

Telecommunicator Certification Course Course Management Guide



NORTH CAROLINA JUSTICE ACADEMY

<http://ncja.ncdoj.gov>

Like us on Facebook: @ncjusticeacademy

Follow us on Twitter: @NCJAcademy



Copyright © (2026) North Carolina Justice Academy, Salemburg/Edneyville,
North Carolina

All rights reserved. No part of the book may be copied or reproduced in any
form or by any means without permission.

I.	FORWARD.....
II.	INTRODUCTION
III.	SHERIFFS' EDUCATION AND TRAINING STANDARDS DIVISION
IV.	ACCREDITATION OF SCHOOLS/COURSES
V.	ADMINISTRATION OF SCHOOLS
VI.	ADMINISTRATION OF TELECOMMUNICATOR CERTIFICATION COURSE
A.	Responsibilities of the School Director
1.	Planning and Coordination
2.	Selection of Instructors
3.	Lesson Plans
4.	Audio-Visual Aids
5.	Training Site Rules and Regulations
6.	Submission of Pre-Delivery Report
7.	Monitoring and Evaluation
8.	Testing
9.	Supervision of Staff
10.	Submission of Post-Delivery Report
VII.	TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS
A.	Registration and Orientation
1.	Course Enrollment (Full-Time)
2.	Course Enrollment (Partial Enrollment)
3.	Trainee Orientation

- B. Trainee Attendance
 - 1. Excused Absences
 - 2. Makeup Work for Absences
 - 3. Termination of Trainee (Participation)
- C. Completion of Training (Performance Requirements)
 - 1. Partial Enrollment
 - 2. Testing
 - 3. Remediation
 - 4. Deficiencies
 - 5. State Comprehensive Examination
 - 6. Examination Failure
 - 7. Certificates of Completion
- D. Satisfaction of Minimum Training Requirements
- VIII. DEVELOPMENT OF TELECOMMUNICATOR CERTIFICATION
COURSE CURRICULUM
- IX. ORGANIZATION OF TELECOMMUNICATOR CERTIFICATION
COURSE CURRICULUM
 - A. Academic Checklist
 - B. Instructor Notes
 - C. Lesson Plans
 - D. Supplemental Materials
- X. MANAGING PRACTICAL EXERCISES
 - A. Written Documents
 - B. Control and Management

XI.	COURSE DELIVERY
XII.	TELECOMMUNICATOR CERTIFICATION COURSE FORMS.....

I. FORWARD

This Course Management Guide results from months of study and evaluation by the North Carolina Justice Academy and the North Carolina Sheriffs' Education and Training Standards Commission. The concepts, techniques, and recommendations offered herein help make your job and responsibilities as the designated school director easier while ensuring consistency in delivery across the accredited schools.

The subject matter expertise of many working in this field contributed to the accomplishment of this project. With the creation of the Telecommunicator Certification Course advisory group, the Sheriffs' Commission seeks to actively involve those delivering the training in revising, updating, and improving it on an ongoing basis. The Advisory Group will benefit you, the trainer, and everyone using sheriffs' services in North Carolina's communications centers.

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

II. INTRODUCTION

This guide was prepared by the North Carolina Justice Academy and the North Carolina Sheriffs' Education and Training Standards Division staff to assist the School Director in implementing, delivering, and completing the Telecommunicator Certification Course.

Use the guide as a supplement to the specific requirements of the Commission's Administrative Code, but not as a replacement. The North Carolina Administrative Code, Title 12, Chapter 10, is found here:
<http://reports.oah.state.nc.us/ncac.asp?folderName=\Title%2012%20-%20Justice\>

All school directors must ensure that a current edition of the Commission's Administrative Code, Title 12, NCAC, Chapter 10B, is always available to instructors during each course delivery. You can access them from the North Carolina Sheriffs' Education and Training Standards website at <https://ncdoj.gov/law-enforcement-training/sheriffs/all-commission-forms-publications/> and the North Carolina Justice Academy website at <https://ncdoj.gov/law-enforcement-training/sheriffs/all-commission-forms-publications/>.

Much of the material contained in this guide is a paraphrase of specific Code requirements. Other portions of the guide are written to provide additional guidance directed toward implementing the letter and spirit of the Code requirements. However, no guide can anticipate every scenario. School directors must use their best judgment in applying the Commission's standards and applicable state and federal laws. Any questions, concerns, or suggestions that you have regarding the curriculum should be directed to the North Carolina Justice Academy, PO Box 200 W. College St, Salemburg, NC 28385; telephone 910-525-4151.

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

III. SHERIFFS' EDUCATION AND TRAINING STANDARDS DIVISION

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

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

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

IV. ACCREDITATION OF SCHOOLS/COURSES

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

V. ADMINISTRATION OF SCHOOLS

When an agency/institution executive officer signs the "Request for School

Accreditation" (Form F-7T), as discussed in Section IV, they commit to providing specific support to ensure the goals and objectives for the successful delivery of telecommunicator certification training are accomplished. The requirements are established in Rule .0708 of the Code and include, but are not limited to: record retention; financial resources for instructors and other support personnel; suitable facilities, equipment, materials, and supplies for course delivery. An agency/institution must designate an individual to become the School Director. A "Request for School Director Qualification-Telecommunicator Certification Course" must be submitted to the Sheriffs' Education and Training Standards Division for the designated individual to become a certified Telecommunicator Certification Course School Director. Each accredited institution/agency **may** have up to two certified School Directors.

As a school director, ensure that your agency/institution's executive officer is fully aware of the commitment to provide the necessary support before implementation and throughout the planning phase. It is your responsibility to see that all required materials, supplies, and facilities are available before beginning a course. It is also your responsibility to be readily available during course delivery.

The school director may designate a qualified assistant (QA) to assist in administering the Telecommunicator Certification Course. This additional person may be beneficial in instances where the school director has overlapping or simultaneous Commission-mandated courses, satellite delivery locations, or responsibility for multiple courses. The school director will select this person, who will forward identifying and contact information to the Sheriffs' Education and Training Standards Division. Sheriffs' Education and Training Standards Division staff will conduct a course orientation with the designated person. To retain the designation as a QA, the person **must** attend the annual School Directors' Conference.

A. ADMINISTRATION OF A TELECOMMUNICATOR CERTIFICATION COURSE

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

B. Responsibilities of the School Director

1. Planning and Coordination

It is recommended that all planning, development, and scheduling for a Telecommunicator Certification Course be completed at least four weeks before the course commencement date. The course agenda should be formalized and scheduled in accordance with the proposed curriculum submitted to the Commission in this guide.

The school director has the discretion of setting the course schedule to fit the needs of those participating in the course or the host site's needs. The Suggested Course Schedule, below, is only a suggested template for day schools, though it is the recommended order.

SUGGESTED COURSE SCHEDULE

DAY 1

1200-1400	*Orientation
1400-1700	Introductory Topics for the Telecommunicator
1700-1900	Interpersonal Communication

DAY 2

0800-1300	Civil Liability for the Telecommunicator
1300-1400	LUNCH
1400-1700	Telecommunications Systems & Equipment

DAY 3

0800-1200	Overview of Emergency Services
1200-1300	LUNCH
1300-1600	Overview of Emergency Services

DAY 4

0800-1200	Call Reception & Prioritization
1200-1300	LUNCH
1300-1700	Call Reception & Prioritization

DAY 5

0800-1200	Broadcasting Techniques & Resource Allocation
1200-1300	LUNCH
1300-1600	Broadcasting Techniques & Resource Allocation
1600-2100	Telecommunicator Training Practicum

DAY 6

0800-1100	Review
1100-1300	State Examination

*Must be delivered first.

2. Selection of Instructors

The school director must select qualified instructors who meet the Commission's standards, as set forth in Rule .0913. Do not assume the instructor holds a valid certification to instruct. It is **the school director's responsibility to verify that each instructor's certification is current**. The instructor is required to maintain their own certification and provide the school director with a valid copy. It is recommended that, before the date of course commencement, you meet with all instructors, at which time each instructor would be informed of their specific and comprehensive duties and responsibilities during course delivery. A group meeting benefits the overall success of the course delivery and sets the academy/school's operating policy and procedures. You will find a "Request for Telecommunicator Instructor Certification" (Form I-2-T) on the website listed in Section XII. Please refer to section .0900 of the Commission's Administrative Code for specific rules regarding instructor certification.

3. Lesson Plans

All schools wishing to offer the Telecommunicator Certification Course must maintain updated copies of the *Telecommunicator Certification Course: Instructor Notebook*. This manual contains outlines for each of the topical areas in the Telecommunicator Certification Course, and these must be followed.

The curriculum approved by the Commission must be taught in its entirety; any supplemental information and instruction you and your instructors choose to include is at your own discretion and will not be considered or supported by the Commission for the purposes of certification.

If instructors, as approved by you, supplement the Commission-approved curriculum, consider the following requirements:

- a) The school director is responsible for obtaining copies of each instructor's lesson plans and any other materials to be used in the classroom.

- b) The school director must review the lesson plans and/or material for accuracy, relevance, and completeness.
- c) That the school director must ensure the specific objectives for each topic are comprehensively covered.
- d) The school director must ensure that instructors provide the **most current copy** of each lesson plan or material for each delivery.

4. Audiovisual Aids

The importance of using audiovisual presentations in instruction is recognized and specifically incorporated into the lesson outlines. However, you should ensure that your instructors are proficient with audiovisual materials before incorporating them into the course. You should review audiovisual material before use. Your responsibility is to personally arrange the timely availability of appropriate audiovisual aids and equipment.

5. Training Site Rules and Regulations

You are required to develop, adopt, reproduce, and distribute any supplemental rules, regulations, and requirements deemed necessary and appropriate to achieve the goals and objectives of your training site. Your instructors should have input in developing these operating policies and procedures. You should provide clear, concise statements to the trainee and their agency head that establish attendance, testing, and all performance requirements expected of the trainee to successfully complete the course.

6. Submission of Pre-Delivery Report

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

7. Monitoring and Evaluation

As a school director, you should not accept an ineffective instructor. The ultimate success of the trainee as a justice officer will be determined by the quality of instruction they receive.

You are required to **monitor each instructor's presentation** during course delivery to evaluate their performance and suitability for continued or subsequent use.

You must evaluate each instructor on a Commission-approved "Criminal Justice Instructor Evaluation" (Form F-16) and submit a copy of that form to the Sheriffs' Education and Training Standards Division. A person holding General Instructor Certification under the Criminal Justice Education and Training Standards Commission may evaluate instructors teaching any lecture portion of the course (NCAC 10 B. 0709). It is **required** that those evaluations be submitted with the "Post-Delivery Report" at the conclusion of each course.

As the certified school director, you have an obligation to notify the Sheriffs' Education and Training Standards Division of any concerns you may have regarding an instructor's performance. If you find that you have recurring problems with an instructor, i.e., habitual tardiness, poor student evaluations, failing to follow and/or enhance prescribed lesson plans, you should immediately notify, in letter form, the Sheriffs' Education and Training Standards Division in writing of your concern, accompanied by the documentation on the F-16. The Sheriffs' Education and Training Standards Division will then take appropriate action regarding the instructor's certification. Please refer specifically to Rules .0919 and .920 in the Administrative Code for a complete listing of actions that may be taken by the Commission.

8. Testing

You are required to develop and utilize written, oral, or motor-skill performance tests, examinations, or demonstration exercises to determine a trainee's proficiency. These tests may be administered throughout the entire Telecommunicator Certification Course curriculum. Tests completed at the onset of course delivery can help you identify trainees who may benefit from remedial training throughout

the course. As the School Director, you should ensure that instructors utilize the tests you have chosen within their given area of instruction. At the conclusion of the course, a trainee must be proficient in each topical area. It is your responsibility to determine the trainee's proficiency and take any remedial action that may be necessary. A suggestion would be to administer examinations as soon after the instruction periods as possible to allow for an early indication to both the trainee and academy staff of trainee problems in assimilating subject matter. There are many varied concepts regarding testing methodology for telecommunicator certification training. You should select the one method best suited for your course, and the selection should be based on input from your instructors.

I

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

a) Test Pool

It is suggested that each delivery site develop a "pool" of test questions, items and practical exercises that are designed to measure each of the training objectives for the Telecommunicator Certification Course. It is left to the school director to determine how many questions are appropriate to satisfactorily test a particular training objective. The total number of items in the test pool should greatly exceed the number of questions that will be included in all examinations administered to students attending the

Telecommunicator Certification Course. Questions should be numbered and a record of their use in various course presentations so that question difficulty analyses can be conducted routinely, and poor questions modified or eliminated from the pool. Test questions in the pool should be filed by "Subject Title" and training objective number. Every question should at least be "matched" or replicated by another question of the same difficulty level, which tests the same training objective so that different questions can be used for remedial purposes.

b) Performance Skills Examinations

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

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

9. Supervision of Staff

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

10. Submission of Post-Delivery Report

You are required to submit to the Sheriffs' Education and Training Standards Division a "Post-Delivery Report-Telecommunicator Certification Course" (Form F-7B-T) **within ten (10) days of the date you receive**

the examination results. Included in this report should be an individual "Student Course Completion Record" (Form 7-D-T) **for each trainee enrolled in the course.** The record should include numerical block scores for each student and any information regarding deficiencies, etc. **This means you should complete this report for each student, regardless of whether they achieved successful course completion.** Spaces are available on this form for you to indicate the student's training status (full-time, makeup work, limited enrollee), as well as their completion status (successful, deficiencies, failed an exam, withdrawal). You must also include in the "Post-Delivery Report" any instructor substitutions that occurred from the Pre-Delivery report through course completion. **Under no circumstances should you make instructor substitutions without verifying the instructor's proper certification to be used.**

Questions regarding completing the "Post-Delivery Report" should be referred to the Sheriffs' Education and Training Standards Division.

VI. TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS

The school director is responsible for monitoring the progress of each trainee daily. A trainee is required to attend all portions of the course, except for excused absences, before being administered the State Comprehensive Examination. To accomplish this goal, a minimum attendance requirement has been established and must be enforced by the school director and any supplemental rules and regulations adopted by the school.

A. Registration and Orientation

Per NCAC 10B.0713(b), the school shall not admit any individual younger than 18 years of age as a trainee in any Telecommunicator Certification Course without the prior written approval of the Director of the Standards Division. The Director shall approve those individuals who will turn 18 years of age prior to the end of any Telecommunicator Course. All students must meet the overall requirements of 12 NCAC 10b 0713, and if a student is NON-SPONSORED, that student must provide all required documentation and keep it on file.

Sheriffs' Standards is available to assist school directors in matters where a student formally requests reasonable accommodation for a disability. The staff will evaluate whether the proposed accommodation is reasonable for certification purposes. The request should be in writing and received no later than the second day after the course "Orientation" block of instruction. The school director is responsible for determining a student's continued eligibility for enrollment. They should also consult with their agency/institution's own legal counsel. It is strongly recommended that the school provide pre-course instruction on the physical and mental requirements of the Commission-mandated course, including the essential job functions of being a telecommunicator. Any written request for accommodation should be accompanied by any available documentation verifying the extent and range of the disability.

At the time you are registering students for enrollment in your course, you should retrieve from each student a "Medical History Statement" (Form F-1) and a "Medical Examination Report" (Form F-2), Tuberculosis Questionnaire (Form F2A), and Medical Examination Report Addendum (Form F2B). **All forms are valid for 12 months from the date the student and the examining physician sign them.**

1. Course Enrollment (Full-Time)

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

2. Course Enrollment (Partial Enrollment)

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

3. Trainee Orientation

The School Director (recommended) or a valid TCC instructor must conduct orientation at the beginning of each course delivery period. An "Orientation" outline is provided in each instructor manual and must be used as a basis for conducting the orientation. The overall success of your program and the elimination of administrative problems will depend on effective orientation. All rules and regulations must be comprehensively covered during the orientation phase. This includes rules and regulations mandated by the Commission, as well as any additional regulations unique to your institution and/or training environment.

School Directors should also discuss with the students the forms in the "Orientation" section of the notebook that the Sheriffs' Education and Training Standards Division requires. It is imperative that students realize the importance of these documents. Instruct the students to read them carefully and answer truthfully. These forms deal with an individual's criminal history record and their eligibility for certification based on the existence of a criminal record.

B. Trainee Attendance

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

1. Excused Absences

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

2. Make-up Work for Absences

If you grant an excused absence, you must schedule appropriate make-up work and ensure the satisfactory completion of such work during the current course offering. If make-up work cannot be completed, the trainee **cannot** take the State Comprehensive Examination, and **you must report the specific topics that must be made up** to the Sheriffs'

Education and Training Standards Division when you submit your "Post-Delivery Report." The trainee will be required to enroll in a subsequent delivery to make up the work. Such enrollment must occur within 120 days from the last date of trainee participation in prior course delivery.

3. Termination of Trainee (Participation)

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

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

1. Partial Enrollment

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

Absences due to accident, illness, emergency, or other good cause;

- a) Excused absences that do not exceed ten percent of the coursework that could not be scheduled for makeup;
- b) Deficiencies in one or two topical areas.

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

2. Testing

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

Examinations should be administered as soon after the

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

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

3. Remediation

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

4. Deficiencies

A trainee can accumulate up to two topical area deficiencies during course delivery. A deficiency is established after remediation and retesting, or if the student failed to actively participate in a required class. Trainees must be advised when they have an existing deficiency and when a trainee accumulates the third topical area deficiency, they should expediently be terminated from training course participation. Trainees with more than 2 deficiencies must re-enroll in and complete the course in its entirety. A trainee with an existing deficiency at the conclusion of the course **cannot** take the State Comprehensive Examination and must make up

identified deficiencies in one subsequent course offering within 120 calendar days from the last date of participation in the initial course. Should a trainee enroll in a subsequent course offering within the required time frame and then fail to complete the limited portion(s) of the course, they would be required to complete a subsequent course offering in its entirety.

5. State Comprehensive Examination

At the conclusion of the course delivery, each trainee who has satisfactorily completed all performance and attendance requirements as set forth in Section .1305 of the Commission's Code and as specified in the "Orientation" block of instruction will be administered a comprehensive written examination by a representative of the Sheriffs' Education and Training Standards Division. The School Director must ensure that the "Examination Results – Telecommunicator Certification Course" (Form F-7T) has been completed prior to administering the state examination, so the Sheriffs' Education and Training Standards Division's representative can properly record the exam scores. It is imperative that all information, i.e., date of birth, social security number, student's address, and employing agency, be included on this form to ensure proper credit is given to each trainee by the Sheriffs' Education and Training Standards Division. This form is to be submitted with the "Post-Delivery Report." A trainee with a single existing deficiency cannot be administered the examination. The responsibility for determining that a trainee is qualified for the examination is that of the School Director, and they may not otherwise delegate this duty. A review should be conducted with the class before the examination.

6. Examination Failure

A trainee who fails to pass the state comprehensive examination will be given one opportunity to retest prior to enrollment in a subsequent course delivery. The Sheriffs' Education and Training Standards Division representative will have the "Request for Re-Examination – Telecommunicator Certification Course" (Form F-7F-T) available for you and the trainee to complete to request a retest. Such requests must be made within 30 days of the date of initial failure, and the re-examination must be completed within ninety 90 days after the original examination. The trainee's employing/sponsoring

agency will be notified by the Sheriffs' Education and Training Standards Division of the trainee's failure and make appropriate arrangements with the agency to schedule the retest.

7. Certificates of Completion

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

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

D. Satisfaction of Minimum Training Requirements

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

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

VII. DEVELOPMENT OF TELECOMMUNICATOR CERTIFICATION COURSE CURRICULUM

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

VIII. ORGANIZATION OF TELECOMMUNICATOR CERTIFICATION COURSE CURRICULUM

A. Academic Checklist

1. The academic checklist contains several items of information. First, there is a "lesson purpose." This general statement indicates what instructors should intend to accomplish as they teach the topic.
2. There is a list of "student performance objectives." These statements indicate to the students what they should be able to accomplish by the end of training in the topic area. These are especially useful to the student because they provide direction toward the learning that will be addressed by criterion testing. Students should be advised that the material in the topic that addresses an objective is the same material from which written test items are constructed, and performance tests are designed.
3. There are study assignments listed when necessary.
4. There is an indication of the minimum number of hours that are required to be devoted to the topic area.
5. There is the type of instructional environment in which the instruction will take place.
6. The instructional methods to be used are indicated. This provides some idea of the type of training that will occur, but more detail is provided in the instructional materials.
7. Necessary materials are listed.

8. There is a list of training aids to supplement the instruction. This list includes both equipment and visual aids. Videos and training equipment listed are those recommended or required (if noted) to deliver the training. Additional aids should, of course, be utilized when they enhance the instruction's quality.
9. Educational equipment should be a part of the permanent property of the delivery site. Equipment to be used as learning aids or as a part of practical exercises, such as telephone sets and radios, should also be obtained locally. School directors should consider not only purchasing the items but also exploring the possibility of donations from businesses, civic clubs, local agencies, etc.
10. A list of references is included in each lesson plan. These provide a reading list for students, especially instructors, who should be familiar with the content of each reference source. This list is also useful in suggesting titles that might be placed in an institution's or agency's library.
11. The name of the instructor who prepared the original lesson plan is provided. This is done to provide credit for the work originally done.
12. The date of preparation of the original lesson plan is provided.
13. Persons responsible for revisions and updates are listed, along with the revision date.

B. Instructor Notes

There is also an "Instructor Notes" page in the instructor manual. These provide general explanations of the nature of the training to be conducted, the requirements expected of the instructors, and any practical exercises, if applicable. School Directors should always direct instructors to read these notes before designing their delivery plan.

C. Lesson Plans

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

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

School directors should remind instructors that the narrative of both the student and instructor lesson plans is nearly identical. The instructor's lesson plan, therefore, is not a script of the presentation. Instead, it is a foundation upon which instructors build their presentations using the skills acquired in instructor training and their experience. Although there are a minimum number of PowerPoint slides and handouts provided, these are in no way intended to totally support the presentation. Instructors still have autonomy within the context of what is provided to design an engaging and relevant presentation based upon a proper learning methodology and using individualized examples, questioning, exercises, and a variety of audiovisual materials. School directors should remind instructors that it is ultimately their responsibility to transform objectives and materials into dynamic, useful presentations. Requirements for supplementing the Commission-mandated material were discussed above.

A **recommended** instructional environment is identified in each individual academic checklist. School directors will notice that the academic setting may vary throughout the delivery of an individual block as well as the entire course, i.e., the "Overview of Emergency Services" block begins in an academic classroom, but demonstrations by local law enforcement, fire, and EMS units may require students to move to a new setting.

D. Supplemental Materials

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

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

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

IX. MANAGING PRACTICAL EXERCISES

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

A. Written Documents

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

B. Control and Management

Prior to the commencement of practical exercises, formally brief the participants. Inspect all equipment. It is recommended that the School Director and all participating instructors carefully review all "Instructor Notes" accompanying the "Telecommunicator Training Practicum." Particular attention should be given to Instructor Note number three within the "Telecommunicator Training Practicum."

To ensure structure and consistency, role-players should be given instructions concerning the need to "stick with the script" and not to "ad lib" during the role-playing exercises. The School director and participating instructors must control the role-players' tendency to escalate the intensity of the scenarios. Instructors involved in each exercise scene must be placed in complete control of the exercise scene and instructed to terminate any exercise when it appears to become unsafe or veers away from the stated objective.

X. COURSE DELIVERY

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

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

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

(1)	Orientation	2 hours
(2)	Introductory Topics for the Telecommunicator	3 hours
(3)	Interpersonal Communication	2 hours
(4)	Civil Liability for the Telecommunicator	5 hours
(5)	Telecommunications Systems and Equipment	3 hours
(6)	Overview of Emergency Services	7 hours
(7)	Call Reception and Prioritization	8 hours
(8)	Broadcasting Techniques and Resource Allocation	7 hours
(9)	Telecommunicator Training Practicum	5 hours
(10)	State Comprehensive Examination and Review	5 hours

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

Title: Orientation

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

Materials/Training Aids Needed:
Computer/monitor PowerPoint Slides

Title: Introductory Topics for the Telecommunicator

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

Materials/Training Aids Needed:
Computer/monitor PowerPoint Slides

Title: Telecommunications Systems and Equipment

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

Materials/Training Aids Needed:

Computer/monitor PowerPoint Slides

Title: Civil Liability for the Telecommunicator

This block provides the participant with an understanding of civil liability as it pertains to the telecommunicator. The instructor manual will provide the cases, which can be copied and distributed to the students. The instructor must be familiar with all of the material, and specifically, with the cases discussed during this block of instruction to enhance discussion and to reinforce the concepts. There is one practical exercise in this block.

Materials/Training Aids Needed:

Computer/monitor PowerPoint Slides Handouts

Title: Interpersonal Communication

This block of instruction presents the basics of communication skills to the participants. This block of instruction will expose participants to effective steps and techniques in giving feedback and improving their verbal communication and listening skills. Participants will also be able to identify cultural issues that could hinder or help effective communication.

Materials/Training Aids Needed

Computer/monitor

PowerPoint Slides

Flip Chart

Chalkboard or Dry-Erase Board

Handouts

Title: Overview of Emergency Services

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

Materials/Training Aids Needed:

Computer/monitor Flip Chart

Chalk or Dry-Erase Board PowerPoint Slides

Audio Clip Handout

Title: Call Reception and Prioritization

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

Materials/Training Aids Needed:

Computer/monitor

PowerPoint Slides

Handouts

Title: Broadcasting Techniques and Resource Allocation

The block presents the basic fundamentals and practices to be used over the radio. This block of instruction provides the participant with many procedures for correctly giving descriptions of persons and vehicles, using the phonetic alphabet, using military or 24-hour time, and correctly pronouncing numbers. For this reason, it is strongly recommended that time be allocated for practical exercises as suggested in the lesson plan. This will give participants the chance to implement formats as they are discussed throughout the lesson plan. Several handouts complement the above-mentioned procedures and can also be a reference for the participant after the class ends.

Materials/Training Aids Needed:

Computer/monitor

PowerPoint Slides Flip Chart

Handouts

Radio Microphone

Portable Radios (at least two)

Title: Telecommunicator Training Practicum

The purpose of this block of instruction is to give the participant an opportunity to apply basic procedures and skills taught in this course by participating in exercises simulating the duties performed by telecommunicators in emergency service communications centers. Trainees will practice various skills in one comprehensive simulation exercise. Each trainee is allotted approximately 30 minutes. The lesson plans in this training curriculum provide the directions and standards of practice for the activities in this exercise. The trainee is required to complete the practicum, and an evaluator is required to document the trainee's activities and provide feedback. **Importantly, if the trainee fails to perform as described in the lesson materials, the instructor should document this on the practicum evaluation form and provide feedback as needed.** This training evaluation will become a part of the permanent training record for each class; however, the trainee should be

provided with a copy of the evaluation form. The simulation equipment used is at the discretion of the instructor. Someone experienced in training telecommunicators should help plan the simulation exercises. The instructor notes for this block of instruction give several different simulation arrangements to assist the instructors in planning how the simulation will be played out.

Materials/Training Aids Needed:

Portable Radios

Base Station

Telephone and Console Related Equipment Breakout Rooms

Handouts

Evaluation Instruments

XI. TELECOMMUNICATOR CERTIFICATION COURSE FORMS – The following forms can be found on the North Carolina Department of Justice website at <https://ncdoj.gov/>.

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

Note: Once on the website, under the heading "Law Enforcement Training + Certification," click "Sheriffs' Education & Training Standards Division." Finally, click "All Commission Forms & Publications" at the bottom of the page, then select the appropriate form.