

Louisiana State Police

Site Visit Report

Description of Training Organization

The Louisiana State Police (LSP) is an Office within the Louisiana Department of Public Safety. The LSP is directed by the Superintendent of State Police, who is appointed by the Governor of the State of Louisiana.

The Department's total work force, including commissioned personnel, technical, clerical, supervisory, and administrative positions is 1698. The totaled number of commissioned personnel is 1056. The LSP is funded by appropriations of the Louisiana State Legislature, with a total budget of \$265,000,000.

The Louisiana State Police Training Academy

MISSION

The Louisiana State Police Training Academy will provide basic and continuing training for State Police personnel, other law enforcement agencies as well as various commercial entities. We will partner with government and private industry to provide training programs at the Joint Emergency Services Training Center (JESTC).

PHILOSOPHY

To support the overall mission of the Louisiana State Police. The Training Academy has adopted a set of fundamental beliefs that shape its approach to policy and operations. These beliefs focus on providing the highest quality of training available to members of Public Safety Services through effectiveness, efficiency, modernity and innovative concepts of training.

The general goals of the Louisiana State Police Training Academy are:

1. Provide ongoing skills and career development training so that State Police employees and DPS personnel will be well-trained and able to perform their duties in a professional manner.
2. Employ the latest technology to make universally available current information and training.
3. Become an exemplary program through new initiatives and services.

The Superintendent's Senior Command Staff consists of the Chief of Staff and five major programs. Each Program is administered by a Deputy Superintendent: Bureau of Investigations; Operations, Planning and Training; Patrol; Support; and Crisis Response/Special Operations.

- Chief of Staff

The Chief-of-Staff directs the day-to-day workflow for and assignments of the department. He serves as the department head for State Police and communicates the will and intent of the Superintendent regarding all matters pertinent to the Department.

- Bureau of Investigations

The Bureau is responsible for the activities and performance of the Detectives, Narcotics, Gaming Enforcement, and Investigative Support Sections. These sections are critical to the operations of the Department of Public Safety, and support the law enforcement community and the criminal justice systems in Louisiana.

- Operations, Planning, and Training

The Operational Development Section consists of the Planning, Public Affairs, and Research Units. This section functions as staff for Colonel Whitehorn, but is managed by the Deputy Superintendent of Operations, Planning, and Training.

The Planning Unit is tasked with producing the Strategic Plan, Operational Plan, monitoring the Department's performance indicators, the budget and the management of numerous federal grants. The Research Unit is responsible for the development of policy and procedure, legislative concerns, general research and numerous special projects. The Public Affairs Unit is charged with all media relations, educational programs concerning the public safety, and providing support for events and programs of interest to the Superintendent.

The State Police Training Academy provides basic training for State Police cadets, and continuing training for troopers. The Academy also provides continuing education training for other law enforcement agencies, and for DPS non-commissioned personnel.

- Patrol

The Deputy Superintendent of Patrols directs and coordinates the 9 state police troops which are comprised of nearly 600 uniformed officers and over 100 non-commissioned personnel. These activities include prevention and repression of crime, apprehension of offenders, traffic enforcement and control, regulation of non-criminal conduct and the performance of miscellaneous law enforcement services.

- Support

The Support Deputy Superintendent oversees the commands of Support Services, Technical Support Services, Crime Lab and DPS Police. Support Services consists of Fleet Operations and Police Supply. Technical Support Services consists of Concealed Handgun Permits, Bureau of Criminal Identification & Information, Traffic Records and Headquarters Communications. DPS Police provides security for the Headquarters Compound, the downtown Capitol Complex and the Inmate Barracks at the Joint Emergency Services Training Center in Zachary, La.

- Crisis Response/Special Operations

Duties include overseeing the commands of the Transportation & Environmental Safety Section, the Hazardous Materials Section, the State Police SWAT Team, and he will serve as the Louisiana State Police's Critical Incident Commander when emergencies present themselves.

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 at the Louisiana State Police Training Academy may obtain such records of this training by contacting:

Louisiana State Police Training Academy
7901 Independence Blvd.
Baton Rouge, LA 70806

Description of Training Programs

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 20 weeks (800 hours)

Program Objective: To provide participants with the knowledge, skills and abilities necessary to serve effectively at the entry level as a law enforcement officer in the State of Louisiana.

Learning Objective: Upon successful completion of this program, the graduate will be able to perform all routine duties of a trooper in the State of Louisiana.

Instructional Methods: A combination of lecture, discussion, practical exercise, and scenario.

Learning Assessments: Written and practical examinations are used.

Description of Team

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

Rene Trujillo, PhD.
Director (ret.)
South Bay Regional Training Consortium
San Jose, California

Eric C. Schultz, MA
Senior Assessment Coordinator
Criminal Justice Training Assessment
Albany, New York

Description of Visit

From February 28 to March 1, 2007, two representatives of Criminal Justice Training Assessment conducted a site visit to the Louisiana State Police Academy to assess the Cadet Recruit School program offered by the Training Division. On the first morning (Thursday, February 28, 2007), the team assembled at the Louisiana State Police Academy. Following an academy orientation and brief organizational meeting and introductions to the academy staff, the assessment team was shown to the conference room to access all the necessary materials and 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 to begin reviewing.

The team began the second day by finishing the review of the assigned materials. Due to the quality and nature of delivery of the materials, the assessment team was able to complete the assessment by mid-morning. In the late morning of the second day, the team conducted an exit-interview/debrief with the staff and administration of the training academy.

Credit Recommendations**Summary of Credit Recommendations**

Program: Louisiana State Police Basic Law Enforcement Academy	
Defensive Tactics in Law Enforcement	3 credits
Emergency Vehicle Operations	2 credits
First Responder Skills	3 credits
Health & Wellness in Law Enforcement	2 credits
Human Relations & Special Populations	1 credit
Introduction to Firearms	2 credits
Introduction to Investigations	2 credits
Introduction to Investigative Procedures	3 credits
Introduction to Law	3 credits
Introduction to Law Enforcement	1 credit
Patrol Operations	3 credits
Roadway Incident Investigation	3 credits
TOTAL	28 Credits

Program: Bureau of Investigation/Basic Investigators Course
Investigations 2 credits*

Program: Leadership Development Program – “The Direct Leader”
Leadership Skills in Law Enforcement 3 credits*

Program: Staff Techniques and Operational Planning (STOP)
Advanced Leadership Skills in Law Enforcement 3 credits*

*indicates upper division credit

Course Descriptions**Advanced Leadership Skills in Law Enforcement** (3 credits, upper division)

Program: Staff Techniques and Operational Planning (STOP)

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 125 hours (15 days)

Dates: January 2005 through June 2009

Objectives: Recognize the paradox of mismanage agreement, and understand how it contributes to poor group decisions. Explore the personal and psychological dynamics that affect each person’s involvement in group discussions and agreements. Initiate measures to help groups avoid making counter-productive decisions. Understand how to avoid false consensus. Understand how to overcome the fear of speaking out. Understand how the after action reviews (AAR) are a means of reinforcing learning. Demonstrate staff officer skills. Describe the after action review format. Participate in a urgent meeting as members of a problem solving group tasked to provide the Ambassador their best recommendation in the time allocated. Become involved in the task of information sharing, problem solving strategies, collaboration and group decision-making. While functioning as a group, understand the impact of the group leader on the problem solving process. Take part in a “textbook” after action review. Understand and identify the problem-solving process. Identify and demonstrate the proper method to give a briefing. Demonstrate how

to formulate a solution to a problem. Demonstrate the use of a decision matrix as a tool to determine the optimal solution to a problem. Demonstrate how to summarize the results of an English Diagnostic Test. Illustrate how to implement the most ethically correct solution to moral problems. Create a plan to improve one or more personal and/or professional aspects of life based on feedback from the Leader AZIMUTH Check. Demonstrate how to create a plan to improve one or more personal and/or professional aspects of life based on feedback from the Self and Peer Assessment. Explain the LSP values. Explain the ethical decision making process and how to develop the most ethically correct solution to a moral problem. Understand how officers are to interact with Legislature. Understand how the Department's budget is allocated. Demonstrate how to complete a Fiscal Note. Identify the steps by which a bill becomes law in Louisiana. Explain the roles and objectives of a state lobbyist. Identify at least three issues affecting Louisiana today and explain the problems or conflicts that make them issues. Identify their districts House representative and Senator for/from their home area. Demonstrate how to assess one or more members of a staff group using the Police leadership doctrine. Describe how developmental assessment is accomplished as STOP. Describe the use of the Career Development Time Line and the Developmental Action Plan (DAP). Describe the leadership doctrine. Explain the leadership framework. Classify the components of the core dimension of leadership. Identify the factors which contribute to the effectiveness of meetings. Identify why many meetings are non-productive and to provide aids to conducting effective meetings.

Instruction: Students must complete no fewer than: one hour of "AAR of American Anti-Drug Coalition" one hour of "AAR/Graduation," three hours of "After Action Review," seven hours of "American Anti-Drug Coalition," twenty-five hours of "Briefings," nine hours of "Chief of Staff Briefings," seven hours of "Counseling Sessions," two and one-half hours of "Course Introduction/Leadership Development Program," one hour of "Decision Briefing (CINC Social Gathering)," six and one-half hours of "Decision Making Process and Mission Analysis," four hours of "Decision Matrices," two hours of "Effective Writing (Grammar Continuation)," one hour of "English Diagnostic Test," five hours of "Fiscal Notes and Legislative Process," three hours of "Grammar Instruction," two hours of "Leadership (Leader Doctrine Overview)," three and one-half hours of "Leadership (Transformational LDR Seminar)," six and one-half hours of "Meeting Management," three hours of "Meeting Management/Problem Solving Exercise (Alkohbari)," one hour of "NSW," two hours of "Problem Solving (Abilene Paradox)," four and one-half hours of "Problem Solving (American Anti-Drug Coalition)," three hours of "Problem Solving (Clown Brothers Exercise)," two hours of "Problem Solving (Ethical Decision Making)," one hour of "Problem Solving (Scoping)," six hours of "Problem Solving (Six Step Process)," two hours of "Problem Solving (Staff Study)," two hours of "Problem Solving (Tactical Leader Problem)," two and one-half hours of "Staff Coordination," two hours of "Stress Management," two hours of "The Briefing (How To Present A Brief)," and two hours of "Time Management." Instructional methods for this course include lecture, handouts, videos, feedback, Leadership journals, outside readings, projects, daily participant feedback, and group discussions. Evaluation methods include group and facilitator feedback, projects, and approximately twenty-two hours of homework.

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

Defensive Tactics in Law Enforcement (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 170 hours

Dates: January 2005 through June 2009

Objectives: Demonstrate ability to affect an arrest on a compliant or non-compliant subject. Demonstrate the basic skills of the Monadnock Defensive Tactics System. Explain the use of force continuum of the Monadnock Defensive Tactics System in conjunctional with departmental policy. List the four types of chemical agents. List the color code associated with the four types of chemical agents. Understand and apply personal and area decontamination. List the five areas of officer survival. List two of the four evaluation methods of officer alertness. List five of the "10 Deadly Errors." List six of the "Principles of Personal Defense." List the five stages of alertness. List the responses of a competent officer during and after a shooting situation. List the proper steps to be taken when he is on the scene where another officer has been wounded. Demonstrate basic ground fighting techniques, including grappling techniques. Demonstrate effective use of the baton. Demonstrate procedures for affecting a safe arrest. Understand the basic elements of officer safety and strategies for surviving an encounter. Understand use and escalation of force, chemical agents, and deadly force.

Instruction: Students must complete no fewer than: eighty hours of "Defensive Tactics," eight hours of "Chemical Agents: OC Spray," eighty hours of "Officer Survival," and two hours of "Police Survival: Legal and Psychological Issues." Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction, demonstration and performance of manipulative skills. Evaluation methods include written tests and practical demonstration of manipulative techniques.

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

Emergency Vehicle Operations (2 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 80 hours

Dates: January 2005 through June 2009

Objectives: Identify the reasons for driver training. List the current crash statistics. List the strategies for driving in bad weather. Explain the dynamics of braking. Explain the dynamics of cornering. Explain proper skid control dynamics. Explain proper intersection transit concepts and tactics. Demonstrate proper backing techniques. Demonstrate proper steering techniques. Demonstrate proper braking techniques. Demonstrate proper steering/cornering/turning techniques. Develop familiarization with the legal aspects of Law Enforcement driving, including statutory and case law, agency policy and the principles of liability. Demonstrate manipulative skills involved in both non-emergency and emergency driving, including safety concerns and collision avoidance. Demonstrate radio communications during police driving. Understand all aspects of pursuit driving, including report writing responsibilities and litigation considerations.

Instruction: Students must complete no fewer than: seventy hours of "Emergency Vehicle Operations Course," and ten hours of "Police Driving." Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction, demonstration and performance of manipulative skills. Evaluation methods include written tests and practical demonstration of manipulative techniques.

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

First Responder Skills (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 51 hours

Dates: January 2005 through June 2009

Objectives: Explain the Mobile Field Force concept. Explain correct use of force levels as applied to riot control. Identify the significant events in Louisiana history, in which the Louisiana State Police played a major role in crowd control. Explain differences in Crowd, Mob, and Riot as defined. Define riot according to Louisiana RS 14:329.1. Define looting according to Louisiana RS 14:62.5. Define in accordance laws pertaining to Looting. Examine the history of riot control and explain the need for Riot Control training. Identify the different types of equipment used in crowd control. Demonstrate the proper use of a riot baton, including baton retention. Demonstrate the Ready Position, and the On-Guard Position. Demonstrate the proper strikes and blocks. Demonstrate the proper use of a riot shield. Demonstrate the proper use of the Gas Mask. Describe the potential hazards of using chemical agents. Identify the different types of chemical agents available to control a crowd. Demonstrate the proper use of the protective vest. Demonstrate the proper use of the police riot helmet and face shield. Demonstrate the proper use of flex-cuffs in effecting an arrest. Explain how to maintain and care for riot control equipment. Identify and demonstrate the various types of formations used by police to control

crowds. Demonstrate the proper positioning of vehicle upon arrival of scene. Identify the methods of responding to crimes-in-progress and identify an example for each method. Identify the criteria as those to be considered when determining the method to be used in responding to crimes-in-progress. Identify the criteria upon which an officer should base the selection of response route. Identify the "tactical" responsibilities of the primary unit responding to a crime-in-progress. Students will learn the principles of prioritizing care. Students will administer CPR and rescue breathing to an adult training device. Students will administer CPR and rescue breathing to an infant training device. Students will recognize different types of wounds and will be able to administer rudimentary treatment. Students will understand the fundamentals of prevention of disease transmission. Discuss the purpose of first responder negotiations training. Define Crisis State. Identify possible circumstances leading to a crisis state. Describe who becomes barricaded. Compose an assessment of the crisis. Discuss a crisis climate. Cite the seven steps involved in an initial response. Define verbal containment. Apply negotiations techniques. Summarize initial contact. Demonstrate approach techniques. Discuss the term Stockholm syndrome. Employ suicide intervention techniques. Identify hostage survival steps. Describe the importance of developing preliminary plans before they are needed.

Instruction: Students must complete no fewer than: twenty-two hours of "Civil Disturbance," one hour of "Crimes in Progress," fourteen hours of "First Aid/CPR," four hours of "Hazardous Materials (First Responder at the Awareness Level)," two hours of "Hostage Negotiations," and eight hours of "National Incident Command System." Instructional methods for this course include lecture, handouts, PowerPoint presentations, guided inquiry, practical application exercises. Evaluation methods include written examinations and practical application exercises.

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

Health & Wellness in Law Enforcement (2 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 104 hours

Dates: January 2005 through June 2009

Objectives: Define fitness and wellness. Understand the aspects of nutrition, body composition measurements, cardiovascular exercise, and obtain resting heart rates. Successfully undergo cardiovascular exercise equipment orientation and develop strength training and flexibility developmental plans. Examine personal eating habits and analyze those habits as related to healthy lifestyle. Identify the six essential nutrients found in food. Identify the function of carbohydrates. Identify the function of proteins. Identify the function of fats. Identify the function of vitamins and minerals. Identify the function of water. Recognize foods that contain carbohydrates. Recognize foods that contain proteins. Recognize foods that contain fats. Distinguish between the five food groups, and select foods that fall into each group. List the recommended number of servings from each of the five food groups. Explain how the body uses carbohydrates and fats during exercise. Explain the effects of alcohol on bodily functions. Recognize why fad diets are ineffective and sometimes dangerous. Describe basic guidelines for maintaining a healthy lifestyle, and apply to their own lives. Provide the student with an understanding of the benefits of fitness and wellness. Demonstrate how to achieve fitness and wellness through a personalized exercise prescription using the Cooper Institute for Aerobics Research Physical Fitness Specialist Course. Develop and enhance problem solving, communication, and leadership skills. Learn to work as a team.

Instruction: Students must complete no fewer than: one hundred hours of "Physical Training" and four hours of "Ropes Course." Instructional methods for this course include lecture, group discussions and practical application exercises. Evaluation methods include written examinations and practical application exercises.

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

Human Relations & Special Populations (1 credit, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 20 hours

Dates: January 2005 through June 2009

Objectives: Identify what can cause people emotional disturbance. Name the abnormalities involved in mental illness. List the four basic types of mental illness and give a brief explanation of the type. Explain the differences between mental retardation and mental illness. Explain ways the police officer's correct responses to someone exhibiting unusual behavior. Explain the definitions in Title 28 (Dangerous to Others, Dangerous to Self, Gravely Disabled, and Mentally Ill Person). Explain the differences between the following: Order of Protective Custody, Admission by Emergency Certificate, and Judicial Commitment. Define what respect is. Identify the standards by which citizens evaluate a police department. Discuss what the community expects from a peace officer. Identify the benefits of gaining respect. Identify what the student can learn from earning/gaining respect as a peace officer. Define proxemics and its relation to death notification. Identify the stages of suffering and the effects of each stage on the next of kin. Identify the death notification procedures. Identify the difference between culture and ethnicity as explained in the basic class. List the ten(10) Aspects of Culture and Cultural Programming. List the primary and secondary dimensions of diversity. Define stereotype as defined in Webster's New International Dictionary. Identify the roles within the police responsibility to provide community service. Identify a way in which he can individually influence and affect the community's attitude toward the police. Given word-picture or audio-visual presentations depicting an officer's interaction with the public, the student will identify the expected behavior of an officer from the perspective of the following: The community; The persons directly involved; The student's agency; The student officer. Develop a basic understanding of domestic violence situations, learn Louisiana laws pertaining to domestic violence and law enforcement, and develop specific skills in handling domestic calls. Know the legal requirements of handling juveniles.

Instruction: Students must complete no fewer than: four hours of "Attaining Respect For the Peace Officer," two hours of "Crisis Intervention/Mentally Ill," one hour of "Death Notification," four hours of "Diversity in the Community," three hours of "Domestic Violence," three hours of "Handling Juveniles," and three hours of "The Role in the Community." Instructional methods for this course include lecture, PowerPoint presentations, handouts, small group activity, and videotapes. Evaluation methods include written examinations.

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

Introduction to Firearms (2 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 74.5 hours

Dates: January 2005 through June 2009

Objectives: Using a pistol or facsimile thereof, identify, using proper nomenclature, the component parts of the pistol. When handling a pistol, always keep it pointed in a safe direction. Demonstrate how to remove the magazine from the pistol. Demonstrate how to lock the pistol's slide to the rear while controlling it with both the right and left hands. Demonstrate how to field strip the pistol. Demonstrate how to properly clean and maintain the pistol. Demonstrate how to properly lubricate the pistol. Describe the cycle of operation of the pistol. Describe the principles of the seven fundamentals of shooting. Identify the three components of the shooting system. Demonstrate the proper use of the Phase I malfunction clearance technique and identify and describe when it is to be used. Demonstrate the proper use of the Phase II malfunction clearance technique and identify and describe when it is to be used. Demonstrate the steps of the draw. Demonstrate the proper shooting positions in all stages of the POST course of fire. Qualify with a minimum 80% on the POST course of fire. Given a shotgun or a line drawing of a shotgun, the student will identify the fifteen major components of the weapon. Given a list of shotgun gauges, the student will arrange them in order from largest bore to smallest bore. Given a list of ammunition, the student will identify their law enforcement application. Given a shotgun, the student will disassemble it for cleaning and reassemble it correctly. Given an unloaded shotgun and a number of rounds of ammunition, the student will load and unload the weapon in a safe manner. Develop familiarization with the safe

handling of a firearm. Understand the history of firearms. Understand the nomenclature of revolver and semi-automatic pistols. Demonstrate shooting fundamentals. Demonstrate orientation to chemical agents.

Instruction: Students must complete no fewer than: thirty-four and one-half hours of "Advanced Firearms Training," and forty hours of "Basic Firearms Training," Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction, demonstration and performance of manipulative skills. Evaluation methods include written tests and practical demonstration of manipulative techniques of shooting.

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

Introduction to Investigations (2 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 28.5 hours

Dates: January 2005 through June 2009

Objectives: Describe what the terms AVIN and Public VIN mean. Describe the attachment and location of Public VIN plates. Identify a Safety Certification Label, the requirement of vehicles to possess a seventeen character VIN, which three alpha characters are never used in a seventeen character VIN, which character of a seventeen character VIN determines the year of a vehicle, the three main sections of a seventeen character VIN and the check digit of a seventeen character VIN. List the four types of vehicle theft. List the four methods used to detect stolen vehicles. Identify the corpus delicti of burglary, aggravated burglary, and battery. Identify types of burglars. Identify methods of operation. Identify the tactical considerations in responding to burglary in progress call. Identify the procedures to be followed in responding to a prowler call. Recognize the factors that justify the initiation of a narcotics investigation. Locate and identify illegal narcotics. Select and record appropriate narcotics law violation charges. Identify the corpus delicti of homicide. Identify the first officer on scene responsibilities at a homicide. Identify responsibilities of a suicide investigation. Identify the proper steps of the initial investigation and procedures to follow en route to a crime scene. Identify the corpus delicti of simple robbery, armed robbery, first degree robbery, and aggravated robbery. Identify tactical considerations in responding to a robbery in progress call. Identify crime scene investigation and reporting. Identify nuisance type sex offenses and offenders encountered by the police. Identify the type perpetrators of dangerous sex offenses. Identify the corpus delicti of rape and how to investigate rape crimes. Identify the behavioral orientations of sex offenses and interpersonal violence. Identify nuisance type sex offenses and offenders encountered by the police. Identify dangerous sex offenses and interpersonal violence encountered by police as well as identifying the type perpetrators of dangerous sex offenses. Identify the corpus delicti of rape and how to investigate rape crimes. Demonstrate knowledge with Louisiana Revised Statutes Title 14 pertaining to sex crimes by defining appropriate offenses. Identify the "tactical" considerations when responding to a burglary in progress call. Identify the "tactical" considerations in responding to a robbery in progress call. Identify the procedures to be followed in responding to a prowler call.

Instruction: Students must complete no fewer than: two hours of "Auto Theft," two hours of "Burglary Investigations," four hours of "Drugs & Drug Law," four hours of "Explosives," three and one-half hours of "Homicide Investigation," four hours of "Preliminary Investigation," two hours of "Robbery Investigation," and four hours of "Sex Crimes." Instructional methods for this course include lecture, PowerPoint presentations, handouts, small group activity, and videotapes. Evaluation methods include written examinations.

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

Introduction to Investigative Procedures (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 44.5 hours

Dates: January 2005 through June 2009

Objectives: Demonstrate familiarization with the techniques of how to interview & interrogate subjects, suspects, witnesses, and victims. Identify the proper steps of the initial investigation and procedures to follow en route to a crime scene. Understand the elements of Burglary, Robbery, Sex Crime, Homicide, and Drug Crime investigations.

Instruction: Students must complete no fewer than: four hours of "Evidence Procedures," two hours of "Fingerprinting Techniques," six and one-half hours of "Interview and Interrogation Techniques," and thirty-two hours of "Report Writing." Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction. Evaluation methods include written examinations.

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

Introduction to Law (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 43 hours

Dates: January 2005 through June 2009

Objectives: Understand the requirements and validity of an arrest. Understand the types of arrest and what may be done concurrent with and after an arrest. Understand how the proper use of force can be used in making an arrest. Understand when confessions and admissions admissible in criminal cases. Understand the guidelines developed in court cases. Understand the Louisiana Criminal Code. Understand the required elements to arrest a person on particular charges. Understand the reasoning, application and effect of the Exclusionary Rule along with its impact on law enforcement policies and procedures. Understand certain legal terms that should be made a part of every peace officer's vocabulary. Understand how and what court decisions are the foundation of many police policies and practices as well as judicial decisions. Develop a basic understanding of the structure of the state and federal systems. Understand the concepts of venue and jurisdiction. Understand the sources of individual rights based in the constitution. Understand how lawsuits against police officers have become a major concern in criminal justice. Understand an officer's legal liability. Understand the nature of the legal liability imposed, as well as the sources of the law and possible defenses to the actions. Develop an overview of the criminal justice system, including the structure as well as the interrelationships of the agencies associated with the criminal justice system. Understand the criminal justice process before, during and after trial. Understand the probable cause requirement in police work, what it is and why it is necessary. Understand the constitutional guidelines and court created exceptions to those guidelines. Understand the forms of intrusion into a person's privacy rights. Understand how stops and searches of motor vehicles are a large and important part of police work, as well as the laws relative to these stops.

Instruction: Students must complete no fewer than: two hours of "Arrests," two hours of "Confessions and Admissions," three hours of "Elements of Criminal Conduct," three hours of "The Exclusionary Rule," four hours of "Legal Definitions & Introduction to Criminal Justice," two hours of "Legal Liabilities in Law Enforcement," one hour of "Line-Ups and other Pre-Trial Identification Procedures," four hours of "Orientation to the Criminal Justice System & Orientation to the LA Criminal Justice System," two hours of "Overview of the Criminal Justice Process," four hours of "Plain View, Open Fields, Abandonment, & Electronic Surveillance," three hours of "Probable Cause," three hours of "Search and Seizures," three hours of "Stop & Frisk and Stationhouse Detention," three hours of "Vehicle Stops and Searches," and four hours of "Witnesses, The Hearsay Rule, and Privileged Communications" within the Legal Aspects training block of the Basic Academy. Instructional methods for this course include lecture, PowerPoint presentations, handouts, small group activity, and videotapes. Evaluation methods include written examinations.

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

Introduction to Law Enforcement (1 credit, lower division)*Program:* Louisiana State Police Basic Law Enforcement Academy*Location:* Louisiana State Police Training Academy, Baton Rouge, LA*Length:* 19 hours*Dates:* January 2005 through June 2009

Objectives: Distinguish between appropriate and inappropriate behavior during a court appearance. Practice professional courtroom demeanor and appearance. Demonstrate the correct steps to be taken by an officer preparing to give courtroom testimony. Demonstrate an effective presentation of testimony. Appraise and critique testimony (of themselves and other cadets) in such a manner as to promote the development of professionalism and the administration of justice when faced with a variety of attorney personalities. Demonstrate techniques/principles of case preparation and courtroom presentation, to include use of notes when testifying. Describe the pre-trial responsibilities and procedures of an officer's involvement with the States Attorney. Identify the non-verbal attributes that affect an officer's testimony: brevity, clarity, objectivity and emotional control. Identify: The elements of crime prevention; The definition of the police-citizen cooperation roles in the prevention of crime; The operational aspects of crime prevention programs; The basic steps necessary in assessing a crime problem or potential crime problem. Identify five (5) types of security locking devices which may be recommended in a residential security survey. Identify five (5) security hazards found in residential and business structures. Explain why the study of the history of policing is important to law enforcement. Describe the origins and early history of law enforcement. Identify the first organized Metropolitan Police Force. Identify the "Father of Law Enforcement." Examine Sir Robert Peel's fundamental principles of policing and compare to the current state of policing. Describe the two major types of law enforcement in early America. Identify the first organized Metropolitan Police Force in the United States. Identify the first five state police organizations in the United States. Identify the first three Federal Law Enforcement Agencies in the United States. Examine fundamental principles of policing from the past, and compare them to principles of today. Assess law enforcement issues from the past, and compare them with issues of today. Predict law enforcement trends of the near future. Understand the overview of the criminal justice system including the structure as well as the interrelationships of the agencies associated with the criminal justice system.

Instruction: Students must complete no fewer than: three and one-half hours of "Courtroom Testimony," six and one-half hours of "Crime Prevention," one hour of "History of Law Enforcement," four hours of "History of the Louisiana State Police," and four hours of "Orientation to the US and Louisiana State Criminal Justice Systems." Instructional methods for this course include lecture, PowerPoint presentations, handouts, small group activity, and videotapes. Evaluation methods include written examinations.

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

Investigations (2 credits, upper division)*Program:* Bureau of Investigation/Basic Investigators Course*Location:* Louisiana State Police Training Academy, Baton Rouge, LA*Length:* 35.5 hours*Dates:* January 2005 through June 2009

Objectives: Demonstrate identification of when a crime has occurred. Understand determining factors influencing the ability to solve a crime. Understand process of identifying and establishing evidence. Demonstrate writing investigative reports. Understand courtroom testimony and demeanor. Understand methods and tools of technical surveillance. Understand behavioral analysis related to interview and interrogation. Understand undercover investigative technique. Understand confidentiality of informants (theory and practice). Understand effective planning and execution of "raids." Understand elements of intelligence gathering and scope of operations. Understand legal aspects of asset forfeiture and applicable policies and procedures. Understand overview of Investigative Research methods. Understand legal and technical requirements of electronic interception of information. Understand constitutional requirements of search and seizure processes. Understand fundamentals of crime scene investigation. Understand the packaging, securing and submitting of evidence.

Instruction: Students must complete no fewer than: one hour of "Asset Forfeiture," two hours of "Basic Technical Surveillance," two hours of "Basic Undercover Investigative Technique," one-half hour of "Bureau of Investigation Overview (Mission and Operational Plan)," two and one-half hours of "Confidential Informants (Theory and Practice)," three hours of "Crime Lab," two hours of "Electronic Intercept/Computer Seizure: Legal Basis and Operational Requirements," two hours of "Evidence Processing," three and one-half hours of "Interview and Interrogation (Behavioral Analysis)," one hour of "Investigative Support Section Overview: Intelligence Gathering and the Support Process," one hour of "Public Records Search: Overview of Investigative Research," three hours of "Raids; Planning and Management," four hours of "Report Writing," and eight hours of "Search Warrants." Instructional methods for this course include lecture, multi-media presentations and group discussions with problem-based learning. Evaluation methods include practical application exercises including the preparation of written reports in classroom activities and written examinations.

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

Leadership Skills in Law Enforcement (3 credits, upper division)*Program:* Leadership Development Program – "The Direct Leader"*Location:* Louisiana State Police Training Academy, Baton Rouge, LA*Length:* 40 hours (5 days)*Dates:* January 2005 through June 2009

Objectives: Students will be responsible for knowing their own Myers-Briggs Type Preference and how it affects their leadership style/communication with others. Demonstrate ability to assess leadership effectiveness as well as employee and team effectiveness. Demonstrate knowledge of how to motivate and influence employees, communicate effectively with employees, conduct effective counseling sessions, manage individual and team conflicts, create strategies to develop individuals into fully functioning teams, and how to make effective decisions. Recognize and understand the Learning Models identified as the foundation of the training program. Identify effective and ineffective communication skills used in supervising employees. Identify effective and ineffective leadership styles as they pertain to the employee's development level. Identify how effective communication and appropriate leadership can assist in developing cohesive employee/supervisor relationships and cohesive work teams. Identify how ineffective communication skills and leadership styles impact on employee morale, productivity, and organizational effectiveness. Distinguishing between process and content. Understand the Learning by Experience Model. Recognize the differences between leadership and management. Recognize the need to use appropriate leadership styles when supervising others. Develop a method for assessing and relating competence and commitment with regards to task assignments and interpersonal relationships. Understand and illustrate the Pygmalion Effect. Determine the effect that the leader's guidance, style and behavior has on a work group's efforts toward task accomplishment and employee motivation. Identify how individual motivation affects interpersonal relationships, team development/cohesion, and productivity. Identify and apply basic communication skills, while understanding the different modes, the communications process, and barriers to communication that impact on interpersonal communications. Understand and explain the JOHARI Window Communication Model. Understand Maslow's hierarchy of needs and the Johari Window (a model for soliciting and giving feedback). Identify the sequential steps in conducting a counseling session, and understand the tree different approaches. Apply effective communication skills and different leadership styles, as appropriate during the counseling session. Recognize conflicts, the different types, and how individuals respond to conflict. Recognize the effects of team member conflicts on team development. Develop a strategy for counseling and supervising employees in conflict situations. Identify the different stages of LaCoursiere's Group Development Model. Recognize key organization emotional issues in a new group. Recognize different individual coping techniques and functional roles of group members. Understand key elements associated with the team building process. Identify the three major components of the OMR Decision Making Model. Understand the importance of developing alternative approaches to goal accomplishment. Demonstrate planning skills in problem solving. Understand the impact of values and ethical behavior on individual performance. Recognize how the values and professional ethics of others differ and the impact these differences have on leading people and

developing teams. Identify the different components of a Systems model. Recognize the importance of the Organizational Leader's approach to using a Systems Model to assess an organization's performance and develop organizational strategies.

Instruction: Students must complete no fewer than: forty hours of "The Direct Leader" training within the Louisiana State Police's Leadership Development Program. Instructional methods for this course include lecture, handouts, Leadership journals, outside readings, projects, daily participant feedback, and group discussions. Evaluation methods include written examination.

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

Patrol Operations (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 61 hours

Dates: January 2005 through June 2009

Objectives: Demonstrate correct completion of the LSP Uniform Traffic Summons/Complaint Affidavit, including comments section. Demonstrate correct completion of the Insurance Notice of Violation. Identify the circumstances under which the Insurance Notice of Violation should and should not be issued. Explain Policy and Procedure regarding towing of vehicles for no proof of insurance. Demonstrate correct completion of the LSP Violation Ticket and explain the circumstances under which it should and should not be issued in lieu of a citation. Identify the basic preventive patrol methods used by officers. Identify the points of "selective enforcement." Identify the factors which determine the size of the beat and shift assignment of personnel. Identify the advantages of "foot patrol" over "motorized patrol." Identify the advantages of "motorized patrol" over "foot patrol." Demonstrate the ability to locate law in the LA RS. Identify the factors which affect perception by an individual. Identify both means by which an officer's skills of observation and perception can be improved. Write the difference between perception and observation. Identify the basic stimuli to observation. Identify the most common way observation may be improved by a patrol officer. Identify the two most used senses in observation and perception. Identify the three major factors which influence the ability to perceive. Explain who may be categorically excluded from the ranks of being a criminal. Explain the reasons an officer should avoid becoming overly suspicious of all citizens. Explain the major finding of the 1975 Uniform Crime Report on repeat offenders. Explain the difference between reasonable suspicion and rationalization. Explain how an officer knows what is considered "suspicious behavior" in his/her patrol area. Identify patrol techniques that minimize the possibility of an officer's entering into an ambush "set up." Identify the immediate tactical steps to be taken in sniper fire situations while on foot. Identify the immediate tactics which can be used by the driver of a vehicle that comes under sniper attack. Identify the "tactical" considerations required of the officer on arrival at the scene of a suspected or actual explosive device. Define a crowd. Identify two types of crowds. Identify four types of psychological crowds. Identify the difference between a crowd and a mob. List the three major objectives of negotiations in a hostage situation. Identify the two basic principles of hostage negotiations. Identify the four types of hostage situations. Identify the four necessary steps (in sequence) to be taken upon arrival at a hostage situation. Identify the initial responsibilities of the first unit(s) to arrive at the scene of an air-crash, major vehicle accident, or disaster scene. Identify the factors peculiar to the handling of a military air-crash. Demonstrate familiarization with the elements of patrol. Demonstrate standard and tactical radio communication techniques. Complete radar/lidar certification. Demonstrate tactics and safety considerations in vehicle stops. Identify factors that affect our perception of individuals and events. Explain the difference between reasonable suspicion and rationalization.

Instruction: Students must complete no fewer than: four hours of "Drivers Under the Influence," two hours of "Introduction to Radio Communication," eight hours of "Issuing Citations," one hour of "Methods of Patrol," six hours of "Motor Vehicle Law," one hour of "Observation and Perception Skills," twenty-four hours of "Radar/Lidar Certification," two hours of "Tactical Problems," three hours of "Unusual Occurrences," seven hours of "Vehicle Stop Tactics," one hour of "Violent Crimes," and two hours of "Work Zone Safety." Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction. Evaluation methods include written examinations and practical application exercises.

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

Roadway Incident Investigation (3 credits, lower division)

Program: Louisiana State Police Basic Law Enforcement Academy

Location: Louisiana State Police Training Academy, Baton Rouge, LA

Length: 68.5 hours

Dates: January 2005 through June 2009

Objectives: Define the definitions of "traffic" and "traffic direction." Identify the two types of communication in traffic direction. Identify the reasons for traffic direction. Identify the types of traffic direction. Demonstrate all three manual signals. Understand the role of breath test operators in highway safety. Learn how Henry's Law applies to breath testing. Discuss the legal impact of compelling subjects to submit to a chemical test. Demonstrate familiarization with the elements of crash investigations, including hit and run and rail crossing scenarios. Demonstrate report writing related to crash investigations. Identify elements of standardized field sobriety testing and the Intoxiler. Demonstrate the elements of managing traffic.

Instruction: Students must complete no fewer than: three and one-half hours of "Crash Investigation Techniques," one and one-half hours of "Directing Traffic," twenty-four hours of "Field Sobriety Testing," one hour of "Hit & Run Investigations, fifteen and one-half hours of "Intoxilyzer Training," four hours of "Introduction to Crash Investigations," eight hours of "Mock Crashes," eight hours of "Rail Crossing Collision Investigation," and three hours of "The Crash Report." Instructional methods for this course include classroom lecture, multi-media presentations, and practical instruction. Evaluation methods include written examinations and practical application exercises.

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