The Establishment of a Citizens Police Academy Format into the Palm Beach County School System

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THE
ESTABLISHMENT
OF A
CITIZENS
POLICE ACADEMY
FORMAT
INTO THE PALM
BEACH COUNTY
SCHOOL SYSTEM
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PREFACE

Trust is an emotion developed over time. Trust is an inner belief, or confidence, that a person, entity, object, or circumstance will act in accordance with one's personal, pre-determined expectations. In communication, we all have an inherent trust that our intended message will be perceived as intended. When there is a misinterpretation, misunderstanding occurs and communication breakdown results, trust is then lost to a certain degree. Law enforcement is a complex element of our society; there is a necessity for continual clarification of contemporary issues to avoid miscommunication. Law enforcement is a high profile public entity. By its very nature it is open to public scrutiny, various perspectives, and ‘entitled opinions’ in regard to it. There is a tremendous amount of ‘trust’ associated with the concept of law enforcement in our society.

Fortunately, we as a society possess many various avenues of communication. If one method of communication is misinterpreted, we possess the ability to either re-word the message or project the communication in a divergent form, insuring the intended meaning is conveyed. Addressing any misconceptions with a new method of communication, and developing (or
reestablishing) trust through that mechanism is what this archetype report is all about.
INTRODUCTION
INTRODUCTION

In recent years, law enforcement agencies across the country have embraced a program to foster relationships between local police and the community they serve. The law enforcement community created a program called the Citizens Police Academy. A citizens police academy is a ten-week (thirty-hour) course designed as a three-hour block, one night a week. The program is geared to giving the citizens a 'behind the scenes look' at a police officer's job requirements, responsibilities, training and procedures. The participants are given an orientation into every facet of police work in rapid-fire procession from specialists of their particular area of expertise within the police department. Here the citizens can readily learn about the problems and restraints of law enforcement, and the issues that law enforcement face today.

The Orlando Police Department founded the first Citizens Police Academy in Orlando, Florida in 1985. The goal (at that time) was to help guide citizen-police interaction and cooperation, and to educate the general public and build an understanding of police work [www.ci.orlando.fl.us/departments/opd/cpa.html].
Since its inception in 1985, the citizens academy has evolved into a successful program adopted nation-wide. A goal of the academy is to build a better understanding between police and citizens through education. The academy will help to actuate public opinion in regards to police practice and service as well as produce responsible, well-informed citizens.

The police department is opening its doors to bankers, blue-collar workers, ethnic groups, minorities, housewives and business people. The program brings the community and its diverse residents together for the purpose of gaining an understanding of the local police.

An anticipated goal of the academy is the reduction of the crime rate by way of deeper community support, this support will result in a commitment by the community to report suspicious activity, crimes, and become involved in neighborhood crime watch groups. Community involvement is the most powerful and efficient force any law enforcement agency has in the fight against crime.

A citizen academy graduate would also be better prepared for public service should they ever be called to serve as a juror. When called upon for jury duty, a citizen is placed in a position to determine someone’s guilt or innocence in a judicial forum. The knowledge and awareness gained throughout the academy training would be beneficial in regard to police policy, procedures, due process of law, and evidentiary procedures.
Essentially, participating in a citizen police academy would be beneficial to the individual participant, and stand to serve the community as a whole as well.

Through my personal involvement as a citizen academy instructor over the past six years, I have observed that the participants who attend and gain from this experience are primarily, middle age to retirement-age citizens. My proposal would bring this academy-type itinerary to the adolescent faction of our society through the creation of an accepted curriculum in the Palm Beach county public school system.

By the citizen academies very existence, (as a vehicle to abridge any misconceptions between society and the police) society and the law enforcement community are acceding to the fact that there is a need to educate society and to modulate existing impressions of police officers.

The target group in the existing citizens academy is a segment of society which has, by virtue of age and life experience, already formed a resonant opinion of law enforcement through diverse mediums [i.e. television news, movies, news print, t.v. shows, personal experience, etc.]. The average age of citizen academy participants is 50 years old (based on the past six Boynton Beach citizen academy classes).
In essence, the law enforcement community, through this existing program, is attempting to indoctrinate individuals, to educate them with the goal of changing their perspective of the police at a time when their perceptions have been entrenched for a period of time (by virtue of age and life experience).

The objective of my proposed curriculum is to educate the adolescent sector at a time when the infrastructures of their present and future beliefs are formed.

Law permeates our society. The entire process of laws, the Constitution, and the application of daily law enforcement need to be a scholastic entity as a method to prepare the high school-level student with the knowledge and understanding to prevail in our complex judicious society.

By bringing this format to the high school level, by it's very design, it is intended to demonstrate police work to the student through the eyes, and personage of actual law enforcement professionals (and not from a text book). The various personalities that will deliver each singular message (based on the format), is a deviation from the traditional method of instruction, however, is supported research in 'How People Learn' [Bransford, Brown, and Cockling 1996].
Delimitation's

The curriculum is not intended to be an intervention program for at risk or troubled kids; nor is it intended to be a recruitment type of program or cadet classification. Inevitably, the theoretical format will attract students who are enticed by the law enforcement profession (i.e. police explorers, or police cadets) however, the course outline would be written in a fashion to attempt to dissuade that type of stigma, as that would presumably narrow the scope of potential students. The course will not be limited by gender, though age restrictions would have to be considered due to the graphic depictions of factual police work.

By design, F.H.P. (Florida Highway Patrol), P.B.S.O. (Palm Beach County Sheriff's Office), and other law enforcement organizations have been eliminated from in-depth participation to narrow the scope of the study to the local agency. Different local, state, and federal-level organizations will be touched upon in the curriculum as to their relevance to the local law enforcement agency.

The curriculum, while labeled an 'academy', will remain a classroom arrangement [the emphasis is on the format of instruction from diverse representatives within the police department]. The presentation will be
arranged in rapid-fire procession from each aspect of the organization culminating in an overall comprehension of what the police officers ultimate role is.

By implementing such a factual itinerary, the ultimate goal is to present an authenticated viewpoint of police work, rather then the Hollywood-tainted perception which has become associated and stereotyped.

The presumption here is that the vast media, [movies, television shows, television journalism etc.] has depicted the police in such a negative light and stereotypical fashion, over such a prolonged period of time, that this stereotype has become a creed for society.

Another focus of this curriculum is for high school students to gain an understanding and appreciation of local law enforcement; and the endeavor is to indoctrinate students to the basic structure of law. The curriculum is designed to assess the moral and practical application of the law, and review the various agencies of law enforcement and the history and administration of criminal justice in the United States. Specific emphasis would be placed on due process of law from pre-trial to post-trial. Specific case law and constitutional applications [Miranda, The Death Penalty etc. (page 70)] will be emphasized. Students will be taught by a variety of officers who specialize in job/task specific domains within each particular field of operation within the organization. Students will be discussing and appraising law enforcement today,
touring local agencies, the county courthouse, correctional facilities, and the police academy training facility. All this with the intention of establishing a positive line of communication and tolerance between students and police officers.

As I have found in adult-laden citizen academies over the last six years, the common denominator at the end of the ten-week course is the astonishment at how much there is to police work. The participants declare they “never knew” the awesome responsibility officers had in their job expectations. The perception at the conclusion of the academy is usually a newfound respect for the training, responsibility, and ultimate power that an officer has.

Ms. Patricia Thornhill is the Senior Vice President of Fidelity Federal Bank and a citizen academy graduate who stated she was “simply amazed at all the training officers are required to have. After taking the class, I feel the police are seriously underpaid, and I have a lot more respect and admiration for them, I have a whole new respect for them.”

In gaining an understanding of police policy and procedure, rules and regulations, and the parameters of the law; the student will develop an
understanding of police work and acquire a familiarity with the resources available to the officers to help them facilitate their job. In the end, the student will mature into a future taxpayer that is cognizant and supportive of law enforcement's efforts, and the many facets that need to be considered in every police action.
METHODOLOGY

We conduct research in search of a phenomenon; the phenomenon we seek is variation, a variation from an existing circumstance or belief. This study examines the variation of attitudes of citizens towards the police.

In search of a variation, the methodology used has an analytical scheme in the form of the pre/post assessment. In a ten-week academy-type setting, a pre-assessment would specifically gauge the student's knowledge of the field of study (or perceptions of the field of study) at the inception of the curriculum. After completion of the ten-week course, a post-assessment was administered to discern if any perceptions or task-specific knowledge was (or was not) altered.

The methodology used was the survey method. In order to assess whether a citizen academy curriculum changed attitudes, a participant survey was conducted in four different academy classes [The Boca Raton Police Academy, Palm Beach County Sheriffs Office, Delray Beach, and Boynton Beach Police Academy's]. In order to have a measurement of change, a vehicle for change must be developed; in an educational setting, the ideal measuring instrument is a test.

During my research, (in which the collection of the data spanned five months) I administered the pre and post assessments to the participants of the
four citizen's police academies (listed above). On the first night of the academy, the participants were entering a police department (most of them) for the first time. I then asked them to participate in a pre-assessment. In doing so, I had to be cautious to administer the test in a manner that was not going to sway it's veracity by virtue of being influenced by the uniformed presence of police officers and the executive surroundings of the police department; being cognizant of the Hawthorne effect [Roethlisberger, F.J. & Dickson, W.J. (1939)].

I intentionally limited the number of questions to ten for time and effort considerations. I (intentionally) termed the questionnaire as an 'assessment' rather than 'test' to alleviate any potential anxiety, keeping the inquiry to its simplest form. My forethought was to be cautious not to intimidate the participant with terminology such as 'test' or 'quiz' on the first night of the class.

I took the steps to lessen any further trepidation by dressing in plain clothes, consciously not wearing my uniform as to not influence or intimidate the participant into giving an 'expected' answer.

My approach to creating the pre and post assessment was to keep the questions as basic and simple as possible. The quantitative research asked pointed questions to gain a communicative response as to the individually held perceptions of police officers. I felt that an advantage of the quantitative
research approach created a greater validity and developed a more accurate understanding of the phenomenon, which I sought. The charting and graphing of the results are a classification of the subjective responses to all four academy classes grouped together (as the study is of a specific region, South Palm Beach county, and not the individual city).
THE IMPORTANCE OF THE STUDY

The absence of any publications or any literature pertaining to this exact field or endeavor confirms the uniqueness of this study and supports the feasibility of such a proposed curriculum. The existence of other successful programs such as D.A.R.E. (see definitions page 68-69), that integrate law enforcement and education, is testimony to the potential success of this proposed curriculum.

MEDIA INFLUENCE

The contribution of the media to the perception of law enforcement in our society has been of tremendous significance. The media, (consisting of newspapers, movies, magazines, t.v. shows, news-journal talk shows, tabloid publications, and documentaries) has portrayed the police in such a negative stereotypical fashion, over such a prolonged period of time, that the stereotype has become an engrained belief for society.

Sociologist Dorothy Nelkin believes that “The press is viewed by all interests as a resource through which to manipulate the public.”[Cowen,1985]
Research into the widespread media impact on society’s perception of police, revealed numerous ‘high profile’ cases which were a principle commodity during their particular time in the limelight. These events are often referred back to, or rehashed by the media when any similar incident occurs.

- The Rodney King incident in Los Angeles, 1991 (the actual footage was the start the movie Malcolm X).

- Boxer, Ruben ‘Hurricane’ Carter, released in 1985 after a murder conviction from 1967, (the subject of a song, numerous articles, books, and a feature movie).


- Tawana Brawley (1987) the fabricated allegation of police brutality against a 15 year old black female.

- The recent case of the shooting of an unarmed black male in New York, in the Amadou Diallo case.

- The current Los Angeles Police corruption case. (Et al.)
In the particular areas of science, or technology, a reporter may find it difficult to report on a scientific 'breakthrough' in an easily understandable manner. In trying to simplify the explanation, they may distort the facts to achieve the desired result. In other instances, the journalists are intentionally misleading for their own personal gain, "many reporters admitted to hyping their stories and distorting the facts to gain prominent display." Whatever the case, the end result is the same: "Sometimes the [reported] facts are downright wrong." [Technology Review Oct. 1992].

The Rodney King incident (1991) illustrates the enormous power the media has over the opinions and beliefs of people. The media showed one portion of the footage, replaying that portion numerous times a day, thus persuading the public to conclude that the police officers had administered an unjust, vicious beating to an unarmed black man. Aside from insinuating that there was an alternative racial motive behind the officer's actions, the media also failed to show the full video footage that depicts the facts that led to the officers actions. Purposely (?) the public didn't see the 100 MPH car chase through city streets, the 6'4" tall 245 lb. Rodney King verbally abusing officers, failing to adhere to verbal commands, then punching an officer and breaking his nose. Additionally, Rodney King showed several signs of being under the influence of narcotics, thus assuring the officers the need to detain this individual; preventing him from being a further threat to society. The entire
video certainly showed a different perspective to the story, which ultimately exonerated the officers when fully disclosed in court.

The public relied on the truncated media portrayal of the incident, and thereby immediately judged the police guilty. The overwhelming influence the media had in this case from reporting, through trial and the eventual rioting, is a shining example of media impact on police perception.

The citizen academy curriculum is a stepping stone in an effort to modify existing impressions of the police. To combat the media’s negative portrayal and attempting to restore the confidence and faith society once had in law enforcement. This is a step in the right direction, and one worth taking.

To totally vilify the media is unfair, yet there must be some accountability in regard to the responsibility it has to society. The two driving forces of mass media are the rather pedestrian traits of competition and profit. The media exists without parameters. No one is held responsible for the consequences of images that may influence people to do evil acts; therefore, it is not surprising that some segments of the mass media have decided to appeal to the darker side of human nature in order to make a profit. Take in a Friday the 13th ‘slasher-movie’ lately? Ask a teenager who ‘Freddie Kruger’ is. Show ‘rioting’ on t.v. (continuously) after an adverse outcome to a judicial finding (Rodney King). ... Jerry Springer? Etc.
The characteristics of competition and profit are not inherently evil; they only lead to evil consequences when the rules of law and common decency are ignored.

The argument that this concept falls under ‘the arts’, and is merely ‘a mirror reflection of society’, falls considerably short as an attempt to justify the scarcity of noble intentions by some of the people in the industry.

The ‘give the people what they want’ mantra (in reference to what is shown), falls short as it is clearly undecided who is deciding what is best for the multitude. Negative sensationalism (apparently) sells. News of good deeds or upbeat news seems to have been long overshadowed by the negative. The result, the desensitizing of society’s moral fiber in the process.
LEARNING THEORY

The existing format of the citizen academy is presented in a general layout that is open, direct, and to the point; 'here we are, this is what we do, this is how we do it, and why'. There is a lack of forethought into the psychology of learning, or the addressing of any particular learning theory associated with the imparting of information in the course presentation.

The approach to the introduction of the citizen academy into the Palm Beach County School system would have to entail a greater emphasis on the theory of learning and the psychological approach towards learning.

Piaget (1951) introduced the term schema in 1926. J.R. Anderson (1977), a respected educational psychologist, expounded on the schema theory of learning. This learning theory views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. Understanding the principles from schema theory include:

- It is important to teach general knowledge and generic concepts. A large proportion of learner difficulties can be traced to insufficient general knowledge, especially in cross-cultural situations.
• Since prior knowledge is essential for the comprehension of new information, teachers need to review ‘known’ material before introducing new material.

• Schemata grow as new information is acquired.

• Deep-seated schemata are hard to change. An individual will often prefer to live with inconsistencies rather than to change a deeply-held value or belief.

Research by schema theorists indicates that abstract concepts are best understood after a foundation of concrete, relevant information has been established. The general knowledge provides a framework into which the newly formed structure can be fitted.

To compare the learning format of the existing citizen academy (with its average age of 50) with that of the proposed curriculum in the high school (average age 18); the proposed format would not have to deal with the impedance presented (of deep-seated schemata), and the difficulties in changing opinions by virtue of age. The requisite background knowledge is not going to be as prevalent with the proposed curriculum (H.S. students) as it was in dealing with the older, citizen academy participants. The limitation of how deep-seated the existing beliefs are in the younger sector will be limited by virtue of age and
life experience. This concept is also supported in ‘Memory for Information about Individuals’. [J.R. Anderson (1977)].

Constructivist learning theory also applies, and has emerged as a prominent approach to teaching during this past decade. The works of Dewey (1964); Montessori (1965); Piaget (1977); Bruner (1986); and Vygotsky (1986) have provided historical precedents for constructivist learning theory. Constructivism represents a paradigm shift from education based on behaviorism to education based on cognitive theory. The cognitive response theory is an attempt to understand how people acquire and change their attitude.

Bruner (1966) states that a theory of instruction should address four major aspects: (1) predisposition towards, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequence in which to present material, and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

Fosnot (1996) describes constructivist teaching practice as the behaviorist epistemology, focusing on intelligence, domains of objectives, levels of knowledge and reinforcement. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with
their environment. Green (1994) addressed epistemology in education and the influence of recent approaches to knowledge. Four epistemological assumptions are at the heart of what is referred to as “constructivist learning”.

1. Knowledge is physically constructed by learners who are involved in active learning.

2. Knowledge is symbolically constructed by learners who are making their own representations of action;

3. Knowledge is socially constructed by learners who convey their meaning making to others;

4. Knowledge is theoretically constructed by learners who try to explain things they don’t completely understand.

The primary message of constructivism is that students who are engaged in active learning are making their own meaning and constructing their own knowledge in the process (i.e. fine arts, industrial arts, physical education) are viewed as ‘most interesting’ because they actually get to do something.

In my quest of research pertaining to a qualified method of changing attitudes through education; all examination into the constructivist learning design pointed to Daniel Quinn’s (1992) book ‘ISHMAEL’. Ishmael was used as the basis for an educational experiment designed to positively increase the environmental attitudes and worldviews of students through a constructivist orientation. The constructivist theory portrayed in Ishmael pointed to the
potential of educational influence in the changing of attitudes. The changes in attitudes were measured by Blaikie’s (1992) Ecological Worldview Scale, which proved to be a reliable and valid instrument sensitive to the assessment of attitudinal changes.

Research from ‘How People Learn’ (Bransford, et.al.) stated that classroom environments are positively influenced by opportunities to interact with community members, and break from the routine of traditional classroom work. Such interaction promotes transfer of learning by illustrating the many contexts for applying what the student knows.

Knowledge that is taught in a variety of contexts is more likely to support flexible transfer than knowledge that is taught in single context. When material is taught in multiple contexts, people are more likely to extract the relevant features of the concepts and develop a more flexible representation of knowledge that can be used more generally. This supports the citizen academy method of presenting the material in rapid-fire succession by assorted instructors.

The idea that all learning involves transfer from previous experiences must include more than an analysis of the individual beliefs that students bring with them; it must include an analysis of cultural practices. Especially in Florida, the cultural norm at home may conflict with the expected norm of the
school culture. Issues of cultural practice are extremely important for understanding the multiple ways that students learn.

Bringing the format of the citizen academy to the school is another way to overcome any communication problems, which could exist by virtue of cross-cultural misunderstanding or miscommunication with the police.
BACKGROUND

RESEARCH
The initial data was the response to the pre-assessment on the first night of the academy. The subsequent data was the response to the post-assessment I administered at the conclusion of the academy (ten weeks later). The compilation of all the data was gathered over a five-month period (as the start and conclusion times were different for each academy).

The composition of the pre and post-assessments were identical for each academy class surveyed, however, I attempted two minor, altered approaches in search of any variation.

For the Delray Beach academy, I purposely waited for their Haitian citizens academy to start due to its unique cultural perspective. I was particularly interested in the Haitian groups’ responses due to their culturally divergent background. I had the assessment translated to Creole and administered ‘apre evalasyon, y ouan evalasyon’ (a pre-assessment & a post-assessment) [see appendix page 76-77].

The other variation was for the Boynton Beach academy ‘post-assessment’ (only), I intentionally waited one month after the conclusion of the academy to ask the participants to answer the same ‘post’ questions that had
been universally used throughout this research. I mailed each class participant a letter [see appendix page 78] explaining my request to complete the post assessment (at that time). This was done to discern if there was going to be any drastic difference in the responses, (reference Hawthorne effect study), [Roethlisberger, F.J. & Dickson, W.J.(1939)] due to naïve being in the controlled environment of the police department. The participant would also have had an opportunity to apply some of the information they gained from the academy in real life situations.

Of specific note during administration of this study was the attendance comparison between the first night and the last night of the academy (ten weeks later).

<table>
<thead>
<tr>
<th>Participation &amp; Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boca Raton = 13 students started,... 11 at class end. = 96%</td>
</tr>
<tr>
<td>P.B.S.O. = 20 students started,... .18 at class end. = 98%</td>
</tr>
<tr>
<td>Boynton Beach= 45 students started,40 <em>responses</em> = 95%</td>
</tr>
<tr>
<td>Haitian Academy= 43 students started,44 at class end= 101%</td>
</tr>
</tbody>
</table>
## Class Attendance

<table>
<thead>
<tr>
<th>Departments</th>
<th>Start of Academy</th>
<th>End of Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boca Raton</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>PBSO</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Boynton Beach</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>Delray Beach Haitian</td>
<td>43</td>
<td>44</td>
</tr>
</tbody>
</table>

### Attendance

![Bar Chart showing attendance for Boca Raton, PBSO, Boynton Beach, and Delray Beach Haitian departments for Start of Academy and End of Academy.]
*** The low attrition rate for a self-initiated, non-credited class such as this was so impressive, I felt it was worth mentioning.

**Also worthy of annotation was the level of interest exhibited by the Haitian participants at the Delray Beach academy. They were all very attentive and eager to learn about the modern system of justice in their new land. I was greatly impressed by their interest of the law and *Cheche Konnen* ("search for knowledge" in Haitian Creole). I was genuinely touched by their comparative justice descriptions between Haiti and the U.S.
SURVEY METHOD

During the administration of the pre-assessment, I was deliberate in my use of the word 'assessment' versus the term 'test'. As stated in the methodology, the diverse group in attendance on the first night of the academy was (quite possibly) anxious and uneasy about being in a police department, (some for the first time).

To place the participants at ease, I clearly stated my intentions and the importance of the survey to my study. I clarified that this was not a test, and not to think of it as such, rather an appraisal of their current knowledge of law enforcement and to find out where, when, and how those perceptions originated. [see appendix page 72-75 for sample pre/post assessment] I further stated that the results were for my edification only, and to please be completely honest, as after twelve years of law enforcement, they would be hard pressed to shock or disturb me (humor).

At the conclusion, I collected the assessment and wished them luck in their academy training. I advised them that I would return on the last night of the academy to administer a post-assessment, then gauge any and all variations of the results in my study.
How we deal with the adult-laden academy participants is illustrated in the ‘Psychology of Adult Learning’ [Pappenhagen, 1978]. Adult students often have to overcome the age factor, thinking they are too old to learn or cannot learn. We place the student/participant at ease by confirming there are no tests, no such thing as a ‘stupid question’, and no study requirements. Thus, the use of the term ‘assessment’ rather than ‘test’; in helping to alleviate any potential anxiety from the adult participant who is (most likely) in a classroom setting for the first time in a significant amount of time.
DATA

AND THE TREATMENT OF DATA

The pre-assessment was created with the thought of learning the student's initial opinion and perception of police at the inception of the learning environment (academy). The post-assessment was devised to gauge any variation in perception and comprehension of subject material at the end of the ten-week academy. The questions asked were not set to any scientific method of inquiry, they were merely designed to get a feel for the students' view of law enforcement, and to see if there was, (or was not) a variance between the beginning and end of the academy.

The compilation of survey results from the four separate academy classes (compiled together as one finding), found certain questions to be omitted by the participants (some, so drastically so, that the results were not factored-in in the final tabulation). The questions that were omitted from the chart and graph summary due to lack of input:

- Question #8: reference to age.
- Question #9: reference to sex: male/female.
- Question #10: pertaining to educational background.
The lack of data received pertaining to, and the importance of age in the study had to be addressed in a different fashion. I did not expect or anticipate that the ‘age’ question would cause the non-response it did. Due to the age comparison being so vital to the study (pertaining to age and learning theory), I had to confirm and express what I knew to be true reference to the overall age of academy participants. I then researched the past six Boynton Beach citizen academies and averaged out the age of all 240 participants in those six classes and arrived at an average age of 50. This age was then used as the average age for the study as I felt it reflected all the academy classes. There were other issues pertaining to the subjective nature of some of the questions and responses (and my inability to chart those individual responses and comments).

The questions used in the final analysis were:

- Question #1. What is your current knowledge of police procedures?
- Question #4. My current ‘respect’ level for a law enforcement officer is:
- Question #5. From what medium is your opinion of law enforcement drawn from: Newspapers, TV, Movies, and Personal contact/knowledge.
- Question #6. What is your current perception of a uniformed police officer?
• Question #7. I am impressed with the efforts of agency name, true/false?

The total numbers combined for all four academy classes are representative of the South Palm Beach County region. The total number surveyed in the administration of the pre assessment was 123. The post assessment was administered to less (due to attrition), 113. The percentages shown in the charts are reflective of these overall numbers. The class attendance chart [page 25] is for informational purposes only, as stated the study has grouped all four academies together to reflect a region, and not the individual city.
FINDINGS

The breakdown of the data from the pre-assessment and post-assessment are reflective of 123 people completing the pre-assessment, and 113 completing the post-assessment.

Question #1 [as seen on chart 1, page 35] asked about ‘current knowledge of police procedures’ at the beginning of the academy. 56.10% advised they had a very good current knowledge of police procedures. 17.70% said a moderate knowledge, 4.88% said minimal knowledge and a whopping 31.71% stated ‘none’ (any knowledge).

There was a 26.20% increase in the ‘very good knowledge’, from the start of the academy to the end as 82.30% said they (now) had a better ‘current’ understanding of police procedures [chart 2, page 36]. More importantly, this question was answered ‘none’, or no knowledge of current police procedures in the pre assessment by 31.71% of participants. At the post assessment, 0.00% replied that they had no current knowledge of police procedures. The post assessment gave the most drastic change in perception of the study; however, the Delray Haitian academy was the major contributor to the drastic change in my findings.

Question #4 [chart on page 37] asked what was the ‘current level of respect for police’ in the pre assessment questionnaire. 21.14% had a ‘very
high' level of respect. 60.16% had a 'high' level and 17.07% held an 'average' level of respect. The post assessment asked the same question with an inquiry into how the participant felt their perception had changed [page 38]. 89.38% answered that their level of respect had changed drastically. 7.96% advised it had changed some. Only 2.65% advised they had maintained the same level of respect (unchanged), and 0.00% stated that there was no discernable variation in perception.

In regard to the media influence of academy participants, I asked 'which medium is your opinion of law enforcement drawn from' [page 39]: 43.9% said TV 39.02% said newspapers, 11.38% said movies, and 5.69% said personal knowledge. The question posed in the post assessment was 'will this academy have an impact on the way you see law enforcement portrayed in the various media' [press, TV, movies]. 91.15% answered yes. 8.85% said no [page 40]. This affirms that the academy's format can change the perception of a citizen and help give them an established, factual basis prior to any media portrayal that is presented.

Question #6 [page 41] asked what the 'current perception of a uniformed patrol officer is'. 98.33% said favorable, 1.67% said unfavorable. The same question was posed at the end of the academy, and 100% answered 'favorable' vs. 0.00% ‘unfavorable’ [page 42].
Question #7 [page 43] posed the statement ‘I am impressed with the efforts of local law enforcement’ (true/false). 95.87% stated true, 4.13% said false. The post assessment recorded 100% true vs. 0.00% false [page 44].

Based upon the numbers provided, there is validation that perceptions of police officers were changed by virtue of the academy sequence. When a total ‘untaught’ sector was exposed to the academy learning environment [as in the Delray Haitian academy], there was a 100% fluctuation in the perception and base knowledge of the participants, substantiating that the instruction given was perceived and understood. There is a discernable difference in every aspect of the answers given indicating that perceptual changes were accomplished through the academy instruction.

To encapsulate the thoughts of the Haitian academy participants, they were happy to see such parameters and guidelines to keep (American) law enforcement officers in a structured existence. The unstructured, corrupt police of their homeland are a fearful and troublesome reminder of why they fled Haiti to seek a better life.
1. What is your current knowledge of police procedures?

- A) Very Good
- B) Moderate
- C) Minimal
- D) None

- A) Very Good: 56.10%
- B) Moderate: 31.71%
- C) Minimal: 7.32%
- D) None: 4.88%
1. What is your current knowledge of police procedures?

Pre:
- A) Very Good: 69
- B) Moderate: 6
- C) Minimal: 39
- D) None: 9

Response:
- A) Very Good: 0
- B) Moderate: 0
- C) Minimal: 0
- D) None: 0

Post:
- A) Very Good: 93
- B) Moderate: 20
- C) Minimal: 0
- D) None: 0
4. My current 'respect' level for a law enforcement officer is:
4. My current 'respect' level for a law enforcement officer is:
Pre-Assessment Question 5

5. From what medium is your opinion of law enforcement drawn from:

- A) Newspapers
- B) TV
- C) Movies
- D) Personal Contact / Knowledge

Bar chart showing:
- 39.02% from Newspapers
- 43.90% from TV
- 11.38% from Movies
- 5.69% from Personal Contact / Knowledge

Total: 90.79%
5. Will this Academy have an impact on the way you see law enforcement portrayed through the various media [press, tv, movies,] if so, how?
6. What is your current perception of a uniformed patrol officer?

Pre-Assessment Question 6

98.33% A) Favorable
1.67% B) Unfavorable
Pre-Post Assessment Question 6

6. What is your current perception of a uniformed patrol officer? VI
   - A) Favorable: 98.33%
   - B) Unfavorable: 0%

[Graph showing bar chart with percentages for favorable and unfavorable responses]
Pre-Assessment Question 7

7. I am impressed with the efforts of the Local Law Enforcement

95.87% True
4.13% False
Pre-Post Assessment Question 7

7. I am impressed with the efforts of the Local Law Enforcement VII

Post Response

A) True: 95.87%
B) False: 4.13%

A) True: 100.00%
B) False: 0.00%
CURRICULUM
THE CURRICULUM

Based on the effectiveness and success of the citizens academy with adults, this proposal presents the curriculum to youths. The significance of this proposed curriculum is reflective in the existing participation that law enforcement has in public schools, i.e. The D.A.R.E. program, the G.R.E.A.T. curriculum, the permanence of a SCHOOL RESOURCE OFFICER, THE CRIMINAL JUSTICE ACADEMY @ LAKE WORTH HIGH SCHOOL, ‘TEEN COURT’, P.A.L., R.A.P., Y.E.S., J.F.O., and the EXPLORER PROGRAM. [See definitions page 68-69].

High school is ‘prep-school’ in that it prepares students for society. The impact and importance of law, law enforcement and the constitutional rights that we have are imperative for adjusting to, and understanding society and the guidelines under which it is run.

The current curriculum in use at the Boynton Beach Citizen’s Academy reflects the same format that has been in use for the previous fifteen citizen academies. This format is the model for which this proposed course curriculum is based upon. Every participant receives a booklet that specifies that the course is from 7:00 PM to 10:00 PM every Wednesday night for ten
consecutive weeks. This is a thirty-hour block of instruction for which the participant receives a certificate upon completion.

The implementation of the citizens academy formula into a high school curriculum would use a time frame of one semester of the school year (18 weeks/90 days). For example, the course would run from August 21st through January 19th, at fifty (50) minutes of classroom instruction per day, five days a week, resulting in approximately 88 days of classroom scheduling (after factoring in holidays) or 73 hours of instruction. [see proposed curriculum, pages 61-64]

Essentially, format reorganization is evident to facilitate the time frame differential conveyed. The fundamental concept of the academy would remain, however it would merely be the division of actual time in the classroom that would differ. To distend the curriculum from the thirty-hour to ninety-hour format, the inclusion of essential elements will be as follows:

- AN OVERVIEW (REVIEW) OF THE CONSTITUTION (4TH AMENDMENT)
- SPECIFIC, RELEVANT CASE LAW
• **FIELD TRIPS** to: The Local Police Department, Correctional Facilities, Police Academy Training Facility and Local Courts.

• OPEN DISCUSSION FRIDAY REFERENCE TO RELATIVE ISSUES OF LEARNED MATERIAL AND CONTEMPORARY LEGAL ISSUES (QUESTIONS AND ANSWERS) BY THE CLASS FACILITATOR.

• WEEKLY QUIZ/TESTS, AND PRESENTATION OF ORAL REPORTS AND GROUP PROJECTS.[9 WEEK MIDTERM/18 WEEK FINAL EXAM]

**Field trips can be arranged for a full day and are considered an excused absence from other classes. The student is responsible for the work missed in the other classes, and has three days to make up that work.**

****The curriculum is capable of being formatted into a full year, one credit class, (36 weeks of class achieves a full credit). By virtue of expanding the legal aspect of the curriculum to include a scenario of a MOCK TRIAL that would take a group (class) participation effort to follow a case from investigation to arrest, all the way through trial and sentencing.
IMPLEMENTATION

ISSUES
IMPLEMENTATION

ISSUES

In search of answers to implementation questions, I met with Steven Burns, the Palm Beach county school district Director of Curriculums. I discovered that the implementation process of a new curriculum was not a local decision instead it is the sole decision of the state.

I called Tallahassee, and spoke with Penny Beer, (Director of State Curriculum) who stated that any new curriculum presented to the state for acceptance as an accredited course would (at this time) be placed on ‘the list’ to be reviewed for state accreditation. There is a two-year wait for any type of response to any new proposals. Ms. Beer also stated there are currently 44 state approved course curriculum; the state is presented ‘numerous’ new course proposals each year.

In speaking with Peter J. McCabe, Principal of Clay High School in Jacksonville, he relayed the ‘governmental process’ is often frustrating in gaining approval of a relevant course, such as this proposal. Mr. McCabe said the course must meet initial approval of the school; then the county school board; then be sent to the state director of curriculum for approval; then back to the county school board for approval, and ultimately, back to his desk as the
Principal for final approval and implementation in the school. Failure of acceptance at any of these levels would eliminate the proposed curriculum.

The confidence I have in this proposed curriculum, backed by the years of documented success of the citizens academy, (not to mention the support of the taxpayers that have attended past citizen academies), I feel the contemporary issues of school violence; gangs, drugs, teenage driving, etc. would be of significant relevance to this curriculum gaining acceptance.

In addition to the existing presence that law enforcement has in the schools, ie. D.A.R.E., G.R.E.A.T., P.A.L., R.A.P., Y.E.S., etc. (see definition of terms page 68-69); the presence of the daily stream of law enforcement officers onto the school campus (for demonstration purposes) throughout this academy would be a further deterrent to any criminal incidents on school grounds.

**WHO PAYS?**

The government structure isolates education from the rest of government (police/fire dept). Education is supported by property tax and state aide; **one tax supports education. 54 different taxes support police/fire.**

The Boynton Beach police department has a community education team consisting of: P.A.L., R.A.P., Y.E.S., EXPLORERS, J.F.O., G.R.E.A.T., and SCHOOL RESOURCE OFFICER (see definitions pg. 68-69).
The addition of another program to the community education team would be one way of one entity (police, and it’s supported tax base) helping another entity of our society (education, which is less supported). The implementation of this curriculum could conceivably ‘downsize’ law enforcement’s active role in the schools by virtue of this curriculum absorbing the material of some of the other numerous, (specific) programs (listed).

The cost effectiveness felt by the school would include freeing up a teacher for a period per day, per week. The R.O.I. (return on investment) would be beneficial to the school system in teacher salary, in the administrators scheduling dilemma, and in textbook cost effectiveness [text would be in form of photocopies of specific, relevant case laws and citations from Florida State Statute book].

One officer would act as the main facilitator, to introduce all the guest speakers, administer tests, and serve as the guide to keep the continuity of the learning in a sequential flow. The officers appearing in a guest speaker roll would do so as part of their workday as a temporary reassignment from duty. There are numerous officers qualified to conduct a presentation on any given subject in the event one speaker would not be able to carry out his/her teaching responsibility.
EXISTING COURSE CURRICULUM
OF THE BOYNTON BEACH
CITIZENS ACADEMY
CITIZENS' POLICE ACADEMY CLASS NO.11
SCHEDULE OF ACTIVITIES

WEEK 1
WEDNESDAY
SEPTEMBER 9, 1998
BOYNTON BEACH POLICE DEPARTMENT

ORIENTATION / RECRUITING / COMMUNICATIONS

Orientation 7:00 - 7:30
By: Officer L. Zeitinger

Course Goals and Objectives / 7:30 - 8:15
Police Department Tour
By: Marshall B. Gage, Chief of Police

COFFEE BREAK 8:15 - 8:30

Recruitment Process / 8:30 - 9:15
How Officers are selected for Service
By: Off. L. Santana

Police Communications / 9:15 - 10:00
Communication Center Tour
By: Communications Manager Hugh McCaffrey
### CITIZENS' POLICE ACADEMY
### SCHEDULE OF ACTIVITIES

**WEEK 2**  
**WEDNESDAY**  
**SEPTEMBER 16, 1998**  
**F.O.P. LODGE**

<table>
<thead>
<tr>
<th>POLICE SURVIVAL TECHNIQUES / USE OF FORCE POLICY</th>
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<tbody>
<tr>
<td><strong>Police Survival Techniques / Use of Force Policy</strong> 7:00 - 8:15</td>
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</tbody>
</table>
| By: Off. L. Santana, Off. R. Panucci,  
and Sgt. R. Root |

<table>
<thead>
<tr>
<th>COFFEE BREAK</th>
<th>8:15 - 8:30</th>
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</thead>
<tbody>
<tr>
<td>( Class Photo Taken )</td>
<td></td>
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<tr>
<td>By: C.S.T. J. Nault</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Police Survival Techniques (continued)</th>
<th>8:30 - 10:00</th>
</tr>
</thead>
</table>
| By: Off. L. Santana, Off. R. Panucci,  
and Sgt. R. Root |
WEEK 3
WEDNESDAY
SEPTEMBER 23, 1998
F.O.P. LODGE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>7:00 – 7:45</td>
<td>Code Compliance Division&lt;br&gt;How City Codes Benefit Law Enforcement&lt;br&gt;and the Community&lt;br&gt;By: Compliance Administrator Scott Biasie</td>
</tr>
<tr>
<td>7:45 – 8:15</td>
<td>Professional Standards&lt;br&gt;( Internal Affairs )&lt;br&gt;By: Sgt. F. Briganti</td>
</tr>
<tr>
<td>8:15 – 8:30</td>
<td>COFFEE BREAK</td>
</tr>
<tr>
<td>8:30 – 10:00</td>
<td>Vice Unit&lt;br&gt;Prevalent Drugs and Paraphernalia /&lt;br&gt;Interaction between Drugs and Community&lt;br&gt;(Narcotics and Drug Paraphernalia displayed)&lt;br&gt;By: Sgt. F. Ranzie and Sgt. T. McCabe</td>
</tr>
</tbody>
</table>
CITIZENS' POLICE ACADEMY
SCHEDULE OF ACTIVITIES

WEEK 4
WEDNESDAY
SEPTEMBER 30, 1998
F.O.P. LODGE

UNIFORM SERVICES / TRAFFIC UNIT / TRAFFIC STOPS

Uniform Services Organization, Staffing, Support and Tactics, Police Patrol Response
7:00 - 7:30
By: Major S. Graham

Traffic Unit / Enforcement, Accident, Vehicular Homicide Investigation
7:30 - 8:30
By: Sgt. R. Root

COFFEE BREAK
8:30 - 8:45

Traffic Stops
8:45 - 10:00
(Demonstration Weather Permitting)
By: Major J. Cummings and Sgt R. Root
WEDNESDAY
F. O. P. LODGE

SCHEDULE

"H.U.D." DRUG ELIMINATION GRANT / IDENTIFICATION UNIT / CRIME SCENE PROCEDURE

"H.U.D." Drug Elimination Grant
By: Sgt. J. Peters

Crime Scene Procedures and Responsibilities / Evidence and Photo Lab Equipment /
Rolling and Dusting for Fingerprints /
(Crime Scene Illustrations)
By: Crime Scene Technician J. Nault and
Crime Scene Technician K. Herndon

COFFEE BREAK

Crime Scene Procedures and Responsibilities (continued)
By: Crime Scene Technician J. Nault and
Crime Scene Technician K. Herndon
WEEK 6
WEDNESDAY
OCTOBER 14, 1998
F.O.P. LODGE

DIRECTED PATROL UNIT / SPECIAL WEAPONS AND TACTICS
/ K-9 UNIT

"D.P.U." Directed Patrol Unit 7:00 - 7:30
By: Sgt. P. Passalaqua

"S.W.A.T." Special Weapons and Tactics Unit 7:30 - 8:30
(Display of "S.W.A.T." Equipment / Outfit)
By: S.W.A.T. Commander Lt. C. Kuss

COFFEE BREAK 8:30 - 8:45

K-9 Unit 8:45 - 10:00
(Demonstration Weather Permitting)
By: Major S. Graham, Off. R. Thomas,
and Off. R. O'Connor
CITIZENS' POLICE ACADEMY
SCHEDULE OF ACTIVITIES

WEEK 7
WEDNESDAY
OCTOBER 21, 1998
F.O.P. LODGE

P.B.S.O. COUNTY CORRECTIONS / INVESTIGATIVE SERVICES

Palm Beach County Sheriff’s Office                       7:00 - 8:15
(County Corrections)
By: Lt. C. Kneisley
Planning and Research, [redacted]

COFFEE BREAK                                           8:15 - 8:30

Investigative Services organization /                   8:30 - 10:00
Crimes against Persons and Property Cases /
Child Abuse and Juvenile Crimes /
Missing Person Cases /
 Forgery / Fraud / Credit Card Crimes
By: Det. R. Schilke
CITIZENS' POLICE ACADEMY
SCHEDULE OF ACTIVITIES

WEEK 8
WEDNESDAY
OCTOBER 28, 1998
F.O.P. LODGE

USE OF DEADLY FORCE POLICY / FIREARM SAFETY

Use of Deadly Force Policy 7:00 - 7:45
(How It Pertains To Police and Civilians)
By: Lt. C. Kuss

Firearm Safety 7:45 - 8:15
By: Off. S. Cale

COFFEE BREAK 8:15 - 8:30

Firearm Safety (continued) 8:30 - 10:00
(Demonstration of "Shoot-Don't Shoot"
Simulator - F.A.T.S.)
By: Off. S. Cale
CITIZENS' POLICE ACADEMY
SCHEDULE OF ACTIVITIES

WEEK 9
WEDNESDAY
NOVEMBER 4, 1998
F.O.P. LODGE

SPECIAL SERVICES / COMMUNITY EDUCATION TEAM
/ TECHNICAL SERVICES

"D.A.R.E." (Drug Abuse Resistance Education) / 7:00 - 7:20
"G.R.E.A.T." (Gang Resistance Education and Training)
By: Off. J. Przybysz

Crime Prevention / 7:20 - 7:40
"C.O.P." – Citizen Observer Patrol Program
By: Off. J. Huntington

"R.A.P." (Recreation, Athletics and Police) Program / 7:40 - 8:00
"P.A.L." (Police Athletic League) Program
By: Off. W. Tome

Police Explorer Program / 8:00 - 8:20
Juvenile First Offender Program
By: Off. A. Rosenberg

COFFEE BREAK 8:20 - 8:35

Technical Services 8:35 - 10:00
By: Sgt. J. Prestinari
CITIZENS' POLICE ACADEMY
SCHEDULE OF ACTIVITIES

WEEK 10
WEDNESDAY
NOVEMBER 11, 1998
F.O.P. LODGE

COURSE EVALUATION / CREDITS /
ISSUANCE OF GRADUATION CERTIFICATES AND PINS

Course Evaluations / Course Credits  7:00 - 7:15
By: Off. L Zeitinger

Closing Comments / 7:15 - 7:45
Issuance of Graduation Certificates and Pins
By: Marshall B. Gage, Chief of Police,
Uniform Services Major S. Graham;
Investigative Services Major J Cummings;
Administrative Services Lt. R Leonard;
C.E.T. Lt. R. Esposito
C.E.T. Sgt. E. P. Sheridan

"Graduation Party!"  7:45 -
"EVERYONE'S INVITED!"
PROPOSED CURRICULUM

COURSE OUTLINE
Schedule of events
Week by week

August 21-25
21- ORIENTATION
22- GOALS & OBJECTIVES
23- QUESTIONS AND ANSWERS
24- DISPELLING MYTHS-DISCUSSION
25- REASON FOR AND OVERVIEW OF COURSE

August 28-(Sept.) 1st
28- THE SELECTION PROCESS
29- THE HIRING PROCESS
30- THE RECRUITMENT PROCESS
31- COMMUNICATIONS/DISPATCH CENTER
1- USE OF CODES-COMMUNICATION

September 5-8 (*Labor Day Monday off)
5- MIRANDA
6- LAW REVIEW
7- 4TH AMMENDMENT
8- LEGAL ASPECTS

September 11-15
11- UNIFORM SERVICES
12- UNIFORM SERVICES
13- UNIFORM SERVICES
14- TECH SERVICES
15- CODE COMPLIANCE

September 18-22
18- INTERNAL AFFAIRS
19- PROFESSIONAL STANDARDS
20- DARE, PAL, GREAT, COP, RAP, EXPLORERS
21- DARE (ET AL)
22- DARE (ET AL)
September 25-29
25- USE OF FORCE
26- USE OF FORCE
27- USE OF FORCE
28- F.A.T.S. SIMULATOR (SHOOT/DON’T SHOOT)
29- F.A.T.S. SIMULATOR

October 2-6
2- S.W.A.T.
3- S.W.A.T.
4- DIRECTED PATROL UNIT (DPU)
5- D.P.U.
6- EXECUTING SEARCH WARRANTS

October 10-13 (Columbus Day Monday off)
10- VICE OPERATIONS
11- UNDERCOVER OPERATIONS
12- VICE/NARCOTICS
13- OTHER VICE MATTERS

October 16-20
16- TRAFFIC ENFORCEMENT
17- TRAFFIC INVESTIGATIONS
18- TRAFFIC STOPS
19- TRAFFIC STOPS (DEMONSTRATIONS)
20- ‘CODE 3’ DRIVING (LIGHTS/SIREN), PURSUITS

October 23-27
23- LAW REVIEW
24- CONTEMPORARY LEGAL MATTERS
25- MIRANDA CASE
26- SELECT TOPIC FOR TERM PAPER
27- MID-TERM EXAM
October 30-(Nov.) 3
30- GOVERNMENT AND LAW ENFORCEMENT
31- H.U.D. (GOVERNMENT HOUSING)
1- GOVERNMENT PROGRAMS AND ASSISTANCE
2- COURT PRESENTATION
3- COURT PRESENTATION/PREPARATION

November 6-10
6- CRIME SCENE
7- CRIME SCENE PROCEDURES
8- EVIDENCE
9- EVIDENCE AND INVESTIGATIONS
10- DETECTIVE BUREAU

November 13-17
13- THE DEATH PENALTY
14- THE DEATH PENALTY DEBATE
15- THE DEATH PENALTY/USE OF DEADLY FORCE
16- THE USE OF DEADLY FORCE
17- OPEN DISCUSSION & TEST

November 20-24 Thanksgiving holiday break

November 27-(Dec.) 1
27- USE OF K-9
28- K-9
29- K-9
30- K-9 DEMONSTRATION
1- OPEN DISCUSSION & QUIZ
December 4-8
4- CRIME AND PUNISHMENT
5- CORRECTIONS (ADULT/JUVENILE)
6- THE CORRECTION FACILITY
7- VARIOUS CORRECTIONAL FACILITIES
7- TOUR OF PALM BEACH COUNTY JAIL

December 11-15
11- PRESENTATION OF ORAL REPORTS
12- PRESENTATION OF ORAL REPORTS
13- PRESENTATION OF ORAL REPORTS
14- PRESENTATION OF ORAL REPORTS
14- PRESENTATION OF ORAL REPORTS

December 18- (Jan.) 5 Closed for winter break

January 8-12
8- DETECTIVE BUREAU
9- INVESTIGATIONS
10- INTERVIEWS & INTERROGATION
11- POLICE SURVIVAL TECHNIQUES
12- DEFENSIVE TACTICS & TRAINING

January 15-19
15- POLICE SUPERVISION
16- TOUR OF B.B.P.D. & COMMUNICATIONS
17- OPEN DISCUSSION-COURSE FEEDBACK
18- COURSE CRITIQUE/EVALUATION
18- FINAL EXAM

END OF COURSE
CONCLUSION
CONCLUSION

The basis for this study was inspired by the corresponding assertions from different academy graduates over the previous ten or twelve academies that I have instructed. The repetition of the same response (exclaiming,) “I never knew there was so much to policework” led me to believe that people needed to take this course in order to curtail the existence of this societal contention. Initially, I wondered why people are not more knowledgeable in the area of police presence, purpose and expertise?

As stated in the study, the median age of academy participants is fifty years of age, therefore, the individuals exclaiming this have lived the majority of their lives in society without a requisite knowledge of an entity as celebrated as law enforcement. No wonder that there are so many educational programs in place to help guide society as to understanding the fringe, of high profile issues. This lack of knowledge leads to misunderstanding.

Law enforcement is hoping to change perceptions with the existence of a citizen’s academy. The present and future beliefs of our citizens are formed during high school, through education.
This curriculum would send them off (from 'prep school') into society with a concrete knowledge of law enforcement that, historically, has been neglected. During this process, a societal perspective (which is influenced by the mass media) will be altered in the process.

Another important element to be achieved in addition to the education aspect is the use of humor with the students. Humor has been utilized with great success in the past academy classes and has been a part of the prosperity of the citizen's academy. Having a sense of humor in the field of law enforcement is most essential, displaying that sense of humor to the students tends to 'humanize' the profession. Laughter and the use of humor are yet another way to break through any preconceived stereotypical notions of police officers.

Change is the key. Society has changed, the media has changed, law enforcement has changed; to keep up with change, contemporary methods must be utilized. We, as a society, must learn from the past and look to the future to solve societal issues. In the past, society has neglected to ensure that along with reading, writing, and arithmetic that students are prepared to deal with daily societal issues such as the daily purpose of law enforcement.

Perceptions of police officers are formed in many different environments such as the home, the media, school, word of mouth, etc. This curriculum would give law enforcement the opportunity to combat the
associated stereotypes by bringing a perspective ‘straight from the horses mouth’ and allow officer’s a venue to portray him/herself in a different fashion.

Additional support to the concept of a citizen academy is the fact that fire department’s are now offering a 'Fire Academy' in similar format, and city government's are starting 'City University', an orientation into the inner workings of city government. Both public service offerings are modeling their design based on the success of the Citizens Police Academy.

The applied learning theories have been established. The success of the existing program format has been growing nationwide since 1985. The research has proven that perceptions are changed through the educational format of the academy. There is an established benefit to the school system in terms of funds, curriculum, and police presence on campus. This is an innovative approach to the issues facing the criminal justice field and society in the 21st century.
DEFINITION OF TERMS

- Academy: A school, especially for higher education.
- Police explorer/cadet: Any juvenile enrolled in an official police-sponsored career-training program.
- D.A.R.E.: Drug Abuse Resistance & Education
- G.R.E.A.T.: Gang Resistance Education & Training
- School Resource Officer: Any state certified law enforcement officer assigned (solely) to a school with jurisdictional boundaries that extend to the span of control of the school district properties.
- Theory: The systematic explanation for observations that relate to a particular aspect of life.
- R.A.P.: Recreation And Police. Police sponsored recreation programs geared to mentoring children through recreation for underprivileged children.
- Y.E.S.: Youth Education Services. After school educational assistance program.
• J.F.O.: Juvenile First Offender Program. 'Teen Court', first time criminal offenders are put through the paces of a 'jury of their peers' in a criminal trial and assessment. Interdiction program.

• Academy: a class, college, or school especially for higher education.

• Quantitative research: Research that uses numbers in the form of an analysis.

• Slasher Movie: Modern era 'Horror' movies. Depictions of gore and dismemberment in lieu of suspense fear.
REFERENCES

Orlando Police Department:  www.ci.orlando.fl.us/departments/opd/cpa.html


Miranda 384 U.S. 436,86 S.Ct.16L.Ed2nd 694(1966)

The Death Penalty FSS 921.141.


APPENDIX
PRE-ASSESSMENT

1. WHAT IS YOUR CURRENT KNOWLEDGE OF POLICE PROCEDURES?
   A) VERY GOOD
   B) MODERATE
   C) MINIMAL
   D) NONE

2. I HAVE / HAVE NOT HAD ANY CONTACT WITH A LAW ENFORCEMENT OFFICER. (THROUGH TRAFFIC INFRACTION(S), D.A.R.E., CRIME WATCH, ETC.)

3. MY PERSONAL OPINION/PERCEPTION OF THE POLICE CHANGED WHEN: (LIST A SIGNIFICANT EVENT)

4. MY CURRENT 'RESPECT' LEVEL FOR A LAW ENFORCEMENT OFFICERS IS:
   A) VERY HIGH
   B) HIGH
   C) AVERAGE
   D) LOW

5. FROM WHAT MEDIUM IS YOUR OPINION OF LAW ENFORCEMENT DRAWN FROM:
   A) NEWSPAPERS
   B) TV
   C) MOVIES
   D) PERSONAL CONTACT/KNOWLEDGE
6. WHAT IS YOUR CURRENT PERCEPTION OF A UNIFORMED PATROL OFFICER?
FAVORABLE (CIRCLE ONE) UNFAVORABLE
EXPLAIN

7. I AM IMPRESSED WITH THE EFFORTS OF THE ......BOYNTON BEACH...PD TRUE FALSE

8. YOUR AGE -

9. MALE FEMALE

10. LIST YOUR EDUCATIONAL BACKGROUND
    A) HIGH SCHOOL
    B) TWO YEAR DEGREE
    C) BACHELORS DEGREE
    D) MASTERS DEGREE

SERGEANT THOMAS McCABE
BOYNTON BEACH POLICE DEPARTMENT
GRADUATE STUDENT LYNN UNIVERSITY
POST-ASSESSMENT

1. WHAT IS YOUR CURRENT KNOWLEDGE OF POLICE PROCEDURES?
   A) VERY GOOD
   B) MODERATE
   C) MINIMAL
   D) NONE

2. "I NEVER KNEW..." (THE BIGGEST REVELATION THIS ACADEMY IMPARTED)

3. MY PERSONAL OPINION OF THE POLICE CHANGED WHEN: (LIST MOST SIGNIFICANT EVENT THAT ALTERED YOUR PERCEPTION DURING THIS ACADEMY)

4. MY CURRENT 'RESPECT' LEVEL FOR LAW ENFORCEMENT OFFICERS HAS:
   A) CHANGED DRASTICALLY
   B) CHANGED (SOME)
   C) HAS NOT BEEN ALTERED
   D) SAME, NO CHANGE

5. WILL THIS ACADEMY HAVE AN IMPACT ON THE WAY YOU SEE LAW ENFORCEMENT PORTRAYED THROUGH THE VARIOUS MEDIA [PRESS, TV, MOVIES,] IF SO, HOW?
6. WHAT IS YOUR CURRENT PERCEPTION OF A UNIFORMED PATROL OFFICER?
FAVORABLE (CIRCLE ONE) UNFAVORABLE
EXPLAIN

7. I AM IMPRESSED WITH THE EFFORTS OF THE ......BOYNTON BEACH... PD TRUE FALSE

8. THANK YOU, AND ANY COMMENTS WELCOMED.

SERGEANT THOMAS McCABE
BOYNTON BEACH POLICE DEPARTMENT
GRADUATE STUDENT LYNN UNIVERSITY
APRE EVALYASYON

1-Ki konesans ou genyen sou zafe Lapolis kounye-a?
   a) Tre byen
   b) Byen
   c) Pa two byen
   d) Anyen

2-Avan, mwen pa te jann konnen...(Pi gwo revelasyon ke akademy ban mwen)

3-Opinyon pesonel mwen sou chanjman nan polis la:
   (Bagay enpotan ki chanje panen mwen pendan tan mwen nan akademi a)

4-Nivo respe mwen genyen pou tou ofisye k’ap ekzekite lwa, kounye-a:
   a) Chanje net
   b) Diferan
   c) Pa jann chanje
   d) Li pa chanje

5-Eske akademi an p’ap pote yon chanjman nan mannye ke anpil jounal (lapres, TV, sinema)
   montre ekzekisyon lwa yo.

6-Ki sa ou panse de polis an inifom k’ap fe patwouy kounye-a?
   a) Se yon bon bagay
   b) Se pa yon bon bagay
   Anseke yonn epi esplike’l.

7-Mwen bat bravo devan tout jefo PD ap fe nan Delray Beach:
   WI          NON

Sejan Thomas McCabe
Depatman polis nan Boynton Beach
Diplome nan inivesite Lynn
AVAN EVALYASYON

1-Ki konesans ou genyen sou zafe lapolis kounye-a?
   a) Tre byen
   b) Byen
   c) Pa two byen
   d) Anyen

2-Mwen te genyen / Mwen pa te genyen anken kontak ak ofisy k’ap ekzekite lwa. Egzanp:
   (Vyolasyon regleman sikilasyon, D.A.R.E, krim e latriye).

3-Opinyon oubyen panse mwen sou polis la change le: (di bagay enpotan)

4-“Respe” mwen genyen pou tout ofisy k’ap ekzekite lwa:
   a) Tre wo
   b) Wo
   c) Mwayenn
   d) Ba

5-Ki kote ou jwenn enfomasyon sou ekzekisyon lwa:
   a) Jounal
   b) Televizyon
   c) Sinema
   d) Kontak pesonel ou konesans mwen.

6-Ki sa ou panse de Polis an inifom k’ap fe patwouy, kounye-a?
   a) Se yon bon bagay
   b) Se pa yon bon bagay

Ansekle yonn nan repons sa yo epi esplike’l.

7-Mwen bat bravo devan tout jefo PD ap fe nan Delray Beach:
   Wi
   Non

8-Laj ou genyen____________________

9-Gason
   Fi

10-Nivo edikasyon ou
   a) Bakalorea I, II
   b) Inivesite I
   c) Inivesite II
   d) Metriz

Sejan Thomas McCabe
Depatman polis nan Boynton Beach
Diplome nan inivesite Lynn
I am Sergeant McCabe, I met with you on the first night of your academy and asked you to fill out a questionnaire to facilitate a study I was conducting. I hope you remember. I have, intentionally, waited a significant period of time to ask you to take the post-class questionnaire, as by now you have had time to digest all of the information and (possibly) had the opportunity to do a ride-along with an officer. I ask of you (again) for your time and candidness in the following questionnaire, please feel free to be honest and state if your personal view of policework changed as a result of participating in the academy.

Let me thank you in advance for your time and consideration, your help is invaluable to my study.

Please send this back to: the Boynton Beach police dept.

100 e. Boynton Beach blvd.

B.B. FLA 33425

C/O SGT. T. MCCABE