

INITIAL STATEMENT OF REASONS

Course Certification Requirements and Process for Self-Paced Training **Regulation 1052 (b)**

At the October 20, 2011 meeting, the Commission approved proposed amendments to the POST Administrative Manual (PAM), Section B – Regulation 1052(b).

In 2005 when the Learning Portal was launched to support self-paced, web-based training, POST Regulation 1052 (b) was added to include the criteria for certification of self-paced training courses. As technology has evolved, and more presenters and vendors are developing and submitting e-learning courses for certification, it is necessary to better define the review process and certification criteria to assist presenters/developers and POST staff.

POST is proposing changes in the current language to provide presenters and developers with clear direction. The new language defines the criteria for the evaluation of e-learning, self-paced courses, and provides staff with effective standards for self-paced courses submitted to POST for certification.

Justification for Proposed Revisions

Current Regulation 1052(b) does not provide presenters/developers sufficient information to create on-line, self-paced courses without frequent clarification from staff. This causes presenters/developers frustration, and occasionally additional developmental costs. Staff time could be applied elsewhere if inquiries can be referred to a regulation that is succinct and provides clear direction for developing and submitting self-paced courses for certification.

Current regulation language does not convey these concepts. The proposed changes provide presenters and developers with clear direction. The new language defines the criteria for the evaluation of e-learning, self-paced courses, and provides staff with effective standards for self-paced courses submitted to POST for certification.

1052. Requirements for Course Certification Review

The title has been amended to specify a review process.

[(a) Instructor-Led Training: ...continued]

(b) Self-pPaced tTraining (e.g., CD-ROM or Web-based training)-

Capitalization was added and the period was deleted to stay consistent with formatting.

Each self-paced training course certification request shall be evaluated in accordance with the following ~~factors~~ criteria:

- (1) Need and justification for course
- (2) Course description and content outline
- (3) Proposed Continuing Professional Training hours
- (4) Estimated ~~completion time for a~~ required to complete the course
- (5) ~~Estimated completion times for individual learning activities and evaluations~~

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- ~~(6)~~(5) Qualifications of course developers (Reference Regulations 1070 and 1071 for minimum training standards)
- (6) Qualifications of content subject matter resource(s)
- (7) ~~Potential clientele and volume of trainees~~Description of target audience
- (8) ~~Course-Instructional~~ objectives
- (9) ~~Learning-Student~~ activities that support the course-instructional objectives
- (10) Evaluation activities that determine if/assess when the course-instructional objectives were met
- (11) Cost per student for the course
- (12) Definitions

Instructional objectives are statements that specify in behavioral (measurable) terms what a learner will be able to do as a result of instruction. At minimum, the objectives should include the behavior and the conditions under which that behavior is measured. The level of the behavior used in the objectives should match the performance level desired of the student upon completion of the course.

Student activities are exercises in which the learner engages, that are designed to change his/her knowledge, skill, and/or attitude around a particular area of performance. Student activities provide practice in meeting the instructional objectives and give learners corrective/confirming feedback regarding their performance in the activity. The action the student performs in the activities should match the level of performance defined in the instructional objective for the topic.

Evaluation activities are activities designed to measure whether the learner has achieved a sufficient change in his/her knowledge, skill, and/or attitude. The action the student performs in evaluation activities should match the level of performance defined in the instructional objectives for the topic. Evaluation activities may measure the learner's performance regarding several instructional objectives.

Many courses are defined as "e-learning", however not all are designed in a manner that results in effective training. Sound instructional objectives should be at the core of training development. The activities within the course should be engaging and provide practice in meeting the objectives. The activities should give learners corrective/confirming feedback regarding their performance. Evaluation activities must also be included to measure whether the learner has achieved a sufficient change in knowledge, skill, and/or attitude. Regulation 1052(b)(12) makes specific the definition of instruction objectives, student and evaluation activities.

- (13) The following forms and related materials constitute a complete course certification request package for self-paced training, including the self-paced portion of a blended learning course:

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(A) Self-Paced Training Course Certification Request (POST 2-124, 01/2012)

(B) Access to the course

For review purposes, the presenter shall provide POST with the Uniform Resource Locator (URL) or any other access resource (e.g., CD-ROM or DVD disc), log-on requirements, and any other information or media that would be supplied to a student taking the course.

(C) Need and justification for course

(D) Course description and content outline

The expanded course outline will minimally include subject topics to the third level of detail to sufficiently indicate the technical information in the subject areas.

(E) Proposed Continuing Professional Training (CPT) hours

(F) An estimation of the total time required to complete the course

(G) Resume for each course developer creating the submitted self-paced course (POST Form 2-125, 01/2012)

(H) Resume for each content subject matter resource (POST Form 2-112, 01/2012)

If the course topic is defined in POST Regulation 1070, requiring specific training for the instructor (POST Regulation 1082), at least one of the subject matter resources must meet this requirement. Attestation of this qualification must be reflected on his/her resume.

(I) Description of target audience

(J) Matrix of instructional objectives, student activities, and evaluation activities. A generic example follows:

	<u>Student Activity #1</u>	<u>Student Activity #2</u>	<u>Student Activity #3</u>	<u>Evaluation Activity</u>
<u>Instructional Objective #1</u>	<u>Activity description and location</u>			<u>Activity description and location</u>
<u>Instructional Objective #2</u>	<u>Activity description and location</u>	<u>Activity description and location</u>		<u>Activity description and location</u>
<u>Instructional Objective #3</u>	<u>Activity description and location</u>			

(K) Cost per student for the course

Regulation 1052(b)(13) gives the specifications of what shall constitute a complete course certification request package.

Economic Impact Analysis/Assessment

Because the Commission on Peace Officer Standards and Training sets selection and training standards for law enforcement, adoption of the proposed amendments of regulations will neither create nor eliminate jobs in the state of California nor result in the elimination of

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existing businesses or create or expand businesses in the state of California.

There would be no benefits of the proposed amendments of regulations to the health and welfare of California residents or any impact which would affect worker safety or the states' environment.

Benefits Anticipated

The specific benefits anticipated by the proposed amendments to the regulations will be to provide clarification for the requirements to certify self-paced training. There would be no affect to benefits in regard to public health and safety, worker safety, or the environment, the prevention of discrimination, and the increase in openness and transparency in business and government.

Business Impact/Small Businesses

The Commission has made an initial determination that this regulatory proposal would have no significant statewide adverse economic impact directly affecting California businesses, including the ability of California businesses to compete with businesses in other states. The proposal does not affect small businesses, as defined by Government Code section 11342.610, because the Commission sets selection and training standards for law enforcement and does not have an impact on California businesses, including small businesses.

Cost Impacts on Representative Private Persons or Businesses

The Commission on Peace Officer Standards and Training is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with this proposed action.

Assessment

The adoption of the proposed regulation amendments will neither create nor eliminate jobs in the State of California, and will not result in the elimination of existing businesses or create or expand businesses in the State of California.

Consideration of Alternatives

To take this action, the Commission must determine that no reasonable alternative considered by the Commission, or otherwise identified and brought to the attention of the Commission, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective as and less burdensome to effected private persons than the proposed action.