

West Virginia Division of Corrections

Site Visit Report

Description of Training Organization

The Department of Military Affairs and Public Safety (MAPS) is a West Virginia state agency comprised of the National Guard, West Virginia State Police, West Virginia Division of Corrections (WVDOC), West Virginia Division of Juvenile Services (WVDJS), and Regional Jail Authority (RJA).

The mission of the West Virginia Corrections Academy is "To provide an aggressive training program to develop exemplary corrections professionals, enhance job performance, sharpen skills, and foster team spirit, professionalism and integrity."

The West Virginia Division of Corrections' total workforce consists of approximately 1,600 employees that include correctional, non-correctional and administrative staff.

The West Virginia Division of Corrections Training Academy offers four programs of instruction;

•Basic Training – (164 Hours)

Program objective is to provide a foundation for solid basic correctional skills and understanding of the state correctional system.

•In-Service Training

Program objective is to enhance C.A.N.I. (Constant and Never Ending Improvement) principle while meeting annual training mandates and specialized training needs.

•Correspondence Training (i.e. Fundamentals of Correctional Leadership)

Program objective is to allow for administrative and supervisory staff to receive electives training via correspondence so as to supplement mandated supervision courses.

•Division of Personnel (WVDOP) Training

Program objective is to assist the WVDOP in carrying out state mandated training. Also, to ensure that West Virginia Division of Corrections meets West Virginia Division of Personnel stipulated training.

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 West Virginia Division of Corrections' Training Academy in Montgomery, WV may obtain such records of this training by contacting:

West Virginia Division of Corrections Training Academy
WVUIT – Maclin Hall
Montgomery, WV 25136
(304) 442-3738
(304) 442-3754 fax

Description of Training Programs

The courses listed below originated with the Basic Training, In-Service, and Specialized Training programs (as noted) offered by the West Virginia Division of Corrections Academy.

Location: West Virginia Division of Corrections Academy, Montgomery, WV

Length: 4 weeks (160 hours)

Program Objective: 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 West Virginia.

Learning Objective: Upon successful completion of this program, the graduate will be able to perform all routine duties of an entry level correctional officer in the state of West Virginia.

Instructional Methods: Include lectures, group work, audio-visual training aids (i.e. PowerPoint presentations), numerous role-playing exercises, demonstrations, exercises which address all four basic learning styles and various learning domains.

Learning Assessments: Written examinations and quizzes, psychomotor competencies, role-playing exercises and projects.

Description of Team

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

Thomas R. O'Connor, Ph.D.
Assistant Professor of Justice Studies
Department of Justice Studies
North Carolina Wesleyan College
Rocky Mount, North Carolina

Victor T. Herbert, M.S., M.A.
Superintendent (Ret.)
Attica Correctional Facility
Attica, New York

Elizabeth H. McConnell, Ph.D.
Criminal Justice Department
Charleston Southern University
Charleston, South Carolina

Eric C. Schultz, M.A.
Training Assessment Coordinator
Criminal Justice Training Assessment
Albany, New York

Description of Visit

From June 30th to July 2nd, 2003, the above four representatives conducted a site visit to the West Virginia Division of Corrections Academy located in Montgomery, WV, to assess the educational instruction offered through their Basic Academy, In-Service, and Specialized Training programs.

On Monday, June 30th, the team assembled at the WV-DOC Corrections Academy in Montgomery, WV. The team met with agency representative Eugene Blankenship who conducted a tour of the facility, and participated in a question and answer session with the assessment team. The team moved to the conference room to discuss the assessment process and how the team was to proceed for the day. The rest of the morning session consisted of review and clustering of the Basic curriculum. The afternoon session involved further discussion about the process and procedures to follow, including a breakdown of In-Service and Specialized training courses of instruction. To end the day, the team discussed the recommendation process and laid the groundwork for the following days' work.

On Tuesday, July 1st, the Assessment Coordinator and all three Consultants arrived at the WV Corrections Academy and began the day with a re-cap of the previous day's discussion and progress. The actual assessment of courses of instruction and materials began and continued throughout the morning and well into the evening session. The day's 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.

Thomas R. O'Connor reviewed material for the following courses: Correctional Integrated Defensive System Instructor, Correctional Law and Legal Issues, Firearms Instructor, and Marksman Observer. Elizabeth H. McConnell reviewed material for the following courses: Communications in the Correctional Setting, Correctional Counseling, Inmate Case Management, Issues in Correctional Management, and Team Building. Victor T. Herbert reviewed material for the following courses: Correctional Security Tactics and Principles, First Responder's Course, Fundamentals of Correctional Leadership, and Health and Safety in a Correctional Environment.

The above list of courses was developed from a list of subjects and their instructional materials provided by the staff of the WV-DOC Corrections Academy. The remainder of the second day consisted of continuing, and wrapping-up, the assessment of all materials. The team left the Academy to have a closed dinner/discussion meeting to review initial findings and discuss results of the assessment.

The last day of the assessment, Wednesday, July 2nd, the Assessment Coordinator and Assessment Consultants gathered with the training staff of the WV-DOC Corrections Academy for an exit meeting/interview. The training staff was apprised of the team's initial findings, discussed a number of suggestions the Academy staff may wish to implement to improve on the existing training, and reviewed the final steps of the assessment process.

Credit Recommendations

Summary of Credit Recommendations

<i>Program:</i> Basic Academy Training	
Communications in the Correctional Setting	2 Credits
Correctional Law/Legal Issues	2 Credits
Correctional Security Tactics and Principles	3 Credits
Health and Safety in a Correctional Environment	3 Credits
<u>Issues in Correctional Management</u>	<u>1 Credit</u>
TOTAL	11 Credits

<i>Program:</i> In-Service Training	
Correctional Counseling	2 Credits
Firearms Instructor	3 Credits*
Fundamentals of Correctional Leadership	1 Credit
Inmate Case Management	2 Credits
Team Building	1 Credit

<i>Program:</i> Specialized Training	
Correctional Integrated Defensive System Instructor	2 Credits*
First Responder	1.5 Credits*
Marksman Observer	3 Credits*

<i>Program:</i> Leadership Enrichment and Development (LEAD) Course	
Advanced Leadership in the Correctional Setting	2 Credits*

* indicates upper level credit

Course Descriptions

Advanced Leadership in the Correctional Setting (2 credits, upper division)

Program: Leadership Enrichment and Development (LEAD)

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 32 hours

Dates: February 2005 through June 2009

Objectives: Define and discuss leadership competencies and roles of the leader. Identify conflict management strategies, effective means of communication and effective leadership principles. Evaluate self leadership styles through assessment instruments and define the forms of leadership styles. Outline the myths of leadership and the relevance of self esteem. Explain the models for coaching employees and structuring coaching sessions. Identify and discuss delegation and explain the process of delegation. Identify the myths of motivating employees and discuss the common causes of conflict in the workplace. Identify the techniques of conflict resolution and the concept of mediation. Understand the relation between organizational growth and personal potential. Identify and discuss the five levels of leadership. Formulate an effective plan for mentoring and preparing for what developing leaders will need to succeed. Discuss specific knowledge/skills needed by leaders and managers to be successful in life as well as at the job. Identify concepts important to developing a healthy self image, maintaining the right attitude and building relationships. Define and discuss goal setting and the tools necessary to obtain in order to achieve those goals. Identify, define and discuss the FBI Jurisdiction in Color of Law and federal statutes which relate to Color of Law activities.

Instruction: Student must complete thirty two hours of the Leadership Enrichment and Development (LEAD) Course, to include: 5 modules of instruction in Leadership and Management for Supervisors and Mid-Level Management personnel. Instructional methods include classroom lecture, power point presentation, scenarios, video role playing and feedback, practical exercises and discussion. Evaluation methods include written exams, performance assessments and written assignments.

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

Communications in the Correctional Setting (2 credits, lower division)

Program: Basic Academy

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 30 Hours

Dates: July 1998 to July 2004

Objectives: Identify levels of the Behavior Continuum, common inmate behaviors, and create a report containing behavior continuum language. Identify games played by inmates and reasons for games. Discuss roles and images, the difference between verbal and non-verbal communication, and set-up teams. Identify the components of a proper notebook and maintain a notebook in sentence outline format. Discuss the key points associated with projecting a professional image, types of listening, the roles of assertiveness in the workplace, the importance of prioritizing and organization, managing time, and the key points in effective and professional communication. Discuss the Sater Modes and their responses. Identify and discuss the questions to be addressed in a written report. Discuss the principles of good report writing. Write an incident report.

Instruction: Students must complete no fewer than: seventeen hours of "Basic Communication Techniques," four hours of "Games Inmates Play," one hour of "Note Taking," four hours of "Office Etiquette," and four hours of "Report Writing." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions, and role-playing. Evaluation methods include written examinations and writing assignments.

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

Correctional Counseling (2 credits, lower division)

Program: In-Service

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 32 Hours

Dates: July 1998 to July 2004

Objectives: Discuss correctional counseling including the differences between counseling and psychotherapy, levels of human communication, defense mechanisms, directive and non-directive therapies, qualities of effective counselors, and elements of a counselor/offender relationship. Discuss stages of the helping process, include information index and issues in the helping process. Discuss symptoms, both formal diagnostic and non-diagnostic. Define active listening; include elements of active listening and the 80/20 rule of listening. Discuss counseling competence, the role of empathy, and characteristics of effective listeners. Define cognitive risk roots and the steps of intrusion. Demonstrate the intrusion technique – including forms of mind, self-reflection, self-examination, objectivity, free choice and support. Identify and discuss crime causation theories. Discuss the following theoretical explanations for crime: initiation, psychoanalytical, behavioral, cognitive, phrenology, rational choice, deterrence, Marxist & conflict, learning and labeling, Chicago School theories, subculture, social ecology and strain. Identify and explain skill strategies for dealing with aggressive offenders. Discuss the following: skill learning cycle, planning phase, doing phase and analyzing phase as they relate to interviewing.

Instruction: Students must complete no fewer than: four hours of "Introduction to Correctional Counseling," four hours of "Stages of Counseling," six hours of "Basic Counseling Techniques," eight hours of "Intrusion," two hours of "Theories of Criminality," two hours of "Response to Critical Situation," and six hours in "Interviewing." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions. Evaluation methods include written examinations.

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

Correctional Integrated Defensive System Instructor (2 credits, upper division)

Program: Specialized Training

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 32 Hours

Dates: July 1998 to July 2004

Objectives: Discussion of case law pertaining to use of non-lethal force. Define levels of control and resistance. Identify components of reaction time. Discuss relative positioning model. Develop confidence to defend against attack. Define reactionary time.

Instruction: Students must complete no fewer than: thirty-two hours of "Correctional Integrated Defensive System Instructor." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions, and proficiency demonstration. Evaluation methods include written examinations and demonstration of competencies.

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

Correctional Law/Legal Issues (2 credits, lower division)

Program: Basic Academy

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 28 hours

Dates: July 1998 to July 2004

Objectives: Distinguish correctional law, and its sources, from policy, procedures, rules & regulations. Explain the relevance of First Amendment freedoms as well as the Fourth, Fifth, Eighth, and Fourteenth Amendments to correctional contexts. Understand state and federal judicial codes and rulings that impact correctional systems. Identify and distinguish contraband items from allowable items. Distinguish pornographic material. Understand purposes and procedures of a search. Understand liability issues of workplace sexual harassment. Identify strategies for avoiding sexual harassment. Familiarity with sexualized work environments. Knowledge of professional boundaries and the dangers of over-familiarity with inmates. Knowledge of power relations and imbalances in prison. Understanding of staff/inmate dynamics and their impact on staff misconduct. Familiarity with verbal and non-verbal communications and their impact on staff misconduct. Knowledge of inmate manipulation tactics and countermeasures. Knowledge of firearm safety. Knowledge of use of force continuums. Explain principles, rules, and case law regarding use of deadly force. Ability to write a deadly force report. Understanding of guidelines and procedures for secure transport of inmates. Discuss escape or attempted escape procedures. Ability to fill out a transportation receipt.

Instruction: Students must complete no less than: four hours of "Legal Issues," five hours of "Contraband Search," two hours of "Sexual Harassment in the Workplace," two hours of "Staff Sexual Misconduct with Inmates," four hours of "Staff Misconduct," nine hours on "Use of Deadly Force," and two hours on "Transportation of Offenders." Instructional methods include lecture and discussion (supplemented by PowerPoint), videotape, and other participatory class activities. Evaluation methods include written examination.

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

Correctional Security Tactics and Principles (3 credits, lower division)

Program: Basic Academy

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 39.5 Hours

Dates: July 1998 to July 2004

Objectives: Define critical elements of officer survival. Identify and demonstrate positioning/posture regarding personal space and territory. Learn and discuss fatal errors found in cases resulting in officer injury and death. Assess dangers of edged weapons and practice of appropriate force options when faced with armed suspects. Discussion of case law pertaining to use of non-lethal force with emphasis on factors established in *Hudson v. McMillan*, 1125 Ct 995 (1992). List and define levels of control and resistance in the force continuum. Identify the four components of reaction time. Discuss and demonstrate the "Relative Positioning" model. Accurately list and demonstrate all of the pressure/control points including, mandibular angle, sternum, anterior knee, and infra orbital. Understand the proper use of force in controlling a subject. Develop and enhance an officer's confidence to defend against an attack. Define "Reactionary Gap" and discuss its implication for dealing with a subject armed with a firearm. Define and discuss the legal constraints in the use of mechanical restraints. Identify the types of restraints and discuss safety issues in their utilization. Demonstrate the eighteen step competency for the application of handcuffs, restraining belts and leg irons (including behind back and through food slots). Define riot, disturbance, and incident with examples to clarify differences. List and discuss causes of, and conditions precipitating, such events. Identify administrative responses to events and the importance of security measures in the prevention and management of riots and disturbances. Identify the signs/symptoms of climate changes in an institution. Discuss K-9 behavior, including effective management and negation of threat issues.

Instruction: Students must complete no fewer than: three hours of "Contact and Cover," two and one-half hours of "Surviving Edged Weapons," twenty-four hours of "Correctional Integrated Defensive System," five hours of "Mechanical Restraints," three hours of "Preventing Riots and Disturbances," and two hours of "Understanding K-9 Behavior." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions, case studies and demonstration through "hands-on" techniques. Evaluation methods include written examinations and demonstration of competencies in tactical situations.

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

Firearms Instructor (3 credits, upper division)

Program: In-service

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 80 hours

Dates: July 1998 to July 2004

Objectives: Identification of weapon parts. Knowledge of firearms safety. Proficiency at firing handgun. Ability to safely handle, load and unload pump action shotgun. Proficiency at firing shotgun. Ability to safely handle, load and unload the AR 15 rifle. Proficiency at firing the AR 15 rifle. Knowledge of firearm safety. Knowledge of use of force continuums. Explain principles, rules, and case law regarding use of deadly force. Ability to write a deadly force report. Knowledge of survival skill tactics. Familiarity with principles of personal space, territory, and proxemics. Proficiency at firing weapons under stress, at night, and less-than-optimal conditions.

Instruction: Students must complete no fewer than 80 hours of "Firearm's Instructor." Instructional methods for this course include lecture, discussion (supplemented by PowerPoint and videotape), class and group exercises, participatory class activities, demonstrations, and proficiency testing. Evaluation methods to include written examination as well as proficiency testing.

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

First Responder (1.5 credits, lower division)

Program: Specialized Training

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 12 Hours

Dates: July 1998 to July 2004

Objectives: Discuss the goals of a correctional agency in a crisis situation, including the differences between a planned and unplanned crisis. Define First Responder and discuss their role in the crisis situation. Explain the principles of initial response and the qualities necessary to be an effective First Responder. List and discuss the types of hostage takers common to the correctional environment. Review mental illness and effective interventions with mentally ill offenders who are involved in a crisis situation. Explain the concept of "Theater of Terror" and discuss the stages of captivity in hostage situations with specific examples, such as the "Stockholm Syndrome," and its impact on the negotiation process. List the errors made by First Responders and discuss communication techniques/First Responder skills. Analyze historical crisis/hostage situations such as the riots at Attica, NY and New Mexico state prisons. Discuss dangers inherent in the face-to-face crisis situations and list the non-negotiable items.

Instruction: Students must complete no fewer than: twelve hours in "First Responder." Instructional methods for this course include lecture (supplemented by audio-visual aids and exercise handbook), classroom and group discussions as well as case studies. Evaluation methods include written examination.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one and one-half semester credits.

Fundamentals of Correctional Leadership (1 credit, lower division)

Program: In-Service Training

Location: Correspondence course offered through the West Virginia Corrections Academy, Montgomery, WV

Length: 10 Hours

Dates: July 1998 to July 2004

Objectives: Identify the purposes of the chain of command and the role of the first line supervisor. Identify and discuss the areas of leader responsibility, include defining leadership, the elements of leadership, and how they assist the organization in accomplishing its mission. Discuss leadership styles in correctional settings and identify the purpose of the leaders' code. Define and discuss leadership traits and principles, giving examples such as honesty, decisiveness, mental toughness and service. Define the indicators of leadership. Discuss the concept of professionalism and the attributes needed to become a professional. Define motivation and identify methods of motivation. Identify phases of the decision making process.

Instruction: Students must complete no fewer than: ten hours of "Fundamentals of Corrections Leadership." Instructional methods for this course are self-paced correspondence divided into units. The format is read, review and exercise. Evaluation method is written examinations.

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

Health and Safety in a Correctional Environment (3 credits, lower division)

Program: Basic Academy

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 44 Hours

Dates: July 1998 to July 2004

Objectives: Identify in a comprehensive fashion the compendium of health and safety related issues commonly found in correctional environments. Discuss communicable diseases, including Hepatitis A, B and C, and HIV with emphasis on high risk behaviors and universal precautions. Learn and practice First Aid/CPR procedures, including a discussion of the Good Samaritan Law. Describe characteristics of mental health conditions and suicidal behaviors with emphasis on the role of correctional staff. Discuss the history of narcotics and the effects of illegal substances in prison settings. Identify fire and emergency procedures, including key, tool and weapon control. Understand the purpose of security awareness in the areas of inmate counts, contraband searches, as well as addressing field office safety.

Instruction: Students must complete no fewer than: four hours of "Communicable Diseases," eight hours of "First Aid/CPR," two hours of "Offender Mental Health Issues," three hours of "Suicidal Inmates," four hours of "Controlled Substances," two hours in "Fire Safety and Emergency Procedures," two hour of "Key, Tool and Weapon Control," twelve hours of "Field and Office Safety," four hours of "Security Awareness," and three hours of "Hostage Situation." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions, as well as field practice. Evaluation methods include written examinations and demonstration of competency in the areas of First Aid and CPR.

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

Inmate Case Management (2 credits, lower division)

Program: In-Service

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 27 Hours

Dates: July 1998 to July 2004

Objectives: Define correctional case management and discuss the role of a case manager. Discuss the principle tools of case managers and the qualities of effective case managers. Discuss the stages of correctional case management; include in the discussion Pollyanna and Cassandra complexes. Discuss the key principles of interviewing and the importance of establishing rapport with clients. Discuss the implications of gestures, echoes and paraphrases. Discuss the importance of listening and identifying listening responses. Discuss "referral," include reason for, most common types, steps in the process, documentation of referral and the need for follow-through. Discuss crisis intervention; include causes of crisis, steps leading to crisis intervention, stages of crisis intervention and crisis intervention skills. Discuss contents of an inmate's classification file; include its proper format and specific documents. Discuss how to conduct a file review and when review is warranted.

Instruction: Students must complete no fewer than: two hours of "Introduction to Case Management," eight hours of "Interviewing Techniques," four hours of "Correctional Referrals," eight hours of "Crisis Intervention," one hour of "Correctional File Reviews," and four hours of "Staff Supervision." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions. Evaluation methods include written examinations.

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

Issues in Correctional Management (1 credit, lower division)

Program: Basic Academy

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 15 Hours

Dates: July 1998 to July 2004

Objectives: Discuss attributes, traits and roles of a leader. Evaluate styles of leadership and differentiate between senior and subordinate relationships. Discuss the ways a leader can prevent stress for subordinates and factors that contribute to loss of respect for a leader. Identify and discuss goal setting which enhances personal leadership. Identify, discuss, and provide examples of leadership principles. Discuss direct supervision, its goals, principles and behavioral dimensions. Discuss and provide examples of characteristics of an effective inmate supervisor. Discuss the general skills and abilities required of correctional staff in direct supervision/unit management facilities. Differentiate between formal and informal inmate discipline. Explain how unit management applies to direct supervision. Discuss the characteristics, goals, principles and commandments of Unit Management. Discuss the importance and benefits of Unit Management and evaluate its viability for accomplishing the mission of the correctional agency. Discuss culture, its definition and elements. What is meant by cultural diversity? Explain the benefits of a multicultural team and the relationship between affirmative action and workplace cultural diversity. Discuss behavioral tools for achieving a functional, diverse work environment. Discuss areas in which inmates are deprived and how deprivation contributes to the "inmate subculture." Discuss elements of the inmate code, organization of gangs in correctional facilities and the roles assumed by male and female prisoners. Define "Inmate Classification" and discuss its significant changes since the 1930's. Discuss the key objective of classification according to the U.S. Supreme Court. Discuss the importance of and current uses of classification systems in the U.S. prison system. Discuss the classification levels used by the West Virginia Division of Corrections.

Instruction: Students must complete no fewer than: three hours of "Leadership," four hours of "Supervision and Discipline of Offenders," two hours of "Unit Management," two hours of "Cultural Diversity," two hours of "Culture and Corrections," and two hours of "Classification Systems." Instructional methods for this course include lecture (supplemented by PowerPoint presentations and study handouts), classroom and group discussions, and role-playing. Evaluation methods include written examinations.

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

Marksman Observer (3 credits, upper division)

Program: Specialized Training

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 80 hours

Dates: July 1998 to July 2004

Objectives: Identification of sniper rifle parts, scopes, and types of ammunition. Knowledge of rules of firearms safety. Proficiency at firing sniper rifle. Knowledge of principles of marksmanship. Familiarity with role of intelligence, reconnaissance, and surveillance in handling of crisis or hostage situations. Knowledge of survival skill tactics. Familiarity with principles of personal space, territory, and proxemics. Proficiency at firing weapons under stress, at night, and less-than-optimal conditions. Knowledge of camouflage and concealment. Ability at Operational Report writing.

Instruction: Students must complete no fewer than 80 hours of "Marksman Observer." Instructional methods for this course include lecture, discussion (supplemented by PowerPoint and videotape), class and group exercises, participatory class activities, demonstrations, and proficiency testing. Evaluation methods to include written examination as well as proficiency testing

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

Team Building (1 credit, lower division)

Program: In-Service

Location: West Virginia Corrections Academy, Montgomery, WV

Length: 8 Hours

Dates: July 1998 to July 2004

Objectives: Define team and discuss how our "genetic blueprint" affects ability to function in or lead teams. Discuss common themes of teamwork, team building, and stages of team development, synergy and teams, need for teams, elements of team formation, symptoms of team dishonesty, team dynamics, and communication problems in teams.

Instruction: Students must complete no fewer than eight hours of "Team Building." Instructional methods for this course include lecture (supplemented by PowerPoint presentations), classroom and group discussions. Evaluation method include written examination

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