certification

Various sources revealed that some states used more than one "type" of certification (President's Commission, 1967 and Pilot Study). Therefore, the survey questionnaire listed some of the types of certification discovered in literature and other studies. Like other survey questions, an "other" response was also requested. Numerous "other" responses indicated a wide variety in the types of certification offered in the states (see Table 11).

Table 11
Distribution of Overall Responses by
Types of Certification

<u>Type</u>	<u>Frequency</u>	<u>Percentage</u>
Officer or general	47	94%
Supervisor	11	22%
Administrator	13	26%
Crime Prevention*	2	4%
Background Investigator*	1	2%
Instructor	33	66%
Other*	11	22%

*Represents minor standards.

The primary type of certification offered by the states was "officer or general" certification which was reported for 94 percent of the states. The states of Hawaii, New York and Indiana do not certify individual officers. Instead, training academies are certified. The "instructor" certification was the second most popular type with a response at 66 percent. Management or C. E. O. (Chief Executive Officer) type certifications were reported in the category types "supervisor" and "administrator" certification at a rate of 22 percent and 26 percent respectively. Minor types of certification, including "crime prevention" and "background investigator" accounted for only a total of 6 percent. The

"other" category received 11 responses, some of which indicate numerous types, totaling 22 percent of the states responses (see Table 16).

Variations in Standards Consistency

One issue raised in the survey questionnaire concerned standardization; or variations, if any, in the consistency in which states controlled standards within their perspective states. The resulting data generally indicated most states applied POST police standards equally to all areas, populations, and types of police agencies. One state failed to answer this specific question. Other states indicated variations, sometimes multiple, in the applicability of POST standards within the state.

Table 12
Distribution of Overall Responses by
Variations in Standards of Certification

<u>Variation</u>	<u>Frequency*</u>	<u>Percentage</u>
Does not vary	38	77.6%
Varies by county population	2	4.1%
Varies by basic training hours	7	14.3%
Varies by type of agency	2	4.1%
Varies by geography in state	2	4.1%
Other variations	4	8.2%

*Note that one state did not respond to this question, while others had multiple response.

For the most part, 38 of the states responded that there was no variation in the way standards were used within the states. However, two states varied by "county population," seven states varied by "basic training hours" (variations in the number of hours), two states varied by "type of agency," two states varied by "geography in the state," and four "other" variations. But, upon close inspection of the "other" variation responses, only one state indicated a response that was applicable and not part of one of the previously mentioned responses (see individual state responses).

Basic Training Hours

A wide variety of responses were received concerning the number of minimum basic training hours the states required for police officers. No less than 27 different responses were received from each of the 50 states. The highest number response was 800 and the lowest 120 hours. The most frequent response (14 percent) was 400 hours, followed by 440 hours (10 percent) and 480 hours (10 percent). Clearly, 34 percent of the states had a minimum basic police training course of less than the recommended 400 hours. In addition, eight states indicated two minimum standards of basic training; four states indicated at least three minimum training hour standards; and one state had four minimum training hour standards. Six of the multiple minimum training standards of the states were below the 400 hours recommended training standard.

Reciprocity

Statistical analysis of reciprocity between the states indicated 66 percent "yes" responses and 34 percent "no" responses. This is very misleading, however. Seven of the "no" responding states also indicated that there was some sort of reciprocity, at least in part. Also the pilot study research on a five state comparison revealed California, New York, and Texas had some sort of reciprocity with other states. Although this research does not empirically reveal it, the true reciprocity figure between the states is probably higher than the 66 to 80 percent figure indicated in this paper.

Also, five general conditions of reciprocity were discovered during this research including:

1. Partial Academy Training- Many respondents indicated that police officers moving from one state to another would be required to take some basic academy classes. Usually the courses which incoming officers are required to take include various courses on laws, firearms or other courses.

2. Equivalent standards- Most states who indicated they would recognize reciprocity for a incoming officer stated they would do so if the new officer's training (quantity and quality) was essentially the same as the training in the receiving state.

3. State Comprehensive Exam- Many of the states indicated that experienced officers moving from another state would be required to take a state exam(s) (sometimes the exam(s) was written and/or practical, i.e. firearms, agility, etc.) to "test out" of a basic academy.

4. Case by Case Basis- Some states indicated that reciprocity would be recognized on a "case by case basis," depending on the moving officers' credentials.

5. Training, Education, and Experience- In some cases states use a coding or numerical value system concerning the criteria of training, education, and experience to determine reciprocity eligibility. Some states simply consider an officers training (often just basic training¹), education (usually college credit hours), and experience (usually in number of years).

Some states, however, just indicated they would accept the standards of all other states in reciprocity.

Effects of College Education on Certification

This particular standard differs from college education as a criteria for certification. College education need not be a criteria for certification in order for it to affect the process. Some states waive basic police training when the prospective police candidate has accumulated college credit hours in criminal justice or law enforcement. Other states use formal higher education only for specific certifications. One state has, to some extent, integrated both college education and police training.

Table 13
Distribution of Overall Responses by
College Education's Effect on Basic Training and Certification

<u>Category of Effect</u>	<u>Frequency</u>	<u>Percentage</u>
No Effect	41	82%
Portions of Training Waived with AA/AS Degree	3	6%
Portion of Training Waived with BA/BS Degree	3	6%
All Training Waived with any AA/AS Degree	1	2%
All Training Waived with any BA/BS Degree	1	2%
All Training Waived with AA/AS Degree from State only	1	2%
All Training Waived with BA/BS Degree from State only	0	0%
Training and Education Combined by State	1	2%
Other	10	20%

For the most part, however, the states are not affected by college education. Eighty-two percent of the states reported college education had no effect on police training or certification. Some states reported that college education had some effect, sometimes indicating multiple responses. Three states indicated at least a portion of basic police training was waived if police candidates had an AA/AS or BA/BS degree in criminal justice or law enforcement. One state indicated all basic police training could be waived if the candidate had an AA/AS or BA/BS degree in criminal justice or law enforcement from any institution of higher education and/or a AA/AS degree from an institution within the state. Ten of the states responded that higher education affected training in some other way. The comments ranged from offering pre-service police training

at an institution of higher education to requiring some college credits for different levels and types of certification. Many times candidates, who have basic training waived because of their college education, must also successfully pass a state comprehensive exam.

State by State Review

Some of the most interesting findings of this research are the comparisons of data from individual states. Each state responded to the survey indicating their individual police standards' characteristics. Although in some areas the states indicated a trend for particular standards, many states offered unique possibilities for police professionalization. The following data reveals a state by state comparison of the standards identified in this research.

Terminology

As previously mentioned, states were divided as to the terminology used in identifying police titles. Several states used more than one term for police officers, but "peace officer" seemed to be the most prevalent term. Individual officer terminology, however, is not significantly relevant to police professionalism (see Appendix C).

POST board terminology seemed to reveal that the majority of states (45) used the term "certification" to indicate the formal relationship of police officers to the state. The states of Minnesota, North Dakota, and Texas use the term "licensing" to define POST- police officer relationships. The states of Hawaii and Virginia do not use any terminology for the relationship. Hawaii indicated individual officers are referred to as "commissioned officers." New York indicated they do not license or certify officers, but certify the training they receive. South Carolina added that they also use the term "accreditation" to refer to the officer's obtainment of advanced level recognition in a particular discipline.

State Certification Criteria

During the course of research, six certification criteria were developed for the survey instrument including basic training, in-service training, law enforcement experience, college education, state exam, and other. Every state except New York responded concerning certification criteria. The resulting responses ranged from one response to the "basic training" category by Alabama, Arkansas, Nebraska, New Hampshire, New Jersey, Rhode Island, South Dakota, Tennessee, and West Virginia to the high multiple (5 or 6 responses) responses of Idaho, Maine, Minnesota, Montana, and Texas. Four of the states, Hawaii, Maryland, Mississippi, and Texas also chose the "other" category (see Table 14 notes). Certification criteria is used to recognize officer achievement at single or multiple levels or types of certification.

Table 14
Distribution of State Responses by
Certification Criteria

<u>State</u>	<u>Basic Training</u>	<u>In-service Training</u>	<u>Experience in L. E.</u>	<u>College Education</u>	<u>State Exam</u>	<u>Other</u>
AL	X					
AK	X		X	X		
AZ	X	X	X		X	
AR	X					
CA	X	X	X			
CO	X				X	
CT	X	X			X	
DE	X	X			X	
FL	X		X			
GA	X	X				
HI ^a	X	X				X ^b
ID	X	X	X	X	X	
IL	X		X	X	X	
IN	X		X	X	X	
IA	X			X		
KS	X	X				
KY	X	X			X	
LA	X				X	
ME	X	X	X	X	X	
MD	X	X				X ^c
MA	X	X				
MI	X				X	
MN	X	X	X	X	X	

Table 14 (Continued)

<u>State</u>	<u>Basic Training</u>	<u>In-service Training</u>	<u>Experience in L. E.</u>	<u>College Education</u>	<u>State Exam</u>	<u>Other</u> X ^d
MS	X					
MO	X				X	
MT	X	X	X	X	X	
NE	X					
NV	X		X		X	
NH	X					
NJ	X					
NM	X				X	
NY ^e						
NC	X	X			X	
ND	X	X			X	
OH	X			X	X	
OK	X				X	
OR	X	X	X			
PA	X	X				
RI	X					
SC	X	X				
SD	X					
TN	X					
TX	X	X	X	X	X	X ^f
UT	X	X				
VT	X	X				
VA	X	X				
WA	X	X	X		X	
WV	X					
WI	X	X				
WY	X	X	X	X		

State Levels of Certification

Early in this research, three possible levels of certification were identified from the pilot study. The survey questionnaire specifically requested the responding states to indicate which levels, if any, were used as a part of certification in the states. The states of Hawaii and Indiana responded there were "no levels of certification" in their perspective states and the state of New York did not respond to the question. The state of North Dakota's only reply was "other," indicating that only "full-time" and "part-time" licenses were issued. All other states responded to at least a "basic or one level" of certification. The states of Alaska, Arkansas, California, Georgia, Idaho, Montana, Nevada, New Mexico, North Carolina, Oregon, and Texas indicated they used "basic," "intermediate,"

and "advanced" levels of certification. South Carolina, Utah, and Wyoming have only "basic" and "advanced" levels of certification. Also, 11 of the states indicated an "other" response to the question. Most "other" responses indicated some confusion in terminology, using terms which could also be construed as types of certification (see Table 15 notes).

Table 15
Distribution of State Responses by
Levels of Certification

<u>State</u>	<u>No</u> <u>Certification</u>	<u>Basic or</u> <u>one level</u>	<u>Intermediate</u>	<u>Advanced</u>	<u>Other</u>
AL		X			
AK		X	X	X	X ^a
AZ		X			
AR		X	X	X	X ^b
CA		X	X	X	X ^c
CO		X			
CT		X			
DE		X			
FL		X			
GA		X	X	X	X ^d
HI	X ^e				
ID		X	X	X	
IL		X			
IN	X ^f				
IA		X			
KS		X			
KY		X			
LA		X			
ME		X			
MD		X			X ^g
MA		X			
MI		X			
MN		X			
MS		X			
MO		X			
MT		X	X	X	
NE		X			
NV		X	X	X	X ^h
NH		X			
NJ		X			
NM		X	X	X	
NY ⁱ					
NC		X	X	X	
ND					X ^j
OH		X			
OK		X			X ^k

Table 15 (Continued)

State	No Certification	Basic or one level	Intermediate	Advanced	Other
OR		X	X	X	X ¹
PA		X			
RI		X			
SC		X		X	
SD		X			
TN		X			
TX		X	X	X	
UT		X		X	
VT		X			
VA		X			
WA		X			X ^m
WI		X			
WY		X		X	X ⁿ

State Types of Certification

Throughout this research, several types of certification were discovered. Many respondents indicated different types of certification including: general or officer certification, supervisor, administrator, executive, crime prevention, background investigator, police instructor, field training officer, identification technician, police chaplain, police radar, accident reconstruction, professional firearms' instructor, breath test operator, self defense, chief executive officer, police command, wire tapping and electronic surveillance, master, dispatcher, hypnotist, jailer, drug recognition expert, armed public security officer, and many others. Each of these types of certification have been listed in Table 16. The "executive" certification was not an original category in the survey questionnaire. "Administrator" was intended to include police executives, however, numerous states specifically indicated an "executive" type of certification in the "other" category. Therefore "executive" as a category has been placed on Table 16.

Table 16
Distribution of State Responses by
Types of Certification

State	Officer/	Crime Bkgrnd.					Instruct.	Other
	General	Spvsr.	Admin	Exec. ^a	Prevent.	Invest.		
AL	X						X	
AK	X						X	
AZ	X						X	
AR	X						X	
CA	X	X	X	X				
CO	X							
CT	X						X	x ^b
DE	X					X		
FL	X						X	
GA	X	X	X	X			X	x ^c
HI								x ^d
ID	X	X	X	X			X	
IL	X							x ^e
IN							X	x ^f
IA	X						X	
KS	X							
KY	X							
LA	X							
ME	X		X	X			X	x ^g
MD	X	X	X				X	
MA	X	X			X		X	x ^h
MI	X							
MN	X							
MS	X						X	
MO	X		X	x ⁱ			X	
MT	X	X	X				X	x ^j
NE	X	X	X					
NV	X	X	X					
NH	X						X	
NJ	X							
NM	X							
NY							X	
NC	X						X	
ND	X						X	
OH	X		X				X	x ^k
OK ^l	X							
OR	X	X	X				X	
PA	X						X	
RI	X							
SC	X						X	
SD	X							
TN	X						X	
TX	X				X		X	x ^m
UT	X	X	X				X	
VT	X							

Table 16 (Continued)

State	Officer/ General	Crime Bkgrnd.						
		Spvsr.	Admin	Exec. ^a	Prevent.	Invest.	Instruct.	Other
VA	X						X	
WA	X	X	X				X	
WV	X						X	
WI	X							
WY	X						X	X ⁿ

In addition, the category "officer or general" was intended to include basic police officer certification. All states but Hawaii, Indiana, and New York indicated they had an "officer or general" type certification. The "supervisor" category was intended for certification of officers above a patrol officer, but below command staff including corporals and sergeants. The states of California, Georgia, Idaho, Maryland, Massachusetts, Montana, Nebraska, Nevada, Oregon, Utah, and Washington indicated they used a "supervisor" type certification. The "administrator" certification, designed for command staff the rank of lieutenant and above, was discovered to be used by the states of California, Georgia, Idaho, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, Ohio, Oregon, Utah, and Washington. Similarly, the states of California, Georgia, Idaho, Maine, and Missouri specifically use the "executive" type designation.

Designations, other than "instructor" were used infrequently and sporadically. All but 15 states used the "instructor" type certification. Most "other" designations are listed in the Table 16 notations.

State Variations in Standards

Most states in the United States are consistent with the enforcement of police professional standards. That is, the adopted standards of the state apply equally to all agencies throughout the state. However, twelve states, California, Nevada, Missouri, Indiana, South Carolina, Virginia, New Jersey, New York, Connecticut, Rhode Island, Alaska, and Hawaii, have inconsistent applications of police professional standards. These variations may include differences of

standards applications by county population, basic training hours, type of agency, geography, or some other variation.

However, in order to identify the differences, the below listed twelve state outline has been provided:

1. ALASKA -Varies by type of police agency.
2. CALIFORNIA - Varies by type of police agency.
3. CONNECTICUT -Varies by "other." Connecticut responded, "There are 104 separate areas in which a person may receive certification as a law enforcement instructor in Connecticut."
4. HAWAII -Certification varies by size of county population, number of basic training hours, type of police agency, and geographical area.
5. INDIANA - Varies by number of basic training hours.
6. MISSOURI - Varies by size of county population, number of basic training hours, and geographical area.
7. NEVADA - Varies by number of basic training hours and type of police agency.
8. NEW JERSEY - Varies by type of police agency.
9. NEW YORK - Did not supply a response (see literature review).
10. RHODE ISLAND - Varies by number of basic training hours and type of police agency.
11. SOUTH CAROLINA - Varies by type of police agency.
12. VIRGINIA - Varies by number of basic training hours.

A more detailed analysis of state differences can be found in Appendix C.

State Basic Training Hours

Beginning in 1967 the President's Commission on Law Enforcement and Administration of Justice recommended an absolute minimum of 400 hours of

basic police training for all states and all agencies. Since then, many governmental reports, professional organizations, and social scientists have concurred with the 400 hour recommendation. In 1990 all but 17 states have complied with the recommendation. The states with minimum basic training hours under the recommended guidelines include Alabama, Alaska, Arkansas, Colorado, Delaware, Georgia, Idaho, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, and Virginia. All other states have met or exceeded the recommended 400 hours of basic training.

Table 17
Distribution of State Responses by
Basic Training Hours

State	Minimum Basic Training Hours					
	<400 Hrs.	≥ 400 Hrs.	Standard ^a	Standard	Standard	Standard
			1	2	3	4
AL	X		280			
AK	X		320	52 ^b		
AZ		X	440			
AR	X		280			
CA		X	520 ^c			
CO	X		345			
CT		X	480			
DE	X		399			
FL		X	520			
GA	X		240			
HI		X	640	840	1008	1064
ID	X		321			
IL		X	400			
IN		X	480	120 ^d		
IA		X	400			
KS	X		320			
KY		X	400			
LA	X		240			
ME		X	480			
MD		X	535	1000 ^{+e}		
MA		X	509			
MI		X	440			
MN		X	480			
MS	X		360			
MO	X		120	240	600	1000
MT		X	550			

Table 17 (Continued)

State	Minimum Basic Training Hours					
	<400 Hrs.	≥ 400 Hrs.	Standard ^a	Standard	Standard	Standard
			1	2	3	4
NE		X	478			
NV		X	480	200	160	
NH		X	430			
NJ		X	640 ^f			
NM		X	400			
NY		X	440			
NC		X	420			
ND		X	800			
OH		X	450			
OK	X		300			
OR	X		320			
PA		X	520			
RI		X	600 ^g	800		
SC	X		329	480	529	
SD	X		240			
TN	X		320			
TX		X	400			
UT		X	440			
VT		X	716			
VA	X		375 ^h			
WA		X	440			
WV		X	495			
WI		X	400			
WY		X	400			

In addition, all states were requested to furnish the "minimum" number of basic training hours required by state law. Obviously not all police agencies in all states operate at the minimum level. Many agencies require basic training levels far above state minimum levels. North Dakota responded with the highest minimum training standard in the country at 800 hours. Missouri has the lowest at 120 hours.

However, some states reported multiple basic training level requirements. Alaska, for example, maintains a basic training level of 320 hours. But, Alaskan villages with populations of less than 1000 people, not on a main road, with isolated access by water or air need only require "village police officers" to complete a basic training of 52 hours. Likewise, Indiana requires two separate

standards of training. The normal standard of basic training for Indiana is 480 hours. Indiana towns consisting of three police officers or less, however, are required to complete only a 120 hour (class room) course "plus home study." The limitations of Indiana small town police require the officers to serve in only like size police departments. Other states also have multiple levels of training by law due to agency characteristics or variations in standards consistencies. States with "other levels of basic training" include Hawaii with 640, 840, 1008, and 1064 hours; Maryland with 535 and over 1000 hours; Missouri with 120, 240, 600, and 1000 hours; Nevada with 480, 200, and 160 hours²; South Carolina with 329, 480 and 529 hours; and Rhode Island with 600 and 800 hours. Rhode Island also reported it had "no set minimum training hours by law." (see Table 17).

State Reciprocity

The majority of the states seemed to have some form of reciprocity, or agreement to recognize at least some training from officers of other states. However, many states replied "no" to reciprocity and then explained what their state's reciprocity was. For this reason, three categories of responses have been designed for evaluation of reciprocity results including "no reciprocity," "may have reciprocity," and "does have reciprocity." Although three states, Mississippi, South Dakota, and Wisconsin, responded they did have reciprocity with other states, they did not explain the conditions of reciprocity in detail. Phrases like "all states" (MS), "no formal agreements" (SD), and "we accept all other states' certificates" (WI) were used. All other states which indicated they had reciprocity, provided a more detailed explanation of the conditions of reciprocity. Generally five categories or conditions of reciprocity were discovered including: 1) complete a partial academy, 2) have equivalent standards and training, 3) state comprehensive exam, 4) case by case basis, and 5)

considers training, and/or education and/or experience. But for the most part, the states were basic training oriented. Similarly, little or no emphasis was placed on cumulative or in-service training as a criteria for reciprocity. No state specifically mentioned in-service or cumulative training as a criteria for reciprocity.

Table 18
Distribution of State Responses by
Reciprocity Agreements

<u>State</u>	<u>No</u> <u>Recip.</u>	<u>May</u> <u>Have</u> <u>Recip.</u>	<u>Does</u> <u>Have</u> <u>Recip.</u>	<u>Complete</u> <u>Partial</u> <u>Academy</u>	<u>Have</u> <u>Equiv</u> <u>Stnds.and</u> <u>Training</u>	<u>State</u> <u>Comp.</u> <u>Exam</u>	<u>Case</u> <u>by</u> <u>Case</u> <u>Basis</u>	<u>Consider</u> <u>Train.&Educ.</u> <u>and/or Exp.</u>
AL	X							
AK			X	X	X			
AZ		X				X		
AR			X		X			
CA	X*							
CO	X							
CT			X		X			
DE			X				X	
FL			X	X				
GA			X	X	X			
HI	X							
ID			X		X			
IL			X					X
IN		X		X		X		
IA		X		X	X			
KS			X		X			
KY			X		X	X		
LA			X	X	X	X		
ME			X		X			X
MD		X		X	X			
MA			X		X			
MI			X		X			X
MN			X					X
MS			X					
MO			X		X	X		
MT			X	X		X		
NE			X		X			X
NV			X		X	X		
NH			X		X			
NJ			X	X	X			
NM		X		X	X			
NY	X*							

Table 18 (Continued)

State	No Recip.	May Have Recip.	Does Have Recip.	Complete Partial Academy	Have Equiv Stnds. and Training	State Comp. Exam	Case by Case Basis	Consider Train. & Educ. and/or Exp.
NC			X					X
ND		X					X	
OH			X	X				
OK			X	X	X			
OR	X							
PA			X	X				
RI		X		X			X	X
SC	X							
SD			X					
TN			X		X	X		
TX	X*							
UT			X		X	X		
VT			X	X	X			
VA	X							
WA			X		X	X		
WV	X							
WI			X					
WY			X		X			

The "no" reciprocity states in this study include Alabama, California, Colorado, Hawaii, New York, Oregon, South Carolina, Texas, Virginia, and West Virginia. California, New York, and Texas, however, responded differently in a previous pilot study, indicating they may have partial reciprocity. The states of Arizona, Indiana, Iowa, Maryland, New Mexico, North Dakota, and Rhode Island indicated they had "no" reciprocity, but then explained their process for reciprocity. Therefore, they have been categorized as "maybe" states in terms of reciprocity and may require specific conditions of reciprocity. All other states indicated they had reciprocity of some type.

State Effects of College Education on Training and Certification

Only 12 of 50 states responded that higher education affected police training or the certification process. The effects of college education on training and certification vary and are as individual as the states themselves. Some states apply

college credits toward different levels and types of certification while others substitute college for basic training. Each of the 12 states are reviewed below:

1. CALIFORNIA - responded, "College credits are applicable toward POST higher professional certifications, i.e., intermediate, advanced, supervisory, management, and executive."
2. GEORGIA - indicated that college education was only required for advanced certification levels.
3. ILLINOIS - indicated that portions of formal basic police training may be waived if a candidate has an associate's or bachelor's degree in law enforcement or criminal justice.
4. IOWA - indicated that portions of formal basic police training may be waived if a candidate has an associates or bachelors degree in law enforcement or criminal justice.
5. MAINE - responded, "Professional Certificate." "Recognize Chiefs and Sheriffs who have met criteria."
6. MINNESOTA - indicated formal (basic) police training and higher education in law enforcement or criminal justice are combined and police candidates receive training while attending a college at their expense at a recognized institution. Training and education are all pre-service. Formal college education is required for licensing (a 2 or 4 year degree in criminal justice or law enforcement is required for licensing). (See literature review.)
7. MISSOURI -explained college education only applied for the "C.E.O." (Chief Executive Officer) certification. Persons who become police chiefs in any jurisdiction or police department (not sheriff's departments) in Missouri may waive all training if they possess:
 - a) a Jurist Doctorate (JD), or
 - b) BS/BA, equivalent or higher in Criminal Justice or Law Enforcement and/or
 - c) graduates of the FBI National Academy.
8. MONTANA -indicated that college credits were not recognized for basic certification. However, "officers who hold college degrees receive credit towards all certification levels except for basic certification." "Training and experience requirements are reduced for those with degrees."

9. NEW JERSEY - stated, "a minimum of 2 years of college is necessary in order to obtain commission certification as a police instructor."

10. OHIO - stated, "Ohio has 14 university and college academies which offer either a A.S. or B.S. degree." "Students who enroll in these programs and pass the state certification exam are certified upon being hired as a peace officer." Other data provided indicated that all formal police training would be waived if the candidate had an associates or bachelors degree in law enforcement or criminal justice from any state.

11. TEXAS - stated, "completion of the ten college courses in a recognized college in Texas will qualify a person to take a licensing examination." "The courses and the college are approved first."

12. WYOMING - responded, "College education is figured into advanced and professional certification, but not for the basic level."

All other states either had not yet recognized college education as a criteria for some types or levels of certification, or did not use it as a substitute for training.

Geographic Comparisons

Another method commonly used when comparing research data similar to this study is the analysis of geographic regions in the United States. The United States has, of course, four major geographical regions: 1) the northeast (NE), 2) the south (S), 3) the mid-west (MW), and 4) the west (W)³. Collected data is specifically pertinent to the regions as neighboring states sometimes affect one another. This study is no exception. The following presentation of data will reveal that for some of the major standards, regional areas tend to be predominate.

Each of the ten major standards including 1) **Standardized Certification** (which measures consistency within the States), 2) **Basic Training Hours** (measured both by minimum numbers and by comparison to the 400 hour recommended standard), 3) **Reciprocity** (which has an effect on "lateral entry," a recommended standard), 4) **In-service Training** (a survey

certification criteria and comparable professional criteria), 5) **Police Instructor** (that is formal certification and/or training of instructors), 6) **State Exam** (state comprehensive exams are sometimes given to measure competence and knowledge of academy graduates and/or officers from other states), 7) **College Education** (a survey certification criteria and recommended standard), 8) **Higher Educations Effect on Training and Certification** (a survey question and related to several recommendations), 9) **Management Certification** (part of three survey certification types [supervisor, administrator, and other] and recommended standard), and 10) **Multiple Levels of Certification** (survey certification levels [basic, intermediate, and advanced] and a recommended standard) will be discussed within the confines of this section. Also, a close look at basic training hours and data on experience in law enforcement as a minor standard will be presented.

Table 19
Distribution of Regional Responses by
Major Standards

	Northeast (9)		South (16)		Midwest (12)		West (13)		U.S.A. (50)	
	#	%	#	%	#	%	#	%	#	%
	States		States		States		States		States	
Standardized Certification	5	55.5%	14	87.5%	10	83.3%	9	69.2%	38	76%
400+ Basic Train. Hours	9	100.0%	6	37.5%	9	75.0%	9	69.2%	33	66%
Reciprocity*	8	88.8%	11	68.7%	12	100.0%	9	69.2%	40	80%
In-service Training	5	55.5%	8	50.0%	4	33.3%	9	69.2%	26	52%
Police Instructor	6	66.6%	12	75.0%	5	41.6%	10	76.9%	33	66%
State Exam	2	22.2%	6	37.5%	7	58.3%	8	61.5%	23	46%

Table 19 (Continued)

	Northeast (9)		South (16)		Midwest (12)		West (13)		U.S.A. (50)	
	#	%	#	%	#	%	#	%	#	%
	States		States		States		States		States	
College Education	1	11.1%	1	2.2%	5	41.6%	4	30.7%	11	22%
Higher Education's Effect on Training and Certification	2	22.2%	2	12.5%	5	41.6%	3	23%	12	24%
CEO/Management Certification	2	22.2%	2	12.5%	3	25.0%	7	53.5%	14	28%
Multiple Levels of Certification	0	0.0%	6	37.5%	0	0.0%	10	62.5%	16	32%
Total # & % of Standards	40	44.4%	68	42.5%	60	50.0%	78	60.0%	246	49.2%

Standardized Certification

States in each of the four regions reported to have used a standardized or consistent certification scheme within their states. The South had the highest percentage of states using standardized certification at 87.5 percent followed closely by the Midwest at 83.3 percent. The West was third with 69.2 percent of the states using this scheme followed by the Northeast at 55.5 percent. Overall the United States used a standardized certification scheme within 76 percent of the states. (see Table 19 and Map 1).

Basic Training Hours

Basic police training was used in 100 percent of the states. In fact, basic police training can be considered the primary standard used by the police in the United States. However, not all states follow the recommended guideline of 400 hours minimum basic training. The northeast was an exception, 100 percent of

the states followed the recommended guidelines. The Midwest had the second highest percent of states at 75 percent. The West was third at 69.2 percent followed, in last place, by the South at 37.5 percent of the states using a minimum of 400 hours or more of basic training as recommended by several sources. Overall, only 66 percent of the states followed the recommendations (see Table 19 and Map 2).

Table 20
Distribution of Regional Responses by
Basic Training Hours

<u>Region</u>	<u>Total # States</u>	<u>Total # Hours</u>	<u>Average # Hours</u>
Northeast	9	4,815	535
South	16	5,993	374.5
Midwest	12	4,968	414
West	13	5,576	428.9
U.S.A.	50	21,352	427

In addition, the number of basic training hours was varied by the states. The Northeast region totaled 4,815 minimum training hours with a regional average of 535 hours, the highest of the four regions. The Western region had an accumulated minimum training of 5,576 hours with an average of 428.9 hours. The Midwest was third with 4,968 total hours and an average of 414 hours. The South was last again at 5,993 total hours and a 374.5 hours average, lower even than the recommended 400 hours (see Table 20 and Map 2). The average for the United States was 427 hours.

Reciprocity

Most regions fared well on the reciprocity issue. The Midwest did best at 100 percent of the states having reciprocity of some kind.⁴ The Northeast was second at 88.8 percent of the states recognizing some form of reciprocity. Both the West at 69.2 percent and South at 68.7 percent were closely aligned. Overall the United States had a reciprocity rate of 80 percent (see Table 19 and Map 3).

In-service Training

The states rate of usage of in-service training as a standard was 52 percent. The West was the highest user with 69.2 percent of the states reporting a usage of in-service training. The Northeast was second with 55.5 percent followed closely by the South at 50 percent. The Midwest was last at 33.3 percent (see Table 19 and Map 4).

Police Instructor

The usage of the certified police instructor standard varied among the regions with an overall rate of 66 percent. The West lead the regions at 76.9 percent followed by the South at 75 percent. The Northeast was third at 66.6 percent, just slightly over the national average. The Midwest was last at a rate of 41.6 percent usage of the police instructor standard (see Table 19 and Map 5).

State Exam

Less than half of the states used a state comprehensive exam as a standard rating overall at 46 percent. The West fared best in this category at 61.5 percent usage followed by the Midwest at 58.3 percent. Both the South and Northeast fared poorly ranking under the national average at 37.5 percent and 22.2 percent respectfully (see Table 19 and Map 6).

College Education

College education was the least used standard in the United States ranking at 22 percent usage overall. The Midwest had the highest percent of usage at 41.6 percent. The West was second at 30.7 percent. The northeastern and southern regions failed to match even the national average scoring a percent usage at 11.1 percent and 6.2 percent respectfully (see Table 19 and Map 7).

Higher Education's Effect on Training and Certification

Higher education's effect on basic training or certification levels or types only occurred in 24 percent of the states. It most affected the midwestern states at a rate of 41.6 percent. The West and Northeast were affected at a rate of 23 percent and 22.2 percent respectively. The South was least affected at a rate of 12.5 percent (see Table 19 and Map 8).

CEO / Management Certification

The development of police manager and chief executive officer certifications occurred in 28 percent of the states. The western region more than doubled the other regions, using this standard in 53.5 percent of the states. The Midwest had a usage rate of 25 percent followed by the Northeast at 22.2 percent and South at 12.5 percent (see Table 19 and Map 9).

Multiple Levels of Certification

Like management certification, multiple levels of certification seems to be mainly a western phenomena. Originally designed as a developmental scheme for police officer certification, the western region states have a usage rate of 62.5 percent, almost twice the national average of 32 percent. The South has a usage rate of 37.5 percent. Both the Northeast and Midwest responded no usage of multiple levels of certification (see Table 19 and Map 10).

Law Enforcement Experience

Although a minor standard, law enforcement experience has been mentioned as a criteria for certification in several certification schemes. It was listed as a criteria in 30.6 percent of the states, is commonly used to achieve different levels and types of certification, and is part of one of the conditions of reciprocity. However, it is not one of the most recommended standards within literature.

Table 21
Distribution of Regional Responses by
Law Enforcement Experience as a Criteria

<u>Region</u>	<u>Percent</u>
Northeast	11.11%
South	12.50%
Midwest	25.00%
West	69.23%

But, because of the effects of law enforcement experience, it will be presented within the confines of regional differences. The West uses experience at a rate of 69.23 percent, the highest usage almost tripling the next regional area. The Midwest is second at 25 percent followed by the South at 12.5 percent and the Northwest at 11.11 percent (see Table 21).

U.S.A. and Regional Averages

Overall the United States made use of 49.2 percent of the ten major standards. The western states used the highest percentage of the ten standards ranking in first place at 60 percent. The midwestern states were second with a score of 50 percent, still above the national average. The northeast and southern states were closely scored at 44.4 percent and 42.5 percent respectfully (see Table 19).

Overall State Rankings

Since the earliest federal research on police professional standards in 1931, numerous changes have taken place among the states. Many of the recommendations by the 1967 and 1973 federal reports have been implemented in one form or another. The states themselves, however, as shown in this report, have not been consistent with each other or the usage of the ten major standards. Perhaps it is appropriate here to present an overall comparison of the United States (see Table 22).

When comparing the states to each other using the ten major standards, it became apparent that the traditional leading states (California and New York)

were no longer leading in police professional standards as states.⁵ Many states scored higher in terms of usage of the most recommended police professional standards. Montana was the highest scoring state with a perfect score of 10 out of 10. Maine was a close second, with a score of 9. Several states lead the list with scores of 7 or 8 including Georgia, Idaho, Maryland, Minnesota, North Carolina, Ohio, Texas, Utah, Washington, and Wyoming. In contrast, the lowest score, 2, was scored by Alabama, Colorado, Hawaii, New York, Rhode Island, South Dakota, and Virginia. The average score was 5. (See Table 22).

Summary

Throughout this chapter, an emphasis has been placed on a differentiation between major and minor police professional standards in the United States; the strongest emphasis being placed on major standards. Likewise, this chapter reported these findings as the most current data available as of Spring 1990.

The results of the data was reviewed in a general since covering such topics as police terminology, criteria for certification, levels of certification, types of certification, variations in standards consistency, basic police training hours, reciprocity between the states, and the effects of higher education on certification.

In addition, a state by state review of the major and minor standards was discussed. Geographic comparisons were made between the states using the four regional census areas concentrating on the ten major standards, a more in depth view of basic training hours and police experience as a important minor standard. Finally, in overall comparison of state's usage of the ten major standards was presented. The conclusions of this data will be presented, however, in Chapter 5.

Chapter 4 Notes

¹ It is difficult to understand why some states consider only the "basic" training standard, which is often a very small portion of accumulated training (and knowledge) for experienced officers. A state could require, as part of reciprocity, a minimum "basic" training level of 400 hours, for example, and reject an experienced officer who has "accumulated training" far exceeding a 400 hour "basic" quantity, but who attended a "basic" training academy of less than the 400 hour standard. In theory, at least, a Ph. D. in Criminal Justice, with 15 years experience in policing, and over 15,000 hours of accumulated training, could be rejected because the training academy where (s)he attended used a standard number of hours of "basic" training less than the number required. Certainly medical doctors, as a professional group, are not required to retake "Anatomy 101" when they move from one state to another. Why should police officers?

Table 14 Notes

- a The results of Hawaii's certification criteria is based on the City of Honolulu.
- b Hawaii's "OTHER" was "no formal certification."
- c Maryland added "Supervisor," "Administration Training," and "Annual Firearms Re-qualification," as a form of "OTHER" criteria.
- d Mississippi added a comment that the "Police Officer must be a full time, paid, sworn officer with an agency" as a "OTHER" criteria.
- e The State of New York responded to the question "NO Applicable."
- f Texas replied that the "OTHER" included the other criteria.

Table 15 Notes

- a Alaska added "Village Police Officer" as a level of certification.
- b Arkansas added "General" and "Senior" as a level of certification.
- c California added "Management" as a level of certification.
- d Georgia added "Supervisory," "Management," and "Executive" as levels of certification.
- e Hawaii has no POST board for the state.
- f Indiana stated, "We do not certify or license police officers. We do certify that an officer has successfully completed the minimum basic training, required by statute."
- g Maryland added "Administrator" as a level of certification.
- h Nevada added "Management" and "Executive" as levels of certification.
- i New York responded, "Not Applicable" to this question.
- j North Dakota responded "Full-time license" and "Part-time license" to this question.
- k Oklahoma responded, "The State of Oklahoma is currently completing the initial process for levels of certification, which will include education as part of the advanced and master certification."

^l Oregon added, "Supervisory," "Management," and "Executive" to levels of certification.

^m Washington added, "Supervisor," "Middle Management," and "Executives" to levels of certification.

ⁿ Wyoming added, "Professional" to levels of certification.

Table 16 Notes

^a "Executive" was not originally a category response. However, since several responding states indicated in "other" that this was a type of certification, it has been separated from the "other" category. "Administrator" was originally intended to include executive.

^b Connecticut included in other "Satellite basic training academies."

^c Georgia's other categories include: Field Training Officer, Identification technician, Police Chaplin, and Police Radar.

^d Hawaii indicated "No formal certification."

^e Illinois included "Accident Reconstruction" to its types of certification.

^f Indiana reported, "We do not certify or license police officers. But we do certify instructors, based upon education, training, and experience."

^g Maine responded they had a "Professional (Chiefs and Sheriffs)" type certification.

^h Massachusetts included Firearms Instructor, Breath Test Operator, and Self Defense Instructor as a part of their type of certification.

ⁱ Missouri has a "Chief Executive Officer" type certification.

^j Montana includes "Police Command (mid-management)" as a type of certification.

^k Ohio included wiretapping and electronic surveillance and "many other categories."

^l Oklahoma only formally listed a general certification, but is in the process of completing an Advanced and Master certification.

^m Texas includes certification for Dispatcher, Hypnotist, Intern, Drug Recognition Expert, Reserve, and Armed Public Security Officer.

ⁿ Wyoming includes Training Academy and Detention Officer certification.

Table 17 Notes

^a States which have listed only one standard usually do not vary their minimum basic training hours within the state. There are exceptions.

^b Alaska requires "Village Police Officers" to receive only 52 hours of basic training. The state standard, however, is 320 hours.

^c California did not explain on its return questionnaire what the different training levels were. (See Pilot Study).

^d Indiana requires only 120 hours basic police training for towns with "3 or fewer officers." The majority of the state has a 480 hour standard.

^e Maryland indicated that the basic training hours "varies from 535 hours to over 1000."

^f New Jersey indicated the training varied and that the basic training "can range anywhere between 16 and 22 weeks."

^g Rhode Island has "no set minimum by law..." but the Municipal Police Academy is 600 hours and the State Police is "20 weeks."

^h Virginia indicated a variance in basic training hours but did not indicate what the variance was.

Chapter 4 Notes Continued

² Nevada's 160 hours is specifically for correctional officers (See Appendix C for details).

Table 18 Notes

* A pilot study indicated that California, New York, and Texas may have some type of reciprocity even though they responded "NO" on the survey.

* Same

* Same

Chapter 4 Notes Continued

³ The individual states in the four major geographical regions are identified as follows:

NORTHEAST- Maine (ME), New Hampshire (NH), Vermont (VT), Massachusetts (MA), Connecticut (CT), Rhode Island (RI), New York (NY), Pennsylvania (PA), and New Jersey (NJ). SOUTH - Delaware (DE), Maryland (MD), West Virginia (WV), Virginia (VA), Kentucky (KY), Tennessee (TN), North Carolina (NC), South Carolina (SC), Georgia (GA), Florida (FL), Alabama (AL), Mississippi (MS), Arkansas (AR), Louisiana (LA), Oklahoma (OK), and Texas (TX). MIDWEST - North Dakota (ND), South Dakota (SD), Nebraska (NE), Kansas (KS), Minnesota (MN), Iowa (IA), Missouri (MO), Wisconsin (WI), Illinois (IL), Michigan (MI), Indiana (IN), and Ohio (OH). WEST - Hawaii (HI), Alaska (AK), Washington (WA), Oregon (OR), California (CA), Idaho (ID), Nevada (NV), Utah (UT), Arizona (AZ), Montana (MT), Wyoming (WY), Colorado (CO), and New Mexico (NM).

Table 19 Notes

* "Yes" or "Maybe" responses are credited as having reciprocity.

Chapter 4 Notes Continued

⁴ Because of the confusing responses of some states, all "maybe" categories, all of which indicated at least a partial reciprocity, are credited as "yes."

Chapter 4 Notes Continued

⁵ The various "scores" of the states are based solely on state legislative adoption of the professional standards. Many states may have individual police agencies, possibly a majority of agencies, which have long since adopted many or all of the police professional standards and still score low.

Table 22
Ten Major Standards - State Comparison

<u>States</u>	<u>Instr.</u>	<u>Stand. Cert.</u>	<u>Exam</u>	<u>400+ Hrs.</u>	<u>Reciprocity</u>	<u>CEO Cert.</u>	<u>Multi. Levels</u>	<u>In Serv. Train.</u>	<u>High. Ed. Efct.</u>	<u>College Educ.</u>	<u>Total # Stnd</u>
AL	YES	YES									2
AK	YES				YES		YES			YES	4
AZ	YES	YES	YES	YES	MAYBE			YES			6
AR	YES	YES			YES		YES				4
CA				YES		YES	YES	YES	YES		5
CO		YES	YES								2
CT	YES		YES	YES	YES			YES			5
DE		YES	YES		YES			YES			4
FL	YES	YES		YES	YES						4
GA*	YES	YES			YES	YES	YES	YES	YES		7
HI				YES				YES			2
ID*	YES	YES	YES		YES	YES	YES	YES		YES	8
IL		YES	YES	YES	YES				YES	YES	6
IN	YES		YES	YES	MAYBE					YES	5
IA	YES	YES		YES	MAYBE				YES	YES	6
KS		YES			YES			YES			3
KY		YES	YES	YES	YES			YES			5
LA		YES	YES		YES						3
ME*	YES	YES	YES	YES	YES	YES		YES	YES	YES	9
MD*	YES	YES		YES	MAYBE	YES	YES	YES			7
MA	YES	YES		YES	YES	YES		YES			6
MI		YES	YES	YES	YES						4
MN*		YES	YES	YES	YES			YES	YES	YES	7
MS	YES	YES			YES						3
MO	YES		YES		YES	YES			YES		5

HIGH = 10 LOW = 2 AVERAGE = 5 * = HIGH STATES - = LOW STATES

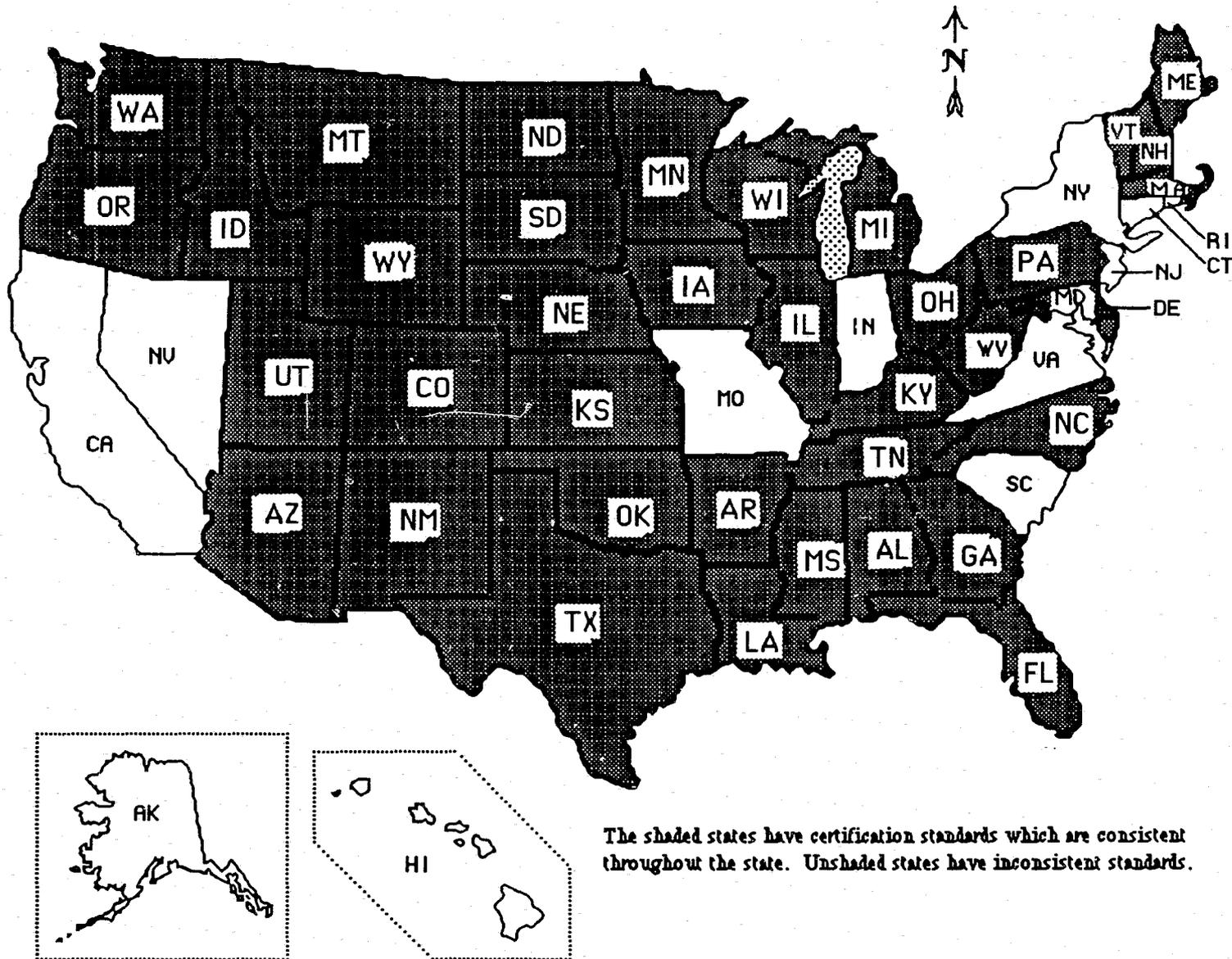
<u>States</u>	<u>Instr.</u>	<u>Stand. Cert.</u>	<u>Exam</u>	<u>400+ Hrs.</u>	<u>Reciprocity</u>	<u>CEO Cert.</u>	<u>Multi. Levels</u>	<u>In Serv. Train.</u>	<u>High. Ed. Efct.</u>	<u>College Educ.</u>	<u>Total # Stnd</u>
MT*	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	10
NE		YES		YES	YES	YES					4
NV	YES		YES	YES	YES	YES	YES				6
NH		YES		YES	YES						3
NJ	YES			YES	YES				YES		4
NM	YES	YES	YES	YES	MAYBE		YES				6
NY-	YES			YES							2
NC*	YES	YES	YES	YES	YES		YES	YES			7
ND	YES	YES	YES	YES	MAYBE			YES			6
OH*	YES	YES	YES	YES	YES	YES			YES	YES	8
OK		YES	YES		YES						3
OR	YES	YES				YES	YES	YES			5
PA	YES	YES		YES	YES			YES			5
RI-				YES	MAYBE						2
SC	YES						YES	YES			3
SD-		YES			YES						2
TN	YES	YES			YES						3
TX*	YES	YES	YES	YES			YES	YES	YES	YES	8
UT*	YES	YES	YES	YES	YES	YES	YES	YES			8
VT		YES		YES	YES			YES			4
VA-	YES							YES			2
WA*	YES	YES	YES	YES	YES	YES	YES	YES			8
WV	YES	YES		YES							3
WI		YES		YES	YES			YES			4
WY*	YES	YES		YES	YES		YES	YES	YES	YES	8
TOTAL	33	38	23	33	40	14	16	26	12	11	246
%	66%	76%	46%	66%	80%	28%	32%	52%	24%	22%	49.2%

HIGH = 10 LOW = 2 AVERAGE = 5 * = HIGH STATES - = LOW STATES

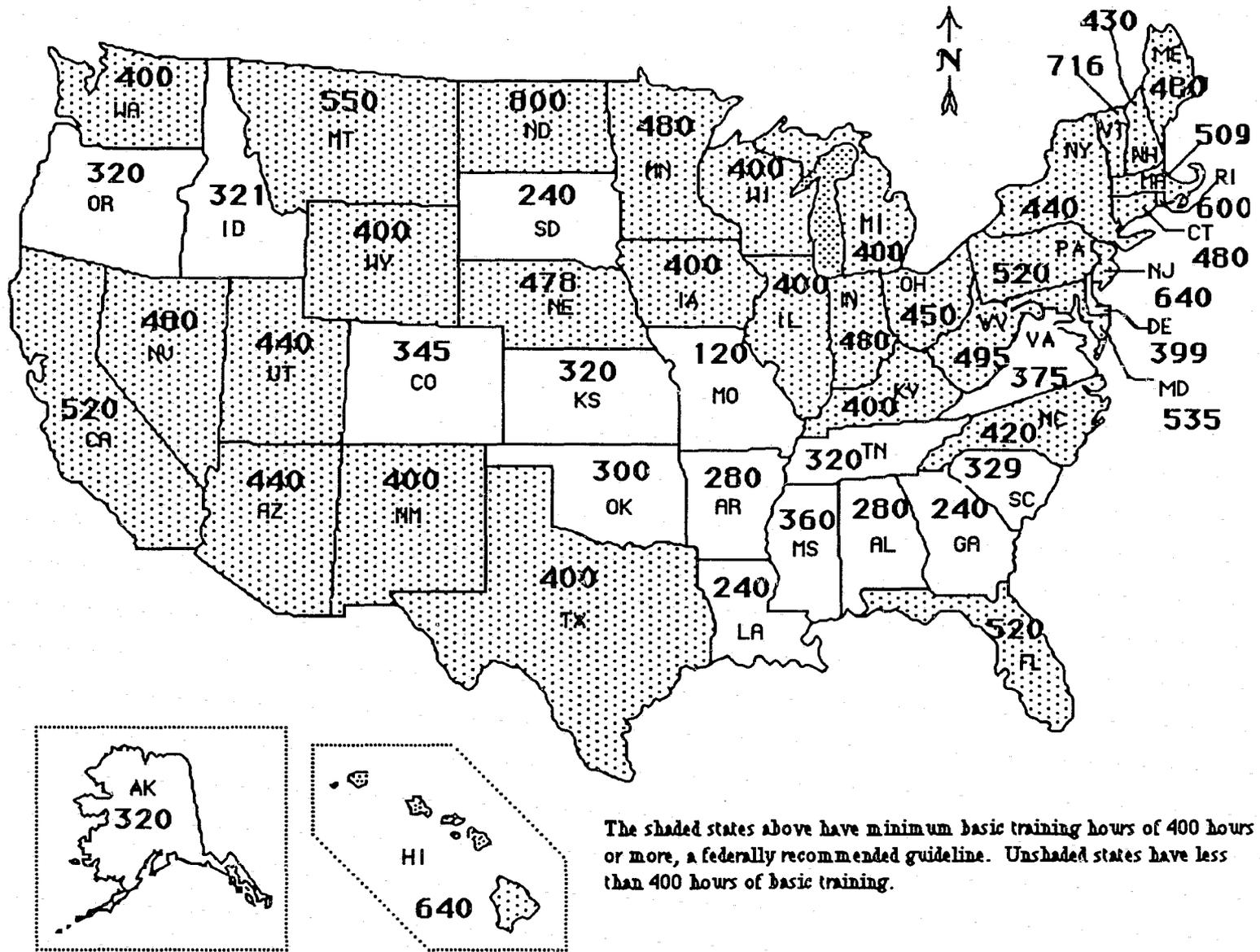
CHAPTER 4 MAPS

MAP 1

Standardized Certification

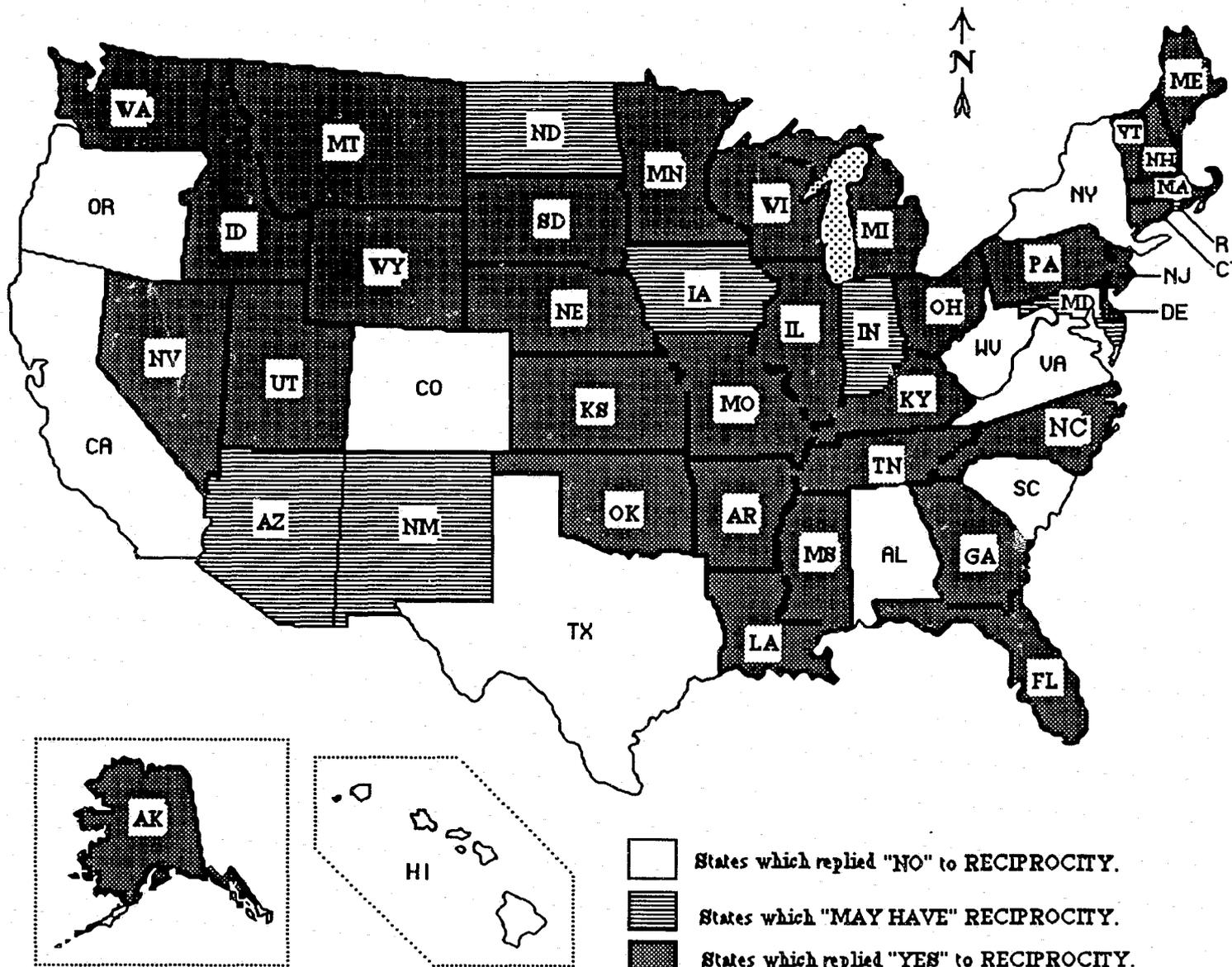


MAP 2 Minimum Basic Training Hours

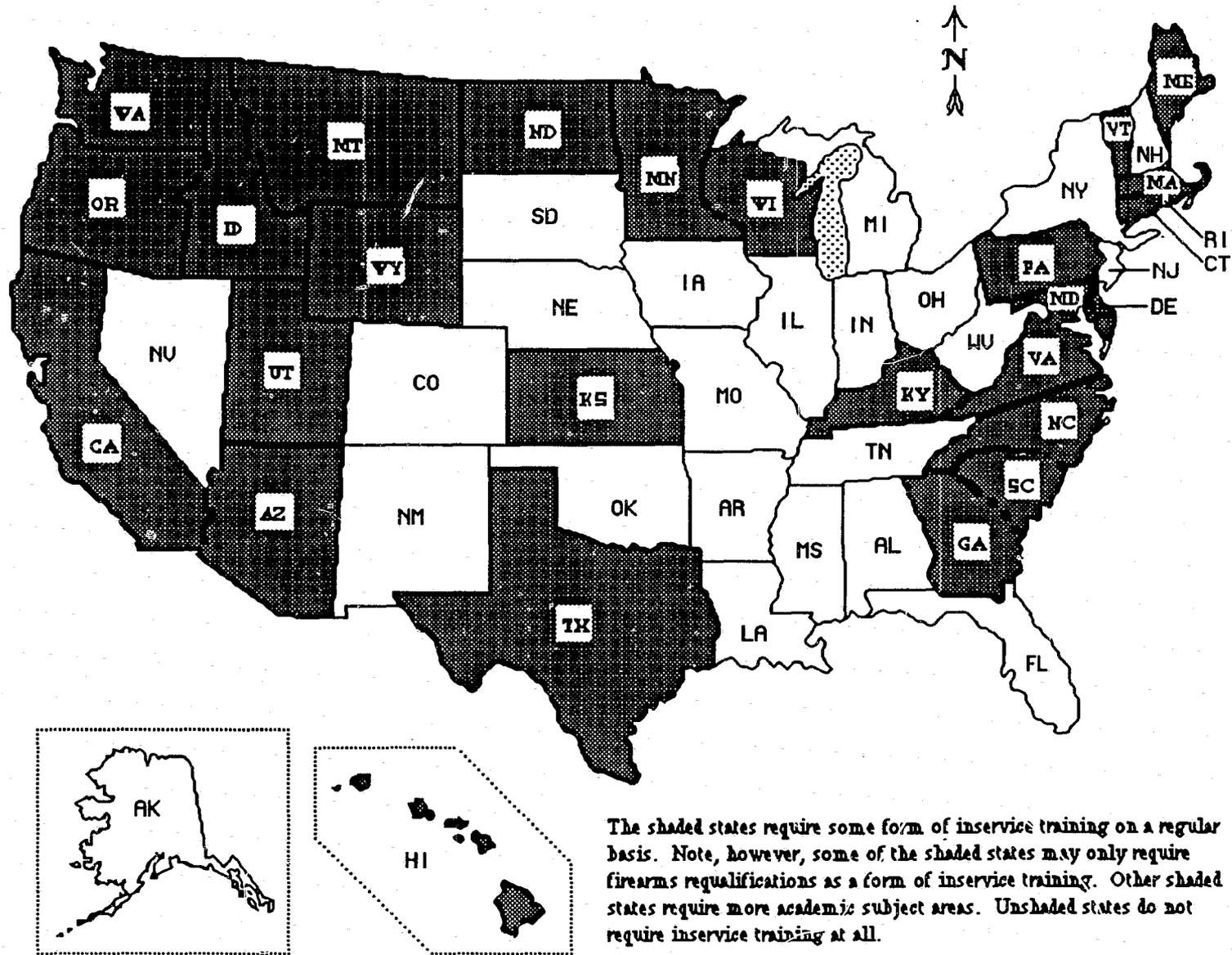


The shaded states above have minimum basic training hours of 400 hours or more, a federally recommended guideline. Unshaded states have less than 400 hours of basic training.

MAP 3 Reciprocity Agreements

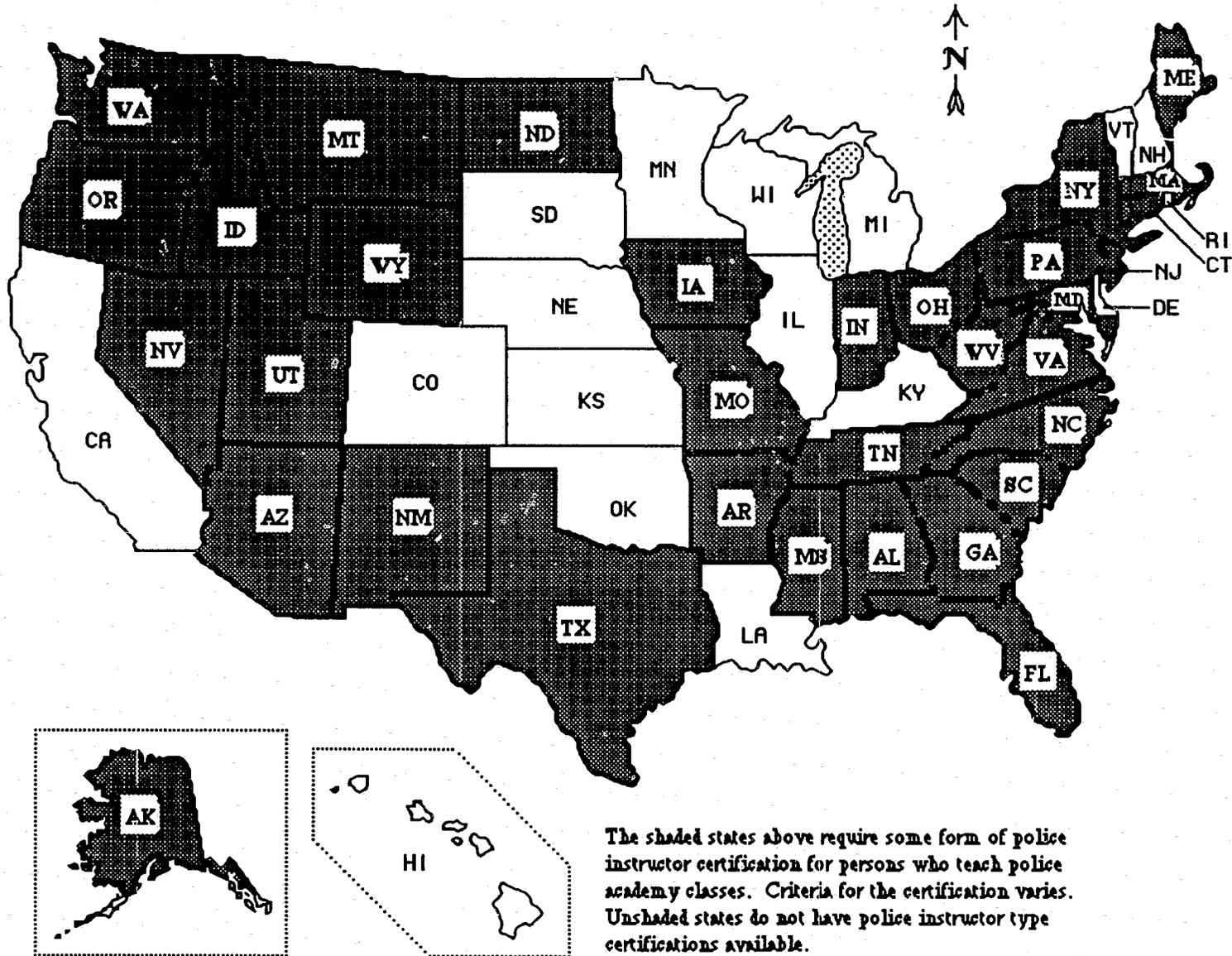


MAP 4 Inservice Training



The shaded states require some form of inservice training on a regular basis. Note, however, some of the shaded states may only require firearms qualifications as a form of inservice training. Other shaded states require more academic subject areas. Unshaded states do not require inservice training at all.

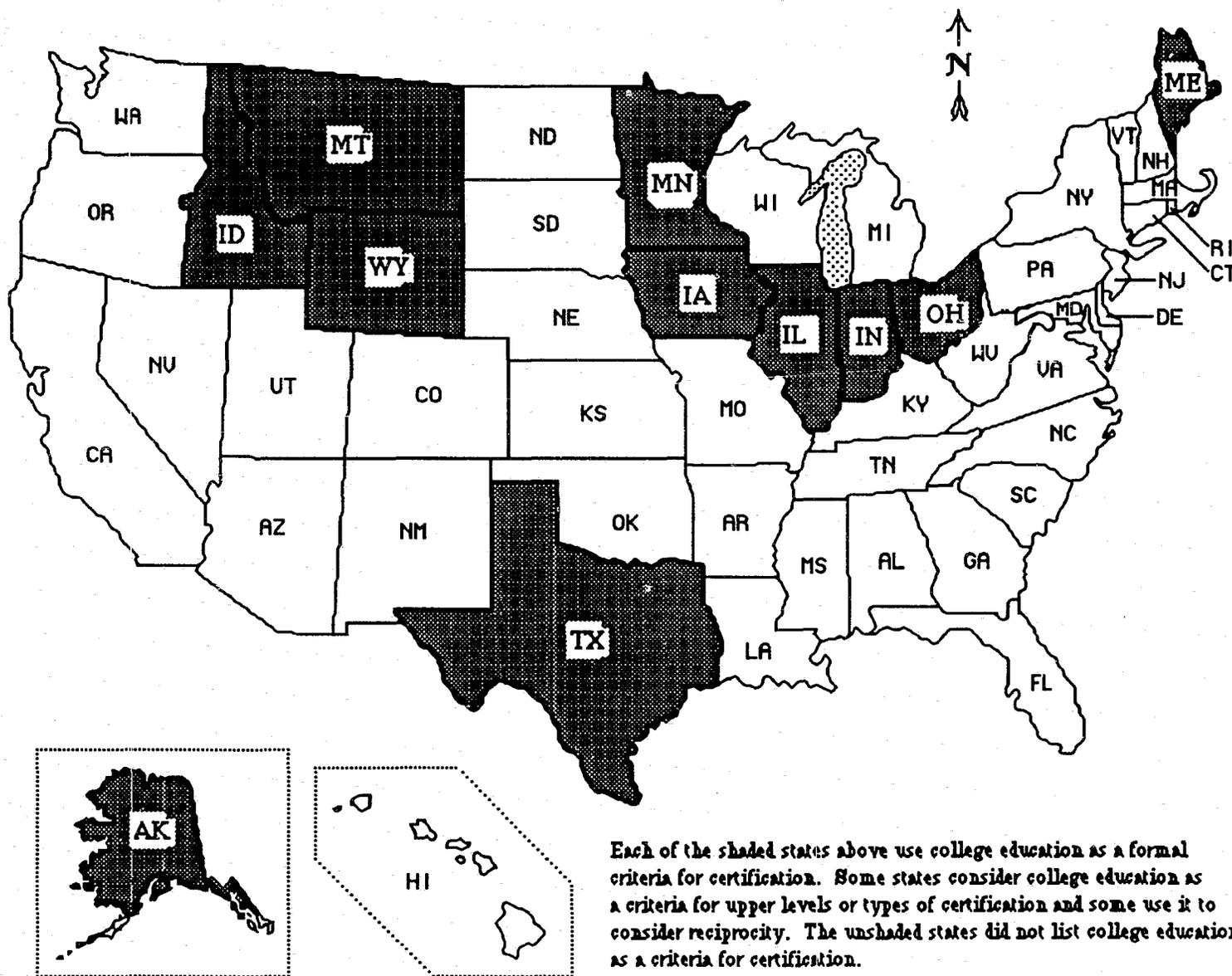
MAP 5 Police Instructor



The shaded states above require some form of police instructor certification for persons who teach police academy classes. Criteria for the certification varies. Unshaded states do not have police instructor type certifications available.

MAP 7

College Education as a Criteria



CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

Introduction

A comparison of the literature review and the findings of this study will reveal the police occupation has undergone much change in this century. In the early part of the century, police officers more than likely had not completed high school. Today, most officers have some college. However, numerous reports have recommended far higher standards than what are realized in the 1990's. This chapter will review the literature, discuss the conclusions of the findings of this study, and make recommendations for changes in the approach to achieving "professional" policing. Within this discussion, a national POST board and two model outlines concerning police professionalism will be presented along with other recommendations.

General Conclusions

A review of the Chapter 4 findings will reveal that major standards and minor standards were developed from literature. Areas of police professional standards were similarly developed including terminology, certification criteria, certification levels, certification types, certification standardization (consistency), basic minimum recruit training hours, reciprocity, and college education's impact on police training and certifications. All of these standards, areas, and criteria were presented throughout Chapter 4. However, specific conclusions will be made in this chapter.

Terminology

Nothing in literature suggests that the title used by law enforcers affects police professionalization to any extent. It appears from this study, that like the fragmented way police certification is done in this country, so are the titles police call themselves. Therefore, the inconsistency of legal titles, in themselves, suggest a lack of professionalism overall. Unlike police titles, most state agencies

currently use the term "certification" when referring to the relationship of police officers to the states' authorities which control the police occupation. This, of course, is contrary to most recognized professions (i.e., doctors, lawyers, et cetera) which opt for the term "licensing." Therefore, the terminology alone, in the police occupation, suggests police do not meet criteria to call themselves "professional".

Experience

Traditionally, police have used experience in law enforcement to make up for their lack of higher education and training. A minority of states used it as a criteria for certification. Some states use a point scheme for both the certification process and reciprocity which includes law enforcement experience as a criteria. Although experience should rightfully be considered for police professionalization, most literature concerning general professionalization does not emphasize it. One problem of experience is it is hard, if not impossible, to measure. One officer's experience in a small rural town may not be equivalent to another officers experience in a high crime area of a large city. Therefore, law enforcement experience is a minor standard.

Miscellaneous Types of Certification

Almost all of the states (94 percent) certified police officers; that is, recognized them as a legitimate occupation. An analogous term, is, of course, "license." Perhaps in some respects, all the states recognize police officers because every state has a minimum level of training requirement in use. And this, of course, is positive.

However, few of the states (perhaps due to the wording of the question), mentioned multiple certification types. One must wonder if radar operators, breathalyzer operators, and other such similar technical skills are regulated in the states. If they are, most states do not mention it. Certainly the regulation of

specific technical police skills should come under the definition of professionalism. If so, most states do not qualify.

Standardized Certification

Most of literature on police professionalization speaks of consistency in terms of police standards. For the most part (76 percent) of the states apply police professional standards equally within the states. More so than most other standards, states are consistent with their control of the police industry. However, a 76 percent figure indicates room for improvement. Perhaps once the fragmentation issue is resolved, true professionalism can develop among the states.

Minimum Basic Police Training

Every state in the union had minimum standards for police basic training (although not all required it by state law). Yet only 66 percent of the states met or exceeded the federally recommended guidelines of 400 hours. Seventeen states have not yet met the standards set in 1967. This is a poor reflection on professionalism, as even the 400 hour standard is far less than other recognized professionals. Likewise, eight states have more than one standard within the state. Certainly doctors and lawyers do not use varying levels of education or training within a state or even the country. Even the highest minimum standard of 800 hours is only 20 weeks of training. This 800 hours represents at best, three semesters of college. Most people would not hire a doctor to treat their medical needs or lawyer to represent them in court if they had only three semesters of college education. Therefore, neither should the public tolerate such a low standard of training. Police institutions should take care not to rely too heavily on training as a catch all standard of professionalism. Perhaps a combination of years of academic education and specifically mandated skills training would best satisfy the criteria for professionalism. Police authorities

must remember that public recognition of professionalism is essential. Without a lengthy pre-service preparation period, the public is unlikely to accept police as professionals.

Reciprocity Agreements

The recognition of licensing or police officer qualifications between states is extremely difficult because of the fragmented way states apply police standards. No two states, much less 50 states, are exactly alike. Yet 80 percent of the states (the highest response of any standard) have some form of reciprocity. Although this number is encouraging, it is misleading. A pilot study concerning five specific states revealed that possibly three other states have some form of reciprocity. But there are variations on reciprocity, some of which are either so complicated, vague or subjective as to be negligible. Also, many states require police officers to complete a partial basic academy. Although many times officers need only to complete a law section, some states require significant re-training beyond just state laws. Certainly doctors moving to other states do not have to repeat their basic education, i.e., "Anatomy 101." Also only 20 percent of the states use an objective exam to measure competence. One must ask, how do recognized professionals respond to reciprocity issues? The answer, consistent nation wide standards and competence testing exams. Both doctors and lawyers are generally given written exams for licensing in a new state. Until the police occupation replicates this scheme, it is far from being professional in a reciprocity sense.

In-service Training

In addition, police training should not stop with basic or recruit training. Many experts, along with governmental reports, have suggested continuous or in-service training annually (President's Commission, 1967 and National Advisory, 1973). Certainly many other recognized professions are continuously trained in a

variety of areas. Police officers should be no exception. However, only slightly more than half the states require any sort of in-service training. Many of those states only require firearms training annually. All states need to require at least 40 hours of in-service training (other than firearms) annually.

Police Instructor Certification

One key standard mentioned by governmental reports was the quality control of police instructors (President's Commission, 1967 and National Advisory, 1973). Many police instructors in the United States were reported to have traditionally earned their positions by good police performance not teaching ability or skill (Doonan, 1979). Therefore, the quality of instruction has been traditionally not up to high standards. The implementation of requiring instruction methods training, college credit hours, and other criteria would greatly affect the professional aspect of police training. In most professional circles, the teachers of the profession are among the brightest and best with high levels of education, training, and experience. Although two thirds of the states have instructor certification, more states need to comply with a more consistent level of instructor certification across the country.

State Comprehensive Exams

State exams, usually written exams, have been used in two contexts in police service in this country. They are either used for reciprocity purposes (most common) or as a tool to determine academy graduates competence. Both are appropriate uses and are a helpful objective tool. However, only 46 percent of the states use them. As previously mentioned, exams are one of the most used criteria to measure competence among recognized professionals and should be used extensively by the state POST boards to upgrade the police service toward professionalism.

College Education

Both college education as a criteria for certification and higher education's effect on training and certification (related and somewhat overlapping issues) were a dismal last in the list of standards used by the states. Even though education has been emphasized since 1931, most states have not enacted statutes to require police officers to have any college education. Only Minnesota requires a college degree for licensing. Other states are either not affected by college education or are only affected for upper levels or specific types of certification. Ironically, many authorities agree that higher education is absolutely essential for police professionalization (President's Commission, 1967; National Advisory, 1973; Standards and Goals, 1974; Bohegian, 1979; Di Grazia, 1977; Niederhoffer, 1967; Sapp, 1978; and Carter and Sapp, 1990).

Management Certification

Development of management police personnel, from supervisors (corporals, sergeants, and specialized officers) to chief executive officers, has been mentioned in literature (National Advisory, 1973, and National Advisory, 1976). Some of the responding states indicated they use specific criteria for this certification, including college education, training, and experience. Likewise, many large institutions (universities, corporations, etc.) require professionals to complete graduate degrees and years of experience for special recognition or promotion. Therefore this standard is compatible with professional criteria. It should also be mentioned that lateral entry, which was highly recommended by various authorities, would be easier to accomplish for management staff if they were certified by one national management standard. This study revealed, however, that a very low percentage of states (28 percent) use this standard of professionalization. This, of course, negatively effects the police - profession criteria relationship for most of the country.

Multiple Levels of Certification

Some suggestions have been made in literature which recommend a developmental scheme for all police officers, including management and line personnel (President's Commission, 1967). In particular, levels of certification, usually basic, intermediate, and advanced levels are mentioned. The purpose, of course, is for officers to strive for achieving the highest possible level of development in order to promote professionalism. Likewise, some suggestions have been made to attach pay schedules to each of the various levels of certification which are achieved through various combinations of education, training, and experience (President's Commission, 1967). Unfortunately only 34 percent of the states have used this scheme for police professional development. Obviously, most states, particularly in the Northeast and Midwest, lack development in this area.

Recommendations

It is obvious from this research that police have generally not yet achieved professionalism. Many state POST authorities have room for improvement. Also, most states have ignored the majority of federal recommendations expressed in 1967, 1973, and 1976. Less than half of the ten major standards expressed herein have been adopted by the states.

Just as in the days of historic England's pre-Peelian reform, fragmented factions of police agencies exist in the United States today at various levels of professional development. Therefore, a renaissance of police reform is needed in this country. Perhaps, like Peelian reform of 19th Century England, federal legislation is needed. Specific recommendations in that regard include:

1. A National Police Officers Standards and Training (POST) organization;
2. An outline of a model state POST program; and
3. Comments on the concept of a professional school.

National Police Officers Standards and Training

One obstacle of police professionalization is the lack of a national body which controls policing. Certainly doctors have the American medical Association and lawyers have the American Bar Association. Police have no organization that resembles these groups. The Commission on Accreditation for Law Enforcement Agencies, Inc. has existed for some time. But it is a completely voluntary organization. Also, doctors and lawyers practice in the private sectors along with their associations. Police, however, are a public entity supported by tax money. Likewise, a national controlling organization should be public; a national POST authority perhaps.¹ This organization could serve in a role of coordinating police standards for each of the states. The cooperation of the states could be gained in typical federal government fashion, by tying federal funds to compliance with nationally set standards. The specific standards should, of course, be a consensus of each of the states and influenced by previous studies.

The national POST authority should logically be placed under the Department of Justice with strong ties to the Federal Bureau of Investigation. However, the commission and director of the organization should, at least initially, come from the states themselves; perhaps experienced members of state POST boards. Hopefully, the extensive use of states POST personnel in a new federal program will alleviate some suspicions of federal "interference." However, because of the historical nature of suspicion for big government, a national coordinating organization will never be achieved without federal legislation.

Model State POST

The following model represents an outline of cumulative recommendations of various studies; definitions of professionalization; what is commonly in use by state POST programs; and this author's own opinion. It is meant to be used as a guideline for professional development, not an absolute. For this reason, much

detail is deliberately left out. Each of eight separate areas will be reviewed and explained including: 1) Terminology, 2) Certification Criteria, 3) Certification Levels, 4) Certification Types, 5) Certification Standardization, 6) Basic Minimum Recruit Training, 7) Reciprocity, and 8) College Education's Impact on Certification. A detailed synopsis is presented in Appendix D.

Terminology

Two terms should be used in the model as described below:

- 1) Peace Officer - Peace officer is a term used to describe law enforcers which are governed by the POST board. Peace officer was chosen as it is a general term in common use, and is broad enough to include municipal police officers, deputy sheriffs and constables, highway patrol officers and other law enforcement titles. Also, a more predominate function of police is peace keeping.
- 2) Licensing - Although the term "certification" is more commonly in use, it does not have the impact of the term "licensing." Most major groups of professionals receive a "license" to practice their profession. The term "certification" indicates a certificate of some kind was received. In educational circles, a certificate is a diploma for student finishing academic requirements of one year or less, which certainly does not fit the definition of "professional."

Certification Criteria

Five criteria have been identified as important for certification described as follows:

- 1) Basic Police Training - Specifically, this criteria is defined as the initial training received by police candidates either before or after their employment with a police agency. For the purposes of this model, like the State of Minnesota, police candidates should receive this training from a skills center, at the candidates own expense, prior to employment with a police agency. In this manner, the burden of the costs of training is not placed on government. In a

similar fashion, recognized professionals are not apprenticed before becoming doctors or lawyers. Most professionals bear the burden of their own expense for preparation for their professions.

In addition, the course curriculum should be taught at regional centers (perhaps in conjunction with a college or university) in segmented sections. The courses should be vocational skills oriented in a fashion similar to Minnesota. Some emphasis should be placed on specific state, federal, and constitutional law. Necessary preparatory skills such as firearms, radar operation, breath test operation, and similar law enforcement training should be provided. Also, a great deal of the curriculum should emphasize communication skills and role playing.

2) In-service Training - Annually every peace officer should be required to attend at least 40 hours of training in any appropriate topic annually. This training should be beyond the statutorial requirements of firearms re-qualification. Professional development depends very much on continued training in updated and appropriate career related techniques which are ever changing.

3) Experience in Law Enforcement - Some recognition of a peace officer's experience in the field should be used for acquiring upper levels and types of specific certification. The experience should be measured in terms of whole years of full time paid service in a civilian police capacity.

4) College Education - Since 1967 previous educational recommendations suggested all police officers should have baccalaureate degrees in any curriculum. Recent research in education reveals that almost 45 percent of police officers have two years of college or more. Also, the criminal justice curriculum has significantly developed since early studies. Therefore, all peace officers should be required (from the implementation date forward) to have either an 1)

associates degree (or 60 hours) of higher education in law enforcement or criminal justice, or 2) a bachelors degree (or 120 hours) in any social science curriculum (including sociology, psychology, political science, etc.). Candidates with graduate degrees in criminal justice or in related fields, i.e., law, et cetera should also be considered to have fulfilled this prerequisite.

5) State Licensing Exams - Like other recognized professions, POST boards should require all candidates to successfully pass written and practical licensing exams. Practical exams should consist of, at the very least, firearms' qualification. The exams should normally be taken after satisfying the educational and training requirements. The licensing exams should also be divided into segments.

However, candidates, should have the opportunity to challenge basic police training. Those candidates which score 90 percent or higher on both written and practical exams should be exempted from the basic police training segment. Also, any segment of the exam which is successfully challenged should effect a waiver of that portion of skills training.

Certification Levels

Both governmental reports and the results of this research indicate a usage of multiple levels of certification for developmental purposes. Therefore, three levels of certification should be used based on candidates education, training and experience. Each of the levels are outlined below:

- 1) Basic - This level is indicative of a beginning peace officer. To qualify at this level an officer must: a) have an associates degree or 60 credit hours in law enforcement or criminal justice; or b) a baccalaureate degree or 120 credit hours in any social science curriculum; and c) completed 400 or more basic skills training hours; or d) successfully tested out of training by scoring 90 percent or higher on a state exam; or e) successfully tested

90 percent or higher on portions of the exam and completed the other portions of skills training; and f) complete one full year of full time paid service as a peace officer.

2) Intermediate - The intermediate criteria for certification requires: 1) a baccalaureate degree or 120 credit hours in any criminal justice or social science related curriculum; and b) a combination of training hours and years of peace officer experience totaling 16 points.²

3) Advanced - The advanced criteria for certification requires: a) the same as the intermediate certification; and b) a total of 26 points for training and experience.

In addition, it is suggested that each state set a minimum basic salary range for peace officers in a manner similar to the way public school teachers salaries are set in many states. The salaries should also be set at 5 to 10 percent higher for h)intermediate certification and 15 to 20 percent higher for advanced certification. Hopefully, in this manner the police occupation will attract more highly qualified applicants and encourage professional development.

Certification Types

Many states currently use a variety of types of certification. Similarly, various research has suggested specific types of licensing positively supports police professionalism. Therefore the following types of certification are suggested:

1) General Peace Officer Certification - This type of certification has a close relationship to a "basic" certification and involves line officers. The requirements for this "type" of certification is identical to the basic "level."

2) Police Supervisor - This type of certification requires the intermediate level of certification; appointment or imminent appointment to traditional supervisory

ranks of Corporal, Sergeant, Detective, or other specialist rank; and successful completion of a 40 hour or longer course on first line supervision.

3) Police Administrator - This type of certification requires the intermediate level of certification; appointment or imminent appointment to traditional administrative ranks of Lieutenant to Assistant or Deputy Chief of Police or Chief Deputy Sheriff, or other similar positions. Candidates must also complete an 80 hour or longer course in police management.

4) Police Chief Executive - This type of certification applies to person(s) appointed, about to be appointed, or elected as a Marshal, Constable, Sheriff, Director, Police Chief or other chief executive position with any law enforcement agency. It requires a minimum of an intermediate certification and 80 or more hours of police executive training. However, the 80 hours of training may be waived with an advanced certificate and a master's degree or higher in criminal justice administration or business management or related degree.

5) Police Instructor - Many studies have indicated a need to control the quality of police instructors. Therefore, instructor certification should require an intermediate certificate, and a 80 hour police instructional methods course.

6) Various Special Certifications - A variety of special courses and certifications should be available to candidates of all levels. The list should include, but not be limited to breath test operators, radar operators, reserve officers, investigators, et cetera. However, the criteria for this certification should be standardized for all states.

Certification Standardization

Every state in the union should consider adopting a model Police Officer Standards and Training authority to provide consistent standardized levels and types of certification. If all states adopted such a model, reciprocity or reciprocal standards agreements between the states and lateral entry of personnel would be

easily accomplished. There would no longer be a stumbling block restricting professional mobility. As previously mentioned, a national POST authority could easily coordinate the use and implementations of the model. Many recommendations of various commissions would become a reality, and policing would be a true profession.

Basic Minimum Recruit Training Hours

Most all authorities on this topic agree that an absolute minimum of 400 actual hours are necessary for police training. Most states currently meet or exceed this level. Certainly most recognized professions greatly exceed this number of preparation hours.

Reciprocity

The word "reciprocity" refers to a reciprocal agreement between the states. In order to promote professional mobility, every state should have a reciprocity agreement. A model agreement should require all candidates to have:

1. A basic certification;
2. To complete a minimum of a 40 hour reciprocity class on the new states laws; and
3. Take reciprocity exams, both written and practical, with a score of 70 percent or higher.

In addition, provisions for lateral entry candidates should provide that they meet the guidelines for basic certification and whatever level or type of certification necessary for the position for which they are applying.

College Education's Impact on Certification

Lastly, college education should impact police professionalization. Numerous studies have strongly suggested that police agencies require college education as a panacea for professionalism. Therefore, these recommendations should be made:

1. that an associate's degree in criminal justice or bachelor's degree in a social science be required for all certifications and licensing;
2. that a bachelor's degree or higher in criminal justice or related field qualify candidates to challenge police training by allowing them to take a state exam prior to academy enrollment. If candidates score 90 percent or higher on the exam or any section, all or parts of the police training should be waived; and
3. management level certifications should require a minimum of a baccalaureate degree.

Professional School

One alternative to the POST model is the creation of a professional school for police officers, modeled after law and medical schools. Although not an exact duplicate, the police school could take on a variety of attributes. For example, all candidates could be required to complete two years, (instead of 4 years) of general studies before enrolling in the program. Then candidates would be required to finish 60 plus hours of criminal justice and law enforcement courses. The required curriculum would consist of a variety of criminal justice courses in order to give candidates a wide view of the criminal justice system. Specific law enforcement courses would be designed to integrate philosophy with traditional training courses. Within a police traffic functions class, for example, students would learn how to operate doplar radar and breath test devices and receive state certification on the devices while receiving college credit. Other practical courses, such as baton training and firearms could be substituted for physical education credits. Likewise, internships could be required for graduation.

At the same time, however, students would receive an academic education. All tuition and costs would be paid in the traditional manner, including the use of grants and loans. State POST boards could regulate and control the programs.

When students graduate with a baccalaureate degree, they would qualify to take a state exam for professional licensing.

It is debatable if any of the states are ready for this particular model. Only Minnesota uses anything close to this model. However, it should be considered for professional development.

Final Comments

In conclusion, it appears that policing in the United States, although not in its infancy, has yet to come of age. This study reveals that police licensing authorities in America are inconsistent and fragmented. Only a few states have tried innovative ideas to attempt to professionalize policing.

Perhaps the best prescriptions for police professionalization is to 1) strive to fulfill the definitions of professionalism established by social scientists, 2) follow the recommendations of numerous governmental commissions and respected authorities, and 3) adopt the criteria used by recognized professionals. It is believed that the adoption of the identified ten major standards satisfies these criteria.

Certainly a more detailed research on this topic is needed. On site visits are highly recommended. However, financial restraints in this research prevented extensive research, including site visits. Also, it was difficult to analyze many responses to the survey questionnaires in this research. Some respondents appeared to not understand some questions. Perhaps a more detailed survey instrument should be used in the future. Nevertheless, it is obvious something should be done to improve policing in this country. Without improvements, other "Jans" may lose their life unnecessarily due to occupational incompetence.

Chapter 5 Notes

¹ This proposed organization should not be confused with a National Police Force. The National POST authority would serve in a capacity for the nation similar to what is commonly used by the states.

² Under this author's point system, peace officers can use a variety of combinations of education, training, and experience to achieve various levels of certification or licensing. Generally the point scheme is as follows:

1 training point for each 100 training hours; and

1 experience point for each year of full time service.

Note also that educational levels are pre-set despite the point system.

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Appendix A
(Chief Executive Officer Certification)
The Maine Model

Note: From Police Chief Executive (pp. 168-169),
National Advisory Committee on Criminal Justice Standards and Goals,
1976, Washington, D.C.: U.S. Government Printing Office.

**MAINE CRIMINAL JUSTICE ACADEMY
POLICE CHIEF/SHERIFF CERTIFICATION CRITERIA**

A. GENERAL PROVISIONS

1. To be eligible for the award of a certificate, an applicant must be:
 - a. A full-time paid officer of a Maine municipal police department or a Maine county sheriff's department who has been appointed or is about to be appointed as the department head within a Maine police agency, OR
 - b. A former full-time, paid police officer of a municipal police department, or a county sheriff's department, a State Police Agency, or a federal law enforcement agency who at the time of application is about to be or has been appointed a department head within a Maine police agency, OR
 - c. A person who is about to be or has been appointed a department head within a Maine police agency who has sufficient education, training and experience to be deemed qualified for the position in the judgement of the Board.
2. All applications for award of the certificate shall be completed on the prescribed Board form entitled "Application for Award Certificate."
3. Each applicant shall attest that he subscribes to Law Enforcement Code of Ethics.
4. The application for a certificate shall provide for the following recommendation of the department head's appointing authority such as a city manager or mayor, except in the case of sheriffs: "It is recommended that the certificate being applied for be awarded. I certify that the applicant is of good moral character and worthy of the award. My opinion is based upon personal knowledge and/or inquiry and the personnel records presently available to this jurisdiction."

B. EDUCATION AND TRAINING POINTS

The acceptability of the required experience shall be determined by the Board.

1. Law enforcement experience as a full-time paid law enforcement officer of a municipal police department, county sheriff's department, State police agency, or Federal law enforcement agency may be acceptable for the full period of experience within these agencies.

2. Full-time paid work experience in other quasicriminal justice or law enforcement agencies may be accepted to the discretion of the Board.

D. THE EXECUTIVE CERTIFICATE

In addition to the requirements set forth in Section A, General Provisions, all of the following are required for the award of the Executive Certificate.

1. Shall prior to assuming a position of department head,
 - a. Have acquired the following combination of education and training points combined with the prescribed years of law enforcement experience, OR
 - b. The college degree designated combined with the prescribed years of law enforcement experience and training points.

Minimum Training Points	25	30	30	40
Minimum Education Points	6	30	Associate Degree	Baccalaureate Degree
Years of Law Enforcement	5	4	3	2

2. Shall have completed satisfactorily within one year of his appointment as a department head the Executive Development Course as structured and provided by the Board of Maine Criminal Justice Academy of a similar course approved by the Board.

3. The Executive Certificate shall include the applicant's name, official title, and name of his jurisdiction, and shall be issued for a period of 2 years and may be renewed upon request. When the holder of an Executive Certificate transfers as a department head to another jurisdiction, upon request, a new certificate may be issued. When the holder of a Executive Certificate terminates his employment as a department head, subsequent to

February 1, 1974, for more than 60 consecutive days, a new application must be submitted in order to again be certified as a department head.

E. DEFINITIONS

1. "Board" is the Board of Trustees of the Maine Criminal Justice Academy.
2. "Department Head" is a permanent full-time chief of police or sheriff of a Maine law enforcement agency within which there is at least one additional full-time sworn police officer under the direction of such department head.
3. "Accredited Institution." For the purpose of awarding education and training credit acquired in educational institutions, the Board shall recognize only those units awarded in a course from a junior college, college or university accredited as such by:
 - a. The Department of Education of the State in which the junior college, college or university is located, OR
 - b. The regional accreditation association.
4. "Full-Time Paid Employee." A person shall be considered to be a full-time employee chief of police or sheriff.
 - a. He is employed with the reasonable expectation of earning at least \$2,500 in any one calendar or fiscal year for performing duties as a chief of police or sheriff.

F. This program, with the exception noted in D-3, shall not apply to any full-time paid chief of police or sheriff who is employed on February 1, 1974. However, any police chief or sheriff so employed on February 1, 1974, shall have the option to be so certified.

Appendix B

**Survey Instrument
for
Police Professional Standards
in the United States**

POLICE STANDARDS RESEARCH PROJECT
Department of Criminal Justice
Central Missouri State University
Warrensburg, Missouri 64093

INSTRUCTIONS:

This questionnaire pertains to research being conducted by the Department of Criminal Justice and is of vital importance to the nation and American law enforcement in particular. We ask that you take a few moments to complete the survey and return it as quickly as possible.

Please circle all of the correct responses that apply and/or write the appropriate answer(s) to each of the following questions. For the purposes of this research, the generic term "police officer" refers to all law enforcement personnel empowered by your state to make arrests and enforce laws, particularly Part I offenses (serious offenses) as defined by the Federal Bureau of Investigation.

1. What term does your state use to define those persons who enforce laws in your state?
 - a) Police Officer
 - b) Peace Officer
 - c) Law Enforcement Officer
 - d) Each officer or agent is known by a separate name of title
 - e) Other. Please Explain:

2. What term is used by your state to define a police officer's professional status in relationship to the state?
 - a) Certification
 - b) Licensing
 - c) No term is used as there is no relationship
 - d) Other. Please Explain:

3. What criteria is used when developing a certification for a police officer in your state? (Indicate all that apply)
 - a) Basic police training
 - b) In service (continuous) training
 - c) Experience in law enforcement
 - d) College education
 - e) State comprehensive exam
 - f) Other. Please Explain:

4. What levels of certification does your state use?
 - a) No certification or liscensing by the state
 - b) Basic or one level
 - c) Intermediate
 - d) Advanced
 - e) Other. Please Explain:

5. What types of certification does your state use?
 - a) Police officer - general certification
 - b) Police supervisor (middle management)
 - c) Police administrator (upper management)
 - d) Crime prevention
 - e) Background investigator
 - f) Police instructor
 - g) Other. Please Explain:

6. Basic certification may vary in your state by:
 - a) Does not vary, all agencies have the same training, standards, and certification level(s) and type(s)
 - b) Size of county population
 - c) Number of basic training hours
 - d) Type of police agency
 - e) Geographical area (city, county, urban, or rural)
 - d) Other. Please Explain:

7. The number of minimum basic (recruit) training hours in your state is:

7.a. If the basic training in your state is varied, please explain the number of minimum training hours for each agency or category:

8. Does your state have reciprocal agreements concerning certification for officers moving to your state from another state?

- a) Yes
- b) No

9. To what degree does formal college education have on certification in your state?

- a) None, college education is not recognized as a criteria for
- b) Portions of formal police training are waived if the candidate has an associates degree in law enforcement or criminal justice
- c) Portions of formal police training are waived if the candidate has a baccalaureate degree in law enforcement or criminal justice
- d) All formal police training is waived if the candidate has an A.A./A.S. in law enforcement or criminal justice from a recognized institution of higher education from any state
- e) All formal police training is waived if the candidate has a B.A./B.S. in law enforcement or criminal justice from a recognized institution of higher education from any state

f) All formal police training is waived if the candidate has an A.A./A.S. in law enforcement or criminal justice from a recognized institution of higher education **ONLY** from this state.

g) All formal police training is waived if the candidate has a B.A./B.S. in law enforcement or criminal justice from a recognized institution of higher education **ONLY** from this state

h) Formal police training and higher education in law enforcement or criminal justice are combined in this state and the police candidate receives training while attending a college at his/her expense at a recognized institution

i) Other. Please Explain:

10. Please make any comments you feel appropriate in the space below:

Thank you for your participation and cooperation in this research. If you have any questions or comments, please contact either of the following persons: Dr. Allen Sapp or Mr. Jerrold Warner at 816-429-4950

Please return this survey to:

Dr. Allen Sapp
POLICE STANDARDS RESEARCH PROJECT
DEPARTMENT OF CRIMINAL JUSTICE
CENTRAL MISSOURI STATE UNIVERSITY
WARRENSBURG, MISSOURI 64093

Appendix C

Synopsis of Standards Data

**Collected on each of the
United States of America**

STATE SYNOPSIS OF STANDARDS DATA

STATE: Alabama

STATE CODE: 01

CERTIFICATION AUTHORITY:

Alabama Peace Officers
Standards and Training Commission
Suite 202, 472 SO. Lawrence St.
Montgomery, AL 36104

TERMINOLOGY:

1. Law Enforcement Officer and Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 280 hours

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Alaska

STATE CODE:02

CERTIFICATION AUTHORITY:

Alaska Police Standards Council
Box N
Juneau, AK 99811-1200

TERMINOLOGY:

1. Police Officer, Peace Officer, Law Enforcement Officer, Village Police Officer, and Village Public Safety Officer.
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. Experience in law enforcement
3. College education

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced
4. Village Police Officer

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Varies by type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 320 hours

Villages with populations of less than 1000 people, not on a main road, and having isolated access of water or air may employ "Village Police Officers" which require training of only 52 hours. Most of the State requires 320 hours basic training.

RECIPROCITY: YES

"No formal agreements - applicants from out of state must complete an APSC sponsored mini-academy of 80 hours and provide evidence of completion of a basic academy of at least 240 hours. Out-of-State training is always verified by contacting the training provider."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. Formal college education not recognized per se.
2. A pre-service, pre-employment training agreement exists with the University of Alaska for the university students at the university campus facility.

STATE SYNOPSIS OF STANDARDS DATA

STATE:Arizona

STATE CODE:03

CERTIFICATION AUTHORITY:

Arizona Department of Public Safety
2102 West Encanto Blvd.
P. O. Box 6638
Phoenix, AZ 85005-6638

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. State Comprehensive Exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 440 hours

Note: Some agencies require higher levels of basic training hours - Phoenix/560 hours, AZ DPS/640 hours, Tucson/600 hours, and Pima/520 hours.

RECIPROCITY: NO

However, ..."officers with significant law enforcement experience in other states can take a waiver exam to gain ALEOAC (AZ Law Enforcement Officers Council) certification."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized.

STATE SYNOPSIS OF STANDARDS DATA

STATE:Arkansas

STATE CODE: 04

CERTIFICATION AUTHORITY:

Commission On Law Enforcement
Standards and Training
Standards Office
3703 W. Roosevelt Road
Little Rock, AR 72204

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic
2. General
3. Intermediate
4. Advanced
5. Senior

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 280 hours

RECIPROCITY: YES

"Training received in a state with laws governing or regulating law enforcement training must, if subject to such review, have been approved or certified in the state which the training was received."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized.

STATE SYNOPSIS OF STANDARDS DATA

STATE: California

STATE CODE: 05

CERTIFICATION AUTHORITY:

Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

TERMINOLOGY:

1. Police Officer, Peace Officer, and Law Enforcement Officer.
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced
4. Management

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Executive

CERTIFICATION STANDARDIZATION:

1. Varies by type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 520 hours

Note that there was no mention of other basic training hours standards.

RECIPROCIITY:NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. "College credits are applicable toward POST higher professional certifications, i.e., Intermediate, Advanced, Supervisory, Management, and Executive."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Colorado

STATE CODE: 06

CERTIFICATION AUTHORITY:

Colorado State Patrol
Operational Development Section
700 Kipling Street
Denver, CO 80215

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive Exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 345 hours

RECIPROCITY:NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Connecticut

STATE CODE: 07

CERTIFICATION AUTHORITY:

Municipal Police Training Council
Connecticut Police Academy
285 Preston Avenue
Meriden, CT 06450-4891

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive Exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor
3. Satellite basic training academies

CERTIFICATION STANDARDIZATION: OTHER

"There are 104 separate areas in which a person may receive certification as a law enforcement instructor in Connecticut."

BASIC MINIMUM RECRUIT TRAINING HOURS: 480 hours

RECIPROCIITY: YES

"The Council shall certify any applicant who presents evidence of satisfactory completion of a program or course of instruction in another state equivalent in content and quality to that required in this state, provided he/she passes an examination or evaluation as required by the council. Section 7-294d(b) C. G. S."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Delaware

STATE CODE:08

CERTIFICATION AUTHORITY:

Delaware State Police
Box 430
Dover, DE 19903-0430

TERMINOLOGY:

1. Police Officer, Law Enforcement Officer, and each officer known by a separate title.
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive Exam

CERTIFICATION LEVELS:

1. Basic of one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Background Investigator

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 399 hours

RECIPROCITY:YES

"On a case by case basis."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

REMARKS: Delaware was the only state from which a written survey was not returned. All data was received by a telephone interview with Captain Robert S. Walls on March 8, 1990.

STATE SYNOPSIS OF STANDARDS DATA

STATE: Florida

STATE CODE: 09

CERTIFICATION AUTHORITY:
Florida Department of Law Enforcement
P. O. Box 1489
Tallahassee, FL 32302-1489

TERMINOLOGY:
1. Police Officer and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:
1. Basic Police Training
2. Experience in law enforcement

CERTIFICATION LEVELS:
1. Basic or one level

CERTIFICATION TYPES:
1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:
1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 520 hours
Note: 520 hours if never certified or break-in-service of over 6 years
290 hours if previously certified with a 4-6 year break-in-service from Florida or other states
94 hours: a) out of state with 240 hours and one year full time experience, or
b) 520 minimum training hours from another state

RECIPROCITY: YES
"We evaluate training and work-experience to determine training hours." SEE ABOVE.
Out of State Officers with 0-4 years break in service: 94 hours plus firearms and vehicle operation qualification. Officers with 4 - 6 years break in service: 290 hours (includes firearms & vehicle).
Officers with over 6 years break in service: must complete 520 hour basic academy.

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:
1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Georgia

STATE CODE: 30

CERTIFICATION AUTHORITY:

Georgia Police Officers Standards and Training Council
351 Thorton Road, Suite 119
Lithia Springs, GA 30057

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced
4. Supervisor
5. Management
6. Executive

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (Middle Management)
3. Police Administrator (Upper Management)
4. Police Executive
5. Police Instructor
6. Field Training Officer
7. Identification Technician
8. Police Chaplin
9. Police Radar

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 240 hours

RECIPROCITY: YES

"GA. evaluates the basic course from other states - if equivalent trainee will still have to take a 90 hour core courses - all states."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. College education is only required for advanced certification levels.

STATE SYNOPSIS OF STANDARDS DATA

STATE:Hawaii

STATE CODE: 11

CERTIFICATION AUTHORITY:

City and County of Honolulu Police Department
93-093 Waipahu Depot Road
Waipahu, HI 96797

TERMINOLOGY:

1. Police Officer, Peace Officer, and Law Enforcement Officer.
2. Other: "Commissioned Officer"

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. No certification or licensing by the state

CERTIFICATION TYPES:

1. "No formal certification"

CERTIFICATION STANDARDIZATION:

Certification varies by:

1. size of county population
2. number of basic training hours
3. type of police agency
4. geographical area

BASIC MINIMUM RECRUIT TRAINING HOURS: 640 hours

Note: Each of the four police agencies in Hawaii have a different number of training hours-

Oahu- 840 hours	(Source- Lt. Prasser, Honolulu Police Department)
Kauai- 640 hours	(Source- Debbie Yoshimutsu in Lt. Yoshida's office)
Maui- 1064 hours	(Source- Officer David Medeiros)
Hawaii- 1008 hours	(Source- Mrs. Aiko in Lt. Carter's office)

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. College education is not generally recognized as a certification criteria
2. College education is only credited for promotional consideration

REMARKS: The state of Hawaii is the only state of the union which does not have a state training or POST authority. Therefore the city-county of Honolulu Police Department was sent the original questionnaire. In addition, Hawaii only has four police agencies in the state. Each are city-county (or island) police agencies. The other three island police were contacted by telephone to acquire information on training hours only. The three other island police are identified as: Maui, Oahu, and Kauai.

STATE SYNOPSIS OF STANDARDS DATA

STATE: Idaho

STATE CODE: 12

CERTIFICATION AUTHORITY:

Department of Law Enforcement
Peace Officer Standards & Training
6115 Clinton
Boise, ID 83704

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. College education
5. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Executive
5. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state
2. However, the number of basic training hours may vary between departments

BASIC MINIMUM RECRUIT TRAINING HOURS: 321 hours

RECIPROCITY: YES

For "certified other states."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Illinois

STATE CODE: 13

CERTIFICATION AUTHORITY:

The Illinois Local Governmental Law Enforcement
Training Board
Lincoln Tower Plaza Suite 400
524 South Second Street
Springfield, IL 62701-1773

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. Experience in law enforcement
3. College Education
4. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Accident Reconstruction

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY: YES

"All...Basic training completed...Experience in public law enforcement...Education in law enforcement."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. Portions of formal police training are waived if the candidate has an associates degree in law enforcement or criminal justice.
2. Portions of formal police training are waived if the candidate has a baccalaureate degree in law enforcement or criminal justice.

STATE SYNOPSIS OF STANDARDS DATA

STATE: Indiana

STATE CODE:14

CERTIFICATION AUTHORITY:

Law Enforcement Training Board
Indiana Law Enforcement Academy
P. O. Box 313
Plainfield, IN 46168

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. Experience in law enforcement
3. College Education
4. State Comprehensive exam

CERTIFICATION LEVELS:

1. No certification or licensing by this state

Note: "We do not certify or license police officers. We do certify that an officer has successfully completed the minimum basic training required by statute."

CERTIFICATION TYPES:

1. Police Instructor

Note: "Again, we do not certify or license police officers. But we do certify Instructors, based upon education, training, and experience."

CERTIFICATION STANDARDIZATION:

Certification varies by:

1. Number of basic training hours
2. Other - "Law Enforcement officers in all jurisdictions having more than three officers (a Town Marshal and two Deputy Marshals) must successfully complete a minimum of 480 hours of basic training. The Indianapolis and Fort Wayne Police Departments and the Indiana State Police exceed this requirement by more than 200 hours. Towns having a Town Marshal and no more than two Deputy Marshals may opt to have their people complete a three-week Residence (plus home study) course. These people are then limited to serving in towns of this same size. If they move to a department with four or more officers, they must then attend the 12-week course."

BASIC MINIMUM RECRUIT TRAINING HOURS: 480 hours

Note: "For towns with 3 or fewer officers -- 120 hour resident (plus home study) course is available. For all other officers, a minimum of 480 hours is required."

RECIPROcity: NO

Note: "But ... When an officer who has had out -of-state training is hired by an Indiana agency, that agency may apply for a waiver of training for the new person. He/she is then interviewed and administered a written exam . If the results of both are satisfactory, the officer's attendance in the full course may be waived. But he/she would still be required to take Indiana Law, firearms training, and an EMS First Responder Course."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not generally recognized ... "except, that it would be considered when examining the education, training, and experience of an officer hired from out-of-state (a waiver candidate)."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Iowa

STATE CODE: 15

CERTIFICATION AUTHORITY:

Iowa Law Enforcement Academy
Camp Dodge
P. O. Box 130
Johnston, IA 50131

TERMINOLOGY:

1. Police Officer, Peace Officer, and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. College Education

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY:NO

See remarks

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. Portions of formal police training are waived if the candidate has an associates degree in law enforcement or criminal justice
2. Portions of formal police training are waived if the candidate had a baccalaureate degree in law enforcement or criminal justice

See remarks

REMARKS: "Candidates are eligible for certification through a one-half length basic school if they possess a 2 or 4 year degree in law enforcement or criminal justice, or have received & satisfactory completed basic training in another state commensurate with that required in Iowa."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Kansas

STATE CODE: 16

CERTIFICATION AUTHORITY:

The University of Kansas
Kansas Law Enforcement Training Center
P. O. Box 647
Hutchinson, KS 67504-0647

TERMINOLOGY:

1. Police Officer and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 320 hours

RECIPROCITY: YES

"As long as that state's Basic Requirements meet or exceeds our requirements."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Kentucky

STATE CODE: 17

CERTIFICATION AUTHORITY:
Department of Criminal Justice Training
Kentucky Justice Cabinet
Kit Carson Drive
Richmond, KY 40475-3131

TERMINOLOGY:

1. Police Officer, Peace Officer, and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY: YES

"We conduct a Basic Equivalency Exam if out of state applicant has at least 400 hours of basic.

...no set agreement - applicant must pass the Basic Equivalency Exam or enter 400 hour basic."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Louisiana

STATE CODE:18

CERTIFICATION AUTHORITY:

Louisiana Commission on Law Enforcement and
Administration of Criminal Justice
2121 Wooddale Boulevard
Baton Rouge, LA 70806-1442

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive exam

See remarks

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within state

BASIC MINIMUM RECRUIT TRAINING HOURS: 240 hours

RECIPROCITY: YES

"All states w/ 240 hours + ... Student must present valid certificate (POST) ...Student must attend & complete Legal Aspects of B. Trg.... Student must qualify w/ duty weapon on approved weapon... Student must pass the state wide exam for peace officers."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

REMARKS: "The only in-service requirement at this time is annual re-qualification on the POST Qualification Course. If this requirement is not met, officer's certification is suspended until he re-qualifies."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Maine

STATE CODE: 19

CERTIFICATION AUTHORITY:

Maine Criminal Justice Academy
93 Silver Street
Waterville, ME 04901

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive exam
4. Experience in law enforcement
5. College Education

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor
3. Professional (Chiefs and Sheriffs)
4. Administrator (See # 3)
5. Executive (See #3)

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 480 Hours

RECIPROCITY: YES

"...equivalent training ... Experience - education - training (basic)."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. "Professional Certificate. Recognize Chiefs & Sheriffs who have met criteria."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Maryland

STATE CODE: 20

CERTIFICATION AUTHORITY:

Maryland Police and Correctional Training Commissions
3085 Hernwood Road
Woodstock, MD 21163-1099

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic
2. Supervisor
3. Administrator

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 535 hours

Note: "...varies from 535 hours to over 1000."

RECIPROCITY: NO

"We allow acceptance of equivalent training from another state plus comparative compliance training in Md. law, first responder, and entry- level firearms."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Massachusetts

STATE CODE: 21

CERTIFICATION AUTHORITY:
Massachusetts Criminal Justice Training Council
Metro Boston Complex
1155 Central Avenue
Needham, MA 02192

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Crime Prevention
4. Police Instructor
5. Firearms Instructor
6. Breath Test Operator
7. Self Defense

CERTIFICATION STANDARDIZATION:

1. Does not vary within state

BASIC MINIMUM RECRUIT TRAINING HOURS: 509 hours

RECIPROCITY: YES

"...but by policy rather than formal agreement... The policy is to recognize training sanctioned by the other state's POST, provided it is substantially the equivalent of Mass. training."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Michigan

STATE CODE:22

CERTIFICATION AUTHORITY:

Department of State Police
Law Enforcement Officers Training Council
7426 North Canal Road
Lansing, MI 48913

TERMINOLOGY:

1. Police Officer and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 440 hours

RECIPROCITY: YES

"Acceptance of certified basic police training and experience received in states other than Michigan in fulfillment in whole or in part of the minimum employment standards prepared and published by the council." ...a) complete state recognized basic police training, b) employment as a police officer for one or more years, c) meet Michigan minimum employment standards, d) anticipates employment with an agency within 12 months or has secured employment, e) person must qualify for re-hiring in the other state or be from a state whose standards exceed Michigan's standards.

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Minnesota

STATE CODE: 23

CERTIFICATION AUTHORITY:

Minnesota Board of Peace Officer Standards and Training
1600 University Avenue, Suite 200
St. Paul, MN 55104-3825

TERMINOLOGY:

1. Peace Officer
2. Licensing

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. College Education
5. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 480 hours

RECIPROCITY: YES

Must acquire *ten points* of assessment using experience in law enforcement, police training, and post secondary degree as criteria. *EXPERIENCE*:: 1 TO 5 YEARS- 5 POINTS, 5 TO 10 YEARS- 6 POINTS, 10 TO 15 YEARS- 7 POINTS, 15 TO 20 YEARS - 8 POINTS, AND 20 YEARS OR MORE- 9 POINTS. *TRAINING*: (in hours): 100 TO 139- 1 POINT, 140 TO 209- 2 POINTS, 210 TO 279- 3 POINTS, 280 TO 349- 4 POINTS, 350 OR MORE- 5 POINTS. *COLLEGE DEGREE*- 1 POINT.

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. Formal police training and higher education in law enforcement or criminal justice are combined in this state and the police candidate receives training while attending a college at his/her expense at a recognized institution. Training and education is all pre-service. Formal college education is required for licensing (a 2 or 4 year degree in criminal justice or law enforcement is required for licensing).

STATE SYNOPSIS OF STANDARDS DATA

STATE:Mississippi

STATE CODE:24

CERTIFICATION AUTHORITY:

Department of Public Safety
Mississippi Law Enforcement Officers' Training Academy
5000 Highway 468 East
Pearl, MS 39208-9005

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 360 hours

RECIPROCITY: YES

"All states."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Missouri

STATE CODE: 25

CERTIFICATION AUTHORITY:

Department of Public Safety
P. O. Box 749
Jefferson City, MO 65102

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level
2. Basic hours vary: 120, 240, 320, 600, and 1000

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Administrator (upper management)
3. Police Instructor
4. Chief Executive Officer

CERTIFICATION STANDARDIZATION:

Varies by

1. Size of county population
2. Number of basic training hours
3. Geographical area

BASIC MINIMUM RECRUIT TRAINING HOURS: 120 hours

"A) MO State Hwy. Patrol - 1000 hours, B) Law Enforcement State Agencies- Min/240, Max/1000. C) 1st class counties without a charter form of government, 2nd, 3rd, and 4th class counties- 120 hours, D) 1st class counties with a charter form of government- 600+ hours of basic training.

RECIPROcity: YES

"All states- if the officer is moving to the State of Missouri within one year of resigning with a good standing. In addition, the officer must prove he was state certified with equivalent or more hours required for the jurisdiction in which the officer will make his transfer. Upon verification from the MO POST program that all information submitted is correct, the officer then may try and pass a test for MO certification without further training."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. College education only applies for "CEO" Chief Executive Officer certification. Persons who become Police Chiefs in any jurisdiction or police department in Missouri may waive all training if they possess: a) Jurist Doctorate (JD), b) BS/BA or equivalent in Criminal Justice or Law Enforcement, and c) Graduates of the FBI National Academy. This particular certification does not apply for Sheriffs or any other position other than Police Chief. Note: Sheriffs are not required to attend the 120 hour basic, but must attend 120 hours of "Criminal Justice Training."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Montana

STATE CODE:26

CERTIFICATION AUTHORITY:

Board of Crime Control
303 North Roberts
Scott Hard Building
Helena, MT 59620-1408

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. College Education
5. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor
3. Police Command (mid-management)
4. Police Administration (Upper management)
5. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 550 hours

RECIPROCIITY: YES

"All states. Such officers are required to take a written & skills test and complete a legal course of 40 hours."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. College not recognized for basic certification.
2. "Officers who hold college degrees receive credit towards all certification levels except for Basic Certification. Training and experience requirements are reduced for those with degrees."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Nebraska

STATE CODE:27

CERTIFICATION AUTHORITY:

Nebraska Law Enforcement Training Center
Rt. 3 Box 50
Grand Island, NE 68801-9403

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administration (upper management)

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 478 hours

RECIPROCITY: YES

"Comparable training, but not over 10 years old; and employed as officer during the last 2 years."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Nevada

STATE CODE:28

CERTIFICATION AUTHORITY:

Department of Motor Vehicles and Public Safety
Peace Officer Standards and Training
555 Wright Way
Carson City, NV 89711

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. Experience in law enforcement
3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced
4. Management
5. Executive

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Instructor

CERTIFICATION STANDARDIZATION:

Varies by:

1. Number of basic training hours
2. Type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 480 hours

"Police Officer - 480," "Specialized Officer - 200," and "Correctional - 160."

RECIPROCITY: YES

"...minimum training standards must be equivalent & must pass certification test."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: New Hampshire

STATE CODE: 29

CERTIFICATION AUTHORITY:

New Hampshire Police Standards and Training Council
17 Fan Road
Concord, NH 03301-5098

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within state

BASIC MINIMUM RECRUIT TRAINING HOURS: 430

RECIPROCALITY: YES

"We are reciprocal with all states that have a Basic Academy requirement."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:New Jersey

STATE CODE: 30

CERTIFICATION AUTHORITY:

Department of Law and Public Safety
Division of Criminal Justice
Police Training Commission
25 Market Street
CN 085
Trenton, NJ 08625-0085

TERMINOLOGY:

1. Each officer or agent is known by a separate title
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

varies by:

1. Type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 640 hours

"We do not use minimum hours. Our training is based on performance objectives. Each of the 24 commission- approved must achieve the objectives and they determine the time elements. Basic training for police officers can range any where between 16 and 22 weeks."

RECIPROCITY: YES

"We can accept training approved by any other State Training Commission that is 'substantially equivalent' to commission requirements. In all cases, however, individuals trained outside of the state will have to take training in the Penal and Motor Vehicle Codes, our State's Criminal Justice System, Arrest, Search and Seizure and Evidence, and Juvenile Justice System."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not generally recognized
2. However, "a minimum of 2 years of college is necessary in order to obtain commission certification as a police instructor."

STATE SYNOPSIS OF STANDARDS DATA

STATE:New Mexico

STATE CODE: 31

CERTIFICATION AUTHORITY:

Department of Public Safety
Training and Recruiting Division
4491 Cerrillos Road
Santa Fe, NM 87505

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY:NO

"No formal agreements. We accept the hours toward certification in NM."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:New York

STATE CODE: 32

CERTIFICATION AUTHORITY:

New York State
Division of Criminal Justice Services
Bureau For Municipal Police
Executive Park Tower
Stuyvesant Plaza
Albany, NY 12203-3764

TERMINOLOGY:

1. Police Officer and Peace Officer
2. Other. "New York State does not license or certify police officers, instead, the State certifies the training they receive."

CERTIFICATION CRITERIA:

NA

CERTIFICATION LEVELS:

NA

CERTIFICATION TYPES:

1. Police Instructor

CERTIFICATION STANDARDIZATION:

NA

BASIC MINIMUM RECRUIT TRAINING HOURS: 440 hours

Note: "The training is not varied."

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:North Carolina

STATE CODE: 33

CERTIFICATION AUTHORITY:

Criminal Justice Standards Division

P. O. Drawer 149

Raleigh, NC 27602

TERMINOLOGY:

1. Police Officer and Law Enforcement Officer

2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

2. In Service Training

3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic

2. Intermediate

3. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer

2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

"The minimum BLET course is required of all accredited schools and is expanded depending on identified needs at the local level."

BASIC MINIMUM RECRUIT TRAINING HOURS: 420 hours

RECIPROCITY: YES

"Administrative rules require same of all out of state transferees. Based on full-time status for two conditions: years and completion of BLET in that state without a break of one year service time."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:North Dakota

STATE CODE: 34

CERTIFICATION AUTHORITY:

Attorney General
600 East Boulevard
Bismark, ND 58505

TERMINOLOGY:

1. Peace Officer
2. Licensing

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Full-time license
2. Part-time license

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 800 hours

RECIPROCITY:NO

"No written agreement but we will look at each case individually."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Ohio

STATE CODE: 35

CERTIFICATION AUTHORITY:

Attorney General
Ohio Peace Officer Training Academy
P. O. Box 309
State Route 56
London, OH 43140

TERMINOLOGY:

1. Peace Officer and Law Enforcement Officer
"Peace Officers are law enforcement officers, but law enforcement officers include mayors, prosecutors, safety directors, etc."
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. College education
3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Administrator (upper management) "Sheriffs"
3. Police Instructor
4. Wiretapping and electronic surveillance personnel
"We certify many other categories..."

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 450 hours

RECIPROCITY: YES

"Still out of state officers must take general provisions of Ohio law, firearms, Ohio Criminal Code, and other courses depending on what their training included in their state of origin."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. All formal police training is waived if the candidate has an AA/AS in law enforcement or criminal justice from a recognized institution of higher education from any state
2. All formal police training is waived if the candidate has a BA/BS in law enforcement or criminal justice from a recognized institution of higher education from any state
"Ohio has 14 university and college academies which offer either an A.S. or B.S. degree. Students who enroll in these programs & pass the state certification exam are certified upon being hired as a peace officer."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Oklahoma

STATE CODE: 36

CERTIFICATION AUTHORITY:
Council on Law Enforcement Education & Training
P. O. Box 11476 Cimarron Station
Oklahoma City, OK 73136

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic or one level
(See Remarks)

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 300 hours

RECIPROCITY: YES

" The State of Oklahoma will accept the certification of peace officers from other states if they meet the basic 300 hour minimum and that they have not been out of law enforcement for more than five years. The officers seeking state certification must meet the minimum standards of a High School education, or GED, no conviction of felony or moral misdemeanor, MMPI or equivalent, 21 years of age, possessing a commission from an Oklahoma law enforcement agency and pass the legal and firearms block of training, and the state certification examination."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized
(See Remarks)

REMARKS: "The State of Oklahoma is currently completing the initial process for Levels of Certification, which will include education as part of the Advanced and Master certification."

STATE SYNOPSIS OF STANDARDS DATA

STATE: Oregon

STATE CODE: 37

CERTIFICATION AUTHORITY:

Board of Police Standard and Training
Oregon Police Academy
550 N. Monmouth Avenue, P. O. Box 70
Monmouth, OR 97361

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced
4. Supervisory
5. Management
6. Executive

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 320 hours

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, college is not recognized (for "Basic Only")

REMARKS: No further comment was made concerning college educations impact on certification other than the above. It is unclear whether college education impacts other levels or types of certification.

STATE SYNOPSIS OF STANDARDS DATA

STATE: Pennsylvania

STATE CODE: 38

CERTIFICATION AUTHORITY:

Pennsylvania State Police Standards & Certification
P. O. Box 480
Hershey, PA 17033

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 520 hours

RECIPROCITY: YES

"Generally we will certify a Police Officer that is certified by another state based on verification from the state in which the Police Officer is coming from. In addition, the Police Officer will need to take Pennsylvania Criminal Law, Rules of Criminal Procedure & Evidence, Authority & Jurisdiction, Mental Health Act, Civil Law, Controlled Substance Act, Liquor Laws, Domestic Violence & Victim Assistance Act and the Pennsylvania Motor Vehicle Code for a total of 131 hours. Additionally, if the Officer has not demonstrated proficiency with a firearm in the past year, an additional 54 hours of firearms training must also be taken."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Rhode Island

STATE CODE: 39

CERTIFICATION AUTHORITY:

State of Rhode Island and Providence Plantations
Municipal Police Training Academy
Community College of Rhode Island
Flanagan Campus
1762 Louisquisset Pike
Lincoln, RI 02865-4585

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

varies by:

1. Number of basic training hours
2. Type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 600 hours

"No set minimum by law... R.I. Municipal Police Academy - 600 hours, R. I. State Police - 20 weeks (live in), Providence Police - ?"

RECIPROCITY: NO

"We consider a former police officer's past training and make the determination on a case by case basis. However, all new (former) police officers are required to take Rhode Island Law Courses, Motor Vehicle Code, R.I. Firearms Qualification & R. I. Psychological exam."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:South Carolina

STATE CODE: 40

CERTIFICATION AUTHORITY:
South Carolina Criminal Justice Academy
5400 Broad River Road
Columbia, SC 29210-4088

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

"Certification' refers to the officer's obtainment of basic law enforcement authority.
'Accreditation' refers to the officer's obtainment of advanced level recognition in a particular discipline (e. g. accreditation as an Arson Investigator)."

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic
2. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

varies by:

1. Type of police agency

BASIC MINIMUM RECRUIT TRAINING HOURS: 329 hours

"South Carolina Highway Patrol: 480 (and)
South Carolina Wildlife and Marine Resources Department: 529"

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. No, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:South Dakota

STATE CODE: 41

CERTIFICATION AUTHORITY:

Law Enforcement Officers Standards and Training Commission
Rol Kebach Criminal Justice Center
East Highway 34
500 East Capitol
Pierre, SD 57501-5050

TERMINOLOGY:

1. Law Enforcement
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 240 hours

RECIPROCITY: YES

But "no formal agreements."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Tennessee

STATE CODE: 42

CERTIFICATION AUTHORITY:

State of Tennessee
Law Enforcement Training Academy
P. O. Box 140229
Donelson, TN 37214

TERMINOLOGY:

1. Police Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 320 hours

RECIPROCITY: YES

"An officer from any state having standards which equal or exceed those of this state may be certified by testing."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

REMARKS: "Some agencies of State government are not required to meet certification standards, but do so voluntarily. Included are Tennessee Highway Patrol, Wildlife Resources Agency, Park Rangers, Public Service Commission- Standards primarily govern local units of government."

STATE SYNOPSIS OF STANDARDS DATA

STATE: Texas

STATE CODE: 43

CERTIFICATION AUTHORITY:

Texas Commission on Law Enforcement Officer Standards and Education
1606 Headway Circle, Suite 100
Austin, TX 78754

TERMINOLOGY:

1. Peace Officer
2. Certification and Licensing

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. College Education
5. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Crime Prevention
3. Police Instructor
4. Dispatcher
5. Hypnotist
6. Jailer
7. Drug Recognition Expert
8. Reserve
9. Armed Public Security Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCALITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. "Completion of the ten college courses in a recognized college in TX will qualify a person to take a licensing examination. The courses and the college are approved first."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Utah

STATE CODE: 44

CERTIFICATION AUTHORITY:

State of Utah
Department of Public Safety
Peace Officer Standards and Training
4525 South 2700 West
Salt Lake City, UT 84119-5928

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Advanced

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 440 hours

RECIPROcity: YES

"Persons with equivalent training must pass comprehensive exam."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Vermont

STATE CODE: 45

CERTIFICATION AUTHORITY:

Vermont Criminal Justice Training Council
Vermont Police Academy
RR #2, Box 2160
Pittsford, VT 05763-9712

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 716 hours

"716 hours full-time basic training course (and) 62 hours part-time basic training course."

RECIPROCITY: YES

"Vermont's training requirements may be waived in whole or in part if the person has received equivalent training in a particular state. A law enforcement officer requesting waiver must demonstrate proficiency in:

- 1) Vermont Motor Vehicle Code
- 2) Vermont Criminal Law
- 3) Vermont Juvenile Law
- 4) Use of Firearms
- 5) Any other course the Training Council deems necessary.

Vermont will accept training from any state as long as it is found to be the equivalent of Vermont training."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Virginia

STATE CODE: 46

CERTIFICATION AUTHORITY:

Commonwealth of Virginia
Department of Criminal Justice Services
805 East Broad Street
Richmond, VA 23219

TERMINOLOGY:

1. Law Enforcement Officer
2. No term is used as there is no relationship

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

varies by:

1. Number of basic training hours

BASIC MINIMUM RECRUIT TRAINING HOURS: 375 hours

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: Washington

STATE CODE: 47

CERTIFICATION AUTHORITY:

Washington State Criminal Justice Training Commission
Mail Stop PW-11
Olympia, WA 98504

TERMINOLOGY:

1. Police Officer, Peace Officer, and Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. State Comprehensive exam

CERTIFICATION LEVELS:

1. Basic
2. Supervisor
3. Middle Management
4. Executives

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Supervisor (middle management)
3. Police Administrator (upper management)
4. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 440 hours

RECIPROCITY: YES

"Officers w/ basic certification from any other state may challenge the regular academy program by participating in an equivalency process involving certain prerequisites, written exam, and practical exercises."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE: West Virginia

STATE CODE: 48

CERTIFICATION AUTHORITY:

Criminal Justice & Highway Safety
Law Enforcement Training
5790-A MacCorkle Avenue S. E.
Charleston, WV 25304

TERMINOLOGY:

1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training

CERTIFICATION LEVELS:

1. Basic or one level

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 495 hours

RECIPROCITY: NO

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not recognized

STATE SYNOPSIS OF STANDARDS DATA

STATE:Wisconsin

STATE CODE: 49

CERTIFICATION AUTHORITY:
State of Wisconsin Department of Justice
P. O. Box 7857
Madison, WI 53707-7857

TERMINOLOGY:
1. Law Enforcement Officer
2. Certification

CERTIFICATION CRITERIA:
1. Basic Police Training
2. In Service Training

CERTIFICATION LEVELS:
1. Basic or one level

CERTIFICATION TYPES:
1. General Certification - Police Officer

CERTIFICATION STANDARDIZATION:
1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY: YES
" We accept all other states' certificates."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:
1. None, generally not recognized
2. "But standards board has proposed that AA degree of 60 college credits would be required for certification effective 1/1/94."

STATE SYNOPSIS OF STANDARDS DATA

STATE:Wyoming

STATE CODE: 50

CERTIFICATION AUTHORITY:

Wyoming Law Enforcement Academy
1556 Riverbend Drive
Douglas, WY 82633-2056

TERMINOLOGY:

1. Peace Officer
2. Certification

CERTIFICATION CRITERIA:

1. Basic Police Training
2. In Service Training
3. Experience in law enforcement
4. College Education

CERTIFICATION LEVELS:

1. Basic
2. Advanced
3. Professional

Note: "Professional 160 hrs. and 5 yrs."

CERTIFICATION TYPES:

1. General Certification - Police Officer
2. Police Instructor
3. Training Academy
4. Detention Officers - (local agencies)

CERTIFICATION STANDARDIZATION:

1. Does not vary within the state

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours

RECIPROCITY: YES

"Recognize any state having a Peace Officer basic equivalent or greater than Wyoming's 400 hours."

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. None, not generally recognized ... but
2. "College education is figured into Advanced and Professional certification, but not for the Basic level."

Appendix D
Model State POST
Synopsis

MODEL STATE SYNOPSIS OF STANDARDS DATA

STATE: Model State

CERTIFICATION AUTHORITY:

Model State POST Authority
Anywhere, U. S. A.

TERMINOLOGY:

1. Peace Officer
2. Licensing

CERTIFICATION CRITERIA:

1. Basic Police Skills Training
2. Inservice Training annually
3. Experience in Law Enforcement
4. College Education (A.A./A.S. or B.A./B.S.)
5. State Comprehensive Licensing Exam

CERTIFICATION LEVELS:

1. Basic
2. Intermediate
3. Advanced

CERTIFICATION TYPES:

1. General Peace Officer Certification
2. Police Supervisor (Corporals, Sergeants, and Specialists)
3. Police Administrator (Lieutenants to Assistant and Deputy Chiefs)
4. Police Chief Executive (Chiefs and Sheriffs only)
5. Police Instructor
6. Various individual special skills and other certification including- Breath Test Operator, Radar Operator, Reserve Officer, Accident Reconstruction, etc.

CERTIFICATION STANDARDIZATION:

1. Does not vary within the State, all agencies have the same levels and types of certification

BASIC MINIMUM RECRUIT TRAINING HOURS: 400 hours or more

RECIPROCITY: YES

Out of state basic police officer candidates must have:

1. An associates degree in law enforcement or criminal justice or higher, or a bachelors degree in a social science curriculum;
2. Previously completed at least 400 hours of skills training in their former State or completed a bachelors degree in law enforcement or criminal justice or higher related degree and score a 90% or higher on the licensing exam;
3. Complete 40 hours of State law in a special reciprocity class;
4. At least one year of experience as a civilian law enforcement officer, not including academy training;
5. Been previously licensed or certified by another State; and
6. Successfully pass the State Comprehensive Written and Firearms Licensing Exams with a score of 70% or higher.
7. Lateral Entry candidates must meet the recommended guidelines of basic officers and have acquired appropriate certificate types and levels for the positions for which they are applying.

COLLEGE EDUCATION IMPACT ON CERTIFICATION/TRAINING:

1. A minimum of a associates degree in law enforcement or criminal justice or bachelors degree in any social science curriculum is required for all licenses and certifications.
2. A bachelors degree in law enforcement, criminal justice, criminology or related field or higher level degree with a score of 90% or higher on the State licensing exams or any portion will exempt candidates from completing a 400 hours basic skills training or any portion thereof.
3. Management level certificates require a bachelors degree in any curriculum.