

Vermont Department of Corrections Training Academy



– Basic Academy Training –

Credit Recommendation Report

February 2007



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INTRODUCTION

About Excelsior College

History

Excelsior College (www.excelsior.edu) is a private, non-profit institution based in Albany, New York. Established by the New York State Board of Regents in 1971, it is the only institution in the country offering degree programs based exclusively on outcomes-based assessment of learning. Recognizing that college-level knowledge can be obtained in many ways, Excelsior provides access to many different avenues for earning college credit, focusing on what students know, rather than on where or how they learned it. Undergraduate credits are earned through a variety of accredited sources, including traditional classroom courses, for-credit exams, distance learning and online courses, and military and corporate training. The college's graduate programs are offered entirely online through coursework designed by and delivered by our faculty. Through these means, the college makes Associate's, Bachelor's and Master's degrees more accessible to busy, working adults.

In 1971, the New York State Board of Regents founded Regents College (now known as Excelsior College) as its external degree program. From 1971 until 1998, Regents College operated as a program of the Board of Regents (which also served as its board of trustees) and under the authority of The University of the State of New York by which degrees and diplomas were awarded during that period. In 1998, the Board of Regents granted the College a charter to operate as a private, independent institution and on January 1, 2001, Regents College changed its name to Excelsior College. As are all colleges in the State of New York, Excelsior College is a member of the University of the State of New York. Today, an independent board of trustees governs Excelsior College. The Board is comprised of prominent individuals in the fields of education, business and other professions from across the United States

To meet faculty-determined degree criteria, students can use credit earned from a variety of sources including those earned at other accredited colleges and universities, by taking recognized college-level proficiency examinations such as Excelsior College Examinations and CLEP, ACE-approved military training, academy training from ACE, National PONSI, or Excelsior College-evaluated programs and by using certain recognized training obtained in corporate training programs or training obtained while serving in the U.S. military that has been evaluated as college-level equivalent.

Accreditation

Excelsior College (and under its former name, Regents College) has been continuously accredited since 1977 by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 9104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

About the CJTA Project

In April of 2002, Excelsior College submitted a grant application to the United States Department of Justice (Office of Justice Programs - Bureau of Justice Assistance) requesting funds for the "Evaluation of Law Enforcement Training for Academic Credit Project." The grant request was approved in July of 2002, and the Criminal Justice Training Assessment (CJTA) project (cjta@excelsior.edu) was created.

The Goals of Criminal Justice Training Assessment

- To enhance law enforcement and corrections professionals' ability to obtain college degrees
- To establish a process/program to evaluate criminal justice training academies and agencies across the country for meaningful academic credit
- Provide each evaluated training academy and agency with a report that includes a meaningful degree plan for their graduates

Personnel Involved

The Criminal Justice Training Assessment Advisory Committee

The advisory committee is national in scope and its members represent various professional organizations throughout the criminal justice system, and include leaders in both the professional and academic fields.

Members of the committee:

- **W. Garrett Capune, DCrim**; Director, Center for Administration of Justice, University of Southern California, Los Angeles, CA
- **Sutham Cheurprakobkit, PhD**; Associate Professor, Criminal Justice Program, Kennesaw State University, Kennesaw, GA
- **Reuben M. Greenburg, MPA, MCP**; Chief, Charleston Police Department, Charleston, SC
- **Gene W. Hoekwater, MPA**; Captain, Michigan State Police Academy, Lansing, MI
- **John J. Maloy, MS**; Superintendent (retired), New York State Corrections Academy, Albany, NY
- **Sidney J. Rice, MA**; Assistant Professor of Criminal Justice, California State University, Hayward, CA
- **William W. Sondervan, PhD**; Director of Professional Development, American Correctional Association, Lanham, MD
- **Jeanne B. Stinchcomb, PhD**; Associate Professor and Coordinator - Master of Justice Policy and Management Program, Florida Atlantic University, Fort Lauderdale, FL
- **Rene Trujillo, PhD**; Executive Director, South Bay Regional Public Safety Training Consortium, Bakersfield, CA

Tasks performed by the committee:

- Advise Criminal Justice Training Assessment on matters related to the needs of criminal justice trainers and educators, as well as the needs of participants of such training and education.
- Review and provide comments on CJTA's goals, objectives, and strategies.
- Select a reasonable number of issues and activities among CJTA's strategies for Advisory Committee concentration.
- Enhance CJTA's knowledge about how the professions of law enforcement and corrections are affected by the implementation of the training assessments and dissemination of degree plan information.
- Provide recommendations concerning transition of the project into a permanent assessment unit performing continuous assessments and related activities on a national scale.

Criminal Justice Training Assessment Consultants

Each assessment team includes four individuals. Each of these individuals has no direct connection to the training to be assessed and each assessment consultant is used, generally, for one to three assessments. The first individual possesses a doctorate and is a faculty member in criminal justice from a college or university that grants baccalaureate degrees in the field. The second individual possesses at least a master's degree and is a faculty member in criminal justice from a community college that grants associate degrees in the field. The third individual possesses at least a master's degree and has professional experience in the area of training to be evaluated (law enforcement or corrections). The fourth individual is a staff person from Criminal Justice Training Assessment, who has a master's degree in criminal justice.

Criminal Justice Training Assessment Staff

At this time, the Criminal Justice Training Assessment staff consists of two individuals:

- ❖ Jack Greene, Project Director – (518) 464-8669, jgreene@excelsior.edu
- ❖ Eric Schultz, Senior Assessment Coordinator – (518) 464-8609, eschultz@excelsior.edu

ASSESSMENT CRITERIA AND CREDIT GUIDELINES

Assessment Focus

Certain points of focus were used to inform the judgment and recommendations of the team members. These included:

- Subject matter – must be of college level quality and breadth
- Lesson plan and materials – must be of sufficient detail to ensure learning objectives are well met
- Course Duration – course must be of sufficient time to cover material properly
- Qualifications of instructors – must meet minimal requirements to lead instruction
- Learning techniques – methods must be appropriate to subject and objectives
- Examination materials – must correlate to learning techniques and objectives

Assessment Criteria

To facilitate an efficient review of the training curriculum, the assessment team looked for the following:

- A master list of all courses to be assessed which would include the full name or title, and the hours of classroom instruction vs. practical application exercises.
- For each course of instruction, the following materials were considered by the assessment team:
 - Minimum qualifications for instructor(s) of each subject. These include related certification or other official recognition within the field, related training, related experience (length and type of such experience), and educational achievements
 - A **lesson plan** for the course. Each lesson plan should have include:
 - ❑ Course objectives
 - ❑ A breakdown of hours devoted to classroom presentation(s) (including lecture), role-play exercises, scenarios and/or practical application exercises (such as shooting or defensive tactics)
 - ❑ Detailed descriptions of non-lecture activities. These include role-play exercises, scenarios and/or practical learning exercises (such as defensive tactics and firearms techniques)
 - A record of *substantial* changes to the course of instruction and/or lesson plan. This would include
 - ❑ Date(s) of change(s)
 - ❑ Reason(s) for change(s)
 - ❑ Authority for change(s)
 - ❑ Source(s) of change(s)
 - ❑ Any official recognition of certification of the plan (such as that developed by American Red Cross, etc.)

Criminal Justice Training Assessment Credit Recommendation Report

- Name(s) and qualifications of individual(s) that have developed the lesson plan, which would include related certification or other official recognition in the field, related training, related experience (length and type of such experience) and any educational achievements
- Instructional materials, which include outlines, PowerPoint presentations, handouts, booklets, video recordings of, and/or for, instruction, and/or any other audio-visual materials
- Examination materials. These would include any pre-examination, if used, any post-examination, which must be used, specific, detailed descriptions of practical examinations, if used, and blank example of exams with grading standards

Levels of Credit

Assessed courses will potentially receive collegiate level semester credit hour recommendations* in the following categories:

- Lower Division (Associate and Baccalaureate)
- Upper Division (Baccalaureate)
- Graduate

Lower Division Credit - Associate/Baccalaureate Level

- Coursework normally found in the first or second year of Baccalaureate degree study
- Coursework normally found in an Associate degree (of Arts, Applied Science, and Science)
- The emphasis being basic principles with broad application

Upper Division Credit - Baccalaureate Level

- Coursework normally found in the third or fourth year of baccalaureate degree study
- Coursework that is of a theoretical or analytical nature beyond the introductory level
- The emphasis being specialization and builds upon significant prior knowledge in the discipline

Graduate Credit

- Coursework that involves original research, critical analysis, and application of knowledge.

It is expected that in most cases:

- Basic Training courses provide an equivalent lower division level of instruction
- Supervisory courses could be assessed as upper-division credit and assist in obtaining baccalaureate degrees
- Management courses *may* contain both upper-division and graduate coursework
- Executive courses *could* be assessed as graduate credit

*Only courses and programs that are conducted with official approval and control of the training organization will be reviewed. These courses must be “formal” and not consist *solely* of on-the-job training and/or job experience.

Use of Credits

Credit recommendations made by assessment teams can be used by:

- A college or university
- Excelsior College’s “Credit Bank”
- Excelsior College’s Bachelor of Science in Criminal Justice or other Excelsior degree

Colleges and Universities

In many cases, educational institutions “attached” to training providers carry credits that are only accepted in block format, and are useful only at that institution. The advantages to Excelsior College’s credit recommendations are that credit will be assigned on an individual course basis and one does not have to enroll at Excelsior to transfer the course credits to an institution. Acceptance of academic credit in transfer from an academy or another college is always at the discretion of the receiving institution.

Credit Bank

This service was designed for non-Excelsior College students who want to consolidate their academic records for employment or educational purposes. It enables a student to record and report accumulated college credit from numerous and/or various sources onto a single document. Having all college credits on a single Excelsior College transcript – with scores on most proficiency examinations taken on or after September 1, 1995, converted to letter grades – means fewer documents to handle and file. A Credit Bank transcript also makes it easier for employers or other colleges to recognize the credit you have already earned. Upon request, all credits recommended by Criminal Justice Training Assessment will be available through Credit Bank on an Excelsior College transcript.

CJTA/Excelsior College Credit Bank Service

Beginning January 1st, 2005, graduates of all training academies that have been assessed by the CJTA project can have their training transcribed through Excelsior College's new CJTA Credit Bank Service for \$50. This enables your officers to record and report assessed training on a single college transcript, simplifying the transfer of these credits into other programs.

For more information and to download an application, please see our website at www.excelsior.edu/cjta, or contact us directly -- 518-464-8572 or cjta@excelsior.edu.

Excelsior College’s Bachelor of Science in Criminal Justice

A major in Criminal Justice incorporates the theories, history, and legal and ethical issues typically covered in the study of crime and criminal justice. Because a number of perspectives and related disciplines exist within the field of criminal justice, one is encouraged to develop depth, breadth, and understanding in one of four areas of emphasis:

- Administration of Criminal Justice
- Corrections
- Homeland Security
- Law Enforcement and Public Safety
- Law and Society

Credits from Criminal Justice Training Assessment may be used for other degrees offered by Excelsior College.

How to Utilize Your Credit Recommendations

As with any transfer of credit from one educational institution to another, the graduate of your program (student) must appeal to the Registrar or the Administration of the institution they wish to transfer the credits into. This process involves the student approaching that institution with:

- A copy of your agency's "Site Visit Report" and "Course Descriptions" (obtained directly from you or from our website www.excelsior.edu/cjta under "Directory of CJTA Credit Recommendations")
- A Training Confirmation Letter from your training academy/agency (in a sealed envelope) detailing their training accomplishments (see Example).

It is important to note that acceptance of academic credit in transfer from any academy, college, or university is always at the discretion of the receiving institution.

It is not necessary for you or your training staff to pre-generate a Training Confirmation Letter for all of your graduates, or to send copies of those letters to Excelsior College or any other institution ahead of time. The letter is necessary only when a graduate of your training needs to show proof during the appeals process that they completed their training.

That's it! With those documents in hand, individuals can appeal to any college or university across the country to have their training assessment reviewed for transfer into the program of their choice.

Training Confirmation Letter from Training Provider – Example

-Official Training Provider Letterhead-

Nashua City Police Training Academy
834 S. Berry Road * Nashua City, MI 48817 * (615) 555-1253

January 26, 2005

ABC University
Records Office
123 University Drive
Springfield, NY 15555-5555

-Recipient Address-
All letters must be addressed directly to Registrar or Records office of the institution of choice.

To Whom It May Concern:

This letter is to serve as official notification of completion of our assessed training programs by the student listed below.

Student Name: Jane Sigmund
Student DOB: 07/14/1976
Student SSN: 323-65-3452

-Graduate's Identifiers-
Graduate's name, Date of birth, and Social Security Number

-Agency Identifiers-
Name, address, and contact information of training provider

Name of Program: Basic Academy
Date of Completion: March 24, 2000

-Program Identifiers-
Name and date of completion for each successfully completed

Name of Program: Supervisory Training
Date of Completion: April 2, 2004

Sincerely,

Bob Sylvan

Bob Sylvan
Training Director
Nashua City Police Academy
834 S. Berry Road
Nashua, MI 48817
615-555-0989

-Designee Signature-
Official signature of Training Director or appropriate personnel, verifying graduate's training record

ASSESSMENT SITE VISIT

Description of Training Organization

The Vermont Correctional Academy operates under the Vermont Department of Corrections and is part of the Human Resource Development Unit that oversees correctional services training in the organization.

Corrections Training Advisory Board

The Academy collaborates with the Corrections Training Advisory Board. The board is comprised of 12 members appointed by the Commissioner of Corrections, Robert Hofmann. The board operates from the following Executive Mandate:

Mission

The Vermont Correctional Academy Training Board will promote correctional professional development within the Vermont Department of Corrections.

Operational Guidelines

Twelve members, appointed by the Commissioner, will represent a broad spectrum of Vermont Department of Corrections' employees.

Committees

The Board will maintain three standing committees:

- The Curriculum Committee, which will ensure that performance objectives will drive training curriculum. Training will be designed with consideration of correctional standards.
- The Quality Assurance Committee, which will ensure training is developed, evaluated, and updated based on annual assessment. The annual assessments will identify current job related training needs and make recommendations for any necessary action.
- The Standards Committee, which will ensure the integration of policy and directive revisions with training curriculum development.

Academy Staffing:

The Academy Administrator reports to the Director of Human Resource Development. The Administrator oversees a full time staff of two, including: *training coordinators*.

Academy Mission Statement:

The Vermont Correctional Academy is vital to the Department's statutory mandate to establish training programs for new employees and to establish such in-service training programs as deemed advisable. As an Academy we are responsible for to develop training curriculum with a goal of producing highly trained, professional and competent staff throughout the department. To maintain a standard of excellence the Academy is dedicated to the development of curriculum that is constantly reviewed, adapted and revised to ensure meeting the needs of today's correctional professional. The Academy will strive to prepare new employees for success in the correctional profession, enhance the knowledge and skills of experienced staff and empower all staff to maintain a high standard of professionalism.

Description of the Vermont Correctional Academy Basic Training Program:

The Correctional Academy conducts seven residential training classes a year. The eight week program is a combination of structured residential classroom and Field Training designed to prepare newly hired staff for a career in corrections. The curriculum is comprised of eight chapters of learning that includes; Orientation, Ethics and the Corrections Professional, Rights and Responsibilities of Offenders, Medical/Mental Health, Sexual Abuse/Assault, Supervision of Offenders, Conflict and Crisis Management, Security Management, Emergency Prevention and Response.

The 120 hour Field Training component of the Academy located in the Orientation Chapter contains a group of Standardized Performance Checklists (Lesson Plans) that must be completed with each trainee. They are designed to serve as both applied learning and teach to protocols that are best learned at the point of service delivery.

In the residential training phase, trainees are evaluated through written testing (Knowledge) and Competency Assessment (Skill). There are standards connected to this evaluation and approximately 10 % of enrollees annually do not graduate from the program. This figure includes both those who self-select out and those who are terminated.

Unless granted commuter status, students are required to remain at the Academy and adhere to Academy Rules and Regulations. Upon successful completion of the residential program trainees are certified by the Commissioner of Corrections.

Source of official student records

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

Vermont Correctional Academy
c/o College of St. Joseph
71 Clement Rd. Box 162
Rutland, Vt. 05701

Description of Training Programs

- | | |
|----------------------------|---|
| <i>Location:</i> | Vermont Correctional Academy, College of St. Joseph, Rutland, VT |
| <i>Length:</i> | 8 weeks (320 hours) |
| <i>Program Objective:</i> | To provide participants with the knowledge, skills and abilities necessary to serve effectively at the entry level as a correctional officer in the state of Vermont. |
| <i>Learning Objective:</i> | Upon successful completion of this program, the graduate will be able to perform all routine duties of a correctional officer in the state of Vermont. |

Instructional Methods: A combination of lecture, interactive discussions, practical applications, use of charts, PowerPoint presentations, and video.

Learning Assessments: Written and practical examinations are used.

Description of Team

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

Daniel P. LeClair, PhD

Professor and Chair
Graduate Programs in Criminal Justice, Urban Affairs and City Planning
Boston University, Metropolitan College
Wayland, Massachusetts

James A. Caruso, Esq.

Principle Law Clerk
Acting Justice of the Supreme Court
County of Rensselaer
Troy, New York

Eric C. Schultz, MA

Senior Assessment Coordinator
Criminal Justice Training Assessment
Albany, New York

Description of Visit

From February 7-8, 2007, three representatives of Criminal Justice Training Assessment conducted a site visit to the Vermont Department of Corrections Academy to assess the Basic Training program offered by the Training Division. On the first morning (Thursday, February 7, 2007), the team assembled at the Academy. Following a brief organizational meeting and introductions to the academy staff, the assessment team was shown to the lab to access all the necessary materials and to begin the assessment process.

The opening discussion set the purpose and parameters of the assessment. After a detailed discussion of the concept of contact hours, the team decided that contact hours were to be a guide but not the primary criterion for making a recommendation to award academic credit. Several other criteria were to be used in combination to inform the judgment and recommendations of the team members. The criteria included:

- Subject matter – must be of college level quality and breadth
- Lesson plan – must be of sufficient detail to ensure module learning objectives are met
- Course Duration – course must be of sufficient time to properly cover material
- Qualifications of instructors – must have minimal credentials to lead instruction
- Learning techniques – methods must be appropriate to subject and objectives
- Assessments – must correlate to learning techniques and objectives

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

Due to the quality and nature of delivery of the materials, the assessment team was able to complete the assessment by the end of the first day. In the late afternoon, the team conducted an exit-interview/debrief with the staff and administration of the training academy.

CREDIT RECOMMENDATIONS

Summary of Credit Recommendations

Program: Basic Correctional Officer Training

Communication Skills in the Correctional Setting	3 credits
Defensive Tactics in the Correctional Setting	2 credits
Emergency Response Training	2 credits
Human Relations & Special Populations	2 credits
Introduction to Correctional Procedures	2 credits
Introduction to Corrections	1 credit
<u>Practicum in Corrections</u>	<u>2 credits</u>
TOTAL	14 credits

Communication Skills in the Correctional Setting (3 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 40 hours

Dates: June 2005 to present

Objectives: By the end of this training, participants will be able to: Build rapport and gather information from offenders using listening; Use listening and rapport-building skills to achieve 80/20 conversations; Identify and report the eight listening skills when demonstrated; Identify potentially dangerous situations and plan an effective intervention; Assess your own thinking and make adjustments to effectively intervene with offenders; Using the Behavior Continuum, translate the offender's behavior into English to better plan your approach; and List the three components assessed when your intuition is "triggered." Identify situations where feedback should be provided for behavior using the behavior continuum and ACE (Appreciate, Confidence, Effort) List the three levels of pro-social behavior and give an example for each. List and demonstrate the three components of feedback. Staff will issue positive, direct and observable instructions to gain cooperation; and Identify the three components of a clearly stated direction. Apply the CRC technique with any offender with any behavior they demonstrate. During interactions where offender cooperation is needed. Staff will use the five steps in the test component of cooperation to create the expectation of cooperation. List the three components of operation and what to look for in each component. Identify positive and negative responses to the test. Correctly use the four-part module to issue feedback and get offenders to cooperate. Identify the skill and create a report showing the use of the four-part module. Correctly differentiate, categorize, and report the behavior of inmates using the Behavior Continuum; Identify five components of the Behavior Continuum; Identify the translation and intervention at each level. Identify the five skills of Ontrack and write a report describing this intervention. Given a work situation where steps one through four in gaining cooperation have not worked correctly use the Ontrack skills to get cooperation.

Instruction: Students must complete no fewer than: forty hours of "Advanced Communications Techniques." Instructional methods for the course include lecture, PowerPoint presentations, interactive discussions, and role play exercises. Examination methods include practical exercises and verbal and written examinations.

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

Defensive Tactics in the Correctional Setting (2 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 40 hours

Dates: June 2005 to present

Objectives: By the end of this block of instruction, participants will: Participate in a team restraint scenario. List the three roles in Team restraint. Verbally set up a team restraint plan. Identify the effects of OC; Define difference between irritant & inflammatory; Identify types of OC delivery systems; Demonstrate how to use and spray OC; Demonstrate how to decontaminate when OC is used; and Identify first aid procedures. Understand that all force has injury potential; Understand the importance of picking your target; Gain knowledge of what kind of injury are possible from different body targets; and Understand the importance of having all inmates involved in a use of force to be screened by a medical professional. Understand when they can or can not place an inmate into restraints; Understand what uses of restraints is considered a use of force and what uses are not considered a use of force; Know the nomenclature for handcuffs and leg irons; Demonstrate compliant handcuffing; Demonstrate rear supported wristlock cuffing; Demonstrate ground position handcuffing; Demonstrate placing an offender into a medium security setup for transport; and Know when you can and can not use restraints on a pregnant inmate. Demonstrate a Compliant Escort, Non-Compliant Escort, Straight Arm Bar Take down, Elbow Roll-Over Arm Bar Take down, Neck Pull Down, Rear Wrist Lock, and a Front Wrist Lock. Demonstrate an interview stance; Demonstrate patterns of movement; Understand the importance's of maintaining a reactionary gap; and Demonstrate giving verbal commands. Understand where excessive force cases are tried; Discuss the case law hierarchy; Discuss two important court cases that established standards for use of force in Vermont; Discuss the importance of writing an incident report on all use of force incidents; Understand the reasonable officer standard. Understand the key parts of use of force Directive 413.01; Be able to identify the difference between Emergent/Reactive force and Calculated/Planned force; Be able to identify three (3) situations that they would have to use force; Have reviewed the four (4) prohibitions on using force; Have reviewed the Use of Force Continuum; and Have reviewed three (3) special use of force circumstances. Participate in a cell extraction scenario; Will be able to list at least 5 roles on a cell extraction team; and Verbally give the choice to the offender as the leader.

Instruction: Students must complete no fewer than: forty hours of "Use of Force." Instructional methods for the course include lecture, PowerPoint presentations, interactive discussions, and role play exercises. Examination methods include practical exercises and verbal and written examinations.

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

Emergency Response Training (2 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 40 hours

Dates: June 2005 to present

Objectives: Recognize that different diseases have different disease transmission pathways; Identify the different disease transmission pathways; List all 4 pathways; Define infection exposure incidents; List and define infection exposure control measures; Define universal precautions; Recognize and explain the significance of selected communicable diseases in the correctional setting; Recognize possible signs and symptoms of the diseases discussed; and Identify and discuss prevention, screening, diagnosis, and treatment for each of the diseases discussed. Name the four components of a fire. Name 5 of the 8 sources of the components of a fire in a correctional setting. Name the five phases of a fire. Name the two special considerations that could arise during a fire. Name the “Golden Rule” of search and rescue. Demonstrate a right or left search pattern. Identify 4 ways how fire is extinguished. Identify 4 classifications of fires. Recognize 4 fire extinguishers and when to use them. Identify the 5 components of a fire extinguisher. Perform a fire extinguisher inspection. Demonstrate how to use a fire extinguisher. Identify your role in a fire situation. Name 4 reasons offenders start fires. Name 3 places on you a SCBA protects. Identify 4 respiratory hazards you may encounter in a fire. Identify the limitations of using a SCBA. Demonstrate donning a SCBA. If training conditions permit, demonstrate a search and rescue in a smoke condition.

Instruction: Students must complete no fewer than: two hours of “Blood borne and Communicable Diseases,” sixteen hours of “Emergency Preparedness,” twelve hours of “Fire Safety,” and eight hours of “First Aid/CPR.” Instructional methods for the course include lecture, interactive discussions, practical applications, use of charts, PowerPoint presentations, and video. Examination methods include practical exercises and written examinations.

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

Human Relations and Special Populations (2 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 30 hours

Dates: June 2005 to present

Objectives: Identify at least 3 dilemmas faced by people who are “different” from those they work with; Identify at least 4 ways to help people be more effective at work; Communicate with respect concerns regarding diversity in the workplace; Identify 2 types of sexual harassment that can take place in the worksite; List 5 incidents that could be regarded as sexual harassment; Explain the reporting procedure when someone is allegedly sexually harassed; Explain what to expect once a complaint is made; and State what is meant by “reasonable accommodation” in the employment of persons with a disability. Identify at least 3 dilemmas faced by people who are “different” from those they work with; Identify at least 4 ways to help people be more effective at work; Communicate with respect concerns regarding diversity in the workplace; Identify 2 types of sexual harassment that can take place in the worksite; List 5 incidents that could be regarded as sexual harassment; Explain the reporting procedure when someone is allegedly sexually harassed; Explain what to expect once a complaint is made; and State what is meant by “reasonable accommodation” in the employment of persons with a disability. Recognize emergent and chronic health problems; Physical illnesses; Mental illnesses; Disability issues; Recognize symptoms of depression; Define co-occurring disorders; Describe life-threatening behaviors and what to do; and Describe your role in recognizing and addressing related issues. Recognize characteristics of prisons and jails that make them prone to suicide. List at least five signs and symptoms of a possible suicidal inmate. Discuss times of increased suicide risk. Discuss events that can trigger a possible suicide. List the five steps to respond to an actively suicidal inmate. Demonstrate use of the INS form by performing an INS interview. Recognize the importance of early intervention for suicide prevention. Communicate opinions with respect and courteously. List 3 unique risk factors for the women in our system. Explain how the Parent and Families Act affect incarcerated women. Define staff sexual misconduct; Recognize the negative effects of staff sexual misconduct; Recognize the personal and professional risks involved when staff engage in sexual misconduct; Identify the differences between sexual misconduct, assault and abuse; Identify why and how agency culture plays a role in misconduct; Who is most vulnerable for involvement in staff sexual misconduct and what characteristics and experiences make them vulnerable; How agency culture affects the actions and perceptions of employees and offenders; After a short lecture, participants will identify the 5 forms of workplace harassment. After reading 3 different scenarios, participants will analyze, explain and defend in small groups why the scenario either is or is not a form of workplace harassment. In report form, identify 2 times you have engaged in workplace harassment here at the academy and under the “Action Taken” section list 3 possible consequences for others for each incident. Discuss and identify key components of PREA as it relates to VT. DOC. Describe PREA mandates as they relate to VT. DOC.. Complete classroom tasks addressing individual knowledge and comprehension of inmate on inmate sexual assault. Locate resources and both locally and federally to assist with PREA mandates. Give at least one example of Code of Silence and explain the impact on a work site. Define Staff Sexual Misconduct. Recognize the Negative Effectives of Staff Sexual Misconduct. Recognize the personal and Professional risks involved when staff engage in sexual misconduct. Identify the Differences between sexual misconduct, assault and abuse.

Instruction: Students must complete no fewer than: two hours of “Americans With Disabilities Act (ADA),” two hours of “Diversity,” eight hours of “Mental Health,” four hours of “Prison Rape Elimination Act (PREA),” two hours of “Preventing Staff Sexual Misconduct,” two hours of “Sexual Harassment,” eight hours of “Suicide Prevention,” and two hours of “Working with Women Offenders.” Instructional methods for the course include lecture, interactive discussions, practical applications, use of charts, PowerPoint presentations, and video. Examination methods include practical exercises and written examinations.

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

Introduction to Correctional Procedures (2 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 33 hours

Dates: June 2005 to present

Objectives: Identify 4 potential ways contraband is introduced to a correctional facility. Demonstrate the 6 steps of a proper pat search. List the 12 steps for conducting a proper strip search. List three situations in which strip searches must be performed. List two differences female offenders bring to each of the following: strip search, pat search and room shakedown. List 2 reasons why empathy for an offender is important during a strip search. List one specific drug from each drug category. Name 4 of the 7 categories of drugs and list two signs of abuse of each given drug. Describe what effect a given drug category has on the human body. Describe the difference between misuse versus long term use. List DOC modes for drug/alcohol testing and why we test. Define the responsibilities of the grievance Superintendent/Manager and Grievance Coordinator. Identify and define required responses to complaints and grievance actions. Define and distinguish between “emergency” and “non-emergency” grievances. Recognize grievance system abuse. List the four universal employee performance expectations that are to be carried out. Identify and define the use of required complaint and grievance forms. Demonstrate an understanding of alternative dispute resolution techniques used in resolving offender complaints. Observe fellow trainee on your headcount and document presence. List steps to take if fellow trainee on your headcount is absent. Document Squad or Class headcount in logbook. Identify the appropriate DOC policy number for key control. List the reasons why key control is necessary in a correctional facility. Demonstrate the appropriate passage of a key from one officer to another officer. Demonstrate securing a key to an officer. List the 11 responsibilities an officer has regarding a log book. List the 7 different types of log book entries. List the responsibilities of the Training Assistant and Training Coordinator regarding log books. Demonstrate log entries over the length of the Correctional Academy. Identify the 12 classification principles; Identify DOC custody levels and how that relates to the Correctional Officer; Recognize the importance of the LSI-R and how that identifies “risk”; Recognize the duties of the Correctional Officer as they relate to the Offender Responsibility Plan. Define Due Process. Recognize why the DOC has an Inmate Discipline system. Recognize and fill out a Disciplinary Report correctly. Define the difference between a Major or Minor Disciplinary violation. Recognize the steps taken in Investigating a Disciplinary Report. Recognize the Hearing Process. Define Continuances and when and why they are granted. Define the following roles of: Hearing Assistant, Presenting Officer, Hearing Officer. Define an inmate’s plea. Define the Findings. Define what sanctions are. Define the appeal process. Define Disciplinary Committee. Develop Due Process for an Inmate. Recognize the parts of the radio; List the commonly used “10” codes; List the phonetic alphabet; Demonstrate the proper use of a radio. Recognize why staff write reports. List the necessary contents of a report. List the elements of a report. Recognize the importance of editing. Define the 3 housing statuses; Administrative Segregation; Protective Custody; Disciplinary Segregation; Identify the 5 staff positions responsible for Restrictive Housing visits and the log entries required; Recognize applicable access to services for each status including commissary; Given a scenario, demonstrate the ability to accurately complete the “Segregation Confinement Log Sheet” and “Segregation Confinement Check Sheet.”

Instruction: Students must complete no fewer than: eight hours of “Contraband/Searches,” four hours of “Drug I.D.,” four hours of “Grievance,” one hour of “Headcount,” one hour of “Key Control,” one hour of “Log Books,” four hours of “Offender Classification,” four hours of “Offender Rules and Regulations – Discipline,” one hour of “Radio,” one hour of “Report Writing,” and four hours of “Restrictive Housing.” Instructional methods for the course include lecture, interactive discussions, practical applications, use of charts, PowerPoint presentations, and video. Examination methods include practical exercises and written examinations.

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

Introduction to Corrections (1 credit, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 20 hours

Dates: June 2005 to present

Objectives: Recognize the skill sets and service delivery orientation which is foundational to the “corrections professional.” Identify and reflect on the principles you use to guide your life. Review mission statement and discuss how strength-based approaches advance Department of Correction vision, mission, values, and principles. Contrast Influential and Dictatorial Supervision. Apply Universal Steps of Engagement and examine Supportive Authority. Describe the benefits of a strength-based approach that incorporates the use of Supportive Authority, and Universal Engagement. List four types of liability cases you could encounter as a Correctional Officer. Define what areas where the 1st, 4th, 8th, and 14th Amendments most impacts upon a prison setting. List the four requirements of Due Process. List four situations that could arise in a correctional facility that creates liability for a Correctional Officer if they do not follow procedure. List six areas in which the U.S. Constitution forbids discrimination. List two factors that need to be present in every proper use of force. List three factors by which the courts weigh the legality of searches in corrections. List three levels/situations required for searches. Describe the daily activities and responsibilities of a correctional officer in a specific Vermont correctional facility; apply principles, practices, skills, and abilities learned in the classroom to empirical correctional activities including, but not limited to inmates counts and movements; emergency incident reports; demonstrate the ability to communicate effectively with superiors, peers, and inmates; and develop critical thinking, evaluation, and decision making skills in the complex environment of daily correctional operations.

Instruction: Students must complete no fewer than: eight hours of “Academy Rules and Regulations,” four hours of “Corrections Professional,” four hours of “Legal Issues in Corrections,” and four hours of “Organizational Overview.” Instructional methods for the course include lecture, interactive discussions, practical applications, use of charts, PowerPoint presentations, and video. Examination methods include practical exercises and written examinations.

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

Practicum in Corrections (2 credits, lower division)

Program: Basic Correctional Officer Training

Location: Vermont Department of Corrections Training Academy, Rutland, VT

Length: 80 hours

Dates: June 2005 to present

Objectives: Describe the daily activities and responsibilities of a correctional officer in a specific Vermont correctional facility; apply principles, practices, skills, and abilities learned in the classroom to empirical correctional activities including, but not limited to inmates counts and movements; emergency incident reports; demonstrate the ability to communicate effectively with superiors, peers, and inmates; and develop critical thinking, evaluation, and decision making skills in the complex environment of daily correctional operations. To produce a highly trained and positively motivated correctional officer capable of meeting or exceeding standards of performance required by the Department of Corrections. To provide equal and standardized training to all newly hired correctional officers and to provide remedial training in those areas where deficiencies are identified. To build the foundation of knowledge given at the Correctional Academy, thereby creating an environment in which the trainee may develop new skills and increase proficiency in those acquired in the academic setting. To improve the Department's screening process by providing on-the-job observation of each trainee's performance. To establish an appraisal system which is valid and job-related, utilizing a standardized and systematic approach to the documented measurement of the probationary officer's performance. To establish career paths within the Department of Corrections providing qualified officers with additional training and opportunities to develop leadership skills. To ultimately increase the overall efficiency and effectiveness of the Department by enhancing the climate of professionalism and competency demanded by the ethical standards of corrections.

Instruction: Students must complete no fewer than 80 hours of "Practicum in Corrections (on-the-job training)." Instructional methods for the course include lecture, out-of-class study, and practical application exercises. Examination methods include written exercises, practical performance assessments, formal debriefing, and written quiz.

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

DEGREE PLAN

Description of Bachelor of Science in Criminal Justice from Excelsior College

In January 2003, Excelsior College implemented the Bachelor of Science in Criminal Justice.

A major in Criminal Justice incorporates the theories, history, and legal and ethical issues typically covered in the study of crime and criminal justice. Because a number of perspectives and related disciplines exist within the field of criminal justice, students are encouraged to develop depth, breadth, and understanding in one of four areas of emphasis: Administration of Criminal Justice, Corrections, Law Enforcement and Public Safety, or Law and Society. The faculty recommends that the student complete coursework outside of the Criminal Justice major in psychology, sociology, and communication to better place knowledge of the field in its broader social context. This major requires 30 credits, including 15 at the upper level. Six elective credits allow a student to develop additional depth and breadth in the selected area of emphasis.

How the Credit Recommendations apply to the Excelsior College Bachelor of Science

➤ Begin with an evaluation of how many credits can be brought into the program.

When enrolling at Excelsior College, the first thing is to establish how many of the college credits the individual has already earned apply towards the degree program. Unlike traditional colleges with residency requirements, Excelsior College looks at a wide variety of credit sources, so the prospective student may earn credit for learning already achieved, and may not have to repeat subjects in which they are already proficient.

Excelsior College evaluates learning for credit from courses successfully completed at other regionally accredited colleges and universities, distance education courses, for-credit college exams, and training completed on the job, in the military or other settings.

➤ Chart a path to degree completion.

Once enrolled, an Academic Advisor works with the student to chart a path for completion of the degree. Excelsior's Academic Advisors help to access *thousands* of sources of learning from which to complete the degree. These include:

- Excelsior College Examinations, which are used by many students to meet degree requirements. Other sources of credit by examination include CLEP, DANTES, etc.
- Courses taken at other accredited colleges and universities. Because Excelsior College has no residency requirement, the College accepts degree-relevant credits earned at other accredited colleges and universities around the world.
- Accredited distance education courses. Once enrolled the Academic Advising staff helps students tap into DistanceLearn[®], Excelsior's exclusive database of more than 17,000 distance learning courses from more than 170 colleges and universities around the country. More than 370 Criminal Justice courses can be found in this database.

- Training evaluated by Excelsior College's Criminal Justice Training Assessment (CJTA) project, the American Council on Education (ACE), or the Program for Non-collegiate Sponsored Instruction (PONSI).

Not every means of learning is appropriate for every person. That is why Excelsior's Academic Advisors work with students individually to assure them of the most effective and efficient educational experience they can have.

- Complete the degree!

Vermont Department of Corrections Training Academy

Excelsior College School of Liberal Arts Degree Completion Plan

Administration of Criminal Justice

I. Core Requirements

A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice.	Still Need
B. An introductory-level survey course in criminal justice administration or public policy administration.	Still Need
C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology.	Still Need
D. A course in research methods in the social sciences.	Still Need

II Intermediate and Upper-level Courses

(Four courses from four of the following areas:)

A. Legal and ethical issues: constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, family law, immigration law, correctional law.	Still need 3 more courses from IIA- IID, IIF.
B. Functional administration: corrections, police, judicial, courts, and/or juvenile corrections.	
C. Administrative processes: alternative dispute resolution, interviewing child witnesses, victims' rights and advocacy.	
D. Public policy: the legislative process, American government, state and local government, legal and judicial processes, lobbying and special interest groups.	
E. Community relations: communications and public relations, community policing, community corrections, race and ethnicity, social stratification, cultural diversity.	Human Relations & Special Populations- 2 LL cr.
F. Organization and administration: program review and evaluation, finance and budgeting, human resource development, personnel management, group dynamics, supervision, organizational behavior, organizational communications, leadership in organizations, industrial psychology.	

III. Electives

Additional courses related to criminal justice administration may be selected from the content areas listed in II. Intermediate and Upper-level Courses .	Intro to Correctional Procedures- 2 LL cr. Intro to Corrections- 1 LL cr. Practicum in Corrections- 2 LL cr.
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You have completed 7 semester credits that apply to the Criminal Justice Major with an emphasis in Administration of Justice. To earn the major you will still need to complete 23 semester credits of which 15 must be at the upper level to include:

IA- Intro to Criminal Justice

IB- Intro to Criminal Justice Administration

IC- Theoretical course

ID-Research Methods in CJ or Social Sciences

3 courses from 3 different areas IIA- IID, IIF (listed above).

Additional coursework is required to complete a Bachelor of Science degree in Criminal Justice. The Communication Skills in the Correctional Setting, and Emergency Response Training credits are applicable towards the overall Bachelor of Science degree, but they are not applicable towards the Criminal Justice major. The Defensive Tactics in the Correctional Setting credits are not applicable towards our degrees. A course must be worth a minimum of 2 semester credits to satisfy a requirement.

Vermont Department of Corrections Training Academy

Excelsior College School of Liberal Arts Degree Completion Plan

Corrections

I. Core Requirements

A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice.	Still Need
B. An introductory-level survey course in corrections.	Intro to Corrections- 1LL cr. (Still Need)
C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology.	Still Need
D. A course in research methods in the social sciences.	Still Need

II Intermediate and Upper-level Courses

(Four courses from at least three of the following areas:)

A. Legal and ethical issues in corrections: constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, rights of the offender, correctional law, and evidentiary law.	Still need 2 courses from 1 area IIA- IIC.
B. History and philosophy: theories of punishment, rehabilitation and treatment, the death penalty, history and philosophy of corrections, penology.	
C. Special populations: juvenile corrections, minorities in corrections, gangs, and issues in race, gender, religions, aging, juvenile delinquency, etc.	
D. Social issues: violence, mental health, health, aging, social psychology, social problems, terrorism.	Human Relations and Special Populations- 2 LL cr.
E. Correctional settings: non-institutional community corrections, diversion, parole and probation, institutional corrections, comparative corrections.	Intro to Correctional Procedures- 2 LL cr.

III. Electives

Additional courses related to criminal justice and corrections may be selected from the content areas listed in II. Intermediate and Upper-level Courses.	Practicum in Corrections- 2 LL cr.
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You have completed 7 semester credits that apply to the Criminal Justice Major with an emphasis in Corrections. To earn the major, you will still need to complete 23 semester credits of which 15 must be at the upper level to include:

IA- Intro to Criminal Justice

IB- Intro to Corrections

IC- Theoretical course on causes of crime, criminology, victimology...

ID- Research methods in Criminal Justice or Social Sciences

2 more courses in area II to be from 1 different areas IIA- IIC.

Additional coursework is required to complete a Bachelor of Science degree in Criminal Justice. The Communication Skills in the Correctional Setting, and Emergency Response Training credits are applicable towards the overall Bachelor of Science degree, but they are not applicable towards the Criminal Justice major. The Defensive Tactics in the Correctional Setting credits are not applicable towards our degrees. A course must be worth a minimum of 2 semester credits to satisfy a requirement.

Vermont Department of Corrections Training Academy

Excelsior College School of Liberal Arts Degree Completion Plan

Homeland Security

I. Core Requirements

A. An introductory criminal justice survey course.	Still Need
B. An introductory-level survey course in criminal justice administration.	Still Need
C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology.	Still Need
D. A course in research methods in the social sciences.	Still Need

II Intermediate and Upper-level Courses

(Four courses from five of the following areas:)

A. International terrorism: an examination of the history, political and religious contexts, and modern manifestations of international terrorism and terrorist organizations.	Still Need 4 courses from 5 areas IIA- IIE
B. Domestic terrorism: an examination of terrorism originating in the United States. Right-wing groups (such as those rooted in racial purity, ideologies or anti-government causes) and left-wing groups (such as Marxist organizations and eco-terror groups). Current strategies for combating American-grown terrorism.	
C. Managing homeland security: an exploration of principles and practices regarding the management of homeland security operations, including but not limited to emergence management and disaster planning, incident mitigation, coordination between federal, state, and local agencies.	
D. Counterterrorism: an in-depth examination of counterterrorism efforts and strategies in the United States and abroad. The successes and failures of strategies throughout history. Respective roles of the intelligence, law enforcement, and military communities in the United States and around the world in responding to and thwarting terrorism.	
E. Security planning and assessment: an exploration of the theories and practices behind security planning and threat assessment. Physical security practices and countermeasures within the context of critical infrastructure targets, including public buildings, airports, power suppliers, and large-scale public attractions/gatherings should be covered.	

III. Electives

Additional arts and sciences courses in Homeland Security may be selected from the content areas listed in II. Intermediate and Upper-level Courses .	Human Relations and Special Populations- 2 LL cr.
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You have completed 2 semester credits that apply to the Criminal Justice Major with an emphasis in Homeland Security. To earn the major you will still need to complete 28 semester credits of which 15 must be at the upper level to include:

IA- Intro to Criminal Justice

IB- Intro to Criminal Justice Administration

IC- Theoretical course

ID-Research Methods in CJ or Social Sciences

4 courses from the 5 different areas IIA- IIE (listed above).

Additional coursework is required to complete a Bachelor of Science degree in Criminal Justice. The Communication Skills in the Correctional Setting, Emergency Response Training, Intro to Correctional Procedures, Intro to Corrections and Practicum in Corrections credits are applicable towards the overall Bachelor of Science degree, but they are not applicable towards the Criminal Justice major. The Defensive Tactics in the Correctional Setting credits are not applicable towards our degrees. A course must be worth a minimum of 2 semester credits to satisfy a requirement.

Vermont Department of Corrections Training Academy

Excelsior College School of Liberal Arts Degree Completion Plan

Law Enforcement and Public Safety

I. Core Requirements

A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice.	Still Need
B. An introductory-level survey course in law enforcement.	Still Need
C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology.	Still Need
D. A course in research methods in the social sciences.	Still Need

II Intermediate and Upper-level Courses

(Four courses from at least three of the following areas:)

A. Legal and ethical issues: constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, civil law, family law, immigration law, procedural law, evidentiary law.	Still Need 3 courses from 2 of the following areas IIA-IID
B. Procedure and practice: criminal investigation techniques, interview and interrogation, police operations, physical evidence, criminalistics, forensic science.	
C. Security: retail, industrial, nongovernmental, public, and/or private institutions.	
D. Organization and administration: organizational behavior, administration of public safety, police management, supervision in law enforcement.	
E. Police and the community: community policing, gangs, victimology, crime prevention, race and ethnicity, social stratification, family violence, community relations, chemical dependency, abnormal psychology, social psychology.	Human Relations and Special Populations- 2 LL cr.

III. Electives

Additional courses in criminal justice, law enforcement, or public safety may be selected from the content areas listed in II. Intermediate and Upper-level Courses .	Intro to Correctional Procedures- 2 LL cr. Intro to Corrections- 1 LL cr. Practicum in Corrections- 2 LL cr.
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You have completed 7 semester credits that apply to the Criminal Justice Major with an emphasis in Law Enforcement and Public Safety. To earn the major you would still need to complete 23 semester credits of which 15 must be at the upper level to include:

- IA- Intro to Criminal Justice
- IB- Intro to Law Enforcement
- IC- Theoretical course
- ID-Research Methods in CJ or Social Sciences
- 3 courses from 2 areas IIA-D (listed above).

Additional coursework is required to complete a Bachelor of Science degree in Criminal Justice. The Communication Skills in the Correctional Setting, and Emergency Response Training credits are applicable towards the overall Bachelor of Science degree, but they are not applicable towards the Criminal Justice major.

The Defensive Tactics in the Correctional Setting credits are not applicable towards our degrees. A course must be worth a minimum of 2 semester credits to satisfy a requirement.

Vermont Department of Corrections Training Academy

Excelsior College School of Liberal Arts Degree Completion Plan

Law and Society

I. Core Requirements

A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice.	Still Need
B. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology.	Still Need
C. A course in research methods in the social sciences.	Still Need

II Intermediate and Upper-level Courses

The Law and Society Emphasis involves courses grounded in the arts and sciences (i.e., psychology, sociology, history, literature, philosophy, and political science).

(Five courses from at least three of the following areas:)

A. Legal and ethical issues: constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, social, philosophical, and/or historical perspectives of law.	Still Need 4 courses from 2 of the following areas IIA, IIC & IID
B. Law and social control: law and society, social control, the death penalty, theories of punishment, chemical dependency and society, social psychology, penology, ethics, social stratification, ethnic and race relations, cultural diversity in America, deviant behavior, abnormal psychology, the judicial process, juvenile delinquency.	Human Relations and Special Populations- 2 LL cr.
C. Crime in America: white collar crime, youth violence, gangs, women and crime, organized crime, media and crime, terrorism.	
D. Victims of crime: victimology, family violence, victims' rights and advocacy, child abuse and neglect, crimes against the aged.	

III. Electives

Additional arts and sciences courses in law and society may be selected from the content areas listed in II. Intermediate and Upper-level Courses .	Still Need
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You have completed 2 semester credit that applies to the Criminal Justice Major with an emphasis in Law and Society. To earn the major, you will still need to complete 28 semester credits of which 15 must be at the upper level to include:

IA- Intro to Criminal Justice

IB- Theoretical course on the theories of crime, criminology, victimology...

IC- Research Methods in Criminal Justice or Social Sciences

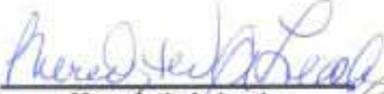
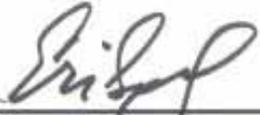
4 courses from at least 2 different areas IIA, IIC & IID.

Additional coursework is required to complete a Bachelor of Science degree in Criminal Justice. The Communication Skills in the Correctional Setting, and Emergency Response Training credits are applicable towards the overall Bachelor of Science degree, but they are not applicable towards the Criminal Justice major.

The Defensive Tactics in the Correctional Setting credits are not applicable towards our degrees. A course must be worth a minimum of 2 semester credits to satisfy a requirement.

Excelsior College Criminal Justice Training Assessment Project Assessment Sign-Off Sheet					
Vermont Department of Corrections Training Academy Assessed Training Program					
Thursday, February 08, 2007		-to-	Friday, February 09, 2007		
Dates of Assessment					
14					
Number of Credits Recommended					
Course Title	U/L	Credits	Course Title	U/L	Credits
<i>Communications Skills in the Correctional Setting</i>	L	3	<i>Introduction to Correctional Procedures</i>	L	2
<i>Defensive Tactics in the Correctional Setting</i>	L	2	<i>Introduction to Corrections</i>	L	1
<i>Emergency Response Training</i>	L	2	<i>Practicum in Corrections</i>	L	2
<i>Human Relations and Special Populations</i>	L	2			

We, the undersigned representatives of Criminal Justice Training Assessment and Excelsior College have thoroughly reviewed the credit recommendations made by our consultants, and consider them worthy of credit at Excelsior College.

 Meredith A. Leahy Dean of Liberal Arts Excelsior College	 John J. Greene III Director, Criminal Justice Training Assessment	 Eric C. Schultz Assistant Director, Criminal Justice Training Assessment
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