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Strategy for Introducing American Police Education through Information Analysis

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요 약

미국 경찰 역사상 3세기 동안 경찰 교육도 상당히 개선되었음을 보여주고 있다. 경찰학교 탄생과 더불어 일반 국민이 경찰에 거는 기대도 커졌으며 경찰이 보여주는 능력도 성장했다. 1960년대 이후 현장 훈련 과정, 기관 내 훈련 등을 개발 운영해오고 있다. 최근 몇 년 동안 여러 지역의 경찰학교 훈련에서 대학식 접근법을 택하고 있는데 특히 COP식 경찰 업무 수행과 전문화를 이루도록 하는데 목표를 두고 있다. 우리나라는 관련법규의 미정비, 비체계적인 교육과정, 학교교육과 실습교육의 Switch System의 한계, 열악한 교육여건 및 환경 등이 문제점으로 대두되고 있어 개선을 위한 방안은 첫째, 교육훈련 법규를 통합, 정비 둘째, 교과과정을 체계적으로 개편 셋째, 교육훈련효과의 극대화를 위하여 Switch System을 정착 넷째, 교육여건 및 교육환경을 개선시켜야 한다.

▶ Key Words :미국 경찰 | 미국 경찰 교육 훈련 | 미국 경찰학교 | 현장시보교육

Abstract

Police education has shown a pronounced improvement during three eras in American police history. as the Reform Era arrived, the police academy was invented. With it, citizen expectations for the police expanded, and the level of competence exhibited by police grew. After the 1960s came the invention of the FTO and the creation of ongoing, in-service training requirements. in recent years, academics in many places-but by no means everywhere-are taking a more collegial approach to training, aimed especially at COP- style policing and the achievement of genuine professionalism. The Korean police training system is less efficient in education methodology, more inappropriate in the switch system of school education and practice, and poorer in educational environment, among others. Based on my findings, this paper recommends several improvement tips. First, legal stipulations on police training should be integrated and detailed. Second, active

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participation by preliminary police officers should be emphasized in the class of police training. Third, contents and hours for practice should be emphasized to maximize effects of the "switch system." Fourth, the educational environment of the Academy should be improved.

▶ Key Words : American Police | American Police Education and Training | American Police Academy | Field Training

Ⅰ. Introduction

The educational requirements for today's modern police are odd in the sense that there is no one clear cut, particular path down which a person should travel in order to obtain the knowledge necessary to become a police officer. What a modern, competent officer needs to know includes information about a broad range of subjects and skill sets. Ideally, the officer needs to experience several different levels of education. There is neither merely one type of knowledge to possess nor is there only one place to go to obtain it. we will engage in a discussion of the substance of what today's officer needs to know and also in a cosideration of the process through which this education and training is garnered.

Ⅱ. The Education and Training of the American Police

1. The elements of police education

To be a truly educated police officer, a member of what Jerome Skolnick and David Bayley have labeled "The New Blue Line"(Skolnick and Bayley), an officer needs to have:

(1) A high school education. (2) A two-year college degree; community college programs offer introductory, general education classes and additional core courses that give students a basic understanding of the criminal justice system and criminological theory. (3) An upper division, four-year college experience; this entails getting a broadly based, liberal arts education that includes history, psychology, sociology, political science, and a host of other subjects that allow a person to be well-rounded and informed...as well as more specific, law and criminal justice-oriented courses. (4) The police academy experience. (5) Field training with an F.T.O. (6) Specific training for a specialized assignment, such as being a Field Training Officer (FTO), a K-9 officer, or a forensics technician. (7) On-going, in-service training.

2. Higher Education

Four decades ago, the call went out for the education of police officers to be improved through the creation of college programs in criminal justice[1]. Over the next twenty years, advanced by federal monies granted through the L.E.E.P. program (and others), the movement gathered momentum[2]. After the call for college-educated police officers has become almost universal, there still exists an ongoing debate about how much college education is necessary for the average police officer and, furthermore, about what kind of college education is optimal. Some students of the police maintain that the best college background is that of a liberal arts education, not necessarily aimed at police work[3]. These people argue that the breadth of knowledge obtained in this kind of generalized course of study will best inform the police officer on the street. A liberal arts education takes seriously the goal of attaining knowledge in a diverse set of fields-exactly the sort of broadly-based academic experience with which a police officer should be conversant.

Others point out that there is so much to learn in the particularized, focused field of police work that the undergraduate experience should take a straight forward run at the profession. These people argue that criminal justice take a straightforward run at the profession. These people argue that criminal justice studies should be the focus. This debate has made its way into the field of criminal justice, criminology, and "police science." Within the academic culture that focuses upon such major courses of study, this argument-about police officers obtaining either a generalized education or a more focused one-is constantly debated. The debate goes further. In the world of academia there are two distinctively different types of criminal justice programs. One emphasizes a sociological approach to the study of crime, criminology, and the criminal justice system. It is analytical and critical. This type of criminal justice program is driven by the idea that modern police work requires officers to have the broadly based, liberal arts background discussed above. The idea here is that police work demands that officers understand multiple roles and that they become able to change at will from one role to another. For example, today's officer must be a member of the criminal justice system's prosecutorial staff, in a sense, while they search for guilty parties and put handcuffs on them. This is clearly one role they must play. But then, if they are going to interrogate a suspect, the police must immediately change roles and become part of the defense team. They must advise suspects of their rights under the Constitution and, oddly enough, tell suspects that questions are going to be asked of them and that they need not be answered. So at a moment's notice, the modern police officer changes roles, jumping from one side of the fence to the other. As another example, today's officer must avoid the pitfalls of paramilitarism most of the time. As discussed at length, the modern police officer's role as community servant requires that he or she do this. But in an instant, if presented with a hostage situation, for example, officers must change their method of operation and morph into members of a military unit. They must respond to chains of command that require military-type accountability. Again, they must be capable of changing instantly from one role to another. The sociologically based college programs view the process of role changing as one that might best be understood by those who have taken a broadly based set of courses. Having a generalized educational background will avail the pre-police experience college student of the tools necessary to accomplish the myriad tasks and play the numerous roles required by modern policing.

Then there are the practical college programs. These programs involve a curriculum aimed at preparing the undergraduate to work the street as soon as they graduate. Courses in these programs encompass pragmatic concerns, such as how to work a beat, how to make a search, fire arms training, and so forth. Sometimes, these programs emulate police academics, simply expanding the curriculum of the academy into a college-length experience. Most of these programs are located at the community-college, two-year level of higher education. But some are four year programs. Aimed at those who wish to prepare for police work (and only for police work), such programs provide less in the way of broad knowledge and more in the way of "nuts 'n bolts."

In the academic world the debate between protagonists supporting each type of program is ongoing. The sociological programs tend to call the more practical programs "cop shops," and claim that, from their perspective, such programs are unnecessary, since they merely replicate academy training. The more practical programs claim that, from their perspective, a lot of time "wasted" in sociological programs-wasted studying subjects of no value to police officers. They tend to make fun of the "theory" that a liberal arts education includes. There is no definitive answer to the question of which type of program is "best." Each has its strengths and

weaknesses. It can be said with relative certainty that the sociological programs better prepare officers to enter into COP-styled departments, and that the practical programs better prepare officers for Legalistic style departments. The good news for modern police work is that both types of programs expand police officer education in the direction of turning it into a genuine profession. From the perspective of most police managers, it makes no difference which is "better."

3. The Optimal pre-Employment Education

Perhaps the best overall educational formula for the modern police officer would involve the following set of experiences. (1) A solid high school education that teaches one to read and write-especially to write essays that are logically constructed and that abide by the basic rules of English grammar and syntax composition. (2) A two-year community college experience that engages the student with general education courses and some basic, introductory criminal justice classes. These introductory criminal justice courses include criminology, the organization and processes of the criminal justice courses include criminology, the organization and processes of the criminal justice courses include criminology, the organization and processes of the criminal justice system, criminal law, and introductory courses about police and corrections. Such courses at the community college level tend to be of the more practical sort discussed above, and they establish a baseline for would-be officer college education.(3) Two upper division years at a college or university that provide a liberal arts education and criminal justice courses that are sociologically based. This provides the student with a critical, analytical perspective on crime, criminals, victimization, the nature of law, the sociology of police work in America, and the concept of justice. The experience of hiring college-educated police officers has been found to "work," in the sense that such officers out-perform their non-college educated counterparts, so this is a development that is most definitely here to stay in American police work[4]. It is now time to turn to a consideration of the modern police academy. We will first outline two sorts of academy foci, then discuss the standard academy curriculum, and, finally, offer a critique of it.

4. The Academy

For the first century of American policing, in most locales, there was no serious effort to give police officers any training in advance of their street experience. Police work was a blue collar job-thus, the expectation was that everything an officer needed to know would be learned in an informal manner by associating with more experienced officers. Police work was so inexorably linked to the operations of political machines that it did not seem necessary to take police training very seriously. It would have made more sense to give 19th Century rookie police officers training in politics rather than in the law and criminal procedures. The law did not have much to do with what the police did at all until well into the 20th Century.

Then, as we have seen, the Reform Era arrived and changed much about police work. And one of the substantial changes was the development of the police academy. Given that the efforts of reformists were largely aimed at generating control over police behavior (or misbehavior, to be more precise), police academies were engineered to instill discipline and engender a militaristic chain-of-command-type of operational norm. Since the era of reform, police academies in many jurisdictions have maintained exactly this same focus and tenor. But since additional change has been in the air in American policing for a generation now, we must discuss the contemporary debate over how academies should be organized and operated.

5. The Tone

There is an ongoing debate about police academy training in American policing that parallels the

general debate about paramilitarism. The would of police academics is now divided into two types of approachs. The first type features stress-based academies that emphasize paramilitarism and a boot camp mentality. Inspections occur regularly. Such a program "typically includes paramilitary drills, intensive physical demands, public disciplinary measures, immediate reaction to infractions, daily inspections, valued inculcation, and withholding of privileges". The entire focus is aimed at creating a military-like experience that prepares police cadets for work in a paramilitary organization. A self-reporting study done by the Department of Justice found that 15 percent of academies report their training to be mostly stress-based and 38 percent report academies report their training to be mostly stress-based and 38 percent report "more stress than non-stress" based programs.

The classroom in such stress-oriented academics has a boot camp tone. Cadets who wish to participate in discussions must rise from their desks, stand at attention, identify themselves, and then ask a question. This is exactly the sort of atmosphere that permeates training in military boot camps.

The stress level experienced by cadets all through their time at the academy is meant to prepare them for the tentions of life on the street as a police officer.

Second, there are those academies that attempt to avoid military boot camp training in favor of a more collegial style of teaching and learning.

Their operations are driven by the idea that a college-like atmosphere will produce more thorough and in-depth learning. Such academics even encourage analytical and critical thinking about contemporary issues in police work, much as is done in the sociologically based college program. Marching is eschewed, because when do police officers ever march together? Fitness is encouraged, but military drill is avoided. Forty-seven percent of today's academies are non-stress based.

The non-stress type of academy is on the rise. The change toward them is driven largely by COP-based ideals-by the idea that police academics are supposed to encourage cutting edge thinking and problem solving that is creative and resourceful. Only time will tell whether or not such low stress academies are the wave of the future. Since there can be a case made for both types. it is difficult to know in which direction academy training is headed. We will discuss this further below and make the point that some sort of compromise or combination of the two strategies is probably best.

6. Standard Curriculum

Chart 1 indicates those courses of study (and numbers of hours for each) required for a police academy to be certified by the Peace Officer Standards and Training (P.O.S.T) commission of the state of california. such regulatory agencies are found in almost every state, whether or not they are officially labeled as "P.O.S.T." commissions. These commissions set requirements for police academies and a host of other police related training courses, such as K-9 courses, FTO courses, and leadership courses. Experienced police executives, such as in-service or retired chiefs of police and Sheriffs, populate such commissions. They are a part of the

Chart 1 REGULAR BASIC COURSE(RBC)
- STANDARD FORMAT

DOMAIN DESCRIPTION	MINIMUM HOURS	DOMAIN DESCRIPTION	MINIMUM HOURS
Leadership, Ethics, Professionalism	8	Vehicle Pullovers	14
Criminal Justice System	2	Crimes in Progress	20
Policing in the Community	18	Handling Disputes/Crowd Control	8
Victimology/Crisis Intervention	6	Domestic Violence	10
Introduction to Criminal Law	4	Unusual Occurrences	4
Property Crimes	6	Missing Persons	4

Crimes Against Persons/Death Investigation	6	Traffic Enforcement	16
General Criminal Statutes	2	Traffic Collision Investigations	12
Crimes Against Children	4	Crime Scenes, Evidence, and Forensics	12
Sex Crimes	4	Custody	2
Cultural Diversity /Discrimination	16	Emergency Management	16
Juvenile Law and Procedure	3	Lifetime Fitness	44
Controlled Substances	12	Arrest Methods /Defensive Tactics	60
ABC Law	2	First Aid and CPR	21
Laws of Arrest	12	Firearms/Chemical Agents	72
Search and Seizure	12	Information Systems	2
Presentation of Evidence	6	People with Disabilities	6
Investigative Report Writing	52	Gang Awareness	2
Vehicle Operations	24	Crimes Against the Justice System	4
Use of Force	12	Weapons Violations	4
Patrol Techniques	12	Hazardous Materials Awareness	4
Minimum Instructional Hours : 560 Hours			

From the California Commission on Peace Officer Standards and Training (POST)

self-regulation of police work that is increasing across the country. we will consider how important this self-regulation is for the development of police professionalism. If it is true that the competent police officer needs to know something about a great number of subjects, then it should be equally true that the police academy should cover a great number of subjects. And so it is. The academy curriculum in most places is made up of another patchwork quilt of sorts. There are the strictly law-related topics. Of course criminal law takes precedence in this arena, but cadets are subjected to a dozen different types of law in addition to their studies of the penal code. Vehicle law, alcohol-related law, and juvenile-related law are covered because the police face situations controlled by such laws much of the time. Then, too, in order to provide a feel for them, other types of legal discussions can touch on fish and game law, parks and recreation law, animal control law, and mental health-related law. The cadet is, to some extent, bombarded with a litany of legal topics. Then there is the time spent in developing practical, beat-operational skills, such as how to operate a patrol car, make a traffic stop, frisk a suspect, enter a dwelling, and so forth. In addition, there is preparation for the physical side of the job; fitness classes, defensive tactics classes, and firearms training are engaged. And several miscellaneous topics are covered, such as first aid, CPR. public ralations, and computer data entry. As Chart 1 indicates, the overwhelming majority of time in the academy is spent learning about law enforcement and the practical skills involved in working a beat. Little time is spent on COP issues like community relations, handling disputes/crowds, domestic violence, persons with disabilities, gang awareness, and culture, diversity, and discrimination. The total number of hours allotted to these topics is 78 out of more than 600 hours of required training. The police academy experience is like no other in the world of education Because so many different topics are covered, and because experts are brought in as teachers from many different arenas, the experience is rather disjointed. A day at the academy may include two hours of criminal law, two hours of learning patrol techniques, two hours of first aid, and two hours of criminal procedure. At day's end, there might be an hour or two of physical fitness training. Each day is cut up into blocks of time filled with different topics. Academy training lacks the normalization of other academic experiences-one day not like the next, and the sequence of classes is never the same.

Textbooks are usually eschewed in favor of individualized notebooks prepared by the academy.

The numerous instructors involved in the process often bring articles or memos to share with cadets. Cadets usually put together their own notebooks made up of such handouts and their own notes. Exams are given on a regular basis-normally on one day per week-and at the end of the experience, the graduated cadet has several notebooks filled with information. The breadth information covered is substantial, as the chart indicates. However, when viewed another way, It is heavily law-enforcement oriented. This is one of the obvious criticisms made o standard academy curriculum. And it is toward an analytical criticism of such standard curricula that we now turn.

7. Post-Academy Traning

7.1 The Field Training Officer (FTO)

After the academy experience, in most jurisdictions today, the rookie officer is assigned to an FTO program. There are many variations on the theme, but the general idea is to pair someone with a substantial amount of experience and aptitude for teaching with an inexperienced officer. FTOs should themselves be excellent officers with enough of an achievement orientation to act not only as teachers but also as role models. Rookie officers are not only taught and mentored by FTOs: they are also evaluated by them on a regular basis-daily, in some places.[5].

FTO programs can either last a relatively short time, or they can be quite involved and extensive. Ideally, there are steps in such a program that require the rookie to work with different FTOs for extended timeframes (4-6 weeks). This provides a series of evaluations rather than just one. At the end of several monitoring and evaluating periods, rookies go solo for a few weeks. In the final step of the process, a plain clothes FTO rides with the rookie for a few weeks and evaluates him or her for final approval-if the evaluation is positive, the FTO certifies the rookie to work alone there after. This is how the FTO process works under ideal conditions. There is good new and bad news about FTO programs. On the positive side, the movement requiring young officers to pair with FTOs can be seen as an important step toward inculcating modern principles in personnel from the outset. Instead of learning things from veterans in a piecemeal fashion, the FTO (in theory) has both an aptitude for teaching and the substantive knowledge to make the experience an important one. Thus, in an organized and disciplined way, the rookie learns a little bit about a lot of subjects and becomes expert in a few-such as the "nuts'n bolts" of working a beat.

The bad news is that FTO programs do not necessarily work in the ways they are supposed to. First, because such programs involve a great deal of paperwork and extra effort, many departments have trouble fielding FTOs. Several studies indicate that the most experienced officers-ideally those who would make the best teachers-tend to avoid the process. Second, the average amount of experience in police work required to become an FTO is only about 2 years[6]. This is troublesome, since the whole idea is to have veteran officers involved in teaching younger officers-and two years on the street does not qualify most people as "veterans." Third, extra pay for FTOs is meager-hardly an incentive. Finally, if a rookie is dropped from a department-does not achieve final certification-that rookie can (and sometimes does) sue for damages. When this occurs, the FTO is a party to the suit along with the police department. For these reasons, the utilitarian theory behind the FTO process is not necessarily achieved in practice. Finally, as noted in Box 12.4, there is no guarantee that the FTO process works against a long-term problem from which police work has suffered for generations: the idea that once an officer hits the street, they are told to forget what they have learned in the academy and start learning about real police work. FTOs can fall into this trap as easily as other veterans. And if FTOs do so, then they can inhibit the development

of the COP philosophy and of genuine professionalism.

7.2 in-service Training

Once an officer passes their probationary period, there are "in-service training" requirements in virtually all police departments. Ranging from as little as 40 hours per year to more than 90, police departments. Ranging from as little as 40 hours per year to more than 90, police departments in the modern era tend to require that officers involve themselves in continuing education[7]. In some locales, college courses may substitute for police-delivered training. Furthermore, modern technology allows in-serve updates on changes in the law, new search and seizure decisions, and so forth to be provided to officers right in the squad room, before they go out on the street. This constant updating for officers is important to the process of professionalization. It is almost universally true that every police officer is required to complete the FTO experience and, in addition, keep up with in-service training requirements. Additionally, there is specialized training for officers interested in expanding their knowledge in one direction or another, particularly in an effort to obtain experience that helps with advancement. There are schools for K-9 officers, requiring certain types of training with one's dog in order to make a K-9 patrol and remain on it. Officers can garner extra training in forensics that, in some jurisdictions, allows them to work certain types of cases to lessen the burden placed on crime lab personnel. In some places, these officers earn a "Forensics Tech" distinction and are awarded incentive pay. S.W.A.T. training is another option. Most officers taking such courses are interested in advancement and want more than just patrol experience on their resumes when the time comes to be considered for promotion.[8]

III. Conclusion

Police education has shown a pronounced improvement during three eras in American police history. as the Reform Era arrived, the police academy was invented. With it, citizen expectations for the police expanded, and the level of competence exhibited by police grew. Also, police discipline, confidence, and status improved dramatically. After the 1960s came the invention of the FTO and the creation of ongoing, in-service training requirements. in recent years, academics in many places-but by no means everywhere-are taking a more collegial approach to training, aimed especially at COP- style policing and the achievement of genuine professionalism. The Korean police training system is less efficient in education methodology, more inappropriate in the switch system of school education and practice, and poorer in educational environment, among others. Based on my findings, this paper recommends several improvement tips. First, legal stipulations on police training should be integrated and detailed. second, The present police education in the classroom still focuses on the method of cram-into-memory rather than active participation. Most of the police cadets are graduates of community colleges or university students so that dicussion-oriented education would be more effective in raising the intellectual curiosity of preliminary police officers. Police training will be more effective by increasing an active participation of preliminary police officers in the classroom. Third, In the present switch system, curriculum of class education are too much weighted and superficial so that the majority of police cadets feel bored and passive in the class. pratical sessions should be increased to get preliminary police officers to participate more actively in police training. Fourth, the educational environment of the Academy should be improved. The preliminary and acting police officers commonly express low satisfaction with their educational environment as well as their trainers.

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