

**REPORT OF THE
CRIMINAL JUSTICE SERVICES**

**Evaluation of the Feasibility and Costs
of Distance Learning Techniques for
Law-Enforcement Training**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



SENATE DOCUMENT NO. 15

**COMMONWEALTH OF VIRGINIA
RICHMOND
2001**



COMMONWEALTH of VIRGINIA

Department of Criminal Justice Services

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**TO: The Honorable James Gilmore, Governor of Virginia,
And Members of the General Assembly**

Senate Joint Resolution 410, agreed to by the 1999 General Assembly, directed the Department of Criminal Justice Services to study the feasibility and attendant costs of distance learning and computerized approaches to teaching the basic law enforcement curriculum and to submit its findings and recommendations to the Governor and the 2001 Session of the General Assembly.

In fulfilling this directive, a study was conducted by the Department of Criminal Justice Services in 2000. The results of the study report are hereby submitted for your review.

Respectfully submitted,


Joseph B. Benedetti

**DISTANCE LEARNING AND COMPUTERIZED APPROACHES TO
TEACHING THE BASIC LAW ENFORCEMENT CURRICULUM**

SENATE JOINT RESOLUTION 410

**Department of Criminal Justice Services
December 18, 2000**

PREFACE

AUTHORITY FOR STUDY

During the 1999 legislative session, Senator Richard Holland sponsored Senate Joint Resolution 410 (Appendix A) directing the Department of Criminal Justice Services (DCJS) to evaluate and report on the feasibility and attendant costs of distance learning and computerized approaches to teaching the basic law enforcement curriculum.

Section 9-170 of the Code of Virginia gives DCJS, and the Criminal Justice Services Board authority to establish minimum training standards and curriculum requirements for entry-level, in-service, and advanced courses provided by criminal justice training academies for law enforcement and other criminal justice officers. Section 9-170 further authorizes the department to approve institutions, curricula, and facilities which provide training to officers; establish minimum qualification of certification and re-certification for instructors; conduct research to improve law enforcement; and make recommendations concerning any matter within its purview.

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Department of Criminal Justice Services

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EXECUTIVE SUMMARY

Distance learning is a concept to be considered for any kind of training to provide uniformity, consistency, cost effectiveness, and convenience. The legislative directive of this study was to review the potential use of distance learning in entry-level law enforcement training. Distance learning can be defined as instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, distance learning meant correspondence study. Today, more common delivery modes include audio, video, and computer technologies.

Defining elements of Distance Learning include the:

- separation of teacher and learner during at least a majority of each instructional process;
- use of educational media to unite teacher and learner and to carry course content;
- provision of two-way communication between teacher, tutor, or educational agency and learner.

Objectives

Based on the legislative directives for this study, the following objectives were developed.

- Determine which curricula topics are best suited for distance learning
- Determine the types of distance learning techniques currently being used by academies in Virginia
- Determine the types of distance learning techniques currently available in Virginia
- Determine the types of distance learning techniques currently available for law enforcement entry-level training
- Determine the types of distance learning techniques feasible for law enforcement entry-level training
- Determine approximate start-up and maintenance costs to implement distance learning techniques for law enforcement entry-level training in Virginia
- Determine whether or not identified distance learning techniques be likely to improve the quality and consistency of law enforcement entry-level training

In considering the potential uses of distance learning, the performance outcomes of the current entry-level law enforcement training which could be used as part of this training were identified. With law enforcement training, it is critical to consider the ramifications of improper actions of a law enforcement officer when a task is performed improperly. Historically, such training has become more performance based where the officer is required to physically perform the task under the supervision of a certified instructor. The instructor then evaluates the officer's ability to perform the task in a legally defensible manner and evaluate the skill level of the officer.

It is further apparent that distance learning is a rapidly developing technology which makes providing a definitive recommendation for a specific format extremely difficult. It may be assumed that as the technology becomes more refined, options to be considered will change and costs associated with distance learning will change. As is indicated within the body of the study, there are many options available for consideration. It is difficult to determine any kind of fixed costs for these options as they are dependent upon the format for delivery, the number of programs considered and the degree of customization to make a program Virginia specific.

There are advantages and disadvantages to using distance learning techniques. Studies have shown that some of the advantages are:

- Student attitudes toward distance learning are usually positive
- Students learn more quickly and retain more
- Students express themselves better when responding electronically
- Distance learning lends itself to different [not all] areas of training
- Distance learning saves travel and housing costs
- Distance learning enhances access to training information
- Saves administrative cost of running an academy

Some of the disadvantages are:

- Distance Learning reduces interpersonal contact between students and eliminates face-to-face student-instructor interaction
- It requires up-front purchase and maintenance of Distance Learning equipment to conduct training [telephone, one-way video and/or two-way audio, two-way computer hookups, or response terminals]
- Instructors must master course design and presentation techniques using educational multimedia
- Distance learning is costly to implement and maintain
- Not all agencies have identical technical capability
- More planning required to ensure user acceptance and sustained use
- The content is difficult to change

Recommendation 1

The Department of Criminal Justice Services should develop the capability to deliver appropriate portions of law enforcement entry-level training through distance learning techniques in order to ensure quality and consistency of delivery of instruction as recommended by the Joint Legislative Audit and Review Commission (JLARC).

Total Cost:

1 st year	= \$178,736.00
2 nd and subsequent years	= \$165,180.00

Recommendation 2

The Committee on Training should develop guidelines for the development and delivery of certain portions of law enforcement entry-level training through distance learning techniques. Such guidelines should allow academies to develop distance learning programs at their own expense and require approval by the Committee on Training in order to ensure a minimum level of quality and consistency. It must be noted that the selection of this recommendation does not address the need for uniformity and consistency as identified in the original JLARC report.

Cost

None to the Department of Criminal Justice Services or to the Commonwealth. Any costs would be incurred by the certified academy developing the program for board approval

INTRODUCTION

Background

This study is a result of a recommendation contained in a study prepared by the Joint Legislative Audit and Review Commission (JLARC). The title of the study, presented in 1999, is **REVIEW OF REGIONAL CRIMINAL JUSTICE TRAINING ACADEMIES**. The purpose of that study was to review the quality, consistency, and standardization of regional criminal justice academy training. Virginia has 36 academies, ten of which are regional academies. The academies conduct training for law enforcement officers, jail officers, court security and process service officers, and dispatchers. Academies provide entry-level training, in-service training, and specialized training to their member agencies and other organizations by contract or special arrangements. The ten regional academies are supported by groups of localities and are partly State funded. These regional academies provide training to 91 percent of Virginia's 363 agencies, representing 55 percent of the criminal justice officers in the Commonwealth. JLARC staff found that the regional training academies meet the State's minimum training requirements for entry-level law enforcement, although new officers have widely varying levels of exposure to core law enforcement topics. The consistency of what new officers learn varies dramatically. This is because entry-level training varies in length and content, and because regional academies depend heavily on volunteer instructors and donated services. Although State standards are extensive and specific, training academies rely almost exclusively on volunteer instructors. Further, regional academies tend to have an inconsistent approach to keeping instructors current. It is for these reasons that the following recommendation was included in the study: **"The Department of Criminal Justice Services should evaluate the feasibility and attendant costs of 'distance learning' and computerized approaches to learning the basic law enforcement curriculum. If such approaches appear cost effective, DCJS should implement them in phases for appropriate subjects."**

In response to the JLARC report, Senate Joint Resolution 410 directs the Department of Criminal Justice Services to study the feasibility of using distance learning techniques to address problems with the consistency and quality of certain portions of the law enforcement entry-level training curriculum. It is important to note that there are other initiatives growing out of JLARC's report which also have the potential for improving the training provided through Virginia's decentralized system. For example, a statewide officer competency examination will be implemented in the near future; and a process for certifying criminal justice instructors will be evaluated as well.

Scope

We have limited the scope of this study to encompass the development and/or conversion of appropriate topics to distance learning techniques consisting of some form of interactive technology provided by a single source in order to ensure consistency. As required by the resolution, it will be limited to entry-level law enforcement training.

Objectives

Based on the identified scope of the study and the directives of the study resolution, the following objectives have been formulated.

- Determine which curricula topics are best suited for distance learning
- Determine the types of distance learning techniques currently being used by academies in Virginia
- Determine the types of distance learning techniques currently available in Virginia
- Determine the types of distance learning techniques currently available for law enforcement entry-level training
- Determine the types of distance learning techniques feasible for law enforcement entry-level training
- Determine approximate start-up and maintenance costs to implement distance learning techniques for law enforcement entry-level training in Virginia
- Determine whether or not identified distance learning techniques will be likely to improve the quality and consistency of law enforcement entry-level training

These objectives will be addressed in the subsequent sections of this report.

DISTANCE LEARNING TECHNIQUES

Distance learning is instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, distance learning meant correspondence study. Today, more common delivery modes involve the use of audio, video, and computer technologies.

Defining elements of Distance Learning include the:

- separation of teacher and learner during at least a majority of each instructional process;
- use of educational media to unite teacher and learner and to carry course content;
- provision of two-way communication between teacher, tutor, or educational agency and learner.

There are two categories of distance learning delivery systems:

1. Synchronous instruction requires the simultaneous participation of all students and instructors. This type of instruction is characterized by live two-way communication and has a format similar to more traditional classroom instruction. These courses usually are taught over compressed video networks, satellite downlinks with telephonic return audio, and audiographics systems of computer images and voice communication. Students in these courses meet in the facilities designed for delivering and receiving information, with fixed meeting times equivalent to classroom instruction.

2. Asynchronous instruction does not require the simultaneous participation of all students and instructors. Students do not need to be gathered together in the same location at the same time. Rather, students may choose their own instructional time frames and gather learning materials according to their personal schedules. Asynchronous instruction is thus more flexible than synchronous instruction. Moreover, in the case of telecommunications such as Email, asynchronous instruction allows and may even encourage community development. Forms of asynchronous delivery include E-mail, audio-cassette courses, videotaped courses, correspondence courses, computer conferencing courses, telecourses, voice-mail courses, computer-based CD ROM and World-Wide Web-based courses.

The advantages of asynchronous delivery include student choice of location and time, and, in the case of telecommunications such as Email, interaction opportunities for all students. A disadvantage to consider with Email-based interaction is the large volume of written exchanges, which accumulate rapidly.

The Internet/Web Technology

A key element that is relatively new to distance learning is the Internet. The Internet allows users to access information from around the globe. Even more recently, Internet technology has been incorporated into an *internal* mode of communication within a particular company's or department's segregated system; this internal mode is known as the Intranet. An Intranet is any internal network (e.g., Local Area Network or Wide Area Network) that supports Internet applications, primarily applications such as HTTP (hypertext transfer protocol) and FTP (file transfer protocol). In the long term, this type of communication system promises to change the way the world does business by allowing users to incorporate the interactive capabilities of the World-Wide Web (WWW) into a secure, internal communications package.

Just as there are many internal uses for Web technology within large organizations, there is an urgent need for improving contact with external clients and suppliers. This is known as External Web communications, and utilization of this technology is the same as for users of the Internet/Intranet - no additional training is required.

Teleconferencing

Teleconferencing is the use of electronic channels to facilitate communication among groups of people at two or more locations via audio, video, or computer. Teleconferencing is the generic term that refers to a variety of technologies and applications, including three general categories: Audioconferencing, Videoconferencing, and Computerconferencing.

1. Audioconferencing is two-way voice communication between two or more groups or three or more individuals in separate locations. While audioconferencing is not as fancy as some other computer applications, it is a low-cost, low-tech solution that allows easy entry to distance learning without requiring special technical skills or a technician. Telephones are ubiquitous, easy to use, familiar, and "comfortable." The minuscule learning curve allows many people to interact in real time and to build a sense of community and sharing in a familiar environment. While there may be some difficulties with participants occasionally speaking over one another, audioconferencing is certainly worth investigating as part of a total delivery package. Audioconferencing is a learner-centered, relatively inexpensive, robust, and flexible medium that can be well integrated with other media in a distance program.

2. Videoconferencing is electronic voice and video communication between two or more groups or individuals. It can be interactive with two-way audio and video, or two-way audio and one-way video. *Two-Way Audio and Video* comes the closest to bringing teacher and remote student into the same classroom.

Two-Way Audio and One-Way Video, often referred to simply as "one-way video," resembles traditional educational television, except that students can interact with the instructor and students/participants at other sites via telephone (audioconference) or fax

lines. The participants at remote sites can see the instructor on their television monitors, but the instructor cannot see them. Participants may ask questions by phone, fax, or FM radio during class; sometimes Email interaction is also utilized. Both student questions and the instructor's responses may be broadcast, although the large networks that distribute courses nationally use assistants or site monitors to help handle the large volume of student inquiries. The system can gain increased interactivity through use of faxed materials and computer enhancements. With its visual component, one-way video can work effectively for large group instruction featuring instructor presentations, as well as for small group instruction.

3. Computerconferencing is the use of electronic channels to facilitate communication among groups of people at two or more locations via computer. Each site in a two-way video system is equipped with a camera, microphones, and monitors. Activities at each site are transmitted simultaneously, so instructors and participants across a wide area can see and hear each other "live."

Multimedia

The term "multimedia" refers to a compilation of a variety of media which may or may not include elements of text, graphics, sound, and video. A videotape is certainly a form of multimedia that can incorporate all of the elements listed above. The computer's contribution to multimedia is its ability to make all of these elements interactive by allowing the user to click buttons or press keys to complete certain operations within the presentation.

Interactive Training

Large organizations are developing and utilizing many creative applications for the rapidly-expanding technologies defined above. For instance, training that incorporates multimedia programs can be developed and accessed via the Intranet. In this way, these multimedia programs can be distributed to a large number of individuals at once, saving on production costs and allowing for easy updating of training materials.

The Intranet allows for feedback from students, capture of the feedback, and processing of this data through databases and scripting mechanisms. It supports spontaneous user searches of archived information or databases, and can even provide a means for taking training course quizzes and required continuing education certification tests.

In addition, Intranet servers can save incoming information to relevant databases for upcoming training session. Forms for collecting pre-registration information prior to training classes or seminars are easily generated by such databases. More sophisticated database applications can serve to notify instructors of the number and demographics of attendees. By removing extraneous human intervention from the registration process, the Intranet allows information to move more quickly from the originator to the end-user of that data.

Another popular interactive training tool that can incorporate multimedia functions, including those illustrated in the above examples, is the CD-ROM. Like most multimedia modes, the CD-ROM can provide a mixture of video, audio, graphics, and text. A CD-ROM can pose questions for the participant to answer and record his or her responses. After reviewing these responses, the instructor can then provide individualized analysis and feedback to the student.

Costs for **CD-ROM** authoring software and disk-writing hardware have decreased considerably in recent years, and many colleges/universities are finding in-house CD-ROM production to be both cost-effective and high in educational value. CD-ROM technology is being used to provide students with a review of extensive materials, as a guide for final exam preparation, or as part or all of an educational or training requirement.

Because it cannot be edited once prepared, a CD-ROM should be planned and produced so that it has a relatively long shelf life. New or additional information can be distributed to students on handouts until enough changes accumulate to warrant a revision of the CD-ROM.

Compressed video (CV) via large-screen (room-size) and desktop teleconferencing is yet another excellent interactive training tool. Unlike CD-ROM, which is more of an individual interactive training tool, CV provides an interactive classroom. This mode gives participants an opportunity to view and listen to one another, allowing for open discussion and a free exchange of ideas. CV technology is very effective as long as the number of participant sites is not so large as to hamper intra-student and student-instructor communications.

To minimize the undesirable "talking heads" syndrome, a special camera that permits viewing of inserted graphics maximizes CV's efficacy; this type of camera should be seriously considered when purchasing CV equipment.

These new technologies offer the means for improved and efficient communication between instructor, staff, and students in the distance learning environment.

Distance Learning Pros and Cons

There are advantages and disadvantages to using distance learning techniques. Some of the advantages are:

- Student attitudes toward distance learning are usually positive
- Students learn quicker and retain more
- Students express themselves better when responding electronically
- Distance learning lends itself to different [not all] areas of training
- Distance learning saves travel and housing costs
- Distance Learning enhances access to training information
- Saves administrative cost of running an academy

- Allows students to learn at their own pace
- Computer-Based Training technology relieves concerns about class size, peer acceptance, travel time, etc.

Some of the disadvantages are:

- Distance Learning reduces interpersonal contact between students
- Does away with face-to-face student-instructor interaction
- Requires up-front purchase and maintenance of Distance Learning equipment to conduct training [telephone, one-way video and/or two-way audio, two-way computer hookups, or response terminals]
- Teaching strategies translate into course design and presentation techniques using educational multimedia
- Costly to implement and maintain
- Not all agencies have identical technical capability
- More planning required ensure user acceptance and sustained use
- Information is difficult to change

For Distance Learning to be effective, topics should be selected carefully to ensure that the material is compatible with the technology. In addition, care must be taken to ensure that instructors are capable of presenting instruction effectively using technology rather than relying on the same techniques which are effective in face-to-face training. It is common for instructors who are very dynamic and effective when conducting face-to-face training to be very ineffective when conducting training using distance technology. Our society has been trained through the medium of television to expect action-oriented material bolstered with spectacular special effects presented in short segments punctuated with commercial advertisements. Therefore, traditional lectures which prove effective in a face-to-face setting may be much less effective when delivered via satellite, video, or other electronic means.

It is important to recognize that there may be extensive development costs for each lesson or topic in order to convert existing material to a suitable format. It should also be noted that it is extremely difficult to determine such costs until a specific method of delivery is selected. In addition, a determination must be made about the level of sophistication desired as well the topics to be covered. Since much of this information is currently unknown, the focus of this study is, of necessity, somewhat general.

CURRENT USES OF DISTANCE LEARNING

In the following sections, we examine distance learning methods currently being implemented, involving both synchronous and asynchronous techniques. As part of this effort, we surveyed all 50 states through the International Association of Directors of Law Enforcement Standards and Training (IADLEST). This association consists of all the agencies in the United States which have the responsibility for developing law enforcement training standards and monitoring their implementation. Additionally, we contacted all certified academies in Virginia, some of which are taking advantage of the Electronic Media Policy (Appendix C) promulgated by DCJS which allows officers to receive in-service credit for training received through electronic means. We also analyzed the capability of the community college system and the Department of Information Technology to provide distance learning, and we examined computer based-training concepts. In addition, we evaluated the current entry-level law enforcement training performance outcomes to determine which would be conducive to distance learning principles.

Illinois Model

In our survey, we asked the 50 states to let us know how they are using distance learning technology for entry-level law enforcement training. While the IADLEST (International Association of Directors of Law Enforcement Standards and Training) Sourcebook indicates the use of distance learning in entry-level training by five (5) states, the state of Illinois is the only state we identified which uses distance learning techniques for law enforcement entry-level training.

However, Illinois applies this method only to part-time officers. Full-time officers are required to receive entry-level training from a traditional academy. As a rule, part-time officers in Illinois have full-time jobs and are unable to take off the ten weeks required to complete the training. Illinois contracted with the Law Enforcement Television Network to set up its distance learning process. Individual work stations are located in agencies based upon the number of part-time officers in particular areas who need access to them. The trainees come in to the agencies and work at their own pace. They meet on Saturdays to be trained in skill areas and to be tested on the training they have received at the work stations. The training is spread out over nine months. This method of training is effective and meets the special requirements of part-time officers in Illinois.

Cost

Illinois purchased 75 individual work stations at a cost of \$582,225. Other training development costs totaled \$546,450. Total start-up costs were \$1,128,675. In Illinois each academy uses a tuition system. It costs \$3,000 for each officer who receives training in this manner.

Discussion

This approach could work in Virginia, however there are some concerns. First, the initial cost would be significant. Second, this program is designed for individuals who are employed full-time in other occupations. Law enforcement is secondary for them.

If this approach were to be used for full-time law enforcement officers in Virginia, there are a number of questions which would need to be answered. What would be the logistical impact upon agencies and academies? In other words, when and how would the distance training be accomplished? Would it be done at the home agency during duty time? Would it be done at the academy? Could it be done prior to employment? Could it be done at an officer's home or in a library where computer access is available? If each officer works at his/her own pace, what does an officer do when he/she has completed the requirements and other officers have not? This could perhaps create scheduling problems that are non-existent for part-time officers who voluntarily pursue this training option in their spare time.

While the questions are substantial, there are workable solutions to each. If DCJS were to develop and deliver training in order to ensure quality and consistency, additional resources would be needed. Illinois used pre-packaged training material. Their staff members had to help develop the material which was specific to Illinois. DCJS would need staff members to develop, convert or adapt the Virginia standards to the distance learning method being used. With the exception of the Jails Training Staff, DCJS is not equipped to develop or deliver on-going entry-level law enforcement training on a statewide basis.

Community College System

We analyzed the capability of the community college system which uses a compressed video system to transmit from one community college to another. The most relevant feature of the community college system to the purpose of this study is availability of what is known as Commonwealth Classrooms. Their Commonwealth Classroom provides classroom-sized facilities for two-way video conferencing for large groups. A Commonwealth Classroom consists of:

- a typical classroom-size room (25-30 people)
- the most up-to-date interactive video equipment available to colleges
- Net.Work.Virginia connectivity
- Campus LAN/Internet connectivity
- power, lighting, acoustical and furniture considerations
- Telephone and Fax

Optional equipment

- ISDN connectivity and video display equipment
- Video Projector

This represents the synchronous type of distance learning. Instruction would have to originate from a Commonwealth Classroom and be received in other Commonwealth Classrooms.

Cost

The cost to state/federal agencies and non-profit organizations for agency-sponsored training is \$100 per hour per site.

Discussion

This approach could work in Virginia, however there are some concerns. There is a cost of \$100 per hour per site. Depending on how many topics are selected to be presented using this particular technology, as well as the number of sites which would be involved, the cost of the originating and receiving classroom(s) could be significant. Also, the academy or agency would have to be conveniently located close to a community college. Since state agencies are the third and lowest priority for using these services, classroom availability for numerous training sessions could be a problem. As stated above, DCJS would need staff members to develop, convert or adapt the Virginia standards to this method. Current DCJS staffing levels would be insufficient to accomplish this task.

Department of Information Technology

The Department of Information Technology (DIT) uses a satellite uplink which originates from its facility in Richmond. Unlike the community college system, this signal can be received at any location which has a satellite dish capable of picking up the signal.

Cost

The cost for uplinking to a satellite is \$1,000 per hour.

Discussion

The Standards and Training Section of DCJS has used the satellite capability of the Department of Information Technology to conduct teleconferences to communicate changes to the Code of Virginia. With the capability of two way communication via telephone from the receive sites, this proved to be an excellent use for the teleconferencing format. The cost and coordination to set up receive sites makes this an undesirable option for extensive on-going training.

Internet Training Modules

We analyzed the use of training modules on the internet. Although there is no law enforcement entry-level training being conducted using this method, Central Shenandoah Criminal Justice Academy is pilot testing this concept for use as in-service training. Course material is developed or adapted from existing resources and placed on the internet. Participants must register for the training and are assigned a password. They study the material and take quizzes to measure their understanding. They may take the quizzes as many times as necessary and they may re-read the material as often as they like. The final examination, however, may be taken only twice. The academy is using software called Blackboard. The Blackboard software allows the insertion of graphics, audio clips and video clips. This makes it possible to offer multi-media training on the internet, similar to computer-based training using CD ROM, with the permanency of the CD ROM.

Cost

The cost to lease the Blackboard software is \$10,000 per year. It cannot be purchased. If DCJS were to use this system, the agency would need additional resources to develop, convert or adapt the training standards to this system and manage the software.

Law Enforcement Entry-Level Topics Suitable For Distance Learning

First, we analyzed the training which is required for completion of entry-level law enforcement training. Law enforcement entry-level training is composed of two types, cognitive training and skills training. Cognitive training seems to be more amenable to implementation through a distance learning approach. Skills training requires hands-on repetition. We identified the law enforcement entry-level topics which could be presented using distance learning techniques. Law enforcement officers are required to complete specific performance outcomes organized under 10 broad categories. The specific performance outcomes we have identified as being suitable for distance learning are contained in Appendix B. Those performance outcomes are found in the following categories: Professionalism, Legal Issues, Communication, Patrol, and Investigations. Some examples of the performance objectives we identified are as follows:

A. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

- 3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction
 - a. Timely notification
 - b. Awareness that parents may be defensive, upset, or accusatory depending on the situation
 - c. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect
 - d. Using appropriate degree of sensitivity for type of crime while obtaining information
- e. Provision of information to parents on juvenile justice system procedures

or

A. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

- 3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction
 - a. Timely notification
 - b. Awareness that parents may be defensive, upset, or accusatory depending on the situation
 - c. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect
 - d. Using appropriate degree of sensitivity for type of crime while obtaining information
- e. Provision of information to parents on juvenile justice system procedures

FINDINGS

The language in SJR 410 raises a much larger issue than simply the application of distance learning to law enforcement entry-level training. In order to ensure quality and consistency of law enforcement entry-level training, as stressed in the resolution, that training would have to be provided from one centralized source, regardless of whether distance learning techniques are used or not. The concept of centralized state-wide law enforcement training is a significant departure from the decentralized system of training which has evolved over the past twenty-five years. Certainly the delivery of certain portions of law enforcement entry-level training through distance learning techniques can be accomplished. However, using the criteria of ensuring quality and consistency of training increases the cost dramatically.

If it is the intent of the General Assembly is to centralize portions of law enforcement entry-level training, then the logical agency to provide this training would be the Department of Criminal Justice Services. In fact, a precedent already exists. The Jails Training Section of DCJS consists of six instructors and a supervisor. They develop and deliver entry-level, in-service, and specialized training to jail officers, court security officers, and process service officers. They travel around the state and provide training for 80% of the officers in the above listed categories. The training is consistent and the quality is high because the training is provided by one unit, which uses the same lesson plans and tests. Conducting training is their full time job.

The vast majority of law enforcement training instructors in most academies are volunteers who work full-time in other capacities and only conduct training on certain topics when they can be spared from their normal duties. DCJS is not currently equipped to provide a similar service for law enforcement officers either in the traditional type of training delivery or through distance learning techniques. Therefore, positions would have to be created so the training could be developed and adapted to whatever mechanism is selected for distance learning. There is also the cost of acquiring and maintaining equipment to deliver material through distance learning techniques. Another alternative is to contract a vendor to develop the technical aspects of delivery, but this method is costly also.

Currently, the state provides over \$2.4 million to support funding for the 10 regional academies. If such a centralized plan were enacted, any part of those funds designated for entry-level training could be diverted to fund this plan. Theoretically, no new funds would be needed.

If it is not the intent of the General Assembly to centralize portions of law enforcement entry-level training, then distance learning techniques could still be used. Because the training would be developed and delivered by individual academies much as traditional training is delivered now, the quality and consistency of training could not be controlled as effectively. Under this method, academies could develop training for delivery through distance learning techniques and could choose any mechanism they felt was most advantageous. They could develop it themselves or contract with a vendor to do it for

them. The training programs they develop should be approved by the Committee on Training of the Criminal Justice Services Board prior to implementation and should be available to anyone who wishes to use it.

Recommendation 1 The Department of Criminal Justice Services should develop the capability to deliver appropriate portions of law enforcement entry-level training through distance learning techniques in order to ensure quality and consistency of delivery of instruction as recommended by the Joint Legislative Audit and Review Commission (JLARC).

Cost

Minimum of two FTE positions to develop and maintain distance learning material and capability plus hardware and software for development and delivery:

Total Cost:

1 st year	= \$178,736.00
2 nd and subsequent years	= \$165,180.00

Recommendation 2 The Committee on Training of the Criminal Justice Services Board should develop guidelines for the development and delivery of certain portions of law enforcement entry-level training through distance learning techniques. Such guidelines should allow academies to develop distance learning programs at their own expense and require approval by the Committee on Training in order to ensure a minimum level of quality and consistency.

Cost

None to the Department of Criminal Justice Services or to the Commonwealth. Any costs would be incurred by the certified academy developing the program for board approval

APPENDICES

APPENDIX A

SENATE JOINT RESOLUTION NO. 410

Requesting the Department of Criminal Justice Services to evaluate the feasibility and costs of distance learning techniques for law-enforcement training.

Agreed to by the Senate, February 4, 1999

Agreed to by the House of Delegates, February 25, 1999

WHEREAS, the Code of Virginia requires all law-enforcement officers to complete training prior to being certified; and

WHEREAS, there are 36 criminal justice training academies located throughout the Commonwealth which provide training and instruction in the basic law-enforcement and criminal justice curriculum; and

WHEREAS, a substantial portion of the curriculum consists of basic law and other topics which apply uniformly throughout the state, and should be efficiently and effectively taught with a high degree of consistency so that officers in all parts of the state receive equal exposure to these fundamentals; and

WHEREAS, new law-enforcement officers are required to attend a minimum number of hours of training regardless of their different rates of learning and mastery of any particular topic; and

WHEREAS, a recent study by the Federal Bureau of Investigation found that a basic counterintelligence curriculum could be conveyed to students much more quickly in a computerized interactive format than through a traditional classroom lecture approach, with substantial and lasting results; and

WHEREAS, the use of such technology may permit basic law-enforcement training to make increased use of nationally recognized experts in various law-enforcement topics; and

WHEREAS, the Joint Legislative Audit and Review Commission recently completed a study of regional criminal justice training academies, and recommended further review of distance learning and computerized approaches to teaching the basic law-enforcement curriculum; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, that the Department of Criminal Justice Services be requested to evaluate and report on the feasibility and attendant costs of distance learning and computerized approaches to teaching the basic law-enforcement curriculum. The study shall include an assessment of existing community college and state resources, such as the remote conferencing facilities operated by the Department of Information Technology.

The Department shall complete its work in time to submit its findings and recommendations to the Governor and the 2001 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

APPENDIX B

CATEGORY I-PROFESSIONALISM

Performance Outcome Related to 1. 1

Maintain knowledge of law enforcement work.

Training Objective Related to 1. 1

A. Given a written exercise, identify reasons why a law enforcement officer should maintain knowledge of

law enforcement work, and resources available to assist with this.

Criteria: The trainee shall be tested on the following:

1. 1. 1. Three reasons to maintain knowledge of law enforcement work.
- 1.1.2. Three resources and materials which a law enforcement officer could utilize to maintain knowledge of law enforcement work.

Performance Outcome Related to 1. 4.

Maintain a courteous relationship with the public to foster a positive community relationship.

Training Objectives Related to 1. 4.

A. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between law enforcement and the community.

Criteria: The trainee shall be tested on the following:

- 1.4.1. Reasons to foster a positive relationship between law enforcement and the public.

Performance Outcome Related to 1. 5.

Behave in a fair and positive manner to develop and maintain a trust relationship with the citizenry.

Training Objectives Related to 1. 5.

Given a written exercise:

- A. Identify the requirements for professionalism in law enforcement that impact the officer's knowledge, skill, and ability to behave in a fair and positive manner.
- B. Identify the requirements that will assist in developing and maintaining a trust relationship with the citizenry.

Criteria: The trainee shall be tested on the following:

- 1.5.1. Principles that define a profession
- 1.5.2. Historical evolution of law enforcement in the United States
- 1.5.3. Three elements of the criminal justice system
- 1.5.4. The place of law enforcement and criminal justice in the structure of government
- 1.5.5. The role of ethics in law enforcement
 - a. General principles of ethics
 - b. Law Enforcement Code of Ethics

- (1). Officer behavior
- (2). Officer dedication
- (3). Career development
- 1.5.6. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers
- 1.5.7. Positive and negative aspects of discretionary enforcement of laws
- 1.5.8. Positive and negative influences of a law enforcement career on an officer's personal life

CATEGORY 2 - LEGAL ISSUES

Performance Outcome Relating to 2. 1.

Respond to request for service by determining whether the facts are civil or criminal.

Training Objectives Relating to 2. 1.

A. Given a written exercise, identify actions as civil or criminal matters.

Criteria: The trainee shall be tested on the following:

- 2.1.1. Define civil matter as an act that neither affects the common interest nor the community, nor does it violate a law or ordinance.
- 2.1.2. Define criminal matter as a violation of any law or ordinance that subjects the offender to public punishment.
- 2.1.3. Evaluate facts of a situation to determine if it is a civil or criminal matter by complying with statutory definitions of civil vs. criminal.
- 2.1.4. Identify the resources for assistance in a civil matter.
- 2.1.5. Identify parameters for use of discretion by a law enforcement officer relating to a violation of law.

Performance Outcome Related to 2. 2.

Research and acquire necessary information from relevant legal materials.

Training Objectives Relating to 2. 2.

A. Given a written or practical exercise, identify crimes, code sections, classes of felonies and classes of misdemeanors.

Criteria: The trainee shall be tested on the following:

- 2.2.1. Given a written or practical exercise where the trainee is given the facts of a crime, identify the crime and code section using the Code of Virginia.
- 2.2.2. Given a written exercise, identify the classes of felonies and their punishments.
- 2.2.3. Given a written exercise, identify the classes of misdemeanors and their punishments.

Performance Outcome Related to 2. 3.

Identify legal documents as civil or criminal in nature to determine the correct law enforcement response.

Training Objectives Relating to 2. 3.

A. Given a written or practical exercise, identify court and legal documents as civil or criminal in nature and determine the correct law enforcement response.

Criteria: The trainee shall be tested on the following:

- 2.3.1. Family Abuse Orders 2.3.1.1. Emergency Protective Orders (including telephonic orders) 2.3.1.2. Preliminary Protective Orders 2.3.1.3. Permanent Protective Orders
- 2.3.2. Restraining Orders
- 2.3.3. Lease
- 2.3.4. Mental Health Involuntary Commitment Orders 2.3.4.1. Emergency Commitment Order
- 2.3.4. 1. Preliminary Detention Order

Performance Outcomes Related to 2. 4.

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2. 4.

- A. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

Criteria: The trainee shall be tested on the following:

- 2.4.1. Identify the proper authorities from which an arrest warrant may be obtained according to § 19.2 -71 and Rule 3 A: 3 of the Rules of the Supreme Court of Virginia
- 2.4.2. Identify the information that must be provided to support a wan-ant
- 2.4.3. Return arrest warrant conforming to statutory requirements

Performance Outcome Relating to 2. 6.

Take juvenile offenders into custody.

Training Objectives Relating to 2. 6.

- A. Given a written exercise, identify constitutional and Code of Virginia requirements for taking juvenile offenders into custody.

Criteria: The trainee shall be tested on the following:

2.6.1. Define undisciplined juvenile and runaway with Code citations

- 2.6.1.1. Purpose and intent of juvenile law
- 2.6.1.2. Child in need of supervision or delinquent child

2.6.2. Identify the only instances when a juvenile may be taken into immediate custody according to Code

- 2.6.2.1. With a written detention order
- 2.6.2.2. When the juvenile is in need of services and there is a clear danger to the child's life or health
- 2.6.2.3. For a crime committed in the officer's presence and the officer believes it necessary for the protection of the public
- 2.6.2.4. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property
- 2.6.2.5. When the juvenile has committed an offense which would be a felony if committed by an adult

- 2.6.2.6. Runaway or escape from a residential child care facility or home where placed by the Courts or other agency
- 2.6.2.7. When the juvenile is in need of inpatient treatment for mental illness
- 2.6.2.8. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child's welfare
- 2.6.2.9. Curfew violations

2.6.3. Identify the two instances in which a warrant may be issued for a juvenile by a magistrate

- 2.6.3.1. On an appeal from a decision of an intake officer
- 2.6.3.2. When a juvenile is in need of services or delinquent and the court is not open or intake officer is not reasonably available, which means neither the judge nor the intake officer could arrive within one hour after contacted.

2.6.4. Identify the procedures to be taken after a juvenile has been placed in custody

- 2.6.4.1. When in custody by way of written petition, take juvenile before judge or intake officer
- 2.6.4.2. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer
- 2.6.4.3. Warrant is to be delivered forthwith to the Juvenile & Domestic Relations Court
- 2.6.4.4. Summonses to be given to child and parents and/or guardians

2.6.5. Identify the requirements for the separation of juveniles from other prisoners

- 2.6.5.1. Child must be kept entirely separate and removed from adult jail population
- 2.6.5.2. Child must be transported separately from adults

2.6.6. Identify the requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation:

- 2.6.6.1. Juvenile to be advised of right to counsel
- 2.6.6.2. Same Miranda rights apply as to those of adults, except it is recommended that parent/guardian be present if possible.
- 2.6.6.3. Statements given at intake are NOT admissible

Performance Outcome Relating to 2. 7.

Serve mental health commitment papers.

Training Objectives Relating to 2. 7.

- A. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

Criteria: The trainee shall be tested on the following:

- 2.7.1. Define emergency custody orders and temporary detentions orders and situations in which these would be utilized.

- 2.7.2. Identify persons having authority to issue an emergency custody order or temporary detention order.
- 2.7.3. Identify procedures for emergency custody order or temporary detention order return of service.

Performance Outcome Related to 2. 8.

Apply knowledge of law related to a death.

Training Objectives Relating to 2. 8.

A. Given a written exercise, identify elements of crimes relating to death.

Criteria: The trainee shall be tested on the following:

2.8.1. Define various types of crimes related to death with elements of the crime and Code citations:

- 2.8.1.1. Capital murder
- 2.8.1.2. First and second degree murder
- 2.8.1.3. Felony homicide
- 2.8.1.4. Voluntary manslaughter
- 2.8.1.5. Involuntary manslaughter

2.8.2. Define suicide

Performance Outcome Relating to 2. 9.

Apply knowledge of law related to a rape or sexual assault.

Training Objectives Relating to 2. 9.

A. Given a written exercise, identify the elements of and crime classifications for various types of sexual assault.

Criteria: The trainee shall be tested on the following:

2.9.1. Define various types of sexual assault investigations and crime classifications of the offenses with Code citations.

- 2.9.1.1. Rape
- 2.9.1.2. Carnal knowledge of a child age 13 -15
- 2.9.1.3. Forcible sodomy
- 2.9.1.4. Inanimate sexual object penetration
- 2.9.1.5. Marital sexual assault
- 2.9.1.6. Aggravated sexual battery
- 2.9.1.7. Sexual battery

Performance Outcome Relating to 2. 10.

Apply knowledge of the law related to robbery.

Training Objectives Relating to 2. 10.

A. Given a written exercise, identify elements and crime classifications of robbery with Code citations.

Criteria: The trainee shall be tested on the following:

2.10.1. Define robbery and the elements of the crime

Performance Outcome Relating to 2. 11.

Apply knowledge of the law related to felony wounding or misdemeanor assault and battery. Training Objectives Relating to 2. 11.

A. Given a written exercise, identify elements of and crime classification for felony wounding or misdemeanor assault and battery with Code citations.

Criteria: The trainee shall be tested on the following:

2. 11. 1. Identify elements of felony wounding or battery

2.11.2. Identify the elements of misdemeanor assault and battery

Performance Outcome Relating to 2. 12.

Apply knowledge of the law related to a residential, commercial, or industrial burglary.

Training Objectives Relating to 2. 12.

A. Given a written exercise, identify elements of and crime classifications for a residential, commercial, or industrial burglary.

Criteria: The trainee shall be tested on the following:

2.12. 1. Identify categories related to burglary offenses and the elements of the crimes with Code citations.

2.12.2. Identify elements of trespassing

2.12.3. Identify elements of unlawful entry

Performance Outcome Relating to 2. 30.

Apply knowledge of law to obtain information from a suspect conforming to constitutional requirements.

Training Objectives Related to 2. 30.

A. Given a written or practical exercise, identify constitutional requirements to obtain information from a suspect.

Criteria: The trainee shall be tested on the following:

2.30.1. Identify constitutional issues related to detention and questioning of a suspect vs. a non-suspect.

2.30.2. Identify the relevant cases regarding suspect interrogation:

2.30.2.1. Malloy v. Hogan, 378 U.S. 1 (1964)

2.30.2.2. Miranda v. Arizona, 384 U.S. 436 (1966)

2.30.2.3. Escobedo v. Illinois, 378 U.S. 748 (1964)

2.30.2.4. Massiah v. United States, 377 U.S. 201 (1964)

2.30.3. Identify the two conditions which together trigger the necessity for "Miranda" warnings.

- 2.30.4. Explain the difference between an exculpatory and inculpatory statement the necessity for documenting both.
- 2.30.5. Identify the conditions by which a confession will be deemed to be admissible.

Performance Outcomes Related to 2. 3 1.

Conduct searches and seizures under the following conditions: with and without a warrant incident to hot pursuit with or without consent incident to arrest confer with the local Commonwealth's Attorney under unusual search and seizure circumstances

Training Objectives Relating to 2. 3 1,

Given a written or practical exercise:

- A. Identify those search and seizure situations in which the 4th Amendment mandates a warrant,
- B. Identify search and seizure situations in which a warrantless search may be legally conducted.
- C. Identify situations that warrant conferring with the local Attorney for guidance.
- D. Complete an affidavit for a search warrant.
- E. Identify proper authority for obtaining the warrant.
- F. Identify return requirements.

Criteria: The trainee shall be tested on the following:

- 2.3 1. 1. Identify the reason that searches generally require a warrant.
- 2.3 1.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.
- 2.31.3. Identify the proper authorities from which a search warrant may be obtained a. Judge b. Magistrate c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched
- 2.31.4. Complete a sample affidavit a. Description of place, thing, or person to be searched b. Description of things or persons to be searched for c. The offense causing the search d. Thing(s) being searched for is/are evidence of the offense e. Any other material facts which show probable cause to issue search warrant
- 2.31.5. State facts and circumstances which would lead a reasonable person to believe the seizable items are located in the area to be searched.
- 2.31.6. Identify Code of Virginia requirements for return of search warrant a. Date of execution of warrant, signature, and time noted on warrant b. Under oath, inventory all property seized c. File in circuit court clerk's office within three days the search warrant, inventory, and affidavit
- 2.31.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia a. Define the hot pursuit exception to warrant requirements. b. Identify the circumstances which justify hot pursuit. c. Define the scope of a search incident to hot pursuit.

Performance Outcome Relating to 2. 32.

Use probable cause to search a vehicle.

Training Objectives Relating to 2. 32.

A. Given a written exercise, identify factors to consider to legally search a vehicle.

Criteria: The trainee shall be tested on the following:

2.32.1. Identify legal criteria for a vehicle search.

2.32.1.1. Reasonable suspicion

2.32.1.2. Probable cause

2.32.1.3. Inventory

2.32.1.4. Carroll doctrine

2.32.1.5. Consent

2.32.2. Identify the parameters for the scope of a vehicle search.

Performance Outcome Relating to 2. 3 3.

Pat down a suspect or search an arrested person.

Training Objectives Relating to 2. 3 3

Given a written exercise,

A. Identify the parameters under which a pat down of a suspect may be conducted.

B. Identify the parameters under which the search of an arrested person may be conducted.

Criteria: The trainee shall be tested on the following:

2.33.1. The elements of a detention and arrest.

2.3 3.2. The scope of the search of the arrested person and the circumstances when the search may be extended beyond the person.

2.3 3.3. The relevant legal principles.

a. Terry v. Ohio

Performance Outcome Related to 2. 34.

Seize contraband, weapons, or stolen property from a suspect.

Training Objectives Relating to 2. 3 4.

Given a written exercise:

A. Identify the legal requirements relating to seizure of contraband, weapons, or stolen property from suspects.

B. Identify items subject to asset forfeiture laws.

Criteria: The trainee shall be tested on the following:

2.34.1. Elements of the seizure of property.

2.34.2. Items subject to asset forfeiture laws.

Performance Outcome Related to 2. 36.

Identify legal basis for use of force by a law enforcement officer.

Training Objective Related to 2. 36.

A. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by law enforcement officers in the performance of duty.

Criteria: The trainee shall be tested on the following:

2.36. 1. Preservation of life

- a. Case law
- b. Statutory law

2.36.2. Preservation of property

Performance Outcome Relating to 2. 37.

Identify the circumstances under which a suspect is fingerprinted.

Training Objectives Relating to 2. 37.

Given a written exercise:

- A. Identify the circumstances under which a suspect shall be fingerprinted.
- B. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

2.371. The circumstances under which a suspect should be fingerprinted

- 2.37.1.1. Charged with a felony
- 2.37.1.2. Charged with a class I or class 11 misdemeanor
- 2.37.1.3. Convicted of the above

Z372. The statutory requirements related to fingerprinting juveniles

- 2.37.2.1. Age
- 2.37.2.2. Type of crime
- 2.37.2.3. Suspect in certain types of crimes
- 2.37.2.4. Maintain juvenile fingerprint records separately from adult records
- 2.37.2.5. Destruction of juvenile fingerprint records

Performance Outcome Relating to 2. 3 8.

Take into custody a person who has been detained by a citizen.

Given a written exercise,

Training Objectives Relating to 2, 3 8.

- A. Identify the legal authority under which a citizen can detain another person.
- B. Identify the legal authority for private security personnel to arrest.
- C. Identify the legal authority for a bail bondsman or his agent to arrest.

Criteria: The trainee shall be tested on the following:

- 2.38.1. The legal authority under which a citizen can detain another person.

- 2.38.2. The legal authority for private security personnel to arrest.
- 2.38.3. The legal authority for a bail bondsman or his agent to arrest.
- 2.38.4. Identify the point at which the suspect must be advised of constitutional rights under these circumstances.

Performance Outcome Relating to 2. 3 9.

Arrest persons with a warrant.

Training Objectives Relating to 2. 39.

- A. Given a written exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

Criteria: The trainee shall be tested on the following:

- 2.39.1. Define arrest.
- 2.39.2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.
- 2.39.3. Identify the mandatory contents of a valid warrant.
- 2.39.4. Identify the territorial limitations of an officer's power to arrest.
- 2.39.5. Identify the consequences of an illegal arrest.
- 2.39.6. Identify the process of executing an arrest wan-ant.
- 2.39.7. Identify the limits of an arrest warrant in searching residence listed on the warrant and residences of third parties.

Performance Outcome Relating to 2. 40.

Arrest persons without a warrant.

Training Objectives Relating to 2. 40.

- A. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

Criteria: The trainee shall be tested on the following:

- 2.40. 1. Identify the requirement for warrantless felony arrest under § 19.2-8 1.
- 2.40.2. Identify the general requirement for a warrantless misdemeanor arrest.
- 2.40.3. Given narrative examples of arrest situations, determine if the warrantless arrest is legal (include as one situation an officer observing a crime while off duty and in plain clothes).
- 2.40.4. Identify three situations whereby an officer may make a warrantless arrest according to the Code of Virginia.
- 2.40.5. Identify when a police officer may enter a private dwelling in order to make a warrantless arrest.
- 2.40.6. Identify the requirement of an officer to show his badge when not in uniform and attempting to make an arrest.

CATEGORY 3 - COMMUNICATION

Performance Outcome Relating to 3.1.

Determine deception, deceit and manipulation through verbal and non-verbal behavioral activities.

Training Objectives Relating to 3.1.

A. Given a written, audio-visual, or practical exercise, identify unusual behavior characteristics to

determine if a suspect is trying to deceive or manipulate the interviewer.

Criteria: The trainee shall be tested on the following:

3.1.1. Identification of unusual behavior characteristics of a suspect.

- a. Questioning
- b. Body posture/gestures
 - 1. Speech behavior
 - 2. Eye position
 - 3. Lip behavior
 - 4. Hand movements

Performance Outcome Relating to 3. 2.

Conduct a conference with parent(s) and juvenile(s) to obtain or provide information.

Training Objectives Relating to 3. 2.

A. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

- 3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction
 - a. Timely notification
 - b. Awareness that parents may be defensive, upset, or accusatory depending on the situation
 - c. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect
 - d. Using appropriate degree of sensitivity for type of crime while obtaining information
- e. Provision of information to parents on juvenile justice system procedures

Performance Outcome Relating to 3.3.

Stop or delay persons attempting to commit suicide.

Training Objectives Relating to 3.3.

A. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

- 3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction
 - a. Timely notification
 - b. Awareness that parents may be defensive, upset, or accusatory depending on the situation
 - c. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect

- d. Using appropriate degree of sensitivity for type of crime while obtaining information
- e. Provision of information to parents on juvenile justice system procedures

Performance Outcome Relating to 3.8.

Calm emotionally upset individuals, and communicate an emergency message.

Training Objectives Relating to 3.8.

- A. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

Criteria: The trainee shall be tested on the following:

3.8.1. Voice

- a. volume
- b. tone
- c. control

3.8.2. Body stances

Performance Outcome Relating to 3.9.

Calm a situation or convey a message.

Training Objectives Relating to 3.9.

- A. Given a practical exercise, use communication skills projecting control and self-assurance to calm a situation or convey a message:

Criteria: The trainee shall be tested on the following:

- 3.9.1. Evaluate the words and behavior of parties involved
- 3.9.2. Safely approach the hostile parties
- 3.9.3. Establish contact with the hostile parties
- 3.9.4. Use appropriate voice inflection and projection

Performance Outcome Relating to 3.10.

Verbally communicate with people with awareness of different levels of understanding.

Training Objectives Relating to 3. 10.

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

Criteria: The trainee shall be tested on the following:

- 3.10.1. Identify audiences that may need the officer to adjust manner of communication
- 3.10.2. Identify adjustments that may be needed when communicating with various audiences.

Performance Outcome Relating to 3.11.

Communicate the nature of the complaint to the offender.

Training Objectives Relating to 3.11.

- A. Given a practical exercise, communicate the nature of complaint(s) to offender(s).

Criteria: The student shall be tested on the following:

- 3.11.1. Officer safety considerations
- 3.11.2. Accurate information on nature of complaint(s)
- 3.11.3. Communication skills
- 3.11.4. Patience with offender

CATEGORY 4 - PATROL

Performance Outcome Related to 4. 34.

Inform a crime victim about the procedures to file a claim.

Training Objectives Related to 4. 34.

A. Given a written or practical exercise, identify information to provide to victims about procedures to file claims pursuant to the Victim/Witness Assistance Program.

Criteria: The trainee shall be tested on the following:

- 4.34. 1. Victim/Witness Assistance Program

Performance Outcome Related to 4. 3 5.

Inform a crime victim about the procedures to pursue prosecution.

Training Objectives Related to 4. 35.

A. Given a written, audio-visual, or practical exercise, provide information to crime victims about the procedures to pursue prosecution.

Criteria: The trainee shall be tested on the following:

- 4.35. 1. Procedures to obtain a warrant
- 4.35.2. General process which occurs in prosecuting an arrested person

Performance Outcome Related to 4. 36.

Determine the need for and type of assistance required related to a medical aid call.

Training Objectives Related to 4. 36.

A. Given a written or practical exercise, identify the responsibilities of the first responding officer for a medical aid call.

Criteria: The trainee shall be tested on the following:

- 4.36. 1. Render basic first aid or CPR, if needed
- 4.36.2. Communicate with emergency services regarding victim
- 4.36.3. Interview witnesses
- 4.36.4. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred

Performance Outcome Related to 4. 37.

Assess the need of an arrestee for medical attention.

Training Objectives Related to 4. 37.

A. Given a written exercise, identify steps to cover in assessing the physical condition of

an arrestee to determine need for medical attention.

Criteria: The trainee shall be tested on the following:

- 4.37. 1. Visually inspect for visible injuries

- 4.37.2. Question arrestee on past history, i.e., diabetes, epilepsy, severe allergies
- 4.37.3. Observe conduct for abnormal behavior
- 4.37.4. If in doubt, contact medical personnel

Performance Outcome Related to 4. 54.

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

Training Objectives Related to 4. 54.

- A. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).
- B. Successfully complete an approved course for basic first aid

Criteria: The trainee shall be tested on the following:

- 4.54. 1. mouth-to-mouth resuscitation
- 4.54.2. control of bleeding
- 4.54.3. treating amputations
- 4.54.4. unresponsive/unconscious person
- 4.54.5. fire burns
- 4.54.6. broken bones
- 4.54.7. chemical burns
- 4.54.8. convulsions
- 4.54.9. diabetic reaction
- 4.54.10. electric shock
- 4.54.11. eye injuries
- 4.54.12. frostbite
- 4.54.13. gunshot wounds
- 4.54.14. heart attack
- 4.54.15. heat exhaustion
- 4.54.16. heat stroke
- 4.54.17. overdose
- 4.54.18. poisoning
- 4.54.19. stabbing or puncture wounds
- 4.54.20. seizure
- 4.54.21. shock
- 4.54.22. stroke
- 4.54.23. choking, e.g., Heimlich maneuver

Performance Outcome Related to 4.55.

Assist with an emergency delivery of a baby.

Training Objectives Related to 4. 55.

- A. After receiving video instruction, identify basic steps for emergency delivery of a

baby given a written exam covering the following:

Criteria: The trainee shall be tested on the following:

- 4.55. 1. Positioning the mother for delivery considering the circumstances creating the emergency
- 4.55.2. Checking for and assisting the baby from the birth canal
 - a. Support head and neck
 - b. Check for breathing and assist if necessary
- 4.55.3. Protect the baby from the elements
 - a. Importance wrapping the baby and keeping the baby warm
 - b. Placement on mother
- 4.55.4. Tying off the cord (cutting the cord can usually wait for medical assistance)
- 4.55.5. Ejection of placenta
- 4.55.6. Preparing mother and baby for transport to hospital

Performance Outcome Related to 4. 56.

Use protective gear to prevent contact with infectious diseases.

Training Objectives Related to 4. 56.

- A. Given a practical exercise for criteria 1 and 2, identify protective gear to use to prevent contact with infectious diseases.
- B. Given a written or practical exercise for criteria 3, provide notice to persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.

Criteria: The trainee shall be tested on the following:

- 4.5 6. 1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
- 4.56.2. Demonstrate use of protective gear for air borne pathogens.
- 4.56.3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.

CATEGORY 5 – INVESTIGATIONS

Performance Outcome Relating to 5. 22.

Interview a complainant witness, victim, or suspect.

Training Objectives Relating to 5. 22.

- A. Given a written exercise, identify factors to consider in conducting a suspect interview.
- B. Given a practical exercise:
 1. Interview a complainant, a witness, or a victim.
 2. Interview a suspect combining legal requirements and interview techniques.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness, or a victim:

- 5.22.1. Professional demeanor
- 5.22.2. Use of open-ended questions
- 5.22.3. Recording of information necessary to complete a report

For a suspect:

5.22.4. Three considerations of conducting an interview

5.22.5. Three interview styles

5.22.6. A strategy and questions to ask prior to the questioning

Performance Outcome Relating to 5. 23.

Interview medical personnel to obtain information.

Training Objectives Relating to 5. 23.

A. Given a written exercise, identify three types of information that may be provided by medical personnel.

Criteria: The trainee shall be tested on the following:

5.23. 1. Identification of three types of information that may be provided by medical personnel from the list in the lesson plan guide.

Performance Outcome Relating to 5. 24.

Ensure full understanding of the words of an interviewee, suspect, victim.

Training Objectives Relating to 5. 24.

A. Given a practical exercise, complete an accurate written report based on an interview.

Criteria: The trainee shall be tested on the following:

5.24. 1. Facts related to the crime

5.24.2. Events preceding the crime

5.24.3. Write a synopsis of the information gained during the interview

Performance Outcome Relating to 5. 25

Examine public records or records that are available only for law enforcement purposes to help locate missing or wanted persons.

Training Objectives Relating to 5. 25

A. Given a written exercise, identify public records or records that are only for law enforcement purposes

which should be examined to help locate missing or wanted persons.

Criteria: The trainee shall be tested on the following:

5.25. 1. Identification of three types of public records that help to locate missing or wanted persons from the list on the lesson plan.

5.25.2. Identification of three types of records that are only for law enforcement purposes that should be examined to help locate missing or wanted persons from the list on the lesson plan.

Performance Outcome Relating to 5. 26.

Determine reliability and credibility of witnesses.

Training Objectives Relating to 5. 26.

A. Given a written exercise, identify resources to help determine the reliability and credibility of witnesses.

Criteria: The trainee shall be tested on the following:

5.26, 1. Identification of three resources that help determine reliability and credibility of witnesses from the list on the lesson plan guide.

ELECTRONIC MEDIA POLICY

December 1997

Effective January 1, 1994, the Department of Criminal Justice Services will initiate a program to approve Electronic Media programming under the provisions and conditions indicated as follows:

I. DEFINITIONS SECTION

For the purpose of these guidelines, the following definitions will apply.

- A. Alternative Receive Site - Any public safety facility, classroom or meeting facility that is capable of receiving or generating telemedia programs or any college or university telemedia department or computer lab.
- B. Certified Training Academy - Any criminal justice training academy maintaining current certification by the Department of Criminal Justice Services, Division of Training and Standards and which provides instruction of at least the minimum training standards mandated by the Board.
- C. Distance Learning - The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance. Distance learning incorporates all instructional methods and media, but the instructional delivery does not constrain the student to be physically present in the same location as the instructor.
- D. Electronic Classroom - The use of a form of distance learning to affect learning in which the instructor and the students are separated, electronic media is used in the classroom to unite instructor and students, and there is a simultaneous two-way communication (audio or audio/ visual) between the instructor and the students.
- E. Electronic Media Programming - Any telemedia programs capable of being transmitted by microwave, satellite, fiber optics or other means of telecommunication; interactive computer-based training; or interactive video training.
- F. Interactive Programs - Any electronic media training program which allows the student to converse, ask and answer questions or exchange information (interact) with the presentation source either verbally or electronically.
- G. Live Broadcast - Any telemedia conveyed by microwave, satellite or fiber optics in a broadcast format being received and viewed during the actual broadcast time. This does not include a retransmission of the programs by videotape or other recording formatted at a time other than initial broadcast.

- H. Stand - Alone Training - Any training or telemedia program designed and delivered as complete within itself on any given topic.
- I. User Agency - Any certified criminal justice training academy, local police, sheriff or other criminal justice agency that subscribes to or uses any electronic media for in-service training purposes.

II. VIRGINIA CERTIFIED TRAINING ACADEMY APPLICATION

A. Electronic media programming may be incorporated into an approved mandated training program delivered by a certified academy designed for officers to comply with compulsory in-service training standards. A certified instructor must be present during application or broadcast of the program, with all other criteria for receiving in-service credit being met. The certified instructor shall incorporate appropriate copies of the course objectives and all applicable informational material into the course lesson plan.

III. ALTERNATIVE RECEIVE SITE APPLICATION

- A. Partial in-service training credit for electronic media programming may be authorized for compulsory in-service training standards annually as follows:

Law Enforcement Officer - 8 hours maximum

Jailor or Custodial Officer - 6 hours maximum

Courtroom Security Officers and Process Service Officers - 4 hours maximum

Officers of the Department of Corrections, Division of Adult Institutions:

Corrections Officers and Sergeants - 6 hours maximum

Lieutenants through Facility Director - 8 hours maximum

- B. Partial in-service training credit for any stand-alone interactive video or computer-based training program must be pre-approved by DCJS. All requests for approval of interactive video or computer-based training must be submitted to the Division of Training and Standards at DCJS 90 days prior to implementation of training. The DCJS Technology Committee will preview these programs to determine if they are appropriate for use in criminal justice training. Appropriate partial in-service training credit hours will be determined by multiplying the average length of time it takes to complete the program by four (4). Stand-alone, non-interactive videotaped programs shall not be approved for partial in-service training credit.
- C. Partial in-service credit for any pre-approved training/instruction provided in an electronic classroom setting will be considered the same as regular classroom instruction. Partial in-service training credit hours will be awarded on an one-for-one basis. If a practical exercise involving demonstration of a physical skill is part of the instruction, a certified instructor must be present in the classroom with the students to assist with demonstrations and application of techniques. This also

applies to any college course approved by the chief, sheriff, or agency administrator as appropriate for in-service training that is delivered through the use of an electronic classroom.

- D. Trainees shall be given a post-test on all electronic media programming. A minimum score of 70 percent shall be attained on all tests. In accordance with Section 7, paragraph B of the Rules Relating to Compulsory In-Service Training Standards, sheriffs, chiefs of police and agency administrators are not required to take a post-test. However, this does not relinquish the responsibility of each viewer for properly using any training information obtained in accordance with any applicable law, regulation, or policy.
- E. A DCJS certified instructor, designated agency training officer or supervisor must be present at all times whenever telemedia programs are being viewed by persons who are doing so for partial in-service training credit. The certified instructor, designated agency training officer or supervisor shall be responsible for recording attendance and administering and grading prescribed tests. Each DCJS certified instructor, designated agency training officer or supervisor shall be provided a copy of the course objectives and all applicable instructional material by the Chief of Police, Sheriff or Agency Administrator. The Chief of Police, Sheriff or Agency Administrator shall ensure that training records are maintained and are available for inspection and review. The Chief of Police, Sheriff or Agency Administrator shall also be responsible for ensuring that electronic media programming is appropriate for departmental employees and is in compliance with agency policy.
- F. An officer must view a minimum of four (4) hours of telemedia programming or a combination of other electronic media programming in order to obtain partial in-service training credit. No partial in-service credit will be authorized for training of less than four hours total. Fifty (50) minutes of programming constitutes an in-service credit hour.
- G. Partial in-service credit for electronic media training may be applied only to career development training unless otherwise approved by DCJS.

IV. USER AGENCY RECORD AND REPORTING REQUIREMENTS

- A. An attendance roster must be recorded for each telemedia or distance learning programming session for which the user agency desires partial in-service training credit. The attendance roster shall only indicate those individuals who were present during the entire broadcast segment.
- B. A user log shall be kept for all other electronic media program applications and shall record the user's name, social security number, time logged on, time logged off and name of the training program. Partial in-service training credit will only be awarded for completed training programs. If a program has multiple training

segments, all segments must be completed in order to obtain in-service training credit.

- C. The Chief of Police, Sheriff or Agency Administrator shall obtain course programming information to include subject matter, date and times of the broadcast or presentation and the instructor name from the appropriate source of origination of the approved programming.
- D. A post test, answer guide, lesson plan, course objectives and any other applicable instructional material must be obtained and kept on file by each agency for all programs approved for partial in-service training credit.
- E. The Chief of Police, Sheriff, or Agency Administrator shall be responsible for ensuring that electronic media used by criminal justice officers for partial in-service training credit is in compliance with agency policy.
- F. The Chief of Police, Sheriff of Agency Administrator shall submit all electronic media training material as requested by and in the format specified by their academy. The academy will submit a Form 41 to DCJS indicating compliance with in-service training requirements as provided by these guidelines.
- G. All records relating to electronic media for which partial in-service training credit is approved shall be maintained in accordance with the requirements established by the Virginia State Library and DCJS.

V. CERTIFIED ACADEMY RECORD AND REPORTING REQUIREMENTS

- A. Upon receipt of certification from the chief of police, sheriff or agency administrator of satisfactory completion of the minimum four (4) hours of approved programming, the director of each certified academy shall be responsible for processing training records of officers from their participating agencies who have completed electronic media programming for partial in-service training credit.
- B. The governing body of a certified regional academy or the agency administrator of an independent certified academy shall designate by policy the manner, format and time frame for submission of documentation necessary to ensure credit for attendance and satisfactory completion of mandated in-service training requirements. This information shall be submitted to each member agency's administrator.
- C. Upon completion of all mandated in-service training, including any credit received for electronic media, a Form 41 reporting roster indicating completion of all such requirements shall be submitted to DCJS.

VI. MONITORING AND INSPECTION

- A. All facilities, documents and materials associated with electronic media programming for partial in-service training credit shall be subject to inspection and review by staff of the Department of Criminal Justice Services.
- B. Failure to abide by the provisions of these guidelines shall invalidate all or part of electronic media training applied to compulsory in-service training requirements.

NOTE: These guidelines supersede previous policies/guidelines: Program Guidelines For Approval of DCJS Teleconference To Meet In-Service Training Requirements dated October 1991; and Pilot Program Guidelines For Approval of LETN Programming To Meet In-Service Training Requirements dated December 1991.

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