

South Carolina Department of Public Safety

Site Visit Report

Description of Training Organization

The Law Enforcement Training Act and Regulations found in South Carolina Code of Laws 23-160 et. Seq. and 38-001 through 38-028 establishes the purposes of the Criminal Justice Academy through the mandate and provision for statewide basic and in-service training of all law enforcement officers and criminal justice personnel as defined within the law and regulations.

The mission statement of the Criminal Justice Academy is to train criminal justice personnel by providing mandated training and a continuous certification process. The philosophy supporting the mission is to foster a safer environment for the citizens of South Carolina through a prepared criminal justice community.

The Criminal Justice Academy is one of five major divisions of the South Carolina Department of Public Safety. The Academy itself is comprised of the Deputy Director's Staff and five major program areas: Training, Instructional Standards, Administrative Services, Facility Planning and Maintenance, and The Hall of Fame.

The above program areas are staffed by 102 full-time and three temporary employees.

The Training Section

The Training Section is the largest and most inclusive program area in the South Carolina Criminal Justice Academy. This section is responsible for oversight and coordination of a variety of critical components that include basic mandated training, advanced/specialized training, technical training, and regional training. The Training Section also incorporates and directs the large and complex functions of the Registrar's Office and Media Programs as well as Instructional Technology Support and Assistance.

Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training provided by the South Carolina Department of Public Safety may obtain such records of this training by contacting:

South Carolina Department of Safety
Criminal Justice Academy Division
Instructional Standards and Support
P.O. Box 1993
Blythewood, SC 29016

Description of Training Programs

Location: South Carolina Criminal Justice Academy training facilities within Columbia, South Carolina and various sites throughout the State of South Carolina.

Length: Various

Program Objective: To provide participants with the knowledge, skills and abilities necessary to serve effectively as entry-level, in-service, and supervisory law enforcement and corrections personnel in the State of California.

Learning Objective: Upon successful completion of various programs, the graduate will be able to perform duties of criminal justice personnel in the State of South Carolina.

Instructional Methods: A combination of lecture, role-play, small group and large group discussion, scenario, and practical demonstration and application.

Learning Assessments: Written and practical examinations are used.

Description of Team

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

Sutham Cheurprakobkit, PhD
Associate Professor of Criminal Justice
Department of Sociology, Geography, Anthropology, and Criminal Justice
Kennesaw State University
Kennesaw, Georgia

Richard Sapp, MCJ
Detective, Juvenile Unit
Investigations Division
Temple Police Department
Temple, Texas

Peter Symonds, MEd
Supervising Special Agent (retired)
Federal Bureau of Investigation
Montgomery, Alabama

Timothy Birch, MS
Assessment Coordinator
Criminal Justice Training Assessment
Albany, New York

Description of Visit

From August 16-18, 2004, Associate Professor Cheurprakobkit, Mr. Symonds, Detective Sapp, and Mr. Birch conducted a site visit to the South Carolina Criminal Justice Academy to assess educational programs offered by that agency.

On the first morning (Monday, August 16, 2004), the team assembled at the South Carolina Criminal Justice Academy in Columbia, South Carolina. Following a brief organizational meeting and introductions to the academy staff, the assessment team was shown to its conference room headquarters to begin the assessment process.

The team determined that the remainder of the day would be spent organizing the various subject modules of the recruit training program into familiar college course content areas. Before finishing for the day, the course areas were discussed and then assigned to a specific faculty member for review to begin the next day.

Associate Professor Cheurprakobkit reviewed material for the following courses: Police and Society, Victimology and Special Populations, Physical Fitness and Stress Awareness, Driver Training, Defensive Tactics, Legal Issues in a Jail Setting, and Jail Practices. Mr. Symonds reviewed material for the following courses: Criminal

Law and Procedure, Crisis Management, Defensive Tactics, Advanced Driving Instructor, Advanced Instructional Methods, and Basic Instructional Skills. Detective Sapp reviewed material for the following courses: Basic Criminal Investigations, Patrol Procedures, Firearms, Advanced Criminal Investigations, Advanced Impaired Driving Investigation, Advanced Narcotics Operations, Advanced School Resource Officer, Field Training Officer, Management of Field Training Programs.

The above list of courses was based on subjects provided by the South Carolina Criminal Justice Academy.

The team began August 17 by continuing to review the South Carolina Criminal Justice Academy materials. On the morning of August 18, the team completed its review of program materials and discussed the credit recommendations with several members of the Academy staff.

Credit Recommendations

Summary of Credit Recommendations

<i>Program:</i> Basic Law Enforcement Academy	
Basic Criminal Investigations	3 credits
Criminal Law and Procedure	3 credits
Crisis Management	3 credits
Defensive Tactics	3 credits
Driver Training	2 credits
Firearms	3 credits
Patrol Procedures	3 credits
Physical Fitness and Stress Awareness	2 credits
Police and Society	1 credit
Victimology and Special Populations	1 credit
TOTAL	24 credits
<i>Program:</i> Basic Instructor Development	
Advanced Instructional Methods	4 credits
<i>Program:</i> Basic Jail Academy – May 1999 to December 2004	
Defensive Tactics	1 credit
Legal Issues in Jail Setting	1 credit
Jail Practices	3 credits
<i>Program:</i> Basic Jail Academy – January 2005 through June 2009	
Basic Correctional Operations & Procedures	4 credits
<i>Program:</i> Basic Detective Course	
Advanced Criminal Investigations	3 credits
<i>Program:</i> Narcotics Undercover Techniques	
Advanced Narcotics Operations	3 credits
<i>Program:</i> School Resource Officer Basic	
Advanced School Resource Officer	2 credits
<i>Program:</i> DUI and Standardized Field Sobriety Testing	
Advanced Impaired Driving Investigation	2 credits
<i>Program:</i> Field Training Officer Manager	
Management of Field Training Programs	1 credit
<i>Program:</i> Field Training Officer	
Field Training Officer	2 credits
<i>Program:</i> South Carolina Leadership Institute	
Leadership in Public Safety	4 credits*
Intermediate Leadership in Public Safety	3 credits*
Advanced Leadership in Public Safety	3 credits+
Introductory Research Methods	1 credit
TOTAL	11 credits

* indicates upper level credit, + indicates graduate level credit

Course Descriptions

Advanced Criminal Investigations (3 credits, lower division)

Program: Basic Detective Course

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 36 hours

Dates: May 1999 through June 2009

Objectives: Develop investigative skills sufficient to perform the task of investigator and provide a sound foundation for further development in this discipline. Recognize the legal and applicable aspects required for investigative success; rules of evidence, courtroom procedures, crime scene investigation & management,

physical evidence, surveillance, interview & interrogation, gang investigation, computer crimes, identification theft, case management, informants, warrants, burglary/robbery investigations.

Instruction: Student must complete no fewer hours than: one hour of “Courtroom Procedures, Rules of Evidence and Testimony,” four hours of “Crime Scene Response and Physical Evidence,” two hours of “Audio Surveillance,” two hours of “Video Surveillance,” four hours of “Crime Analysis and Profiling,” four hours of “Interview and Interrogation,” four hours of “Gang Investigations,” four hours of “Computer Crimes and Identity Theft,” two hours of “Investigative Goals and Case Management,” one hour of “Information Source,” one hour of “Informants,” four hours of “Warrants,” and four hours of “Burglary/Robbery.” Instructional methods for this course include lecture (supplemented by PowerPoint presentation and handout) and classroom discussion. Evaluation methods include written examination.

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

Advanced Impaired Driving Investigation (2 credits, lower division)

Program: DUI and Standardized Field Sobriety Testing

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 24 hours

Dates: May 1999 through June 2009

Objectives: Develop proficiency required to detect DUI offenders and intoxicated individuals. Recognize the mechanics and legal aspects associated with DUI investigations. Develop proficiency in horizontal gaze nystagmus sufficient to employ this technique.

Instruction: Student must complete no fewer than twenty four hours of “DUI Detection” and related issues/topics. Instructional methods for this course include lecture (supplemented by PowerPoint presentation, audio visual material, and student handout) and classroom participation. Evaluation methods include written examination.

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

Advanced Instructional Methods (4 credits, lower division)

Program: Basic Instruction Development

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 80 hours

Dates: May 1999 through June 2009

Objectives: Develop basic methods for newly selected instructors to utilize in classroom applications. Recognize the need to develop the ability to be comfortable in speaking before groups. Compare the importance of verbal and non-verbal skills. Define performance objectives and list their three characteristics. Define learning and identify how the adult student and/or a law enforcement officer differs in his/her perspectives of the learning environment. Identify, list and compare the various instructional methods and indicate the strengths and weaknesses of each method. Discuss the basics of counseling and indicate the techniques that may be used in a teacher-student counseling session. Define a lesson plan and explain the various sections and the importance of each. Discuss the importance of developing a valid evaluation instrument. Recognize the importance of constructing and developing valid and reliable testing materials. List various types of visual aids and explain why and when they should be used. Employ the necessary skills to conduct a learning experience from a prepared lesson plan. Choose from the various instructional methods and apply them to demonstrate one’s teaching ability.

Instruction: Students must complete no fewer than: one and one-half hours of “Orientation for the Basic Instructor Program,” two hours of “Impromptu Speaking,” two hours of “Positive/Negative Characteristics of Instructor Techniques,” two hours of “Performance Objectives,” one and one-half hours of “Adult Learning,” two hours of “Methods of Instruction,” one hour of “Counseling,” two hours of “Preparing Lesson Plans,” one and one-half hours of “Test Construction,” three and one-half hours of “Visual Aids,” sixteen hours of “Demonstration” (of which the student must make a fifteen-minute presentation), one hour of “Liability,” one hour of “Ethics,” two hours of “Classroom Management,” two hours of “Instructional System Design,” sixteen hours of “Presentations” (of which the student must make a thirty-minute presentation), four hours of “Testing,” and two hours of “Administration.” Instructional methods for this course include lecture (supplemented by PowerPoint, overhead transparencies, flip charts and student handout). Evaluation methods include written evaluation and performance evaluation.

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

Advanced Leadership in Public Safety (3 credits, graduate level)

Program: South Carolina Leadership Institute: Leadership Training Program – Executive Level

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 80 hours

Dates: January 2006 through June 2009

Objectives: Upon completion of this course, the student will be able to demonstrate: advanced understanding of the nature and types of leadership as well as needed leadership skills in public safety organizations; advanced understanding of 21st Century public safety trends and strategies for dealing with currently emerging issues using leadership skills; advanced understanding of the importance of visioning in public safety; advanced understanding of the use of a variety of research methods in responding to public safety issues; advanced understanding of methods of organizational coordination and partnership development with other groups, including the media; advanced understanding of emerging technological trends and their management in public safety; and advanced understanding of future issues that may affect public safety and the skills needed for responding to them.

Instruction: Students must complete no fewer than: sixteen hours of “Module I: Overview: The Leadership Challenge,” sixteen hours of “Module II: The Visioning Concept Applied to Public Safety,” sixteen hours of “Module III: Coordination and Partnerships: Keys to 21st Century Leadership,” sixteen hours of “Module IV: The Growing Impact of Technology on Leadership,” and sixteen hours of “Module V: Future Issues Challenging Public Safety Leadership.” Instructional methods for this course include lectures, group discussions, group projects, class exercises and additional assigned readings. Evaluation methods include reflection papers, leadership exercises, class project presentations (all graded).

Credit Recommendation: In the graduate level degree category, three semester credits.

Advanced Narcotics Operations (3 credits, lower division)

Program: Narcotics Undercover Techniques

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 38 hours

Dates: May 1999 through June 2009

Objectives: Develop the skills and proficiency required to function successfully in the capacity of narcotics undercover investigator. Recognize the fundamental tasks needed to accomplish undercover operations, case management, informants, drug identification, sources of information, surveillance, negotiations, gang investigations, interviews/interrogations, stress, and ethics.

Instruction: Students must complete no fewer than: one hour of “Undercover Techniques, Undercover Operations and Officer,” two hours of “Undercover Techniques/Case Management and Informants,” two hours of “Drug Identification,” one hour of “Sources of Information,” five hours of “Surveillance in Undercover Operations,” two hours of “Undercover Negotiations,” four hours of “Undercover Gang Investigations,” four hours of “Undercover Interview and Interrogation,” three hours of “Undercover Stress and Ethics,” and fourteen hours of “Practical exercises and Undercover Scenarios.” Instructional methods for the course include lecture (supplemented by PowerPoint presentation and student handout), class participation, and practical exercise. Evaluation methods include written examination and practical exercise participation.

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

Advanced School Resource Officer (2 credits, lower level)

Program: School Resource Officer Basic

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 22 hours

Dates: May 1999 through June 2009

Objectives: Develop proficiency allowing student to successfully perform the duties of a School Resource Officer, including the role and basic responsibilities. Recognize the critical function of School Resource Office in contemporary policing. Demonstrate proficiency in instructional methods and lesson plan development construction. Recognize and incorporate vital policies procedures relating to the function of School Resource Officer, child abuse issues, juvenile procedures, teen suicide, students with disabilities, law related education, instruction and lesson preparation and communications for School Resource Officers.

Instruction: Students must complete no fewer than: three hours of "SRO/Perspectives," four hours of "Instruction and Lesson Preparation," two hours "Communications for School Resource Officers," one hour of "Teen Suicide," four hours of "Law Related Education," two and one-half hours of "Child Abuse Supplement," three and one-half hours of "Juvenile Procedures," and two hours of "Student with Disabilities." Instructional methods include lecture (supplemented by audio visual aids, PowerPoint presentation, and student handout) and classroom discussion. Evaluation methods will include written examination and practical exercise.

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

Basic Correctional Operations & Procedures (4 credits, lower division)

Program: Basic Jail

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 92.5 hours

Dates: January 2005 through June 2009

Objectives: Upon completion of this course, the student will be able to demonstrate: familiarity with important jail operations and procedures such as booking, admissions, classification, disciplinary proceedings, fingerprinting, food service, sanitation, security, patrol and visitation as well as juveniles and transporting inmates; familiarity with the important issues affecting jails such as major legal requirements, criminal gangs, diverse communities, drugs, medical and mental health; familiarity with defensive tactics in inter-personal conflict and restraining devices; familiarity with inter-personal and written communication; basic familiarity with principles of stress management.

Instruction: Students must complete no fewer than: four hours of "Booking & Admissions," three hours of "Classification of Inmates," three hours of "Criminal Gang Overview," twenty-one hours of "Defensive Tactics," two hours of "Discipline Procedures," three hours of "Diverse Communities," two hours of "Drug Identification," two hours of "Emergency Procedures," two hours of "Ethics in Corrections," two hours of "Fingerprinting," one hour of "Food Service and Sanitation," three hours of "Inmate Release," six hours of "Interpersonal Communication," three hours of "Jail Security & Patrol Procedures," two hours of "Juvenile Procedures," six hours of "Legals," five hours of "Medical and Mental Health Issues in Jails," four hours of "Report Writing," two hours of "Restraining Devices," five and one-half hours of "Searches Security Inspections and Contraband," three hours of "Security & Patrol Procedures," three hours of "Stress Management," three hours of "Transporting Inmates," and two hours of "Visitation." Instructional methods for this course include lectures, group discussions and role plays. Evaluation methods include written examinations, and practical application exercises.

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

Basic Criminal Investigations (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 42 hours

Dates: May 1999 through June 2009

Objectives: Recognize the fundamental elements needed to conduct a successful investigation of felony and misdemeanor crimes, sexual assault, domestic violence, stalking, gang-violence, juvenile violations, narcotics, international & domestic terrorism, and weapons of mass destruction. Recognize and define specific criminal and traffic classifications and develop ability to apply the appropriate investigative techniques. Develop expertise in applying criminal investigative techniques such as fingerprinting, evidence collection, photography, crime-scene sketching interviewing and radio communications that enhance the fact gathering process.

Instruction: Students must complete no fewer than: five hours "Drug Enforcement," three hours of "Written Communications," three and one-half hours "Physical Evidence/Crime Scene," two hours of "Interviewing," three and one-half hours "Juvenile Procedures," two hours of "Fingerprinting," three hours of "Introduction to Weapons of Mass Destruction," five and one-half hours of "Terrorism," and three hours "Gang Overview." Instructional methods for this course include lecture (supplemented by PowerPoint presentation, handout, and audio visual material) and individual student and group discussion. Evaluation methods include written examination.

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

Criminal Law and Procedure (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 46 hours

Dates: May 1999 through June 2009

Objectives: Explain the historical significance and importance of the United States Constitution and the Bill of Rights. Illustrate the relevant portions of the First Amendment. Identify uniform court procedures and personnel. Recognize the constitutional standards governing arrests and identify the elements of probable cause required for felony and misdemeanor warrants. Define probable cause and identify ways to ascertain an informant's reliability. Recognize the voluntary nature and admissibility of a confession. Identify the elements that trigger a Miranda Warning and list the four essential points contained in the warning. Define evidence, presumption, inference, and burden of proof. Illustrate the two basic types of evidence and the three basic rules of competency for a witness. Compare additional acceptable and excluded evidence such as hearsay evidence. Discuss the Exclusionary Rule and the suppression of evidence under the concept of the "Fruits of the Poisonous Tree" decision. Identify the legal concept of stop and frisk and explain the circumstances that would justify a stop. Discuss the Fourth Amendment and its application to legal searches of persons, places, and things. Explain the elements of a search warrant, the requirements of an affidavit, and the duties and responsibilities of law enforcement officers during a search. Identify when a warrantless search is allowed and explain the justification for the four exceptions. Illustrate the Plain View Doctrine. List the elements of selected common crimes as delineated in the South Carolina State Statutes. Discuss the various civil processes and the laws and procedures associated with them.

Instruction: Students must complete no fewer than: two hours of "Laws of Arrest," three hours of "Confessions, Interrogations and the Miranda Rule," five hours of "Crimes and Courtroom Procedures," three hours of "Criminal Law as it relates to the United States Constitution," two hours of "Probable cause," thirteen hours of "Searches to include Investigative Detention," five hours of "Evidence," two hours of "Civil Processes," seven hours of "Selected Common Crimes," and a four-hour classroom problem. Instructional methods for this course include lecture (supplemented by Power Point and video), classroom discussions, student handouts and a case study and problem. Evaluation methods include a written examination for each major legal area.

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

Crisis Management (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 43 hours

Dates: May 1999 through June 2009

Objectives: List the communications skills and management techniques that are designed to be utilized in crisis and volatile situations. Identify and explain professional communications and the mechanics of their implementation. Identify the factors that impact an officer's response to a crisis situation. Identify procedures for containing crisis situations involving buildings. Formulate plans for building entry and subsequent arrests during crisis situations. Perform and implement plans for building entry and various arrest situations. Appraise performance during simulated crisis situations.

Instruction: Students must complete no fewer than: five hours of "Tactical Communications," five hours of "Building Tactics in Crisis Situations," two hours of "Tactics during Disturbances," three hours of "Arrest Strategy," and twenty-eight hours of practical application. Instructional methods include lecture (supplemented by Power Point and Chalkboard.) video, handout, student manuals, and appropriate training aids for practical problems. Evaluation methods include written exams on major instructional areas, performance appraisal, instructor observation and critique.

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

Defensive Tactics (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 41 hours

Dates: May 1999 through June 2009

Objectives: Recognize the use of force continuum. List the necessary steps that must be taken prior to utilizing any method of physical or deadly force. Discuss how the courts have defined the use of force. Identify the various defensive weapons that are available to be used when the use of force is required. Discuss the advantages and disadvantages of the use of chemical agents. Apply the use of force continuum to confrontational situations when force (including deadly force) might be employed. List defensive countermeasures and disarming techniques. Indicate the importance of officer survival. Evaluate and assess the use of defensive tactics.

Instruction: Students must complete no fewer than: two hours of "Confrontational Simulations," two hours of "Defensive Countermeasures," two hours of "Disarming Techniques," six hours of "Ground Defense," two hours of "Joint Manipulations," four hours of "Officer Survival," three hours of "Use of Chemical Agents," two hours of "Pressure Point Control," four hours of "Knife Defense," two hours of "Baton Tactics," seven hours of "Arrest and Handcuffing Techniques," three hours of "Use of Force," and two hours of "Weapon Retention." Instructional methods for this course include lecture (supplemented by PowerPoint.) video, demonstrations of weapon usage by instructors and students and instructor observation and critique. Evaluation methods include written application and appraisal of student abilities to properly use defensive tactics and weapons.

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

Defensive Tactics (1 credit, lower division)

Program: Basic Jail Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 20.5 hours

Dates: May 1999 through June 2009

Objectives: Illustrate how to use defensive techniques on defensive countermeasures, joint manipulations, pressure point control, spontaneous knife defense, tactical handcuffing, and appropriate use of force. Explain the medical implications of each of these tactics.

Instruction: Students must complete no fewer than: three and one-half hours of "Defensive Countermeasures," two hours of "Joint Manipulations," two hours of "Pressure Point Control," five hours of "Spontaneous Knife Defense," five and one-half hours of "Tactical Handcuffing," and two and one-half hours of "Use of Force." Instructional methods include lecture (supplemented by PowerPoint presentation and video) and practical demonstration and application (with use of arm-strike bags, dummy guns, plastic knives, handcuffs, and batons). Evaluation methods include written and practical examination.

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

Driver Training (2 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 41 hours

Dates: May 1999 through June 2009

Objectives: Illustrate the elements necessary to safely operate an emergency vehicle. Explain and demonstrate how to brake, steer, accelerate, and control a vehicle properly.

Instruction: Students must complete no fewer than: forty-one hours of "Driver Training." Instructional methods include lecture (supplemented by PowerPoint presentation, video, and overhead) with practical demonstration and application. Evaluation methods include classroom attendance and practical evaluation.

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

Field Training Officer (2 credits, lower division)

Program: Field Officer Training Program

Location: South Carolina Criminal Justice Training Academy

Length: 24 hours

Dates: May 1999 through June 2009

Objectives: Recognize the elements and roles of Field Training Officer (FTO). Develop a significant level of expertise associated with the training of field officers. Develop proficiency pertaining to the FTO procedures and processes. Achieve proficiency in educating field officers and the adult learning process. Recognize the proper training techniques, daily observations, evaluation process and ethical issues and the relevance to Field Training Officers.

Instruction: Students must complete no fewer than: two hours of "Overview of FTO Program," one hour of "Roles of FTO," two hours of "Importance of Communications," three hours of "Adult Learning Theories," three hours of "Daily Observation," two hours of "Evaluation Process and Common Appraisal Errors," three hours of "Feedback and Counseling," two hours of "FTO Training Techniques," two hours of "Learning Problems and Solutions," two hours of "Ethics in FTO Programs," and two hours of "FTO Processes and Procedures." Instructional methods for this course include lecture (supplemented by PowerPoint presentation, audio visual material, and student handout) and classroom discussion. Evaluation methods include written evaluation.

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

Firearms (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 60 hours

Dates: May 1999 through June 2009

Objectives: Demonstrate, in an interactive setting, proper tactics and decision-making processes for crucial elements of shooting. Recognize and develop proficient skills and knowledge required for safe firearms deployment. Demonstrate skills by firing weapons at firing range. Recognize aspects of Less Lethal Cover.

Instruction: Students must complete no fewer than: sixty hours of “Firearms Instruction.” Instructional methods for this course included lecture (supplemented by audiovisual materials, PowerPoint presentation, and handout) and practical demonstration and application. Instruction also entails individual hands on participation and weapons usage by students. Evaluation methods include written examination and demonstration of weapons proficiency at firing range.

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

Intermediate Leadership in Public Safety (3 credits, upper division)

Program: South Carolina Leadership Institute: Leadership Training Program – Mid-level

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 90 hours

Dates: January 2006 through June 2009

Objectives: Describe the leader’s role and responsibilities in being proactive to change. Describe how recognizing likely changes can impact attitudes toward change. Describe how changes to the environment affect subordinates and the organization. Identify the sources of change information available to the leader. Describe trends and events that will affect criminal justice operations in South Carolina. Compare strategic planning and strategic thinking. Describe the Strategic Planning Process. Describe Bryson’s Strategy Change Cycle. Develop Mission, Vision and Value (MVV) Statements for your agency. Describe the SWOT process. Define and identify strategic issues for law enforcement in general. Formulate strategies to address the strategic issues. Identify resources required to support formulated strategies. Explain the impact of officer survival on the role of the supervisor. Identify when change is inevitable. Describe how to analyze a situation to determine what is actually taking place. Define the term hyper vigilance. Describe the “Hyper vigilance Biological Rollercoaster.” Identify long-term effects of hyper vigilance. Describe techniques for becoming an emotional survival. Identify the PIERS Inventory of Personal Well-Being. Identify individual strengths and ways to maximize personal wellbeing using the PIERS Inventory. Contrast the old paradigm of “warehousing” with the new paradigm of “rehabilitation” and “transitional living” behind the fence. Identify the “Why, When, and How” issues through interviews with incarcerated juveniles. Define the Myers-Briggs Type Indicator (MBTI). Identify the four pairs of preferences identified by the Myers-Briggs Type Indicator (MBTI). Identify the 16 personality types identified by the Myers-Briggs Type Indicator (MBTI). Identify the four temperaments as defined in the Myers-Briggs Type Indicator. Identify individual personality type. Explain how personality type impacts leadership style. Describe how the personality types influence communication and interaction. Explain the implications of personality types for teams and organizations. Identify aspects of South Carolina’s public records laws, including information that may and may not be redacted or withheld, open meetings requirements and related aspects of the Freedom of Information Act (FOIA). Explain the techniques for responding appropriately to the media in a variety of situations. Identify media needs during routine and crisis situations. Explain how to better utilize the media for a law enforcement agency and the citizens the agency serves. List the conditions that may or may not be conducive to conducting a media interview. List the key points for successful public speaking. Explain how to prepare for a news conference.

Instruction: Students must complete no fewer than: eighteen hours of “Module One: The Art of Leadership,” eighteen hours of “Module Two: Setting the Course Toward Excellence,” eighteen hours of “Module Three: The Rapid Changing Society,” eighteen hours of “Module Four: Proactive Leadership In Action,” and eighteen hours of “Module Five: The Challenges of the Future.” Instructional methods for this course include lectures, group discussions, case studies, class exercises and additional assigned readings. Evaluation methods include an essay examination, a major research project, and a case study presentation (all graded).

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

Introductory Research Methods (1 credit, lower division)

Program: South Carolina Leadership Institute: Leadership Training Program – Mid-level (found within)

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 12 hours

Dates: January 2006 through June 2009

Objectives: Identify the reasons for measuring performance through conducting a community/stakeholder survey. List the police usage of community surveys. List the steps in survey design/development. Explain “sampling,” to include the purpose and comparison of a telephone survey vs. a mail-out, sample size, and Random Selection. Construct survey questions. Explain survey administration. Describe advanced sampling methods. Discuss advanced survey designs. List the three measures of central tendency. Explain under what circumstances one would use each of the measures of central tendency. Explain the survey process using various examples. In groups describe a community problem and design a survey to gather data. Review principles, methods techniques and terms from Survey I and II. Enter data from collected surveys and create charts and graphs. Create interpretive narrative of statistical findings and finalize Research Project.

Instruction: Students must complete no fewer than: four hours of “Module One: Session Two – Surveys,” four hours of “Module Two: Session One – Survey II,” and four hours of “Module Three: Session Three – Survey III.” Instructional methods for this course include lectures, group discussions, case studies, class exercises and additional assigned readings. Evaluation methods include an essay examination, a major research project, and a case study presentation (all graded).

Credit Recommendation: In the lower level associate/baccalaureate degree category, one semester credits.

Jail Practices (3 credits, lower division)

Program: Basic Jail Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 45.5 hours

Dates: May 1999 through June 2009

Objectives: Recognize the significance of dealing with inmates in and outside a detention facility. Recall all the jail policies and procedures and relate each of them to day-to-day jail practices with special attention paid to booking and admissions, interpersonal communication skills, medical and mental health issues, writing reports, classification of inmates, ethics, security and disciplinary procedures, visitation, drug identification, restraining devices, and inmate release.

Instruction: Students must complete no fewer than: four hours of “Booking and Admissions,” three hours of “Classification of Inmates,” two hours of “Disciplinary Procedures,” two hours of “Drug Identification,” two hours of “Ethics in Corrections,” two hours of “Fingerprinting,” one hour of “Food Services and Sanitation,” six hours of “Interpersonal Communication,” two and a half hours of “Jail Security and Patrol Procedures,” five hours of “Medical and Mental Health Issues in Jails,” four hours of “Report Writing,” two hours of “Restraining Devices,” three hours of “Transporting Inmates,” two hours of “Visitation,” three hours of “Inmate Release,” and two hours of “Emergency Procedures.” Instructional methods include lecture (supplemented by PowerPoint presentation, video, chalkboard, and overhead presentation) and role play. Evaluation methods include written examination.

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

Leadership in Public Safety (4 credits, upper division)

Program: South Carolina Leadership Institute: Leadership Training Program – First Line

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 100 hours

Dates: January 2006 through June 2009

Objectives: Explain motivation in terms Maslow’s hierarchy of needs and Herzberg’s two factor theory. Describe how motivation impacts leadership. Explain how a leader can influence motivation. Distinguish between the role of the mentor and the “mentee.” Discuss the characteristics of an effective mentoring relationship. Differentiate the characteristics of formal and informal mentoring. Discuss the benefits of an effective mentoring relationship for the mentor, “mentee,” and the organization. Define “systems” and “systems thinking.” Explain Systems Thinking Methodology. List and explain the four questions or four strands of our personal DNA, per Dr. Kaipa and identify the consequences of ignoring them. Describe the leader’s role and responsibilities in being proactive to change. Describe how recognizing likely changes can impact attitudes toward change. Describe how changes to the environment affect your subordinates and the organization. Identify the sources of change information available to the leader. Explain the importance of setting goals. Identify team members’ strengths and weaknesses and their underlying causes (fear, insecurity, perfectionism, etc.) through the concept of “Challenge by Choice.” Explain the Experiential Learning Cycle. Apply course skills through kinesthetic learning. Identify facilitator/leader characteristics. List the stages of group development. Explain the levels of leader facilitation. Explain the benefits of strategic, element progression and sequencing. Contrast the old paradigm of “warehousing” with the new paradigm of “rehabilitation” and “transitional living” behind the fence. Identify the “Why, When, and How” issues through interviews with incarcerated juveniles. Explain anger management techniques. Explain stress management techniques. Identify the basics of Logical Thinking and the Cognitive-Behavioral Theory, as it applies to stress and anger. Explain the coping skills necessary when dealing with a suicidal person. Define ethical and unethical behavior, professionalism, and integrity. Identify ethical/moral reasoning theories common to criminal justice. Discuss criminal justice code of ethics. Discuss the relationship of personal and agency/organizational ethics. Identify how agencies/organizations become corrupt. Identify how to create a healthy ethical climate in your agency/organization. Discuss appropriate criminal justice response to specific ethical dilemmas. Describe advanced sampling methods. Discuss advanced survey designs. List the three measures of central tendency. Explain under what circumstances one would use each of the measures of central tendency. Explain the survey process using various examples.

Instruction: Students must complete no fewer than: twenty hours of “Module One: Leading People in Public Safety,” twenty hours of “Module Two: Preparing for the Future in Public Safety,” twenty hours of “Module Three: Managing Resources in Public Safety,” twenty hours of “Module Four: Leading Change In Public Safety,” and twenty hours of “Module Five: Measuring Results in Public Safety.” Instructional methods for this course include lectures, group discussions, case studies, class exercises and additional assigned readings. Evaluation methods include an essay examination, a mentoring portfolio project, and a research project and presentation (all graded).

Credit Recommendation: In the upper level baccalaureate degree category, four semester credits.

Legal Issues in a Jail Setting (1 credit, lower division)

Program: Basic Jail Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 14 hours

Dates: May 1999 through June 2009

Objectives: Explain the structure of state, federal, and juvenile court system. Discuss sources of law. Define the Bill of Rights (especially the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments) and other important legal terms. Explain the rights and protections provided under these Amendments including all related case laws. Relate jail’s policies and procedures to the legal requirements. Demonstrate proper techniques of how to use force, search and seize contraband in a correctional setting. Discuss types of lawsuits and liabilities for jail personnel.

Instruction: Students must complete no fewer than: two hours of “Juvenile Procedures,” six hours of “Legals,” and six hours of “Searches, Security Inspection and Contraband.” Instructional methods include lecture (supplemented by PowerPoint presentation, video, and overhead presentation) and scenario. Evaluation methods include written examination.

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

Management of Field Training Programs (1 credit, lower division)

Program: Field Training Officer Manager Program

Location: South Carolina Criminal Justice Training Academy

Length: 16 hours

Dates: May 1999 through June 2009

Objectives: Recognize the role and processes of Field Training Officer Manager Program. Achieve proficiency in Field Training Officer selection and development. Illustrate skills focusing on Field Training Officer education and communication. Recognize importance of The Roles of the Field Training Officer, Adult Learning Theories, Daily Reporting methods, lesson plans and class presentations.

Instruction: Students must complete no fewer hours than: two hours of “Overview of FTO Program,” one and one-half hour of “Roles of FTO Manager/ FTO Selection,” one hour of “Importance of Communication in the FTO Program,” one hour of “Adult Learning Theories,” three hours of “Daily Observation Report,” two hours of “FTO Processes and Procedures,” two hours of “Lesson Plans,” and four and one-half hours of “Class Presentations.” Instructional methods for this course include lecture (supplemented by PowerPoint presentation, student handout, and audio visual material) and classroom discussion. Evaluation methods include written examination.

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

Patrol Procedures (3 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 43.5 hours

Dates: May 1999 through June 2009

Objectives: Recognize and understand the basic functions, duties and responsibilities of a law enforcement officer in the role of patrol officer and or first responder. Develop proficiency adequate to perform basic patrol functions. Illustrate the ability to respond to and conduct initial investigations of crimes in progress, traffic accidents, driving under the influence (DUI) cases, hazardous material incidents. Demonstrate proficiency in booking procedures, prisoner control and transportation, vehicle tactics, pedestrian tactics, traffic enforcement and uniform traffic summons.

Instruction: Students must complete no fewer than: two and one-half hours of “Basic Patrol Operations,” one and one-half hours of “Booking Procedures,” four hours “Crimes in Progress,” four hours “Hazardous Material,” one and one-half hours of “Pedestrian Tactics,” two and one-half hours of “Prisoner Control and Transportation,” six hours “Traffic Laws,” one hour of “Uniform Traffic Summons,” five hours of “At Scene Traffic Collision Basics,” five hours of “Basic Collision Reporting,” five hours of “DUI Recognition,” and five and one-half hours of “Vehicle Tactics.” Instructional methods for this course include lecture (supplemented by audio visual material and PowerPoint presentation), scenario role-playing, individual/group discussion, study handout and hands on exercise. Evaluation methods include written examination.

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

Physical Fitness and Stress Awareness (2 credits, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 30 hours

Dates: May 1999 through June 2009

Objectives: Identify aspects of physical fitness and physical training aimed to increase strength, flexibility, stamina, cardiovascular, and weight control. Define stress and explain different sources and consequences of law enforcement stress. Discuss techniques of how to manage stress.

Instruction: Students must complete no fewer than: twenty-seven hours of “Physical Education and Training” and three hours of “Law Enforcement Stress Awareness.” Instructional methods include lecture (supplemented by PowerPoint presentation and video) and practical application and exercise. Evaluation methods include written examination and practical measurement of fitness.

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

Police and Society (1 credit, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 14.5 hours

Dates: May 1999 through June 2009

Objectives: Define ethics. List and identify the root causes of ethical misconduct in law enforcement. Recognize illegal conduct as provided in the State Ethics Law. Define civil liability (including tort, negligence, and sovereign immunity) and discuss it as related to the law enforcement officer. Relate civil liability to use of force and emergency response. Explain the history and necessary elements of the shooting decision dilemma as well as the legal ramifications of the shooting decision. Recognize the policies and procedures regarding firearms. Explain the importance of policing diverse communities and the main sources of conflict. Identify and explain the characteristics of a hate crime as well as legal and illegal profiling tactics.

Instruction: Students must complete no fewer than: two hours of “Ethics in Law Enforcement,” four hours of “Civil Liability,” three and one-half hours of “Shooting Decisions,” and five hours of “Policing Diverse Communities.” Instructional methods include lecture (supplemented by PowerPoint presentation, video, chalkboard, and overhead presentation). Evaluation methods include written examination.

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

Victimology and Special Populations (1 credit, lower division)

Program: Basic Law Enforcement Academy

Location: South Carolina Criminal Justice Academy, Columbia, SC

Length: 15 hours

Dates: May 1999 through June 2009

Objectives: Define crime victim and criminal offense. Recognize victims’ constitutional rights and resources available to the victims. Discuss techniques in addressing child abuse, abuse of vulnerable adults, and the mentally ill. Explain the South Carolina laws relating to criminal domestic violence and the protection procedures under the Domestic Abuse Act. Discuss the dynamics of criminal domestic violence including victim behavior, theories of violence, and types of abuse. Identify and employ a proper response to domestic violence incidents to include applying the statutes, collecting evidence, interviewing persons involved, writing a report, and protecting victims. Identify prosecution strategies and liability protections in domestic violence cases.

Instruction: Students must complete no fewer than: two hours of “Victimology,” three and one-half hours of “Child Abuse,” two hours of “Omnibus Adult Protection,” one and one-half hours of “Handling Mentally Ill,” and six hours of “Criminal Domestic Violence.” Instructional methods include lecture (supplemented by PowerPoint presentation, video, chalkboard, and overhead presentation). Evaluation methods include written and multiple-choice examinations.

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