

INITIAL STATEMENT OF REASONS

Amend the *Training and Testing Specifications for Peace Officer Basic Courses*

The Commission on Peace Officer Standards and Training (POST) proposes to amend the document *Training and Testing Specification for Peace Officer Basic Courses*, incorporated by reference into Regulations 1005, 1007, and 1008 and Commission Procedure D-1. The proposed amendments include:

- Modify Language for clarification, accuracy, and grammar purposes
- Integrate Leadership, Ethics and Community Policing (LECP) curriculum
- Update POST scenario testing methodology and evaluation
- Revise curriculum to ensure proper alignment with entry-level officer tasks.

The amendments are proposed by POST staff, Subject Matter Experts (SMEs) and a Standing Alignment Committee (SAC), convened by the POST Basic Training Bureau. All academy curriculum changes start with commendations from law enforcement practitioners or, in some cases, via legislative mandates. POST then facilitates meetings attended by curriculum advisors and SMEs who provide recommended changes to existing academy curriculum. The SAC, chaired by non-POST personnel and comprised of academy directors and coordinators, then reviews the recommendations. The SAC- approved recommendations are submitted for review by all academies at the quarterly Basic Course Consortium meetings facilitated by POST. The Consortium approved these proposed changes at its March 2, 2005 and June 8, 2005 meetings; the Commission approved them at its July 21, 2005 Commission meeting, subject to the Notice of Proposed Regulatory Action process.

Justification - overall changes to Commission Regulations and Procedures

The proposed effective date of January 1, 2006 has been added to the incorporation by reference statements for the *Training and Testing Specifications for Peace Officer Basic Courses* and all or parts of Commission Procedures D-1, D-10 & D-14, as incorporated into Regulations 1005, 1007 and 1008.

Justification - proposed amendments to Commission Procedure D-1

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| 1-3(a) (4) | Title changed from "Instructional Activity" to "Learning Activity." Language modified to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3 (a) (3). |
| 1-3(a) (5) new | The terminology "Competency" is added for clarification and accuracy. Competency is an evaluation standard that determines proficiency in identified knowledge skills and abilities that allows for broader knowledge of the activities of the recruit. |
| 1-3 (a) (5)–(8) old | Renumbered for outline consistency. |
| 1-3(a) (8) (D)
1-3(a) (8) (F) | Language modified for clarification and consistency, and to meet the requirements of the competencies as proposed within Procedure D-1. |
| 1-3(d) (1) (B) | Title and language changed from "Instructional Activity" to "Learning Activity," for accuracy and to be consistent with other proposed language within Procedure D-1. |
| 1-3(d) (2) (D) | Language modified for clarification and consistency, and to meet the testing requirements of the competencies as proposed within Procedure D-1. |
| 1-3(e) (2) (B) | Title changed from "Instructional Activity" to "Learning Activity," for accuracy and to be consistent with other proposed language within Procedure D-1. |
| 1-3(e) (3) (D) 1.
1-3(e) (3) (E) 1. | Language modified for clarification and consistency, and to meet the testing requirements of the competencies as proposed within Procedure D-1. |
| 1-4(a) (1) | Title changed from "Instructional Activity" to "Learning Activity" to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3. (a) (3). |

- 1-4(a) (4) Title changed from “Instructional Activity” to “Learning Activity.” Language modified for clarification and accuracy. Instructional Activities are designed from Learning Objectives as described in 1-3 (a) (3).
- 1-4(a) (5) new The terminology “Competency” is added for clarification and accuracy. Competency is an evaluation standard that determines proficiency in identified knowledge skills and abilities that allows for broader knowledge of the activities of the recruit.
- 1-4 (a) (5)–(6) old Renumbered for outline consistency.
- 1-4(a) (6) (D)
1-4(a) (6) (E) Language modified for clarification and consistency, and to meet the testing requirements of the competencies as proposed within Procedure D-1.
- 1-4-(d) (1)(B) Title changed from “Instructional Activity” to “Learning Activity,” for accuracy and to be consistent with other proposed language within Procedure D-1.
- 1-4(d) (2) (D) Language modified for clarification and consistency, and to meet the testing requirements of the competencies as proposed within Procedure D-1.
- 1-5(a) (1) Title changed from “Instructional Activity” to “Learning Activity” to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3. (a) (3).
- 1-5(a) (4)
1-5(b) (3) Title changed from “Instructional Activity” to “Learning Activity.” Language modified for clarification and accuracy. Instructional Activities are designed from Learning Objectives as described in 1-3 (a) (3).
- 1-7(a) (1) Title changed from “Instructional Activity” to “Learning Activity” to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3. (a) (3).
- 1-7(a) (4)
1-7(d) (1) (B) Title changed from “Instructional Activity” to “Learning Activity.” Language modified for clarification and accuracy. Instructional Activities are designed from Learning Objectives as described in 1-3 (a) (3).

Justification - proposed amendments to Commission Procedure D-10

- 10-2 (a) (1) Title changed from “Instructional Activity” to “Learning Activity” to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3. (a) (3).
- 10-2(a) (4) Title changed from “Instructional Activity” to “Learning Activity.” Language modified for clarification and accuracy. Instructional Activities are designed from Learning Objectives as described in 1-3 (a) (3).
- 10-2(a) (5) (B)
10-2 (d) (3) (B) Language modified for clarification and consistency, and to meet the testing requirements of the competencies as proposed within Procedure D-1.
- 10-2(d) (2) (B) Title changed from “Instructional Activity” to “Learning Activity,” for accuracy and to be consistent with other proposed language within Procedure D-1.

Justification - proposed amendments to Commission Procedure D-14

- 14-2(a) (1) Title changed from “Instructional Activity” to “Learning Activity” to more accurately define the terminology. Instructional Activities are designed from Learning Objectives as described in 1-3. (a) (3).
- 14-2(a) (4)
14-2(d) (4) Title changed from “Instructional Activity” to “Learning Activity.” Language modified for clarification and accuracy. Instructional Activities are designed from Learning Objectives as described in D-1-3(3).

Justification - proposed amendments to the *Training and Testing Specifications for Peace Officer Basic Courses*

Overall Changes The proposed effective date of January 1, 2006 for these changes appears beneath the learning domain title on the first page, and has been added to revision date on the last page of each learning domain section.

Learning Domains Each proposed change is shown as ~~strikeout~~/underline text and is followed by a number in parenthesis. The number in parenthesis corresponds to a statement of reason. The following learning domains (LD) will be affected by these changes and are followed by the legend:

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| #1, Leadership, Professionalism & Ethics | #23, Crimes in Progress |
| #3, Policing in the Community | #24, Handling Disputes/Crowd Control |
| #4, Victimology/Crisis Intervention | #25, Domestic Violence |
| #6, Property Crimes | #26, Unusual Occurrences |
| #7, Crimes Against Persons | #28, Traffic Enforcement |
| #8, General Criminal Statutes | #29, Traffic Accident Investigation |
| #9, Crimes Against Children | #30, Preliminary Investigation |
| #10, Sex Crimes | #31, Custody |
| #11, Juvenile Law & Procedures | #32, Lifetime Fitness |
| #12, Controlled Substances | #33, Arrest Methods/Defensive Tactics |
| #13, ABC Law | #34, First Aid and CPR |
| #15, Laws of Arrest | #35, Firearms/Chemical Agent |
| #16, Search and Seizure | #36, Information Systems |
| #17, Presentation of Evidence | #37, People with Disabilities |
| #18, Investigative Report Writing | #38, Gang Awareness |
| #19, Vehicle Operations | #39, Crimes Against the Justice System |
| #20, Use of Force | #40, Weapons Violations |
| #21, Patrol Techniques | #41, Hazardous Materials Awareness |
| #22, Vehicle Pullovers | #42, Cultural Diversity/Discrimination |

Legend of Recommendations - *Training & Testing Specifications for Peace Officer Basic Courses*

1. Original Alignment Committee (2002-2003), Standing Alignment Committee, Basic Course Consortium and POST Testing Committee recommended deletion because items were either unimportant or minimally used.
 2. Changes to existing specifications after evaluation of the findings of the *POST 1998 Entry-Level Uniformed Patrol Officer Job Task Analysis Study*.
 3. Changes to existing specifications after duplication or similar language found in the *Training & Testing Specifications for Peace Officer Basic Courses* document.
 4. Specifications changed to be consistent with the sound educational flow, instructional design and delivery.
 5. Learning objectives determined to be agency or regionally specific and not to the level of a statewide standard.
 6. Learning objective transferred to the Field Training Officer Program.
 7. Retained in the Regular Basic Course, to be reinforced in the Field Training Officer Program.
 8. Scenario testing revision proposed by the Scenario Workshop Committee and adopted by the Basic Course Consortium.
 9. Leadership, Ethics & Community Policing (LECP) Learning Activity. Drafted as part of the LECP integration project and endorsed by the Basic Course Consortium.
 10. Structure or grammar revision.
 11. Relocated from/to another learning domain.
 12. Instructional Activity changed to Learning Activity to meet contemporary changes in focus or delivery to student-focused format.
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Significant Statewide Adverse Economic Impact Directly Affecting California Businesses, including Small

Business: The Commission on Peace Officer Standards and Training has made an initial determination that the amended regulations will not have a significant statewide adverse economic impact directly affecting California businesses, including the ability to compete with businesses in other states. The Commission on Peace Officer Standards and Training has found that the proposed amendments will have no effect on California businesses, including small businesses, because the Commission sets selection and training standards for law enforcement and does not impact 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.