

Unit Goal: The evolution of police service models and styles.

2.1. Describe significant historical events that have influenced policing in the United States.

- A. Policing in America has its roots in European methods. This can be seen in such concepts as:
 - i. County
 - ii. Sheriff
 - iii. Common law
 - iv. English “bobby” foot patrol methods
- B. The northeastern states generally had the “watch and ward” system. “Watch” was nighttime, while “ward” was daytime police. As American policing developed in New York, Boston, and Philadelphia, an entire system of criminal justice began to experience corruption.

2.2. Describe the historical development of police service models or styles.

- A. From 1900 through the 1940s
 - i. The use of the automobile provided a more rapid response to police calls for service.
 - a. Many officers were reassigned from walking beats to radio cars.
 - ii. The advent of radio communications allowed calls for service to be dispatched to officers in the field.
 - a. The assignment of officers from walking beats initiated the distancing of the police from the individual citizens through increased mobility.
 - iii. The police performance level increased due to rapid response, while actual communications with citizens decreased.
 - iv. The absence of quality evaluation was prevalent throughout the period.
 - v. During this era, law enforcement personnel (especially the “beat officers”) were known by the citizens in the areas in which they worked.
 - a. This relationship created a bond that made the officer feel an ownership of his work area. The community also felt a more personal relationship with their officer(s).
 - vi. American policing went through a “reform” era marked by the contributions of such men as August Vollmer, whose goal was to bring professionalism to the police. This age also saw the emergence of the present federal law enforcement system and the contributions of J. Edgar Hoover and the FBI.
 - vii. The National Commission on Law Observance and Enforcement (Wickersham Commission) reported in 1931 “the greatest promise for the future of policing is the college or university.”
- B. From 1950 through the 1970s
 - i. Technology continued to improve, with computers and communications gradually becoming commonplace.
 - ii. The use of automobiles improved response time to calls for service.

- a. The increased use of automobile travel and technology created a fast-paced service style, which further removed peace officers from constant citizen contact.
 - iii. The professional police model developed with emphasis on accountability and increased standards. Success measures such as response time, crime statistics, and citizen complaints became common indicators of police performance.
 - iv. Police professionalism was again an issue in the late 60s when the President's Commission on Law Enforcement and the Administration of Justice stated in 1967 that, in their opinion, police personnel should have two or four years of college education. This Commission indicated that the ultimate aim of all police departments was for personnel with general enforcement powers to have baccalaureate degrees.
 - v. The National Advisory Commission on Criminal Justice Standards and Goals (NAC) reported in 1973 that the police still had low educational requirements. The NAC cited the recommendations of the 1967 commission and established minimum entry-level requirements. The immediate educational standard was to be one year of college. The educational standard increase was to continue by requiring two years of college by 1975, three years of college by 1978, and a baccalaureate degree by 1982. A study was done in 1986 of entry-level educational requirements to determine which of the NAC's goals had been met. The responding 289 agencies reported that 0.9% had no minimum educational requirement, 84.8% had a high school or G.E.D. requirement, and 0.6% required a four-year baccalaureate degree.
 - vi. Evaluation research became a tool for success measurement.
 - vii. The Law Enforcement Assistance Administration (LEAA) funded numerous projects to speed up the criminal justice process.
 - viii. The development and use of numerous specialized units resulted in the removal of patrol officers from most follow-up activities.
 - ix. The patrol system became an incident-driven approach in which police officers often became little more than report takers in most communities.
 - x. During this era, the police became controlled by the radio system. As a result of officers being required to answer calls for police services in a larger area, the peace officer lost much of the positive relationship and communications with the community.
- C. From 1980 through present
- i. Technology continues to improve with computers, mobile devices, and weapons.
 - ii. There is increased interest in evaluation research. Interest in other styles of police service led to considerable interest in new methods and experimentations.
 - iii. The development of community- or problem-oriented policing has opened new potential for progressive policing in agencies using both the traditional model and the problem-oriented model.

- iv. The implementation of community or problem-oriented policing projects. Ironically, professionalization of policing has resulted, very often, in emphasis on walking beats and citizens interaction.

Lecture Scenario: Consider the following objectives related to advancing technology available to law enforcement.

- Identify examples of technology available to law enforcement in the area.
- Discuss advantages of advancing technology in law enforcement.
- Discuss disadvantages of advancing technology in law enforcement.

2.3. Describe the evolution of policing in Texas.

- A. During Texas' 100 years as a province of Mexico, Mexican governors reigned over the territory that would later become Texas. Policing was handled by the Spanish military. This ended when Texas became a free and independent republic after the Battle of San Jacinto in 1836.
 - i. Texas Rangers
 - a. Stephen F. Austin employed a militia group to protect the settlers from Indian and bandit raids. This group later became known as the Texas Rangers. The watch/ward system of police did not evolve in Texas because of its large territory and absence of large cities/urban areas.
 - ii. Elected County Law Enforcement
 - a. Constables: Texas Constitution Article 5, Section 18
 - b. Sheriffs: Texas Constitution Article 5, Section 23
 - iii. Municipal Law Enforcement
 - a. Police Force of a Type A General-law Municipality: Local Government Code 341.001
 - b. Police Force of a Type C General-law Municipality: Local Government Code 341.002
 - c. Police Force of Home-Rule Municipality: Local Government Code 341.003

Lecture Scenario: Consider the following objectives related to the roles of Texas Rangers, Elected County Law Enforcement and Municipal Law Enforcement.

- Identify the responsibilities and significance of Texas Rangers.
- Identify the responsibilities and significance of Elected County Law Enforcement.
- Identify the responsibilities and significance of Municipal Law Enforcement.
- Discuss the similarities between Texas Rangers, Elected County Law Enforcement and Municipal Law Enforcement.
- Discuss the differences between Texas Rangers, Elected County Law Enforcement and Municipal Law Enforcement.

2.4. List the requirements of licensees under selected sections of the current Commission Rules.

- A. The Occupations Code

- a. the statutory authority for the Commission to establish rules that law enforcement agencies and officers must follow.

Instructor Note: Instructor should emphasize that it is each officer's responsibility to ensure compliance with Commission rules. Demonstration of TCLEDDS and MYTCOLE Training is encouraged.

Lecture Scenario: Consider the following objectives related to law enforcement training.

- Discuss the importance of law enforcement training to law enforcement officers.
- Discuss the importance of law enforcement training to society.

B. Requirements

Topic	Rules	Occupations Code
Reporting Responsibilities of Individuals	211.27	Chapter 1701.502
Minimum Standards for Initial Licensure	217.1	Chapter 1701.301, 307
Eligibility to take State Examinations	219.1	Chapter 1701.304
Examinee Requirements	219.5	Chapter 1701.304
Legislatively Required Continuing Education for Licensees	218.3	Chapter 1701.351-354
Firearms Proficiency Requirements	218.9	Chapter 1701.355
Reactivation of a License	217.19	Chapter 1701.316

Instructor Note: The coordinator is required, by rule 215.9, to distribute copies of the current Commission Rules to all students admitted to a licensing course. The rules can be found at www.tcole.texas.gov. The coordinator is also responsible for ensuring that a review of the rules pertaining to the following areas is conducted during the teaching of any course that may result in the issuance of a license: Law Enforcement Achievement Awards (211.33), Proficiency Certificate Requirements (221.1), License Action and Notification (223.1), Answer Required (223.3), Suspension of a License (223.15), Revocation of a License (223.19), and Reinstatement of a License (223.17).

Short lecture & discussion are suggested.

2.5. Explain the traditional police service model.

- A. Reactive response
 - i. Most of the workload of patrol officers and detectives consists of handling crimes that have already been committed, disturbances in progress, traffic violations, and such. Exceptions include crime prevention and narcotics investigations.
- B. Incident driven
 - i. This relies on limited information, mostly from victims, witnesses, and suspects. Focus tends to be on one "incident" which is resolved before moving to the next "incident."
- C. Use of the criminal justice system

- i. The primary means of resolving incidents is to involve the criminal justice process. It is critical to consider and utilize all elements of the criminal justice system, both sworn and civilian personnel.
- D. Use of aggregate statistics
 - i. The department's performance is largely measured by statistical comparisons. The department is doing a good job when the citywide crime rate is low, or the citywide arrest rate is high. The best officers are those who make many arrests or service many calls. Statistics can be affected by a number of factors.
- E. Lack of community and employee involvement in the decision-making process
 - i. Most decisions are made at the management and mid-management level with little citizen involvement.
- F. Citizen and employee expectations
 - i. The expectations of both the community and agency employees are often not met due to the expectation that peace officers will have a high impact on crime in the community.
- G. The use of specialized units
 - i. The traditional model has used specialized units with a high degree of effectiveness. Directed patrol, traffic, investigative, and other related approaches have had a large degree of success in many police agencies.

2.6. Define "community policing" and explain this service model.

- A. Community Policing
 - i. A new philosophy of policing, based on the concept that police officers and private citizens working together in creative ways can help solve contemporary community problems related to crime, fear of crime, social and physical disorder, and neighborhood decay.
 - a. Predicated on the belief that achieving these goals requires that police departments develop a new relationship with the law-abiding people in the community, allowing them a greater voice in setting local police priorities and involving them in efforts to improve the overall quality of life in their neighborhoods. It shifts the focus of police work from handling random calls to solving community problems.
 - ii. The philosophy is expressed in a new organizational strategy that allows police departments to put theory into practice.
 - a. This requires freeing some patrol officers from the isolation of the patrol car and the incessant demands of the police radio, so that these officers can maintain direct, face-to-face contact with people in the same defined geographic area (beat) every day.
 - b. This new "community policing officer" (CPO) serves as a generalist: an officer whose mission includes developing imaginative, new ways to address the broad spectrum of community concerns embraced by the community policing philosophy.
 - c. The goal is to allow CPOs to own their beat areas, so that they can develop the rapport and trust that is vital in encouraging people to

become involved in efforts to address the problems in their neighborhoods. The CPO acts as the police department's outreach to the community, serving as the people's link to other public and private agencies that can help. The CPO not only enforces the law but supports and supervises community-based efforts aimed at local concerns. The CPO allows people direct input in setting day-to-day, local police priorities in exchange for their cooperation and participation in efforts to police themselves.

- iii. Community policing requires both a philosophical shift in the way that police departments think about their mission and a commitment to the structural changes this new form of policing demands. Community policing provides a new way for the police to provide decentralized and personalized police service that offers every law-abiding citizen an opportunity to become active in the police process.

Suggested Lecture Scenario: Consider the following objectives related to community policing.

- Define community policing.
- Discuss the importance and meaning of community policing.
- Identify local agencies that can assist with building relationships with the community.

Source: Adapted from Robert Trojanowicz and Bonnie Bucqueroux, Community Policing: A Contemporary Perspective, Anderson Publishing.

B. Principles of Community Oriented Policing

- i. Both a philosophy and an organizational strategy that allows the police and community residents to work closely together in new ways to solve the problems of crime, fear of crime, physical and social disorder, and neighborhood decay.
 - a. The philosophy rests on the belief that law-abiding people in the community deserve input into the police process, in exchange for their participation and support.
 - b. It also rests on the belief that solutions to contemporary community problems demand freeing both people and the police to explore creative, new ways to address neighborhood concerns beyond a narrow focus on individual crime incidents.
- ii. Community policing organizational strategy first demands that everyone in the department, including both civilian and sworn personnel, must investigate ways to translate the philosophy into practice.
 - a. This demand makes a subtle but sophisticated shift so that everyone in the department understands the need to focus on solving community problems in creative, new ways that can include challenging and enlisting people in the process of policing themselves.
 - b. Community policing also implies a shift within the department that grants greater autonomy to line officers, which implies enhanced respect for their judgment as police professionals.

- iii. To implement true community policing, police departments must also create and develop a new breed of line officer, the “community policing officer” (CPO)
 - a. acts as the direct link between the police and people in the community.
 - b. As the department’s community outreach specialists, CPOs must be freed from the isolation of the patrol car and the demands of the police radio, so that they can maintain daily, direct, face-to-face contact with the people they serve in a clearly defined beat area.
 - c. The CPO’s broad role demands continuous, sustained contact with the law-abiding people in the community, so that together they can explore creative new solutions to local concerns involving crime, fear of crime, disorder, and decay, with private citizens serving as unpaid volunteers.
 - d. As full-fledged law enforcement officers, CPOs respond to calls for service and make arrests, but they also go beyond this narrow focus to develop and monitor broad-based, long-term initiatives that can involve community residents in efforts to improve the overall quality of life in the area over time.
 - e. As the community’s ombudsman, the CPO also links individuals and groups in the community to the public and private agencies that offer help.
- iv. Implies a new contract between the police and the citizens it serves - one that offers the hope of overcoming widespread apathy, while restraining any impulse to vigilantism.
 - a. This new relationship based on mutual trust also suggests that the police serve as a catalyst, that challenge people to accept both their share of the responsibility for solving their own individual problems and their share of the responsibility for the overall quality of life in the community.
 - b. The shift to community policing also means a slower response time for non-emergency calls, and that citizens themselves will be asked to handle more of their minor concerns; but in exchange this will free the department to work with people on developing long-term solutions for pressing community concerns.
- v. Adds a vital proactive element to the traditional reactive role of the police, resulting in full-spectrum police service.
 - a. As the only agency of social control open 24 hours a day, seven days a week, the police must maintain the ability to respond to immediate crises and crime incidents.
 - b. However, community policing broadens the police role so that they can make a greater impact on making changes today that hold the promise of making communities safer and more attractive places to live tomorrow.
- vi. Stresses exploring new ways to protect and enhance lives of those who are most vulnerable:
 - a. Juveniles
 - b. LGBTQIA+
 - c. Elderly people

- d. People of color
 - e. People with a disability
 - f. Undocumented people
 - g. People who are economically disadvantaged
 - h. People experiencing homelessness
 - i. It both assimilates and broadens the scope of previous outreach efforts such as crime prevention and police/community relations units, by involving the entire department in efforts to prevent and control crime in ways that encourage the police and law-abiding people to work together with mutual respect and accountability.
- vii. Promotes the judicious use of technology, but it also rests on the belief that nothing surpasses what dedicated human beings, talking and working together, can achieve.
 - a. It invests trust in those who are on the front lines together on the street, relying on their combined judgment, wisdom, and expertise to fashion creative new approaches to contemporary community concerns.
- viii. Must be a fully integrated approach that involves everyone in the department, with the CPOs as specialists in bridging the gap between the police and the people they serve.
 - a. The community policing approach plays a crucial role internally, within the police department, by providing information and assistance about the community and its problems, and by enlisting broad-based community support for the department's overall objectives.
- ix. Community policing provides decentralized, personalized police service to the community.
 - d. It recognizes that the police cannot impose order on the community from outside: people must be encouraged to think of the police as a resource they can use in helping to solve contemporary community concerns.
 - e. It is not a tactic to be applied and then abandoned, but an entirely new way of thinking about the police role in society
 - f. A philosophy that also offers a coherent and cohesive organizational plan that police departments can modify to suit their specific needs.

Lecture Scenario: Consider the following objectives related to community-oriented policing in the 21st century.

- Discuss how these principles can be applied in law enforcement.
- Discuss ways these principles can be applied in any of these styles of policing.

Source: Adapted from Robert Trojanowicz and Bonnie Bucqueroux, Community Policing: A Contemporary Perspective, Anderson Publishing.

C. Differentiate Between Community Policing and Police Community Relations.

COMMUNITY POLICING	POLICE-COMMUNITY RELATIONS
Goal: Solve problems - improved relations with citizens is a welcome byproduct	Goal: Change attitudes and project a positive image - improved relations with citizens is a main focus
Line function: Regular contact between officers and citizens	Staff Function: Irregular contact between officers and citizens
A department-wide philosophy and department-wide acceptance	Isolated acceptance often localized in the PCR unit
Internal and external influence and respect for officers	Limited influence and respect for officers
Well defined role - does both proactive and reactive policing - a full-service officer	Loose role definition - focus on dealing with problems of strained relations between police and citizens; crime prevention encouraged
Direct service - same officer takes complaints and gives crime prevention tips	Indirect service - advice on crime prevention from PCR officer but “regular” officers respond to complaints
Citizens nominate problems and cooperate in setting up the police agenda	“Blue Ribbon” committees identify the problems and “preach” to police
The citizens receiving the service (in addition to administrative mechanisms) ensure police accountability	Police accountability is ensured by civilian review boards and formal police supervision
Officer is the leader and catalyst for change in the neighborhood to reduce fear, disorder, decay and crime	Officer provides consultation on crime issues without having identified beat boundaries or “field responsibilities”
Chief of Police is an advocate and sets the tone for the delivery of both law enforcement and social services in the jurisdiction	Chief of Police reacts to only the law enforcement concerns of special interest groups
Officers educate public about issues (such as response time or preventive patrol) and the need to prioritize services	Officers focus on racial and ethnic tension issues and encourage increased services
Increased trust between the police officer and citizens because of long term, regular contact results in an enhanced flow of information to the police	Cordial relationship but often-superficial trust with minimum information flows to prevent and solve crime
Officer is continually accessible in person, by telephone, or in a decentralized office	Intermittent contact with the public because of city-wide responsibility - contact is made through central headquarters
Regular visibility in the neighborhood	Officer seldom seen “on the streets”

Officer is viewed as having a “stake in the community”	Officer is viewed as an “outsider”
Officer is a role model (especially a youth role model) because of regular contact with citizens	Citizens do not get to know officer on an intense basis
Influence is “from the bottom up” - citizens receiving service help set priorities and influence police policy	Influence is “from the top down” - those who “know best” have input and make decisions
Meaningful organizational change and departmental restructuring - ranging from officer selection to training, evaluation, and promotion	Traditional organization stays intact with ‘new’ programs periodically added - no fundamental organizational change
When intervention is necessary, informal social control is the first choice	When intervention is necessary, formal means of control are typically the first choice
Officer encourages citizens to solve many of their own problems and volunteer to assist neighbors	Citizens are encouraged to volunteer but are told to request and expect more government services (including law enforcement)
Officer encourages other service providers such as animal control, fire fighters, and mail carriers to become involved in community problem solving	Service providers stay in traditional roles
Officer mobilizes all community resources, including citizens, private and public agencies, and private businesses	Officers do not have mobilization responsibility because there is no specific beat area for which they are responsible
Success is determined by the reduction in citizen fear, neighborhood disorder, and crime	Success is determined by traditional measures (e.g., crime rates and citizen satisfaction with the police)
All officers are sworn personnel	Most staff members are sworn personnel, but some are non-sworn

Lecture Scenario: Consider the following objectives related to community policing and community relations.

- Identify the need for community policing in law enforcement.
- Identify the need for community relations in law enforcement.
- Discuss the difference between Community Policing and Community Relations.
- Discuss the importance of differentiating between community policing and community relations?

Source: Adapted from: Trojanowicz, Robert C. (1990). “Community Policing is Not Police Community Relations.” FBI Law Enforcement Bulletin. (October: pp 6 - 11).

- D. What is the importance of networking cooperatively with other professionals in the criminal justice system and with professionals employed by other community-based agencies and service providers?
- E. The peace officer is but one cog in the gear of our modern society. In order to maximize his/her potential as an agent of change in the community, the officer must recognize the need to call on the expertise of other professionals in the resolution of problems directed toward improvement of the quality of life in the particular community served. Below are some examples.

- i. Private Attorneys/ Bail Bondsmen
 - a. No officer should ever make a referral to a private attorney or bail bondsman. This could result in a suit against an officer. Additionally, there could be a conflict of interest that could create an ethical dilemma.
- ii. Legal Services:
 - a. Local Lawyer Referral Service - usually operated by County or District Bar Association
 - b. County Bar Association - for complaints against attorneys
 - c. District or County Attorney - to directly file criminal cases or apply for family protective orders.
 - d. Small Claims Court - when cases involve money matters of \$10,000.00 or less and no attorney is required. Both parties to action may represent themselves. (GC 28.003)
 - e. County/District Grand Jury - citizens may apply directly to grand jury to hear a criminal action (give examples of when applicable)
- iii. Social Services
 - a. State Department of Mental Health and Mental Retardation
 - b. Alcoholic problems/mental illness/counseling services
- iv. Texas Department of Health and Human Services
 - a. Child Protection
 - b. Elderly Protection
 - c. Emergency Financial Assistance
- v. Local Crisis Centers
 - a. Battered/abused women and children.
 - b. Local ministers or other religious figures, civil shelters, etc.
- vi. Sexual Assault Response Teams (SART)
 - a. County-level SARTs were mandated in Texas in the 87th Legislative Session.
 - b. SARTs are community-based, multi-disciplinary teams that work collaboratively to improve their local area's response to adult sexual assault.
 - c. Representatives from law enforcement agencies are contributing members of SARTs, along with prosecutors' offices, advocacy agencies, and healthcare professionals, among others.
 - d. Wherever possible, survivor representatives should be considered and included.

- vii. Multidisciplinary Teams (MDTs)
 - a. The MDT is a statutorily authorized local multidisciplinary team that focuses on the investigation and prosecution of child abuse offenders, and the treatment of child abuse victims.
 - b. Representatives from law enforcement agencies are contributing members of MDTs, along with prosecutors' offices, advocacy agencies, and healthcare professionals, among others.
- viii. Domestic Violence High Risk Teams (DVHRTs)
 - a. Local multidisciplinary teams focused on reducing risk of near-lethal or lethal violence for family violence victims through risk assessment, information sharing and ongoing monitoring.
 - b. Law enforcement officers are contributing partners on these teams along with prosecutors' offices, advocacy agencies, and healthcare professionals, among others.
- ix. Care Coordination Teams – Commercially Sexually Exploited Youth (CSEY)
 - a. Local multidisciplinary teams focused on providing comprehensive, coordinated holistic services to CSEY, including specialized advocacy services.
 - b. Law enforcement officers are contributing partners on these teams along with prosecutors' offices, advocacy agencies, and healthcare professionals, among others.
- x. Child Fatality Review Teams
 - a. Multidisciplinary teams charged with investigating unexpected and/or preventable deaths of persons under the age of 18.
 - b. Law enforcement officers are contributing partners on these teams along with prosecutors' offices, advocacy agencies, and healthcare professionals, among others.

INSTRUCTOR NOTE: It is highly suggested that instructors also discuss local community resources for all genders as well as communities at high risk for victimization (LGBTQIA+)

Refer to: Rape Crisis Centers, TAASA, and any other local community resource centers.

- F. What is the importance of involving the community in all policing activities that directly affect the quality of community life?
 - a. Reducing fear by addressing problem of crime in the community.
 - b. Establishing trust and harmony between the community residents and the peace officer.
 - c. Exchanging information to strengthen rapport and enhance community safety.
 - d. Assisting in identifying and resolving community problems.
 - e. Clarifying responsibilities on behalf of citizens and peace officers.
 - f. Helping define service needs.
- G. What are the philosophical differences between community-based policing and traditional approaches?

- a. Traditional model is incident driven, i.e., reactive.
- b. Officer activity is based on calls for service (CFS).
- c. CPOs are pro-active and co-active.
- d. New role is more complex:
 - i. Law Enforcer - CFS, incident driven and reactive
 - ii. Planner - information gatherer and analyst
 - iii. Problem Solver - strategist, critical thinker
 - iv. Community organizer - co-active role in resolving community problems through joint efforts

Lecture Scenario: Consider the following objectives related to networking in law enforcement.

- Discuss the importance of networking in law enforcement, specifically with community resources.
- Discuss the importance of a community-oriented policing and problem oriented policing departmental policy.

Unit Goal: The organization's role in society and police organizational issues.

2.7. Interpret the police organization's role in society.

- A. What is the purpose of a police organization?
 - i. To fight crime?
 - ii. To serve and protect?
 - iii. To promote the public safety?
- B. The concept of quality police customer service
 - i. For whom do we work?
 - a. The peace officer works for and services the citizen of the community in which (s) they are employed. It is the police officer's duty to protect and serve their community even to the point of placing their life at risk.
 - ii. To whom are we responsible?
 - a. The peace officer is responsible to the citizens of the community through the chain of command in the organization.
 - iii. Whose standards do we attempt to meet?
 - a. The officer and their agency must meet numerous standards that determine how (s) they are to do the job. All levels of government, the agency, our family, and the community set these standards.
 - iv. Who are our customers?
 - a. Our customers are the citizens of the community, and those citizens from other communities who happen to need our services while in our community.
 - v. What is quality police customer service?
 - a. The basic concept of quality police customer service is to provide a level of service in which the citizen not only receives the basic protection expected of a police agency but receives it in a highly effective and efficient manner from police personnel who display a highly positive, friendly, and helpful manner. This means that the citizen and his needs

are placed before the personal desires of the officer, or of the agency in general.

Lecture Scenario: Discuss the primary mission(s) of law enforcement agencies.

C. Procedural Justice and Police Legitimacy Policing Model.

i. Definition:

a. Procedural Justice: The procedural justice perspective argues that the legitimacy of the police is linked to public judgements about the fairness of the processes through which the police make decisions and exercise authority. If the public judges that the police exercise their authority using fair procedures, then the public will hopefully view the police as legitimate and will cooperate with policing efforts.

ii. Definition

a. Legitimacy and Police Legitimacy: While the official definition of 'legitimacy' is strictly whether something is lawful, legal, or recognized by law, 'police legitimacy' is the community's view of whether police have acted legally and lawfully. The community's perception of legitimacy is sometimes influenced strongly by many factors and should be considered when making policies and developing relationships within the community.

D. The Four Principles of Procedural Justice:

- i. Give people a Voice (listen)
- ii. Neutrality (be fair)
- iii. Respectful treatment (be respectful)
- iv. Trustworthiness comes from a Fair and Transparent process (explain the reason for the decision or action)

E. Aspects of Procedural Justice and Police Legitimacy Policing Model:

- i. Community/Individual Involvement: By giving others a voice, the police allow the person to voice their point of view or offer an explanation. Active listening in all citizen encounters should be practiced by the officer and allows others to talk. People want to be heard and understood. The subject's perception is what is important.
- ii. Core Goals are emphasized: Goals in policing include maintaining social order, preventing crime, ensuring constitutional rights, protecting, and serving the public, etc. The concepts of procedural justice and legitimacy will help to achieve these goals.
- iii. Legitimacy is increased: Legitimacy is the community's view and perception of the police. May be more challenging in communities that experience long-standing poverty, economic adversity, community violence, and other forms of trauma. Procedural Justice is a way to increase legitimacy. The

gains/benefits of procedural justice and legitimacy are greater officer safety, a lower level of resistance, acceptance of police decision, and less use of “threats of force” for control.

Lecture Scenario: Consider the following objectives related to procedural justice and police legitimacy.

- Define legitimacy and procedural justice as it pertains to law enforcement.
- Discuss the difference between “lawfulness” and “legitimacy.”
- Compare the traditional policing model, community policing and procedural justice. What is similar and what is different?
- Discuss why the community and the police should work together to solve and prevent crime and what strategies work best.
- Discuss the concepts of procedural justice as it pertains to current trends in law enforcement. Specifically discuss respect, professionalism and trustworthiness, and lawfulness vs. legitimacy.
- Discuss how historical events have changed the way the community views police and police legitimacy. (Ex: Rodney King, Kent State, Ferguson, etc.)
- Discuss ways that a police agency can influence and build trust with the community.

2.8. Recognize the values of providing quality police customer service.

- A. What are the values of providing quality police customer services?
 - i. The quality driven police agency and its employees must consider themselves as a business venture in which a high degree of value is placed on quality customer service. The most desirable outcome of this concept is that the community is well served, and the agency becomes a highly professional, respected service-oriented organization.
- B. What are the rewards of providing quality police customer service?
 - i. The rewards are many and include the building of pride within the agency and the community.
- C. The peace officer who serves in an agency that provides its citizens with a high quality of service has much to be proud of and should enjoy the strong, loyal support of the community on a day-to-day basis (and especially in times of critical needs).

2.9. Analyze the characteristics of traditional (formal) police organizational structure and police subculture (informal).

- A. Paramilitary
 - i. Authoritarian
 - ii. Chain of command
 - iii. Micromanagement

Lecture Scenario: Discuss the advantages and disadvantages of the paramilitary model.

B. Alternative models

- i. Participative. Simply, community – police partnerships are established, prioritized, and empowered.

Lecture Scenario: Consider the following objectives related to the participative model.

- Discuss the advantages of the participative model.
- Discuss the disadvantages of the participative model.

C. Why look at police subculture?

- i. To better understand the behavior of others and to allow for informed choices about one's own behavior.
- ii. To understand public perceptions of police.
- iii. To discover ways to change the organization's culture.
- iv. Police bureaucracy and organizational structure shapes and molds young officers
- v. Applicants are not attracted by authoritarian roles or deep-seated power needs.
- vi. Authoritarianism is cultivated by police culture.

D. Characteristics of the Police Subculture

- i. Curiosity and suspiciousness
- ii. Solidarity - taking care of one another
- iii. Secrecy - protection from hostile environment
- iv. Political and social conservatism
- v. Cynicism - Hobbesian view of social work
- vi. Social isolation
- vii. Authoritarian approach to control, conformity
- viii. Support during difficult/stressful time

E. Subculture social problems

- i. Stress (cyclic - continuous reinforcement)
- ii. Commitment to community values and needs becomes secondary.
- iii. Cynicism and alienation (Niederhoffer)

F. Subculture benefits

- i. Officers must choose between the subculture and professionalism.

Lecture Scenario: Consider the following objectives regarding police subculture and community policing.

- Discuss the advantages the police subculture can have on current community policing trends.
- Discuss the disadvantages the police subculture can have on current community policing trends.

INSTRUCTOR NOTE: Additional reading for student involvement

- "Police Ethics; The Corruption of Noble Cause", J. P. Crank and M. Caldero. 2000. ISBN 1583605045

2.10. Discuss the concept of Crime Stoppers and the function of the organization.

INSTRUCTOR NOTE: Crime Stoppers Texas Course #22911 is to be delivered at this time. It is recommended to include the Crime Stoppers law enforcement coordinator of a local Crime Stoppers organization as a co-presenter of this section. Contact information to assist in locating a co-presenter:

- Texas Crime Stoppers, Criminal justice Division of the Office of the Governor at (512)463-1919 or txcrimestoppers@gov.texas.gov.
- This course is not reported separately. Please reference TCOLE website for course content.