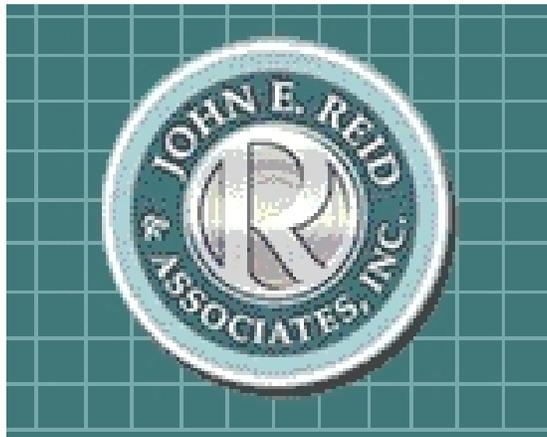


John E. Reid and Associates, Inc.



-The Reid Technique of Interviewing and Interrogation-

**-The Reid Technique of Investigative Interviewing,
Child Abuse Investigations-**

Credit Recommendation Report

October 2003



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INTRODUCTION

About Excelsior College

History

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

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

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

Accreditation

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

All the College's academic programs are registered (i.e., approved) by the New York State Education Department.

Excelsior College Examinations

Founded on the philosophy that “what you know is more important than where or how you learned it,” Excelsior College offers a series of college-level proficiency examinations whereby students may demonstrate competence in various subjects. Excelsior College Examinations (formerly known as Regents College Examinations) are recognized by the American Council on Education (ACE), Center for Adult Learning and Educational Credentials, for the award of college-level credit. Excelsior College Examinations in nursing are the only nursing exams approved by ACE in the nation.

Excelsior College Examinations are used by our own students to earn credit toward their degrees. More than 1,000 other colleges and universities across the country also accept credit awarded through successful completion of Excelsior College Examinations.

About the CJTA Project

In April of 2002, Excelsior College submitted a grant application to the United States Department of Justice (Office of Justice Programs - Bureau of Justice Assistance) requesting funds for the “Evaluation of Law Enforcement Training for Academic Credit Project.” The grant request was approved in July of 2002, and the Criminal Justice Training Assessment (CJTA) project (cjta@excelsior.edu) was created. Due to the continuing success of the project, an outgrowth of the grant has allowed for the establishment of separate, “pay-for” assessment process for for-profit agencies not originally included for consideration under the current grant such as **John E. Reid and Associates, Inc.**

The Goals of Criminal Justice Training Assessment

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

Personnel Involved

The Criminal Justice Training Assessment Advisory Committee

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

Members of the committee:

- **Kristi Anguish, BS**; Trooper, New York State Police Academy, Albany, NY
- **Michael J. Bolton, PhD**; Department Chair, Sociology and Criminal Justice, Marymount University, Arlington, VA
- **W. Garrett Capune, DCrim**; Director, Center for Administration of Justice, University of Southern California, Los Angeles, CA
- **Reuben M. Greenburg, MPA, MCP**; Chief, Charleston Police Department, Charleston, SC
- **Gene W. Hoekwater, MPA**; Captain, Michigan State Police Academy, Lansing, MI
- **John J. Maloy, MS**; Superintendent (retired), New York State Corrections Academy, Albany, NY
- **Louis A. Mayo, PhD**; Executive Director and Founder, Police Association for College Education, Alexandria, VA
- **Michael J. Palmiotto, PhD**; Professor of Criminal Justice, Wichita State University, Wichita, KS
- **Sidney J. Rice, MA**; Assistant Professor of Criminal Justice, California State University, Hayward, CA
- **Ronald M. Sharpe, MA**; Commissioner (retired), Pennsylvania State Police, Menands, NY
- **Jeanne B. Stinchcomb, PhD**; Associate Professor and Coordinator - Master of Justice Policy and Management Program, Florida Atlantic University, Fort Lauderdale, FL

- **Neal E. Trautman, PhD**; Executive Director, National Institute of Ethics, Winter Springs, FL

Tasks performed by the committee:

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

Criminal Justice Training Assessment Consultants

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

Criminal Justice Training Assessment Staff

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

- ❖ Jack Greene, Project Director – (518) 464-8669, jgreene@excelsior.edu
- ❖ Timothy Birch, Assessment Coordinator – (518) 464-8569, tbirch@excelsior.edu
- ❖ Eric Schultz, Assessment Coordinator – (518) 464-8609, eschultz@excelsior.edu
- ❖ Brenda Jones, Administrative Assistant – (518) 464-8572, bjones@excelsior.edu

ASSESSMENT CRITERIA AND CREDIT GUIDELINES

Assessment Focus

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

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

Assessment Criteria

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

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

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

Levels of Credit

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

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

Lower Division Credit - Associate/Baccalaureate Level

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

Upper Division Credit - Baccalaureate Level

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

Graduate Credit

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

It is expected that in most cases:

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

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

Use of Credits

Credit recommendations made by assessment teams can be used by:

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

Colleges and Universities

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

Credit Bank

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

Excelsior College’s Bachelor of Science in Criminal Justice

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

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

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

ASSESSMENT SITE VISIT

Description of Training Organization

John E. Reid and Associates, Inc. was established in 1947 to provide detection of deception services and training programs for clients in the business, police and legal communities. Because of their success in solving cases where there is little or no evidence, Reid and Associates is recognized as the authority in the specialized fields of interviewing, interrogation, and the polygraph technique. Each year the staff will conduct in excess of 4,000 interviews across the United States and present over 250 programs annually.

- Location:* Seminar Based - Multiple Locations
- Length:* The Reid Technique of Interviewing and Interrogation – 18 hours
The Reid Technique of Investigative Interviewing, Child Abuse Investigations – 18 hours
- Dates:* October, 1998 through Present. Only graduates of the entire individual program or programs qualify for these awards.
- Level:* All credit recommendations are in the lower division at the associate/baccalaureate level. Lower division indicates that the subject matter is introductory level and equivalent to first year collegiate material.
- Program Objective:* These units will instruct the student how to evaluate case facts, assess the truthfulness of a suspect, and conduct an interview and interrogation. The instruction will focus on behavior symptom analysis, interviewer characteristics and interview environment, interviewing protocol, factual analysis, evaluating the alibi, the Behavioral Analysis Interview, and the Reid Nine Steps of Interrogation.
- Learning Outcomes:* Upon successful completion of these programs, the student will have the knowledge of how to evaluate, interview, and if need be, interrogate a subject.
- Instructional Methods:* Traditional methods including lectures with audio-visual enhancements, readings and handouts, role-play exercises, demonstrations, and group discussions.
- Learning Assessments:* Assessments include traditional written exams.

Description of Review

On Tuesday, October 28th the Reid Technique of Interviewing and Interrogation and the Reid Technique of Investigative Interviewing, Child Abuse Investigations was reviewed by Criminal Justice Training Assessment consultant David J. Thomas, PhD, Assistant Professor of Criminal Justice, St. Petersburg College, St. Petersburg, Florida. Relying upon established academic practices, contact hours were to be a guide but not the primary criterion for making a recommendation to award academic credit. Several other criteria were to be used in combination to inform the assessment review and recommendations. The criteria included:

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

CREDIT RECOMMENDATIONS

Summary of Credit Recommendations

Program: The Reid Technique of Interviewing and Interrogation

Course Title	Credits
The Reid Technique of Interviewing and Interrogation	1 credit
TOTAL	1 Credit

Program: The Reid Technique of Investigative Interviewing, Child Abuse Investigations

Course Title	Credits
The Reid Technique of Investigative Interviewing, Child Abuse	1 credit
TOTAL	1 Credit

Course Descriptions

The Reid Technique of Interviewing and Interrogation (1 credit, lower division)

Program: The Reid Technique of Interviewing and Interrogation

Location: Seminar Based - Multiple Locations

Length: 18 hours

Dates: October 1998 to present

Objectives: Identify the most important consideration in the interviewing room, and the characteristics of a successful interviewer and interrogator. Understand the difference between an interview and an interrogation. Identify and define the three primary channels of communication. Identify the seven attitudes of a truthful subject and the eleven attitudes of a deceptive subject. Identify the basic psychological principles of behavior symptom analysis. Describe the postures of a truthful subject and the postures of the deceptive subjects. Identify typical deceptive responses to the following behavioral provoking questions; Punishment, Second Chance, Motive, Objection, Bait, Think, Investigation Results. Identify typical truthful responses to the following behavioral provoking questions; Reason for the interview, History/You, Suspicion, Vouch for. Identify three things the investigator should know about the subject in preparation for the interview. Identify what the investigator should know about the victim in preparation for the interview. Identify three characteristics of a truthful and deceptive alibi. Identify proper use of a Direct Positive Accusation Statement and a Transition Statement. Define theme development. Identify the introductory statement of an objection. Identify the proper use and phrasing of the alternative question. Identify how social responsibility will affect the validity of behavior symptom analysis. Identify when the proper time to use a supporting statement in the interrogation is. Define denials and objections. Describe a technique to procure the subject's attention during step five of the interrogation. Illustrate a proper theme of a sexual abuse investigation, an employee theft investigation, an arson investigation, and a homicide investigation.

Instruction: Students must complete no fewer than: eighteen hours of "The Reid Technique of Interviewing and Interrogation." Instructional methods for this course include lecture and group discussion supplemented with PowerPoint presentations. Evaluation methods include written examination.

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

The Reid Technique of Investigative Interviewing, Child Abuse Investigations (1 credit, lower division)

Program: The Reid Technique of Investigative Interviewing

Location: Seminar Based - Multiple Locations

Length: 18 hours

Dates: October 1998 to present

Objectives: Identify the most important consideration in the interviewing room, and the characteristics of a successful interviewer and interrogator. Understand the difference between an interview and an interrogation. Identify and define the three primary channels of communication. Identify the seven attitudes of a truthful subject and the eleven attitudes of a deceptive subject. Identify the basic psychological principles of behavior symptom analysis. Describe the postures of a truthful subject and the postures of the deceptive subjects. Identify typical deceptive responses to the following behavioral provoking questions; Punishment, Second Chance, Motive, Objection, Bait, Think, Investigation Results. Identify typical truthful responses to the following behavioral provoking questions; Reason for the interview, History/You, Suspicion, Vouch for. Define sexual abuse, physical abuse, neglect. Identify common characteristics of sexual offenders, physical abuse offenders, and offenders of neglect. Identify characteristics of truthful and deceptive alibis. Identify proper use of a Direct Positive Accusation Statement and a Transition Statement. Define theme development. Identify the introductory statement of an objection. Identify the proper use and phrasing of the alternative question. Identify how social responsibility will affect the validity of behavior symptom analysis. Identify when the proper time to use a supporting statement in the interrogation is. Define denials and objections. Describe a technique to procure the subject's attention during step five of the interrogation. Illustrate a proper theme of a sexual abuse investigation.

Instruction: Students must complete no fewer than: eighteen hours of "The Reid Technique of Investigative Interviewing for Child Abuse Investigation." Instructional methods for this course include lecture and group discussion supplemented with PowerPoint presentations. Evaluation methods include written examination.

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