Police pre-employment training in the United States of America:

(A study conducted under the auspices of a Fulbright Police Research Scholarship)

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Fulbright research ‘blog’

As part of my commitment to disclose and share all information about this project I have published a Fulbright ‘blog’ at: http://www.richardheslop.net/blog.html

The website provides access to all information about the project, including copies of my award application documents, research reports, presentations, teaching materials, as well as many photographs.

I am always happy to answer any procedural questions regarding the Fulbright or about any other aspects of my work and research. I can be reached at r.heslop@fulbrightmail.org
# Table of Contents

Introduction .................................................................................................................. 4
The global Fulbright Programme and US-UK Police Research Awards ................. 4
U.K Fulbright Police Research Fellowship ................................................................. 4
Research topic background ......................................................................................... 5
  Police entry-level training in England and Wales ..................................................... 5
  Post-employment training model .............................................................................. 5
  Pre-employment training model .............................................................................. 5
  Neyroud Review of Police Leadership and Training and Winsor Review of Police Officer and Staff Remuneration and Conditions .......................................................... 6
Research aim and questions ......................................................................................... 7
Host Institution(s) selection and arrangements ......................................................... 7
  ‘Two police officers for the price of one’ ................................................................. 8
Methodology and structure of U.S policing ............................................................... 9
  Resources for studying policing in U.S.A ................................................................. 10
  Empirical research in U.S.A ...................................................................................... 11
  Scope and limitations of the research ...................................................................... 11
Findings ........................................................................................................................ 12
  Police entry-level training and education in the U.S.A ............................................ 12
  Open enrolment (pre-employment) ........................................................................ 14
  Academy instructors and ‘stress’ based training ...................................................... 14
Police recruit entry-level training in Ohio ................................................................. 16
Conclusion: research questions revisited ................................................................. 18
  Research question 1: what are the different institutional arrangements for delivering police pre- employment training and education in the U.S.A? ......................................................... 18
  Research question 2: which institutional arrangements work well and why? .......... 18
  Research question 3: what are the benefits of pre-employment training? .......... 19
  Research question 4: What are the disadvantages or unintended consequences of pre-employment training? .............................................................................. 19
  Research question 5: What can we learn from the U.S experience of delivering pre-employment training, which may help inform the development of police training and education in the U.K? .............................................................................................................. 20
Bibliography .................................................................................................................. 22
Appendix 1: OPOTC list of approved academies ...................................................... 24
Appendix 2: OPOTC basic curriculum ...................................................................... 29
Police pre-employment training in the United States of America: a study conducted under the auspices of a Fulbright Police Research Scholarship

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Introduction
This paper reports on findings from a study of police pre-employment training and education in the United States of America conducted under the auspices of a Fulbright Police Research Scholarship. The report is informed by a review of key literature relating to police recruit training in the U.S.A and U.K and the author’s experiences and empirical research conducted as a visiting Fulbright Scholar at the University of Cincinnati. The report begins with an overview of the scope and purpose of the global Fulbright Programme and the U.S-U.K Police Research Awards, before discussing the background and rationale to this research project and its aims. Further details are then provided on the methodology, including a discussion of the study’s scope and limitations. The remaining substantive sections cover findings and comparison is made with current and emerging approaches to police pre-employment training and education in England and Wales. A key finding of the research is that where universities and colleges in the U.S.A operate pre-employment (open enrolment) training and education programmes to facilitate their students’ entry into law enforcement agencies, they replicate the curriculum and approach of ‘traditional’ police academies; being certified and tightly controlled by state regulating authorities. Simply put, these institutions operate as private police academies. This approach works well (and is indeed necessary) within the radically decentralised and diverse structure of U.S policing and the report concludes by recommending that this approach should be considered as a possible future model for structuring U.K police pre-employment training and education.

The global Fulbright Programme and US-UK Police Research Awards
The Fulbright Programme is a programme of competitive grants for international educational exchange for students, scholars, teachers, artists and professionals (including police employees). The programme was founded by U.S Senator J. William Fulbright in 1946 in order to increase the mutual understanding between the people of the United States and other countries through the exchange of persons, knowledge and skills. The Fulbright Programme now operates in over 155 countries and provides approximately 8,000 grants annually for individuals to undertake graduate study, advanced research and teaching. In each of 50 countries, a bi-national Fulbright Commission administers and oversees the Fulbright Programme and in the United Kingdom this is the remit of the U.S-U.K Fulbright Commission.

U.K Fulbright Police Research Fellowship
The Fulbright U.K Police Research Fellowship is a unique award offered by the U.S-U.K Fulbright Commission. Although the U.S.A has an established tradition of sending a select number of police officers to the U.K for professional and educational
exchange under the Fulbright Programme, the U.K is the only one of over 155 participating countries to reciprocate. Under this award up to three grants are given to serving U.K police officers and staff from all ranks to enable them to visit the U.S.A for a period of three months in order to conduct research, pursue professional development and/or assess best practice. Typically, successful applicants will identify and develop a research proposal on a topical and/or important issue relevant to policing in the U.K. Candidates must also choose and make independent arrangements with a host U.S. university.

**Research topic background**

*Police entry-level training in England and Wales*

For most of the period since the Second World War police recruits in England and Wales were trained at Home Office managed regional training centres. Up to 2005 there was much tinkering with the syllabus but the format remained essentially unchanged (White & Heslop 2012). In 2005 the Home Office ceased to administer initial training to all police forces in this country apart from the London Metropolitan Police. Individual constabularies were allowed more autonomy in delivering police training, under a broad framework called the Initial Police Learning and Development Programme or IPLDP.

*Post-employment training model*

However, the majority of initial police learning programmes operate under a post-employment training model, in other words police recruits become sworn officers immediately they join the service and undergo a two year training period funded by their police force. Consequently, post-employment training is expensive (Pepper & McGrath 2010) and in 2008 Surrey Police (in conjunction with Portsmouth University) became the first constabulary in the U.K to introduce a pre-entry qualification scheme. Following the success of this scheme, a number of other police forces and colleges and universities began to develop pre-employment (or pre-join) training programmes. ¹

*Pre-employment training model*

Although there are several possible models to deliver police pre-employment training and education, the core concept is that potential police recruits are required to self-finance and successfully complete aspects of initial police training, obtain an academic qualification and/or undertake some other form of work experience before they can apply to join the police. Self-funded pre-entry training for other professions is nothing new and in other countries, such as Australia, Canada and the U.S.A. mandatory pre-employment training for policing already exists. According to Skills for Justice (2009) there are a number of advantages to police pre-employment training programmes, which include:

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¹ In this report the terms pre-employment, pre-join and pre-entry are used interchangeably.
- Financial savings for police forces as the cost of the training is borne by potential recruits.

- Policing will be brought into line with other professions, specifically teaching, nursing and other health service professional roles.

- A lower ‘drop-out’ rate of recruits post-employment, as they will have a clear idea as to what front-line policing is about prior to recruitment.

- A potential increase in the pool of police volunteers (i.e. special constables, though this depends on the pre-employment training model adopted).

Neyroud Review of Police Leadership and Training and Winsor Review of Police Officer and Staff Remuneration and Conditions

The development of police pre-employment training in England and Wales was given further impetus with the publication in 2011 of the report into a Review of Police Leadership and Training conducted by Peter Neyroud (Neyroud 2011). In the report, Neyroud argued that, as with other professions, such as medicine and law, individual police officers should take responsibility for their own training and development, beginning before entry. Whilst Neyroud acknowledged that progress had been made to implement pre-join schemes in some police areas in England and Wales, he recommended that in order to ensure national consistency a national pre-join Police Initial Qualification (PIQ) should be implemented as a required criterion for entry into the police service. Whilst historically there has been no nationally set minimum educational criterion required to join the police service, Neyroud recommended that a new PIQ, which should be equivalent to a Level 4 qualification, should be implemented (Neyroud 2011: 86).

In March 2012, Tom Winsor (now Her Majesty’s Chief Inspector of Constabulary) published his final report into his Review of Police Officer and Staff Remuneration and Conditions, which also dealt with police pre-entry qualifications (Winsor 2012). Winsor made reference to Neyroud’s arguments and recommendations and he also concluded that there was a need to introduce a requirement for police pre-join qualifications. Whereas Neyroud recommended that the PIQ should be set at Level 4, Winsor recommended that:

candidates eligible for appointment to a police force should have either a Level 3 qualification [such as A Levels], or a police qualification which is recognised by the sector skills council, Skills for Justice, or service as a Special Constable or service as a PCSO (or another staff role which the chief officer is satisfied provides appropriate experience)...

Currently the only nationally recognised pre-join qualification which is approved by the Association of Chief Police Officers (ACPO), Skills for Justice and the

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2 Levels on the Qualification and Credit Framework (QCF). An example of a Level 4 qualification is a foundation degree and Level 3 is equivalent to A levels.
Central Authority for Initial Learning is the Certificate in Knowledge of Policing (CKP),\(^3\) which is also at Level 3 on the QCF framework (CoP 2013).

Thus at the time of writing there is uncertainty surrounding the future specification of pre-join qualifications in England and Wales, though it is anticipated that this will be resolved by the newly formed College of Policing (CoP) whose remit includes maintaining and developing the national police learning curriculum\(^4\). To help inform this work there is a need for further research into police pre-join training and education, particularly in other countries with established police pre-join qualification and training systems, and one such country is the U.S.A.

**Research aim and questions**

Consequently, the broad aim of my Fulbright research was *a study of police pre-employment training and education in the United States of America.*

Five more specific research questions were also formulated as reproduced below:

1. What are the different institutional arrangements for delivering police pre-employment training and education in the U.S.A?
2. Which institutional arrangements work well and why?
3. What are the benefits of pre-employment training?
4. What are the disadvantages or unintended consequences?
5. What can we learn from the U.S experience of delivering pre-employment training, which may help inform the development of police training and education in the U.K?

**Host Institution(s) selection and arrangements**

As mentioned above, applicants for a Police Research Scholarship must make their own arrangements with a University in the U.S.A and potentially other organisations (such a police department or other law enforcement agency) to act as their host(s). To the potential Fulbright applicant this may seem like a daunting task, not least because the U.S.A offers such an extensive choice of some of the best universities in the world, not to mention approximately 18,000 law enforcement agencies. Whilst

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\(^3\) The CKP is a new qualification which formally accredits the Pre-Join Knowledge Curriculum. The CKP comprises 10 assessment units which externally accredit the knowledge and understanding units of the Diploma in Policing. Since January 2010 the Diploma in Policing has been the minimum mandatory qualification enabling regular student officers to be confirmed as police officers.

\(^4\) The CoP was formed in December 2012 as the professional body for the police service and this body also has its origins in recommendations stemming from Neyroud (2011). Several functions which were formally the responsibility of the National Police Improvements Agency (NPIA) were transferred to the College, including responsibility for the initial (and pre-join) learning curriculum. See: [http://www.homeoffice.gov.uk/police/college-of-policing/about/](http://www.homeoffice.gov.uk/police/college-of-policing/about/)
some applicants for a Fulbright award will quite understandably be grateful for any offer of institutional sponsorship, the need for a Fulbright Scholar to make the correct choice of institution(s) cannot be overstated. That choice needs to be based not merely on logistical grounds, but more importantly on other justifiable criteria which are related to the applicant’s research topic and strategy. In my case, I sought a university in the U.S.A which had a strong reputation for criminal justice studies, as well as an established tradition for policing scholarship and research. I was also seeking a university which had formed strong collaborative links with law enforcement agencies and police practitioners.

The University of Cincinnati, School of Criminal Justice, is ranked third in the United States by *U.S. News and World Reports*, and ranked number one in scholarly research based on faculty productivity. The School of Criminal Justice houses the Center for Criminal Justice Research, University of Cincinnati Corrections Institute and the Institute of Crime Science (formally the Policing Institute). The Director of the Institute is Dr Robin Engel who is one of the leading criminal justice and policing scholars in the U.S.A (see, for example, Ehrhardt & Tewksbury 2009). Dr Engel and her team have formed a groundbreaking partnership with the City of Cincinnati Police Department (CPD) (Engel & Whalen 2010).

The CPD currently employs approximately 1,050 sworn law enforcement officers and 119 civilian employees. It provides police services to approximately 300,000 residents within a 78.6 square mile area, and is the primary law enforcement agency for the City of Cincinnati. The City of Cincinnati is the urban core for the metropolitan region’s 2.1 million residents. The CPD has embraced a problem-solving strategy over the past decade that leads the United States in innovative responses to challenging problems. Researchers from the Institute of Crime Science are embedded within the police agency, and are given complete access to all requested data. Officials from both organizations have partnered on projects such as improving police recruitment and training, enhancing the strategic use of crime analysis, and various problem solving projects, including the Cincinnati Initiative to Reduce Violence (CIRV).  

Although Dr Engel was very busy with her teaching commitments and research projects in Cincinnati and other parts of the U.S.A (and internationally) she was extremely enthusiastic about supporting my application. In addition to providing me with a letter of invitation on behalf of the University Dr Engel helped me to obtain a further letter of invitation from Colonel James (Jim) Whalen, who is Assistant Chief of Police in the CPD. These invitations from the University of Cincinnati and CPD played an important part in my success in receiving one of the police research awards.

‘Two police officers for the price of one’

Fulbright Scholars visit the U.S.A under a J.1 Visiting Scholars Visa, and a Scholars dependant(s) (i.e. partner, wife and children) can also apply to stay with them in the U.S.A under a J.2 Visa or Visa Waiver Program (WVP). The decision to take ones

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5 See for, example, Engel et al. (2008) *Implementation of the Cincinnati Initiative to Reduce Violence (CIRV): Year 1 Report*. Available online at: [http://www.uc.edu/content/dam/uc/ics/docs/CIRV_YR1_Report%204-14-08%20FINAL.pdf](http://www.uc.edu/content/dam/uc/ics/docs/CIRV_YR1_Report%204-14-08%20FINAL.pdf)
dependants to the U.S.A is, of course, down to personal choice and circumstances, and some Fulbright Scholars take dependents whilst others do not. It is worth reiterating that the Fulbright Programme is not only about academic study and research, but that it is also primarily concerned with fostering cultural learning and exchange. The cultural exchange and experiences can be made richer for the Scholar and host country if he/she is fortunate enough to have a partner and/or children who can accompany them, to share and participate in the experiences.

My wife Laura is also a Sergeant in West Yorkshire Police and she is on the High Potential Development Scheme (HPDS). In addition to the above mentioned cultural and personal reasons, it became apparent that my Fulbright status also potentially offered Laura an outstanding opportunity to visit the U.S.A for her own professional development. Again, Dr Engel and Colonel Whalen were extremely helpful and Laura was also invited to study and conduct research at the University of Cincinnati (on the subject of problem oriented policing) and work with the CPD. Laura was able to negotiate leave of absence from her duties in WYP to take advantage of these opportunities.

**Methodology and structure of U.S policing**

Perhaps the most challenging methodological and logistical issues which confront anyone setting out to research policing in the U.S.A relate to the sheer size of the country (the third largest in the world in both population and geographic size) and the fact that it has an extremely diverse and ‘fragmented police system’ (Cordner, 2012). The U.S constitution, in place since 1787, establishes a federal system of government with relatively few powers reserved for national government and many powers delegated to the states. One consequence of this federal system with a strong emphasis on local governance is that the U.S. has over 18,000 separate law enforcement agencies, most of them local (Cordner 2012). Information published by the Department of Justice, Bureau of Justice Statistics (BJS 2011a:2) show that in 2008 the agencies included:

- 12,501 local police departments
- 3,063 sheriffs’ offices
- 50 primary state law enforcement agencies
- 1,733 special jurisdiction agencies
- 638 other agencies, primarily county constable offices in Texas.

To begin to see the full picture, however, we also need to include the approximately 73 Federal law enforcement agencies, the largest of which being the U.S Customs and Border Protection (CBP), which employs some 36,000 officers (see BJS 2011b: 2). Though it may seem surprising from a U.K perspective, it is probably not possible to determine, at any one point in time, the exact number of law enforcement agencies in the U.S.A. To begin with, about half of all agencies employ less than 10 full time officers (BJS 2011a) and agencies of this size can and do go out of existence or merge, whilst new departments are formed, on an almost daily basis. Although

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6 The HPDS is a national 5 year structured career framework and development scheme that can lead to the most senior positions in the service see [http://www.npia.police.uk/en/8563.htm](http://www.npia.police.uk/en/8563.htm)
historically this has always been so, the economic crisis which has been impacting on policing in the U.S.A since 2008 is leading to downsizing and increased pace of rationalisation (COPS 2011, PERF, 2010).

A key initial task then for a U.K based Fulbright Scholar setting out to research almost any aspect of policing in the U.S.A is to get to grips with the structure and complexity of its policing and criminal justice system. Although this is best achieved by being on the ground, with a visit of only 3 months it is advisable to conduct as much background research as possible prior to leaving the U.K. Fortunately, there are some useful resources readily available to the U.K based researcher and it will be helpful to discuss a number of the key ones in the following section.

Resources for studying policing in U.S.A

Although there are several textbooks which provide good overviews of policing in the U.S.A an excellent introductory text is Policing in America: A Balance of Forces, by (University of Cincinnati) Professor Lawrence F. Travis and Robert Langworthy (2008). For an overview of the U.S criminal justice system, which includes a useful review of practices and controversies in law enforcement see Introduction to Criminal Justice, also by Professor Travis (2011).

In terms of statistical information, the already mentioned Department of Justice Bureau of Justice Statistics (BJS) is the United States’ primary source of criminal justice statistics and all of its publications are freely available on line at http://bjs.ojp.usdoj.gov/. BJS conducts a census every 4 years of publicly funded law enforcement agencies with one or more full-time-equivalent sworn staff. The latest census was conducted in 2008 and included 17,985 state and local law enforcement agencies employing at least one full-time officer or the equivalent in part-time officers. The data collected as part of the census include: number of sworn personnel, number of civilian personnel and agency-type category (BJS 2011a). BJS data are recognized as the most definitive counts of law enforcement agency personnel operating with local, state, and tribal funding. BJS also research and publish data on other key aspects of the U.S Criminal Justice System including federal law enforcement agencies (BJS 2011b), as well as training academies (BJS 2009).

Another useful Department of Justice resource is the Community Oriented Policing Services (COPS) information centre or COPS Library which is a great source of information about many aspects of community policing in the U.S.A, see: http://www.cops.usdoj.gov/. Along with this, the National Institute of Justice website at http://www.nij.gov/ provides free access to all the papers from both the first and second Harvard Executive Sessions on Policing and Public Safety, many of which focus on law enforcement in the U.S.A from a leadership perspective.

Also from a policing leadership perspective, the U.S based International Association of Chiefs of Police (IACP) is the world’s oldest and largest organisation for police executives. Although its name suggests that the organisation is international in scope, it is fair to say that the IACP is somewhat U.S-centric. Although it is probably necessary to join the IACP (as did the author) to obtain access to the full range of information and benefits, its website at http://www.theiacp.org/ provides free access to much useful information, and as I will go on to discuss in
more detail below, the IACP annual conference (always held in the U.S.A)\(^7\) offers unparalleled networking opportunities for a visiting police researcher.

From a more academic perspective, the Police Executive Research Forum (PERF) is a long established and respected police research organisation which provides a freely accessible web-based document library containing many useful research reports and documents at [http://www.policeforum.org/library/](http://www.policeforum.org/library/). Finally, there is, of course, a vast literature on all aspects of policing and criminal justice in the U.S.A published in relevant policing and criminology scholarly journals. One recently published journal paper which I found particularly helpful in helping me to understand the structure and complexity of policing in the U.S is *The Architecture of U.S Policing: Variations Among the 50 States*, written by American policing scholar Dr Gary Cordner (2012). In my experience, most U.S based academics will readily assist and offer advice to the U.K based Fulbright Scholar at all stages of their project. I corresponded via email and on the phone with Dr Cordner before I left the U.K and was also fortunate to meet up and consult with him during my stay in the U.S.A.

*Empirical research in U.S.A*

Whilst it is important to conduct as much background research and planning (i.e. arranging visits, meetings etc) prior to arriving in America, my overall research strategy was to remain as flexible as possible for opportunities which I anticipated would only arise when I was in the U.S.A. In my view, empirical research should be a dynamic activity which allows for change and refocusing, as circumstances and the research and analysis evolve (see also, Mason 2004).

Although part of my research involved collecting further quantitative data about police training and education in the U.S.A, my main empirical research was based on a mixed method qualitative data collection strategy. In terms of methods, this primarily involved observations at police training establishments mainly in the state of Ohio, as well as interviewing and consulting with as many people as possible (including students, trainers, academics, police practitioners etc) about police training in America.

*Scope and limitations of the research*

With approximately 18,000 law enforcement agencies spread across 50 federated states in the third largest country in the world, three months provides only sufficient time to explore an aspect of policing empirically and in any detail, on a case (or limited number of cases) basis. In this research, my main case was the state of Ohio, though I also spent time at some police training establishments in the neighbouring state of Kentucky.

As indicated above, I also attended the Annual Conference of the IACP which was held in San Diego (some 2000 miles away from Cincinnati). However, it was definitely worth the trip and expense as there were chief police officers and other practitioners from thousands of law enforcement agencies across the U.S.A, as well

\(^7\) Because the conference is so large and well attended there are only a limited number of conference venues, even in the U.S.A, with the capacity to host this event. The 2013 conference will take place in Philadelphia between 19-23 October, see : [http://www.theiacpconference.org/iacp2013/public/enter.aspx](http://www.theiacpconference.org/iacp2013/public/enter.aspx)
as public officials and academics at the conference. As well as delivering a presentation on police training and education in the U.K, ⁸ I used this as an opportunity to speak with police leaders from numerous police departments across America about my research and I made many valuable contacts which were useful to my project. I would strongly recommend that future Fulbright Police Research Scholars consider attending the Annual IACP Conference if the timing coincides with their visit to the U.S.A.

As well as the IACP Conference, I was also fortunate to be in U.S.A for the 2012 Annual Meeting of the American Society of Criminology (ASC) which was held in Chicago. The ASC meeting is the largest and one of the most important criminology conferences in the world. It is more academically oriented than the IACP and is also more international in scope. However, many of the leading criminologists and policing scholars in the U.S.A (and the world) attend the event, so again it provides a tremendous networking and information gathering/sharing opportunity. At the ASC, I also presented a research paper about the work of leading British policing scholar and research ‘pioneer’, Professor Simon Holdaway (Heslop 2012), and I was able to consult with a number of U.S based academics about my Fulbright research.

We also attended the Kentucky Women’s Law Enforcement Network (KWLEN) Conference held in Frankfort Kentucky where Laura had been invited to deliver a presentation about current developments in U.K policing from a female officer’s perspective. ⁹ Although the KWLEN Conference was a more local and smaller event than either the IACP or ASC it was still very useful from a research, networking and cultural perspective. In Kentucky we also spent some time at the Southern Policing Institute (SPI) which is part of the University of Louisville. The SPI has a strong reputation as one of the leading centres for police leadership training and education in the U.S.A. ¹⁰

Findings

Police entry-level training and education in the U.S.A

The provision of police entry-level training and education in the U.S.A reflects the complexity and diversity of its system of policing. Police academies exist in every state and at the federal level, and each state has an agency which certifies police academies and their programmes. Although the architecture of police entry-level training is locally based and diverse it is possible to discern some patterns and common features.

According to the most recently published statistics from the 2006 Census of Law Enforcement Training Academies (CLETA), a total of 648 state and local law enforcement academies were providing basic training to entry-level recruits in the U.S.A (BJS 2009). It will be helpful to make two initial points of comparison with police training in the U.K at this stage.

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⁸ Available at:  http://www.richardheslop.net/blog.html
⁹ Available at:  http://www.richardheslop.net/blog.html
¹⁰ See:  http://louisville.edu/spi
First, of the 648 state and local law enforcement training academies operating during 2006, a total of 292, (45%) were operated by an academic institution, such as college, a university, or a technical school. As noted earlier, in recent years a number of colleges and universities in the U.K have become involved in the initial training of police officers (both pre and post-employment), but this has been the exception and the majority of recruit training still takes place at traditional police training establishments (training centers or schools) operated by police constabularies.11

Second, few if any of those colleges and universities in the U.K which do currently deliver police initial training programmes can hardly be regarded as operating a police academy in the traditionally understood sense. Whereas, as I will discuss in more detail later, the police academies in universities, colleges and technical schools in the U.S.A are closely regulated at the state level and have similar features to the academies operated by police departments.

Table 1 below sets out further information about these academies:

<table>
<thead>
<tr>
<th>Primary operating agency</th>
<th>Academies</th>
<th>Full-time equivalent instructors*</th>
<th>Full-Time instructors</th>
<th>Part-Time instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>All types</td>
<td>648</td>
<td>24,194</td>
<td>10,193</td>
<td>28,002</td>
</tr>
<tr>
<td>State POST**</td>
<td>25</td>
<td>1,760</td>
<td>741</td>
<td>2,037</td>
</tr>
<tr>
<td>State police</td>
<td>44</td>
<td>1,670</td>
<td>1,148</td>
<td>1,444</td>
</tr>
<tr>
<td>Sheriff’s office</td>
<td>57</td>
<td>1,678</td>
<td>1,086</td>
<td>1,584</td>
</tr>
<tr>
<td>County police</td>
<td>19</td>
<td>709</td>
<td>491</td>
<td>435</td>
</tr>
<tr>
<td>Municipal police</td>
<td>143</td>
<td>5,417</td>
<td>3,479</td>
<td>3,675</td>
</tr>
<tr>
<td>College/university</td>
<td>292</td>
<td>8,522</td>
<td>1,373</td>
<td>14,298</td>
</tr>
<tr>
<td>Multi-agency</td>
<td>54</td>
<td>3,208</td>
<td>1,439</td>
<td>3,537</td>
</tr>
<tr>
<td>Other types</td>
<td>14</td>
<td>832</td>
<td>436</td>
<td>792</td>
</tr>
</tbody>
</table>

Note: * This has been calculated by weighting the number of part-time instructors by .5 and adding this to the number of full-time instructors.

** Peace Officer Standards and Training, see footnote 12 below (Source, BJS 2009).

As can be seen, after the category of colleges and universities, municipal police departments were the second largest operators of police academies, accounting for 22% of the total. Sheriff’s offices operated 57 academies (9%), and state police and highway patrol agencies operated 44 academies (7%). Finally, State Peace Officer Standards and Training (POST) 12 Commissions, the agencies typically responsible for certifying law enforcement officers in each state, operated 25 academies (4%) nationwide.

According to the BJS, an estimated 56,934 recruits entered state and local law enforcement academies during 2005; the majority being male recruits with approximately 17% female. College and university academies received the most recruits, with 36% of the overall total. Municipal police were next with 20%, followed by state POST academies at 13%. On average, these programmes included 761 hours (or about 19 weeks) of classroom training. A third of academies had an additional

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11 Such as the West Yorkshire Police Training and Development Centre at Bishopgarth, Wakefield.
12 Within U.S Law enforcement the terms peace officer and law enforcement officer are often used interchangeably.
mandatory field training component with an average length of 453 hours. About 6 out of 7 recruits completed their basic training programme and graduated from the academies.

*Open enrolment (pre-employment)*

There are two ways for an individual to enter a police academy and undertake a basic police training programme in the U.S.A. The first entry route is to be recruited and employed by a law enforcement agency and attend an academy (post-employment). As indicated above, many large and mid-sized law enforcement agencies (such as the CPD) operate their own academies and send officers to their academy or an academy operated by another organisation.

The second entry route is for an individual to self-fund their basic police training pre-employment, and to be admitted to an academy through a system which is commonly referred to in the U.S.A as *open enrolment*. Many academies and particularly those operated by colleges and universities accept individuals from both routes on to their programmes. Students applying to attend an academy through open enrolment are required to satisfy a number of entry requirements (i.e. minimum educational qualifications, fitness test, driving licence, criminal record checks, etc) and pay their own fees (although there may be some bursaries available).

In terms of funding, 52% of academies received at least part of their funds from student tuition (charging fees of between $3000-4000). About half also received funding from state (51%) and local (44%) government. About a third of academies charged student fees for the use of certain facilities, resources, or equipment (34%), and about a third received funds from law enforcement agencies sponsoring recruits (33%).

*Academy instructors and ‘stress’ based training*

Table 1 above also provides details about academy *instructors* and again it will be helpful to draw a further point of comparison with police training in the U.K. In this country the term ‘instructor’ is seldom used within police training and education and it has been replaced with titles such as ‘trainer’, ‘facilitator’ or ‘lecturer’. This change in terminology reflects the broader changes which took place in police training pedagogy around the late 1980s, when the previous militaristic model of training was replaced by an approach based on the principles of humanistic education and psychology (see Heslop 2006). This not to say that police recruit training in the U.S.A has not also evolved in recent years (see, for example, Birzer 2003, Marenin, 2007), but the continued use of the term instructor serves to further emphasise the more traditional idea of what a police academy is in the U.S.A.

Indeed, according to the BJS a majority of recruits were trained in academies more oriented toward a ‘stress-based military model’ than a non-stress academic model. As indicated above, the more traditional stress based model of training is based on the military model and typically includes paramilitary drills, intensive physical demands, an emphasis on discipline and ‘value inculcation’. Whereas the non-stress model emphasizes academic achievement, physical training, administrative disciplinary procedures, and an instructor-trainee relationship that is more relaxed.
The 2006 CLETA asked academies to describe the environment of their basic training programme on a four-point scale as predominantly stress, more stress than non-stress, more non-stress than stress, or predominantly non-stress. Fifteen percent of academies reported their training environment was predominantly stress-based. An additional 38% of academies reported their training environment was more stress than non-stress.

By type of academy, 43% of state police academies reported their training environment was predominantly stress-based. The next highest percentages were for academies operated by county police (26%) or sheriff’s offices (25%). State POST and college and university academies were most likely to report using a predominantly non-stress training environment.

Finally, the BJS also provides information about the qualifications and experience of the instructors. Nearly all (97%) academies required their full-time instructors to be certified as an instructor and 62% required certification as a subject-matter expert (i.e. firearms or driving instructor). Just over two-thirds (68%) of training academies required their full-time instructors to have a minimum number of years of law enforcement experience. Average requirements ranged from 3.2 years at county police academies to 4.5 years at college and university academies. In terms of academic qualifications, about 1 in 5 academies had a college degree requirement for its full-time instructors.

Taking stock then, when examined at the national level the provision of police recruit training and education in the U.S.A reflects the diverse and radically decentralised structure of its system of policing. We can, however, identify some patterns and common features of that training provision and begin to draw some tentative conclusions about how it evolved. Leaving aside the (approximately 73) federal law enforcement agencies, responsibility for policing in the U.S.A has been delegated to the states. It follows that the provision of police training and education is also overseen by authorities at the state level and although there is a mixed market and diverse approach, all aspects of the training are closely regulated.

Whilst many colleagues in U.K policing will be familiar with some of the major agencies in American law enforcement such as the New York City Police Department (NYPD) and the Los Angeles Police Department (LAPD), it is perhaps not so well appreciated that these large and relatively well resourced agencies are not necessarily representative of the majority of policing organisations in the U.S.A. As noted earlier, about half of all police departments employ less than 10 sworn officers. Whilst it makes perfect sense for an agency such as the LAPD - with a compliment of approximately 10,000 sworn officers - to have its own state-of-the-art police academy 13, this is clearly not an option for a park police department comprised of 5 cops. Looked at from this perspective, it would simply not be possible for many smaller law enforcement agencies in the U.S.A to function without open enrolment pre-employment training programmes. Yet the pre-employment training model can also be an attractive option for some of the larger police departments in the U.S.A, seeking to realise the advantages of pre-join training mentioned earlier.

13 See: http://www.lapdonline.org/history_of_the_lapd/content_basic_view/1134
Not surprisingly then, a mixed market model of police training and education has evolved in each of the states to service the needs of these diverse law enforcement agencies. In a country which has such a culture of commercial enterprise and self-reliance, along with the high value placed on college education it is hardly surprising that half of all police training takes place in academic institutions.

Whilst it will be seen later that the institutional arrangements for the provision of police pre-employment training and education are still evolving in the U.K, in the U.S context, police recruit training, both pre and post-employment and including in academic institutions is structured around the tried and tested police academy model. In order to appreciate how this model operates in more detail, however, it will be helpful to shift our focus from the provision of basic police training at the national level to a case study of pre-employment training in the state of Ohio.

**Police recruit entry-level training in Ohio**

Ohio is a state within the Midwestern United States. With a population of approximately 11.5 million people, Ohio is the 7\(^{th}\) most populous and 10\(^{th}\) most densely populated of the 50 United States.\(^{14}\) The state is approximately 220 miles wide by 220 in length. It comprises 88 counties and its major cities include Columbus (its capital), Dayton and Cincinnati.

According to the latest statistics published in 2011 by the Ohio Attorney General’s Office (OAGO) there are 978 separate law enforcement agencies operating within the state of Ohio, which collectively employ more than 33,000 peace officers (OAGO 2011).

Although the Attorney General\(^{15}\) is ultimately responsible for training and service standards for Ohio law enforcement, this work is delegated to the Ohio Peace Officer Training Commission (OPOTC). The Commission includes an executive director, legal counsel and nine members, as well as 65 employees. The Commission’s role is to advise the Attorney General and provide direction to the executive director on academic policies, training, eligibility and service standards for Ohio law enforcement and other public safety professionals.

Importantly, the Commission approves and monitors all academies which offer peace officer entry-level training. Currently, there are approximately 60 sites in Ohio which offer this training and these are listed in Appendix 1. As can be seen, some of the academies are operated by law enforcement agencies (i.e. CPD), whilst others are operated by universities/colleges such as the University of Cincinnati Clermont College Police Academy. Regardless of the type of institution, all academies must comply with statutory requirements (topics, hours, facilities and processes) in order to be approved by the Commission. Therefore, attendance at any of these approved academies will provide the student with the same opportunity to obtain a certificate of peace officer basic training. As of July 1, 2012, the required number of hours for successful completion of peace officer basic training is 579 (OPOTA 2012) and the curriculum is attached at Appendix 2.

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\(^{14}\) Source: US Census Bureau (Quick Facts) at: [http://quickfacts.census.gov/qfd/states/39000.html](http://quickfacts.census.gov/qfd/states/39000.html)

\(^{15}\) The current Attorney General is Mike DeWine, see: [http://www.ohioattorneygeneral.gov/](http://www.ohioattorneygeneral.gov/)
A person may attend basic training in one of several categories as set out below:

SWORN PEACE OFFICERS (POST-EMPLOYMENT TRAINING)
In this category the student must be appointed to a peace officer position within a city, village, township or other agency. Some academies, particularly the ones operated by law enforcement agencies, only train students in this category. The student must attend the minimum 579 hours and any additional hours added by the academy. If the student meets all success criteria for the programme, which includes completion of the state certification examination, the Academy Commander will recommend to the Commission that the student be issued a certificate of completion of basic training.

SWORN PEACE OFFICERS PRIOR EQUIVALENT TRAINING
Ohio (along with other states) also has protocols and procedures in place for individuals who are appointed to a peace officer position in Ohio and have completed training or education in another state, the military or under the auspices of any other certifying entity other than the OPOTC. In brief, these officers apply to the Commission for a ‘prior equivalent training analysis’ (or what is commonly termed in the U.K as assessment of prior learning and/or experience (APEL)). The prior training is then compared to the curriculum currently required in Ohio. In cases where the prior training is deemed equivalent, credit will be given. In cases where the prior training either differs, is insufficient or is non-existent, hours from the Ohio curriculum will be assigned and the individual concerned must undergo the training.

OPEN ENROLLMENT STUDENTS (PRE-EMPLOYMENT TRAINING).
As mentioned earlier, this category is for students who are not appointed to a peace officer position but who wish to attend peace officer basic training in their own time and at their own expense. Students who complete open enrolment are issued a letter of completion which they may use as a way to market themselves to an agency promoting the fact that the agency will not incur any training expense on the basic training level. If the student receives an appointment within one year of the completion of training, a certificate of completion will be awarded provided no additional training requirements have been mandated. If the student receives an appointment more than one year but less than two years after completion of training, the person will be required to attend an OPOTC approved refresher course (delivered by one of the academies) before the person may perform the functions of a peace officer. If the student receives an appointment more than two years after completion of training, the person must repeat the peace officer basic training course before the person may perform the functions of a peace officer.

As indicated above, many of the smaller police departments in Ohio rely on recruiting peace officers who have already completed a basic training course pre‐employment. However, with regard to the larger departments, which have access to their own academies, it is up to the Chief of Police to determine if recruits who have already obtained an OPOTC letter of completion need to re‐take any or the entire curriculum at their own academy. Some of the larger agencies accept the OPOTC qualification whilst others do not. For example, it is the current policy of the CPD
that all new recruits must complete the basic peace officer training programme delivered at their own academy (post-employment). Whilst this may seem like unnecessary duplication, the Academy Commander explained to me that the CPD wish to retain ownership of and quality control all aspects of their recruits’ basic training.

**Conclusion: research questions revisited**

Having examined in broad terms the provision of police entry-level training in the U.S.A, as well as the more specific case study of the state of Ohio, it will be helpful to structure this concluding section with reference the research questions formulated at the outset.

*Research question 1: what are the different institutional arrangements for delivering police pre-employment training and education in the U.S.A?*

Approximately 50% of all police departments in the U.S.A employ less than 10 officers and almost 75% have less than 25 sworn police. It is clearly not feasible for departments of this size to recruit and provide basic training to officers post-employment, let alone run their own police academy. The smaller agencies, in particular, rely on recruiting experienced and fully trained officers’ from other agencies’ or recruiting individuals who have funded their own basic training on a pre-employment basis.

Although there are numerous different institutional providers of police pre-employment training and education in the U.S.A (i.e. law enforcement agencies, state POST, colleges and universities) the common institutional factor is the police academy model. In other words, we can conceptualise an American police academy as an *institution within an institution*. Nearly half of all police academies in the U.S.A are operated by an academic institution such as a university, college or technical school. Many of these academies accept students on an open enrolment basis. These academies are closely regulated and monitored by state agencies such as the OPOTC, and the curriculum as well as rules governing, for example, qualifications of the Academy Commander and the instructors are the same for those run by law enforcement agencies. Most of these academies have access to facilities to train all aspects of the basic peace officer curriculum including firearms, driving, first aid, and defensive tactics. Whilst it was noted above that police academies operated by academic institutions are the least likely to be run along militaristic ‘stress based’ lines, these academies nevertheless operate with an ethos of discipline and professionalism that many would regard as being essential in a police training environment.

*Research question 2: which institutional arrangements work well and why?*

The fact that there are 292 police academies across the U.S.A which are operated by an academic institution suggests that this is a successful model for delivering police pre-employment training. Like all other aspects of law enforcement in the U.S.A, there is tremendous diversity within this sector. For example, some of the academies are operated by major universities, such as the University of Cincinnati (Clermont College) whilst others are operated by smaller community colleges or technical
schools. Some of these institutions deliver programmes for other public safety professionals such as the Fire Service or paramedics, whilst others concentrate on and specialise in law enforcement. Some of the programmes in some institutions are operated as stand alone peace officer basic training courses, whilst others can form part of a higher qualification such as a criminal justice degree. In most cases, the peace officer qualification awarded by many institutions can be used there or at another institution to count as credit towards a college degree.

It is the raison d’être of academic institutions and the tutors who work in them to educate and train students, so it is not surprising that they can be successful at delivering open enrolment vocational programmes such as the peace officer basic course. Nevertheless, with tight regulation of all aspects of the courses, including qualifications and competence of the Academy Commander and instructors, these academic institutions rely heavily on the experience of serving and/or former law enforcement practitioners to help deliver the programmes, indeed they could not function without them.

Research question 3: what are the benefits of pre-employment training?
As noted above, the system of police pre-employment training and education evolved in the U.S.A out of necessity to support the diverse and locally based model of law enforcement in that country. Unless there is a complete restructuring and rationalisation of public policing in the U.S.A (which seems inconceivable) it is difficult to see how many agencies could continue to function without the pre-join training option. Pre-join training shifts a large part of the cost of training away from police departments and onto individuals. In other professions, in the U.S.A, individuals are required to self-fund their own training and education and few would question why police work should be any different. Because the academies in the U.S.A offer such comprehensive open enrolment training programmes this gives students the opportunity to experience and find out if they are suited to some of the arguably more challenging areas of police work, such as firearms, dealing with conflict and pursuit driving, before they join an agency.

Research question 4: What are the disadvantages or unintended consequences of pre-employment training?
There are obvious disadvantages for individuals who need to find the finances to attend open enrolment programmes in the U.S.A. Some of the open enrolment programmes are delivered full-time whilst students can also attend open enrolment police training programmes at some academies on a part-time basis (i.e. evenings and weekends). It is plausible to assume that this may disadvantage certain groups in society (i.e. women who potentially have child care commitments), however, my research is not able to show this empirically at this stage. There is also evidence of some duplication in the system, whereby some larger agencies who recruit individuals who have already completed pre-join training, still require them to undergo there own basic training programmes delivered at their own academies. The reasons for this are unclear, but could be attributable to distrust or lack of

\footnote{Such as Butler Tech, see: \url{http://www.butlertech.org/programs/adult_ed_police.html}}
confidence in the state regulated system or even the urge to retain control, which as Adlam (2002), has argued, is strongly embedded in the police psych.

Research question 5: What can we learn from the U.S experience of delivering pre-employment training, which may help inform the development of police training and education in the U.K?

Since the economic crisis of 2008 few police constabularies in England and Wales have had the funds to recruit sworn officers due to budgetary constraints. There is, however, evidence that police officer recruitment is beginning to pick up again, though in the current climate the need to recruit and train officers in the most economical way remains of paramount importance. Although it remains the case that the majority of police recruit training in this country is being delivered under the traditional post-employment model, recruiting individuals with a police pre-join qualification is likely to be an increasingly attractive option for many constabularies still facing intense budgetary pressures. The change towards police pre-join training in England and Wales is also being driven by a genuine desire to professionalise the public police (Neyroud 2011, Windsor 2012).

The governance arrangements for initial police training in England and Wales are currently in a state of transition. The nascent CoP has taken over responsibility for the initial police training curriculum and the licensing arrangements for pre-join training and education programmes (CoP 2013). However, there is some uncertainly surrounding the provision of pre-join training and several different models and institutional arrangements are starting to emerge. At the most basic level, private training providers are beginning to offer the pre-join curriculum to students in the form of the CKP qualification. In a similar vein, some police forces are delivering their own CKP qualification to prospective police officers on a part-time and pre-join basis (i.e. Sussex Police), whilst others require all new entrants to obtain a pre-join qualification and undertake unpaid police work experience as a volunteer (i.e. London Metropolitan Police). At the other end of the spectrum, some universities in the U.K are offering a more comprehensive IPLDP linked to higher qualifications, such as a Foundation Degree in policing and which also involves practical experience and assessment in police work as a special constable. 17 Currently, however, the author is not aware of any U.K based programmes for pre-join training and education which are run along the same lines as the university/college based police academy model which is found in the U.S.A.

This report concludes by recommending that this model should be considered as an option for structuring police pre-join training in England and Wales and below is a summary of key learning points from the U.S.A which seem relevant to the development of U.K police pre-join training:

1. A mixed model approach works well whereby some police agencies continue to train officers on a post-employment basis whilst others rely on pre-join training programmes.

17 This is a model currently being offered for example by the University of Central Lancashire (UCLAN) see: http://www.uclan.ac.uk/information/courses/fdsc_policing.php
2. A mixed market approach works well for the pre-join training and education whereby some academies are operated by major universities whilst others are operated by small colleges, technical schools and law enforcement agencies.

3. In all cases, however, the pre-join training delivered within academic institutions is centred on the police academy model and it is helpful to conceptualise these academies as ‘institutions within institutions’.

4. In all cases, the pre-join training in the U.S.A is tightly controlled and regulated at the state level by a governing body (i.e. OPOTA).

5. Along with well qualified academics and tutors, experienced police practitioners play a necessary and large part in all pre-join training programmes including those delivered in academic institutions.
Bibliography


## Appendix 1: OPOTC list of approved academies

<table>
<thead>
<tr>
<th>County</th>
<th>Facility</th>
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</table>
| Allen  | Apollo Basic Police Academy  
            Apollo Career Center  
            3325 Shawnee Rd.  
            Lima OH 45806-1454  
            Phone: (419) 998-2998 x  
            Fax: (419) 998-2994 |
| Allen  | James A. Rhodes State College  
            4240 Campus Drive  
            Lima OH 45804  
            Phone: (419) 995-8060 x  
            Fax: (419) 995-8088 |
| Athens | Athens County Sheriff's Academy  
            13 W. Washington St.  
            Athens OH 45701  
            Phone: (740) 593-6633 x  
            Fax: (740) 593-3673 |
| Athens | Hocking College  
            Public Safety Building  
            3301 Hocking Parkway  
            Nelsonville OH 45764  
            Phone: (740) 753-6451 x  
            Fax: (740) 753-3031 |
| Athens | National Ranger Training Institute  
            Hocking College  
            3301 Hocking Parkway  
            Nelsonville OH 45764  
            Phone: (740) 753-6295 x  
            Fax: (740) 753-6305 |
| Brown  | Warren County Career Center/Southern Hills JVS Peace Officer Academy  
            9193 Hamer Rd.  
            Georgetown OH 45121  
            Phone: (937) 378-5420 x  
            Fax: (937) 544-6201 |
| Butler | Butler County Sheriff's Academy  
            705 Hanover Street  
            Hamilton OH 45011  
            Phone: (513) 856-7111 x  
            Fax: (513) 856-8118 |
| Butler | Butler Tech Peace Officer Training Academy  
            Public Safety Educational Complex  
            5140 Princeton-Glendale Road  
            Hamilton OH 45011  
            Phone: (513) 645-8350 x  
            Fax: (513) 844-8946 |
| Clark  | Clark State Basic Academy  
            570 East Leffel Lane  
            P.O. Box 570  
            Springfield OH 45501  
            Phone: (937) 328-6050 x  
            Fax: (937) 328-6138 |
| Clermont | Clermont College Police Academy  
            5956 Buckwheat Road  
            Milford OH 45150  
            Phone: (513) 612-4972 x  
            Fax: (513) 583-8182 |
| Coshocton | Central Ohio Technical College - Coshocton Campus  
            200 N. Whitewoman St.  
            Coshocton OH 43812  
            Phone: (740) 364-9580 x  
            Fax: (740) 344-4190 |
| Cuyahoga | Bryant & Stratton College  
            3121 Euclid Avenue  
            Cleveland OH 44115  
            Phone: (330) 771-1700 x  
            Fax: |
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<td>Cuyahoga</td>
<td>Cleveland Heights Police Academy</td>
<td>40 Severance Circle, Cleveland Heights OH 44118</td>
<td>(216) 291-3836</td>
<td>(216) 691-9751</td>
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<tr>
<td>Cuyahoga</td>
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<td>1300 Ontario Street, Cleveland OH 44113</td>
<td>(216) 623-5040</td>
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<td>Cuyahoga</td>
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<td>Cuyahoga</td>
<td>Polaris Natural Resources Ranger Academy</td>
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<td>(440) 891-7642</td>
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<tr>
<td>Delaware</td>
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<td>4565 Columbus Pike, Delaware OH 43015</td>
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<td>Erie</td>
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<td>316 W Mason Rd, Milan OH 44846</td>
<td>(419) 627-9665</td>
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<tr>
<td>Erie</td>
<td>Sandusky Career Center Police Academy</td>
<td>2130 Hayes Avenue, Sandusky OH 44870</td>
<td>(419) 625-9294</td>
<td>(419) 621-2893</td>
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<tr>
<td>Fayette</td>
<td>Southern State Community College</td>
<td>1270 US Rt. 62 SW, Washington Court House OH 43160</td>
<td>(937) 333-5115</td>
<td>(740) 333-5404</td>
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<tr>
<td>Franklin</td>
<td>Columbus Police Academy</td>
<td>1000 N. Hague Avenue, Columbus OH 43204</td>
<td>(614) 645-4800</td>
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<td>Franklin</td>
<td>Columbus State Community College</td>
<td>550 E. Spring Street, Columbus OH 43215</td>
<td>(614) 287-2591</td>
<td>(614) 287-6062</td>
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<tr>
<td>Franklin</td>
<td>Eastland Police Academy</td>
<td>4300 Amalgamated Place, Suite 200, Groveport OH 43125</td>
<td>(888) 482-9643</td>
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<tr>
<td>Franklin</td>
<td>Ohio State Highway Patrol Academy</td>
<td>740 East 17th Avenue, Columbus OH 43211</td>
<td>(614) 466-4896</td>
<td>(614) 294-8058</td>
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<tr>
<td>Franklin</td>
<td>Ohio State Parks Ranger Academy</td>
<td>2045 Morse Rd. C-3, Columbus OH 43229</td>
<td>(614) 265-6356</td>
<td>(614) 265-7202</td>
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<tr>
<td>Gallia</td>
<td>Buckeye Hills Police Academy</td>
<td>Adult Education - 351 Buckeye Hills Rd., P.O. Box 157, Rio Grande OH 45674</td>
<td>(740) 245-5334</td>
<td>(740) 245-9465</td>
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<tr>
<td>Greene</td>
<td>Greene Co. Criminal Justice Training Academy</td>
<td>2960 W. Enon Rd., Xenia OH 45385</td>
<td>(937) 426-6637</td>
<td>(937) 372-9396</td>
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| Guernsey | Zane State College - Cambridge Campus | WPTC  
9900 Brick Church Road - SR 660  
Cambridge OH 43725  
Phone: (740) 588-1238  
Fax: (740) 439-2431 |
| Hamilton | Cincinnati Police Academy       | 800 Evans Street  
Cincinnati OH 45204  
Phone: (513) 352-3562  
Fax: (513) 352-3596 |
| Hamilton | Great Oaks Police Academy       | Center for Employment Resources  
3254 East Kemper Road  
Cincinnati OH 45241-1582  
Phone: (513) 771-0782  
Fax: (513) 771-0780 |
| Hamilton | Hamilton County Sheriff's Patrol | 11021 Hamilton Avenue  
Cincinnati OH 45231  
Phone: (513) 825-1500  
Fax: (513) 595-8526 |
| Hancock  | Owens Community College         | Findlay Campus  
3200 Bright Rd.  
Findlay OH 45840  
Phone: (567) 420-3609  
Fax: (419) 661-7662 |
| Henry    | Henry County Law Enforcement Academy | 123 E. Washington Street  
Napoleon OH 43545  
Phone: (419) 267-5511  
Fax: (419) 592-6915 |
| Jefferson | Eastern Gateway Community College | 4000 Sunset Boulevard  
Streubenville OH 43952  
Phone: (740) 264-5591 x 175  
Fax: (740) 264-2103 |
| Knox     | Central Ohio Technical College - Knox County | 1179 University Dr.  
Newark OH 43055  
Phone: (740) 694-2956  
Fax: (740) 344-4190 |
| Lake     | Lakeland Community College      | 7700 Clocktower Drive Rm. A-1043  
Kirtland OH 44094  
Phone: (440) 525-7582  
Fax: (440) 525-7656 |
| Lawrence | Collin's Career Center Police Academy | 11627 SR 243  
Chesapeake OH 45619  
Phone: (740) 867-6641 x 400  
Fax: (740) 533-6086 |
| Licking  | Central Ohio Technical College  | 1179 University Drive  
Newark OH 43055  
Phone: (740) 366-1351  
Fax: (740) 366-5047 |
| Licking  | Central Ohio Technical College - Pataskala Campus | 8660 E. Broad St.  
Reynoldsburg OH 43068  
Phone: (740) 964-7090  
Fax: (740) 964-0152 |
| Lorain   | Lorain County Community College Police Academy | 1005 Abbe Road North  
Elyria OH 44035-1691  
Phone: (440) 366-4773  
Fax: (440) 366-4128 |
| Lucas    | Toledo Police Academy           | 30439 Tracy Road  
Walbridge OH 43465  
Phone: (419) 936-3400  
Fax: (419) 936-3411 |
| Madison  | Ohio Department of Natural Resources - Division of Park and Recreation | P.O. Box 309  
London OH 43140  
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Fax: (614) 265-6526 |


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<td>(740) 845-2700</td>
<td>(740) 845-2675</td>
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<td>Mahoning</td>
<td>Youngstown State University</td>
<td>Cushwa Hall, Rm. 2033</td>
<td>(330) 941-7255</td>
<td>(330) 941-2309</td>
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<tr>
<td>Marion</td>
<td>Marion Law Enforcement Academy</td>
<td>1467 Mt. Vernon Avenue</td>
<td>(740) 389-4636</td>
<td>(740) 389-6136</td>
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<td>Medina</td>
<td>Medina County Law Enforcement Training Academy</td>
<td>1101 W. Liberty St.</td>
<td>(330) 725-8461</td>
<td>(330) 725-3842</td>
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<tr>
<td>Mercer</td>
<td>Grand Lake Law Enforcement Academy</td>
<td>809 Ivy Lane</td>
<td>(419) 925-7100</td>
<td>(419) 925-5911</td>
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<td>Miami</td>
<td>Edison State Criminal Justice Academy</td>
<td>1973 Edison Drive</td>
<td>(937) 778-8600</td>
<td>(937) 778-4691</td>
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<tr>
<td>Montgomery</td>
<td>Dayton Police Academy</td>
<td>3237 Guthrie Rd</td>
<td>(937) 333-1614</td>
<td>(937) 333-1606</td>
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<tr>
<td>Montgomery</td>
<td>Sinclair Criminal Justice Training Academy</td>
<td>444 West Third Street</td>
<td>(937) 512-2270</td>
<td>(937) 512-5009</td>
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<td>Muskingum</td>
<td>Zane State College</td>
<td>1555 Newark Rd.</td>
<td>(740) 454-2501</td>
<td>(740) 454-0035</td>
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<td>Portage</td>
<td>Kent State University</td>
<td>Basic Police Academy - Portage</td>
<td>(740) 672-0325</td>
<td>(740) 672-5394</td>
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<td>Richland</td>
<td>North Central State College</td>
<td>2441 Kenwood Circle</td>
<td>(419) 755-4800</td>
<td>(419) 725-4520</td>
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<td>Ross</td>
<td>Ohio University - Chillicothe</td>
<td>101 University Drive</td>
<td>(740) 774-7286</td>
<td>(740) 774-7702</td>
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<td>Sandusky</td>
<td>Terra State Community College</td>
<td>2830 Napoleon Road</td>
<td>(419) 334-8400</td>
<td>(419) 355-1248</td>
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<td>Scioto</td>
<td>Southern Ohio Police Academy</td>
<td>951 Vern Riffe Drive</td>
<td>(740) 259-5522</td>
<td>(740) 259-8312</td>
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<td>County</td>
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<td>Address</td>
<td>Phone</td>
<td>Fax</td>
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<tr>
<td>Stark</td>
<td>Stark State College Advanced Technology Center</td>
<td>6200 Frank Avenue NW, Canton OH 44720-7299</td>
<td>(330) 966-5455 x 4530</td>
<td>(330) 494-5280</td>
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<tr>
<td>Summit</td>
<td>Akron Police Academy Training Bureau</td>
<td>1 Cascade Plaza, Sub Level, Akron OH 44308-1136</td>
<td>(330) 375-2276</td>
<td>(330) 375-2591</td>
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<td>Munroe Falls Police Academy</td>
<td>43 Munroe Falls Avenue, Munroe Falls OH 44262</td>
<td>(330) 688-7494 x</td>
<td>(330) 686-3601</td>
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<td>Summit</td>
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<td>525 East Market Street, Akron OH 44304</td>
<td>(330) 375-6592 x</td>
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<td>Summit</td>
<td>Summit County Sheriff's Academy</td>
<td>2825 Greensburg Rd., North Canton OH 44720</td>
<td>(330) 896-4019</td>
<td>(330) 896-4179</td>
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<td>Summit</td>
<td>University of Akron Police Academy</td>
<td>225 S. Main Street #304, Akron OH 44325-4308</td>
<td>(330) 972-8856 x</td>
<td>(330) 972-5596</td>
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<tr>
<td>Trumbull</td>
<td>Kent State University Basic Police Academy - Trumbull</td>
<td>4314 Mahoning Ave. NW, Warren OH 44483-1998</td>
<td>(330) 675-7666 x</td>
<td>(330) 675-7676</td>
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<tr>
<td>Tuscarawas</td>
<td>Buckeye Career Center</td>
<td>545 University Drive NE, New Philadelphia OH 44663</td>
<td>(330) 308-5720 x</td>
<td>(330) 339-5159</td>
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<tr>
<td>Van Wert</td>
<td>Vantage Police Academy</td>
<td>818 N Franklin St, Van Wert OH 45891</td>
<td>(419) 238-5411 187</td>
<td>(419) 238-4058</td>
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<tr>
<td>Washington</td>
<td>Washington State Community College Police Academy</td>
<td>710Colegate Drive, Marietta OH 45750</td>
<td>(740) 374-8716 x</td>
<td>(740) 568-1922</td>
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<tr>
<td>Wayne</td>
<td>Buckeye State Police Academy</td>
<td>2708 Akron Road, Wooster OH 44691</td>
<td>(330) 345-2782 x</td>
<td>(330) 241-5129</td>
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<tr>
<td>Wayne</td>
<td>Wayne County Career Center Law Enforcement Training Academy</td>
<td>518 W. Prospect St., Smithville OH 44677</td>
<td>(330) 689-7070 x</td>
<td>(330) 669-7071</td>
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<tr>
<td>Wood</td>
<td>Owens Community College School of Public Safety</td>
<td>P.O. Box 10,000, Toledo OH 43690-1947</td>
<td>(367) 661-7621 x</td>
<td>(367) 661-7622</td>
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## Appendix 2: OPOTC Basic Curriculum

<table>
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<tr>
<th>Title</th>
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<tr>
<td><strong>Administration</strong></td>
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<td>1. Introduction to Basic Training (0/16)</td>
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<td>2. Role of the Peace Officer (0/16)</td>
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<tr>
<td>3. Police &amp; Crime, the American Justice System (0/16)</td>
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<td>4. Community Policing (0/16)</td>
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<td>5. Introduction to Report Writing (0/16)</td>
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<td>1. General Permits (0/11)</td>
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<td>2. Ohio Revised Code</td>
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<tr>
<td>A. Homicide, Assault &amp; Muring (0/11)</td>
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<td>B. Exploiting &amp; Extortion (0/11)</td>
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<tr>
<td>C. Sexual Abuse (0/11)</td>
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<tr>
<td>D. Robbery &amp; Burglary (0/11)</td>
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<td>E. Assault &amp; Related Offenses (0/11)</td>
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<td>F. Athletics, Burglary, Theft &amp; Related Offenses (0/11)</td>
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<td>G. Theft &amp; Related Offenses (0/11)</td>
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<td>H. Skinning &amp; Related Offenses (0/11)</td>
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<td>I. Liquor Control (0/11)</td>
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<td>J. Drug Offenses (0/11)</td>
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<tr>
<td>K. Offenses Against Peace (0/11)</td>
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<td>L. Selected Offenses Against the Family (0/11)</td>
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<td>M. Offenses Against Justice &amp; Public Administration (0/11)</td>
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<td>N. Compromise, Attempt &amp; Complicity (0/11)</td>
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<td>O. Vandalism (0/11)</td>
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<td>P. Laws of Arrest (0/11)</td>
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<td>Q. Search &amp; Seizure (0/11)</td>
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<td>R. Legal Aspects of Interview &amp; Interrogation (0/11)</td>
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<td>S. Civil Liability &amp; Use of Force (0/16)</td>
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<td>T. Testifying to Court &amp; Rules of Evidence (0/16)</td>
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<td>2. Interacting with the Special Needs Population (0/16)</td>
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<td>3. Domestic Violence (0/16)</td>
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<td>5. Child Abuse &amp; Neglect (0/16)</td>
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<td>7. Juvenile Justice Systems (0/16)</td>
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<td>9. Crime Prevention (0/16)</td>
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* Denotes mandatory attendance

Total Hours: 582