North Carolina 911 Board
Education Committee Meeting Agenda
Via Simultaneous Communication
Microsoft Teams Meeting
Thursday, September 22
1:00 PM to 3:00 PM

Tab	Topic	Presenter
1.	Chair Opening Remarks	Chuck Greene
2.	Welcome	Pokey Harris
3.	Roll Call	Angie Turbeville
4.	Conflict of Interest and Ethics Statement	Chuck Greene
5.	Approval of August Minutes – *Roll Call Vote*	Chuck Greene
6.	Technology Update	Tom Rogers
7.	Legal Update	Amanda Reeder
8.	Macon County Training Course Request: *Training 911 Heroes Telecommunicator Training Bundle – Online Subscription – Roll Call Vote*	Angie Turbeville
9.	Recruitment Campaign - Public Service Announcement Update –*Roll Call Vote*	Chuck Greene
10.	Associates in Applied Science in 911 Communications and Operations Program	Angie Turbeville
11.	NENA Center Manager Certification Program (CMCP) – *Roll Call Vote*	Angie Turbeville
12.	Other	Chuck Greene

Next Meeting – Thursday, October 20 at 10:00 AM

Ethics Statement:

In accordance with G.S. 138A-15, it is the duty of every Committee member to avoid both conflicts of interest and potential conflicts of interest.

Does any member have any known conflict of interest or potential conflict of interest with respect to any matters coming before the Committee today? If so, please identify the actual or potential conflict and refrain from any undue participation in the particular matter involved.

North Carolina 911 Board
Education Committee Meeting
MINUTES
August 18, 2022
10:00 AM to 12:00 PM
Microsoft Teams, Raleigh, NC
Meeting was Conducted via the use of Simultaneous Communications

Members on Phone	Staff on Phone	Others on Phone
Jeryl Anderson	Greg Dotson	Greg Foster – Board Member
Tommy Cole	Kristen Falco	Doug Workman – Cary Police
Chuck Greene	Tina Gardner	Kyle Griffin -Stanly County
Grayson Gusa	Pokey Harris	Lynn Slycord – Kings Mountain
J D Hartman	David Newberry	Taylor Rolling
Donna Wright	Amanda Reeder	Dr. Miriam Huntley – Richmond Community College
	Tom Rogers	Kevin Parsons – Richmond Community College
	Marsha Tapler	Janet Simms – Richmond Community College
	Sarah Templeton	
	Angie Turbeville	

1. **Chair's Opening Remarks** – The meeting was called to order at 10:00 AM by Mr. Greene by welcoming committee members and staff.

2. **Executive Directors Opening Remarks –** Ms. Harris welcomed and thanked committee members.

3. **Roll Call -** Ms. Turbeville proceeded to call the roll

4. **Conflict of Interest and Ethics Statement –** Mr. Greene read the statement. Donna Wright stated that she a contractor for Richmond Community College. Mr. Greene stated that since no actions would be taken by committee today on anything affecting Richmond Community College, there is no conflict of interest. Ms. Reeder agreed and thanked Ms. Wright for informing the committee.

5. **Approval of July 2022 Minutes (Vote Required) –** Ms. Wright made a motion to approve, and Ms. Anderson seconded the motion.

Approval of April 2022 Education Committee Minutes

Committee Member	Vote to Approve	Vote to Not Approve
Jeryl Anderson	Y	
Tommy Cole	Y	
Chuck Greene	Y	
Grayson Gusa	Y	
J D Hartman	Y	
Donna Wright	Y	

6. **Technology Update –** Mr. Rogers stated there have been no further ESInet migration changes since the last meeting; 124 PSAPs are now operational on the network. The remaining sites are Wilkes, Northhampton, and Anson counties. Currently, there are 54 hosted Vesta, 49 hosted VIPER, and 21 ESInet-only PSAPs. The Cybersecurity Ad hoc committee is planning a tabletop exercise for each region in the spring with CISA (Cybersecurity and Infrastructure Security Agency). The Committee is also working on a survey to poll PSAPs who currently utilize multi-factor authentication (MFA) and are integrating this technology; the Committee would like to assist the PSAPs with this additional layer of security. The GIS status as of this meeting shows only two jurisdictions remain as not having reached i3 ready status, Cleveland County and Onslow County. Staff was invited to participate in a GICC Outreach presentation about 911 and GIS in Wilmington. Four (4) additional meetings across the State will be held over the next few months.

   Mr. Rogers stated the RapidDeploy training is ongoing until the end of September for all the PSAPs. Ms. Harris inquired from the attendees on the conference call for any feedback on the RapidDeploy training. Mr. Workman with Cary Police provided his experiences so far.

7. **Legal Update –** Ms. Reeder wanted to bring attention of the proposed rules change being proposed by the Sheriff's Education and Training Commission. This seems to be of great interest to the PSAP community because some of the proposed rules would require telecommunicators to receive training prior to acceptance of their probationary license. The Commission sent notice to the agencies impacted and the proposed rules were published in the July 15th Register. The comment period does not close until September 13. The Board has not taken a position on this. This is an informational item only. Ms. Wright asked what the intent of the rule change is. Sheriff Hartman stated there was a recommendation from the Attorney General's Office from the Equity Committee that the rules should be matched with Criminal Justice Standards and there was much discussion from the Sheriff's Association. He stated the proposed rule changes impact not only telecommunicators but also corrections. Sheriff Hartman stated his understanding of the proposed rules change is that a telecommunicator could be hired but they could not perform any telecommunicator job duties until they had completed the required training. This will limit hiring and recruitment processes. Ms. Anderson also questioned the proposed rules asking for clarification and how this will be applied. She inquired if was this for only the training or for certification. Ms. Wright stated that she would post the information on the PSAP Manager's listserv. Mr. Greene confirmed the Board would not be taking a position on this matter and encouraged those who had an opinion to comment directly to the Sheriff's Education and Training Commission do so before the September 13 deadline.

8. **Stanly County Training Eligibility Request,** *Denise Amber Lee Foundation Center Supervisor Online Course* **–** Ms. Turbeville provided the committee with a brief overview of the course. She was impressed with the 90-day application exercise with interaction with the instructor to ensure knowledge transfer. The staff recommendation is to approve the course for funding. Mr. Greene asked for any discussion. Mr. Gusa stated the course seems in line with other supervisory courses that have already been approved. Ms. Anderson asked if the 90-day application had been shared with the presented course outline. Ms. Turbeville stated there was no further information to share. Mr. Greene asked if there was a motion from the Committee. Chief Cole made a motion to approve the training and was seconded by Ms. Wright.

Approval of the Denise Amber Lee Foundation Center Supervisor Online Course		
Committee Member	**Vote to Approve**	**Vote to Not Approve**
Jeryl Anderson	Y	
Tommy Cole	Y	
Chuck Greene	Y	
Grayson Gusa	Y	
J D Hartman	Y	
Donna Wright	Y	

9. **PSA Recruitment Campaign –** Mr. Greene provided an update to the Committee on the progress of the campaign. Ms. Reeder is reviewing the procurement process and procurement rules while working with staff to ensure procurement is handled correctly. Mr. Greene shared that as soon as the procurement process is finalized, staff will be working to roll out the campaign. Ms. Harris stated this PSA will be a Statewide campaign. She had an inquiry from the State Director from Missouri about the campaign's effectiveness in our State.

10. **Public Safety Administration Associates Degree –** Mr. Greene shared earlier this week, that he, Ms. Harris, Ms. Wright, and Ms. Turbeville sat down with Richmond Community College to discuss the associate degree program. This was a wonderful conversation. Mr. Greene asked Ms. Turbeville to share more information. Ms. Turbeville announced that after discussions, it was decided to create and develop a brand-new program specifically for the 911 profession with Richmond Community College, called the 911 Communications and Operations Associates Degree. This gives the Board the opportunity to select and create a curriculum specifically for a program to further advance the education of telecommunicators. Ms. Turbeville expressed her excitement for this partnership and shared that this will be the country's first program of its kind. She introduced the guests from Richmond Community College: Kevin Parsons, Vice President, Janet Sims, Dean of Allied Health and Human Services, and Dr. Miriam Huntley, Dean of Business Technologies and Public Services. Mr. Parsons stated this is the team who will be working on the project. He shared that after doing research it was decided the best approach would be to create a brand-new program so that exactly what was needed could be put in this program. Dr. Huntley has been finalizing the proposed project timeline. She will be working with Ms. Harris and Ms. Turbeville to get the credentials completed and capturing the needed skills for a telecommunicator. She

stated is looking forward to working with the Board and its staff on the project. Ms. Simms stated she is very excited about creating new programs to meet community facilities' needs. She will be asking for the Board and this Committee to ensure the student learning outcomes that are produced can meet industry needs. She is looking forward to a collaborative effort between Richmond Community College and the 911 Board to have a stellar program to facilitate the advancement of the profession. Mr. Greene stated that a couple of priorities of the program is for it to be applicable and advantageous for those just coming out of high school to get their basic training and those who are currently employed as a telecommunicator. Ms. Harris stated that the Board wants the program to be encompassing those who are on the career track from high school or a telecommunicator who wants to advance through education in the profession. Ms. Harris stated that the meeting with Richmond Community College was energizing, and she was anxious to get this started. Ms. Harris expressed her excitement about the partnership. Ms. Wright shared that it is great to see this, as there is such a need and overdue; Richmond Community College will be visiting the local PSAP to learn more about the skills needed for a telecommunicator. Ms. Wright also shared that those students that have taken the PSAP Executive Manager's Program will receive credit hours for the degree program. Chief Cole expressed that this program is needed. Mr. Gusa asked if this course would be offered online. Ms. Harris shared the program will be offered online.

The meeting was adjourned at 11:04 AM

Training 9-1-1 Heroes

Training & Resources

Online Course
Learning Objectives

Introduction:

Tina started her career with 9-1-1 in 1996 in Plano, Texas. Throughout childhood, Tina wanted to be a teacher. Sitting in classroom training on the first day of 9-1-1 training, she made a goal. The goal was to be the person who teaches 9-1-1 Emergency Communication Professionals (ECPs).

Tina is extremely passionate about the 9-1-1 profession and advocates for ECPs in many ways. Tina is the Past-President of the Texas 9-1-1 Trainer (TNT) group and has been involved with the group for over 15 years. Tina founded the National 9-1-1 Trainer Forum, holding a yearly conference for 9-1-1 trainers from around the nation. Tina is also involved with APCO International Committees and has published numerous articles in the APCO Magazine. Tina firmly believes in the recognition of ECPs and pushes the topic every chance she gets. Recently Tina launched an online training site, intending to provide relevant, quality, low-cost training for ECPs around the United States.

Licenses/Certifications:

NENA Emergency Number Professional (ENP)
APCO Registered Public Safety Leader (RPL)
Master ECP License
Advanced TCOLE Instructor
Texas DPS TCIC/TLETS Instructor
Instructor for National Center for Missing and Exploited Children course for ECPs
American Red Cross CPR Instructor

Awards:

2007 Texas NENA Silent Hero
2015 Texas APCO Trainer of the Year

9-1-1 Experience:

Since 1996, Tina has worked as a 9-1-1 dispatcher, call-taker, and trainer for large and small cities alike. She also has experience working as a ECP at an International Airport and a 4-year college. Tina currently works in an Emergency Communications Center (ECC), dispatching police and fire, to ensure her skills stay up-to-date.

Training Experience:

Tina has provided classroom training for the majority of her career. Additionally, Tina has presented at National and State conferences throughout the US. In addition to working in an ECC, Tina currently trains an average of 650 hours per year.

Animal Calls
Online Course

Motivator:

Most animal-related calls are non-emergency calls. Repeated animal calls lead to complacency. Animal calls can lead to fatalities in certain circumstances. It is important to recognize the dangers related to animal calls.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Discuss skills to use for persons reporting barking dogs.
- Explain different types of animal cruelty/abuse.
- Recognize hazards related to exotic animals.
- List statistics related to accidents involving loose animals.
- Explain the incidence of animal attacks.
- List diseases carried by animals.

Autism Spectrum Disorder
Online Course

Motivator:

The CDC estimates that 1 in 44 children in the US is diagnosed with autism spectrum disorder. A person with autism spectrum disorder is seven times more likely to come in contact with police. ECPs need to recognize a call involving a person with ASD to warn officers of any potential hazards.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain autism spectrum disorder.
- Recite statistics related to autism spectrum disorder.
- Discuss the three levels of ASD.
- Recognize the characteristics of a person with ASD.
- Relay important questions when a child with ASD goes missing.
- Determine ways to ensure everyone's safety when calls involve a person with ASD.

Back to the Basics: Customer Service
Online Course

Motivator:

ECPs provide customer service to callers both on 911 and non-emergency lines. Failure to provide good customer service can have negative consequences, including making the difference between life and death.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain the importance of good customer service.
- Determine the consequences of poor customer service.
- Discuss ways to provide good customer service when answering the phone.
- List ways to provide good customer service during the call.
- Recognize the importance of good customer service after a call.
- Differentiate burnout from compassion fatigue.
- Discuss ways to avoid burnout and compassion fatigue.

Barricaded Persons
Online Course

Motivator:

Barricaded person calls are considered low-frequency, high-risk calls. These calls present a danger to responders and bystanders.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Recognize the signs of a potential barricaded person.
- Recite statistics related to barricaded person incidents.
- Differentiate between a planned barricade incident and unplanned barricade incident.
- Relate types of hostage barricades.
- Explain the importance of active listening in barricaded person incidents.
- Discuss questions and instructions for calls related to barricaded persons.

Bombs and Explosive Devices
Online Course

Motivator:

Bombs or explosive devices may be an indication of a bigger crime, such as a terrorist attack or an active assailant incident. Responding appropriately to calls involving bombs or explosive devices will ensure the caller's, bystander's, and responder's safety.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define bombs and explosive devices.
- List the components of a bomb.
- Relate the details of the 2018 Austin bombings.
- Discuss proper questions and instructions for callers reporting suspicious packages.
- Relate proper questions and instructions for bomb calls.
- List proper questions and instructions for bomb threat calls.

Bullying
Online Course

Motivator:

Bullying in the ECC is not acceptable. Bullying can have serious consequences for the targets, which may hamper their ability to effectively complete work-related tasks.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define bullying.
- Explain the workplace bullying continuum.
- Differentiate the eight different types of bullies in the ECC.
- Explain bullying behaviors found in the ECC.
- List the types of bullying perpetrated by a supervisor.
- Detail steps to take to stop bullying behaviors.
- Discuss the steps to creating an anti-bullying policy.

Chemical Suicide
Online Course

Motivator:

Chemical suicide calls may come in as an unconscious person making responders rush to provide aid. The chemicals used can be dangerous, causing responders to become ill.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain chemical suicide.
- Discuss the dangers of hydrogen sulfide.
- Recognize the dangers associated with hydrogen cyanide.
- Relate the warning signs of a potential chemical suicide.
- List types of calls that may be indicative of a chemical suicide.
- Process a call involving a chemical suicide.
- Determine the response necessary for a chemical suicide.
- Discuss incidents involving chemical suicide.

Cultural Awareness
Online Course

Motivator:

Every city in every state is made up of persons from a variety of cultures. The ECP, is the first person someone talks to when they need help. A person may judge the entire public safety profession based on that interaction.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define terms related to cultural awareness.
- List the four components of culture.
- Discuss ways to overcome a language barrier.
- Explain why some cultures fear police.
- Determine which laws apply to immigrants of different cultures.
- List techniques to use when dealing with a person from a different culture.

Domestic Violence
Online Course

Motivator:

It is frustrating to take repeat calls of domestic violence. Having an understanding of why the victim stays in this situation can help the ECP develop empathy when taking these calls.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain the physical risks of leaving an abusive relationship.
- Recognize risks involving children when leaving an abusive relationship.
- Discuss financial risks when attempting to leave an abusive relationship.
- Determine how friends and family affect leaving an abusive relationship.
- Determine the psychological risks of leaving an abusive relationship.
- Write the formula for empathetic listening.

Ethics for ECPs
Online Course

Motivator:

As members of the public safety community, the public holds ECPs to a higher standard. Ethics training is important to remind ECPs what to do in an ethical situation, and the consequences of the wrong choice.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain the consequences of poor ethics.
- Define terms related to ethics.
- List principles associated with good ethics.
- Discuss steps to making an ethical decision.
- Review incidents involving ECPs with poor ethics.
- Respond appropriately to ethical scenarios.

Gangs
Online Course

Motivator:

Gang members are found in jurisdictions of all sizes. Most gang members carry weapons, they might be under the influence or have narcotics on their person and are typically not overly cooperative with law enforcement. Responder safety is of the utmost importance when they are dealing with gang members.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define a gang.
- Explain the identifiers of a gang member.
- Discuss large gangs found in the United States.
- Recite the requirements used to enter a person into the NCIC Gang File.
- List the types of crimes committed by gang members.
- Discuss ways to ensure responder safety when dealing with gang members.

Hate Crimes
Online Course

Motivator:

There are thousands of hate crime incidents reported each year and thousands more which are never reported. Hate crimes can be minor crimes or major crimes involving loss of life. ECPs should be able to recognize a potential hate crime.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define hate crimes.
- Relate the history of hate crime reporting.
- Recite statistics related to hate crimes.
- Discuss recent hate crimes in the news.
- Recognize signs of a hate crime.
- List questions to determine if a call may be the result of a hate crime.

Hidden Hazards
Online Course

Motivator:

As ECPs, we know that certain calls have hazards, and a person using narcotics or with a weapon can be a hazard to responders. There are many times responders are sent to a call where there are other hazards we don't always take into consideration. This course will review some of these hazards.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Recognize diseases and illnesses that threaten responders.
- Relate the dangers of certain narcotics to responders.
- List the hazards of extreme weather.
- Explain hazards related to electricity.
- Discuss the danger of insects and venomous reptiles.
- Explain ways to ensure responder safety.

Human Trafficking
Online Course

Motivator:

Human trafficking is a real-world issue. Millions of people are trafficked around the world, including in the United States. ECPs may receive calls of suspicious circumstances or persons which may lead to human trafficking.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define human trafficking.
- Recognize the crime of sex trafficking.
- Discuss types of labor trafficking.
- Explain techniques used by human traffickers.
- List warning signs of human trafficking.
- Discuss processing a call regarding human trafficking.

Hurricanes
Online Course

Motivator:

Hurricanes are dangerous storms that can affect many areas of the US, even inland states. ECCs must be prepared for hurricane season and the potential for life-threatening, property-damaging storms.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define a hurricane.
- Explain how hurricanes are formed.
- Differentiate between the five categories in the Saffir-Simpson Hurricane Wind Scale.
- Distinguish the different types of watches and warnings associated with hurricanes.
- Discuss the naming convention for hurricanes.
- Relay the effects of a hurricane on ECPs and the ECC.
- Explain questions and instructions for callers trapped during a hurricane.
- Determine post-hurricane instructions for callers.

Implicit Bias
Online Course

Motivator:

Implicit bias is an unconscious bias against a person or a group of people. ECPs should be familiar with different kinds of implicit bias and how it can affect the PSAP.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define and explain implicit bias.
- Recognize situations involving implicit bias.
- List types of implicit bias.
- Explain types of microaggressions.
- List the effects of implicit bias.
- Discuss ways to control implicit bias.

Liability
Online Course

Motivator:

The job of an ECP has many liability pitfalls. Unlike other professions, a mistake made by an ECP can be the difference between life and death.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define liability.
- State terms and definitions related to liability.
- Differentiate negligence from gross negligence.
- List the four elements of negligence.
- List seven common types of negligence in the ECC.
- Recognize areas of liability in the ECC.
- Discuss liability cases involving ECPs and ECCs.

Mass Casualty Incidents
Online Course

Motivator:

Mass casualty incidents will overwhelm responders and ECPs alike. The incident command structure will be used to ensure responder safety. There are many hazards associated with mass casualty incidents.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define a mass casualty.
- Recognize terminology related to a mass casualty incident.
- Different types of mass casualty incidents.
- Explain the incident command system.
- Discuss procedures for processing calls related to mass casualty incidents.
- Relate hazards found in mass casualty incidents.

Mental Illness
Online Course

Motivator:

A mentally ill person can be a threat to themselves, the caller, and responders. It is important to recognize common mental illnesses and their warning signs.

Learning Objectives:
- Upon successful completion of this instructional unit the student will be able to:
- Recognize behaviors related to mental illness.
- List statistics related to mental illness.
- Explain four basic types of mental illness.
- Discuss warning signs of mental illness.
- Determine questions for callers reporting a person with mental illness.
- Discuss questions and instructions for mentally ill callers.

Outlaw Motorcycle Gangs
Online Course

Motivator:

Many members of Outlaw Motorcycle Gangs are involved in violent crimes. Competing gangs may become violent against each other, posing a hazard to responders and bystanders.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define and explain Outlaw Motorcycle Gangs.
- Recognize the "Big 4" Outlaw Motorcycle Gangs.
- List types of crimes associated with Outlaw Motorcycle gangs.
- Explain the structure of Outlaw Motorcycle Gangs.
- Discuss the hazards Outlaw Motorcycle Gangs pose to police.
- Recognize ways to ensure officer safety when dealing with Outlaw Motorcycle Gangs.

Protective Orders
Online Course

Motivator:

Entering protective orders, known as restraining orders in some states, requires attention to detail. Understanding the fields of a protective order can help make the entry easier.

Learning Objectives:
Upon successful completion of this instructional unit the student will be able to:

Explain the purpose of a protective order.

- Discuss the retention period of a protective order.
- List the message keys to enter a protective order.
- Describe information necessary to enter a protective order.
- Differentiate the different protective order condition codes.
- Identify types of supplemental information.
- Enter a protective order.

Radio Communications
Online Course

Motivator:

The radio provides responders an essential link to the Emergency Communications Center. Emergency Communications Professionals must understand how to properly use and troubleshoot the radios to ensure responder safety.

Learning Objectives:
Upon successful completion of this instructional unit the student will be able to:

Explain the purpose of a protective order.

- Define terms related to radio communications.
- Label the parts of a portable radio.
- List basic public safety radio techniques.
- Discuss proper order of information for emergency broadcasts.
- Explain basic procedures for emergency broadcasts.
- Relate rules regarding public safety radio usage.

Sexual Assault
Online Course

Motivator:

A sexual assault survivor is calling at one of the worst moments of their life, ECPs must ensure they do not re-victimize the survivor.

Learning Objectives:
Upon successful completion of this instructional unit the student will be able to:

- Define terms related to sexual assault.
- Recite statistics related to sexual assault.
- Recognize effects of sexual assault on the survivor.
- List questions to ask callers reporting sexual assault.
- List resources for sexual assault survivors.

Sovereign Citizens
Online Course

Motivator:

Individuals involved with the Sovereign Citizen movement pose a threat to responders. They are uncooperative and believe they do not have to follow officers' commands. ECPs should recognize the warning signs of these individuals to maintain responder safety.

Learning Objectives:
Upon successful completion of this instructional unit the student will be able to:

- Explain the sovereign citizen movement.
- Relate the potential threat to public safety involving sovereign citizens.
- Determine the structure of sovereign citizen groups.
- Explain the beliefs of sovereign citizens.
- Recognize crimes committed by sovereign citizens.
- Recognize the indicators of a potentially violent sovereign citizen.
- Identify indicators of a sovereign citizen.
- Explain the steps to take to ensure responder safety when dealing with sovereign citizens.

Stalking
Online Course

Motivator:

Stalking incidents can cause fear, terror, and frustration for the victims. Stalking incidents and the stalkers vary in many ways. ECPs must ensure proper questions are asked to completely document stalking incidents.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- The student will be able to define stalking.
- The student will be able to recite statistics related to stalking offenses.
- The student will be able to differentiate the 5 types of stalkers.
- The student will be able to discuss stalking behaviors.
- The student will be able to relate call taking techniques for calls related to stalking.
- The student will be able to list questions and instructions to ensure responder safety on stalker calls.

Stolen Vehicles
Online Course

Motivator:

Officers need to need to know when the vehicle they are approaching is stolen. ECPs must watch their returns carefully and ensure stolen vehicle entries are entered in a timely, accurate, and complete manner.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- List statistics related to stolen vehicles.
- Relate stolen vehicle information to officers.
- Process a call for a stolen vehicle.
- Discuss the proper format for obtaining vehicle descriptors.
- Explain the requirements for a vehicle entry on NCIC.
- Determine resources available for calls involving stolen vehicles.

Structure Fires
Online Course

Motivator:

While not all ECPs process structure fire calls, it is important to be familiar with the hazards related to these calls. It is also important to have basic knowledge of questions to ask regarding structure fires.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- List statistics related to structure fires.
- Recognize causes of structure fires.
- Discuss the ECP's responsibility in a structure fire.
- Explain hazards related to structure fires.
- Process calls related to fire alarms.
- Process calls for structure fires.

Suicidal Callers
Online Course

Motivator:

Suicidal callers are desperate and don't know where to turn. When they call 9-1-1 it is imperative that the 9-1-1 ECP is able to build rapport with the caller and gain valuable information for the responders to get the caller the help they need.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define words associated with suicide.
- Recite important statistics regarding suicides.
- List risk factors and warning signs of a suicidal person.
- Describe the caller's potential emotional state.
- List ways to effectively handle suicidal callers.
- Process a call from a suicidal person.
- Relate instructions for a person reporting a completed suicide.

Suicide by Cop
Online Course

Motivator:

Suicide by cop incidents are on the rise. Many times, there are warning signs of a potential suicide by cop incident. Recognizing these signs can potentially change the outcome of the incident.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain suicide by cop.
- Relate statistics regarding suicide by cop.
- Discuss indicators of suicide by cop.
- Differentiate between planned and spontaneous incidents of suicide by cop.
- Distinguish the different types of suicide by cop.
- Explain the ECP's responsibilities in a suicide by cop incident.

Swatting
Online Course

Motivator:

Swatting is a dangerous prank. It can put responders and innocent people at risk. Unfortunately, there is little an ECP can do to recognize a swatting call but there are some precautions that can be taken. This course will cover those options.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define swatting.
- Explain the actions of a swatter.
- Discuss various swatting incidents.
- Detail the fatal Wichita swatting incident.
- Recite possible indicators of a swatting incident.
- Determine best practices for dealing with a swatting incident.

Motivator:

The FCC requires ECCs to train their ECPs on recognizing and processing calls from persons who are deaf or hard of hearing. This course will shed light on the requirements set forth in the Americans with Disabilities Act.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Discuss important facts related to the signing of the Americans with Disabilities Act.
- Summarize the five titles of the ADA.
- Identify individuals covered by the ADA.
- Explain the requirements of Title I.
- Relate the requirements of Title II.
- List the requirements for ECPs related to Title II.
- Determine the requirements of Title III.
- Discuss the requirements of Title IV.
- Relate Title V to the previous titles.
- Relay the importance of Text-to-911.

Motivator:

The FCC requires ECCs to train their ECPs on recognizing and processing calls from persons who are deaf or hard of hearing. Understanding Deaf Culture and recognizing the technology used by persons who are deaf can assist ECPs in processing these types of calls.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Relate statistics of hearing disabilities.
- List the causes of hearing disabilities.
- Discuss deaf culture.
- Differentiate between Big D and little d cultures.
- Discuss communication in deaf culture.
- Explain the purpose of a TDD.
- Distinguish Baudot tones from fax tones.
- Detail the requirements of the ADA Title II.
- Determine the TDD training suggested by the DOJ.
- Demonstrate the process for VCO and HCO calls.
- Explain the importance of interpreters to deaf culture.
- Distinguish text-to-911 from real-time-text.

Motivator:

The FCC requires ECCs to train their ECPs on recognizing and processing calls from persons who are deaf or hard of hearing. Callers with speech disabilities must be afforded the same ability to access emergency services as callers without disability.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Explain a speech disability.
- Determine the body systems involved in speaking.
- Differentiate between psychogenic and neurogenic mutism.
- Explain the types of aphasia.
- List the five types of articulation disorders.
- Discuss fluency disorders.
- Identify types of voice disorders.
- Describe interpreter services available to a person with a speech disability.
- Summarize call processing techniques for a person with a speech disability.

Motivator:

The FCC requires ECCs to train their ECPs on recognizing and processing calls from persons who are deaf or hard of hearing. There are many technologies used by persons who are deaf, which may require the ECP to use special skills to process the call.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Discuss the requirements in processing calls from a person who is deaf or hard of hearing.
- Differentiate between different kinds of hearing aids.
- List the three types of hearing aids.
- Explain cochlear implants.
- Relate the controversy surrounding cochlear implants in the deaf community.
- Explain implanted devices which help with hearing loss.
- Discuss assisted listening devices used by persons who are hard of hearing or deaf
- Compare types of phones used by persons who are deaf or hard of hearing.
- Discuss closed captioning on television programs.
- Identify different alarms used by persons who are deaf.

Terrorist Active Shooter
Online Course

Motivator:

In the last few years there have been at least three terrorist active shooter incidents in the US. ECPs should be prepared to differentiate between a typical active shooter incident and a terrorist active shooter incident.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define the term active shooter and the term terrorist.
- Recite implications of a terrorist active shooter incident.
- Discuss questions to ask callers if terrorism is suspected.
- Recognize the 8 warning signs of terrorist activity.
- Relate details of the 3 terrorist active shooter incidents.

Train Accidents
Online Course

Motivator:

Train accidents have a high probability of fatality or serious injury. ECPs must be able to act quickly to ensure the safety of the caller, bystanders, and responders. Many trains carry hazardous materials. ECPs should be familiar with the resources available to identify these hazards.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Recite 2018 train accident statistics.
- Define words associated with trains.
- List the major railways in the United States.
- Explain the different kinds of train accidents.
- Discuss proper questions and instructions for calls involving train accidents.
- Relate resources available for train accidents.

Traumatic Brain Injury
Online Course

Motivator:

A person with a traumatic brain injury may respond to questions slower and get frustrated easier than other callers. They may present a hazard to responders if they have moments of aggression. ECPs should have a basic knowledge of traumatic brain injuries.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- List terms for brain injury.
- Differentiate between traumatic and non-traumatic brain injuries.
- Discuss the severity levels of brain injuries.
- Recite statistics related to traumatic brain injuries.
- Determine the effects of a traumatic brain injury by determining the area of the brain which is damaged.
- Recite signs and symptoms of a traumatic brain injury.

Water Rescues
Online Course

Motivator:

Water rescues are low-frequency, high-risk calls for the person involved, bystanders, and responders. Time is critical in saving a person who is struggling or has been swept away in water.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Discuss statistics related to drownings.
- Recognize indications of a swift water rescue.
- Explain a surface water rescue.
- Differentiate between a rescue and recovery.
- List questions for callers requesting a water rescue.
- Explain instructions for callers involved in a water rescue.

Weapons of Mass Destruction
Online Course

Motivator:

A weapons of mass destruction incident is likely to involve terrorism. Recognizing a WMD incident early can help save lives.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Define a weapon of mass destruction.
- List four types of chemical weapons.
- Explain the consequences of a biological weapon attack.
- Differentiate between a radiological attack and a nuclear attack.
- Determine the effects of a bomb used as a weapon of mass destruction.
- Recognize possible signs of a weapons of mass destruction attack.
- Process calls during a weapons of mass destruction incident.

Weather Emergencies
Online Course

Motivator:

Thunderstorms have the potential to become severe with little to no warning. There are many threats that accompany thunderstorms. Severe thunderstorms greatly impact the call volume at a PSAP.

Learning Objectives:

Upon successful completion of this instructional unit the student will be able to:

- Recognize types of thunderstorms.
- Differentiate between tornadoes and damaging winds.
- Explain the dangers of flash floods.
- Relate statistics related to lightning.
- Determine how hail is formed.
- Relate proper instructions for callers during thunderstorms.

Motivator:

Wildfires move rapidly and can cause great devastation. ECPs must be able to process these calls and obtain information to assist firefighters in locating the fire quickly.

Learning Objectives:
- List the elements needed to create a fire.
- Explain the three types of wildfires.
- Discuss the dangers of a fire tornado.
- Relate statistics of 2018 wildfires.
- Explain weather warnings relevant to wildfires.
- Discuss questions and instructions for calls related to wildfires.

Website:

https://training4911heroes.com

Contact Information:

Tina Chaffin

9-1-1 Training Specialist

tina@training911heroes.com

LEARNING TODAY, LEADING TOMORROW

Please Join Us

For a Special Announcement from:
- Richmond Community College
- N.C. 911 Board
- N.C. Department of
  Information Technology

Tuesday, Oct. 4, 2022
2 p.m. | Cole Auditorium
>   *1042. W. Hamlet Ave.*
>   *Hamlet, NC 28345*

(910) 410-1700
www.richmondcc.edu

—SINCE 1964—

RICHMOND
COMMUNITY COLLEGE

Serving Richmond and Scotland Counties

September 15, 2022

Hello Business and Industry Partner:

Richmond Community College is exploring the feasibility of offering a new program, an Associate in Applied Science (AAS) Degree in 911 Communication and Operations. An integral part of this process involves the assessment of employment opportunities within the area for potential program graduates. As a valued member of the 911 business and industry community and a potential employer of these graduates, your participation in a short survey will be greatly appreciated.

Curriculum Description

*The **911 Communications and Operations** curriculum is designed to provide new students, as well as current practitioners, with knowledge and skills in the areas necessary for entrance or advancement within emergency communications.*

Emphasis is placed on the development of concepts and theories of public safety communication systems, basic office software skills, technical writing, business math and statistics, cybersecurity fundamentals, public and interpersonal relations, understand local government finance systems, basics of GIS, personnel management and supervision, project coordination, time management, and organizational skills, grant writing, introduction to computers and networks, mental health awareness, and adaptation to technology within emergency communication organizations.

Employment opportunities exist in a variety of areas, including: local government emergency communication organizations, county sheriff's departments, 911 emergency dispatch organizations, law enforcement, fire and EMS agencies, private communication centers, and emergency management.

Please complete this brief survey by **September 23, 2022**. Here is the link:
https://survey.alchemer.com/s3/7024959/RichmondCC-Program-Planning-Interest-Survey-for-Potential-Employers

If you have questions and would like to speak with me, please feel free to call me at any time. Thank you for taking time out of your busy schedule to complete the survey.

Sincerely,

Kevin S. Parsons
Vice President for Instruction