

## MINUTES

### NORTH CAROLINA CRIMINAL JUSTICE EDUCATION AND TRAINING STANDARDS COMMISSION

#### EDUCATION AND TRAINING COMMITTEE

**August 13, 2020**

The Education and Training Committee of the North Carolina Criminal Justice Education and Training Standards Commission met in Room 1427 of the Public Safety Training Center, Wake Technical Community College, Raleigh, NC. Chair Stephanie Freeman called the meeting to order at 2:08 pm. Those in attendance were:

- \*Stephanie Freeman, Appointment by the Governor- Correctional Officer-OSDT
- \*Steve Johnson, Appointment by the General Assembly- Speaker of the House
- \*Lee Farnsworth, NC Law Enforcement Officers' Association
- \*Tracy McPherson, NC Community College System - Ex-Officio Member
- \*Randy Byrd, Appointment by the General Assembly – Speaker of the House
- \*Nathan Mizell, NC Law Enforcement Training Officers' Association
- \*Bob Schurmeier, Director of NC State Bureau of Investigation - Ex-Officio Member
- \*Jane Gilchrist, General Counsel, NC Department of Public Safety - Ex-Officio Member
- \*Glenn McNeill, Jr, NC Department of Public Safety; Colonel, NC State Highway Patrol

#### Visitors

Thomas Forrest, Pitt Community College  
Eddie Caldwell, NC Law Enforcement Officers Association  
Dr. Scott Ralls, Wake Technical Community College  
Dr. Anthony Caison, Wake Technical Community College  
Dale Robinson, Wake Technical Community College  
Tim Fuss, Cape Fear Community College

#### Staff

Steven Combs, NC Criminal Justice Standards Division  
Richard Squires, NC Criminal Justice Standards Division  
Michelle Schilling, NC Criminal Justice Standards Division  
Jason McIntyre, NC Criminal Justice Standards Division  
Brenda Rivera, NC Criminal Justice Standards Division  
Trevor Allen, NC Justice Academy  
Tony Losada, NC Justice Academy  
Jessica Cook, NC Justice Academy  
Terry Miller, NC Justice Academy  
Aaron Stevens, NC Justice Academy  
Jesse Kittrell, NC Justice Academy  
Alex Gazaway, NC Justice Academy  
Vicki Helms, NC Justice Academy

\*Committee Members

## **WELCOME**

Chairperson Stephanie Freeman welcomed members and guests. Special guests, President of Wake Technical Community College Scott Rawls and Vice President Anthony Caison were recognized.

## **ROLL CALL**

The roll was called, and a quorum was present. Commissioners Randy Byrd, Bob Schumeier, and Glenn McNeill Jr. attended the conference by teleconference. All votes were made via-roll call.

## **MINUTES**

Committee members reviewed the minutes from the February 20, 2020 meeting. There were no changes requested. Commissioner Lee Farnsworth **motioned** to accept the meeting minutes as approved, and Commissioner Nathan Mizell **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. agreed to approve the minutes.

**Motion carried.**

## **COMMISSION ACTION**

### **ADMINISTRATIVE CODE: PROPOSED RULE REVISION – SPECIALIZED AND GENERAL INSTRUCTOR TRAINING**

In conjunction with the North Carolina Justice Academy, Commissioner Steve Johnson requested several rule revisions related to the General Instructor and Specialized Instructor Training Courses to clarify the specific course requirements.

Commissioner Steve Johnson shared that the proposed request would place in each rule the actual classroom hours for student participation, while the remaining course hours are for the required activities that must be completed. All of the requirements will be listed in the course management guide. The time frame in which the courses are conducted with a full class would remain the same.

The request would require a rule change for the following rules:

- 12 NCAC 09B .0202 – Responsibilities of the School Director
- 12 NCAC 09B .0209 – Criminal Justice Instructor Training
- 12 NCAC 09B .0226 – Specialized Firearms Instructor Training
- 12 NCAC 09B .0227 – Specialized Driver Instructor Training
- 12 NCAC 09B .0232 – Specialized Subject Control Arrest Techniques Instructor Training
- 12 NCAC 09B .0233 – Specialized Physical Fitness Instructor Training
- 12 NCAC 09B .0417 – Specialized Explosive and Hazardous Material Instructor Training
- 12 NCAC 09G .0414 – Instructor Training

Commissioner Stephanie Freeman shared that a legal review was conducted on the proposed rule changes to determine if any legal issues exist. The Committee further discussed the possibility for a rule review in advance by the Rules Review Commission Counsel before all the

rules were addressed publicly next month in hopes of preventing obstacles that would keep the rules from moving forward.

Commissioner Jane Gilchrist suggested that administrative rules: 12 NCAC 09B .0209, 12 NCAC 09B .0227, 12 NCAC 09B .0232, and 12 NCAC 09B .0233 be revised to include the language, "the number of hours required to complete this portion of curriculum shall be based on the number of enrolled students, available facilities, and number of instructors."

Commissioner Stephanie Freeman stated that the administrative rule 12 NCAC 09B .0209 would be seen again because the Planning & Standards Committee had tabled sub-section (d), the online training blocks for General Instructor Training, and returned the rule to be re-addressed. Further discussions will be held at the November meeting, and there will be additional changes. Commissioner Steve Johnson shared that online training will be considered, which will affect the rules. He also stated that the Justice Academy is currently developing a course management guide that will include a checklist that would be mentioned in each rule.

Mrs. Jessica Cook shared that the new hours for the updated Instructor Training curriculum needs to be thirty-seven (37) hours which includes the class hours for lectures. Commissioner Steve Johnson requested that Mrs. Cook update the rule 12 NCAC 09B .0209 in its current format and correct any topic titles, hours, and email it to Commissioners Stephanie Freeman and Steve Johnson for review.

The Committee further discussed how the rules would impact the community colleges, what adjustments would need to be made, instructor contracts, and the responsibility of the School Directors in supporting the proposed changes. Commissioner Steve Johnson shared that the class would not change unless the student attendance was largely reduced. The size of a class would determine the number of student presentations, which affects the length of a class. Thomas Forrest shared his concern that the reduction of course hours will affect the delivery of the course, which impacts the staff that assists with the delivery and the FTE's the colleges receive.

Commissioner Steve Johnson proposed a **motion** to move forward with rule making as a commission action for rules 12 NCAC 09B .0202, 12 NCAC 09B .0209, 12 NCAC 09B .0226, 12 NCAC 09B .0227, 12 NCAC 09B .0232, 12 NCAC 09B .0233, 12 NCAC 09B .0417, and 12 NCAC 09B .0414. Commissioner Lee Farnsworth **seconded** the motion.

The Committee further discussed the development of a course management guide and whether it was needed for the proposed rules. Commissioner Jane Gilchrist suggested the rules to include language about a course management guide if other agencies are allowed and have requested to deliver the course. Trevor Allen shared that the purpose of the guide would ensure the course would be conducted according to the rule, but may not be necessary. The BLET and General Instructor Training programs only have a guide that's used as a reference.

Commissioner Stephanie Freeman suggested removing from the rules any reference to the course management guide if other colleges aren't allowed to deliver the program.

Commissioner Steve Johnson **motioned to rescind** the original proposed motion. Commissioner Lee Farnsworth **seconded the motion to rescind** Commissioner Johnson's previous proposed motion.

The Committee approved the request, and Commissioner Steve Johnson proposed a **motion** that the Commission authorize the Planning and Standards Committee to conduct a rule-making hearing to amend the requested rules as presented by removing any reference of the course management guide and to add the language to the Administrative Rule, **12 NCAC 09B.0209 – Criminal Justice Instructor Training** to state “the number of hours required to complete this portion of curriculum shall be based on the number of enrolled students, available facilities and number of instructors.”

Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

### **ADMINISTRATIVE CODE: PROPOSED RULE REVISION - DRUG DIVERSION INVESTIGATOR COURSE**

On behalf of the Criminal Justice Standards Division, Deputy Director Michelle Schilling requested a rule change to update the instructional hours of the Drug Diversion Investigator Course and to install a time frame in which the Drug Diversion Investigator and Drug Diversion Investigator Supervisor applications for certification purposes are submitted.

The request would require a rule change for the following rule:

- 12 NCAC 09B .0314 – Certification of Diversion Investigators and Supervisors.

Michelle Schilling shared that the SBI has completed three (3) Diversion Investigator programs and have updated their lesson plan based on the current and relative information they received from the Drug Enforcement Administration. The SBI Special Agent in charge requested a rule change to reduce the in-person training hours from twenty-four (24) to twenty (20) hours based on the updated lesson plan.

The diversion courses and state exam must be completed and passed before an individual can apply for certification as a Diversion Investigator or Supervisor. Once certified, an individual will have established access to the SBI’s database. Due to the extensive delays in the submission of applications, it has caused hardships for the SBI when hand-picking agencies for their program. Therefore, the SBI requested that the same language that is currently in the instructor rule, “within sixty days (60)” be applied for the submission of applications for certification. Any submissions after sixty (60) days, an individual would be required to retake the Diversion Investigator course before access is granted into the pharmacy database.

The Committee approved the request as presented; Commissioner Bob Schurmeier proposed a **motion** that the Commission authorize the Planning and Standards Committee to conduct a rule-making hearing to amend the rule, **12 NCAC 09B .0314 – Certification of Diversion Investigators** and Supervisors as follows:

- Change classroom hours from “24” to “20” in paragraph “(a).”
- Add a new paragraph “(b)” to read: “Applications for Diversion Investigator or Diversion Investigator Supervisor Certification shall be submitted to the Standards Division within 60 days of the date the applicant passed the State comprehensive

examination administered at the conclusion of the Commission- accredited diversion training program. Persons having completed the Commission-accredited diversion training course and not having submitted the application within 60 days of the date the applicant passed the State comprehensive examination shall complete a subsequent Commission-accredited diversion training course in its entirety.”

- Adjust remaining paragraph letters to reflect “(c) – (e).”

Commissioner Steve Johnson **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

### **ADMINISTRATIVE CODE: PROPOSED RULE REVISION – SOUTHWESTERN COMMUNITY COLLEGE REQUEST FOR SPECIALIZED INSTRUCTOR TRAINING**

On behalf of the representatives of Southwestern Community College, Deputy Director Michelle Schilling, Criminal Justice Standards Division, presented a request to authorize the delivery of the Specialized Instructor Training courses at their college. The request would require a rule change for the following rules:

- 12 NCAC 09B .0226 - Specialized Firearms Instructor Training
- 12NCAC 09B .0227 - Specialized Driver Instructor Training
- 12NCAC 09B .0232 - Specialized Subject Control Arrest Techniques Instructor Training
- 12NCAC 09B .0233 - Specialized Physical Fitness Instructor Training
- 12NCAC 09B .0417 - Specialized Explosives and Hazardous Materials Instructor Training Course

In June of 2020, the Criminal Justice Standards Division received a request for accreditation from Southwestern Community College to administer the Specialized Programs, which has initiated the request for a rule change. The school’s representatives were unable to attend the meeting due to conducting BLET testing; therefore, Michelle Schilling provided information on the school’s intent and the reasons for the request to administer the specialized courses. Southwestern Community College has no intention to compete with the Justice Academy in delivering these courses, but because the school is located at the western part of the state, the distance that agencies have to travel to the academy, the lack of funding for some agencies, and the hardship that agencies have when employees attend two (2) weeks of training; therefore the college request the ability to deliver the specialized courses. The school is fully staffed and prepared to meet the needs of its community by administering these courses. Michelle Schilling also shared that Pitt and Cape Fear Community Colleges have requested the same consideration for their agencies.

The Committee discussed several concerns with the proposed request and addressed specialty course statistics, regional certifications, the current rule’s authorization, the need for a course management guide, the previous rule request, separating current issues, as well as the results in a rule change. It was agreed that the specialty programs at the Justice Academy have been successful because of their consistency in administering the programs the same way each time, their maintenance of high standards for each instructional delivery, and using the same instructors when delivering the courses. The academy is dedicated to delivering, writing, and researching the courses and its material, which currently meets the needs of agencies statewide. The Committee agreed that until the academy is unable to meet the existing needs

of agencies, then allowing colleges to deliver specialty courses can be re-addressed and further researched to understand the demands and increased workload it would place on the commission staff.

Commissioner Steve Johnson **motioned** to deny the request that would allow other entities to administer the specialized instructor training courses until such time the NC Justice Academy is unable to meet their needs. Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

### **ADMINISTRATIVE CODE: PROPOSED RULE REVISION – SMI SUPERVISED FIELD PRACTICE**

On behalf of the Speed Measuring Instrument (SMI) Advisory Group, Terry Miller, NC Justice Academy, provided an update on the SMI Program response to the concerns that were expressed from the field from the 2018 and 2019 meetings. The advisory group made a few recommendations to the SMI Training curriculum, and the first request was for a rule change to reduce the SMI Supervised Field Practice hours from sixteen (16) to twelve (12).

The request would require a rule change for the following rule:

- 12 NCAC 09B .0409 – Satisfaction of Training – SMI Operators

The Speed Measurement Instrument Supervised Field Practice is sixteen (16) hours once students complete the basic operator class. Smaller departments have found it a hardship to complete the practice because it required an individual to ride along with the SMI candidate to receive the required hours. Smaller agencies have had two students to ride along, which has taken double the support and coverage away from work in answering calls. The Advisory Committee discussed the reduction of the course hours from sixteen (16) to twelve (12) hours to allow students to receive the training in operating the instruments properly and to complete the training within a couple of shifts.

The Committee approved the request as presented. Commissioner Nathan Mizell proposed a **motion** that the Commission authorize the Planning and Standards Committee to conduct a rule-making hearing to amend the rule, ***12 NCAC 09B .0409 – Satisfaction of Training – SMI Operators*** as follows:

- Change “16 hours” to “12 hours” in paragraphs “(a)(4)” and “(a)(5).”

Commissioner Steve Johnson **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

In addition to the hour change, there are attachments that would also need to be changed. The course manual and the SMI 15 course completion form would need to reflect the new hour change. If approved, the manual and forms would need time to change to become effective January 2021.

## **COMMITTEE ACTION**

The SMI Advisory Group also discussed allowing students the use of electronic devices on the Motor Skills testing days, which would affect the basic RADAR, LIDAR, and Time-Distance Operator classes, as well as the RADAR, LIDAR, and Time-Distance Instructor classes. In the past, students were only allowed to review note cards on testing days, and no electronic devices were ever allowed. The Committee proposed the change due to the advancements of technology, which would allow students to use electronic devices to study before they were tested in the classroom. This change would only affect the instructor initial form, which is a change the Justice Academy and CJ Standards would need to remove the language that mentions the electronic use.

The SMI Advisory Group recommended to the SMI Training curriculum the following recommendation:

- Allow the Use of Electronic Devices on Motor Skills Testing day: Change would be made on Instructor Initial forms, and added to SMI forms and any references in the SMI manuals, effective January 1, 2021.

Commissioner Steve Johnson **motioned** to approve the revisions; Commissioner Nathan Mizell **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

## **INFORMATIONAL ITEM**

- SMI Tuning Fork Testing - (No change recommended)
- SMI Instructor Instrument Sign Offs - (No Change recommended)
- Written Pre-Entrance Minimum Test Score for SMI Instructors – (No Change recommended)

The SMI Advisory Group also discussed the Tuning Fork Testing, Instrument Sign Offs, and the Written Pre-Entrance Test Scores. A recommendation was made by the SMI Advisory Group to leave the tuning fork testing procedure unchanged. The Advisory Group was concerned about moving the tuning fork testing to just the beginning and ending of each shift. They also reported that this could permit the issuance of several incorrect citations before and after the end of shift test. By using the tuning fork testing after each enforcement action, any discrepancy would be immediately caught after each enforcement action.

The Advisory Group also agreed that the SMI Instructor Sign-Offs were necessary on all speed measuring instruments, and there were logistical concerns that an instructor would limit themselves from using any available device if they had a choice to select which instrument they wanted to use to complete the sign-offs. Mr. Miller reported that this would cause a hardship if the instrument of that Instructor's choice was not available in the geographical area, and an alternate device had to be selected. He further explained that an Instructor who was certified on that device would be needed, and it would be difficult to locate and coordinate SMI Instructors from different parts of the state in these circumstances.

Mr. Terry Miller reported that the Advisory Group strongly recommended that the pre-entrance course standards should remain the same to maintain a higher standard of the students

entering the SMI Instructor courses. He also reported that the Commission had originally mandated that the pre-entrance written test score be at a minimum of ninety (90), and further explained that after researching the test scores from the previous three (3) years, that only five (5) or six (6) additional students would have been permitted into the course if the test score was reduced to eighty (80) or eighty (85), therefore the score should remain at ninety (90).

*The Committee took a break at 3:32 pm, and the meeting convened at 3:57 pm.*

## **COMMITTEE ACTION**

### **SCHOOL ACCREDITATION**

On behalf of the Criminal Justice Standards Division, Deputy Director Michelle Schilling recommended the accreditation of the following institutions for a period of five (5) years in accordance with 12 NCAC 09B .0200 and 12 NCAC 09C .0401 for the delivery of the Commission- Accredited courses:

- Accreditation
  - Stanly Community College – (BLET, SMI, Instructor Training)
  - Blue Ridge Community College – (Instructor Training)
  
- Re-Accreditation
  - Durham Technical Community College – (BLET, SMI, Instructor Training)
  - Raleigh Police Academy – (BLET, SMI)
  - Sandhills Community College – (BLET, SMI, Instructor Training)
  - Tri-County Community College – (BLET, Instructor Training)
  - NC State Highway Patrol Training Academy – (BLET, SMI, Driver IT)
  - Wake County Sheriff's Office Training Academy – (BLET)
  - Wake Technical Community College – (BLET, SMI, Instructor Training)
  
- Not seeking Re-Accreditation
  - Wake County Sheriff's Office Training Academy – (SMI)

Ms. Michelle Schilling shared that Wake Technical Community College, the State Highway Patrol, and Wake County Sheriff's Office have well served the Commission Program. These agencies are organized, have well-maintained records, and their School Directors are passionate about investing in the success of their students.

Commissioner Lee Farnsworth **motioned** to approve the accreditations and re-accreditations for the following schools. Commissioner Nathan Mizell **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

### **INSTRUCTOR TRAINING ADVISORY GROUP**

On behalf of the Instructor Training Advisory Group, Jessica Cook, NC Justice Academy, recommended major revisions and/or additions to the Instructor Training curriculum. The recommended revisions are:

- Orientation and Pre-Test: the major changes proposed are as follows:
  - a) An objective was added to explain the purpose of instructor evaluations.
  - b) The pre-test was updated and now includes 100 multiple choice questions as opposed to 69.
  - c) New training aids and updated practical exercises were added to aid in providing the student with an opportunity to feel more comfortable in the class with their peers and when speaking in front of a group.
  - d) The Easy as ABC practical was removed.
  - e) Objective content was updated and corrected as needed.
  
- Lesson Plan Development and Formatting: the major changes proposed are as follows:
  - a) The additions of seven new handouts and the updating of one handout. The handouts that were newly added/created and the handout that was updated are listed below.
    - (1) Explanation Template
    - (2) Articles and Prepositions
    - (3) Correct and Incorrect Headers and Sub-Headers
    - (4) Answer Key Correct and Incorrect Headers and Sub-Headers
    - (5) Construct a Class Evaluation Form
    - (6) Conflict Management Lesson Plan (updated)
    - (7) Ruler
  - b) New training aids were added to include a video and materials for a new practical exercise.
  - c) One new practical was added – Construct a Class. The Step-by-Step practical exercise was also updated and now includes instructions to assist all learning styles.
  - d) Supporting content under the objectives was updated.
  
- Adult Learning: the major changes proposed are as follows:
  - a) Some new training aids were added to this block.
  - b) The practical exercises that were already being used were updated.
  - c) A section was added on strategies for motivating students.
  
- Instructional Styles and Platform Skills: the major changes proposed are as follows:
  - a) Supporting content under the objectives was updated.
  - b) Three (3) handouts were updated, and six new handouts were added. They are as follows:
    - (1) Prepared Lesson Plan Presentation Evaluation Form (updated)
    - (2) Officer Awareness: Responding to Victims of Trauma Instructional Packet
    - (3) Followership: Being an Influential Employee Instructional Packet
    - (4) Physical and Mental Awareness: Building a Plan for Improvement Instructional Packet
    - (5) Continue to Make a Difference Instructional Packet
    - (6) Communication Strategies with the Deaf and Hard of Hearing Instructional packet

- (7) Shift Management Skills in the Telecommunications Center Instructional Packet
    - (8) 70-Minute Presentational Evaluation Form (updated)
    - (9) Presentation Evaluation Criteria (updated)
  - c) A few new sections were added:
    - (1) Facilitated Learning
    - (2) Using Think, Pair, Share
    - (3) Utilizing Student Recorders
    - (4) Utilizing the Think Time Technique When Asking Questions to Check Comprehension
    - (5) Utilizing the 3-2-1 Method of Summarizing After Each Section or After Each Presentation of Content Delivery
  - d) The practical exercises that were already present were updated and expanded to allow more time for student presentations and evaluation. These updated exercises combine student engagement, presentations, and problem-solving.
- The Evaluation Process of Learning: the major changes proposed are as follows:
- a) Four (4) new objectives were added. Along with supporting information for each.
    - (1) Given the different types of test questions, correctly select which questions would be classified as objective test questions and provide their benefits and limitations.
    - (2) Identify the two (2) types of subjective test questions and provide their benefits and limitations.
    - (3) Select which type of test question(s) would be the most appropriate to provide to the students based upon the desired learning outcomes.
    - (4) Using the information in the lesson plan you created, construct a test that encompasses a minimum of six (6) questions and a minimum of three (3) different types of test questions.
  - b) Four (4) new handouts were created:
    - (1) Instructor Training – Instructor Evaluations
    - (2) Pre-Test Example
    - (3) Post-Test Example
    - (4) Considerations for Each Question Type
  - c) Two (2) new problem-solving practical exercises were added. These exercises combine student engagement, presentations, and problem-solving.
    - (1) Questions Designed to Get Your Students Thinking Exercise
    - (2) Writing Your Tests Questions Practical
  - d) Supporting content for the objectives was also updated.
- Classroom Management: the major changes proposed are as follows:
- a) Supporting content for the objectives was updated.
  - b) One new objective was added.  
Explain, in your own words, the proper way to assist a student during training who experiences a stress reaction.
  - c) The following new practical exercises were added to assist students with problem-solving and presentation skill-building.
    - (1) Three Prompts Practical Exercise

- (2) On the Phone/Not Paying Attention Practical Exercise
  - (3) Sleeping Practical Exercise
  - (4) Talking Practical Exercise
  - (5) Argumentative Practical Exercise
  - (6) Late Arrival Practical Exercise
  - (7) Continuously Late Arrival Practical Exercise
  - (8) Clicking Pen Practical Exercise
  - d) A new section was added on scenario-based training and ways to incorporate this into training.
- Criminal Justice Instructional Leadership: the major changes proposed are as follows:
- a) Modified that the lesson plan can be taught in the classroom or online.
  - b) The following new objectives were created, along with supporting materials. Others listed below were modified.
    - (1) In your own words, define the term “leadership.”
    - (2) Identify and explain a minimum of three (3) of the five (5) character traits that should be displayed by an effective leader.
    - (3) List and describe at least three (3) styles of leadership.
    - (4) Name and describe the five (5) Levels of Leadership, according to John Maxwell.
    - (5) Explain the Pygmalion Effect and discuss its relevance to law enforcement leadership.
    - (6) Complete a personality self-assessment to determine your personality type and how this may affect your leadership style.
  - c) New handouts were created.
    - (1) Understanding the Personality Types and Leadership Qualities of Each
    - (2) Did You Exercise Empathy and Emotional Intelligence Today?
  - d) The supporting content of the objectives was updated.
  - e) A self-assessment practical exercise was added.
- Lesson Plan Preparation: Professional Resources: the major changes proposed are as follows:
- a) Modified that the lesson plan can be taught in the classroom or online.
  - b) The following objective was updated.  
Correctly cite at least three (3) bibliographical references using the current Turabian edition style of citing.
  - c) New training aids were added.
  - d) The following handouts were updated.
    - (1) Lesson Plan Preparation: Professional Resources Quick Reference Guide for References and Endnotes
    - (2) How to Obtain Permission
  - e) Supporting information under the objectives was updated.
  - f) Multiple new practical exercises were added:
    - (1) NC LIVE Demonstration
    - (2) ProQuest Criminal Justice Demonstration
    - (3) Basic Searching Practical Exercise

- (4) Plagiarism and Citing Practical Exercise
  - g) Examples of Statistical Reports were added to include the following.
    - (1) Juvenile Justice Statistical Reports
    - (2) Bureau of Justice Statistics
    - (3) Blue HELP
  - h) New information was provided on professional associations.
  - i) Additional examples of government sources were provided to include the following.
    - (1) National Institute of Justice
    - (2) The Office of Juvenile Justice Delinquency and Prevention
    - (3) Criminal Justice Information Network
- Instructional Systems Design: the major changes proposed are as follows:
- a) The following handouts were updated and/or newly created:
    - (1) Final Report on the Job Task Analysis of Entry-Level Law Enforcement in the State of North Carolina
    - (2) ISD Phases
    - (3) Measurable Verbs
    - (4) 70-Minute Lesson Plan Evaluation
    - (5) 70-Minute Presentation Evaluation
    - (6) Instructional Objectives Test
    - (7) Instructional Objectives Answer Key
    - (8) Action, Condition, and Standard Exercise
    - (9) Action, Condition, and Standard Answer Key
  - b) The following is a list of the problem-solving practical exercises that were updated and/or newly created for this block.
    - (1) Job Task Analysis of Entry-Level Law Enforcement in the State of North Carolina Exercise
    - (2) Lesson Purpose Development Exercise
    - (3) Lesson Plan Title Exercise
    - (4) Action, Condition, and Standard Exercise
    - (5) Instructional Objectives Test Exercise
    - (6) Writing Your Training Objectives Practical
- Student Performance: the major changes proposed are as follows:
- a) The following handouts were updated.
    - (1) 1st 35-Minute Presentation Evaluation Form
    - (2) 2nd 35-Minute Presentation Evaluation Form
    - (3) Final 70-Minute Presentation Evaluation Form
    - (4) Final Lesson Plan Evaluation Form
  - b) The training objectives were updated as follows:
    - (1) Present the first half of their lesson plan, meeting the performance standards set by the Instructor Training course, with peer and instructor critiques.
    - (2) Present the second half of their lesson plan, meeting the performance standards set by the Instructor Training course, with peer and instructor critiques.
    - (3) Provide a copy of the written lesson plan for instructor review during the first half and second half presentations.

- (4) Demonstrate the ability to write and present a lesson plan that equates to a 70-minute presentation, meeting the criteria established in the Instructor Training course.
- c) The following student presentation practical exercises were updated:
  - (1) First Half Presentation Exercise
  - (2) Second Half Presentation Exercise
  - (3) Final Presentation Exercise
  - (4) Final Lesson Plan Exercise
- Course Closing: the major changes proposed are as follows:
  - a) The following objectives were added and/or updated:
    - (1) Take a post-test that reviews some of the course materials covered during the Instructor Training program.
    - (2) Correctly, name the criteria that must be met, at a minimum, to maintain a General Instructor Certification.
    - (3) Participate in a group review using one of the review methods, as discussed in the Evaluation Process of Learning Instructor Training program lesson plan.
  - b) The following handouts were added and/or updated.
    - (1) Program Evaluation Form
    - (2) Post-Test
    - (3) Post-Test Answer Key
    - (4) Blank Bubble Sheets
    - (5) State Exam Locations
  - c) New training aids were added.
  - d) The following practical exercises were created and/or updated.
    - (1) Program Evaluations
    - (2) Post-Test Exercise
    - (3) Group Review Practical Exercise
  - e) Supporting information under the objectives was updated.

The remaining proposed recommendations to the Instructor Training program will finally complete the remaining revisions to the lesson plans.

Commissioner Steve Johnson **motioned** to approve the requested changes; Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

### **SPEED MEASURING INSTRUMENT (SMI) ADVISORY GROUP**

On behalf of the SMI Advisory Group, SMI Program Administrator Jason McIntyre, Criminal Justice Standards Division, presented information on two units that were evaluated and asked to be added into the North Carolina Approved List of Speed Measuring Instruments as published in Appendix A of the Supplement for the Speed Measuring Instrument Training Courses. These speed measuring instruments were submitted for review during the 2019-2020 evaluation cycle conducted between September 2019 and March 2020. Based on the evaluation and consideration of these instruments, the SMI Advisory Group recommended the following:

- Denial of the Laser Technology Inc., True Speed SXB LIDAR
- Denial of the Kustom Signals Inc., Eagle 3 RADAR

The SMI Advisory Group evaluated the two units, and in June, a teleconference was held to vote on whether both instruments met the requirements for approval. The two units were distributed to various members and agencies across North Carolina for field testing on the operators use, the technologies they possessed, and how it would apply, as well as testing each units daily operation as used, its endurance, and its operation in patrol vehicles and various situations. Feedback was received, and comments were made on both units, which they both possessed technology that not approved for use in North Carolina according to Appendix A, Section 4, of the Supplement for SMI Training (Approved for Use List). Mr. McIntyre reported that Appendix A lists a series of modes/features/technology that are not permissible for use in North Carolina and may not have any indication of such feature displayed on the faceplate or remote, as of January 1, 2006. One of those features listed in Appendix A that shall not be used in North Carolina is Bluetooth Technology. During this evaluation period, the Advisory Group members identified how both units possessed the forbidden feature, which disqualified them for consideration; therefore, they recommended that both devices be denied approval until the manufacturer corrected the technology issue on the devices. At the next SMI meeting, a representative will meet with the Advisory Group to further discuss the technology issue, and at that time, the units can be resubmitted by the manufacture for approval.

Commissioner Nathan Mizell **motioned** to accept the recommendation to deny the speed measuring instruments. Commissioner Steve Johnson **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

## **INFORMATIONAL ITEMS**

### **BLET Revision Project Update (Job Task Analysis)**

On behalf of the NC Justice Academy, Alex Gazaway briefed the Committee on the status of the ongoing BLET Revision Project pursuant to the Job Task Analysis. The project has moved forward as planned with seven lesson plans that are currently in a legal review for attorney agreement and to ensure that the content and references are credible. The plans will enter the second review stage after the legal review is completed. The Driving curriculum will be submitted for legal review next week, and the Criminal Investigations curriculum will be combined to create an increased block of instruction from thirty-four (34) hours to a seventy (70) to eighty (80) hour block of instruction. The curriculum will include lessons on victims, criminal court, and communication systems that will be combined into one lesson to enhance the delivery process.

### **MIST Executive Track Update**

On behalf of the Criminal Justice Standards Division, Director Steven Combs provided an update to the Committee on a previous request that was made by Police Chief David Donaldson with the University of North Carolina at Wilmington. A request was made at the May 2020 meeting regarding the Executive Track for Mandatory In-Service Training, and the Committee requested further research and contact be made with Chief Hollingsed, the Executive Director of the North Carolina Association of Chiefs of Police. Director Combs advised that discussions

were made with Chief Hollingsed, and more information will be provided at the meeting in November.

### **Virtual Learning Workgroup Activities Update**

Committee Chair Stephanie Freeman provided an update on the Virtual Learning Working Group activities that explored the possibility of remote learning options for the BLET Program. The Committee agreed that further discussions would continue within the Virtual Learning Work Group.

A rule change was presented in May 2020 that would affect delivery sites' ability to offer virtual training in the Basic Law Enforcement Training Program, and the issue was tabled. An advisory group was formed that consisted of Commissioners Stephanie Freeman, Coronel Glenn McNeil Jr, Tracy McPherson, Nathan Mizell, Steve Johnson, and staff from the CJ Standards and the Justice Academy. The advisory group met to further discuss the training issue and have since conducted a survey that was sent to School Directors to determine the impact that COVID had on the BLET program, what modifications were made to training, and the feedback that was received. The most recent survey submitted was to police chiefs and sheriffs to gauge the support of the law enforcement community in any potential virtual training related to the BLET program. The survey will close on Wednesday, August 29<sup>th</sup>, and the next advisory group meeting will be a virtual meeting held on Thursday, August 30<sup>th</sup>, to further discuss the survey's findings.

Commissioner Stephanie Freeman shared that the School Directors survey provided feedback on what colleges had to do during COVID; whether they suspend training temporarily, continued their teaching, or had to find ways to adapt. The survey responses showed that twenty-nine (29) responded to specific impacts that COVID had on their program; four (4) had one or more students drop out of BLET due to COVID; three (3) said one or more enrolled in the upcoming class had dropped out; twelve (12) said one or more instructors that were assigned to teach were no longer available; nine (9) said overall instructor availability was impacted, and fourteen (14) commented that classroom practical exercise space availability was impacted.

On behalf of the NC College Systems, Commissioner Tracy McPherson read a statement from the Senior Vice-President - Chief Academic Officer, Dr. Kimberly Gold. The college shared the impact they had in dealing with COVID-19, which affected all aspects of life, including the daily operations of their fifty-eight (58) community colleges. Adjustments were made by the colleges to ensure classroom training continued while implementations were made to establish health and safety precautions. The colleges also recognized that new protocols and options should be established in using the available technology to support virtual training during a long-term emergency to help continue the college's critical operations. A request was made for certain selected BLET topics to be allowed in virtual instruction for all community colleges beginning the Fall of 2020 and that all the necessary quality and security criteria and requirements would be met and approved by the Committee. The Community College System supports the efforts for virtual training and will assist in finding a solution for the technology-assisted instruction in the BLET program.

Commissioner Tracy McPherson further shared that a Plan B should be established for a Virtual BLET that is specific to COVID19, one that is similar to how the SHP conducted the training allowed by the Commission. She suggested consideration be made to further discuss the integration of technology due to COVID, the opportunities for virtual training, and how to define it, as well as what the specific needs that colleges have. The request for virtual training would

be for all delivery sites to have that ability, even though not every entity would be prepared to implement virtual training. She also shared that as Commissioners, the Committee must ensure there is a solid process in place for staff to vet applications and for entities to establish and determine what platform would be used. That all entities would benefit from an alternate Plan B, and Wake Tech is prepared to implement virtual training. As for piloting a program, there are specific perimeters that must be clarified and established under a certain criteria to distinguish between a COVID response or a pilot program. The role of the community college as the delivery agency is to implement what the industry (LEA community, Commissioner, hiring entities) request.

Commissioner McPherson respectfully asked that consideration be made for a Plan B for virtual training in the BLET courses that are currently starting this Fall 2020 due to the continuing pandemic and its impacts. That all state's BLET delivery sites be allowed access to the option, with the assumption that they have met all of the necessary quality and security criteria and that they can fulfill any application, vetting, and monitoring requirements that are deemed appropriate by the Committee. The college system offers their assistance if needed to support these efforts and will be glad to assist in evaluating virtual training platforms and the best practices for instruction. They look forward to working with the Committee to support the important BLET programs through a virtual training program and other solutions that the Committee identifies.

Dr. Scott Rawls, Wake Technical Community College's President, requested that the college be allowed to pilot a well-defined and adjusted program that's fitted around COVID with certain structural modules that are offered in a virtual sequenced environment that's synchronous for students that's similar to the SHP's training program. The request would only be considered when a need arises, whether during an epidemic or emergency that would allow the college to move a module and provide online training in a given situation. Wake Technical Community College has experience with moving courses online, and because they are ranked number one with online training in the country, they are the only ones ranked in the Career Category in Education. President Rawls also shared that every instructor at Wake Tech completes a rigorous certification process before instructing any form of online education and that every course is on the LMS that is synchronous with Microsoft Teams has safety and security aspects. The college's priority for the upcoming semester is to allow every student to move forward meeting their goal without hindrances caused by the pandemic and to ensure that everyone is safe by providing safety measures. He requested that the school has the flexibility to adapt in certain circumstances while maintaining the integrity of the program.

Director Steven Comb's memo to the Executive Committee was shared that explained the basis of the SHP's request for a virtual BLET online training program. The topics were previously identified, and detailed information was provided on how the SHP implemented their virtual modeled program.

Commissioner Stephanie Freeman shared that at the last working group meeting several members supported a pilot program. The working group discussed a pilot program, the parameters it would need, how to clearly define the program, what is synchronous and online training, as well as what resources are available system-wide from a college and CJ Standards perspective to enable virtual training.

Ms. Michelle Schilling shared that she is prepared to assist Wake Technical Community College if the Committee would approve a pilot program. She had the opportunity to observe 95% of the SHP's virtual training program that was approved by the Commission. Their success was

based on the exceptional job in selecting their instructors who knew how to keep students engaged, because not all instructors have the skill and can teach in a virtual format. They were also successful with the conduct of the class, and the test results revealed the students grasped the knowledge that was taught.

Commissioner Eddie Caldwell reminded the Committee about the unique circumstance that allowed the exception for the SHP to administer a virtual BLET program. Due to their residential program that was currently in the middle of a new BLET program, the cadets were not allowed to continue to stay in the dorms because of COVID. An exception was made to solve the issue with their residential program and to continue training during the issuance of COVID regulations based on the order from the Governor. He emphasized that the SHP was also fortunate that their cadets could appear at a district office to complete the remaining program virtually, while a supervisor was present to observe the class. Commissioner Caldwell further shared that based on COVID, many changes had to be made, and there will be additional adjustments to come. He encouraged everyone to stay focused and to remember the importance of student interaction in the BLET program, which is an essential skill for a law enforcement officer. He discourages in removing that aspect from the BLET program because it will inhibit individuals from working and dealing with others. Chiefs and Sheriffs shared their complaints about students spending vast amounts of time on their phones and computers and less time interacting and dealing with others. It is an important part of BLET to develop social skills, and the Committee should not lose sight of that.

Commissioner Caldwell further shared that agencies want help, but they also want the quality of training to be maintained and for it not to be diminished in any way. He further encouraged the Committee to ensure that the quality of training is maintained and suggested that consideration be made to the reliable information from the other BLET classes statewide, and the adjustments that have been made to assist the Committee in making a decision.

Ms. Michelle Schilling shared that when COVID began, there were over sixty (60) BLET programs in progress and that only half-closed, while the remaining schools continued with the training. The other schools resumed training and finished testing and are now preparing for the fall courses. She also shared that School Directors have learned to adapt and have done an amazing job. They have requested her to share their information with the other School Directors on how to approach SCAT training and Defensive Tactics. Information on handcuffing, SCAT, and PT has been shared and the appropriate safety measure they have adapted in order to continue their training.

Director Trevor Allen reminded the Committee that the BLET program is currently being revised and that he supports meeting the needs of agencies as they arise. He agreed that there are several positive factors in supporting virtual training; however, the BLET program will possibly be up to seven hundred (700) hours when its completed, and he suggested that if Wake Technical Community College wanted to assist with piloting the first version of the program to include more videos that would help determine the feasibility of a virtual format, instead of redoing the current curriculum. Director Allen also shared the current BLET topics that were previously selected for virtual training that totaled one hundred and fourteen (114) hours could increase, as well as the topic titles be changed in the new version. He further advised the Committee that the new material for the BLET program is expected to be released early 2022, and he questioned the overall benefit of piloting a program and wondered if they should wait for the revisions in the BLET project to be completed.

Mr. Thomas Forrest reported how Pitt Community College conducted training during the COVID epidemic and that an alternate plan should be established if COVID continues. That if virtual training was an opportunity, it would be the last resort the college would use before any other format was used in their classroom. He shared that the college is responsible for the success of each student, and he is not willing to take a chance with Pitt's reputation if there was another choice; he is assured that Wake Tech would possibly agree.

Commissioner Nathan Mizell suggested that possibly the Executive Order was a solution for the two (2) week rule, but whether the issue can be resolved with language in the code to allow a pause to be approved by the Director upon a School Directors petition under a certain circumstance to alleviate the code issue once the executive order is rescinded at some point. It would possibly give the option without going against the language in the code.

Committee members further discussed how to define the parameters of virtual, online, web-based, distant learning, and synchronous training, as well as piloting a program. They strongly believe that security measures should be in place to protect the online material when technology like Zoom or TEAMS is used. Additional concerns were shared whether agencies had an in-house system to ensure security measures and if bandwidth would be an issue for colleges? The Committee was asked to consider the possible occurrences after the pandemic, the effect of any decision, and if standardization can be met for all colleges without any hindrances. They were also cautioned to consider the new BLET program that would have more hands-on and interactive training for students that will help to develop their communication skills.

Commissioner Stephanie Freeman advised that the working group could address these issues at their next meeting and smaller issues regarding the type of platform use, the perimeters and the guidelines to follow, and how things are to be defined, as well as the impact that COVID has had on the schools progress, the delays with BLET, hiring issues, and piloting a program.

She suggested that the Committee could either refer the issue to the Executive Committee and allow the full Commission to vote on the feasibility of a pilot offer tomorrow, or address the issues at the next working group meeting that is next week. The separate issues to address are Wake Technical Community College's request, defining virtual training, and the Commission's direction.

Commissioner Steve Johnson **motioned** to remand the issue to the Executive Committee for consideration and to move forward based on their recommendation. Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Nathan Mizell, Jane Gilchrist, and Glenn McNeil Jr. all agreed. **Motion carried.**

The Committee requested a written plan for Wake Technical Community College that will identify where students would be. Commissioner Nathan Mizell asked that the plan to include how the school will maintain the integrity of the location of each student, how security measures will be maintained for each class and how they will ensure that the course content and material will not be exposed to outside individuals. He stated that their request would only be used in an emergency, an event as a result in a positive case of COVID and not that was tested with COVID and not any other time.

Commissioner Stephanie Freeman thanked everyone and shared a lot has to be considered moving forward, and that further discussions will be made on the ability to pilot the addition of virtual learning in the BLET program.

**ADDITIONAL BUSINESS:**

Commissioner Lee Farnsworth shared that the seat of Chairman for the Committee will be open tomorrow, and he intends to nominate the current chair. Commissioner Stephanie Freeman shared that she agreed to serve going forward and supports everyone's vote. Commissioner Steve Johnson shared that he intended to second that motion. Commissioner Stephanie Freeman shared that she appreciates the support and enjoys serving the Committee as it goes forward.

Commissioner Steve Johnson **motioned** to adjourn; Commissioner Nathan Mizell **seconded** the motion. Commissioner Stephanie Freeman, Steve Johnson, Lee Farnsworth, Tracy McPherson, Nathan Mizell, Jane Gilchrist, and Glenn McNeil Jr. all agreed.

The meeting adjourned at 5:35 pm.