

Telecommunicator Certification

Course Management Guide



NORTH CAROLINA JUSTICE ACADEMY

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I. FORWARD

This Course Management Guide is the result of months of study and evaluation by the North Carolina Justice Academy and the North Carolina Sheriffs' Education and Training Standards Commission. The concepts, techniques and recommendations presented in this guide represent the collective thinking of the Justice Academy and Sheriffs' Standards Division staffs and are offered to help make your job and responsibilities as the "designated" School Director less difficult.

The efforts and concerns of many individuals and groups have contributed to the accomplishment of this project. However, much is left to be done and we must work together to achieve an even greater degree of quality in our training programs. With the creation of the Telecommunicator Certification Course Curriculum Committee, the Sheriffs' Commission seeks to actively involve those who are delivering this training in the role of helping to revise, update and improve the training on an on-going basis. We believe this committee will be a benefit to you, the trainer, and to the sheriffs of North Carolina.

The North Carolina Sheriffs' Education and Training Standards Commission is grateful for the spirit of cooperation among presenters of the Telecommunicator Certification Course and especially for their willingness to contribute their time and talents for the benefit of telecommunicator training.

II. INTRODUCTION

This guide was prepared by the North Carolina Justice Academy and the North Carolina Sheriffs' Standards Division staff to assist the "School Director" in the implementation, delivery, and completion of the Telecommunicator Certification Course. This guide should be used as a supplement to the specific requirements contained in the Commission's Administrative Code, but does not replace it. As "School Director" you should ensure that a current edition of the Commission's Administrative Code, Title 12, NCAC, Chapter 10B is available at all times. Copies are available from the Sheriffs' Standards Division upon request, or you can access them from the North Carolina Sheriffs' Education and Training Standards website at <http://www.ncdoj.gov/About-DOJ/Law-Enforcement-Training-and-Standards/Sheriffs-Education-and-Training-Standards.aspx>.

Much of the material contained in this guide is a paraphrase of specific Code requirements. Other portions of the guide are written to give you, the designated School Director, additional guidance directed toward implementation of the letter and spirit of the Code requirements. However, no guide can anticipate every scenario. School Directors must use their best judgment in applying the Commission's standards and any applicable state and federal laws.

Each School Director is required, as discussed further in this guide, to finalize course delivery in a manner to ensure maximum trainee participation and learning. You are

not required to deliver a course in the exact sequence of the text; however, you must be aware of the need and importance of presenting certain topics before others.

III. SHERIFFS' STANDARDS DIVISION

As staff to the Sheriffs' Commission, the Sheriffs' Standards Division of the Department of Justice is responsible for the implementation of the Code provisions. Any questions, concerns, or suggestions that you may have should be directed to the North Carolina Department of Justice, Sheriffs' Standards Division, PO Box 629, Raleigh, NC 27602; telephone (919) 779-8213; Facsimile (919) 662-4515.

As a School Director, certified by the Sheriffs' Commission, you are invited and urged to attend the Commission meetings. The Commission is interested in your input and appreciative of your support. Any questions with regards to the meetings may be directed to the Director of the Sheriffs' Standards Division.

The School Director is advised to consult their own legal counsel and employer as to the applicability of any other state or federal laws in the delivery of any training.

IV. ACCREDITATION OF SCHOOLS/COURSES

Any institution/agency applying for accreditation must submit a "Request for School Accreditation" (Form F-7T) prior to the delivery of any Commission-accredited training course(s). The institution/agency must first receive accreditation as a Telecommunicator Certification Course delivery site. An application submitted by an accredited institution must meet the requirements in Rule .0804.

V. ADMINISTRATION OF SCHOOLS

When an agency/institution executive officer signs the "Request for School Accreditation" (Form F-7T), as discussed in Section IV, he/she commits to provide specific support to ensure that the goals and objectives for successful delivery of telecommunicator certification training are accomplished. The requirements are established in Rule .0708 of the Code and include but are not limited to: record retention; financial resources for instructors and other support personnel; suitable facilities, equipment, materials and supplies for course delivery. An agency/institution must designate an individual to become School Director. A "Request for School Director Qualification-Telecommunicator Certification Course" must be submitted to the Sheriffs' Standards Division in order for the designated individual to become a certified Telecommunicator Certification Course School Director. Each accredited institution/agency must have no more than two certified School Directors.

As School Director, you should, prior to implementation and as part of the planning phase, ensure that your agency/institutions executive officer is fully aware of the commitment to provide necessary support. It is your responsibility to see that all

required materials, supplies and facilities are available prior to beginning a course. It is also your responsibility that during a course delivery, you must be readily available at all times.

The School Director may designate a Qualified Assistant to assist in the administration of the Telecommunicator Certification Course, where the School Director has provided justification for the need to include overlapping or simultaneous Commission-mandated courses, satellite delivery locations, or responsibility for multiple courses. This person must be selected by the School Director who will forward identifying and contact information to the Sheriffs' Standards Division. Sheriffs' Standards Division staff will conduct a course orientation with the designated person. In order to retain the designation as a qualified assistant, the person must attend the annual School Directors' Conference.

VI. ADMINISTRATION OF A TELECOMMUNICATOR CERTIFICATION COURSE

Responsibility for the daily administration of a Telecommunicator Certification Course delivery belongs to the designated School Director. The School Director must be accountable for assuring compliance with all minimum standards or requirements. Please refer to Rule .0709 for the specific wording of the School Director's responsibilities.

A. Responsibilities of the School Director

1. Planning and Coordination

It is recommended that all planning, developing and scheduling for a Telecommunicator Certification Course be completed at least four weeks prior to the date of course commencement. Course curriculum should be formalized and scheduled in accordance with the proposed curriculum submitted to the Commission in the *Telecommunicator Certification Course Manual*.

The School Director has the discretion of setting the course schedule to fit the needs of those participating in the course or to the needs of the host site. The Suggested Course Schedule in the Administrative Matters section is only intended as a suggested template for day schools.

SUGGESTED COURSE SCHEDULE

DAY 1

1300-1500	Orientation
1500-1700	Introductory Topics for the Telecommunicator
1700-1900	Telecommunications Systems and Equipment

DAY 2

0800-1200	Civil Liability for Telecommunicators
1200-1300	LUNCH
1300-1700	Interpersonal Communications

DAY 3

0800-0930	Required Reading Test
0930-1200	Overview of Emergency Services
1200-1300	LUNCH
1300-1930	Overview of Emergency Services

DAY 4

0800-1000	Communications Resources
1000-1200	Call Reception, Prioritization, and Resource Allocation
1200-1300	LUNCH
1300-1700	Call Reception, Prioritization, and Resource Allocation

DAY 5

0800-1200	Broadcast Techniques, Rules and Procedures
1200-1300	LUNCH
1300-1500	Broadcast Techniques, Rules and Procedures
1500-1900	Telecommunicator Training Practicum

DAY 6

0800-1200	Telecommunicator Training Practicum
1200-1300	LUNCH
1300-1500	State Examination

2. Selection of Instructors

The School Director must select qualified instructors who meet the standards of the Commission as contained in Rule .0913. You should not assume the instructor holds a valid certification to instruct. It is your responsibility to verify that each instructor's certification is current. In the event that an instructor does not have a copy of his or her certification, you may contact the Sheriffs' Standards Division to verify that instructor's certification. It is recommended that, prior to the date of course commencement, you meet with all instructors at which time each instructor would be informed of his/her specific and

comprehensive duties and responsibilities during course delivery. A group meeting could become beneficial to the overall success of your course delivery and may be utilized to set academy/school operating policy and procedures. You will find a “Request for Telecommunicator Instructor Certification” (Form I-2-T) on the website listed in Section XII. Please refer to section .0900 of the Commission’s Administrative Code for specific rules regarding instructor certification.

3. Lesson Plans

All schools wishing to offer the Telecommunicator Certification Course must maintain updated copies of the *Telecommunicator Certification Course: Instructor Notebook*. Contained in this manual are outlines for each of the topical areas in the Telecommunicator Certification Course and these must be followed. Remember, the instructor manual provided is an outline and should be expanded upon by each instructor. However, it is your responsibility to obtain copies of each instructor’s lesson plans along with any other materials to be used in the classroom and to review them for completeness. It is your responsibility to see that this is done and that the specific objectives for each topic are comprehensively covered. You must also ensure that your instructors are provided with the **most current copy** of each lesson plan. The curriculum approved by the Commission must be taught in its entirety; any supplemental information and instruction you and your instructors choose to include is at your own discretion and will not be considered or supported by the Commission for the purposes of certification.

4. Audio-Visual Aids

The importance of using audio-visual presentations in the instruction is recognized and specifically incorporated as part of the lesson outlines. However, you should ensure that your instructors are skilled in the use of audio-visual material prior to incorporating it into the course. A review of audio-visual material should be conducted by you prior to use. It is your responsibility to personally arrange the timely availability of appropriate audio-visual aids and equipment.

5. Training Site Rules and Regulations

You are required to develop, adopt, reproduce and distribute any supplemental rules, regulations and requirements determined to be necessary and appropriate to accomplish the goals and objectives for your training site. Your instructors should have input in the development of these operating policies and procedures. You should

have clear and concise statements that the trainee and his/her agency head are given which establish attendance, testing and all performance requirements expected of the trainee to successfully complete the course.

6. Submission of Pre-Delivery Report

You are required, now that you have completed Steps 1-5 above, to submit to the Sheriffs' Standards Division a "Pre-Delivery Report-Telecommunicator Certification Course" (Form F-7A-T) **not less than 30 days before the beginning date of the course**. This form must be completed in its entirety and a copy of the projected delivery schedule containing the blocks of instructions and who is teaching them.

7. Monitoring and Evaluation

You are required to monitor the presentation of each instructor during course delivery for the purpose of evaluating their performance and suitability for continued or subsequent use. As School Director, you should not accept an ineffective instructor. The ultimate success of the trainee as a justice officer will be determined by the quality of instruction he/she receives. You must evaluate each instructor on a Commission-approved "Criminal Justice Instructor Evaluation" (Form F-16) and submit a copy of that form to the Sheriffs' Standards Division. Effective January 1, 1994, you may also designate an instructor(s) to evaluate other instructors. A person holding General Instructor Certification under the Criminal Justice Education and Training Standards Commission may evaluate instructors teaching any lecture portion of the course (NCAC 10B .0709). It is recommended those evaluations be submitted with the "Post-Delivery Report" at the conclusion of each course. Evaluation forms are available from the Sheriffs' Standards Division upon request and may be reproduced as needed.

As the certified School Director, you have an obligation to notify the Sheriffs' Standards Division of any concerns you may have regarding an instructor's performance. If you find that you have recurring problems with an instructor, i.e., habitual tardiness, poor student evaluations, failing to follow and/or enhance prescribed lesson plans, you should immediately notify the Sheriffs' Standards Division in writing of your concern. Such notification should include a letter from the School Director accompanied by any other documentation regarding the instructor's performance. The Sheriffs' Standards Division will then take the appropriate action with regards to the instructor's certification. (Please refer specifically to Rules .0919 and

.0920 in the Administrative Code for a complete listing of actions that may be taken by the Commission.)

8. Testing

You are required to develop and utilize written, oral or motor-skill performance tests, examinations or demonstration exercises to determine a trainee's proficiency. These tests may be administered throughout the entire Telecommunicator Certification Course curriculum. Tests completed at the onset of course delivery can help you identify trainees who may benefit from remedial training throughout the course. You, as the School Director, should ensure that instructors utilize the tests you have chosen within their given area of instruction. A trainee, at the conclusion of the course, must be proficient in each of the topical areas. It is your responsibility to determine the trainee's proficiency and take any remedial action that may be necessary. A suggestion would be to administer examinations as soon after the instruction periods as possible to allow for an early indication to both the trainee and academy staff of trainee problems in assimilating subject matter. There are many varied concepts regarding testing methodology for telecommunicator certification training. You should select the one method best suited for your course and the selection should be based on input from your instructors.

Examination scheduling is left to the discretion of School Directors, as no time has been built into the mandated curriculum. Written examinations should be given to the entire class at the same time. A time limit for the exam should be established for scheduling purposes. All examinations should be monitored by the staff, and students should be allowed to leave the testing area after completing the test. All students should be aware of the testing process, how and when they will be tested to enable them to properly prepare for the test. Students should be reminded that tests will be prepared from the portions of the curriculum that address the training objectives. Instructors should not provide advance information as to what will be the specific questions. Students should be encouraged, however, to form study groups and prepare study questions from the material. All tests administered should be maintained as a part of your training file for each delivery and should be made available to staff of the Sheriffs' Standards Division upon request.

a) Test Pool

It is suggested that each delivery site develop a "pool" of test questions, items and practical exercises that are designed to measure each of the training objectives for the

Telecommunicator Certification Course. It is left to the School Director to determine how many questions are appropriate to satisfactorily test a particular training objective. The total number of items in the test pool should greatly exceed the actual number of questions that will be included in all examinations that will be administered to students attending the Telecommunicator Certification Course. Questions should be numbered and a record kept of their use in various course presentations, so that question difficulty analyses can be conducted routinely and poor questions modified or eliminated from the pool. Test questions in the pool should be filed by “Subject Title” and by training objective number. Every question should at least be “matched” or replicated by another question of the same difficulty level which tests the same training objective so that different questions can be used for remedial purposes.

b) Performance Skills Examinations

The “Telecommunicator Training Practicum” is a required portion of the course; however, should you decide to incorporate other performance tests in the delivery of the course, the testing process should be thoroughly explained to students and observers, objective grading criteria should be used, the performance should be documented and the student should receive feedback on the performance.

Currently, there is no mandated skills testing in the curriculum. In cases where the training objectives are sufficiently designed for actual performance, instructors should be encouraged to design a performance skills examination. One advantage of this type of testing process is that it reinforces skills acquisition in the psychomotor learning areas.

9. Supervision of Staff

You must maintain direct supervision, direction and control over the performance of persons to whom you have delegated any portion of the planning, development, presentation or administration of a course. As noted earlier, you **must** be readily available at all times during a course delivery by telephone, pager or other means.

10. Submission of Post-Delivery Report

You are required to submit to the Sheriffs’ Standards Division a “Post-Delivery Report-Telecommunicator Certification Course” (Form F-

7B-T) **within ten (10) days of the date you receive the examination results.** Included in this report should be an individual “Student Course Completion Record” (Form 7-D-T) **for each trainee enrolled in the course.** The record should include numerical block scores for each student and any information with regards to deficiencies, etc. **This means that you should complete this report for each student regardless of whether or not he/she achieves successful course completion.** Spaces are available on this form for you to indicate the student’s training status (full-time, make-up work, limited enrollee), as well as his/her completion status (successful, deficiencies, failed exam, withdrawal). You must also include on the “Post-Delivery Report” any instructor substitutions that may have become necessary during your course delivery. Instructor evaluation forms are available from the Sheriffs’ Standards Division upon request and may be reproduced as needed. **Under no circumstances should you make instructor substitutions without first verifying the proper certification of the instructor to be used.**

Questions regarding completion of the “Post-Delivery Report” should be referred to the Sheriffs’ Standards Division.

VII. TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS

You are responsible for monitoring the progress of each trainee in attendance on a daily basis. A trainee is required to attend all portions of the course, with the exception of excused absences, prior to being administered the State Comprehensive Examination. To accomplish this goal, a minimum attendance requirement has been established and must be enforced by the School Director along with any supplemental rules and regulations adopted by the school.

A. Registration and Orientation

Applicants for telecommunicator certification from the Sheriffs’ Standards Division must be eighteen years of age. Trainees attempting to enroll while they are less than eighteen (18) years of age should be notified of the fact that they are not eligible for certification until they reach the age of eighteen (18) and the training will only be valid for one (1) year after the completion date.

The Commission staff is available to assist School Directors in matters where a student makes a formal request for a reasonable accommodation for a disability. The staff will evaluate whether or not a proposed accommodation is reasonable for purposes of certification. The request should be in writing and received no later than the second day after the course “Orientation” block of instruction. The School Director is responsible for determining a student’s continued eligibility for enrollment. He or she should also consult with their agency/institution’s own legal counsel. It is strongly recommended that the

school provide pre-course instruction as to the physical and mental requirements of the Commission-mandated course, to include the essential job functions of being a telecommunicator. Any written request for an accommodation should be accompanied by any available documentation verifying the extent and range of the disability.

At the time you are registering students for enrollment in your course, you should retrieve from each student a “Medical History Statement” (Form F-1) and a “Medical Examination Report” (Forms F-2 and F-2A). A trainee who holds current valid Grandfather Telecommunicator Certification with the Sheriffs’ Standards Division is exempt from submitting the medical forms. You may contact the Sheriffs’ Standards Division if you wish to receive a supply of these forms. Forms created by both the Criminal Justice Commission and the Sheriffs’ Commission are similar and you may accept either one. **However, the Implementation Guide as published by the Sheriffs’ Standards Division, effective March 1, 1998, is different in that it provides the examining physician with the essential job functions of a telecommunicator. Both forms are valid for a period of one (1) year from the date they are signed by the student and the examining physician.**

The decision to enroll a student, or to evaluate a student’s continued eligibility for enrollment, is the School Director’s, after consultation with his or her own legal counsel and compliance with applicable state and federal laws.

1. Course Enrollment (Full-Time)

All full-time trainees must be enrolled the first day of course delivery. You cannot enroll a full-time trainee later than the first day of class.

2. Course Enrollment (Partial Enrollment)

No individual can enroll in a Telecommunicator Certification Course as a partial enrollee without a letter of authorization from the Sheriffs’ Standards Division. You must ensure that each of the topics listed in such letter authorizing partial enrollment be completed successfully by the trainee. Upon completion of the blocks of training the Sheriffs’ Standards Division requires and at the end of your course, the trainee must take the Comprehensive Examination in its entirety. Partial enrollees should be included on your “Post-Delivery Report” with some notation to indicate that the trainee was a limited enrollee.

3. Trainee Orientation

You are required to conduct an orientation at the beginning of each course delivery period. An “Orientation” outline is provided in each instructor manual and should be used as a basis for conducting the

orientation. The overall success of your program and the elimination of administrative problems will depend on conducting an effective orientation. Do not assume that your instructors will inform the trainees of participation and performance requirements. All rules and regulations must be comprehensively covered during the orientation phase. This includes rules and regulations mandated by the Commission as well as any additional regulations that may be unique to your institution and/or training environment.

School Directors should also discuss with the students the forms located in the “Orientation” section of the notebook which are required by the Sheriffs’ Standards Division. It is imperative that students realize the importance of these documents. Students should be told to read them carefully and answer truthfully. These forms deal with an individual’s criminal history record and their eligibility for certification based on the existence of a criminal record.

B. Trainee Attendance

The Commission’s Code places the responsibility for trainee attendance on the trainee’s department executive officer. Where the trainee is not employed, the trainee should be held accountable for his/her attendance. A trainee is required to attend and fully participate in all class sessions. (See Rule .1305 and .1306)

1. Excused Absences

You may, in your discretion, recognize valid reasons for class absences and grant an excuse. However, in no case may excused absences **exceed 10 percent** of the total class hours for the course delivery period.

2. Makeup Work for Absences

If you grant an excused absence you must schedule appropriate makeup work and ensure the satisfactory completion of such work during the current course offering. If makeup work cannot be completed, the trainee **cannot** take the State Comprehensive Examination and **you must report the specific topics that must be made up** to the Sheriffs’ Standards Division when you submit your “Post-Delivery Report.” The trainee will be required to enroll in a subsequent delivery to make up the work. Such enrollment must occur within 120 days from the last date of trainee participation in prior course delivery.

3. Termination of Trainee Participation

As discussed previously, you must monitor each trainee's progress on a daily basis. You should terminate a trainee from course participation for unexcused absences or failure to participate in any portion of the course. This includes being habitually tardy or regularly leaving class early. This type of behavior must not be tolerated. (NOTE: See Section C-4 below "Deficiencies")

C. Completion of Training (Performance Requirements, refer to Rule .1306-A)

1. Partial Enrollment

The Commission's Code permits the partial enrollment in a subsequent delivery to complete training due to one of the following reasons:

- a) Absences due to accident, illness, emergency or other good cause;
- b) Excused absences that do not exceed ten percent of the course work which could not be scheduled for makeup;
- c) Deficiencies in one or two topical areas.

You must be completely familiar with Commission requirements for authorization of subsequent enrollment. These requirements may be found in the "Orientation" block of instruction in the Telecommunicator Certification Course, or you may contact the Sheriffs' Standards Division staff.

2. Testing

Written examinations must be administered to each trainee periodically during the course.

Examinations should be administered as soon after the instruction periods as possible to allow for an early indication to both the trainee and academy staff of trainee problems in assimilating subject matter. There are many varied concepts regarding testing methodology for telecommunicator training. You should select the one method best suited for your course and the selection should be based on input from your instructors. However, where you use comprehensive examinations (covers more than one topical area) you must be able to determine that the trainee is proficient in each topic, and you must be able to record a numerical score for each topic.

It is recommended that in your rules and regulations (academy policies and procedures) that a trainee who fails a test be allowed at least one retest. Testing and retesting procedures and scoring methods should be clearly stated to the trainee during orientation and clearly documented as a part of your course delivery files.

3. Remediation

As already noted, academic and performance tests must be administered to each trainee enrolled in the course. It is the School Director's responsibility to develop these tests. Results of such tests are used to determine the trainee's satisfactory achievement of performance objectives clearly set out in each of the topical areas in the *Telecommunicator Certification Course: Instructor Notebook*. When a trainee's performance in a topical area is determined to be deficient, remediation efforts should be taken. This should occur as soon as possible after identification so the trainee does not "fall behind" and arrive at the end of the course with an existing deficiency.

4. Deficiencies

A trainee is allowed to accumulate up to two (2) topical area deficiencies during a course delivery. A deficiency is established after remediation and retesting or the student has failed to actively participate in a required class. Trainees must be advised when they have an existing deficiency and when a trainee accumulates the third topical area deficiency, he/she should expediently be terminated from training course participation. Trainees with more than two deficiencies are required to re-enroll in and complete the course in its entirety. A trainee with an existing deficiency at the conclusion of the course **cannot** take the State Comprehensive Examination and must make up identified deficiencies in one subsequent course offering within 120 calendar days from the last date of participation in the initial course. Should a trainee enroll in a subsequent course offering within the required time frame and then fail to complete the limited portion(s) of the course, he/she would be required to complete a subsequent course offering in its entirety.

5. State Comprehensive Examination

At the conclusion of the course delivery, each trainee who has satisfactorily completed all performance and attendance requirements as set forth in Section .1305 of the Commission's Code and as specified in the "Orientation" block of instruction will be administered a comprehensive written examination by a representative of the Sheriffs' Standards Division. The School Director must have the

“Examination Results – Telecommunicator Certification Course” (Form F-7T) completed prior to the administration of the state examination in order to allow the Sheriffs’ Standards Division’s representative to properly record the exam scores. It is imperative that all information, i.e., date of birth, social security number, students address, employing agency, be included on this form to ensure proper credit is given to each trainee by the Sheriffs’ Standards Division. This form is to be submitted with the “Post-Delivery Report.” A trainee with a single existing deficiency cannot be administered the examination. The responsibility for determining that a trainee is qualified for the examination is that of the School Director and he/she should not otherwise delegate this duty. A review should be conducted with the class prior to examination.

6. Examination Failure

A trainee who fails to pass the state comprehensive examination will be given one (1) opportunity to re-test prior to enrollment in a subsequent course delivery. The Sheriffs’ Standards Division representative will have the form “Request for Re-Examination – Telecommunicator Certification Course” (Form F-7F-T) available for you and the trainee to complete in order to request a re-test. Such requests must be made within thirty (30) days of the date of initial failure, and the re-test must be scheduled within ninety (90) days after the original examination. The trainee’s employing/sponsoring agency will be notified by the Sheriffs’ Standards Division of the trainee’s failure and appropriate arrangements will be made by the Sheriffs’ Standards Division with the agency to schedule the re-test.

7. Certificates of Completion

Many institutions provide certificates of completion to trainees at the conclusion of the course. Should you choose to offer certificates of completion to your trainees, you should (1) use the date the state examination was given as the completion/graduation date; and (2) provide certificates **only** to those trainees who have successfully completed the course and passed the state examination. This will eliminate confusion for your trainees.

Additionally, if you have partial enrollees (who will most commonly be trainees with deficiencies) whether from a prior delivery at your institution or another delivery site, the original training site is responsible for the issuance of the certificate of completion once deficiencies are made up and the state examination has been successfully completed. You should coordinate these situations with the School Director at the originating training delivery site; however,

the Sheriffs' Standards Division will be happy to assist you in this coordination if necessary.

D. Satisfaction of Minimum Training Requirements

At the conclusion of the course delivery and as a part of the "Post-Delivery Report," you, as School Director, are required to sign a certifying statement that each trainee who passes the State Comprehensive Examination has satisfied all of the minimum training requirements for telecommunicator certification as specifically established by adoption of the *Telecommunicator Certification Course Manual*.

As previously stated, proper planning, supervising and monitoring is imperative to ensure that the course is implemented and delivered according to standards, that academy staff and instructors are performing satisfactorily and that the trainee meets or exceeds the minimum participation and performance requirements established by the Sheriffs' Commission.

VIII. DEVELOPMENT OF TELECOMMUNICATOR CERTIFICATION COURSE CURRICULUM

The Sheriffs' Commission currently designates as the developer of the Telecommunicator Certification Course the North Carolina Justice Academy. The Sheriffs' Commission may, at its discretion, grant approval for the delivery of pilot Telecommunicator Certification Courses by the Academy or by another agency/institution. Trainees who successfully complete such pilot courses are deemed to have met the minimum training requirements as established by the Commission. The Telecommunicator Certification Course Curriculum Revision Committee is charged with the responsibility of assisting Academy staff in the continuous updating and improving of the curriculum.

IX. ORGANIZATION OF TELECOMMUNICATOR CERTIFICATION COURSE CURRICULUM

A. Academic Checklist

1. The academic checklist contains several items of information. First, there is a "lesson purpose." This is a general statement that indicates what instructors should intend to accomplish as they teach the topic.
2. There is a list of "student performance objectives." These are statements that indicate to the students what they should be able to accomplish by the end of training in the topic area. These are especially useful to the student because they provide direction toward the kinds of things that will be addressed by criterion testing. Students should be advised that the material in the topic that addresses an

objective is the same material from which written test items are constructed and performance tests are designed.

3. There are study assignments listed when necessary.
4. There is an indication of the minimum number of hours that is required to be devoted to the topic area.
5. There is the type of instructional environment in which the instruction will take place.
6. The instructional methods to be used are indicated. This provides some idea of the type of training that will occur, but more detail is provided in the instructional materials.
7. There is a listing of materials which the student will need during his/her training.
8. There is a list of training aids to supplement the instruction. This list includes both equipment and visual aids. Films and training equipment listed are those recommended or required (if noted) to deliver the training. Additional aids should, of course, be utilized when the quality of the instruction is enhanced by their use.

Films and videotapes should be purchased by the institution or agency or borrowed from a lending source such as the Justice Academy. Educational equipment should be a part of the permanent property of the delivery site. Equipment to be used as learning aids or as a part of practical exercises, such as telephone sets, radios and so on should also be obtained locally. School Directors should consider not only purchasing the items, but should also explore the possibility of donations from businesses, civic clubs, local agencies, etc.

9. There is a list of references that were used to prepare the lesson plan. These provide a reading list for students and especially instructors who should be familiar with the content of each reference source. This list is useful as well in suggesting titles that might be placed in an institution's or agency's library.
10. The name of the instructor who prepared the original lesson plan is provided. This is done to provide credit for the work done as well as to indicate someone who may be available for questions regarding the content of the material.
11. The date of preparation of the original lesson plan is provided.

12. There may be listed a person who was responsible for some revisions and modifications resulting from the pilot courses. There may be a date of revision which indicates the timeliness of the particular draft of the materials.

B. Instructor Notes

There is also a section in the topic area entitled “Instructor Notes.” These provide some general explanations of the nature of the training that should be conducted, expanding on the lesson purpose located in the academic checklist. School Directors should always direct instructors to read these notes prior to designing their plan for delivery.

C. Lesson Plans

The lesson plans in the student notebook are largely narrative in style. They are written so that they provide an outline of the sequence of presentation of material, are useful for study in preparing for examinations, and can be a source of reference after leaving the training experience.

The lesson plans in the instructor notebook have an almost identical narrative as is in the student notebook. An exception is that there are statements interspersed that key the instructor to do something to enhance the presentation. These statements are indicated by the word “NOTE.” They include reminders to show films and PowerPoint slides, refer students to handouts, etc.

School Directors should remind instructors that the narrative of both the student and instructor lesson plans is nearly identical. The instructor’s lesson plan, therefore, is not a script of the presentation. It is instead a foundation upon which instructors build their presentation using the skills acquired in instructor training and by their experience. Although there are a minimum number of PowerPoint slides and handouts provided, these are in no way intended to totally support the presentation. Instructors still have the autonomy within the context of what is provided to design an interesting presentation based upon a proper learning methodology and using individualized examples, questioning, exercises and a variety of audio-visual materials. School Directors should remind instructors that it is ultimately their responsibility to transform the objectives and the materials into dynamic and useful presentations.

A **recommended** instructional environment is identified in each individual academic checklist. School Directors will notice that the academic setting may vary throughout the delivery of an individual block as well as the entire course, i.e., the “Overview of Emergency Services” block begins in an

academic classroom, but demonstrations by local law enforcement, fire and EMS units may require students to move to a new setting.

D. Supplemental Materials

There are a variety of supplemental materials included after the lesson plan. Instructors are encouraged to create and/or use audio-visual materials beyond what is suggested in the notebook.

Handouts are often used in the course. These are available in the instructor notebook. Additional handouts can, of course, be utilized.

There also are performance evaluation forms in the practicum area. These are in the instructor notebook. Once the skills testing has been completed, however, these forms should be retained as a part of the course records. School Directors should also consider designing additional forms of a similar type when they choose to use performance evaluations as a part of their overall testing procedure.

X. MANAGING PRACTICAL EXERCISES

A number of the topic areas of the Telecommunicator Certification Course have portions of the instruction which may be termed “practical exercises.” Practical exercises may be required as a part of performance testing or may be structured as a part of the curriculum for familiarization of skills rather than mandated testing.

A. Written Documents

Each practical exercise should be accompanied by a written scenario. This information can be part of the exercise, by having participating students write and execute the given scenarios. The instructor manual for the Telecommunicator Certification Course will contain specific instructions on how the exercise should be conducted and what is to be accomplished by the practical exercise. Individual score sheets should also be prepared to indicate a student’s completion. In mandated testing, the curriculum has designated forms. In other exercises, the record of participation and scores is left to the discretion of the School Director. In either case, these records are an important part of the course file and should be available for review by the Sheriffs’ Standards Division staff upon request.

B. Control and Management

Prior to the commencement of practical exercises, a formal briefing of the participants and an inspection of all equipment should be conducted. Prior to any practical exercise, the School Director should ensure that all participants are briefed on what to do during the practical exercises.

It is recommended that the School Director and all participating instructors carefully review all Instructor Notes that accompany the “Telecommunicator Training Practicum.” Particular attention should be given the Instructor Note number three within the “Telecommunicator Training Practicum.”

To ensure structure and consistency, role-players should be given instructions concerning the need to “stick with the script” and not to “ad lib” during the role-playing exercises. The tendency of role-players to escalate the intensity of the scenarios must be controlled by the School Director and participating instructors. Instructors involved in each exercise scene must be placed in complete control of the exercise scene and instructed to terminate any exercise when it appears to be out of control.

XI. COURSE DELIVERY

The delivery of the Telecommunicator Certification Course should be a planned sequence of activities which will lead to proficiency in student performance. The lesson plans for each topic are provided as a model outline for instruction with the goal to ensure achievement of the performance objectives by each student.

The sequencing of topics is an important phase of the course. The recommended order of presentation is based upon several factors, to include: facilitating student learning, the need to teach certain critical areas (e.g., legal topics) early in the course, and to space out “skills” areas to promote better learning and retention.

The Telecommunicator Certification Course shall consist of a minimum of 47 hours of instruction and shall include the following identified topic areas and minimum instructional hours for each area listed below:

(1)	Orientation	2 hours
(2)	Introductory Topics for the Telecommunicator	2 hours
(3)	Telecommunications Systems and Equipment	2 hours
(4)	Civil Liability for Telecommunicators	4 hours
(5)	Interpersonal Communications	4 hours
(6)	Overview of Emergency Services	9 hours
(7)	Communications Resources	2 hours
(8)	Call Reception, Prioritization, and Resource Allocation	6 hours
(9)	Broadcast Techniques, Rules and Procedures	6 hours
(10)	Telecommunicator Training Practicum	8 hours
(11)	State Comprehensive Examination	<u>2 hours</u>
	TOTAL	47 hours

Guidelines for delivery of each topic follow. These guidelines do not replace the instructor notes in the lesson plans, so ensure that instructors follow those notes when teaching.

Title: Orientation

1. The purpose of this time is to allow the coordinator or School Director to welcome students, acquaint them with course requirements, and review any administrative matters required.
2. Included in the Orientation section is a one-page document that the Sheriffs' Standards Division requires each student to read and sign. This form should remain at the delivery site as part of their official records. Refusal to sign does not constitute dismissal from the course.
3. Also outlined in this section are the rules and regulations mandated by the North Carolina Sheriffs' Education and Training Standards Commission. School Directors need to review this section in its entirety with students. The School Director must ensure that each provision is discussed thoroughly with the students and that students are given an opportunity to ask questions.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides

Title: Introductory Topics for the Telecommunicator

This block is intended to acquaint the participant with the importance of the position of telecommunicator in an emergency services center. It is also used to stress to those new to communications the importance of being able to identify the signs of stress and how to effectively cope with that stress. The participant will also go over the Telecommunicator's Code of Ethics; for some this will be a review and for others this exposure to ethics will be entirely new. Most telecommunicators fail to realize the importance that is actually attached to the duties they perform and how making judgment calls that can affect life and/or property qualifies them to be viewed as the competent professionals that they are.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides

Title: Telecommunications Systems and Equipment

This block is intended to introduce the participant to the basic equipment found in an emergency service communications center. Special care should be taken by the instructor not to make this block of instruction too hard for the students. They should come away with a better or a new understanding of the parts of the telecommunications system and what they are capable of. Attention should be drawn to the list of terms commonly associated with telecommunications equipment at the end of this section.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides

Title: Civil Liability for Telecommunicators

This block provides the participant with an understanding of civil liability as it pertains to the telecommunicator. At a minimum, the instructor should make sure to cover the cases contained in this block of instruction. The instructor manual will provide the cases, which can be copied and distributed to the students. The instructor must ensure that the cases are discussed during this block of instruction, to enhance the summaries of the cases provided within the student outline.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides
Handouts

Title: Interpersonal Communications

The intention of this block of instruction is to present to the participants the basics of communication skills. This block of instruction will expose participants to effective steps and techniques in giving feedback, improving their verbal communications and improving their listening skills. Participants will also be able to identify cultural issues which could hinder or help effective communication. There is a practical exercise that compliments the cultural awareness aspect of this lesson plan. Adequate time should be allotted to perform the “UP/DOWN Activity.” Only instructors will receive the “UP/DOWN Activity” to facilitate. See handout for instructions on conducting the practical exercise.

Materials/Training Aids Needed

LCD Projector
PowerPoint Slides
Flip Chart
Chalkboard or Dry Erase Board

Handouts

Title: Overview of Emergency Services

This block is intended to present a basic overview of law enforcement, fire, rescue, emergency medical services and emergency management operations and the telecommunicator's role in each of them. **This block of instruction is not intended as an Emergency Medical Dispatch course and should not be used as such.** Emergency Medical Dispatching is a program of specialized training under the auspices of the NC Office of Emergency Medical Services. Any communications agency that gives a caller medical instructions (i.e., childbirth procedures, CPR instructions, etc.) must be trained and certified to do so under the respective program. It is recommended that if time is available, representatives from a local fire department, law enforcement agency and EMS service provide vehicles and equipment for the students to familiarize themselves with. These agencies should be allowed to demonstrate their apparatus and associated equipment. It is important that participants be aware of the equipment and units in their operational jurisdictions.

Materials/Training Aids Needed:

LCD Projector
VCR/DVD/Monitor
Flip Chart
Chalk or Dry Erase Board
PowerPoint Slides
Audio Clip
Handout
CD Player and CD's

Title: Communications Resources

This block is intended to present to the telecommunicator a basic knowledge of available resource aids and how to use them. The purpose of exposing the participant to various resource texts is not to have him/her memorize the information in the texts, but that the participant develops an understanding of what information the resource contains. The instructor who teaches this block should be familiar with the resources:

- a) Current version of the *North American Emergency Response Guidebook*, US Department of Transportation, Research and Special Programs Administration.
- b) Current year North Carolina State map.
- c) A current telephone book.

The above resources should be supplied for use during the block of instruction and then retrieved for future use in other classes. In addition to the text, the instructor who teaches

this block should also have a working knowledge of maps and how to correctly read them, be familiar with telecommunicator techniques, and have some specialized training in how to respond to a hazardous materials incident. This block of instruction contains several exercises with prepared exercise sheets for each trainee to complete. These exercises will enable the instructor and the School Director ensure that adequate knowledge of the given area has been secured by the trainee. These exercise sheets are contained in the instructor and student manuals.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides
Handouts
Maps
North American Emergency Response Guidebook

Title: Call Reception and Prioritization

The intention of this block of instruction is to present to the participants the basics of proper resource allocation and priority dispatch procedures. This block of instruction requires the student to demonstrate, describe and discuss several areas covered in the outline. It is for this reason that it is strongly recommended that time be allocated for practical exercises as suggested in the lesson plan. This will give participants the chance to implement formats as they are discussed throughout the lesson plan. The handout entitled “The Americans with Disabilities Act: Access for 9-1-1 and Telephone Emergency Services” will assist the instructor that teaches this block of instruction. The handout should be referred to the students for their understanding of the importance of the TTY caller and their response to that caller. This handout, along with two other supplemental handouts, is an excellent source of reference information for the student and the instructor.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides
Handouts
CD player and CD's
2 TTY/TDD Machines

Title: Broadcast Techniques, Rules and Procedures

The intention of this block of instruction is to present the basic fundamentals and practices to be used over the radio. This block of instruction provides the participant with many procedures for correctly giving descriptions of persons and vehicles, use of the phonetic alphabet, use of military or 24 hour time and correctly pronouncing of numbers. It is for this reason that it is strongly recommended that time be allocated for practical exercises as suggested in the lesson plan. This will give participants the chance to implement formats as

they are discussed throughout the lesson plan. There are several handouts that complement the above mentioned procedures and they can also be a reference for the participant after the class has ended.

Materials/Training Aids Needed:

LCD Projector
PowerPoint Slides
Flip Chart
Handouts
CD Player and CD's
Radio Microphone
Portable Radios (at least two)

Title: Telecommunicator Training Practicum

The purpose of this block of instruction is to give the participant an opportunity to apply basic procedures and skills taught in this course by participating in exercises simulating the duties performed by telecommunicators in emergency service communications centers. This is to be achieved by allowing the trainees an opportunity to practice a variety of skills in one comprehensive simulation exercise. Each trainee is allotted approximately 30 minutes, with the entire class of sixteen completing the exercise over an eight-hour period. The lesson plans in this training curriculum provide the directions and standards of practice for the activities in this exercise. The trainee is required to complete the practicum, and an evaluator is required to document the trainee's activities and provide feedback. **Importantly, if the trainee fails to perform as described in the lesson materials, the instructor should document this on the practicum evaluation form and provide feedback as needed.** This training evaluation will become a part of the permanent training record for each class; however, the trainee should be provided with a copy of the evaluation form. The simulation equipment used is at the discretion of the instructor. Someone experienced in training telecommunicators should help plan the simulation exercises. The instructor notes for this block of instruction give several different simulation arrangements to assist the instructors in planning how the simulation will be played out.

Materials/Training Aids Needed:

Portable Radios
Base Station
Telephone and Console Related Equipment
Breakout Rooms
2 TTY/TDD Machines and Related Equipment
Handouts
Evaluation Instruments

XII. TELECOMMUNICATOR CERTIFICATION COURSE FORMS – The following forms can be found on the North Carolina Department of Justice website at

www.ncdoj.com.

1. Request for School Accreditation (F-7T)
2. Request for School Director Qualification
3. Request for Telecommunicator Instructor Certification (I-2-T)
4. Pre-Delivery Report (F-7A-T)
5. Criminal Justice Instructor Evaluation (F-16)
6. Post-Delivery Report (F-7B-T)
7. Student Course Completion Record (7-D-T)
8. Medical History Statement (F-1)
9. Medical Examination Report (F-2)
10. Instructions to Agency and Examiner for Completion of Medical Examination Report (F-2A)
11. Examination Results (F-7T)
12. Request for Re-Examination (F-7F-T)

Note: Once on the website, under the heading “Crime and Law Enforcement,” click on “Law Enforcement Training & Standards.” Click on “Sheriffs’ Education & Training Standards” located at the left side of the web page. Finally, click on “All Commission Forms & Publications” and scroll to the “Telecommunicator Certification Course Forms.” Click on the appropriate form.