

# Maryland Police and Correctional Training Commissions

## Site Visit Report

### Description of Training Organization

The Maryland Police and Correctional Training Commissions were created by the Maryland General Assembly for the purpose of establishing minimum standards of training, establish qualifications for instructors, and certify officers.

Although they are separate entities, both the Police Training Commission and the Correctional Training Commission are served by a single Executive Director and staff. The Executive Director and staff provide administrative support to both Commissions, coordinate their regulatory efforts and provide standardization and continuity for regulations drafted. Organizationally, the staff of the Commissions is part of the Maryland Department of Public Safety and Correctional Services and is comprised of three subdivisions:

- In addition to acting as the Executive Director in his absence, the Deputy Director is responsible for the sections that comprise the Training Section.
  - o Correctional Training Programs
  - o Police Training Programs
  - o Driver Training Unit
  - o Firearms Training Unit
  - o Advanced and Specialized Unit
  - o Juvenile Services Standards and Training
  - The Support Services Section is under the direction of an Assistant Director.
    - o Information Management
    - o Web Services
    - o Maintenance
    - The Administrative Services Section is under the direction of an Assistant Director.
      - o Fiscal Unit
      - o Certification Unit
      - o Legislative Affairs

The Police and Correctional Training Commissions staff numbers in excess of 75 full-time and contractual positions; all are in a civilian capacity. Some part-time instructors are used to supplement existing staff at the driver training and firearms facilities as well as the police entrance level program. The FY 2004 budget was in excess of six million dollars.

PCTC conducts its own police and corrections entrance level programs, separate administrator and supervisor programs and combined basic, enhanced and advanced instructor programs. Additionally, PCTC has regulatory authority over 19 other police entrance level programs and eleven correctional entrance level programs (including parole and probation and juvenile service).

### Source of Official Student Records

The Commissions maintain an electronic record of student performance regardless of the program attended. This record is required since certification as either a police officer or corrections officer is directly related to satisfactory completion of mandated programs. All documents related to the police entrance level program conducted by the Commission are scanned for storage. The original hardcopy documents are sent to each student's agency. PCTC no longer maintains hardcopy records since we are able to electronically verify successful achievement.

### Description of Training Programs

**Location:** Agency-specific – mandated and overseen by Maryland Police and Correctional Training Commissions.

**Length:** Police Entrance Level Program – 760 hours  
Correctional Entrance Level Program – 182 hours  
Basic Instructor Training – 35 hours  
Advanced Instructor Training – 35 hours  
Enhanced Instructor Training – 49 hours  
Police Administrator Training – 35 hours

**Program Objective:** To provide participants with the knowledge, skills and abilities necessary to serve effectively as law enforcement and corrections officers in the State of Maryland.

**Learning Objective:** Upon successful completion of these programs, the graduates will be able to better perform duties of law enforcement and correctional officers in the State of Maryland.

**Instructional Methods:** Traditional methods including lectures with audio-visual enhancements, readings and handouts; role-play exercises; demonstrations; group discussions; and laboratory exercises.

**Learning Assessments:** Assessments include traditional written exams as well as demonstrations of competence.

### Description of Team

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. In consultation with experts prior to the visit, CJTA staff determined that visiting teams would be comprised of four members. One member would represent criminal justice at the university level, one would represent criminal justice at the community college level, one would be a practitioner (or former practitioner) in the field to be reviewed, and the fourth would be a staff member from CJTA with a master's degree in criminal justice. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

J. Mitchell Miller, Ph.D.  
Associate Professor  
Department of Criminology and Criminal Justice  
University of South Carolina  
Columbia, South Carolina

Patricia A. Millhoff, J.D.  
Assistant Professor  
Criminal Justice  
University of Akron  
Akron, Ohio

Scott E. Blough, M.A.  
Adjunct Professor  
Tiffin University  
Tiffin, Ohio

Eric Schultz, M.A.  
Assessment Coordinator  
Criminal Justice Training Assessment  
Albany, New York

**Description of Visit**

From September 22nd through the 24th, 2003, four representatives of the Criminal Justice Training Assessment Project, Excelsior College, conducted a site visit to the Maryland Police and Correctional Training Commissions (PCTC) to assess the Police Entrance Level Program, Correctional Entrance Level Program, Basic Instructor Training, Advanced Instructor Training, Enhanced Instructor Training, and Police Administrator Training programs.

On the first day, the team assembled at the Maryland PCTC Driver Training Facility. A brief organizational meeting and introductions took place, which included an overview of the training organization and familiarization with the training facilities. The assessment team then began the assessment process.

The team determined that the remainder of the day would be spent organizing the various subject modules of the training programs into familiar college course content areas and reviewed those materials. Before finishing for the day, the team concluded their review of all but the Police Entrance Level Program and Police Administrator Training programs.

Consultant Miller reviewed the Introduction to Investigations, Enhanced Instructor Training and Police Administrator Training blocks of instruction. Consultant Millhoff reviewed the Introduction to Criminal and Procedural Law and Introduction to Law Enforcement blocks of instruction. Consultant Blough reviewed the Inmate Management, Patrol Operations and Emergency Management blocks of instruction. Consultants Miller and Millhoff both reviewed the Introduction to Corrections, and consultants Millhoff and Blough both reviewed the Basic Instructor Training, Advanced Instructor Training, and Police Administrator Training blocks of instruction.

The above list of courses was developed from program and subject information provided by the Maryland Police and Correctional Training Commissions.

The team began the second day by further reviewing the assembled blocks of instruction, and in the afternoon, completed its review of program materials and discussed the credit recommendations in detail. The team held an exit interview the following day with Lee Goldman, administrator of the police training programs. The discussion covered the initial findings and spent considerable time in discussion regarding future potential of the training program.

*2008 Re-Assessment*

From October 23-24th, 2008, CJTA performed a re-assessment of the Police Entrance Level program, the Advanced Training blocks, and assessed the Police and Correctional First Line Supervisor and Field Training Officer programs. The increase of hours in the PEL program was such that seven new course descriptions were developed and additional credit recommendations were made. Because the corrections training component has moved from the MD-PCTC the Correctional Entrance Level program was not re-assessed and the credit recommendations will reflect that.

Credit Recommendations

**Summary of Credit Recommendations**

*Program:* Police Entrance Level Program

Defensive Tactics & Officer Survival	3 credits+
Emergency Operations	2 credits
Firearms in Law Enforcement	3 credits+
Health & Wellness	1 credit+
Introduction to Constitutional Law	1 credit+
Introduction to Criminal Law and Procedure	3 credits
Introduction to Emergency Vehicle Operations	1 credits+
Introduction to Law Enforcement	1 credit
Introduction to Special Crimes Investigations	2 credit+
Introduction to Traffic Operations	3 credits+
Investigations	3 credits*
<u>Patrol Operations</u>	<u>2 credits</u>
TOTAL	25 credits

*Program:* Correctional Entrance Level Program

Inmate Management	3 credits
<u>Introduction to Corrections</u>	<u>2 credits</u>
TOTAL	5 credits

-Advanced and Specialized Training-

Advanced Instructor Training	2 credits*
Advanced Topics in Leadership Management	3 credits*
Basic Instructor Training	2 credits
Enhanced Instructor Training	2 credits*
Field Training Officer & Evaluation Instruction	3 credits*+
Police & Correctional First Line Supervisor	2 credits*+
Police Administrator Training	3 credits*

\* Denotes upper division  
 + New: from 2008 re-assessment; Effective dates of January 2008 through June of 2009

Course Descriptions

**Advanced Instructor Training** (2 credits, upper division)

*Program:* Advanced and Specialized Training  
*Location:* Agency-specific  
*Length:* 35 hours

*Dates:* September 1998 through June 2009

*Objectives:* Recognize and demonstrate the implications of learning styles on delivery of materials. Recognize team development stages and describe how decision-making varies in each stage. Illustrate outcomes and performance objectives for training activities. Explain liability issues involved in training. Demonstrate ability to use instructional technology. Demonstrate ability to prepare and present a training module.

*Instruction:* Students must complete no fewer than one hour of "Orientation," one-half hours of "Instructor Competencies," one and one-half hours of "Adult Learning Principles," two hours of "Learning Styles," one and one-half hours of "Facilitating Group Discussions," one-half hours of "Teaching Styles," one hour of "Instructional Methods," one hour of "Objectives," one and one-half hours of "Coaching," two hours of "Evaluation Strategies," one and one-half hours of "Instructional Teaching," four hours of "Assess Group/Individual Learning I & II," and eight and one-half hours of "Practical Test." Instructional methods for this course include group discussions. Evaluation methods include written and practical examinations.

*Credit Recommendation:* In the upper division baccalaureate degree category, two semester credits.

#### **Advanced Topics in Leadership Management** (3 credits, upper division)

*Program:* Maryland Police and Correctional Training Commissions Leadership Challenge

*Location:* Varies according to program needs

*Length:* 80 hours (seminar-based)

*Dates:* January 2001 through June 2009

*Objectives:* Upon completion of this course, the student will gain advanced understanding of public safety management issues, including problem solving, partnership implementation and development, root cause analysis, conceptualization strategies oriented toward innovation, decision making, institutional integrity, and the principles of the "courage to stand alone" approach to solution realization.

*Instruction:* Students must complete no fewer than eighty hours of seminar-based instruction and group work that takes place over the period of one year's time. Instructional methods for this course include lecture, group discussion, group work, and outside instruction. Evaluation methods include written and practical demonstrations.

*Credit Recommendation:* In the upper division baccalaureate degree category, three semester credits

#### **Basic Instructor Training** (2 credits, lower division)

*Program:* Advanced and Specialized Training

*Location:* Agency-specific

*Length:* 35 hours

*Dates:* September 1998 through June 2009

*Objectives:* Understand and apply the principles and styles of adult learning. Develop performance objectives for the cognitive, affective, and psychomotor domains. Create a lesson plan using the Instructional Theory Into Practice (ITIP) model. Construct written tests for knowledge acquisition. Demonstrate proficiency in the use of classroom training aids. Demonstrate proficiency in course material presentation. Develop evaluations and assessments for material presented.

*Instruction:* Students must complete no fewer than one hour of "Orientation," one-half of an hour of "Roles of the Instructor," one hour of "Adult Learning Principles," two and one-half hours of "Objectives," three-quarters of an hour of "29 Instructional Methods (Instructional Methods I)," three-quarters of an hour of "Facilitation of Discussions (Instructional Methods I)," one and one-half hours of "Coaching (Instructional Methods I)," two and one-half hours of "Lesson Plans," one and one-half hours of "Communication and Presentation Skills," three and one-half hours of "Instructional Methods II," one and one-half hours of "Training Liability Issues," one and one-half hours of "Testing and Assessment," two hours of "Training Aids," one and one-half hours of "Classroom Management," one hour of "Training Preparation," and one and one-half hours of "Evaluation Methods." Instructional methods for this course include group discussions. Evaluation methods include written and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Defensive Tactics & Officer Survival** (1 credit, lower division)

*Program:* Police Entrance Level Program

*Location:* Agency-specific

*Length:* 90 hours

*Dates:* January 2008 through June 2009

*Objectives:* Identify the following items as those for which an officer may legally search: dangerous weapons, fruits of the crime, instruments of the crime, contraband, and suspects. Identify procedures regarding searching individuals of the opposite sex. Identify principles of the search of an individual, which maximize the effectiveness of the search and the safety of the officer. Identify those places on males and females where dangerous weapons or contraband may be concealed. Identify responsibilities of a back-up officer during a search of an individual. Demonstrate safe and effective procedures for a frisk or pat-down. Identify items on a person that may be used as weapons against an officer: hat pin, combs, high-heeled shoes, etc. Demonstrate proper procedure of a thorough search of a prisoner, removing of personal property or contraband, and determination of physical condition. Identify purposes of restraint devices used on suspects or prisoners resistance. Demonstrate the safe and effective use of handcuffs. Identify procedures for searching vehicles after transport of prisoners. Demonstrate a safe manner of placing a prisoner in a vehicle. Identify limitations of restraint devices used on suspects or prisoners. Identify circumstances of restraint devices used on suspects or prisoners. Describe the evaluation process in determination of strategy for arrest. Identify the responsibilities of a back-up recruit during a search of an individual. Identify the basic principles of weaponless defense, to include: balance, awareness, and self-control. Demonstrate proficiency in verbal commands and communication skills associated with tactical officer training. Select and demonstrate the safest techniques to use when making traffic stops, interviewing suspicious persons and confronting suspects. Identify the techniques to minimize the possibility of an officer entering an ambush situation. Identify the tactics which can be utilized if the patrol vehicle has been hit with a firebomb, i.e., acceleration, abandonment. Identify the tactics which can be utilized if the patrol vehicle has been hit by a sniper attack, i.e., acceleration, abandonment. Identify objectives of the field interview including identification, information, prevention. Demonstrate a safe and effective position to assume while interviewing a suspicious person. Identify techniques of confronting a suspicious person who is on foot. Identify the procedures for fighting small fires. Identify mental, emotional, and physical preparation needed for eventuality of a possible shooting situation. Demonstrate the safest position an officer may take when checking a door, knocking on a door, walking up to a vehicle other than a traffic stop.

*Instruction:* Students must complete no fewer than seventy-two hours of "Defensive Tactics," two hours of "Introduction to Defensive Tactics," and sixteen hours of "Officer Survival." Instructional methods for this course include lecture supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one semester credit.

#### **Emergency Operations** (2 credits, lower division)

*Program:* Police Entrance Level Program

*Location:* Agency-specific

*Length:* 58 hours

*Dates:* September 1998 through June 2009

*Objectives:* At the conclusion of the block of instruction the student will: Recognize proper police response to calls known to or believed to involve explosives; Establish a working knowledge of evacuation and safety precautions for bomb threats; Identify circumstances and procedures to evacuate areas endangered by hazardous

materials, including bomb threats; Identify provisions, policies, and procedures regarding the following type of evidence: Explosives; Demonstrate through participation in a simulated crowd situation basic crowd control formation, such as: line skirmishes, wedge, columns, crossbow, arrest chain; Explain the basic tactical principles of crowd and riot control for containment; Explain the basic tactical principles of crowd and riot control for isolation; Explain the basic tactical principles of crowd and riot control for dispersal; Demonstrate techniques to negotiate with, calm or control an emotionally distraught person who has contacted a police agency; Identify a police officer's responsibility at the scene of a dispute; Identify inherent dangers to an officer entering the home of a family involved in a dispute; Identify advantages and disadvantages of separating parties of a family involved in a dispute, and gathering information from them individually; List supporting resources available to a disputant; Identify the property that a disputant is entitled to take if leaving the premises in various situations; Identify the role of a police officer in landlord/tenant disputes; Identify alternative actions an officer has in resolving a conflict situation such as arrest, separate, mediate, refer; Identify crisis/conflict situations in which a criminal violation has occurred; Identify the role of a police officer in handling labor disputes, i.e., trespassing on posted industrial property and picket activity; Describe the techniques used to talk to a person attempting to commit suicide in order to get him to stop his attempt; Identify the duties of a police officer when intervening in an interpersonal conflict involving violent crimes (including sudden death); Identify what hazardous materials are, and the risks associated with them in an incident; Identify the role of the first responder (awareness level) in the hazardous materials emergency response plan; Identify additional resources available to assist with hazardous materials incidents and the notification procedures; Identify circumstances and procedures to evacuate areas endangered by hazardous materials, including bomb threats; Describe the procedure and circumstances when a police escort of hazardous materials is requested; Identify circumstances in which a police escort of an emergency nature is appropriate, such as an emergency vehicle that is unfamiliar with area, escorted vehicle is not equipped with lights or siren; Identify procedures a police officer may use to detect the potential presence of Weapons of Mass Destructions (WMD); Identify safety measures a police officer can take for Weapons of Mass Destruction (WMD) events; Identify procedures for handling scene security during a Weapons of Mass Destruction (WMD) event; Identify the purpose of Terrorism; Identify the indicators of terrorist criminals.

**Instruction:** Students must complete no fewer than four hours of "Bombs/Arson," seven hours of "Civil Disturbance," three hours of "Civil Disturbance: Practicals," three hours of "CPR First Aid," seven hours of "Crisis Intervention," twenty hours of "First Aid," three hours of "NIMS/HazMat (Hazardous Materials)," seven hours of "Terrorism," and four hours of "Vehicle Extractions." Instructional methods for this course include lecture and group discussions supplemented with PowerPoint presentations. Evaluation methods include written examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

#### **Enhanced Instructor Training (2 credits, upper division)**

**Program:** Advanced and Specialized Training

**Location:** Agency-specific

**Length:** 49 hours

**Dates:** September 1998 through June 2009

**Objectives:** Discuss the various "hats" worn by instructors in the classroom. Discuss the positive and negative things that instructors can do when teaching. Explore the different principles of adult learning and how to maximize the opportunities provided in the classroom. Take self-assessments to determine our own personal learning styles and how we learn best. Discuss the importance of developing training that is tailored to each learner type. Learn how to construct performance objectives in the development of training programs. Measurability, validity, and objectiveness are addressed, as well as the three domains of learning. Examine the multitude of methods including lecture, forum, and skits, which are available to them when acting as instructors. Students will give a 2-minute presentation on an assigned topic. Participate in exercises designed to help them develop an understanding of group dynamics and discussion techniques. Introduced to the ITIP design for lesson plans. Students will construct a lesson plan for a 20- and 30-minute presentation. Examine the major issues affecting trainers in law enforcement and corrections. Participate in exercises designed to help them understand the team lifecycle and develop the skills necessary for facilitating group discussions in the classroom. Examine the importance of communication and practice presentation skills in the classroom. Participate in group exercises designed to broaden their understanding of the importance of coaching others to success by offering support and positive feedback. Develop a greater understanding of the more advanced methods of training others through participation in role play, case study, and scenario-based learning. Learn how to employ the white-erase board, chalkboard, overhead display, easel pad and computer-based presentation methods. Learn how to design and develop different testing instruments and check for learning efficacy. Examine the various classroom layouts and tips for management of the classroom. Discuss the four levels of evaluation and how to construct evaluation instruments. Identify areas of strength and weakness in student-instructors and discuss strategies for change. Give a final, 30-minute presentation and be graded on a pass/fail basis. Students will evaluate the presentations of their peers and provide feedback on improvement.

**Instruction:** Students must complete no fewer than one hour of "Adult Learning Principles," two hours of "Learning Styles," two and one-half hours of "Instructional Theory: Objectives," one hour of "Instructional Methods," one hour of "Facilitation of Discussion," three and one-half hours of "Lesson Plans," two hours of "Group Dynamics," one and one-half hours of "Training Liability Issues," one and one-half hours of "Lesson Plans: Converting Traditional to Facilitative," one and one-half hours of "Communication and Presentation Skills," two hours of "Instructional Theory into Practice," three and one-half hours of "Instructional Theory into Practice II," three and one-half hours of "Instructional Methods II," two hours of "Training Aids," one hour of "Teaching Styles," one and one-half hours of "Evaluation Methods," two hours of "Group Learning I," two hours of "Group Learning II," and one and one-half hours of "Classroom Control Issues." Instructional methods for this course include group discussions. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the upper division baccalaureate degree category, two semester credits.

#### **Field Training Officer & Evaluation Instruction (3 credits, upper division)**

**Program:** Advanced and Specialized Training

**Location:** Agency-specific

**Length:** 40 hours

**Dates:** February 2008 through June 2009

**Objectives:** Examine the purpose, structure and dynamics of an effective field training and evaluation program. Describe both the traditional program (San Jose Model) and the Police Training Officer Model. Discuss the relationship and role that the entry-level training staff plays in a field-training program including the coordination of the program and providing feedback from the field to the entry-level training staff. Discuss the connection between entry-level academic and skills training and operational proficiency. Examine the objectives of a field training program. Examine the transition of the field trainee from the entry-level training environment (academy setting) to an operational setting. Examine the need for a Field Training Officer to prepare for the arrival of a trainee. Define the role(s) of a field training officer to include his/her role as trainer/evaluator and supervisor of the field trainees. Define leadership. Apply leadership characteristics and principles to the role and duties of a field training officer. Define the responsibilities of a field training officer to include, at a minimum, the following trainer/evaluator skills: observe, document, diagnose, discuss/counsel, correct/remediate, evaluate. Examine the role that effective interpersonal communication plays in a successful field training program. Define counseling. Outline the techniques that can be used to "counsel" the student officer including the "reluctant" participant and/or the student officer with performance problems. Demonstrate the techniques used to conduct a counseling session for the "reluctant" or unresponsive field trainee. Examine the steps of an effective performance evaluation process to include, at a minimum: establishing performance expectations, observing/monitoring performance, intervention strategies/techniques, documenting performance, conducting evaluation interview. Demonstrate the ability to conduct an evaluation of a trainee and to complete a written performance evaluation using a model evaluation instrument. Examine adult learning concepts as they apply to a field-training program. Discuss the need to use adult learning techniques during a field-training program. Examine the role that coaching and mentoring play during the field-training program. Demonstrate the ability to "coach" an individual through a given task as determined by the instructor. Discuss the effect that "diversity" differences may play during the field-training experience. Summarize the role impact that various diversity issues, including generational differences, may play during the field training experience and the impact

that they may have on the outcome of the program. Discuss appropriate "testing" strategies/techniques that can be used during a field training program to ensure that the student-officer has been exposed to the required variety of operational situations. Discuss the need to ensure that officer survival skills to include but not be limited to vehicle operation skills and suspect/prisoner security skills are observed and evaluated. Demonstrate the ability to develop and evaluate/critique a role-playing exercise or a scenario suitable for the demonstration of a officer survival skill by a field trainee. Examine strategies and techniques that can be used to correct the performance of and/or provide remedial training to a student-officer during the field-training program. Discuss the possibility that a field training officer may have to recommend that a student officer be terminated or recycled back into an entry level program. Demonstrate the ability to develop an assessment instrument to evaluate the remedial/enhanced training of a field trainee. Demonstrate the ability to develop a training performance objective that can be used during remedial/enhanced training of a field trainee. Examine the legal consequences for failing to adequately train entry-level personnel including satisfactory completion of a field training program. Discuss the role of the field training program and the performance of the field training officer in limiting liability to the organization.

**Instruction:** Students must complete all forty hours of the "Field Training Officer & Evaluation Instruction Program." Instructional methods for this course include lecture supplemented with PowerPoint presentations. Evaluation methods include discussion and practical application examinations.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

#### **Firearms in Law Enforcement (1 credit, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 92 hours

**Dates:** January 2008 through June 2009

**Objectives:** Identify mental, emotional, and physical preparation needed for eventuality of a possible shooting situation. Identify legal ramifications that are attached to the officer and agency through the use of force. Identify the circumstances under which reasonable force can be used. Identify the legal limits of deadly force in Maryland. Demonstrate proper cleaning of officer's handgun, and shotgun, if applicable. Demonstrate safely loading and unloading of a handgun, and shotgun, if applicable. Demonstrate safely drawing and re-holstering of weapon. Demonstrate safely placing and removing a shotgun from a vehicle storage mechanism, if applicable. Demonstrate safe and proper handling of handgun during weapons instruction. Demonstrate proper techniques for holding and carrying a shotgun, if applicable. Identify methods of making a handgun safe when not being carried on the person, such as unloading and storing ammo in separate location and securing the handgun out of reach. Identify principles of good marksmanship such as stance, grip, breath control, trigger control and follow through. Demonstrate proper stance for handgun shooting positions including: point shoulder, crouch, prone, and kneeling. Demonstrate proper techniques for shooting the shotgun, if applicable, from the: standing, kneeling, and hip positions. Given a daylight range course or courses established or approved by the Police Training Commission, the student shall fire with the approved weapon that is carried on or off duty and shall meet previously established standards of proficiency. Given a reduced light range course or courses established or approved by the Police Training Commission, the student shall fire with the approved weapon that is carried on or off duty and shall meet previously established standards of proficiency. Identify the circumstances under which deadly force can be used.

**Instruction:** Students must complete no fewer than eighty-six hours of "Firearms Training," four hours of "Firearms Training (ASP Issue)," and two hours of "Intro to Firearms." Instructional methods for this course include lecture supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

#### **Health & Wellness (1 credit, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 69 hours

**Dates:** January 2008 through June 2009

**Objectives:** Understand the importance of physical fitness as it relates to defensive tactics and the law enforcement profession. Evaluate one's current wellness profile and physical fitness level prior to starting the fitness & well program. Define the basic concepts of nutrition and healthy eating. Understand the different exercise modalities used to enhance all areas of fitness: anaerobic endurance, anaerobic strength, aerobic endurance, anaerobic power, stress reduction, improved body fat reduction, and improved flexibility. Perform various exercises and fitness tests in a safe and capable manner. Understand the benefits of a planned fitness and wellness program such as injury prevention. Participate in a fitness program that is geared toward meeting one's individual fitness needs. Demonstrate a safe procedure to execute a jump down from a height of at least four (4) feet. Demonstrate a safe procedure to climb over a fence at least four (4) feet in height. Demonstrate the ability to run at full speed for a distance of at least 300 yards. Demonstrate the ability to run up at least two (2) flights of stairs. Demonstrate the ability to run down at least two (2) flights of stairs.

**Instruction:** Students must complete no fewer than sixty-one hours of "Physical Training," six hours of "Physical Training Assessments," and two hours of "Physical Training: Introduction." Instructional methods for this course include lecture supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

#### **Inmate Management (3 credits, lower division)**

**Program:** Correctional Entrance Level Program

**Location:** Agency-specific

**Length:** 68.5 hours

**Dates:** September 1998 to October 2008

**Objectives:** Demonstrate the proper application and utilization of defensive tactics. Identify the characteristics of inmates with special needs. Recognize and identify extremist behavior among inmates. Discuss and understand the need for psychological services in the inmate population. Recognize and identify the characteristics of the suicidal inmate. Illustrate proper techniques for escorting inmates. List and demonstrate the precautions for dealing with bloodborne pathogens. Identify and apply standard inmate classification criteria. Demonstrate proper handcuffing, shackling and control techniques. Discuss the importance of both cross-cultural and inmate relations. Evaluate the role of the corrections officer in managing the inmate population.

**Instruction:** Students must complete no fewer than three and one-half hours of "Bloodborne Pathogens," one hour of "Cell Extraction," three hours of "Crisis Intervention," sixteen hours of "Defensive Tactics," three hours of "Effective Disciplinary Practices," three hours of "Effective Helping Skills," three hours of "Escort and Transportation of Inmates," seven hours of "Fire Control, Prevention and Notification," three hours of "Inmate Role Identification," one hour of "Inmate Visitation," eight hours of "Introduction to Disturbance," seven hours of "Introduction to Security, Custody & Control," three hours of "Treatment and the Process of Classification," and seven hours of "Use of Chemical Agents." Instructional methods for this course include lecture and group discussions supplemented with PowerPoint presentations. Evaluation methods include written examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

#### **Introduction to Constitutional Law (1 credit, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

*Length:* 55.5 hours

*Dates:* January 2008 through June 2009

*Objectives:* Understand how certain US Supreme Court interpretations of the Bill of Rights have established certain guidelines for police conduct. Understand the background of US Constitutional law and the Bill of Rights. Inspect the constitutional rights of citizens against unreasonable searches and seizures. Recognize the value and basis for procedural policies on searches & seizures. Differentiate between lawful and unlawful arrests. Identify the conditions under which a legally authorized consent search can be made. Identify the following items as those for which an officer may legally search: Dangerous weapons, Fruits of the crime, Instruments of the crime, Contraband, Suspects. Identify the limits and principles of a safe and effective search of an indoor (premises) environment. Search - Define term "expressed consent." Demonstrate the process and circumstances to obtain and serve a search warrant; to include completion of an affidavit and warrant application. Demonstrate safe and effective strategies and procedures when searching a premise without a warrant: Entry of premises - forced/non-forced, Control of occupants, Advisement of rights, Collection of property, Documentation of evidence, Determination of how many officers are required, Designation of search responsibilities, Identification of floor plan of premises. Identify consequences of conducting an unlawful search. Identify the conditions under which a legally authorized search incidental to an arrest can be made. Identify the conditions under which a legally authorized search based on probable cause can be made. Identify the conditions under a legally authorized search with a search warrant can be made. Identify the conditions under which a legally authorized plain sight search can be made. Identify the conditions under which a legally authorized search involving exigent circumstances can be made. Identify the limits and principles of a safe and effective search of an outdoors (landscape) environment. Identify the limits and principles of a safe and effective search of a vehicle.

*Instruction:* Students must complete no fewer than twenty-eight and one-half hours of "Constitutional Law," sixteen hours of "Moot Court," three hours of "Search Warrant Application Preparation," four hours of "Search Warrants," and four hours of "Search Warrants: Practicals." Instructional methods for this course include lectures supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one semester credit.

**Introduction to Corrections** (2 credits, lower division)

*Program:* Correctional Entrance Level Program

*Location:* Agency-specific

*Length:* 75.5 hours

*Dates:* September 1998 to October 2008

*Objectives:* Recall the history and leading philosophies of corrections, including purposes of corrections. Identify the role of the correctional officer in, and the methods of, enforcing rules and regulations in the correctional setting. Recognize the various types of rules, regulations and laws that impact the correctional setting. List and explain the relationships between the three major elements of criminal justice: law enforcement, courts, and corrections. Demonstrate the importance of crime scene preservation and courtroom testimony on investigations originating within the correctional setting.

*Instruction:* Students must complete no fewer than one hour of "Court Decree," one hour of "Inmates with Special Problems - Alcohol," one hour of "Inmates with Special Problems - Handicapped," one hour of "Inmates with Special Problems - Sexual," one hour of "Radio and Telephone Communications," one hour of "Testifying in Court," one and one-half hours of "Sexual Harassment Awareness," one and three-quarter of "Major Elements of the Criminal Justice System," two and one-quarter hours of "Development & Purpose of Corrections," three hours of "Correctional Employee as a Professional," three hours of "Correctional Role Expectations," three hours of "Crime Scene," three hours of "Cross Cultural Relations," three hours of "Effects of Imprisonment," three hours of "Inmates with Special Problems - Drugs," three hours of "Inmate Processing," three hours of "Effective Leadership Skills," three hours of "Psychological Services - Suicide," three hours of "Rules & Regulations for Inmates," four hours of "Effective Communication Skills," four hours of "Extremist in the Correctional Setting - Hostage Situations," four hours of "Extremist in the Correctional Setting - Terrorists & Gangs," six hours of "Report Writing," eight hours of "Legal Aspects of Corrections," and eight hours of "Psychological Services." Instructional methods for this course include lecture and group discussions supplemented with PowerPoint presentations. Evaluation methods include written examinations.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Introduction to Criminal Law and Procedure** (3 credits, lower division)

*Program:* Police Entrance Level Program

*Location:* Agency-specific

*Length:* 71.5 hours

*Dates:* September 1998 through June 2009

*Objectives:* Define the legal circumstances of detention. Given the description of situations involving adult prisoners, identify the booking procedures and conformance involving adult prisoners, identify the booking procedures and conformance with the law and minimum jail standards including the required notification and procedures and officer must make for the following: 1. Drunk, 2. Injured, 3. Sick, 4. Opposite sex from officer, 5. Female, 6. Homosexual, 7. Mentally deranged. Identify arresting/booking officer's responsibility for securing the personal welfare of those prisoners being controlled during the booking process to include: 1. Types of prisoners to be segregated, 2. Requirements for taking personal property from a prisoner, 3. Police officer "solicitation" on behalf of an attorney. Demonstrate the proper completion of a statement of charges. Identify procedures regarding searching individuals of the opposite sex. Identify principles of the search of an individual which maximize the effectiveness of the search and the safety of the officer. Identify those places on males and females where dangerous weapons or contraband may be concealed. Identify responsibilities of a back-up officer during a search of an individual. Demonstrate safe and effective procedures for a frisk or pat-down. Demonstrate property inventory process of items obtained in a search. Demonstrate safe and effective method to remove a suspect from a vehicle. Identify items on a person that may be used as weapons against an officer—i.e. hat pins, combs, high-heeled shoes, etc. Demonstrate proper procedure of a thorough search of a prisoner, removing of personal property or contraband, and determination of physical condition. Roll a full set of legible fingerprints on a standard fingerprint card. Describe the circumstances and procedures to request an assisting officer in the case of an arrest. Identify purposes of restraint devices used on suspects or prisoners. Demonstrate the safe and effective use of handcuffs. Identify procedures for searching vehicles after transport of prisoners. Identify procedures and information to be given to dispatcher regarding prisoner transportation. Demonstrate a safe manner of placing a prisoner in a vehicle. Describe the process to secure officer's weapon prior to entering security area or detention facility. Identify limitations of restraint devices used on suspects or prisoners. Identify circumstances of restraint devices used on suspects or prisoners. Identify the booking procedures and conformance with the law and minimum jail standards, involving adult prisoners, including the required notification procedures an officer must make when handling prisoners requiring segregation; i.e. members of the opposite sex, and/or sexual preference. Identify the booking procedures and conformance with the law and minimum jail standards, involving adult prisoners, including the required notification procedures an officer must make when handling adult prisoner with mental illnesses or emotional instability. Identify general rules for police involvement in repossession of property. Define the term subpoena and the circumstances in which it would be used. Describe the procedure to apply for and serve a subpoena. Identify methods and procedures for serving and/or enforcing court-issued orders. Identify the primary reason for maintaining jail security as it relates to control of contraband. Identify the procedures to secure the courtroom, such as controlling access to courtroom, searching observers, guarding defendant, searching surrounding areas, and operating a metal detector. Identify procedures to safely escort participants in the judicial system, for example, the judge, suspects, defendant in the courtroom, sequestered jury. Describe the procedure for property inventory when seizing property in civil process. Define the term "summons" and the circumstances in which it would be used. Define the term "probate orders" and the circumstances in which it would be used as applicable in the student's jurisdiction. Define the term "writ" and the circumstances in which it would be used. Define the term "warrant" and the circumstances in which it would be used. Describe the procedure to apply for and serve a summons. Describe the procedures to apply for and serve probate orders, as applicable in the student's jurisdiction. Describe the procedure to apply for and serve a writ. Describe the procedures to apply for and serve a warrant. Demonstrate a general working knowledge of Maryland Court procedures and the process of a criminal trial. Understand the importance of pre-trial

preparation and the professional duties and responsibilities of the judge, prosecutor, defense counsel and other court officials. Understand the importance of proper court decorum, how to professionally testify in court and common defense counsel tactics.

**Instruction:** Students must complete no fewer than twelve hours of "Arrest Procedures," six hours of "Civil Process," thirty-three and one-half hours of "Criminal Law," three hours of "Diplomatic Immunity," three hours of "Evidence Processing," four hours of "Property & Evidence," seven hours of "Testimony Demeanor," and three hours of "Testimony Demeanor: Review." Instructional methods for this course include lecture and group discussions supplemented with PowerPoint presentation. Evaluation methods include written examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

### **Introduction to Emergency Vehicle Operations (1 credit, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 44 hours

**Dates:** January 2008 through June 2009

**Objectives:** Identify the components and importance of defensive driving, such as attitude, skill, vehicle capability, driving conditions. Identify driver attitudes or conditions which greatly contribute to the occurrence of traffic accidents, such as: over-confidence, self-righteousness, impatience, preoccupation, and fatigue. Identify driving activities which most frequently contribute to collisions; backing up, parking, and left turns. Identify qualities of a good driver, to include: driving within own limitations, maintains good physical condition, uses mature judgment, has knowledge of rules of the road, is rested and alert. Identify hazards of driving at night, such as reduced visibility and over-driving headlights. Identify importance of knowing traffic conditions in all directions and all visible distances, and the necessity of acting accordingly. Identify conditions which affect the stopping distance of a vehicle, such as driver, vehicle, road, and weather. Identify in proper sequence the following components that make up total stopping distances: perception of danger, decision time, reaction time, braking distance. Identify advantages of high speed pursuit. Identify elements of high speed pursuit, utilization and limitations of emergency equipment, and pursuit tactics. Identify differences of procedure for high speed pursuit in a congested area vs. open road vs. off road. Describe or demonstrate the ability to regain control of a vehicle experiencing an under steer situation. Demonstrate through driving exercises proper road position, weight transfer, throttle control, braking and steering accuracy both forward and backward while performing the following maneuvers: 90 degree turn, 180 degree turn, bootleg turn, accelerating and decelerating, lane changes, serpentine of "S" curves, stopping. Demonstrate the ability to maneuver a vehicle forward and backward in restricted space areas. Demonstrate ability to safely operate and control a law enforcement vehicle, for example, during a controlled low or high speed pursuit, to include headlights, emergency lights, siren and communications equipment, and driving at night. Demonstrate the techniques of accident avoidance by smoothly and rapidly displacing the vehicle left or right upon command. Demonstrate proper procedure for operating a vehicle, for example, driving in rain during controlled and high speed pursuit, pumping brakes when stopping, turning wheel in direction of skid, regard for reduced visibility, ice, snow. Describe the circumstances and the process to notify a supervisor of damage, a need for maintenance or a need for equipment in the patrol vehicle. Be able to perform first line maintenance on patrol vehicle, i.e., replenish fluid levels, adding air to tires, washing vehicle, or changing a tire using the jack provided by the manufacturer. Demonstrate use of vehicle spotlight to illuminate an area for a physical check. Demonstrate procedure to check condition and status of assigned patrol equipment and vehicle. Describe or demonstrate the ability to regain control of a vehicle experiencing an over steer situation. Describe or demonstrate the ability to regain control of a vehicle experiencing an all wheel skid. Demonstrate use of vehicle headlights to illuminate an area for a physical check. Demonstrate use of flashlight to illuminate an area for a physical check. Identify the disadvantages of high-speed pursuit.

**Instruction:** Students must complete no fewer than eight hours of "Driver's Training Orientation," thirty-two hours of "Driving (EVOC)," and four hours of "Intro to Emergency Vehicle Operations & Driver Training." Instructional methods for this course include lectures supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

### **Introduction to Law Enforcement (1 credit, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 15 hours

**Dates:** September 1998 through June 2009

**Objectives:** Discuss historical development of law enforcement. Present an informative speech demonstrating effective oral communication. Explain the origins of the juvenile justice system including key U.S. Supreme Court decisions. Explain general operating procedures for handling juvenile offenders. Examine personal beliefs, attitudes, and biases and demonstrate an understanding of how they impact an officer's responses toward citizens and colleagues.

**Instruction:** Students must complete no fewer than Two hours of "Computer Skills Assessments," two hours of "Discipline, What & Why, Police Ethics," four hours of "Diversity Relations," two hours of "Intro to Computers," four hours of "Juvenile Justice," and one hour of "Orientation." Instructional methods for this course include lecture. Evaluation methods include written examinations and practical demonstration exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

### **Introduction to Special Crimes Investigations (2 credits, lower division)**

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 30 hours

**Dates:** January 2008 through June 2009

**Objectives:** At the conclusion of the block of instruction, accurately identify barriers inherent in child abuse investigations. Correctly identify the two primary phases of the child abuse investigative process. Correctly identify special considerations associated with interviewing children. Interpret developmental characteristics of children ranging from birth to 12 years of age. Record Family Law Abuse References and their application in the investigation and reporting of Child Abuse. Identify and explore potential community resources for both victim and abuser. Distinguish between victim and abuser psychological responses of sexual and physical abuse. Identify the basic psychological response of victims (i.e., feelings of helplessness, lack of control, self-blame or blaming others, anger, or fear) of sexual offenses (child or adult). Identify what resources (both inside and outside the department) are available to the officer and the victims, and what their capabilities are for sexual abuse of children. Describe the circumstances in which a police officer has authority to transport juveniles. Describe the circumstances in which a police officer has authority to transport injured persons. The police officer will identify all of the elements of the following crime: child abuse. Identify inherent dangers to an officer entering the home of a family involved in a dispute. Identify advantages and disadvantages of separating parties of a family involved in a dispute and gathering information from them individually. List supporting resources available to a disputant. Identify the property that a disputant is entitled to take if leaving the premises in various situations. Identify special problems to be aware of in interviewing young children. Identify the basic psychological response of a victim (feelings of helplessness, lack of control, self-blame or blaming others, anger, or fear) of domestic violence. Identify techniques for officers to use (acknowledging victim=s ordeal, providing active listening, asking diversionary questions, and explaining options and procedures that will occur) to defuse the crisis stress symptoms of victims of domestic violence. Identify the duties of a police officer when intervening in an interpersonal conflict involving domestic violence. Describe the resources available to the officer and/or victim for the crime of domestic violence. The police officer will identify all of the elements of the following crime: domestic violence. Acquire knowledge of the signs/symptoms of elder abuse and neglect. Inventory the importance of establishing a positive working relationship with the elderly. Identify and discuss the importance of positive police relationships with the elderly and their role in Community Oriented Policing. Identify the basic psychological response of victims (i.e., feelings of helplessness, lack of

control, self-blame or blaming others, anger, or fear) of sexual offenses (child or adult). Identify techniques for officers to use (i.e., acknowledging victim's ordeal, provide active listening, asking diversionary questions, and explaining options and procedures that will occur) to defuse the crisis stress symptoms of victims of sexual offenses (child or adult). Identify the duties of a police officer when intervening in an interpersonal conflict involving sexual offenses (child or adult). Identify what resources (both inside and outside the department) are available to the officer and the victims, and what their capabilities are for the crime of rape and sexual offenses. Explain the various patterns of human sexual development. Define the terms most often used in dealing with various sex offenses. Explain the various styles of attack in rapes and describe their respective psychological effects on the victim. Describe and explain the rape trauma syndrome. Explain the role the polygraph may play in the investigation of sexual offenses. The police officer will identify all of the elements of the following crime: Rape. The police officer will identify all of the elements of the following crime: Sex offenses.

**Instruction:** Students must complete no fewer than six hours of "Child Abuse," seven hours of "Domestic Violence," three hours of "Domestic Violence: Practicals," two hours of "Elder Abuse," four hours of "Hate Crimes," and eight hours of "Sex Crimes Investigations." Instructional methods for this course include lectures supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

### **Introduction to Traffic Operations** (3 credits, lower division)

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 73 hours

**Dates:** January 2008 through June 2009

**Objectives:** Identify at least two techniques for gaining the attention of the driver of the vehicle and officer is about to stop. Identify advantages of noting and recording a license number and a description of the vehicle an officer is about to stop. Identify the potential hazards in failing to closely watch the movements of occupants in a vehicle an officer is about to stop, is in the act of stopping, or has already stopped: such as attack from suspects, destruction or concealment of evidence, escape of occupants. Demonstrate a proper and safe traffic stop, to include distancing and position of the vehicle and the location of the stop. Identify the proper use of the spotlight in a pullover and approach situation; such as not blinding the driver of the other vehicle while that vehicle is in motion, illuminating the interior of the other vehicle after it has stopped, focusing on side and rear mirrors in order to blind occupants to officer's approach. Identify the advantages and disadvantages of allowing an individual to exit a vehicle being stopped. Identify at least one area that affords the maximum protection for the officer from passing traffic while conducting a vehicle stop. Identify the initial conversation of the police/violator contact as being the most crucial towards establishing the appropriate mutual relationship. Identify the reason why an officer should not argue with a traffic violator. Given an exercise depicting a speed violation, demonstrate the ability to properly pace the violator to determine the vehicle's speed, and properly set up and use a speed measuring/metering device to determine the violator's speed, if applicable. Given a blank traffic citation, a word-picture, or audio-visual presentation depicting a traffic violation, and a vehicle code, the student will properly and legibly complete the form within ten minutes. Identify the role of a law enforcement officer in traffic regulations. Given various situations, determine that there is a violation and identify it by common name, crime classification, and section number. List appropriate examples of traffic situations in which a written or verbal warning is an acceptable alternative to the issuance of a citation. Identify an officer's options if a violator refuses to sign a citation issued by an officer. Identify the options a violator may exercise in response to a traffic citation, to include court procedures or pay monetary penalty. Identify circumstances of situation when an arrest is the appropriate officer response during a traffic stop. Identify the reason why it is important to obtain the violator's driver's license and vehicle registration as soon as it is reasonably possible when making a traffic stop. Identify the principle reason why an officer should not accept a motorist's wallet in response to a request for a driver's license. Given an exercise, through a process of interview and other methods of screening, determine the acceptability, authenticity and legality of various types of identification presented. Identify at least two reasons why it is important that an officer check both the validity and authenticity of a motorist's operator's license. Demonstrate techniques to receive MVA information during a vehicle stop, and identify what information is available. Identify different methods of traffic patrol. Identify elements of selective traffic law enforcement designed to reduce accidents, such as time and place accidents frequently occur, and type of violations that contribute to those accidents. Define the responsibilities of a driver involved in an accident, to include duties under transportation code and insurance reporting requirements.

**Instruction:** Students must complete no fewer than thirty hours of "Traffic Law," three hours of "Traffic Law Review," and forty hours of "Traffic Stops." Instructional methods for this course include lectures supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

### **Investigations** (3 credits, upper division)

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 57 hours

**Dates:** September 1998 through June 2009

**Objectives:** Explore, understand and apply the fundamentals of investigations, and consider the application of these fundamentals to special populations. Identify the elements of investigations, including securing crime scenes, locating witnesses, and collecting and preserving evidence. Develop proficiency in basic interrogation strategies. Illustrate classifications of death (e.g., homicide, self-defense, and suicide). Explain the characteristics of investigations in crime-specific contexts, including child abuse, hate crime, domestic violence and elder abuse. Define, understand and illustrate various interaction/communication techniques for child interrogation translated, hate crime identifiers defined and discussed domestic violence strategies, and elder abuse indicators. Develop investigation-oriented critical thinking skills through experiential learning in a field setting/sociological laboratory setting.

**Instruction:** Students must complete no fewer than three hours of "Basic Investigations: Crime Scenes," three hours of "Basic Investigations: Rules of Evidence," ten and one-half hours of "Basic Investigations," three hours of "Basic Investigations: Property & Evidence," seven hours of "Case Prep," three hours of "Crime Scene Collection of Evidence," three hours of "Crime Scene Processing," three hours of "Death Investigations," four hours of "Emergency Evaluations," one and one-half hours of "Interpersonal Communication," four hours of "Informants," three hours of "Interview & Interrogation Techniques," three hours of "Interview Contact Scenario," three hours of "Media Relations," and three hours of "Missing Persons." Instructional methods for this course include lecture supplemented with PowerPoint presentations. Evaluation methods include written examinations.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

### **Patrol Operations** (3 credits, lower division)

**Program:** Police Entrance Level Program

**Location:** Agency-specific

**Length:** 122.5 hours

**Dates:** September 1998 through June 2009

**Objectives:** Evaluate evidence from an accident investigation practical exercise and identify proper enforcement action. Compare community oriented policing and traditional policing tactics. Demonstrate proficiency in unarmed self defense. Identify the major elements of successful report writing. Identify the primary functions of police patrol operations. Discuss the tactical considerations and responsibilities of the first responding officer to a crime in-progress call. Demonstrate ability to safely operate and control a law enforcement vehicle, for example, during a controlled low or high speed pursuit, to include headlights, emergency lights, siren and

communications equipment, and driving at night. Employ the techniques for officer safety while conducting traffic stops, interviewing persons, and confronting suspects. Define crime prevention and its major components.

**Instruction:** Students must complete no fewer than Twenty-eight hours of "Accident Investigations," seven hours of "Community Policing," eight hours of "Crime Prevention," four hours of "Hostage Negotiations," two hours of "Intro to Radio Communications," three hours of "Intro to Traffic Control," three hours of "Note Taking," three hours of "Observation & Description," eleven hours of "Patrol Procedures," four hours of "Radio Communications," nine and one-half hours of "Report Writing," and forty hours of "Standardized Field Sobriety Testing (SFST)." Instructional methods for this course include lecture and group discussions. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Police Administrator Training** (3 credits, upper division)

**Program:** Advanced and Specialized Training

**Location:** Agency-specific

**Length:** 80 hours

**Dates:** September 1998 through June 2009

**Objectives:** Identify the role(s) of an administrator (mid-level executive). Distinguish between being an effective administrator/manager (mid-level executive) and an effective leader. Identify key leadership principles and how they apply to the role of an administrator (mid-level executive). Integrate leadership principles and personal characteristics into the problem-solving model. Distinguish between policy and procedure and identify an application for each. Explain the relationship between policy, procedure and practice and why practice must reflect policy and procedure. Develop a written policy statement. Develop a procedure document. Evaluate a written procedure. Explain the relationships between policy, training, inspection (audits) and discipline. Demonstrate principles of good business writing. Integrate leadership principles and personal characteristics into the problem-solving model. Introduce the operational steps of a problem solving process. Apply problem-solving techniques to resolve issues arising in such areas as: Human Resource Management, Strategic Planning, Budget Development and Management, Risk Management. Describe the role of ethics in the problem solving process. Describe the strategic planning process. Describe the relationship between strategic planning and the budget process. Describe the process for evaluating a strategic plan. Assess both positive and negative characteristics of various interpersonal communication styles to include communications within the organization, public speaking engagements and contacts with the media. Identify the steps needed to conduct a "business" meeting including setting and adhering to an agenda, facilitating discussion, maintaining a schedule, documentation, etc. Describe sources of workforce conflict (i.e. peers, supervisors, subordinates, institutional or organizational culture), outside or community generated pressure including political or media generated. Apply appropriate conflict resolution techniques, such as negotiation, arbitration and mediation to workforce/workplace conflicts between individuals within the organization, outside the organization and between individuals inside the organization and the community. Demonstrate the principles of good business writing. Identify the key elements in a valid selection process.

**Instruction:** Students must complete all eighty hours of the "Police Administrator Training" program. Instructional methods for this course include lecture and group discussion supplemented with PowerPoint presentations. Evaluation methods include written examinations and practical demonstration exercises.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

**Police & Correctional First Line Supervisor** (2 credits, upper division)

**Program:** Advanced and Specialized Training

**Location:** Agency-specific

**Length:** 80 hours

**Dates:** January 2007 through June 2009

**Objectives:** Distinguish the "core" duties and responsibilities of a first-line supervisor in a public safety organization. Describe the difficulties associated with and sometimes experienced by individuals making the transition from the role of "doer" to the role of first line supervisor. Identify the "constituents" (stakeholders) for whom a first-line supervisor works and to whom and for whom he/she is responsible. Describe the "key" concepts of first-line supervision to include, at a minimum, the concepts of: Span of Control, Unity of Command, Delegation of Authority. Identify "key" personal and professional leadership characteristics/trait that a supervisor needs to display. Describe the first-line supervisor's role in "reinforcing" ethical behavior in the workplace both generally within the organization and more immediately with his/her subordinate personnel. Using a self-assessment tool, analyze different supervisory/leadership "styles" such as: Autocratic, Democratic, Laissez-faire, Directing, Coaching, Supporting, Delegating. Distinguish "key" leadership principles that should guide a first-line supervisor. Explain the basic principles of problem solving/decision making model or process to include, at a minimum: Problem recognition/identification, Problem description, Development of alternatives solutions, Solutions selection, Development of an action plan, Project management, Evaluation of selected solution. Discuss several ways that a first-line supervisor in a public safety agency or organization can legitimately reward and/or motivate his/her personnel. Demonstrate the fundamentals necessary for effective interpersonal communication to include a discussion about the "dynamics" of verbal communication, the need for effective listening and the importance of obtaining feedback. Describe the opportunities, challenges and values of ensuring diversity in a public safety agency including its impact on employee morale, the agency's relationship with the "community" it serves, and its effect on an agency's risk management policies and programs. Describe sources of workforce/place conflict, for example peers, supervisors, command staff, institutional organization culture, the "community," including political or media generated pressure. Describe several "conflict" resolution techniques to include: Negotiation, Arbitration, Mediation. Demonstrate the satisfactory completion of an agency business report. Explain the role of the supervisor in the grievance process. Identify the purpose(s) and benefits of a timely, thorough and objective performance evaluation process. Describe a process by which a first-line supervisor can develop performance standards that can be used to measure both quantity and quality of the work performed by his/her personnel. Explain the basic steps of an objective performance evaluation process to include, at a minimum, the following steps: Performance standards/expectations review, Performance monitoring and documentation techniques, Performance evaluation form preparation, Performance evaluation interview, Development of a performance improvement plan, Follow-up monitoring an evaluation. Identify the most frequent causes experienced by first-line supervisors that lead to rater error and contribute to the failure of a performance evaluation process to include: Failure to train raters, Rater indifference, Loss of rater objectivity, Rater bias, Employee pressure, Conflicting purpose for an evaluation. Describe the benefits to/impact on an agency, a supervisor and an employee when a first-line supervisor actively "coaches" and/or mentors subordinate personnel to include, at a minimum: Risk management, Improved employee performance, Team building, Employee morale, Succession planning. Discuss the first-line supervisor's responsibility for the on-going training of his/her personnel. Discuss the impact that a first-line supervisor's attitude toward training has on subordinate personnel including its effect on employee morale. Explain the steps to be used to counsel an employee to include: Choosing between and individual and group session, Choosing the appropriate physical setting, Selecting the appropriate time, Establishing the appropriate supervisory demeanor, Documenting the counseling session, Conducting follow-up. Distinguish between situations that call for a supervisor to counsel an employee and situations that require that a supervisor recommend or impose formal disciplinary action based on an understanding of agency policy, philosophy and practice. Describe existing law (LEOBR) and/or policy and procedure that must be adhered to when investigating complaints about employee behavior. Discuss the basic steps that need to be taken to investigate a complaint of employee behavior to include, at a minimum: Recording or documenting the complaint, Interviewing the complainant and witnesses, Adherence to applicable due process requirements such as LEOBR, labor contracts or administrative standards set by state, county or local policy or procedures, Interview of subordinate(s) involved, Case file preparation, Investigation summary preparation, Investigation findings/conclusions, Recommendations for action. Describe the first-line supervisor's role in such administrative functions as the development of procedures, agency strategic/long range planning, budget preparation, budget management, etc. Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in "routine" situations. Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in "emergency" situations or during "critical" incidents. Describe the role of the first-line supervisor at the scene of a "critical" incident. Outline the factors/elements that need to be considered when planning for a

“routine” (normal) operational deployment to include at a minimum: Staffing (manpower) needs, Equipment needs, Relief factors. Discuss the role that analysis and interpretation of data, such as crime analysis, calls for service data, disturbance reports, incident mapping, recidivism trends, etc. play in a supervisor’s operational duties.

*Instruction:* Students must complete all eighty hours of the Police & Correctional First Line Supervisor program. Instructional methods for this course include lectures supplemented with PowerPoint presentations and practical application exercises. Evaluation methods include written and practical examinations.

*Credit Recommendation:* In the upper division baccalaureate degree category, two semester credits.