State of California
Office of Administrative Law

In re:
Commission on Peace Officer Standards and Training

Regulatory Action:

Title 11, California Code of Regulations

Amend sections: 1001, 1005, 1007, 1008, 1009, 1018, 1080, 1083

NOTICE OF APPROVAL OF REGULATORY ACTION

Government Code Section 11349.3

OAL Matter Number: 2016-1213-05SR

OAL Matter Type: Regular Resubmittal (SR)

In this resubmittal of OAL File No. 2016-0907-02S, POST is amending sections 1001, 1005, 1007, 1008, 1009, 1018, 1080, and 1083 in title 11 of the California Code of Regulations. These changes replace the existing knowledge test format with three major comprehensive tests in order to, *inter alia*, increase the security of the test material and reduce presenter workloads.

OAL approves this regulatory action pursuant to section 11349.3 of the Government Code. This regulatory action becomes effective on 2/15/2017.

Date: January 27, 2017

Steven J. Escobar
Attorney

For: Debra M. Cornez
Director

Original: Manuel Alvarez, Jr.
Copy: Jennifer Hardesty

TEXT OF PROPOSED REGULATORY ACTION
Report on an Amendment of Regulations 1001, 1005, 1007, 1008, 1009, 1018, 1080, 1083, Procedures D-1, D-10, D-11, Training and Testing Specifications for Peace Officer Basic Courses and the Basic Courses Test Management and Security Protocols 2016

1001. Definitions.

[1001 Academy Coordinator – 1001 Lateral Entry continued***]

"Learning Activity" is a facilitated, performance-based component of instruction. Learning activities are student-focused and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

[1001 Legislatively mandated training - Web-Based Training (WBT)(2)***]

Note: Authority cited: Sections 13506 and 13510.3, Penal Code. Reference: Sections 13503, 13507, 13510, 13510.1, 13510.3, 13510.5 and 13523, Penal Code.

1005. Minimum Standards for Training (Refer to Regulation 1007 and PAM Section H for *reserve peace officer* training standards).

[(a)(1) – (a)(3) continued***]

(4) Every coroner or deputy coroner [as defined in Penal Code section 830.35(c)], regularly employed and paid as such, shall satisfactorily complete the Penal Code section 832 (PC 832) Arrest and Firearms Course, PAM Section D-1-7, before the exercise of peace officer powers. In addition to the PC 832 Arrest and Firearms Course, satisfactory completion of the POST-certified Coroners' Death Investigation Course, PAM Section D-1-6, is also required within 12 months from date of appointment. The Coroners' Death Investigation Course requirement shall only apply to peace officer coroners hired on or after the agency enters the POST program.

[(a)(5) – PAM Section D-1-2 continued***]

PAM Section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 16, 1997, December 4, 1997, January 1, 2001, January 1, 2002, April 10, 2002, January 1, 2004, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

PAM Section D-1-4 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991, January 14, 1994, May 7, 1995, July 21, 2000, January 1, 2001, July 1, 2002, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

PAM Section D-1-6 adopted effective February 4, 1993, is herein incorporated by reference.

PAM Section D-1-7 adopted effective January 1, 2004, and amended September 15, 2004, January 1, 2006, January 1, 2009, May 3, 2012, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

[PAM Section D-2 - The document, Training Specifications for the Investigation and Trial Preparation Course continued***]

The document, Training and Testing Specifications for Peace Officer Basic Courses adopted effective January 1, 2001, and amended effective October 1, 2001, January 1, 2002, July 1, 2002, January 1, 2003, January 1, 2004, August 15, 2004, September 15, 2004, July 1, 2005, January 1, 2006, January 19, 2007, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 15, 2017, is herein incorporated by reference.

The document, Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing December 2005 adopted effective January 1, 2006, is herein incorporated by reference.

The document POST Basic Courses Test Management and Security Protocols ~~2016~~ 2017 adopted effective January 1, 2009, amended May 3, 2012, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

The document Work Sample Test Battery Proctor Manual – 2012 adopted effective July 21, 2012, is herein incorporated by reference.

Note: Authority cited: Sections 832.1, 832.3, 832.6, 13503, 13506, 13510, 13510.3, 13510.5, 13515.26 and 13519.8, Penal Code. Reference: Sections 830.33, 832, 832.1, 832.3, 832.3(f), 832.3(h), 832.6, 13506, 13510, 13510.3, 13510.5, 13511, 13513, 13514, 13515.29, 13515.295, 13516, 13517, 13519.8, 13520 and 13523, Penal Code.

1007. Reserve Officer Minimum Training Standards.

[(a) - PAM Section D-1-1 continued***]

PAM Section D-1-3 adopted effective July 1, 1999, and amended January 1, 2001, April 10, 2002, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

[PAM Section H-1 - PAM Section H-4 continued***]

The document, Training and Testing Specifications for Peace Officer Basic Courses adopted effective January 1, 2001, and amended effective October 1, 2001, January 1, 2002, July 1, 2002, January 1, 2003, January 1, 2004, August 15, 2004, September 15, 2004, July 1, 2005, January 1, 2006, January 19, 2007, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 15, 2017, is herein incorporated by reference.

The document, Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing December 2005 adopted effective January 1, 2006, is herein incorporated by reference.

The document POST Basic Courses Test Management and Security Protocols ~~2016,~~ 2017 adopted effective January 1, 2009, amended May 3, 2012, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

Note: Authority cited: Sections 832.3, 832.6, 13503, 13506, 13510 and 13515.26, Penal Code. Reference: Sections 832.2, 832.3, 832.6, 13503, 13506, 13510, 13510.5 and 13512, Penal Code; Section 48412, Education Code; and Section 1031(d), Government Code.

1008. Basic Course Waiver and Requalification Requirement.

(a) **Basic Course Waiver**

(1) An individual who has completed training comparable to a POST-certified Regular Basic Course or Specialized Investigators' Basic Course may request a waiver of the basic course training requirement specified in Regulation 1005(a) or 1007(a). The application, evaluation, and ~~examination~~ testing processes are described in PAM Section D-11, Basic Course Waiver Process.

[(A) - (c)(2)(A) continued***]

(B) Demonstrating continued mastery of Module III training material by passing the POST-Constructed Comprehensive ~~Module III~~ End-of-Course Module III~~Proficiency~~ Test, the PC 832 Course Arrest ~~Methods Skills~~and Control Exercise Test, and the PC 832 Firearms ~~Skills~~ Exercise Test. This can be accomplished through the completion of the Module III Requalification ~~Examination~~ Testing Process [for eligibility refer to subsection 1008(c)(3)].

1. **Six-Year Exception**

An individual who successfully completed Module III **on or after July 1, 2008, but who never served** in a California Level III reserve peace officer position, may requalify by successfully completing the Module III Requalification ~~Examination~~ Testing Process one time within six years from the date of completion of Module III. After six years, an individual must successfully complete Module III to requalify, regardless of when the Requalification ~~Examination~~ Testing Process was completed.

(3) **Eligibility for the Module III Requalification ~~Examination~~ Testing Process**

Only individuals who have previously completed a POST-certified Module III are eligible to participate in the Module III Requalification ~~Examination~~ Testing Process.

(A) Individuals seeking to be tested shall receive written notification from the presenter regarding eligibility to be tested within 30 days of receipt by the presenter of all documentation required in subsection 1008(c)(4)(A).

(B) Individuals receiving notification that they are ineligible to be tested shall be given an explanation for ineligibility. An individual may submit a new request with the additional documentation, which will be processed according to subsection 1008(c)(4)(A). POST shall have final approval or disapproval of the eligibility of any individual seeking admission to any part of the testing process. All applicable ~~examination~~ testing fees will be returned, with the notification to those individuals who are determined, either by the presenter or by POST, to be ineligible for testing.

(4) **Module III Requalification ~~Examination~~ Testing Process**

(A) **Application**

An individual seeking to requalify Module III training through the ~~examination~~ testing process shall submit a written request to a POST-approved Module III Requalification ~~Examination~~ Testing Presenter that includes:

1. The individual's full name, mailing address, daytime phone number, and POST identification number;

2. A copy of the individual's ~~Module III course completion certificate~~POST Profile or other verifiable documentation showing prior successful completion of Module III. This documentation shall include the individual's name, the name of the presenting institution, the number of hours completed, and the ending date of the training;

3. A certified check or money order payable to the presenter (refer to subsection 1008(c)(4)(B) for fees);

4. A criminal history clearance from the Department of Justice.*

*All requests to test for the firearms component from applicants who are not sponsored by a local or other law enforcement agency, or who are not peace officers employed by a state or local agency, department or district, shall include a criminal history clearance in compliance with ~~PC~~Penal Code section 13511.5 prior to admission to firearms testing. No firearms testing shall be administered to any applicant prior to receipt of the Department of Justice criminal history clearance form.

(B) **~~Examination~~ Testing Fees**

POST-approved Module III Requalification ~~Examination~~ testing presenters are authorized to charge fees for the administration of the POST-Constructed Comprehensive ~~Module III End-of-Course~~ Module III~~Proficiency~~ Test, the PC 832 Arrest ~~Methods Skills~~and Control Exercise Test, and the PC 832 Firearms ~~Skills~~ Exercise Test. In addition to the initial ~~examination~~ testing fees, the presenter may charge fees for retesting. Failure to appear for requalification testing or retesting may result in forfeiture of ~~examination~~ those fee(s). Fees may vary by presenter. ~~Examination f~~Fees shall not exceed actual test administration costs and are subject to POST audit.

(C) **Requirements for Administering the Requalification ~~Exams~~Tests**

Only POST-approved/authorized course presenters who have received training in the administration of the Requalification ~~Exams~~ Tests and who agree to abide by the terms of a formal POST test use and security agreement shall administer and score the ~~examinations~~tests. All ~~examinations~~ tests shall be administered and scored in accordance with the specified procedures listed below using POST minimum passing scores.

1. All requalification applicants shall be tested at a POST-approved location within 90 days of notification of eligibility to take the requalification ~~exam~~tests.

2. At least 30 days in advance of ~~the~~ testing, eligible requalification applicants shall be notified as to the specific date, time, and location of testing.

3. Individuals desiring to be tested after failure to appear for a scheduled requalification ~~exam~~ test must reestablish eligibility to be tested by completing the requirements described in Regulation 1008(c)(4)(A).

4. All ~~examination~~ test results shall be mailed to POST by the ~~examination~~ test administrator, postmarked within five working days of the date of testing.

5. The presenter shall notify all ~~examinees~~ individuals in writing as to ~~examination~~ test results, postmarked within five working days of requalification ~~examination~~ test completion. The presenter shall also issue a completion certificate within five working days showing that the individual successfully completed the Module III Requalification ~~Examination~~Testing Process.

6. The presenter shall maintain, as a matter of record, all documents submitted by an individual who participates in the Module III Requalification ~~Examination~~Testing Process.

(D) **Requalification ~~Examination~~ Retesting**

One requalification ~~exam~~ retest shall be permitted for any initial test failed, contingent upon advance payment of applicable ~~examination~~ testing fees [refer to subsection 1008(c)(4)(B)]. Such retesting must occur within 90 days of the requalification initial test~~examination~~. For firearms and arrest ~~skills~~ and control exercise tests, individuals will have the option of either retesting immediately or within 90 days. All required ~~examinations~~ tests must be passed to complete the Module III Requalification ~~Examination~~ Testing Process.

1. Individuals who fail to achieve a passing score ~~upon~~ on the requalification ~~exam~~ retesting or who fail to appear for requalification ~~exam~~ retesting, shall be required to successfully complete Module III training in order to meet the Module III requalification requirements.

[(d) - (2)(A) continued***]

(B) Demonstrating continued mastery of Module II training material by passing the POST-Constructed Comprehensive ~~Module II~~ End-of-Course Module II~~Proficiency~~ Test,

the PC 832 Course Arrest ~~Methods Skills~~and Control Exercise Test, and the PC 832 Firearms ~~Skills~~ Exercise Test. This can be accomplished through the completion of the Module II Requalification ~~Examination~~ Testing Process [for eligibility refer to subsection 1008(d)(3)].

1. **Six-Year Exception**

An individual who successfully completed Module II **on or after July 1, 2008, but who never served** in a California Level II reserve peace officer position, may requalify by successfully completing the Module II Requalification ~~Examination~~ Testing Process one time within six years from the date of completion of Module II. After six years, an individual must successfully complete Module II to requalify, regardless of when the Requalification ~~Examination~~ Testing Process was completed.

(3) **Eligibility for the Module II Requalification ~~Examination~~ Testing Process**

Only individuals who have previously completed POST-certified Modules III and II are eligible to participate in the Module II Requalification ~~Examination~~ Testing Process.

(A) Individuals seeking to be tested shall receive written notification from the presenter regarding eligibility to be tested within 30 days of receipt by the presenter of all documentation required in subsection 1008(d)(4)(A).

(B) Individuals receiving notification that they are ineligible to be tested shall be given an explanation for ineligibility. An individual may submit a new request with the additional documentation, which will be processed according to subsection 1008(d)(4)(A). POST shall have final approval or disapproval of the eligibility of any individual seeking admission to any part of the testing process. All applicable ~~examination~~ testing fees will be returned, with the notification, to those individuals who are determined, either by the presenter or by POST, to be ineligible for testing.

(4) **Module II Requalification ~~Examination~~ Testing Process**

(A) **Application**

An individual seeking to requalify Module II training through the ~~examination~~ testing process shall submit a written request to a POST-approved Module II Requalification ~~Examination~~ Testing Presenter that includes:

1. The individual's full name, mailing address, daytime phone number, and POST identification number;

2. A copy of the individual's ~~Module III and Module II Course completion certificates~~POST Profile or other verifiable documentation showing prior successful completion of Module III and Module II. This documentation shall include the individual's name, the name of the presenting institution, the number of hours completed, and the ending date of the training;

3. A certified check or money order payable to the presenter (refer to subsection 1008(d)(4)(B) for fees);

4. A criminal history clearance from the Department of Justice.*

*All requests to test for the firearms component from applicants who are not sponsored by a local or other law enforcement agency, or who are not peace officers employed by a state or local agency, department or district, shall include a criminal history clearance in compliance with Penal Code section 13511.5 prior to admission to firearms testing. No firearms testing shall be administered to any applicant prior to receipt of the Department of Justice criminal history clearance form.

(B) **~~Examination~~ Testing Fees**

POST-approved Module II Requalification ~~Examination~~ Testing presenters are authorized to charge fees for the administration of the POST-Constructed Comprehensive ~~Module II End-of-Course~~ Module II~~Proficiency~~ Test, the PC 832 Arrest ~~Methods Skills~~and Control Exercise Test, and the PC 832 Firearms ~~Skills~~ Exercise Test. In addition to the initial ~~examination~~ testing fees, the presenter may charge fees for retesting. Failure to appear for requalification testing or retesting may result in forfeiture of ~~examination~~ those fee(s). Fees may vary by presenter. ~~Examination f~~Fees shall not exceed actual test administration costs and are subject to POST audit.

(C) **Requirements for Administering the Requalification ~~Exams~~Tests**

Only POST-approved/authorized course presenters who have received training in the administration of the Requalification ~~Exams~~ Tests and who agree to abide by the terms of a formal POST test use and security agreement shall administer and score the ~~examinations~~tests. All ~~examinations~~ tests shall be administered and scored in accordance with the specified procedures listed below using POST minimum passing scores.

1. All requalification applicants shall be tested at a POST-approved location within 90 days of notification of eligibility to take the requalification ~~exam~~tests.

2. At least 30 days in advance of ~~the~~ testing, eligible requalification applicants shall be notified as to the specific date, time, and location of testing.

3. Individuals desiring to be tested after failure to appear for a scheduled requalification ~~exam~~ test must reestablish eligibility to be tested by completing the requirements described in Regulation 1008(d)(4)(A).

4. All ~~examination~~ test results shall be mailed to POST by the ~~examination~~ test administrator, postmarked within five working days of the date of testing.

5. The presenter shall notify all ~~examinees~~ individuals in writing as to ~~examination~~ test results, postmarked within five working days of requalification ~~examination~~ testing completion. The presenter shall also issue a completion certificate within five working days showing that the individual successfully completed the Module II Requalification ~~Examination~~Testing Process.

6. The presenter shall maintain, as a matter of record, all documents submitted by an individual who participates in the Module II Requalification ~~Examination~~Testing Process.

(D) **Requalification ~~Examination~~ Retesting**

One requalification ~~exam~~ retest shall be permitted for any initial test failed, contingent upon advance payment of applicable ~~examination~~ testing fees [refer to subsection 1008(d)(4)(B)]. Such retesting must occur within 90 days of the initial requalification ~~examination~~test. For firearms and arrest ~~skills~~ and control exercise tests, individuals will have the option of either retesting immediately or within 90 days. All required ~~examinations~~ tests must be passed to complete the Module II Requalification ~~Examination~~ Testing Process.

1. Individuals who fail to achieve a passing score ~~upon~~ on the requalification ~~exam~~ retesting, or who fail to appear for requalification ~~exam~~ retesting, shall be required to successfully complete Module II training in order to meet the Module II requalification requirements.

(e) **Requalification Requirement for the Regular Basic Course – Modular Format, Module I**

(1) Individuals who have successfully competed Modules III, II, and I, have met the requirements of the Regular Basic Course. The requalification requirements specified for the Regular Basic Course [refer to subsection 1008(b)] also apply to Module I.

PAM Section D-10 adopted June 16, 1999, and amended July 1, 2002, September 15, 2004, January 1, 2006, August 26, 2006, January 9, 2009, May 3, 2012, April 1, 2014, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

PAM Section D-11 adopted effective January 28, 1982, and amended August 17, 1986, November 2, 1986, January 29, 1988, February 22, 1996, June 16, 1999, July 1, 2002, September 21, 2005, January 1, 2012, ~~and~~ April 1, 2014, and February 15, 2017, is herein incorporated by reference.

The document, Training and Testing Specifications for Peace Officer Basic Courses adopted effective January 1, 2001 and amended effective October 1, 2001, January 1, 2002, April 26, 2002, September 15, 2004, July 1, 2005, January 1, 2006, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 15, 2017, is herein incorporated by reference.

The document, Instructor's Guide to Learning Activities for Leadership, Ethics, and Community Policing December 2005, adopted effective January 1, 2006, is herein incorporated by reference.

The document POST Basic Courses Test Management and Security Protocols ~~2016~~ 2017 adopted effective January 1, 2009, amended May 3, 2012, October 1, 2014, ~~and~~ April 1, 2016, and February 15, 2017, is herein incorporated by reference.

Note: Authority cited: Sections 832.3, 13503, 13506, 13510 and 13515.26, Penal Code. Reference: Sections 832.3, 13505, 13506, 13510, 13510.5 and 13511, Penal Code.

1009. Academy Instructor Certificate Program (AICP).

[(a) - (b)(2)(A) continued***]

(B) Provide ~~remediation~~ remedial training for students not successful in completing the Academy Instructor Certification Course.

[(C) - (h) **Requalification of Instructors*****]

Note: Authority cited: Sections 13503, 13506, 13510 and 13510.5, Penal Code. Reference: Sections 13503, 13506, 13510 and 13510.5, Penal Code.

1018. Public Safety Dispatcher Programs.

[(a) – (e) continued***]

PAM Section D-1-5 adopted effective December 29, 1988, and amended December 19, 1994, July 1, 2002, September 15, 2004, January 1, 2006, ~~and~~ August 26, 2006, and February 15, 2017, is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective December 19, 1994, and amended April 23, 1999, July 1, 2002, July 1, 2010, and July 1, 2011, is herein incorporated by reference.

Note: Authority cited: Sections 832.3, 13503, 13506 and 13510, Penal Code. Reference: Sections 832.3 and 13510, Penal Code.

1080. PC 832 Arrest and Firearms Course Requalification.

[(a) - (b)(1) continued***]

(2) Demonstrating continued mastery of PC 832 training material by passing the ~~examinations~~ tests enumerated in PAM Section D-1. This can be accomplished through the completion of the PC 832 Requalification ~~Examination~~ Testing Process [for eligibility refer to subsection 1080(c)].

(c) **Eligibility for PC 832 Requalification ~~Examination~~ Testing Process**

Only individuals who have previously completed POST-certified PC 832 training, as a separately certified course or within a larger POST-certified course as specified in subsection 1080(b)(1), are eligible to participate in the PC 832 Requalification ~~Examination~~ Testing Process.

(1) Individuals seeking to be tested shall receive written notification from the presenter regarding eligibility to be tested within 30 days of receipt by the presenter of all documentation required in subsection 1080(d)(1)(A)-(C).

(2) Individuals receiving notification that they are ineligible to be tested shall be given an explanation for ineligibility. An individual may submit a new request with the additional documentation, which will be processed according to subsection 1080(d)(1). POST shall have final approval or disapproval of the eligibility of any individual seeking admission to any part of the testing process. All applicable ~~examination~~ testing fees will be returned, with the notification, to those individuals who are determined, either by the presenter or by POST, to be ineligible for testing.

(d) **PC 832 Requalification ~~Examination~~ Testing Process**

(1) **Application**

An individual seeking to requalify PC 832 training through the ~~examination~~ testing process shall submit a written request to a POST-approved PC 832 Requalification ~~Examination~~ Testing presenter that includes:

(A) The individual's full name, mailing address, daytime phone number, and social security/POST identification number;

(B) A copy of the individual's ~~PC 832 Course completion certificate~~POST Profile or other verifiable documentation showing prior successful completion of a PC 832 Course. This documentation shall include the individual's name, the name of the presenting institution, the number of hours completed, and the ending date of the training;

(C) A certified check or money order payable to the presenter (refer to subsection 1080(d)(2) for fees);

(D) A criminal history clearance from the Department of Justice.*

*All requests to test for the firearms component from applicants who are not sponsored by a local or other law enforcement agency, or who are not peace officers employed by a state or local agency, department or district, shall include a criminal history clearance in compliance with PC 13511.5 prior to admission to firearms testing. No firearms testing shall be administered to any applicant prior to receipt of the Department of Justice criminal history clearance form.

(2) **~~Examination~~ Testing Fees**

POST-approved PC 832 Requalification ~~Examination~~ Testing presenters are authorized to charge fees for the administration of the POST-Constructed Comprehensive PC 832 Test~~PC 832 Arrest Written Test~~, the PC 832 Arrest ~~Methods Skills~~and Control Exercise Test, and the PC 832 Firearms ~~Skills~~ Exercise Test. In addition to the initial ~~examination~~ testing fees, the presenter may charge fees for retesting. Failure to appear for requalification testing or retesting may result in forfeiture of ~~examination~~ those fee(s). Fees may vary by presenter. ~~Examination f~~Fees shall not exceed actual test administration costs and are subject to POST audit.

(3) **Requirements for Administering the Requalification ~~Exams~~Tests**

Only POST-approved/authorized course presenters who have received training in the administration of the Requalification ~~Exams~~ Tests and who agree to abide by the terms of a formal POST Test Use and Security Agreement shall administer and score the ~~examinations~~tests. All ~~examinations~~ tests shall be administered and scored in accordance with the specified procedures listed below using POST minimum passing scores.

(A) All requalification applicants shall be tested at a POST-approved location within 90 days of notification of eligibility to take the requalification ~~exam~~tests.

(B) At least 30 days in advance of ~~the test~~testing, eligible requalification applicants shall be notified as to the specific date, time, and location of testing.

(C) Individuals desiring to be tested after failure to appear for a scheduled requalification ~~exam~~ test must reestablish eligibility to be tested by completing the requirements described in Regulation 1080(d)(1)(A)-(D).

(D) All ~~examination~~ test results shall be mailed to POST by the ~~examination~~ test administrator, postmarked within five working days of the date of testing.

(E) The presenter shall notify all ~~examinees~~ individuals in writing as to ~~examination~~ test results, postmarked within five working days of requalification ~~examination~~ test completion. The presenter shall also issue a completion certificate within five working days showing that the individual successfully completed ~~the~~ PC 832 Requalification Testing Process ~~Examination~~.

(F) The presenter shall maintain, as a matter of record, all documents submitted by an individual who participates in the PC 832 Requalification ~~Examination~~Testing Process.

(4) **Requalification ~~Examination~~ Retesting**

One requalification ~~exam~~ retest shall be permitted for any initial test failed, contingent upon advance payment of applicable ~~examination~~ testing fees [refer to subsection 1080(d)(2)]. Such retesting must occur within 90 days of the initial requalification ~~examination~~test. For firearms and arrest ~~skills~~ and control exercise tests, individuals will have the option of either retesting immediately or within 90 days.

(A) Individuals who fail to achieve a passing score ~~upon~~ on the requalification ~~exam~~ retest~~ing~~, or who fail to appear for requalification ~~exam~~ retesting, shall be required to successfully complete the appropriate PC 832 training (i.e., Arrest, Firearms, or both) in order to meet the PC 832 Course requalification requirements of Penal Code section 832(e)(1).

Note: Authority cited: Sections 832(f), 13503 and 13506, Penal Code. Reference: Sections 832(e)-(g), Penal Code.

1083. Minimum Content Requirements for Academy Staff Courses.

(a) **Minimum Course Content**

The POST-certified courses listed in this regulation, which is responsive to Regulation 1071, shall meet the minimum content requirements as stated below~~.~~:

(1) **Academy Director/Coordinator Course**

(A) Academy Management Guidelines

(B) Basic Training Support System

(C) Budgeting

(D) Ethics and Professionalism

(E) Instructional Planning

(F) Instructional Quality

(G) Instructional Resources

(H) Learning Domain Instructional System

(I) Testing ~~Regulations and Management~~and Remedial Training Requirements

(J) Legal Issues

(K) Performance Evaluation Techniques

(L) Safety Protocols

(2) **Recruit Training Officer Orientation Program**

(A) Introduction

(B) Leadership, Ethics, and Professionalism

(C) Roles and Responsibilities

(D) Recruit Interaction

(E) Testing

(F) Evaluation and Documentation

(G) Final Thoughts

(3) **Recruit Training Officer Course**

(A) POST Administration/Organization Overview

(B) Communication and Instructional Techniques

(C) Role Modeling

(D) Counseling Techniques

(E) Evaluation and Documentation

(F) Testing and Remedial Training Requirements

(~~F~~G) Liability and Legal Issues

(~~G~~H) Physical Training and Other Special Training Issues

(~~H~~I) Leadership, Ethics, and Professionalism

(4) **Scenario Manager Course**

(A) Orientation

(B) Validation of Scenario Manual

(C) Competencies

(D) Academy Training Mission

(E) Scenario Test Development Process

(F) Review of Evaluation Form

(G) Scenario Management Issues

(H) ~~Remediation~~Testing and Remedial Training Requirements

(I) Practice Exercise

(J) Basic Academy Scheduling Exercise

(K) Scenario Management Project

(L) Selection and Training of Evaluators and Role-players

(M) Safety Considerations

(N) Scenario Development

(5) **Scenario Evaluator Course**

(A) Orientation

(B) Validation of Scenario Manual

(C) Competencies

(D) Academy Training Mission

(E) Review of Evaluation Form

(F) ~~Remediation~~Testing and Remedial Training Requirements

(G) Practice Exercise

(H) Safety Considerations

Note: Authority cited: Sections 13503 and 13506, Penal Code. Reference: Sections 13503(e) and 13519.4, Penal Code.

Procedure D-1, Basic Training

[1-1 - 1-3(a)(3) continued***]

(4) **Learning Activity**

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

[1-3(a)(5) – 1-3(a)(7)(b) continued***]

(8) **Test**

An evaluation of the extent to which students have achieved one or more learning objectives. The required tests are specified in the Training and Testing Specifications for

Peace Officer Basic Courses. Any practice/preparation for exercise and scenario tests must be conducted using the same conditions as required for testing. These tests are:

~~(A) **POST-Constructed Knowledge Test**~~

~~A POST-constructed written test that measures acquisition of knowledge required to achieve one or more learning objectives in a single learning domain. The test may be administered in either a printed or electronic format.~~

(~~B~~A) **POST-Constructed Comprehensive Test**

A POST-constructed ~~written~~ test that measures acquisition of knowledge ~~in~~ on multiple learning ~~domains~~objectives. ~~The test may be administered in either a printed or electronic format. There are two types of comprehensive tests:~~

~~1. **POST-Constructed Mid-Course Proficiency Test**~~

~~A test that measures the knowledge attained in the learning domains taught midway through the Regular Basic Course standard format.~~

~~2. **POST-Constructed End-of-Course Proficiency Test**~~

~~A test that measures the knowledge attained in the learning domains taught in the Regular Basic Course.~~

(~~C~~B) **Scenario Test**

A job-simulation test that measures acquisition of the competencies required to achieve one or more learning objectives.

(~~D~~C) **Work Sample Test Battery (WSTB)**

A POST-developed test of physical abilities as specified in the Work Sample Test Battery Proctor Manual.

(~~E~~D) **Exercise Test**

Any test other than a ~~POST-constructed knowledge test,~~ POST-constructed comprehensive test, scenario test, ~~report writing test,~~ or work sample test battery that measures the acquisition of knowledge, skills and/or the competencies required to achieve one or more learning objectives.

(~~F~~E) **Report Writing Test**~~.~~

A test that requires demonstration of the knowledge and skills and/or competencies necessary when preparing an investigative report.

(~~G~~F) **~~Physical Skills~~ Pilot Tests**

In cooperation with academies, POST conducts pilot testing of proposed or modified ~~exercise~~ tests and evaluation instruments for research purposes. This may include comprehensive tests, exercise tests~~ing~~ for arrest and control, firearms, ~~and~~ chemical agents, or vehicle operations, the Work Sample Test Battery, pre-academy physical fitness, or other physical skills.

(9) **Test-Use and Security Agreement**

An accepted agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed ~~knowledge,~~ comprehensive, scenario, ~~report writing test videos~~ and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057.

(10) **Test Administration and Security Policy**

Written procedures established by each presenter as specified in the POST Basic Courses Test Management and Security Protocols ~~2014~~. In accordance with Regulation 1057, the failure to establish written procedures consistent with and/or to comply with the requirements of these protocols is grounds for decertification.

~~(11) **Administrative Test Review.**~~

~~A period of time in which the contents of required POST-Constructed Written Tests are reviewed by the presenter for the purpose of assessing validity and accuracy. A test review is conducted **after** the block of instruction is complete and the written test has been administered.~~

~~(12) **Learning Objective Review.**~~

~~A period of time in which the presenter provides all students an opportunity to review their test results. A review, following a written test administration, is conducted in a manner consistent with POST test security protocols.~~

(~~13~~11) **Remedial Training.**

A period of time in which the presenter provides specific instruction to reinforce the required concepts and/or skills after a student has failed an initial test.

(~~14~~12) **Scenario Demonstration.**

An academy-developed task-simulation activity designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

[(b) - (d)(1)(C) continued***]

(D) **Remedial Training.**

Specific instruction provided to reinforce the required concepts and/or skills after a student has failed an initial test. Each presenter will determine the content and the amount of time required for remedial training. Remedial training ~~is not a learning objective review and~~ shall be provided independent of the retest.

(E) **Scenario Demonstration.**

Academies shall provide academy-developed task-simulation activities designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

(2) **Testing Requirements**

The tests listed below are graded on a pass/fail basis unless specified otherwise. Academies presenting the RBC-standard format shall test all students as specified in the Training and Testing Specifications for Peace Officer Basic Courses. For the learning domain(s) being assessed in a particular test, refer to the "Minimum Content and Hourly Requirements" page for the RBC-standard format in the Training and Testing Specifications for Peace Officer Basic Courses. The RBC-standard format includes the following tests:

~~(A) **POST-Constructed Knowledge Tests**~~

~~The minimum passing scores are established by POST.~~

~~Only individuals who have completed POST-provided proctor training may administer these tests.~~

(~~B~~A) **POST-Constructed Comprehensive Tests**

The minimum passing scores are established by POST.

1. POST-Constructed Comprehensive~~Mid-Course Proficiency~~ RBC Test 1

2. POST-Constructed Comprehensive~~End-of-Course Proficiency~~ RBC Test 2

3. POST-Constructed Comprehensive RBC Test 3

4. POST-Constructed Comprehensive Domain #34 Test

Following the administration of a comprehensive test, presenters shall provide each student with a report that outlines the learning objectives failed by that student.

Only individuals who have completed POST-~~provided~~ developed online proctor training may administer these tests.

(~~C~~B) **Exercise, Scenario, and Report Writing Tests**

1. **Proficiency**

Academies shall require each student to demonstrate proficiency in the competencies required by each scenario test, report writing test, and/or exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means the student performed at a level that demonstrated acceptable preparation for entry into a field training program. The determination of proficiency shall be made by the academy.

~~(D) **Administrative Test Review**~~

~~A presenter's administrative review of any POST-constructed test for the purpose of assessing validity and accuracy. A test review shall only be conducted **after** the block of instruction is complete and the written test has been administered.~~

~~(E) **Learning Objective Review**~~

~~Following a written test administration, the presenter shall conduct a review for all students. The review is proctored, conducted and limited to identifying learning objectives in a manner consistent with POST test security protocols. During this review, students are allowed to record **only** the failed learning objectives. A learning objective review is not remedial training.~~

(~~F~~C) **Work Sample Test Battery**

1. **Test Administration**

At the conclusion of the POST Basic Academy Physical Conditioning Program, academies shall require each student to complete the POST-developed WSTB **or** a POST-approved alternative physical ability test, as described in the Work Sample Test Battery Proctor Manual.

2. **Alternative Physical Ability Tests**

The use of alternative tests to the POST-developed Work Sample Test Battery is subject to approval by POST. Academies seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed

in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. A description of the method(s) used to establish the proposed alternative test's minimum passing score is also required.

(~~G~~D) **Retests**

Academies shall provide each student who fails a required initial test an opportunity to retest.

1. ~~Written~~Comprehensive**, Scenario, and Report Writing Tests**

a. Students shall be retested using an alternate form of the test.

b. If the student fails the retest, the student fails the course.

2. **Exercise Tests and WSTB**

a. Students shall be retested on the failed test.

b. If the student fails the retest, the student fails the course.

(~~H~~E) ~~**Physical Skills**~~ **Pilot Testing**

Academies ~~shall~~ may administer ~~a~~ POST-developed ~~physical skills~~ tests for research purposes, as necessary.

[(3) - (e)(1)(A)(2) continued***]

3. Passage of the POST-Constructed Comprehensive Module III ~~End-of-Course Proficiency~~ Test within the preceding 12 months.

(B) **Module I.** Prerequisites for Module I are the following:

1. Successful completion of Modules III and II.

2. Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with the requirements of Regulation 1080.

3. Passage of the POST-Constructed Comprehensive Module II ~~End-of-Course Proficiency~~ Test within the preceding 12 months.

[(2) – (C) continued***]

(D) **Remedial Training.**

Specific instruction provided to reinforce the required concepts and/or skills after a student has failed an initial test. Each presenter will determine the content and the amount of time required for remedial training. Remedial training ~~is not a learning objective review and~~ shall be provided independent of the retest.

(E) **Scenario Demonstration.**

Academies shall provide academy-developed task-simulation activities designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

(3) **Testing Requirements.**

The tests listed below are graded on a pass/fail unless specified otherwise. Academies/presenters delivering Modules III, II, and I shall test all students as specified in the Training and Testing Specifications for Peace Officer Basic Courses. For the learning domain(s) being assessed in a particular test, refer to the "Minimum Content and Hourly Requirements" page for the specific module in the Training and Testing Specifications for Peace Officer Basic Courses. The RBC-modular format includes the following tests:

~~(A) **POST-Constructed Knowledge Tests**~~

~~The minimum passing scores are established by POST.~~

~~Only individuals who have completed POST-provided proctor training may administer these tests.~~

(~~B~~A) **POST-Constructed Comprehensive Tests**

The minimum passing scores are established by POST.

Module III

1. ~~1.~~ POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ Module III Tests
2. POST-Constructed Comprehensive Learning Domain 34 Test

Module II

1. POST-Constructed Comprehensive Module II Test

Module I

1. POST-Constructed Comprehensive Module I Test

Following the administration of a comprehensive test, presenters shall provide each student with a report that outlines the learning objectives failed by that student.

Only individuals who have completed POST-provided online proctor training may administer these tests.

(~~C~~B) **Exercise Tests.**

1. **Proficiency.**

Academies/presenters shall require each student to demonstrate proficiency in the competencies required by each exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means that the student performed at a level acceptable to the academy/presenter.

(~~D~~C) **Report Writing Test**

1. **Proficiency**

Academies presenting Module I shall require each student to demonstrate proficiency in the competencies required by each report writing test. Students must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means the student performed at a level that demonstrated acceptable preparation for entry into a field training program. The determination of proficiency shall be made by the academy.

(~~E~~D) **Scenario Tests**

1. **Proficiency**

Academies presenting Module I shall require each student to demonstrate proficiency in the competencies required by each scenario test. Students must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means the student performed at a level that demonstrated acceptable preparation for entry into a field training program. The determination of proficiency shall be made by the academy.

~~(F) **Administrative Test Review**~~

~~A presenter's administrative review of any POST-constructed test for the purpose of assessing validity and accuracy. A test review shall only be conducted **after** the block of instruction is complete and the written test has been administered.~~

~~(G) **Learning Objective Review**~~

~~Following a written test administration, the presenter shall conduct a review for all students. The review is proctored, conducted and limited to identifying learning objectives in a manner consistent with POST test security protocols. During this review, students are allowed to record **only** the failed learning objectives. A learning objective review is not remedial training.~~

(~~H~~E) **Work Sample Test Battery**

1. **Test Administration**

At the conclusion of the POST Basic Academy Physical Conditioning Program, academies shall require each student to complete the POST-developed WSTB or a POST-approved alternative physical ability test, as described in the Work Sample Test Battery Proctor Manual.

2. **Alternative Physical Ability Tests**

The use of alternative tests to the POST-developed Work Sample Test Battery is subject to approval by POST. Academies seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. A description of the method(s) used to establish the proposed alternative test's minimum passing score is also required.

(~~I~~F) **~~Physical Skills~~ Pilot Testing**

Academies ~~shall~~ may administer ~~a~~ POST-developed ~~physical skills~~ tests for research purposes, as necessary.

(~~J~~G) **Retests**

Academies/presenters shall provide each student who fails a required initial test an opportunity to retest.

1. ~~Written~~Comprehensive, Scenario, and Report Writing Tests

a. Students shall be retested using an alternate form of the test.

b. If the student fails the retest, the student fails the course.

2. Exercise Test and WSTB

a. Students shall be retested on the failed test.

b. If the student fails the retest, the student fails the course.

[(4) - 1-4(a)(3) continued***]

(4) Learning Activity

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused, and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

(5) Competency.

A cluster of related knowledge, skills, abilities, and other characteristics that underlie successful performance of multiple learning objectives.

(6) **Test.**

An evaluation of the extent to which students have achieved one or more learning objectives. The required tests are specified in the Training and Testing Specifications for Peace Officer Basic Courses. These tests are:

~~(A) **POST-Constructed Knowledge Test**~~

~~A POST-constructed, written test that measures acquisition of knowledge required to achieve one or more learning objectives in a single learning domain. The test may be administered in either a printed or electronic format.~~

(~~B~~A) **POST-Constructed Comprehensive Test**

A POST-constructed ~~written~~ test that measures acquisition of knowledge ~~in~~ on multiple learning ~~domains~~objectives. ~~The test may be administered in either a printed or electronic format. There are two types of comprehensive tests for the SIBC:~~

~~1. **POST-Constructed Mid-Course Proficiency Test**~~

~~A test that measures the knowledge attained in the learning domains taught midway through the SIBC.~~

~~2. **POST-Constructed End-of-Course Proficiency Test**~~

~~A test that measures the knowledge attained in the learning domains taught in the SIBC.~~

(~~C~~B) **Scenario Test**

A job simulation test that measures acquisition of the competencies required to achieve one or more learning objectives.

(~~D~~C) **Exercise Test**

Any test other than a ~~POST-constructed knowledge test,~~ POST-constructed comprehensive test~~,~~ or scenario test, ~~or report writing test,~~ that measures the acquisition of knowledge, skills, and/or the competencies required to achieve one or more learning objectives.

(~~E~~D) **Report Writing Test~~.~~**

A test that requires demonstration of the knowledge and skills and/or competencies necessary when preparing an investigative report.

(~~F~~E) **~~Physical Skills~~ Pilot Tests**

In cooperation with academies, POST conducts pilot testing of proposed or modified ~~exercise~~ tests and evaluation instruments for research purposes. This may include comprehensive tests, exercise tests~~ing~~ for arrest and control, firearms, ~~and~~ chemical agents, or vehicle operations, the Work Sample Test Battery, pre-academy physical fitness, or other physical skills.

(7) **Test Use and Security Agreement**

An accepted agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed ~~knowledge,~~ comprehensive, scenario, ~~report writing test videos~~ and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057.

(8) **Test Administration and Security Policy.**

Written procedures established by each presenter as specified in the POST Basic Courses Test Management and Security Protocols ~~2014~~. In accordance with Regulation 1057, the failure to establish written procedures consistent with and/or to comply with the requirements of these protocols is grounds for decertification.

~~(9) **Administrative Test Review.**~~

~~A period of time in which the contents of required POST-Constructed Written Tests are reviewed by the presenter for the purpose of assessing validity and accuracy. A test review is conducted **after** the block of instruction is complete and the written test has been administered.~~

~~(10) **Learning Objective Review.**~~

~~A period of time in which the presenter provides all students an opportunity to review their test results. A review, following a written test administration, is conducted in a manner consistent with POST test security protocols.~~

(~~11~~9) **Remedial Training.**

A period of time in which the presenter provides specific instruction to reinforce the required concepts and/or skills after a student has failed an initial test.

(~~12~~10) **Scenario Demonstration.**

An academy-developed task-simulation activity designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

[(b) - (d)(1)(B) continued***]

(C) **Remedial Training.**

Specific instruction provided to reinforce the required concepts and/or skills after a student has failed an initial test. Each presenter will determine the content and the amount of time required for remedial training. Remedial training ~~is not a learning objective review and~~ shall be provided independent of the retest.

(D) **Scenario Demonstration.**

Academies shall provide academy-developed task-simulation activities designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

(2) **Testing Requirements.**

The tests listed below are graded on a pass/fail basis unless specified otherwise. Presenters shall test all students as specified in the Training and Testing Specifications for Peace Officer Basic Courses. For the learning domain(s) being assessed in a particular test, refer to the "Minimum Content and Hourly Requirements" page for the SIBC in the Training and Testing Specifications for Peace Officer Basic Courses. The SIBC includes the following tests:

~~(A) **POST-Constructed Knowledge Tests**~~

~~The minimum passing scores are established by POST.~~

~~Only individuals who have completed POST-provided proctor training may administer these tests.~~

(~~B~~A) **POST-Constructed Comprehensive Tests**

The minimum passing scores are established by POST.

1. ~~1.~~ POST-Constructed Comprehensive SIBC ~~Mid-Course Proficiency~~ Test 1

~~1.~~2. POST-Constructed Comprehensive SIBC Test 2

~~2~~3. POST-Constructed Comprehensive ~~End-of-Course~~ SIBC~~Proficiency~~ Test 3

4. POST-Constructed Comprehensive Learning Domain 34 Test

Following the administration of a comprehensive test, presenters shall provide each student with a report that outlines the learning objectives failed by that student.

Only individual who have completed POST-provided online proctor training may administer these tests.

(~~C~~B) **Exercise, Scenario, and Report Writing Tests**

1. **Proficiency**

Presenters shall require each student to demonstrate proficiency in the competencies required by each scenario test, report writing test, and/or exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means the student performed at a level acceptable to the presenter.

~~(D) **Administrative Test Review**~~

~~A presenter's administrative review of any POST-constructed test for the purpose of assessing validity and accuracy. A test review shall only be conducted **after** the block of instruction is complete and the written test has been administered.~~

~~(E) **Learning Objective Review**~~

~~Following a written test administration, the presenter shall conduct a review for all students. The review is proctored, conducted and limited to identifying learning objectives in a manner consistent with POST test security protocols. During this review, students are allowed to record **only** the failed learning objectives. A learning objective review is not remedial training.~~

(~~F~~C) **~~Physical Skills~~ Pilot Test**

Academies ~~shall~~ may administer ~~a~~ POST-developed ~~physical skills~~ tests for research purposes, as necessary.

(~~G~~D) **Retests**

Presenters shall provide each student who fails a required initial test an opportunity to retest.

1. **~~Written~~ Comprehensive, Scenario and Report Writing Tests**

~~c.~~a. Students shall be retested using an alternate form of the test.

~~d.~~b. If the student fails the retest, the student fails the course.

2. **Exercise Tests**

~~c.~~a. Students shall be retested on the failed test.

~~d.~~b. If the student fails the retest, the student fails the course.

[(3) – 1-5(a)(3) continued***]

(4) **Learning Activity.**

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused, and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics or to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provided feedback. ~~, but u~~Unlike tests, learning activities are not graded. ~~on a pass/fail basis.~~

[1-5(b) - 1-7(a)(3) continued***]

(4) **Learning Activity**

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused, and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

(5) **Test**

An evaluation of the extent to which students have achieved one or more learning objectives. The required tests are specified in the Training and Testing Specifications for Peace Officer Basic Courses. These tests are:

(A) **POST-Constructed Comprehensive Test**

A POST-constructed ~~written~~ test that measures acquisition of knowledge ~~in~~ on multiple learning ~~domains~~objectives. ~~The test may be administered in either a printed or electronic format.~~

(B) **Exercise Test**

Any test other than a POST-constructed comprehensive test that measures the acquisition of knowledge and/or skills or competencies required to achieve one or more learning objectives.

(6) **Test-Use and Security Agreement**

An accepted agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed comprehensive and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057.

(7) **Test Administration and Security Policy.**

Written procedures established by each presenter as specified in the POST Basic Courses Test Management and Security Protocols ~~2014~~. In accordance with Regulation 1057, the failure to establish written procedures consistent with and/or to comply with the requirements of these protocols is grounds for decertification.

~~(8) **Administrative Test Review.**~~

~~A period of time in which the contents of required POST-Constructed Written Tests are reviewed by the presenter for the purpose of assessing validity and accuracy. A test review is conducted **after** the block of instruction is complete and the written test has been administered.~~

(~~9~~8) **Remedial Training**

A period of time in which the presenter provides specific instruction to reinforce the required concepts and/or skills after a student has failed an initial test.

[(b) - (d)(1)(C) continued***]

(2) **Testing Requirements.**

The tests listed below are graded on a pass/fail basis, unless specified otherwise. Presenters shall test all students as specified in the Training and Testing Specifications for Peace Officer Basic Courses. For the learning domain(s) being assessed in a particular test, refer to the "Minimum Content and Hourly Requirements" page for the PC 832 Arrest and Firearms Course in the Training and Testing Specifications for Peace Officer Basic Courses. Test results shall be provided in written format (e.g., letter, certificate) to each examinee by the course presenter within five working days of the test administration.

(A) **POST-Constructed Comprehensive Test**

The minimum passing score is established by POST.

1. POST-Constructed Comprehensive PC 832 Test

Following the administration of a comprehensive test, presenters shall provide each student with a report that outlines the learning objectives failed by that student.

Only individuals who have completed POST-provided online proctor training may administer this test. ~~The minimum passing score is established by POST.~~

~~(B) **Administrative Test Review**~~

~~A presenter's administrative review of any POST-constructed test for the purpose of assessing validity and accuracy. A test review shall only be conducted **after** the block of instruction is complete and the written test has been administered.~~

(~~C~~B) **Exercise Tests**

1. **Proficiency**

Presenters shall require each student to demonstrate proficiency in the competencies required by each exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these tests. Proficiency means the student performed at a level acceptable to the presenter.

2. **Test Administration**

The~~se~~ Arrest and Control exercise tests must be administered and scored by an individual who has completed a defensive tactics/arrest and control instructor course and ~~an individual~~ who has completed POST-provided online proctor training. ~~in addition, for the Arrest Methods test, the proctor must also be a certified defensive tactics/arrest and control instructor and for t~~

The Firearms exercise tests ~~the proctor~~ must be administered and scored by an individual who has completed a firearms instructor course and ~~certified firearms instructor~~ who has completed POST-provided online proctor training.

(~~D~~C) **Retests**

Presenters shall provide each student who fails a required initial test an opportunity to retest.

1. **POST-Constructed Comprehensive Test**

a. Students shall be retested using an alternate form of the same test.

b. If the student fails the retest, the student fails the course.

c. The retest must occur within 90 days of the initial test.

2. **Exercise Tests**

a. Students shall be retested on the failed test.

b. If the student fails the retest, the student fails the course.

(3) **Hourly Requirement**

Presenters shall deliver the minimum number of hours of instruction specified for each learning domain in the Training and Testing Specifications for Peace Officer Basic Courses. The total minimum hourly requirement for each PC 832 Arrest and Firearms component is as follows:

Arrest Component - 40 hours

Firearms Component - 24 hours

Course Total - 64 hours

Procedure D-10, Requalification Course

[10-1 - 10-2(a)(3) continued***]

(4) **Learning Activity**

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused, and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provided feedback ~~but unlike tests, learning activities are not graded on a pass/fail basis~~. Unlike tests, learning activities are not graded.

(5) **Test.**

An evaluation of the extent to which students have satisfied one or more learning objectives. The required tests are specified in the Training and Testing Specifications for Peace Officer Basic Courses. Two types of tests are used in the Requalification Course:

(A) **POST-Constructed Comprehensive Test.**

A POST-constructed ~~written~~ test that measures acquisition of knowledge ~~in~~ on multiple learning ~~domains~~objectives. ~~The test may be administered in either a printed or electronic format.~~

(B) **Exercise Test.**

Any test other than a POST-constructed comprehensive test that measures the acquisition of knowledge and/or skills or the competencies required to achieve one or more learning objectives.

(6) **Test-Use and Security Agreement**

An accepted agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed comprehensive and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057.

(7) **Test Administration and Security Policy.**

Written procedures established by each presenter as specified in the POST Basic Courses Test Management and Security Protocols ~~2014~~. In accordance with Regulation 1057, the failure to establish written procedures consistent with and/or to comply with the requirements of these protocols is grounds for decertification.

~~(8) **Administrative Test Review.**~~

~~A period of time in which the contents of required POST-Constructed Written Tests are reviewed by the presenter for the purpose of assessing validity and accuracy. A test review is conducted **after** the block of instruction is complete and the written test has been administered.~~

(~~9~~8) **Remedial Training.**

A period of time in which the presenter provides specific instruction to reinforce the required concepts and/or skills after a student has failed an initial test.

[(b) - (d)(2)(C) continued***]

(3) **Testing Requirements.**

The tests listed below are graded on a pass/fail basis unless specified otherwise. Requalification Course presenters shall test all students as specified in the Training and Testing Specifications for Peace Officer Basic Courses. For the learning domain(s) being assessed in a particular test, refer to the "Minimum Content Hourly Requirements" page for the Requalification Course in the Training and Testing Specifications for Peace Officer Basic Courses. The Requalification Course includes the following tests:

(A) **POST-Constructed Comprehensive Test**

The minimum passing score is established by POST.

1. POST-Constructed Comprehensive Requalification Test

Following the administration of a comprehensive test, presenters shall provide each student with a report that outlines the learning objectives failed by that student.

Only individuals who have completed POST-provided online proctor training may administer this test.

~~(B) **Administrative Test Review.**~~

~~A presenter's administrative review of any POST-constructed test for the purpose of assessing validity and accuracy. A test review shall only be conducted **after** the block of instruction is complete and the written test has been administered.~~

(~~C~~B) **Exercise Tests.**

1. **Proficiency.**

Presenters shall require each student to demonstrate proficiency in the competencies required by each exercise test. Proficiency means that the student performed at a level acceptable to the presenter.

(~~D~~C) **Retests**

Presenters shall provide each student who fails a required initial test an opportunity to retest.

1. **POST Constructed Comprehensive Test**

a. Students shall be retested using an alternate form of the test.

b. If the student fails the retest, the student fails the course.

2. **Exercise Tests**

a. Students shall be retested on the failed test.

b. If the student fails the retest, the student fails the course.

(4) **Hourly Requirements**

Presenters shall deliver the minimum number of hours of instruction specified for each learning domain in the Training and Testing Specifications for Peace Officer Basic Courses. The total minimum hourly requirement for the Requalification Course is 136 hours.

Procedure D-11, Basic Course Waiver Process

[11-1 – 11-4 continued***]

11-5. POST Evaluation Process:

Upon receipt of the completed Basic Course Waiver Application POST 2-267 (04/~~0~~2011), all supporting documents and the appropriate fee, POST will evaluate the individual's prior training, education and experience to verify comparable training. POST may require additional supporting documents to complete the evaluation.

Testing Process

11-6. Completion of the Basic Course Waiver (BCW) ~~Examination~~ Testing Process~~(BCWE)~~:

~~The BCWE~~ BCW testing consists of two components: ~~written~~ comprehensive and ~~skills~~exercise tests. Both components are graded pass/fail and must be successfully completed.

(a) The ~~written~~ comprehensive component consists of a~~n examination~~ test designed to evaluate an individual's knowledge of basic course content.

(b) The ~~skills~~ exercise component consists of tests designed to evaluate an individual's manipulative skills as acquired in the basic course. An individual must demonstrate competency in each required ~~skill~~ area.

(c) ~~The BCWE~~ BCW testing must be completed within 180 days of notification by POST of successful completion of the waiver evaluation process.

(d) The ~~BCWE~~ BCW testing process~~can be acquired by~~consists of either:

(1) Attending and successfully completing a POST-certified Requalification Course, or

(2) Arranging and successfully completing testing through a POST Testing Center.*

*Individuals who have a three year or longer break from the last date of service as a peace officer shall successfully complete a POST-certified Requalification Course in order to complete the BCW~~E~~.

11-7. ~~Examination~~ Test Scheduling:

~~The BCWE~~ BCW testing will be scheduled based on the following:

(a) When the individual chooses to ~~acquire the BCWE~~complete the BCW testing process through the Requalification Course, the dates and times will be determined by the Requalification Course presenter. When the individual chooses to ~~acquire the BCWE~~complete the BCW testing process through a POST Testing Center, arrangements must be made directly with the Testing Center.

(b) All fees are to be paid directly to the Requalification Course presenter or the POST Testing Center.

(c) An individual who chooses to ~~acquire the BCWE~~complete the BCW testing process through the Requalification Course must successfully complete the entire course in accordance with PAM Section D-10 and may **not** later choose to complete the testing option. If an individual does not successfully complete the Requalification Course, the individual will be excluded from the Basic Course Waiver process and required to successfully complete the appropriate POST-certified basic course (RBC or SIBC) before exercising peace officer powers.

An individual who chooses to ~~acquire the BCWE~~complete the BCW testing process through the testing option must successfully complete all ~~examinations~~ tests and may **not** later choose to complete the Requalification Course. If an individual does not successfully complete the testing option, the individual will be excluded from the Basic Course Waiver process and required to successfully complete the appropriate POST-certified basic course (RBC or SIBC) before exercising peace officer powers.

Retesting Process

11-8. Retest

A retest date will be determined by the Requalification Course presenter or POST Testing Center no later than 180 days from the original ~~examination~~ test date. The retest fee shall be submitted directly to the POST-certified Requalification Course presenter or POST Testing Center. Failure to complete a needed retest within the 180 days will result in closure of the application process. After that deadline, the individual shall be required to file a new application and shall be subject to the training standards, testing, and fee requirements in effect at the time of submission of the new application.

(a) The ~~written~~ comprehensive retest shall be allowed one time only. Arrangements for the ~~written~~ comprehensive retest must be made directly with the same POST-certified Requalification Course presenter or POST Testing Center at which the ~~written examination~~initial comprehensive test was originally taken. An individual who fails the ~~written~~ comprehensive retest must, before exercising peace officer powers, successfully complete a POST-certified basic course.

(b) Retest of one or more modules of the ~~skills~~ exercise component shall be allowed one time only. Arrangements for the ~~skills~~ exercise retest must be made directly with the same POST-certified Requalification Course presenter or POST Testing Center in which the ~~skills examination~~initial exercise test was originally taken. An individual who does not pass the ~~failed module(s) of the skills~~exercise retest must, before exercising peace officer powers, successfully complete a POST-certified basic course.

Issuance of Waiver

11-9. Waiver of Attendance

Upon successful completion of the assessment process, a Waiver of Attendance of a POST-certified basic course will be granted by POST.

POST BASIC COURSES

TEST MANAGEMENT

AND

SECURITY

PROTOCOLS

~~2016~~2017

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POST Basic Courses Test Management and Security Protocols

Table of Contents

Guidelines

1.0 Application of Guidelines 5
2.0 Test Use and Security Agreement 5
3.0 Test Acquisition and Handling 6
  3.1 Individual(s) Responsible for Test Material
  3.2 Handling Test Material
4.0 Test Administration ..... ~~8~~7
  4.1 Individual(s) Responsible for Scheduling and Administering Tests
  4.2 ~~Presenter~~ Requirements for Test Administration
  4.3 Required Student Behavior During Test Administration
  4.4 Required Proctor/Evaluator Training
5.0 Test Scoring~~ and Administrative Test Review~~ 9
  5.1 Test Scoring Process
  ~~5.2 Administrative Test Review Process~~
  ~~5.3 Excluding Test Questions from POST-supplied Written Tests~~
6.0 ~~Student Reviews~~Failed Objectives Report/Remedial Training/Retesting ..... ~~11~~10
  6.1 ~~Learning Objective Review~~Failed Objectives Report
  ~~6.2 Student Test Review~~
  6.~~3~~2 Remedial Training Process
  6.4~~3~~ Retest Process
7.0 Cheating ..... ~~13~~11
8.0 Reasonable Accommodation ..... ~~14~~12
9.0 Testing System Hardware/Software Use and Maintenance ..... ~~14~~12
  9.1 Completion of POST-delivered Training
  ~~9.2 Limited Student Access to Test Material~~
  9.~~3~~2 Memorandum of Understanding
  9.4~~3~~ Security Compliance Statement

Attachments

Exhibit 1 POST Basic Courses Test Use and Security Agreement ..... ~~17~~15
~~Exhibit 2 Paper And Pencil Test Administration Procedures ..... 29~~
Exhibit ~~3~~2 ~~Computer-Based~~ Comprehensive Test~~ing~~ Administration Procedures ..... ~~30~~25
Exhibit ~~4~~3 Student Contract ..... ~~31~~27
Exhibit ~~5~~4 Staff/~~Instructor~~Scenario Manager/Scenario Evaluator/Scenario Role Player Contract ..... ~~33~~29
Exhibit 5 Contract for the Use of POST-Supplied Boot Devices for Testing 31
Exhibit 6 Security Compliance Statement ..... ~~35~~33

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TEST ADMINISTRATION AND SECURITY GUIDELINES

GUIDELINE 1.0 APPLICATION OF GUIDELINES

Each presenter of POST-certified basic courses, that include the use of POST-mandated and ~~supplied~~ developed tests, shall implement a formal Test Administration and Security Policy (Policy). The Policy shall address these guidelines.

COMMENT: It is POST's intention to promote presenter, staff and student integrity in the handling of secure test material. The spirit of these guidelines is to promote optimum protection for test security and fairness for students in all POST-certified basic courses. The value of a written policy lies in the assurance it provides that all current and succeeding program staff will be well informed regarding test security and test administration procedures and requirements.

POST-~~supplied~~ developed test material subject to these guidelines includes the
POST-constructed ~~Written (Knowledge and~~ Comprehensive~~)~~ Tests, Scenario Tests, Exercise Tests, ~~Report Writing Test Videos~~ and the Work Sample Test Battery.

Protected POST-~~supplied~~ developed test material includes the POST-constructed ~~Written (Knowledge and~~ Comprehensive~~)~~ Tests, individual test questions that comprise active or inactive tests, Scenario Test scripts, ~~and Report Writing Test Videos~~. ~~Protected material also includes the individual test questions that comprise active or inactive tests (be they multiple-choice or true-false written test questions or scenario scripts)~~, the ~~supplied scoring keys for written and~~ scenario ~~tests~~test grading forms, ~~secured scenario evaluation forms~~, scenario scoring ~~instructions~~matrix, any reports generated by a student ~~for~~ based on a scenario ~~and report writing~~ tests and ~~the access codes to POST's Computerized Testing System~~login information used to access POST-developed test material.

GUIDELINE 2.0 TEST USE AND SECURITY AGREEMENT

The presenter's Policy shall address all pertinent issues described in the POST-Basic Courses Test Use and Security Agreement, Exhibit 1, including the designation of key contact personnel to receive confidential test material from POST.

COMMENT: POST Procedure D-1-3 requires all presenters of POST-certified basic courses to enter into a formal security agreement with POST, which protects the security of POST-~~supplied~~ developed test material and assures that all students are fairly tested. The designation of key contact personnel

helps assure that individuals who receive confidential test material from POST fully understand the test security requirements. The Security Agreement is shown here as Exhibit 1. The presenter's Policy shall refer to this document and account for all provisions that pertain to the presenter's program.

GUIDELINE 3.0 TEST ACQUISITION AND HANDLING

The presenter's Policy shall specify how the presenter acquires and handles test material, including the following:

COMMENT: Presenters shall develop strict procedures involving printed and/or electronic test material received from POST. Such procedures shall include the initial acquisition, reproduction, storage and final disposition of POST-~~supplied~~ developed ~~written tests and~~ scenario materials.

3.1 Individual(s) Responsible for Test Material

COMMENT: Documenting who, by title, has responsibility for acquisition, custody and use of ~~each~~ these ~~test~~ materials improves communication and accountability. ~~Note: written test keys shall not to be printed until needed for an Administrative Test Review or Student Test Review. Test keys shall be shredded once the reviews are complete.~~

3.2 Handling Test Material

COMMENT: The following subsections apply to any version of POST-~~supplied~~ developed ~~written tests,~~ scenario test scripts, all associated ~~scoring~~ grading ~~or evaluation~~ forms, and student generated reports ~~from~~ based on ~~both~~ the scenario tests ~~and report writing tests~~.

3.2.1 Conditions for Reproducing Test Material

COMMENT: Prescribing how test material is to be reproduced leaves little to chance and improves test security.

The presenter's Policy shall include:

- Who, by title, completes the reproduction of test material
- Where test material is reproduced (e.g., college print shop, offsite printing facility, etc.)

3.2.2 Security Procedures During Printing of Scenario Material

COMMENT: Several risks to test security can occur during the printing process including carelessness while operating reproduction machines (such as placing discarded pages after jams or misprints in a non-

secure receptacle), leaving confidential test material unattended, and outright theft of ~~booklets and forms~~scenario materials. To avoid these risks, presenters shall take steps to prevent loss by educating reproduction staff, using security agreements with assigned staff, or entering into a formal, security-conscious agreement with any third party printing company. These steps shall be described in the presenter's Policy.

3.2.3 Test Material Inventory and Storage

COMMENT: ~~The POST-supplied Report Writing Test Videos are covered under this subsection.~~ All existing copies of ~~each~~ POST-~~supplied~~ developed scenario test materials shall be accounted for at all times. All copies of each test script and grading form shall be numbered~~,~~ and inventoried~~, and recorded, including written test booklets, scenario test scripts and evaluation forms~~. When not in ~~actual~~ use, all test materials shall be maintained under lock and key. The methods and procedures employed by the presenter for inventory and storage shall be described in their Policy, including who, by title, has access to the secure test material.

3.2.4 Security During Test Destruction

COMMENT: POST-~~supplied~~ developed test material is dated. All existing copies of ~~a written test (e.g., domain tests, mid-term and final test forms), all~~ secure scenario scripts, grading forms, the scenario matrix, ~~evaluation forms~~ and any reports generated by a student for scenario ~~and report writing~~ tests located at the presenter's facility shall be destroyed within 10 days of the conclusion of the class for which they were used. (The one exception is a scenario ~~and/or report writing~~ test failure may require retention of the ~~evaluation form and/or~~ secure report beyond the 10 day requirement in order to support or respond to pending appeal or litigation. POST shall be notified of such cases prior to the 10 day window.)

As with the printing process, several risks to test security can occur during destruction. Risks include theft, inadvertent loss of test material ~~(e.g., booklets, scenario scripts and evaluation scoring forms)~~, carelessness, and failure of machinery (such as a shredder) to function properly. Mitigation strategies shall include educating those responsible for destruction, or entering into a formal, security-conscious agreement with a third party company.

The presenter's Policy shall indicate who, by title, is responsible for ordering and/or completing destruction of test material and describe the procedures in place to assure that no test material is compromised during the destruction process.

GUIDELINE 4.0 TEST ADMINISTRATION

The presenter's Policy shall describe how tests are administered and specify the following:

4.1 Individual(s) Responsible for Scheduling and Administering Tests

COMMENT: Documenting who, by title, has these responsibilities improves communication and accountability.

4.2 ~~Presenter~~ Requirements for Test Administration

COMMENT: Presenters shall document test adminstration procedures for all POST-required tests. POST has developed instructions for proper administration of POST-~~supplied~~ developed ~~written~~ computer-based tests and for monitoring student behavior during the test session. Presenters shall adopt the Comprehensive Test Administration Procedures, Exhibit~~s~~ 2 ~~and 3~~, or create similar procedures. Presenters who utilize the POST-supplied boot devices for testing shall adopt the Contract for the Use of POST-supplied Boot Devices for Testing, Exhibit 5. Instructions for administering POST-~~supplied~~ developed scenarios and the Work Sample Test Battery are included in the *Basic Course Scenario Manual* and the *Work Sample Test Battery Proctor Manual 2012*, respectively.

Except in connection with an actual test administration or review of scenario test material, student access to any test material, including boot devices, is prohibited.

~~Those presenters administering computer-based tests shall include test administration procedures for both computer-based and paper and pencil testing in their policy in the event the testing system is unavailable.~~

POST authorizes the recording of scenario test sessions under the following conditions:

- At the conclusion of the scenario test session the recording becomes secure test material.
- Recordings containing scenario test sessions shall be inventoried, stored and destroyed in accordance with POST requirements, as specified in 3.2.3 and 3.2.4.
- Presenters shall include in their policy a description of the method used for recording the scenario test session and the process followed to meet each POST requirement.
- Presenters shall include in their policy who, by title, will be involved in the recording or viewing of a test session.
- Any person involved in recording or viewing a recorded scenario test

session must read the POST Basic Courses Test Use and Security Agreement, Exhibit 1, and sign the Attachment A.

4.3 Required Student Behavior

COMMENT: Presenters shall inform ~~both~~ staff, proctors, and students what constitutes prohibited student behavior (e.g., prohibited behaviors could include but are not limited to: talking, looking at another student's test material, computer screen or, referring to notes during a test session; posting/discussing test content with an online study group; capturing, copying, removing, and/or sharing comprehensive test content from the test session) and the penalty for exhibiting such behaviors. The presenter's test administration procedures shall include provisions to report cheating by others, including staff.

POST has prepared a student contract that lists prohibited behaviors. Presenters shall adopt the Student Contract, Exhibit 4~~2~~3, or adopt a presenter-developed contract~~s~~ approved by POST.

4.4 Required Proctor/Evaluator Training

COMMENT: Proctor training is required for those individuals who proctor POST-~~supplied~~ developed ~~written~~ comprehensive tests. Proctors shall complete the POST-provided online training course prior to administering a POST-~~supplied~~ developed ~~written~~ comprehensive test. Instructors who teach any learning domain covered in a comprehensive test are restricted from proctoring the POST-developed comprehensive tests.

In addition to the ~~written~~ comprehensive test proctor course, PC832 courses also require proctor training to administer exercise tests.

To request training for proctors, Academy Directors or Program Coordinators should contact the POST Test Security Coordinator.

Proctors shall follow the test administration procedures and be good ethical role models.

Evaluator training is required for those individuals who evaluate POST-~~supplied~~ developed scenario tests. Those who have successfully completed the POST Scenario Evaluator Course shall follow the test administration procedures and be good ethical role models.

Documentation of proctor/evaluator training shall be retained on file by the presenter and made available for verification and review by POST.

GUIDELINE 5.0 TEST SCORING ~~AND ADMINISTRATIVE TEST REVIEW~~

The presenter's Policy shall describe how tests are scored ~~and administratively reviewed~~. The presenter's Policy shall address the following:

5.1 Test Scoring Process

COMMENT: The presenter's Policy shall describe how the ~~written~~comprehensive, scenario, and exercise ~~and report writing~~ tests are scored, who, by title, shall score the tests, and when the results are provided to students. (see Exhibit 1) Standardized scoring is a critical component of any testing procedure. ~~With well maintained scanning machines, standardization is typically assured when written tests are machine scored. However, f~~For scenario~~,~~ and exercise ~~and report writing~~ tests, presenters shall ensure that tests are graded in a consistent fashion, criteria for success are clearly established and understood by those who evaluate student performance on the given test, and that test scores are accurately recorded on the scoring format provided.

~~5.2 **Administrative Test Review Process**~~

~~COMMENT: The presenter's Policy shall describe the Administrative Test Review process. An Administrative Test Review is the presenter's review of any POST-supplied test for the purpose of assessing test question validity and accuracy. This review shall only be conducted **after** the block of instruction is complete, the written test has been administered and scored, and prior to the Learning Objective Review.~~

~~The Administrative Test Review Process shall minimally include the following steps:~~

- ~~Score Test~~
- ~~Run the Item Analysis Report~~
- ~~Determine item(s) to be reviewed based on presenters established item failure rate (e.g., seventy percent or more of the class failed a particular item.)~~
- ~~Review item(s) in comparison with the student workbook to determine validity~~
- ~~If necessary, consult with the instructor to verify curriculum taught pertaining to the specific failed objective. **No instructor shall have access to review specific test item content.**~~
- ~~If a discrepancy is found, see section 5.3 for the exclusion process.~~

~~5.3 Excluding Test Questions from POST-supplied Written Tests~~

~~COMMENT: Questions shall only be excluded with POST authorization at the request of the Academy Director, Modular Format Coordinator or authorized Program Coordinator. Requests for exclusion shall only be accepted by POST when submitted through via the Report of Item Error.~~

~~Questions may be excluded for the following reasons:~~

- ~~Law change~~
- ~~Miskeyed~~
- ~~Discrepancy between the workbook and test item~~

~~Questions will not be excluded due to instructional error or omission.~~

GUIDELINE 6.0 ~~STUDENT REVIEWS~~FAILED OBJECTIVES REPORT/REMEDIAL TRAINING/RETESTING

The presenter's Policy shall describe ~~the learning objective review, student test review,~~how failed learning objectives are provided to each student, as well as the **remedial training and retest processes.** The **~~and specify the~~ following** must be specified**:**

6.1 **~~Learning Objective Review~~Failed Learning Objectives Report**

COMMENT: Following ~~a~~ the~~written test~~ administration of a comprehensive test, the presenter shall ~~conduct a review for all~~ provide each students with a report that outlines the learning objectives failed by that student. Providing this report when a student fails the test does not replace the remedial training requirement. ~~The review shall be proctored by an authorized staff member according to test administration procedures and limited to identifying learning objectives in a manner consistent with POST test security protocols.~~

- ~~During this review, students are allowed to record **only** the failed learning objectives.~~
- ~~A learning objective review is not remedial training.~~

~~6.2 Student Test Review~~

~~COMMENT: Following the learning objective review, and prior to remedial training, the presenter may provide an opportunity for only those students who have taken the test to review test questions in a secure, protected environment. The review shall be proctored by an authorized staff member according to the test administration procedures.~~

- ~~During the review, students are not allowed to take notes, physically or electronically, or remove any test material.~~

6.~~3~~2 **Remedial Training Process**

COMMENT: After a student fails any POST-~~supplied~~ developed test, the presenter shall provide remedial training and a reasonable amount of time, as determined by the presenter, for a student to prepare for a retest.

The remedial training policy shall clearly describe the presenter's remedial training process including the following:

* The information to be provided to students who fail ~~any written~~a test, ~~scenario, exercise, work sample test battery or report writing test,~~ and
* The amount of time allotted for remedial training and preparation.

During remedial training the presenter may use the ~~results of the Learning Objective Review, **not** the actual test questions,~~Failed Objectives Report to assist training ~~[i.e., to point out the failed objective(s)]~~.

6.~~4~~3 **Retest Process**

COMMENT: After completion of remedial training, each student who fails a required initial test shall be provided **one** opportunity to retest.

1. ~~Written~~Comprehensive, Scenario, and Report Writing Tests

   a. Students shall be retested using an alternate form of the test.

   b. If the student fails the retest, the student fails the course.

2. Exercise Tests and WSTB

   a. Students shall be retested on the failed test.

   b. If the student fails the retest, the student fails the course.

The presenter's Policy regarding the retest process shall include the following:

- Who, by title, is responsible for scheduling and administering retests
- Time allotted to take a retest
- How students are notified of their failure on a retest
- Documentation requirements for retest results
- Any unique local requirements (i.e., the number of initial tests a student may fail and still remain in the course.)
- Students shall be notified as soon as reasonable of their success or failure
- A failure of a retest is a failure of the course

The presenter shall administer the retest according to the test administration process as outlined in Guideline 4.0 Test Administration.

All test administration processes shall be managed to guarantee test security and include the required student behavior and proctor/evaluator training.

GUIDELINE 7.0 CHEATING

The POST Administrative Manual (PAM) Section B- Regulations, 1001, defines cheating as:

> Any act or attempt to gain or provide unethical advantage to anyone involved in a POST-certified course. Cheating includes, but is not limited to, the following acts or attempts to:
>
> (1) Use, obtain, or provide any material that gives unethical advantage to any person preparing for, or taking, any test.
>
> (2) Plagiarize.
>
> (3) Aid, abet, conceal, or fail to report an act of cheating.

The presenter's Policy shall describe what constitutes cheating and the consequences. Presenters shall adopt a policy that demands ethical behavior by both staff and students and prohibits cheating by anyone. Presenters shall inform both staff and students what constitutes acceptable and prohibited test preparation activities.The presenter's Policy shall specifically address the following:

- The presenter shall explicitly prohibit the sharing of test content by any person.
- The presenter's Policy shall make it clear that sharing any test content is strictly prohibited and violators shall be disciplined.
- Test material shall not be used for the purpose of preparing for, or delivering, instruction.
- Presenters shall develop procedures to monitor performance by instructional staff to ensure compliance with the presenter's P~~p~~olicy.
- Presenters shall adopt the Student Contract, Exhibit 43, and the Staff/~~Instructor~~Scenario Manager/Scenario Evaluator/Scenario Role Player Contract, Exhibit 45, or adopt presenter-developed contracts approved by POST.

GUIDELINE 8.0 REASONABLE ACCOMMODATION

The presenter's Policy shall address how test security is maintained while providing reasonable accommodation for persons with disabilities.

COMMENT: The Americans with Disabilities Act of 1990 (ADA) requires that all areas of employment, including training, provide "reasonable accommodations" (i.e., changes or adjustments) for persons with disabilities.

The presenter's Policy shall be designed to ensure that an accommodation does not violate test security requirements as specified in the POST Basic Courses Test Use and Security Agreement, Exhibit 1.

For questions on implementation of a recommended accommodation or to clarify if a recommended accommodation could violate the security agreement, contact the POST Basic Course Coordinator.

GUIDELINE 9.0 TESTING SYSTEM HARDWARE/SOFTWARE USE AND MAINTENANCE

POST provides each presenter with access to an Internet-based testing system. This system requires both software and hardware components. The presenter's Policy shall provide for the use and maintenance of this system and shall address the following:

9.1 **Completion of POST-delivered Training**

Only persons who have completed POST-delivered training may operate the testing system software.

COMMENT: Only POST staff members are authorized to train system users and grant system access. System users shall not share passwords or train any other person at any time. ~~POST trained and authorized administrators shall only grant system access to another POST trained and authorized system and/or content administrator, proctor or author.~~

System users shall not be those who teach subjects tested with materials obtained through the testing system.

~~9.2 **Limited Student Access to Test Material**~~

~~**Except in connection with an actual test administration or review, student access to any test material is prohibited.**~~

9.~~3~~2 **Memorandum of Understanding**

Any computer equipment used in conjunction with the testing system shall be configured to prevent the installation of unauthorized software.

COMMENT: The presenter shall have procedures in place to safeguard and control access to the testing system including procedures for preventing the

installation of software that could interfere with the intended use of the testing system.

9.~~4~~3 **Security Compliance Statement**

All presenters who access the testing system via a local network shall have a signed Security Compliance Statement, Exhibit ~~7~~6, on file with POST. The Presenter's Representative and the Information Security Officer shall sign the compliance statement.

COMMENT: The testing software and database resides on a server at ~~the Department of Technological Services (DTS)~~POST. To maintain the security of the data, all agencies that connect their networks or network devices to ~~DTS~~ POST networks or resources shall comply with the basic security procedures required by ~~DTS~~POST. The Security Compliance Statement, Exhibit ~~7~~6, explains these requirements. For testing system access to be valid, POST must have received a copy of this agreement, signed by both the Presenter's Representative (e.g., director, dean, commander, captain) and the Information Security Officer. The agreement shall be on file at POST headquarters.

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Exhibit 1

POST BASIC COURSES
TEST USE AND SECURITY AGREEMENT

I Parties to the Agreement

The parties to this agreement are the California Commission on Peace Officer Standards and Training, hereinafter referred to as POST, and the (enter Presenter name), hereinafter referred to as the Examining Agency.

II Purpose of the Agreement

This agreement is intended to protect the mutual interests of the Examining Agency, POST, and the students in any POST-certified course for which POST supplies test material. This agreement protects those interests by ensuring that no person gains special advantage by having improper access to the test material, and students who pass tests comprised of such material are qualified to perform the duties for which they have been trained. POST requires, therefore, as a condition for making test material available, that the Examining Agency execute this agreement and fulfill its terms.

III Test Material

A. Types of Material

POST-~~supplied~~ developed test material subject to this agreement includes the following:

~~1. POST-constructed Knowledge Tests: POST-supplied written tests that measure acquisition of knowledge required to achieve one or more learning objectives in a single learning domain.~~

~~2~~1. POST-constructed Comprehensive Tests: POST-~~supplied~~ developed ~~written~~ tests that measure acquisition of knowledge ~~in~~ on multiple learning ~~domains~~objectives.

~~3~~2. POST-constructed Scenario Tests: POST-~~supplied~~ developed job simulation tests that measure acquisition of complex psychomotor and decision making skills required to satisfy one or more learning objectives.

~~4. POST-constructed Report Writing Test Videos: POST-supplied videos presented in an electronic format.~~

In addition to these tests, the protected material includes the individual test questions that comprise active or inactive tests, ~~(be they multiple-choice or true-false written test questions or~~ scenario test scripts~~)~~, ~~the supplied scoring keys~~scenario test grading forms ~~for written and scenario tests~~, ~~secured scenario evaluation forms,~~ scenario scoring matrix~~instructions~~, any reports generated by a student based on a scenario test ~~or report writing test video~~ and ~~the access codes to POST's Computerized Testing System~~login information used to access POST-developed test material.

B. Confidentiality of Test Material

The use and availability of all POST-~~supplied~~ developed test material is strictly controlled by the terms of this agreement. These materials are exempt from the disclosure provisions of state and federal public records laws and shall not be made public. Their use and availability are restricted in order to protect the reliability and validity of the tests.

IV Terms and Conditions

POST agrees to make POST-~~supplied~~ developed test material available to the Examining Agency, subject to the conditions set forth in this agreement.

As the administrator of the POST-~~supplied~~ developed test material, the Examining Agency agrees to the following terms and conditions:

A. The Examining Agency accepts continuing responsibility for carrying out the terms of this agreement. They further agree that all necessary administrative steps shall be taken to ensure that staff members/proctors, ~~instructors,~~scenario managers, evaluators, role players, and students ~~and authorized agents~~ who may be given access to the POST-~~supplied~~ developed test material shall be informed of this agreement and shall be required to comply with it.

B. The Examining Agency shall administer the POST-~~supplied~~ developed test material according to the following conditions:

1. During the administration of the following tests, the proctor/evaluator shall be present at all times.

   a. ~~Written~~ Comprehensive Tests
      1) The proctor shall remain in the room.

      2) Only individuals who have received POST-~~delivered~~ provided proctor training may administer the tests. Instructors who teach any learning domain covered in a comprehensive test are restricted from proctoring the POST-developed comprehensive tests.

b. Scenario Testing

1) Students shall be supervised by a staff member at all times in the designated staging area(s) to dissuade conversation regarding the contents of the scenario tests.

2) The evaluator shall remain at the scene at all times during a test.

3) Only individuals who have successfully completed the POST Scenario Evaluator Course may evaluate scenario testing.

~~c. Report Writing Tests~~

~~1) The proctor shall remain in the room.~~

C. Examining Agency's Designee

1. The Examining Agency shall designate one or more persons to receive all POST-~~supplied~~ developed test material from POST and to ensure that the terms of this agreement are carried out.

2. Each designee shall read this agreement and sign the Acknowledgment of the Requirement to Adhere to the Terms and Conditions of the POST Basic Courses Test Use and Security Agreement, Attachment A. By signing Attachment A, the designee(s) acknowledges that he/she:

   a. Received a copy of this agreement from the Examining Agency.

   b. Read and understood this agreement.

   c. Agrees to comply with this agreement's provisions.

3. The Examining Agency shall keep a signed copy of the Acknowledgement of the Requirement to Adhere to the Terms and Conditions of the POST Basic Courses Test Use and Security Agreement, Attachment A, **on file** for each designee and will make these signed copies of Attachment A available for inspection by POST.

4. Prior to the receipt of any POST-~~supplied~~ developed test material, the Examining Agency shall notify POST via email of:

   a. Each designee(s) name, title, email address and telephone number. (e.g., scenario managers, testing system users, test proctors, etc.)

   b. POST test for which each designee has primary responsibility.

5. The Examining Agency shall promptly notify POST in writing or via email when the designee(s) leaves the Examining Agency's employment or is relieved of the

responsibility for carrying out the terms of this agreement.

6. When a designee leaves or is relieved of the responsibility for carrying out the terms of this agreement, the Examining Agency shall promptly appoint a successor and notify POST in writing or via email of the successor's name, title, applicable addresses and telephone numbers.

D. Methods Used to Make POST-~~Supplied~~ Developed Test Material available to the Examining Agency.

1. POST's standard method of making POST-constructed ~~Knowledge and~~ Comprehensive test material available is to allow the Examining Agency to ~~download test forms~~schedule a test session via the Internet using the POST Testing System. Examining Agencies authorized to use the testing system agree to restrict access to only the number of system ~~administrators~~ users authorized by POST~~, proctors, authors, and content administrators~~.

2. POST's standard method of making scenario tests available to the Examining Agency is to allow the agency's scenario manager(s) to download the test material via the Internet using the secured portion of the Basic Course Informational (BCI) website. Scenario managers can access and download the test material from the BCI website using a POST-~~supplied~~ developed login ID and password after having completed the required Scenario Manager's Training Course. Scenario test scripts, ~~secure evaluation forms, scoring keys~~grading forms, scoring matrix~~instructions~~, and any report generated based on a scenario test are controlled documents and shall only be used for the scenario testing process.

   Any report generated based on a scenario test shall **not** be generated outside of the scenario test session.

~~3. POST's standard method of making report writing test videos available to the Examining Agency is directly from POST. Any report generated based on a report writing test video is a controlled document and shall only be used during the testing process which includes production, evaluation and review.~~

43. The Examining Agency shall follow all applicable POST-specified procedures regarding downloading, printing, handling, storage and destruction of POST-~~supplied~~ developed test material.

E. Staff Members/Proctors, Scenario Managers, Evaluators, and Role Players, ~~Instructors and Authorized Agents~~

1. The Examining Agency shall limit the accessibility of POST-~~supplied~~ developed test material to the Examining Agency's staff members/proctors, scenario managers, evaluators, and role players~~, instructors and authorized agents~~ who have legitimate need for such access.

2. Before providing staff members/proctors, scenario managers, evaluators, or role players~~, instructors or authorized agents~~ access to POST-~~supplied~~ developed test material, the Examining Agency shall require the staff members/proctors, scenario managers, evaluators, or role players~~, instructors, or authorized agents~~ to read this agreement and sign the Acknowledgement of the Requirement to Adhere to the Terms and Conditions of the POST Basic Courses Test Use and Security Agreement, Attachment A. By signing Attachment A, the staff member/proctor, scenario manager, evaluator, or role player~~, instructor, or authorized agent~~ acknowledges that he/she:

   a. Received a copy of this agreement from the Examining Agency.

   b. Read and understood this agreement.

   c. Agrees to comply with this agreement's provisions.

3. The Examining Agency shall keep a signed copy of the Acknowledgement of the Requirement to adhere to the Terms and Conditions of the POST Basic Courses Test Use and Security Agreement, Attachment A, **on file** for each staff member/proctor, scenario manager, evaluator, or role player~~, instructor or authorized agent~~ and shall make these signed copies of Attachment A available for inspection by POST.

4. The Examining Agency shall confirm that all proctors have received the POST-~~delivered~~ required online proctor training.

F. Security of Test Material

1. All test material ~~supplied~~ developed by POST shall remain the property of POST and shall be used solely for the official purpose of the Examining Agency in testing students for successful completion of a POST Basic Course. Use of any POST-~~supplied~~ developed test questions and/or test material for any other purpose is expressly prohibited.

   a. When it is determined that a student has not met the POST requirements necessary to successfully complete a POST basic course, that student shall no longer have access to any POST-~~supplied~~ developed test material and shall therefore be removed from the POST basic course.

2. Only persons who receive POST-delivered training in the operation of the testing system are authorized to administer POST-delivered computer-based tests.

a. Only POST staff members are authorized to train system users and grant system access.

b. System users shall not share passwords or train any other person at any time. ~~POST trained and authorized administrators shall only grant system access to another POST trained and authorized system and/or content administrator, proctor or author.~~

3. Administration and storage of POST-delivered computer-based tests.

   a. Under no circumstances shall students be provided access to any computer-based test except:

      1) In connection with an actual test administration~~, or~~

      ~~2) A test review.~~

   b. When not in use, computer equipment or boot devices used for testing shall be stored in a secure, locked location.

4. Reproduction, storage, administration, scoring and destruction of POST-~~supplied~~ developed ~~paper-and-pencil~~ test materials.

   a. The Examining Agency shall ensure that the confidentiality of POST-~~supplied~~ developed test material is maintained when reproduced, stored, administered, scored and destroyed.

      1) Under no circumstances shall the examining agency permit any POST-~~supplied~~ developed test material to be mailed, faxed, or sent electronically, unless specifically directed by POST staff.

   b. Test material shall be administered in a manner that ensures security. Test material shall be destroyed or stored in a designated location after a test is administered.

   c. Under no circumstances shall the examining agency allow any comprehensive test content to be recorded by any method.

   ~~c~~d. POST-~~supplied~~ developed test material is dated. All existing copies of ~~a written test (e.g., domain tests, mid-term and final test forms), all~~ the secure scenario scripts, ~~evaluation forms and~~scenario grading forms, scenario scoring matrix, and any reports generated by a student ~~for~~ based on scenario ~~and report writing~~ tests located at the Examining Agency's facility shall be destroyed within 10 days of the conclusion of the class for which they were used. (The one exception is a scenario ~~and/or report writing~~ test failure may

require retention of the ~~evaluation form and/or~~ secure report beyond the 10 day requirement in order to support or respond to pending appeal or litigation. POST shall be notified of such cases prior to the 10 day window.)

d. When POST-~~supplied~~ developed scenario test material is ~~to be~~ reviewed with students following the administration of the test, the review shall be conducted ~~under the following conditions:~~

~~1) The review shall be proctored~~ by authorized staff members. Under no circumstances shall a student remove, electronically or in writing, POST-developed scenario test material from the review session. ~~in accordance with the test administration procedures.~~

~~2) Only the proctor(s) and students who have already taken the test shall be permitted in the review room.~~

~~3)~~ At the end of the review ~~period~~, an authorized staff member shall ~~collect all test material and~~ securely store ~~it~~all test material.

e. Under no circumstances shall a student be permitted to:

~~1) Reduce the contents of written test questions to writing.~~

~~2~~1) Create a written or electronic record of ~~a student test review~~test content involved in a test session.

~~3~~2) Challenge a test question.

~~4~~3) Access POST-~~supplied~~ developed test material except in connection with a test administration ~~or test review~~.

~~f. POST-supplied test material may be reviewed as defined in POST Procedure D-1-3. All reviews shall be conducted at secure locations designated by the Examining Agency for this purpose. Immediately following each review, all printed test material shall be returned to the Examining Agency's designated storage location.~~

~~g.~~f. No one shall copy or reproduce any POST-~~supplied~~ developed test material electronically, or otherwise, except for the purpose of testing students enrolled in the Examining Agency's POST-certified basic training courses.

5. All POST-~~supplied~~ developed test material shall be handled and stored in a manner designed to prevent unauthorized persons from accessing them, as follows:

a. Store printed copies of POST-~~supplied~~ developed test material in a secure, locked location.

b. Store computer equipment or boot devices used for testing in a secure, locked location.

c. Store any media containing POST-~~supplied~~ developed test material in a secure, locked location.

d. Access to the secure, locked location shall be limited to as few staff members as possible.

6. The Examining Agency shall maintain the confidentiality of POST-~~supplied~~ developed test material when such material is destroyed.

7. No ~~official, staff member, evaluator, role player, instructor, or other authorized agent of the Examining Agency shall loan, give, sell, or otherwise make available any of the~~ POST-~~supplied~~ developed test material shall be loaned, given, sold, or otherwise made available to any agency or person who is not specifically authorized by POST to access the test material, nor shall they permit others to do so.

8. If any POST-~~supplied~~ developed test material should become part of a legal proceeding by a court or other body vested with a legal authority (e.g., school board, civil service commission or human relations commission), the Examining Agency shall notify the legal authority of the existence and terms of this agreement, and shall inform POST immediately of the legal proceeding. In no instance shall the Examining Agency provide the legal authority with access to any POST-~~supplied~~ developed test material.

9. In the event that any POST-~~supplied~~ developed test material is lost, stolen or otherwise compromised, the Examining Agency shall notify POST's Test Security Coordinator within 24 hours of discovery. The Examining Agency shall make reasonable efforts to recover such POST-~~supplied~~ developed test material in order to prevent their distribution to unauthorized parties and to otherwise mitigate the damage caused by their loss.

G. Responsibility and Use of POST-~~supplied~~ developed Test Material

1. The Examining Agency shall use the POST-~~supplied~~ developed test material as provided and shall not modify it in any way.

2. In preparing students to take a test composed of POST-~~supplied~~ developed test material, the Examining Agency shall not provide any student or students with an unfair advantage. In particular, the Examining Agency shall not:

a. Reveal the contents of, or answers to, specific test questions.

b. ~~Reveal~~ Provide the contents of the scenario test scripts, scenario grading forms, and scenario scoring matrix~~material and all associated secured~~

~~evaluation forms.~~

~~c. Reveal the content of the Report Writing Test Videos.~~

~~d. Provide instruction narrowly tailored to the specific questions on a test rather than the broader instructional objectives that the questions represent.~~

3. In the event of legal challenges to tests administered by the Examining Agency, when such tests are composed of any POST-~~supplied~~ developed test material, the burden of defending the challenged test rests with the Examining Agency. The exception to this is that POST agrees to provide expert testimony on the methods used to develop POST-certified training courses and the associated test material.

H. Information on Test Material

The Examining Agency agrees to promptly provide POST with any information it acquires on the quality of the POST-~~supplied~~ developed test material. This information includes but is not limited to the following:

1. Statistical studies of test item characteristics.

2. Comments regarding the quality of test questions.

3. All student response data from tests provided to the Examining Agency by the Testing System.

~~4. Examining Agency validation studies involving any POST-provided test material.~~

V Exceptions

Any exception to this agreement shall be stated in writing and agreed to by both parties before such exceptions may be considered to be in effect.

VI Termination of Agreement

A. Inability to Fulfill Agreement

If an Examining Agency is unable to fulfill this agreement, the Examining Agency shall promptly notify POST in writing or via email. The Examining Agency shall promptly return all test material to POST in a manner that shall not compromise the confidentiality of the test material or, where applicable, shall provide a written statement that all test material has been disposed of in a manner that did not compromise its confidentiality.

B. POST's Right to Terminate this Agreement

POST reserves the right to terminate this agreement for good cause at any time. Good cause includes, but is not limited to, POST's reasonable belief that the terms of the agreement have not been fulfilled or are not being fulfilled. In the event that this agreement is terminated, the Examining Agency agrees to promptly return all POST-~~supplied~~ developed test material or, where applicable, provide a written statement that all test material has been disposed of in a manner that did not compromise its confidentiality.

C. Examining Agency's Right to Terminate this Agreement

The Examining Agency may terminate this agreement at any time by notifying POST in writing or via email and promptly returning all POST-~~supplied~~ developed test material or, where applicable, providing a written statement that all test material has been disposed of in a manner that did not compromise its confidentiality.

D. Decertification - Right of Examining Agency to Appeal

POST Procedure D-1 requires the use of POST-~~supplied~~ developed test material for testing basic course students. Because termination of this agreement will result in the loss of access to POST-~~supplied~~ developed test material, it could also lead to decertification of the Examining Agency's basic course(s), pursuant to POST Regulation 1057. However, nothing in this agreement is intended to abrogate the Examining Agency's right to appeal a decertification decision in accordance with POST Regulation 1058.

VII Acceptance of Terms and Conditions of this Agreement

A. Accepting Responsibility

The Examining Agency accepts responsibility for carrying out the terms of this agreement and further agrees that all necessary administrative steps shall be taken to ensure that all staff members, scenario managers, evaluators, or role players~~, instructors or authorized agents~~ who may come into contact with any POST-~~supplied~~ developed test material, read this agreement and sign the Acknowledgment of the Requirement to Adhere to the Terms and Conditions of the POST Basic Courses Test Use and Security Agreement, Attachment A.

B. Signature of Authorizing Officials

On behalf of the agency I represent, I accept the terms and conditions of this agreement and agree to comply with them. I understand that a violation of this agreement could result in an immediate suspension or decertification of the POST basic course(s) for a period to be determined by POST.

EXAMINING AGENCY

Print Name | Title

Course Presenter's Name | ~~Date~~

Street Address | City/State/Zip

Email Address | Telephone

Signature | Date

COMMISSION ON POST

Test Security Coordinator

Print Name | Title

860 Stillwater Road, Ste. 100 West Sacramento, CA 95605

Street Address | City/State/Zip | Telephone

Signature | Date

Revised ~~2016~~2017

Attachment A
ACKNOWLEDGMENT OF THE REQUIREMENT TO ADHERE TO THE TERMS AND CONDITIONS OF THE POST BASIC COURSES TEST USE AND SECURITY AGREEMENT

I have received a copy of the Test Use and Security Agreement between the California Commission on Peace Officer Standards and Training (POST) and the (enter Presenter name).

I have read and I understand the terms and conditions of this agreement.

I agree to carry out my duties and responsibilities in accordance with all applicable provisions.

Print Name	**Title**
Course Presenter's Name	**Date**
Street Address	
	( )
City/State/Zip	**Telephone**
Email Address	
Signature	**Date**

(To be retained on file at the Examining Agency)

Revised ~~2016~~2017

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~~Exhibit 2~~
~~PAPER-AND-PENCIL TEST ADMINISTRATION PROCEDURES~~

~~A. One Week before Scheduled Test~~

~~At least one week before the scheduled test administration, the presenter shall:~~

1. ~~Verify all test material is available [e.g., sufficient test booklets, pencils, answer sheets, etc.]~~
2. ~~Confirm the classroom or facility has been reserved~~
3. ~~Ensure the test site is acceptable [temperature, lighting, cleanliness, etc.]~~
4. ~~Confirm all proctors have received POST-delivered proctor training~~

~~B. Scheduled Test Day~~

~~On the day of the test, the test proctor shall:~~

1. ~~Gather and inventory test material from secure location [e.g., locked storage facility] according to local procedure~~
2. ~~Review the student contract with the class and discuss admonishment for cheating~~
3. ~~Complete demographic scan sheet [i.e., fill in bubbles], if applicable~~
4. ~~Distribute test booklets~~
5. ~~Read testing instructions and answer student questions, if any~~
6. ~~Begin test session [Announce and record exact start time]~~

~~C. Scheduled Test Period~~

~~During the test, the test proctor shall:~~

1. ~~REMAIN IN THE ROOM DURING THE TEST SESSION~~
2. ~~Ensure desks are cleared of all unauthorized materials~~
3. ~~Not answer questions, or provide definitions, that would give the answer or hints of an answer to a test question~~
4. ~~Allow no more than one student to leave the test room at one time. Once the first student completes the test and leaves the room, no other students are permitted to leave without staff supervision prior to completing the test.~~
5. ~~Require each student to remain in the room, unless the proctor has received the student's test material~~
6. ~~Walk the room to ensure compliance with the student contract~~
7. ~~Document any observance of student cheating~~
8. ~~Notify the class when 5 (five) minutes remain of the testing time allowed~~
9. ~~Call time and have students close their test booklets~~

~~D. Completion of Test~~

~~Upon completion of the test time, the test proctor shall:~~

1. ~~Collect and inventory test booklets and answer sheets before excusing class~~
2. ~~Return booklets to designated location [e.g., locked storage facility] according to local procedure~~
3. ~~Give answer sheets to appropriate staff member for scoring, if applicable~~
4. ~~Report any observance of student cheating to the appropriate supervisory staff~~

Exhibit ~~3~~2

~~COMPUTER-BASED~~COMPREHENSIVE TEST~~ING~~ ADMINISTRATION PROCEDURES

A. One Week before Scheduled Test

At least one week before the scheduled test administration, the presenter shall:

1. Verify all test material is available [e.g., test session has been scheduled, computers are in working order, etc.]
2. Confirm the classroom or facility has been reserved
3. Ensure the test site is acceptable [temperature, lighting, cleanliness, etc.]
4. Confirm all proctors have received POST-delivered training on the testing system and POST-~~delivered~~provided online proctor training

B. Scheduled Test Day

On the day of the test, the test proctor shall:

1. Distribute computers or boot devices according to local procedure
2. Review the student contract with the class and discuss admonishment for cheating
3. Have students log in
4. Read testing instructions and answer student questions, if any
5. Begin test session [Announce and record exact start time]

C. Scheduled Test Period

During the test, the test proctor shall:

1. REMAIN IN THE ROOM DURING THE TEST SESSION
2. Ensure desks are cleared of all unauthorized materials
3. Not answer questions or provide definitions that would give the answer or hints of an answer to a test question
4. Allow no more than one student to leave the test room at one time
5. Require each student to remain in the room, unless the student has closed their computer. Once the first student completes the test and leaves the room, no other students are permitted to leave without staff supervision prior to completing the test.
6. Walk the room to ensure compliance with the student contract.
7. Document any observance of student cheating
8. Notify the class when 5 (five) minutes remain of the testing time allowed
9. Call time and have students submit their test

D. Completion of Test

Upon completion of the test time, the test proctor shall:

1. Close and score the test session
2. Return computers or boot devices to designated location [e.g., locked storage facility] according to local procedure
3. Report any observance of student cheating to the appropriate supervisory staff

Exhibit 43

STUDENT CONTRACT

This Student Contract (contract) pertains to training and testing materials associated with the basic courses. Tests include ~~Written~~Comprehensive, and Scenario~~, and Report Writing~~ tests. All Peace Officer Standards & Training (POST) constructed workbooks are protected by civil copyright and criminal laws. All POST-constructed test material is the property of POST and is protected by the POST Test Use and Security Agreement. To maintain the integrity of all test material and ensure it is not used to gain or give unfair advantage to any student, test material shall not be copied, transferred, or stored in any way.

In keeping with the Law Enforcement Code of Ethics, I shall adhere to the following:

- I shall clear my desk of all material unless otherwise instructed by the test proctor
- I shall not have any unauthorized electronic devices or study material
- I shall not communicate during a test unless specifically permitted to do so
- I shall not record, electronically or otherwise, ~~or make copies of~~ any test content
- I shall not look at another student's ~~test material or~~ computer screen or allow another to look at mine
- I shall ~~submit all testing material~~return the computer or boot device used for testing to the proctor upon completion of my test
- I shall not retrieve or change anything after I submit my test material, nor return to the testing venue until the entire test session is completed
- I shall not share any test question/content (i.e., ~~written~~comprehensive, and scenario~~ and report writing tests~~) with another student who has not completed that test. When permitted I shall ONLY discuss test questions/content with the evaluator or presenter staff after completion of the test
- I shall not discuss scenario tests with the role players at any time
- I shall not use, obtain or provide any material that gives an unethical advantage to any person preparing for, or taking, any test in this or any other basic course program
- I shall not aid, abet, conceal or fail to report an act of cheating
- I shall not publish, cause to be published or aid in publishing any POST-constructed test material to any web-based or social network.
- I shall not take and/or publish, cause to be published or aid in publishing photographs or video related to any POST-constructed test material.
- I shall not create and/or participate in web-based or social network study groups to discuss POST-constructed test material.
- I shall not sell, or give away, any POST-constructed test material.

If I become aware of any violation(s) of the above contract, I will immediately report the discovery to the appropriate staff member.

My signature confirms that I understand, and will abide by, this contract. Failure to comply with this contract, or engaging in behavior that compromises any test material, is considered cheating. Cheating is grounds for disciplinary action and may result in DISMISSAL/TERMINATION from the Basic Course[1] and/or civil prosecution that could prevent me from becoming a Peace Officer in California.

I have read and understand this contract.

_____

Print Name

_____

Signature Date

[1] Commission on Peace Officer Standards and Training regulations 1001 and 1055 (f), respectively, define cheating and address subsequent disciplinary action.

Exhibit ~~5~~4

~~Staff~~STAFF/~~Instructor~~SCENARIO MANAGER/SCENARIO EVALUATOR~~Evaluator~~/SCENARIO ROLE PLAYER CONTRACT~~Contract~~

Use of POST-Constructed Training and Testing Material

All Peace Officer Standards & Training (POST) constructed workbooks are protected by civil copyright and criminal laws. All POST-constructed test material is the property of POST and is protected by the POST Test Use and Security Agreement. To maintain the integrity of all test material and ensure it is not used to gain, or give, unfair advantage to any student, test material shall not be copied, transferred or stored in any way.

I shall NOT publish, cause to be published or aid in publishing any POST-constructed test material to any web-based or social network.

I shall NOT take and/or publish, cause to be published or aid in publishing photographs or recordings related to any POST-constructed test material unless authorized by POST.

I shall NOT create and/or participate in web-based or social network study groups to discuss POST- constructed test material.

I shall NOT sell, for profit, any copyrighted POST-constructed training material, including workbooks.

I shall NOT sell, or give away, any POST-constructed test material.

I shall NOT discuss~~,~~ with ~~other staff/instructors/evaluators and/or~~ students, any content of any POST-constructed test material unless it is in accordance with Commission procedure D-1-3 and the POST Basic Courses Test Management and Security Protocols.

If I become aware of any violation(s) of the above Contract or a compromise of test material, I will immediately report the discovery to the appropriate staff member.

In the event POST-~~supplied~~ developed test material is compromised POST shall be notified within 24 hours of discovery.

My signature confirms that I understand, and will abide by, this contract. Failure to comply with this contract, or engaging in behavior that compromises any test material, is considered cheating and may result in disciplinary action[1] including termination of employment.

Sign Name _____

Print Name _____ Date _____

[1] Commission on Peace Officer Standards and Training regulation 1001 and 1055 (f) define cheating and address subsequent disciplinary action.

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Exhibit 5
CONTRACT FOR THE USE OF POST-SUPPLIED BOOT DEVICES FOR TESTING

POST-supplied boot devices are the property of the Commission on Peace Officer Standards and Training (POST).

When not in use, boot devices used for testing shall be stored in a secure, locked location.
On the scheduled test day, the test proctor is responsible for securing serialized boot devices.
POST requires the presenter develop a process for the tracking, distribution and recovery of boot devices for each test administration.

Access to the boot devices shall be given to the students only during the scheduled test session.
At the conclusion of the test session, the boot devices must be returned to the test proctor to be secured.

The test proctor shall remain in the room at all times during the test session.
Only those boot devices obtained directly from POST are authorized to be used for testing.

In the event that a boot device(s) is lost, stolen or otherwise compromised, the Examining Agency shall notify POST's Test Security Coordinator within 24 hours of discovery. The Examining Agency shall make reasonable efforts to recover the compromised boot device(s) in order to prevent their distribution to unauthorized parties and mitigate the damage caused by their loss.

Signature of Authorizing Official

On behalf of the agency I represent, I accept the terms and conditions of this agreement and agree to comply with them. I understand that a violation of this agreement could result in an immediate suspension or decertification of the POST basic course(s) for a period to be determined by POST

Presenter _____

Sign Name _____

Print Name _____ Date _____

(Once signed please scan and email a copy to the Test Security Coordinator)

Staff/Test Proctor (To be retained on file by presenter)

I have read and I understand the terms and conditions of this agreement.
I agree to carry out my duties and responsibilities in accordance with all applicable provisions.

Sign Name _____

Print Name _____ Date _____

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Exhibit 6
SECURITY COMPLIANCE STATEMENT

Entities requesting to connect to the POST Testing Systems shall comply with the following basic information security requirements.

A. ***Firewalls*** - *This requirement provides a reliable mechanism to help protect POST and its customers' information from unauthorized access to, and denial/disruption of services or systems.*

- **Definition -** A firewall is a computer, or system of computers, designed to restrict network traffic in order to prevent unauthorized access to or from a private network. Firewalls can be implemented in both hardware and software, but are strongest when implemented as a hardware/software combination.

- **Requirements -** Any network used by a customer to connect to POST Testing Systems shall be protected by at least one firewall system properly situated to examine traffic between the network and each external network entry point. The customer shall ensure that firewalls include, at a minimum, provisions for packet filtering, application gateway security mechanisms, and circuit-level gateways.

B. ***Physical Security*** - *This requirement ensures that the hardware that permits network access to POST Testing Systems is adequately protected to prevent harm to the physical components that enable connectivity between the customer's network and POST Testing Systems.*

- **Definition -** Physical Security involves measures taken to prevent physical access, which may allow loss of or damage to, the system or the information stored on it.

- **Requirements -** Physical access to network components, servers, and data storage components used in conjunction with access to POST Testing Systems shall be limited to the appropriate designated staff that implement and maintain the components. In addition, the customer agrees to supply security patches and upgrades, keep the virus software up to date on all systems which the data may be used, and agrees to notify POST if a security incident involving data occurs.

Attestation (Check One):

- ☐ Customer is in full compliance with the aforementioned security requirements
- ☐ Customer is not in full compliance, however, will contact POST at 916.227.6882 to develop a plan of action for compliance with the security requirements.

Print Presenter's Name _____

Print Information Security Officer's Name _____

_____

ISO Signature **Date**

Print Presenter Representative's Name _____

_____

Representative's Signature **Date**

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #02
CRIMINAL JUSTICE SYSTEM

~~July 1, 2011~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments

B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers

1. First Amendment
2. Fourth Amendment
3. Fifth Amendment
4. Sixth Amendment
5. Eighth Amendment
6. Fourteenth Amendment

C. Discuss the components and primary goals of the criminal justice system

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X		X			X	
X X		X X			X X	

A. List the primary federal, state, and local law enforcement agencies within the criminal justice system

III. LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

LEARNING OBJECTIVES

A. Discuss the objectives of the Judicial component of the criminal justice system

B. Discuss the organization of the California court system, including positions commonly recognized as part of he judicial system

C. Discuss the judicial process in criminal cases

IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system

B. Recall the definitions of parole and probation

C. Discuss the differences between:

1. Parole

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		~~X~~			~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
		~~X~~			X	
			~~X~~		X	
	~~X~~				X	
	X					
		X				
			X			
				X		

2. Probation

V. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test for the learning objectives in Domain #02~~. Comprehensive RBC Test 1.

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test~~. RBC Test 2.

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test~~. RBC Test 3.

D. The POST-Constructed Comprehensive ~~Module III End-of-Course Proficiency Test.~~ SIBC Test 1.

E. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~ SIBC Test 2.

F. The POST-Constructed ~~PC 832 Arrest Written Test.~~ Comprehensive SIBC Test 3.

G. The POST-Constructed Comprehensive ~~Test for the Requalification Course.~~ PC832 Test.

H. The POST-Constructed Comprehensive Module III Test.

I. The POST-Constructed Comprehensive Module II Test.

J. The POST-Constructed Comprehensive Module I Test.

VI. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
2	2	2			2	

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the criminal justice system.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 19, 2007	February 15, 2017
January 1, 2004	July 1, 2008	
August 15, 2004	July 1, 2010	
September 15, 2004	July 1, 2011	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #03
POLICING IN THE COMMUNITY

~~July 1, 2012~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Define community policing

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
   a. Awareness
   b. Involvement
   c. Ownership
5. Increasing local government involvement in problem solving

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	X
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X		X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

D. Discuss community policing philosophy

E. Discuss the history of policing models, including:

1. Traditional
2. Professional
3. Community

F. Identify peace officer responsibilities in the community, including:

1. Maintaining order
2. Enforcing the law
3. Preventing crime
4. Delivering service
5. Educating and learning from the community
6. Working with the community to solve problems

G. Differentiate between proactive and reactive policing

H. Discuss community expectations of peace officers

I. Recognize peace officers' responsibilities to enforce the law, including:

1. Adhering to all levels of the law
2. Fair and impartial enforcement
3. Knowing the patrol beat or area of responsibility

J. Identify the elements of area/beat knowledge, including:

1. Critical Sites
2. Locations requiring special attention, i.e. hot spots
3. Potentially dangerous areas

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X	X	X			X	X	K.	Discuss current and emerging issues that can impact the delivery of services by peace officers
X			X		X		L.	Identify the components that comprise communities
X	X	X			X		M.	Discuss opportunities where peace officers educate and learn from community members
X			X		X		N.	Identify resources which provide opportunities to educate and learn from the community, including:
X			X		X		1.	Community forums
X			X		X		2.	Community advisory groups
X			X		X		O.	Recognize a peace officer's role in influencing community attitudes
X			X		X		P.	Discuss government expectations of law enforcement and peace officers
							II.	LEARNING NEED
								Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.
								LEARNING OBJECTIVES
X	X	X			X	X	A.	Define community partnerships
X	X	X			X	X	B.	Discuss the key elements for developing trust between community partners, including:
X	X	X			X	X	1.	Truth
X	X	X			X	X	2.	Respect
X	X	X			X	X	3.	Understanding
X	X	X			X	X	4.	Support
X	X	X			X	X	5.	Teamwork

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X	X	X			X	X	C.	Discuss the relationship of ethics to the badge of office
X			X		X	X	D.	Identify the essential partnering skills, including:
X			X		X	X	1.	Leadership
X			X		X	X	2.	Communication
X			X		X	X	3.	Facilitation
X			X		X	X	4.	Community mobilization
X	X	X			X	X	E.	Discuss leadership skills in community policing
X	X	X			X	X	F.	Define communication
X	X	X			X	X	G.	Recognize the components of a message in communications with others, including:
X	X	X			X	X	1.	Content (words)
X	X	X			X	X	2.	Voice characteristics
X	X	X			X	X	3.	Nonverbal signals
X	X	X			X	X	H.	Recognize the potential effects of negative nonverbal signals
X	X	X			X	X	I.	Give examples of effective communication techniques for:
X	X	X			X	X	1.	Active listening
X	X	X			X	X	2.	Establishing effective lines of communication
X	X	X			X	X	3.	Overcoming barriers to communication
X			X		X	X	J.	Discuss the communication techniques that can be used for obtaining voluntary compliance
X			X		X		K.	Define facilitation

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
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X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

L. Discuss the components of the facilitation process, including:

1. Being familiar with the issues
2. Establishing meeting guidelines
3. Stating meeting purpose, scope, and need
4. Stating and clarifying objectives
5. Prioritizing competing problems and issues
6. Identifying potential solutions

M. Apply facilitation techniques reflecting professional behavior, including:

1. Maintaining the focus on the issues and stimulating discussion
2. Displaying interest in the issues
3. Leading the group toward problem resolution
4. Helping participants learn from the problem solving experience
5. Dealing calmly and respectfully with unexpected incidents
6. Maintaining objectivity

N. Give examples of obstacles that officers may encounter when developing community partnerships

O. Define community mobilization

P. Discuss the elements of the community mobilization process, including:

1. Getting people involved
2. Identifying community resources (skills)
3. Calling for action
4. Educating the public
5. Taking responsibilities for public safety and quality of life
6. Sustaining effort

Q. Discuss community mobilization methods

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	X

R. Discuss the benefits of maintaining a positive relationship with the news media

S. Discuss the components of a community inventory, including:

1. Partners
2. Stakeholders
3. Community collaboration

T. Define homeland security

U. Identify the benefits of integrating community mobilization and homeland security

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

LEARNING OBJECTIVES

A. Define the term "problem"

B. Identify the elements of the crime triangle, including:

1. Victim
2. Offender
3. Location

C. Discuss the Broken Windows Theory

D. Define problem solving

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X			X		X	X	E.	Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
X		X			X	X	F.	Define and discuss a problem solving strategy
X		X			X		G.	Apply a problem solving strategy
X			X		X		H.	Define crime prevention
X			X		X	X	I.	Identify crime prevention strategies
X			X		X		J.	Give examples of crime risk factors
X			X		X		K.	Identify methods for recognizing crime problems
X			X		X		L.	Define Crime Prevention Through Environmental Design (CPTED)
X			X		X		M.	Identify the principles of Crime Prevention Through Environmental Design (CPTED)
X			X		X		1.	Natural surveillance
X			X		X		2.	Access control
X			X		X		3.	Territorial reinforcements
X			X		X		4.	Image
X			X		X		N.	Discuss crime prevention programs within the community
							IV.	REQUIRED TESTS
X			~~X~~		~~X~~		A.	The POST-Constructed ~~Knowledge Test for the learning objectives in Domain #03.~~Comprehensive RBC Test 1.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X					~~X~~	
X				~~X~~	~~X~~	
		~~X~~			X	
			~~X~~		X	
	~~X~~				X	
	X					~~X~~
		X				
			X			
				X		
						X
X			X		X	
X		X			X	

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test.~~RBC Test 2.

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3

D. The POST-Constructed Comprehensive ~~Module III End-of-Course Proficiency Test~~SIBC Test 1.

E. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~SIBC Test 2.

F. The POST-Constructed ~~PC 832 Arrest Written Test.~~Comprehensive SIBC Test 3.

G. The POST-Constructed Comprehensive ~~Test for the Requalification Course~~ PC832 Test.

H. The POST-Constructed Comprehensive Module III Test.

I. The POST-Constructed Comprehensive Module II Test.

J. The POST-Constructed Comprehensive Module I Test

K. The POST-Constructed Comprehensive Requalification Test.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity must address how peace officers, agencies, and communities benefit from community policing.

B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
18	2	6	12		18	4

C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:

1. Community policing philosophy
2. Community mobilization
3. Partnerships
4. Leadership
5. Facilitation techniques
6. Communication skills

D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:

1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on policing in the community.

VII. ORIGINATION DATE

January 1, 2001

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

VIII. REVISION DATE

January 1, 2004	January 19, 2007	July 1, 2012
August 15, 2004	July 1, 2008	February 15, 2017
September 15, 2004	July 1, 2010	
January 1, 2006	July 1, 2011	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #05
INTRODUCTION TO CRIMINAL LAW

~~July 1, 2010~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

A. Identify the relationship among:

1. Constitutional law
2. Statutory law
3. Case law

II. LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

A. Differentiate between the *letter of the law* and the *spirit of the law*

B. Differentiate between criminal and civil law

III. LEARNING NEED

To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X X X	X X X	X X X			X X X	
X	X	X			X	
X X X	X X X	X X X			X X X	

LEARNING OBJECTIVES

A. Recall the statutory definition of a crime

B. Identify the basic elements common to all crimes

~~(7)~~C. Identify the basic elements required of an attempt to commit a crime

D. Discuss general, specific and transferred intent crimes

E. Differentiate between criminal intent and criminal negligence

IV. LEARNING NEED

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.

LEARNING OBJECTIVES

A. Identify three classes of crime:

1. Felony
2. Misdemeanor
3. Infraction

B. Differentiate among the three parties to a crime, to include:

1. Principals
2. Accessories
3. Accomplices

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X		~~X~~			~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
		~~X~~			X	
			~~X~~		X	
	~~X~~				X	
	X					
		X				
			X			
				X		

C. Identify people legally incapable of committing a crime

V. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test on the learning objectives in Domain #05.~~Comprehensive RBC Test 1.

~~(8)~~B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test.~~RBC Test 2.

~~(8)~~C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3.

D. The POST-Constructed Comprehensive ~~Module III End-of-Course Proficiency Test.~~SIBC Test 1.

~~(8)~~E. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~SIBC Test 2.

F. The POST-Constructed ~~PC 832 Arrest Written Test.~~Comprehensive SIBC Test 3

G. The POST-Constructed Comprehensive ~~Test for the Requalification Course.~~ PC832 Test.

H. The POST-Constructed Comprehensive Module III Test.

I. The POST-Constructed Comprehensive Module II Test.

J. The POST-Constructed Comprehensive Module I Test

VI. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
4	3	4			4	

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on introduction to criminal law.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 19, 2007 February 15, 2017
January 1, 2004	July 1, 2008
July 1, 2005	July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #06
PROPERTY CRIMES

~~February 1, 2016~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Theft
2. Vehicle theft
3. Defrauding an innkeeper
4 Burglary
5. Shoplifting
6. Possession of burglary tools
7. Possession of or receiving personal property with altered serial numbers or identification marks
8. Receiving stolen property
9. Forgery

B. Recognize the crime classification as a misdemeanor or felony

C Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes

D. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Arson
2. Unlawfully causing a fire
3. Possession of a flammable or combustible material

B. Recognize the crime classification as a misdemeanor or felony

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to trespassing and to correctly classify these crimes as misdemeanors.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Unauthorized entry of property
2. Trespass

B. Recognize the crime classification as a misdemeanor

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
~~X~~			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
			~~X~~		X	
					X	

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

A. Recognize the crime elements required to arrest for vandalism

B. Recognize what constitutes unlawful conduct in a landlord/tenant dispute

C. Recognize what constitutes a lawful repossession

D. Recognize the crime classification as a misdemeanor or felony

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives for Domain #06.~~

~~B.~~ A. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test.~~RBC Test 2.

~~C.~~B. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

C.~~E~~. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~ SIBC Test 2.

D.~~F~~. The POST-Constructed ~~PC 832 Arrest Written Test.~~ Comprehensive SIBC Test 3.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
			X			
				X		
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
6			6		6	

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

E. The POST-Constructed Comprehensive Module II Test.

F. The POST-Constructed Comprehensive Module I Test.

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity regarding the actions, which should be taken during a preliminary investigation of a property crime, which includes the specific elements of burglary and grand theft. The discussion shall address:

1. Initial actions
2. Sources of information
3. Establishing whether or not a crime has occurred
4. Physical evidence considerations
5. Identification marks
6. Vehicle identification number (VIN) locations

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on property crimes.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

October 1, 2001	January 19, 2007 February 15, 2017
January 1, 2002	July 1, 2007
January 1, 2004	January 1, 2008
September 15, 2004	July 1, 2008

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

January 1, 2006 February 1, 2016

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #07
CRIMES AGAINST PERSONS/DEATH INVESTIGATION

~~August 1, 2015~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Battery
2. Assault with a deadly weapon or by means of force
3. Elder or dependent adult abuse

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to kidnapping, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Kidnapping

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	

2. False imprisonment
3. Child abduction without custodial right
4. Child abduction with custodial right

B. Recognize the crime classification as a misdemeanor or felony

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Robbery
2. Carjacking

B. Recognize the crime classification as a felony

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for murder

B. Recognize the crime elements, and classification for manslaughter crimes

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
~~X~~			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
			~~X~~		X	
					X	
			X			

V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation, and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child

B. Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)

C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident

VI. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on learning objectives in Domain #07.~~

~~B~~A. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test.~~ RBC Test 2.

B~~C~~. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

C~~E~~. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~ SIBC Test 2.

D~~F~~. The POST-Constructed ~~PC 832 Arrest Written Test.~~ SIBC Test 3.

E. The POST-Constructed Comprehensive Module II Test.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
				X		
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X			X		X	
X			X		X	
X			X		X	
X			X		X	

F. The POST-Constructed Comprehensive Module I Test.

G. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~ Test.

H. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student's ability to:

1. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s) The activity shall address:

1. Initial actions
2. Sources of information
3. Establishing the elements of the crime

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
X			X		X		4. Physical evidence considerations
X			X		X		B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
X			X		X		1. Initial actions
X			X		X		2. Sources of information
X			X		X		3. Indications that a SIDS death has occurred
X			X		X		4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
X			X		X		5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
X			X		X		6. Physical evidence considerations
X			X		X		C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
X			X		X		1. SIDS facts to involved parties, as appropriate
X			X		X		2. Required investigative tasks and need for a complete investigation
X			X		X		3. Availability of local and regional SIDS survivor support groups
X			X		X		4. How to make a referral to the county public health nurse
X			X		X		5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
X			X		X		6. How to notify county coroner's office/medical examiner's office
X			X		X		D. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
X			X		X		1. Initial actions
X			X		X		2. Sources of information
X			X		X		3. Establishing the elements of the crime
X			X		X		4. Physical evidence considerations
6			6		6	2	VIII. HOURLY REQUIREMENTS Students shall be provided with a minimum number of instructional hours on crimes against persons.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATES

October 1, 2001	September 15, 2004	July 1, 2007	July 1, 2010
January 1, 2002	January 1, 2006	July 1, 2008	August 1, 2015
January 1, 2004	January 19, 2007	January 1, 2009	February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #08
GENERAL CRIMINAL STATUTES

~~July 1, 2008~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Lewd conduct
2. Invasion of privacy
3. Prostitution
4. Loitering about a public toilet
5. Public intoxication

B. Recognize the crime classifications as a misdemeanor or felony

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
~~X~~			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
			~~X~~		X	
					X	
			X			
				X		

A. Recognize the crime elements required to arrest for:

1. Disturbing the peace
2. Obstruction of a public way
3. Prowling and peeping

B. Recognize the crime classification as a misdemeanor

III. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives for Domain #08.~~

~~B~~A. The POST-Constructed Comprehensive ~~Mid-Course Proficiency~~ RBC Test 2. ~~(1)~~

~~C~~B. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3. ~~(1)~~

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8)(10)~~

~~E~~C. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency~~SIBC-Test 2. ~~(8)~~

~~F~~D. The POST-Constructed ~~PC 832 Arrest Written~~Comprehensive SIBC Test 3. ~~(10)~~

~~G~~E. The POST-Constructed Comprehensive ~~Test for the Requalification Course~~ Module II Test. ~~(10)~~

F. The POST-Constructed Comprehensive Module I Test.

IV. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
2			2		2	

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on general criminal statutes.

VI. ORIGINATION DATE

January 1, 2001

VII REVISION DATE

October 1, 2001
January 1, 2002
January 1, 2004
January 19, 2007
January 1, 2008
July 1, 2008
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #09
CRIMES AGAINST CHILDREN

~~July 1, 2010~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Child harm, injury, or endangerment
2. Physical abuse of a child
3. Lewd or lascivious acts with a child
4. Annoying or molesting children
5. Possession of child pornography
6. Unlawful sexual intercourse

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X X X				X X X	X X X	X X X

A. Identify by category the professional occupations required to report suspected child abuse

B. Recognize the specific law enforcement reporting requirements

C. Recognize the required documentation when investigating crimes against children

D. Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party

III. LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.

LEARNING OBJECTIVES

A. Recognize the legal basis for entry without a warrant to protect a minor

B. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor

IV. LEARNING NEED

Ensuring the safety of a child victim is a peace officer's primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.

A. Recall the statutory definition of child abuse

B. Discuss physical and behavioral indicators of:

1. Physical child abuse
2. Physical neglect of a child

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X				X X	X X	X X
X				X	X	X
~~X~~				~~X~~	~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
					X	
					X	
				X		
						X
X				X	X	

3. Mental Suffering
4. Sexual child abuse

C. Demonstrate effective officer actions for conducting an interview with a child victim of abuse

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #09.~~

~~B.~~A. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test~~RBC Test 2.

B~~C~~. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

C~~E~~. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test~~SIBC Test 2.

D~~F~~. The POST-Constructed ~~PC 832 Arrest Written Test~~ Comprehensive SIBC Test 3.

E. The POST-Constructed Comprehensive Module I Test.

F~~G~~. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test.

VI. REQUIRED LEARNING ACTIVITIES

~~(11)~~A. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student's ability to conduct an investigation to include:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
4				4	4	2

~~(11)~~1. Establishing elements of the crime
~~(11)~~2. Protecting the child's safety
~~(11)~~3. Identifying the suspect
~~(11)~~4. Locating witnesses
~~(11)~~5. Recovering physical evidence, photographs and statements
~~(11)~~6. Demonstrating a knowledge of child abuse reporting procedures
~~(11)~~7. Demonstrating a knowledge of the contents in a child abuse report
~~(11)~~8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
- ~~(11)~~a. Gaining the child's confidence
- ~~(11)~~b. Remaining neutral in the interview
- ~~(11)~~c. Speaking to the child in a level the child understands

~~(11)~~9. Taking the child into protective custody if at risk of serious physical harm

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against children.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

October 1, 2001	January 1, 2006	July 1, 2010
January 1, 2002	January 19, 2007	February 15, 2017
January 1, 2004	July 1, 2008	
September 15, 2004	January 1, 2009	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #10
SEX CRIMES

~~July 1, 2008~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Rape
2. Assault with intent to commit rape and other crimes specified in Penal Code section 220
3. Indecent exposure
4. Oral copulation
5. Penetration with a foreign object
6 Sodomy
7. Sexual battery

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.

LEARNING OBJECTIVES

A. Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

B. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime

C. Describe a peace officer's own emotional and attitudinal reactions to sex crimes

III. LEARNING NEED

To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.

LEARNING OBJECTIVES

A. Discuss factors that set a positive tone for the victim interview

B. Select questions to be asked during the victim interview

C. Identify the purpose of a medical/legal exam

D. Explain victim's rights

E. Discuss the types of evidence to be collected from the crime scene, victim and suspect

F. Describe the services available to sexual assault victims

IV. LEARNING NEED

Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
~~X~~				~~X~~	~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
					X	
					X	
				X		
						X
X X				X X		

A. Identify the requirements for sex offender registration under Penal Code Section 290

B. Recognize violations of Penal Code Section 290

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #10.~~

~~B.~~A. The POST-Constructed Comprehensive ~~Mid-Course Proficiency~~RBC Test 2. ~~(1)~~

~~C.~~ B. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3. ~~(1)~~

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8)(10)~~

~~E~~C. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency Test.~~ SIBC Test 2. ~~(8)(10)~~

~~F~~D. The POST-Constructed ~~PC 832 Arrest Written Test.~~ Comprehensive SIBC Test 3. ~~(10)~~

E. The POST-Constructed Comprehensive Module I Test.

~~G~~F. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test. ~~(1)~~

VI. REQUIRED LEARNING ACTIVITIES

A. A learning activity which requires the student to perform the tasks while conducting a preliminary investigation of a sexual assault. At a minimum, the learning activity must address the student's ability to:

1. Apply laws related to sex crimes

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
4				4	4	2

2. Maintain an objective attitude toward the investigation of sex crimes
3. Understand the behavioral, emotional or physical reaction of the sex crime victim
4. Prioritize and perform investigative tasks
5. Conduct a comprehensive interview with the victim
6. Interrogate the suspect and obtain a confession
7. Collect evidence from the suspect

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on sex crimes.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

October 1, 2001	January 1, 2006
January 1, 2002	January 19, 2007
January 1, 2004	July 1, 2008
September 15, 2004	February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #11
JUVENILE LAW AND PROCEDURES

~~July 1, 2010~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility for the safety of a juvenile and the general public

B. Recognize the conditions when admonishment of a juvenile's rights is or is not required

C. Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights

II. LEARNING NEED

~~(12)~~Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.

LEARNING OBJECTIVES

A. Recognize the sources of peace officer authority to take a juvenile into temporary custody

B. Recognize the options available to a peace officer for the disposition of a juvenile case

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

C. Recognize the conditions under which a juvenile may become a dependent of the court

D. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy

E. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance

III. LEARNING NEED

~~(13)~~Peace officers must recognize that *Welfare and Institutions Code Sections 206, 207, 207.1* and *208* provide the basis for regulations established for the confinement of juveniles in adult detention facilities.

LEARNING OBJECTIVES

A. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders, and wards within a facility

B. Recognize the appropriate level of confinement for the purposes of temporary custody

~~(14)~~C. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility

IV. LEARNING NEED

Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.

LEARNING OBJECTIVES

A. Recognize the crime elements of contributing to the delinquency of a minor

B. Recognize the crime classification as a misdemeanor or felony

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
~~X~~				~~X~~	~~X~~	
X				~~X~~	~~X~~	
					X	
				X		
						X
3				3	3	2

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #11.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

B. The POST-Constructed Comprehensive SIBC Test 3.

C. The POST-Constructed Comprehensive Module I Test.

D.~~G.~~ The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course.~~Test.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F. The POST-Constructed PC 832 Arrest Written Test.~~

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on juvenile law and procedure.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

October 1, 2001
January 1, 2004
September 15, 2005
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2009
January 1, 2010
July 1, 2010
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #12
CONTROLLED SUBSTANCES

~~February 1, 2016~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct.

LEARNING OBJECTIVES

A. Discuss the impact of drugs on the body

II. LEARNING NEED

To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.

LEARNING OBJECTIVES

A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:

1. Stimulants
2. Hallucinogens
3. Narcotic Analgesics
4. Cannabis
5. Depressants
6. Inhalants
7. Dissociative Anesthetics (Phencyclidine)

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

B. Recognize how the following substances are introduced into the body and general indicators of use:

1. Stimulants
2. Hallucinogens
3. Narcotic Analgesics
4. Cannabis
5. Depressants
6. Inhalants
7. Dissociative Anesthetics (Phencyclidine)

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Possession of drug paraphernalia
2. Being under the influence of a controlled substance
3. Possession of a controlled substance
4. Possession of marijuana
5. Possession of a controlled substance for sale
6. Possession of marijuana for sale
7. Transporting/selling/furnishing, etc. of a controlled substance
8. Cultivating or harvesting marijuana
9. Manufacturing a controlled substance
10. Possession of precursor chemicals for manufacturing

B. Recognize the crime classification as a misdemeanor or felony

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
~~X~~				~~X~~	~~X~~	
X				~~X~~	~~X~~	
					X	

IV. LEARNING NEED

Peace officers need to recognize the existence of an illegal manufacturing and/or cultivating site for controlled substances based on observations, upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal cannabis cultivation.

LEARNING OBJECTIVES

A. Identify the characteristics of a clandestine laboratory/illegal cannabis cultivation

B. Identify types of clandestine laboratories/illegal cannabis cultivation

C. Identify the required safety precautions when securing a clandestine laboratory/illegal cannabis cultivation

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #12.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F~~B. The POST-Constructed ~~PC 832 Arrest Written Test.~~Comprehensive SIBC Test 3.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
				X		
						X
12				12	12	6

C. The POST-Constructed Comprehensive Module I Test.

~~G~~D. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test.

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on controlled substances.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 1, 2006	July 1, 2008	January 1, 2012 February 15, 2017
January 1, 2004	January 19, 2007	January 1, 2010	July 1, 2012
September 15, 2004	July 1, 2007	July 1, 2010	February 1, 2016

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #15
LAWS OF ARREST

~~July 1, 2008~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	X

I. LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections: ~~(1)~~

1. Fourth Amendment
2. Fifth Amendment
3. Sixth Amendment
4. Fourteenth Amendment

B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes ~~(1)~~

II. LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances, which would cause a reasonable person to believe they are free to leave or otherwise not cooperate. ~~(1)~~

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X	X		X	X
X	X	X			X	X
X	X	X	X		X	X
X	X	X			X	X
X	X	X	X		X	X
X	X	X	X		X	X

B. Recognize conduct that may elevate a consensual encounter

C. Recognize the consequences of elevating a consensual encounter

III. LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter. ~~(1)~~

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter

B. Recognize reasonable suspicion

C. Recognize appropriate peace officer actions during a detention

D. Recognize the scope and conditions for warrantless searches and seizures during a detention

E. Recognize conditions where the use of force or physical restraint is appropriate during a detention

IV. LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility while avoiding potential liability when making arrests. ~~(1)~~

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X	X	X	X		X	X	B.	Identify elements of a lawful arrest
X	X	X	X		X	X	C.	Differentiate between arrest and detention
X	X	X			X	X	D.	Recognize information that must be given to an arrested person
X	X	X			X	X	E.	Recognize elements of a warrantless arrest for a misdemeanor
X	X	X			X	X	F.	Recognize elements of a warrantless arrest for a felony
X	X	X			X	X	G.	Recognize elements of a warrant arrest
X	X	X			X	X	H.	Recognize the requirements for entry into a dwelling to make an arrest ~~(1)~~
X	X	X			X	X	I.	Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
X	X	X			X	X	J.	Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
X	X	X			X	X	K.	Recognize the statutory requirements for the disposition of an arrested person
X	X	X			X	X	L.	Recognize the exceptions to the powers to arrest

V. LEARNING NEED

When conducting a custodial interrogation,~~,~~ peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court. ~~(1)~~

LEARNING OBJECTIVE

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
X	X	X	X		X	X	A. Identify the purpose of the Miranda warnings
X	X	X	X		X	X	B. Recognize when Miranda warnings must be given
X	X	X	X		X	X	C. Identify the proper administration of Miranda warnings
X	X	X	X		X	X	D. Recognize the impact of invoking: ~~(1)~~
X	X	X	X		X	X	1. The right to remain silent ~~(1)~~
X	X	X	X		X	X	2. The right to counsel ~~(1)~~
X	X	X	X		X	X	E. Recognize the types of Miranda waivers
X	X	X	X		X	X	F. Recognize the exceptions to the Miranda rule
							VI. LEARNING NEED
							To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.
							LEARNING OBJECTIVE
X	X	X	X		X		A. Differentiate between an interview and interrogation
X			X		X		B. Identify the purpose of an interrogation
X	X	X	X		X		C. Differentiate between an admission and confession
X			X		X		D. Identify the conditions in which a confession or admission may be inadmissible in court

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
					X	
					X	
					X	
	X					
		X				
			X			
	~~X~~					
				X		
						X

VII. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test on the learning objectives in Domain #15.~~Comprehensive RBC Test 1.

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency~~RBC Test 2. ~~(1)~~

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test3. ~~(1)~~

D The POST-Constructed Comprehensive SIBC Test 1.

E. The POST-Constructed Comprehensive SIBC Test 2.

F. The POST-Constructed Comprehensive SIBC Test 3.

G. The POST-Constructed Comprehensive PC 832 Test.

~~D.~~H The POST-Constructed Comprehensive Module III ~~End-of-Proficiency~~ Test. ~~(8)~~

~~E.~~I The POST-Constructed Comprehensive Module II ~~End-of-Proficiency~~ Test. ~~(8)~~

~~F. The POST-Constructed PC 832 Arrest Written Test. (1)~~

J. The POST-Constructed Comprehensive Module I Test.

~~G~~K. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test. ~~(1)~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
12	5	5	7		12	6

VIII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:

1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
3. Officer accountability and responsibility as it relates to laws of arrest
4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community

B. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:

1. Mechanics of the interview process
2. Location and physical environment
3. Interviewer's actions and style
4. Types of questions

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on laws of arrest.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

October 1, 2001	September 15, 2004	July 1, 2008
January 1, 2002	January 1, 2006	February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

January 1, 2004 January 19, 2007

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #16
SEARCH & SEIZURE

~~July 1, 2009~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X			X		X	X

I. LEARNING NEED

Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.

LEARNING OBJECTIVES

A. Recognize constitutional protections guaranteed by the Fourth Amendment

B. Identify the concept of reasonable expectation of privacy

C. Recognize standing and how it applies to an expectation of privacy

D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law

E. Recognize how the exclusionary rule applies to a peace officer's collection of evidence

II. LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X			X	X
X	X	X			X	X
X X X	X X X	X X X			X X X	X X X

A. Recognize how probable cause serves as a basis for obtaining a search warrant

B. Recognize the necessary conditions for securing an area pending the issuance of a search warrant

C. Identify the time limitations for serving a search warrant

D. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant

E. Recognize the application of the Nexus Rule while conducting an authorized search

III. LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

LEARNING OBJECTIVES

A. Recognize why a plain view seizure does not constitute a search

B. Recognize the legal requirements for seizure of items in plain view

C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal

D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:

1. Cursory/frisk/pat searches
2. Consent searches
3. Searches pursuant to exigent circumstances

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

4. Searches incident to arrest
5. Probation/parole searches

IV. LEARNING NEED

The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:

1. Probable cause searches
2. Seizures of items in plain view
3. Protective searches
4. Consent searches
5. Searches incident to custodial arrest
6. Instrumentality searches

B. Recognize the scope and necessary conditions for conducting a vehicle inventory

V. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.

LEARNING OBJECTIVES

A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:

1. With a warrant

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X X	X X	X X			X X	X X
X			X~~(2)~~		X	X
X			X~~(2)~~		X	X
X X X			X~~(2)~~ X~~(2)~~ X~~(2)~~		X X X	X X X
X			~~X~~		~~X~~	

2. Without a warrant

B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence

C. Recognize the conditions necessary for legally obtaining blood samples

D. Recognize the conditions for legally obtaining the following evidence:

1. Fingerprints
2. Handwriting samples

VI. LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject's identification.

LEARNING OBJECTIVES

A. Identify the importance of a peace officer's neutral role during an identification procedure

B. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:

1. Field show-up
2. Photographic spread
3. Custodial lineup

VII. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test on the learning objectives in Domain #16.~~Comprehensive RBC Test 1.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X					~~X~~	
X				~~X~~	~~X~~	
					X	
					X	
					X	
	X					
		X				
			X			
	~~X~~					
				X		
						X
X			X		X	

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test.~~ RBC Test 2.

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test~~RBC Test 3.

D. The POST-Constructed Comprehensive SIBC Test 1.

E. The POST-Constructed Comprehensive SIBC Test 2.

F. The POST-Constructed Comprehensive SIBC Test 3.

G. The POST-Constructed Comprehensive PC 832 Test.

~~D~~H. The POST-Constructed Comprehensive Module III ~~End-of-Course Proficiency~~ Test.

~~E.~~I The POST-Constructed Comprehensive ~~Module II End-of-Course~~ Module II ~~Proficiency~~ Test.

~~F. The POST-Constructed PC 832 Arrest Written Test.~~

J. The POST-Constructed Comprehensive Module I Test

~~G~~K. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test.

VIII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing)* or other comparable sources regarding search & seizure. At a minimum, each activity or combination of activities must address the following topics:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
12	3	4	8		12	8

1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
3. Ability to balance officer safety with the protection of individual rights and the preservation of property
4. Legal and agency policy issues

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on search and seizure.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

October 1, 2001	January 1, 2006 February 15, 2017
January 1, 2002	January 19, 2007
January 1, 2004	July 1, 2008
September 15, 2004	July 1, 2009

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #20
USE OF FORCE

~~August 1, 2015~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X X	X X	X X			X X	X X
X	X	X			X	X
X	X	X			X	X

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to affect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court

C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:

1. A subject's requirement to submit to arrest without resistance
2. Peace officer's authority to use reasonable force during a detention or arrest

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

II. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X		X	X		X	X
X		X	X		X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

LEARNING OBJECTIVES

A. Define the term "force option"

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

C. Recognize force options and the amount of force peace officers may use based on the subject's resistance

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force

E. Discuss the importance of effective communication when using force

III. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force

B. Identify the factors required to establish sufficiency of fear for the use of deadly force

C. Recognize facts an officer should consider when determining whether or not to use deadly force

D. Discuss the role of agency policies regarding the use of deadly force

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X	X	X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable

IV. LEARNING NEED

When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:

1. Justification for using force
2. Relevant factors and detail

V. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
   1. Fear
      a. Reasonable
      b. Unreasonable
   2. Anger
   3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X	X		X	X
X		X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X		X	X		X	X
X			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
		~~X~~			X	

VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force

B. Explain an agency's potential liability associated with the use of unreasonable force

C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer

D. Discuss immediate and delayed intervention techniques

E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

VII. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test on the learning objectives in Domain #20.~~Comprehensive RBC Test 1.

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency Test~~RBC Test 2.

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3.

D. The POST-Constructed Comprehensive ~~Module III End-of-Proficiency Test.~~SIBC Test 1.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
			~~X~~		X	
	~~X~~				X	
						~~X~~
	X					
		X				
			X			
				X		
						X
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

E. The POST-Constructed Comprehensive ~~Module II End-of-Proficiency Test~~SIBC 2.

F. The POST-Constructed ~~PC 832 Arrest Written Test.~~Comprehensive SIBC Test 3.

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

G. The POST-Constructed Comprehensive PC832 Test.

H. The POST-Constructed Comprehensive Module III Test.

I. The POST-Constructed Comprehensive Module II Test.

J. The POST-Constructed Comprehensive Module I Test.

K. The POST-Constructed Comprehensive Requalification Test.

~~H~~L. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation an Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

~~H~~M. A scenario test that requires the student to demonstrate presenter approved impact weapon techniques in a force on force simulation against an instructor who is dressed in a protective suit.

The test must simulate the physical and mental stress that would be imposed by an actual street encounter where the student would be required to use an impact weapon to control a suspect and effect an arrest.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force
2. Problem Solving
3. Legal Authority
4. Officer Safety
5. Communication
6. Ethics
7. Stress Tolerance

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
12	3	5	5	4	12	4

~~J~~N. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control during the detention of a verbally uncooperative individual.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force
2. Problem Solving
3. Legal Authority
4. Officer Safety
5. Communication
6. Ethics
7. Stress Tolerance

VIII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:

1. Exercise of leadership in the application of reasonable force
2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the use of force.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
July 1, 2005
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2009
July 1, 2010
July 1, 2012
August 1, 2015
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE

~~August 1, 2015~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

A. Recall the definition of domestic violence (Penal Code Section 13700)

B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:

1. Willful infliction of corporal injury
2. Battery
3. Stalking
4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
5. Preventing or dissuading a witness or a victim from testifying
6. Criminal threats
7. Spousal rape

C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

II. LEARNING NEED

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

LEARNING OBJECTIVES

A. Identify common characteristics of a victim and a batterer

B. Identify a peace officer's role in reducing domestic violence

III. LEARNING NEED

When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

LEARNING OBJECTIVES

A. Recognize the initial process for responding to a domestic violence call

B. Recognize under what circumstances an arrest should be made

C. Identify physical evidence to be collected

D. Recognize procedures for seizing firearms or other deadly weapons

E. Discuss resources available for victim protection

IV. LEARNING NEED

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
~~X~~				~~X~~	~~X~~	

LEARNING OBJECTIVES

A. Identify the differences between the types of court orders to include:

1. Criminal protective/stay-away orders
2. Emergency Protective Orders
3. Restraining orders

B. Identify the validity of a restraining order

C. Identify the purpose for obtaining an Emergency Protective Order

D. Demonstrate how to enforce a court order

V. LEARNING NEED

A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.

LEARNING OBJECTIVES

A. Identify what information needs to be documented in a report

B. Identify how the peace officer can provide support for the victim

VI. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #25.~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				~~X~~	~~X~~	
					X	
				X		
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Module III End-of-Course Proficiency Test.~~

~~F~~B. The POST-Constructed Comprehensive SIBC ~~PC 832 Arrest Written~~ Test 3.

C. The POST-Constructed Comprehensive Module I Test.

~~G.~~D. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course~~Test.

~~H~~E. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:

1. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
2. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
3. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
4. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
6. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

and establish understanding.

8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:

1. Felony arrests
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
5. Verification and enforcement of stay-away orders
6. Cite and release policies
7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
9. Providing information card with local resources to victims at the scene

B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).

1. Who is eligible for an EPO
2. Legal authority
3. Procedures for obtaining an EPO
4. Completion of the appropriate documentation
5. Scope and duration of the EPO

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
10				10	10	4

6. Service of the EPO
7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
8. Distribution of forms

C. The student will participate in one or more Learning Activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence. At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g. PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response
2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident
3. How collaboration with the community builds trust and confidence in policing efforts
4. Discretion, flexibility and conflict resolution skills
5. Influence of an officer's demeanor on persons present at the scene

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

January 1, 2002	January 19, 2007	August 1, 2013
January 1, 2004	July 1, 2008	February 1, 2014
September 15, 2004	July 1, 2009	August 1, 2015
January 1, 2006	July 1, 2010	February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #26
UNUSUAL OCCURRENCES

~~July 1, 2010~~February 15, 2017

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
							I.	LEARNING NEED
								To protect the public, peace officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation.
								LEARNING OBJECTIVES
X				X	X		A.	Recall the definition of unusual occurrences
X				X	X		B.	Identify the mission of law enforcement when responding to an unusual occurrence
X				X	X		C.	Identify the responsibilities of the first responding officer on the scene of an unusual occurrence, to include:
X				X	X		1.	Assuming initial command
X				X	X		2.	Establishing a perimeter/protecting the incident location
X				X	X		3.	Isolating the hazard
X				X	X		4.	Maintaining ingress/egress control
X				X	X		5.	Initiating appropriate notifications
X				X	X		~~(25)~~D.	Identify the purpose of the Incident Command System (ICS), including:
X				X	X		1.	Responsibilities of the initial responding officer
X				X	X		2.	Basic components of the Incident Command System (ICS)
X				X	X		3.	Basic components of the National Incident Management System (NIMS)
							II.	LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

Responding to unusual occurrences, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.

LEARNING OBJECTIVES

A. Recognize the appropriate methods for extinguishing each class of fire

B. Identify risk versus benefits/gains of entering a burning structure

C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats

D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located

E Recognize appropriate actions for securing a scene where an explosive device has been located

F. Identify the inherent dangers in a post-blast explosion scene

G. Recognize appropriate officer actions for securing a post-blast explosion scene

III. LEARNING NEED

Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.

LEARNING OBJECTIVES

A. Recognize appropriate officer actions when responding to an aircraft crash

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
~~X~~				~~X~~	~~X~~	
X				~~X~~	~~X~~	
					X	
				X		

B. Recognize appropriate officer actions specific to other types of unusual occurrences, including:

1. Electrical power emergencies
2. Hazardous road conditions
3. Traffic device malfunctions
4. Gas leaks
5. Floods
6. Animal control problems
7. Earthquakes

IV. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #26.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

A.~~C.~~ The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

B~~F~~. The POST-Constructed ~~PC 832 Arrest Written Test.~~Comprehensive SIBC Test 3.

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

C. The POST-Constructed Comprehensive Module I Test.

V. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
4				4	4	

A. The student will participate in a facilitated discussion on how the first officer on the scene should respond to minimize injuries, loss of life, and property damage. The depictions must minimally include the following types of actual or potential incidents:

1. Civilian aircraft crash
2. Military aircraft crash
3. Earthquake
4. Flood
5. Suspected explosive device or explosion
6. Fires

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on unusual occurrences.

VII. ORIGINATION DATE

January 1, 2001

VIII. REVISION DATE

January 1, 2004
September 15, 2004
January 1, 2006
July 1, 2008
July 1, 2010
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #28
TRAFFIC ENFORCEMENT

~~August 1, 2014~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		X
X X				X X		X X
X				X		X
~~X~~				~~X~~		~~X~~
X				X		X
X				X		X
X		X		X		X

I. LEARNING NEED

Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.

LEARNING OBJECTIVES

A. Explain the relevance of traffic enforcement to:

1. Public safety and quality of life within a community
2. Legally establish probable cause for accomplishing general law enforcement objectives

B. Explain the organization of information within the Vehicle Code

II. LEARNING NEED

Peace officers need to recognize their authority under the law to manage traffic effectively.

LEARNING OBJECTIVES

A. Discuss the elements and Vehicle Code section(s) governing arrest

B. Differentiate between mandatory and optional appearances before a magistrate

C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X		X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic

III. LEARNING NEED

Peace officers must know the elements of the laws governing motor vehicles, bicycles and pedestrians.

LEARNING OBJECTIVES

A. Recognize the elements and common names for traffic control signal and device violations involving:

1. Red signal lights
2. Stop signs
3. Other traffic control signals and devices

B. Recognize the elements and common names for right-of-way violations involving:

1. Failure to yield the right-of-way
2. Failure to yield to an emergency vehicle

C. Recognize the elements and common names for rights and provisions involving bicyclists

D. Recognize the elements and common names for violations involving pedestrians

E. Recognize the elements and common names for violations involving turning and signaling

F. Recognize the elements and common names for speed violations involving:

1. Basic speed laws
2. Maximum speed

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X		X		X		X

G. Recognize the elements and common names for driving and passing violations involving:

1. Following too closely
2. Unsafe lane change
3. Passing on the right/left
4. Passing a stopped school bus

H. Recognize the elements and common names for public offense violations involving:

1. Reckless driving
2. Speed contests
3. Hand-held wireless telephone
4. Electronic wireless communications device

I. Recognize the elements and common names for hit and run violations

J. Recognize the elements and common names for basic motor vehicle licensing requirements

K. Recognize the elements and common names for violations when driving with a suspended or revoked license

L. Recognize the elements and common names for basic motor vehicle registration requirements

M. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways

IV. LEARNING NEED

Peace officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.

A. Recognize a peace officer's legal authority to remove vehicles

V. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X X X X				X X X X		X X X X
X				X		X

Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.

LEARNING OBJECTIVES

A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle

B. Explain the meaning of the phrase "under the influence"

C. Recognize the elements and common names for violations involving Driving Under the Influence (DUI)

D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs

E. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver

F. Discuss medical conditions that may cause a person to appear under the influence

G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)

H. Demonstrate FSTs that may be used to determine impairment, to include:

1. Horizontal Gaze Nystagmus (HGN)
2. One-Leg Stand (OLS)
3. Walk & Turn (WAT)

I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test

VI. REQUIRED TESTS

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
~~X~~				~~X~~		
X						
				X		
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #28.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F. The POST-Constructed PC 832 Arrest Written Test.~~

B. The POST-Constructed Comprehensive Module I Test.

~~G~~C. The POST-Constructed Comprehensive ~~Test for the~~ Requalification ~~Course.~~ Test.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:

1. Legal definitions and terminology
2. Vehicle Code sections and related statutes
3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
4. Evidence recognition, collection and preservation procedures
5. Report writing requirements

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X		X		
X		X		X		
X		X		X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		X
X				X		X
X				X		X
X				X		X
X				X		
X				X		
X				X		

B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:

1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
2. Other traffic control devices, vehicles or other available equipment to safely control traffic movement

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum each activity, or a combination of activities, must address the following topics:

1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues
2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
3. Initiative, discretion and decision making when issuing citations and considering spirit versus letter of the law

D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role play exercises provided by the presenter, the student will participate in a learning activity that addresses:

1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
3. The ability to present or critique testimony in court related to observation and documentation of impairment

E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:

1. Articulate a proper location for the test and why that location is appropriate
2. Articulate the objective observations of signs or symptoms of intoxication or drug use

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
16		2		16		2

3. Explain and demonstrate a series of FSTs that may include a minimum of three of the following tests:
   a. Proper techniques of balance
   b. Divided attention
   c. Memory
   d. Coordination
   e. Horizontal Gaze Nystagmus test(s)
4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs

F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will, at a minimum, identify:

1. The specific violation by common name and Vehicle Code section(s)
2. The crime classification
3. Options for resolution

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on traffic enforcement.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

October 1, 2001	July 1, 2007	July 1, 2010 February 15, 2017
January 1, 2004	January 1, 2008	July 1, 2011
January 1, 2006	July 1, 2008	July 1, 2012
January 19, 2007	July 1, 2009	August 1, 2014

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #31
CUSTODY

~~July 1, 2010~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X				
X		X				
X		X				
X X X X X		X X X X X				
X		X				
X		X				

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

A. Recall the definition of custody

B. Recognize general responsibilities an officer has for the care and custody of an arrested person

C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety

D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:

1. Court documents (e.g., warrants, court orders, etc.)
2. Parole and probation commitments
3. Probable cause arrests
4. Prisoners in transit

E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge

F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties

II. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X X X		X X X X				
X		X				
X		X				
X		X				
X		X				
X		X				
X		X				

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements, required to complete the crime of:

1. Assault of a prisoner under the color of authority
2. Cruel or unusual treatment of prisoners
3. Inhumane or oppressive treatment of a prisoner

B. Identify the crime classification as a misdemeanor or felony

C. Recognize the crime of violation of a prisoner's civil rights

III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility

LEARNING OBJECTIVES

A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility

B. Identify the crime classification as a misdemeanor or felony

C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility

D. Identify classes of prisoners who may require special care or protection

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
~~X~~		~~X~~				
~~X~~						
X				~~X~~		
		X				
			X			
				X		
X		X				
X		X				
X		X				
X		X				
X		X				

IV. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #31.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~(40) E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F. The POST-Constructed PC 832 Arrest Written Test.~~

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

B. The POST-Constructed Comprehensive Module III Test.

C. The POST-Constructed Comprehensive Module II Test.

D. The POST-Constructed Comprehensive Module I Test.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:

1. Legal basis for the custody
2. Pertinent laws relating to the care and custody of the arrested person
3. Officer's responsibilities during intake
4. Actions of custodial personnel upon receipt of the arrested person

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
2		2				

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on custody.

VII. ORIGINATION DATE

January 1, 2001

VIII. REVISION DATE

January 1, 2002	January 19, 2007
January 1, 2004	July 1, 2008
September 15, 2004	July 1, 2010
January 1, 2006	February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #36
INFORMATION SYSTEMS

~~July 1, 2010~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

I. LEARNING NEED

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

LEARNING OBJECTIVES

~~(50)~~A. Recognize the requirements of the Department of Justice regarding the confirmation of information ob from the California Law Enforcement Telecommunications System(CLETS) network

B. Recognize crimes involving unlawful access or use of a law enforcement computer system

C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know

D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:

1. Furnishing the information to an unauthorized person
2. Lawfully receiving the information and then furnishing it to an unauthorized person
3. Purchase, receipt, or possession of the information by an unauthorized person

II. LEARNING NEED

~~(51)~~Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties, for their safety and the safety of others.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
~~X~~		~~X~~			~~X~~	
X				~~X~~	~~X~~	
		~~X~~				
			~~X~~			
					X	

A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided

B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases

III. LEARNING NEED

~~(52)~~Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

LEARNING OBJECTIVES

~~(53)~~A. Identify systems and databases available from the DMV information system and the types of information provided

B. Recognize the minimum information required for generating an inquiry into each of the DMV databases

IV. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #36.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~(54)E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F~~B. The POST-Constructed ~~PC 832 Written Test~~Comprehensive SIBC Test 3.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
		X				
			X			
				X		
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
2		2			2	

~~G~~C. The POST-Constructed Comprehensive Module III Test. ~~for the Requalification Course.~~

D. The POST-Constructed Comprehensive Module II Test.

E. The POST-Constructed Comprehensive Module I Test.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

1. Wanted persons
2. Property, vehicles and firearms
3. Criminal histories
4. DMV information
5. Miscellaneous information

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on information systems.

VII ORIGINATION DATE

January 1, 2001

VIII. REVISION DATE

January 1, 2002
July 1, 2002
January 1, 2004
January 1, 2006 February 15, 2017
January 19, 2007
July 1, 2008

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

September 15, 2004 July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #37
PEOPLE WITH DISABILITIES

~~August 1, 2016~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

LEARNING OBJECTIVES

A. State the intent of the Americans with Disabilities Act of 1990

B. Recognize the role of peace officers when interacting with a person with a disability

1. Applying culturally responsive community policing principles
2. Reducing stigma
3. Increasing and maintaining peace officer and public safety

II. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.

A. State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et.seq.)*

B. Define the term developmental disability

C. Recognize general behavioral indicators associated with all developmental disabilities

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	
X				X	X	
X				X	X	

D. Recognize behavioral indicators specifically associated with the following developmental disabilities:

1. Intellectual Disability (including Down Syndrome)
2. Cerebral Palsy
3. Autism Spectrum Disorder
4. Epilepsy

E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:

1. Intellectual Disability (including Down Syndrome)
2. Cerebral Palsy
3. Autism Spectrum Disorder
4. Epilepsy

F. Recognize the causes and nature of intellectual/developmental disabilities

G. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities

III. LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.

LEARNING OBJECTIVES

A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:

1. Acquired
2. Traumatic

RBC	Other Basic Courses 832	III	II	I	SIBC	Requal	
X				X	X		B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
X				X	X		1. Affected by traumatic disorders
X				X	X		a. neurological
X				X	X		b. traumatic brain injuries
X				X	X		2. Affected by dementia and stroke
X				X	X		C. List the types of mobility assistance equipment and devices
X				X	X		D. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
X				X	X		1. Blind or visually impaired
X				X	X		2. Deaf or hard of hearing
X				X	X		E. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
X				X	X		1. Blind or visually impaired
X				X	X		2. Deaf or hard of hearing
X				X	X		F. Discuss additional laws that protect the rights of people with physical disabilities, including:
X				X	X		1. Rehabilitation Act of 1973, Section 504
X				X	X		2. Right of way (Vehicle Code Section 21963)
X				X	X		3. White Cane Law (Civil Code Section 54.4)
X				X	X		4. Service Animals (Penal Code Section 365.5 et. seq.)
X				X	X		G. Discuss the referral process and state/local resources available to people with physical disabilities

IV. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

LEARNING OBJECTIVES

A. Define the term mental illness

B. List the categories of mental illness:

1. Thought disorders, including schizophrenia
2. Mood disorders, including depression and bipolar
3. Anxiety related disorders
4. Post-Traumatic Stress Disorder (PTSD)
5. Co-occurring/dual diagnosis disorders

C. Recognize the causes and nature of mental illness

D. Recognize behavioral indicators that may be generally associated with people affected by mental illness

E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness

F. Discuss the referral process and state/local resources available to people with mental illness

G. Identify appropriate resolution options

V. LEARNING NEED

Peace officers must become familiar with the application of *Welfare and Institutions Code Section 5150* in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
~~X~~				~~X~~	~~X~~	
X				~~X~~	~~X~~	
					X	
						~~X~~

A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150)*

B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*

C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled

D. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*

E. Recognize the documentation requirements pursuant to *Welfare and Institution Code Section 5150.2*

V. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #37.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F~~B. The POST-Constructed ~~PC 832 Arrest Written Test.~~ Comprehensive SIBC Test 3.

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
				X		
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

C. The POST-Constructed Comprehensive Module I Test.

D. The POST-Constructed Comprehensive Requalification Test.

~~H~~E. A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety - Tactical and situational awareness and response to surroundings.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.

1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X	X	
X				X	X	
X				X	X	
X				X	X	

B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.

The debrief shall minimally address the following topics as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted
2. Possible causes of the behaviors
3. Tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Use of effective verbal/non-verbal communication skills
6. Overall effectiveness of the contact

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
15				15	6	2

D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officer(s)
2. Perception of the person with disabilities being contacted
3. Presence or absence of stigma
4. Use of effective verbal/non-verbal communications skills
5. Use of problem solving skills to enhance an officer's efforts to appropriately resolve issues
6. Tactical safety measures employed by the responding officer(s), if applicable
7. Legality of the contact and subsequent actions of the contacting officer(s)
8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on persons with disabilities.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 1, 2006	August 1, 2016
January 1, 2004	July 1, 2008	February 15, 2017
August 15, 2004	January 1, 2013	
September 15, 2004	August 1, 2015	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #39
CRIMES AGAINST THE JUSTICE SYSTEM

February 15, 2017~~July 1, 2008~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X	X		X	X
X	X	X	X		X	X

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Intimidating witnesses or victims
2. Threats of retaliation
3. Violating a court order

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X		X	X
X	X	X	X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	

2. Obstructing or resisting an executive officer by use of threats or force
3. Threatening a public officer
4. Disarming an officer
5. Removing any weapon, other than a firearm, from an officer
6. Attempting to remove a firearm from a public officer
7. Attempting to escape or escaping from the custody of a peace officer
8. Attempting to escape or escaping from a prison or other place of confinement
9. Attempting to escape or escaping from a county or city jail
10. Attempting to rescue or rescuing
11. Lynching

B. Recognize the crime classification as a misdemeanor or felony

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer
2. Falsely reporting a criminal offense
3. Falsely reporting an emergency
4. Falsely reporting a destructive device

B. Recognize the crime classification as a misdemeanor or felony

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			~~X~~		~~X~~	
X					~~X~~	
X				~~X~~	~~X~~	
		~~X~~			X	
			~~X~~		X	
	~~X~~				X	
	X					~~X~~

elements required to arrest for crimes related to public disturbances and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest:

1. Unlawful assembly
2. Refusal to disperse

B. Recognize the crime classification as a misdemeanor or felony

V. REQUIRED TESTS

A. The POST-Constructed ~~Knowledge Test on the learning objectives in Domain #39.~~Comprehensive RBC Test 1.

B. The POST-Constructed Comprehensive ~~Mid-Course Proficiency~~ RBC Test 2.

C. The POST-Constructed Comprehensive ~~End-of-Course Proficiency~~ RBC Test 3.

D. The POST-Constructed Comprehensive ~~Module III End-of-Course Proficiency~~ SIBC Test 1.

E. The POST-Constructed Comprehensive ~~Module II End-of-Course Proficiency~~ SIBC Test 2.

F. The POST-Constructed ~~PC 832 Arrest Written~~ Comprehensive SIBC Test 3.

G. The POST-Constructed Comprehensive PC832 Test ~~for the Requalification Course~~.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
		X				
			X			
				X		
						X
4	1	1	4		4	2

H. The POST-Constructed Comprehensive Module III Test.

I. The POST-Constructed Comprehensive Module II Test.

J. The POST-Constructed Comprehensive Module I Test.

K. The POST-Constructed Comprehensive Requalification Test.

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against the justice system.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
January 1, 2006
January 19, 2007
January 1, 2008
July 1, 2008
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #40
WEAPONS VIOLATIONS

~~July 1, 2008~~ February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Possession of a prohibited weapon
2. Possession of an illegal knife
3. Unlawful possession of tear gas weapon or chemical agent

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Carrying a firearm in a public place or within a vehicle

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

2. Possession of a deadly weapon with intent to assault another person
3. Possession of a loaded firearm with intent to commit a felony
4. Alteration or removal of identifying marks from a firearm

B. Recognize the crime classification as a misdemeanor or felony

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the statutory definition of a concealed firearm

B. Recognize the exceptions to the license requirement for possession of a concealable firearm

C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license

D. Recognize the crime classification for possession of a concealable firearm without a license

IV. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
~~X~~				~~X~~	~~X~~	

A. Recognize the crime elements required to arrest for possession of:

1. A firearm by a convicted felon, narcotic addict, or other restricted persons
2. A firearm by a person convicted of a specified misdemeanor
3. An unauthorized weapon in a prohibited location

B. Recognize the crime classification as a misdemeanor or felony

V. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for drawing, exhibiting, or unlawful use of a(n):

1. Deadly weapon (other than a firearm)
2. Firearm
3. Firearm in the presence of a motor vehicle occupant
4. Imitation firearm
5. Loaded firearm on the grounds of any daycare facility
6. Firearm in the presence of a peace officer

B. Recognize the crime elements required to arrest for, and classification of unlawful discharging of a firearm

C. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.

VI. REQUIRED TESTS

~~A. The POST Constructed Knowledge Test on the learning objectives in Domain #40. (1)~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
~~X~~						
X				~~X~~	~~X~~	
					~~X~~	
					X	
						~~X~~
				X		
						X
4				4	4	4

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test. (10)~~

~~C(1)~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8)(10)~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test. (8)(10)~~

~~F~~B. The POST-Constructed ~~PC 832 Arrest Written Test.~~ Comprehensive SIBC Test 3. ~~(10)~~

~~G. The POST-Constructed Comprehensive Test for the Requalification Course. (1)~~

C. The POST-Constructed Comprehensive Module I Test.

D. The POST-Constructed Comprehensive Requalification Test.

VII. REQUIRED LEARNING ACTIVITIES

None

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on weapons violations.

IX. ORIGINATION DATE

January 1, 2001

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

X. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
January 19, 2006
July 1, 2007
July 1, 2008
February 15, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #43
EMERGENCY MANAGEMENT

~~July 1, 2010~~February 15, 2017

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

I. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups, and potential targets.

LEARNING OBJECTIVES

A. Recall the definition of terrorism

B. Identify typical terrorist methods, motivations and tactics

C. Identify domestic terrorist groups

D. Identify special interest terrorist groups

E. Identify international terrorist groups

II. LEARNING NEED

Peace officers must become familiar with and understand counterterrorism concepts.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

A. Identify the Department of Homeland Security threat levels

B. Recognize terrorism indicators and counterterrorism measures

C. Identify law enforcement prevention/deterrence actions

D. Identify public safety information sharing resources

III. LEARNING NEED

Peace officers must understand what a threat and vulnerability assessment is and the rationale associated with threat assessment.

LEARNING OBJECTIVES

A. Identify the concepts of a threat and vulnerability assessment

B. Identify local critical infrastructure sectors

C. Identify threat assessment rationale

IV. LEARNING NEED

Peace officers must have a comprehensive understanding of the intelligence cycle and the intelligence resources available to them.

LEARNING OBJECTIVES

A. Identify the intelligence cycle

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X X X X X				X X X X X	X X X X X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

B. Identify intelligence resources

V. LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

LEARNING OBJECTIVES

A. Identify Weapons of Mass Destruction (WMD)

B. Identify routes of exposure and the assessment of WMD exposure

C. Identify the components of the R.A.I.N. Concept

1. Recognize
2. Avoid
3. Isolate
4. Notify

D. Identify biological WMD agents

E. Identify the characteristics of nuclear/radiological WMD agents

F. Identify the characteristics of incendiary devices

G. Identify the types of chemical WMD and toxic industrial chemicals/materials

H. Identify the effects of toxic industrial chemicals/materials

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

I. Identify the types and characteristics of explosives and improvised explosive devices

J. Identify the importance of WMD job aids for First Responders:

1. Louisiana State University (LSU) WMD Response Guide
2. Emergency Response Guide (ERG)

K. Identify response strategies and decontamination issues

L. Identify the phases of a WMD incident

M. Identify the basic on-scene actions at a WMD incident

N. Identify incident response priorities

1. Life versus property
2. Crime scene protection
3. Preservation of evidence

O. Identify types and levels of Personal Protection Equipment (PPE) and decontamination considerations

VI. LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

LEARNING OBJECTIVES

A. Identify law enforcement First Responder roles and responsibilities associated with responding to a critical incident

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
~~X~~				~~X~~	~~X~~	
X				~~X~~	~~X~~	
					X	

B. Recall the history of the Incident Command System (ICS)

C. Identify the features of ICS

D. Identify the five functional components of ICS

E. Identify the components of the State of California Standardized Emergency Management System (SEMS)

F. Identify the components of the National Incident Management System (NIMS)

VII. REQUIRED TESTS

~~A. The POST-Constructed Knowledge Test on the learning objectives in Domain #43.~~

~~B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.~~

~~C~~A. The POST-Constructed Comprehensive ~~End-of-Course Proficiency Test.~~ RBC Test 3.

~~D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.~~

~~E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.~~

~~F~~B. The POST-Constructed ~~PC 832 Written Test.~~ Comprehensive SIBC Test 3.

~~G. The POST-Constructed Comprehensive Test for the Requalification Course.~~

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
				X		
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
16				16	16	

C. The POST-Constructed Comprehensive Module I Test.

VIII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion, which defines terrorism and identifies by name specific international, domestic, and special interest terrorist organizations.

~~(58)~~ B. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:

1. Identification of the component parts of ICS
2. Identification of the component parts of SEMS
3. Identification of the component parts of NIMS
4. Legal authority for ICS, SEMS, and NIMS

IX. HOURLY REQUIREMENT

Students shall be provided with a minimum number of instructional hours on emergency management.

X. ORIGINATION DATE

January 1, 2007

REVISION DATE

January 1, 2008
July 1, 2008
July 1, 2010
February 15, 2017

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT - MODULE I

~~August 1, 2016~~ February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
04	Victimology/Crisis Intervention	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedures	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
18	Investigative Report Writing	20 hours
19	Vehicle Operations	40 hours
20	Use of Force	4 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	18 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	6 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control	32 hours
35	Firearms/Chemical Agents	12 hours
37	People with Disabilities	15 hours
38	Gang Awareness	2 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	324 hours
	The minimum number of hours allocated to testing in the Level I Module are shown below.[1]	
	Additional instructional and testing hours for POST-required content	8 hours
TESTS		HOURS
	Scenario Tests - (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,24,25,30, and 37)	58 hours
	~~Written Tests (Test administration and Learning Objective Review)~~	~~12 hours~~
	~~Written Tests (LDs 9, 10, 11, 12, 25, 26, 28, 37, 40, and 43)~~	
	POST-Constructed Comprehensive Module I Tests	4 hours
	~~End-of-Course Proficiency Test~~ (LDs 2,3,5,6,7,8,9,10,11,12,15,16, 20,25,26,28,31,36,37,39,40, and 43)	
Total Minimum Required Hours		394 hours

~~NOTE: The following prerequisites are required for Module I (See PAM section D-1)~~

~~1. Successful completion of Modules III and II.~~
~~2. Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with the requirements of Regulation 1080.~~
~~3. Passage of the POST-Constructed Comprehensive Module II End-of-Course Proficiency Test within the preceding 12 months.~~

[1] Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) - MODULAR FORMAT - MODULE II

~~February 1, 2014~~ February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
03	Policing in the Community	12 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
15	Laws of Arrest	7 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	4 hours
18	Investigative Report Writing	20 hours
20	Use of Force	5 hours
21	Patrol Techniques	6 hours
22	Vehicle Pullovers	6 hours
23	Crimes in Progress	10 hours
30	Crime Scenes, Evidence, and Forensics	4 hours
33	Arrest and Control	16 hours
35	Firearms/Chemical Agents	44 hours
39	Crimes Against the Justice System	4 hours
42	Cultural Diversity/Discrimination	15 hours
	Minimum Instructional Hours	175 hours
	The minimum number of hours allocated to testing in the Module II are shown below.[1]	
	Additional instructional and testing hours for POST-required content	11 hours
TESTS		HOURS
	~~(8 hours test administration; and 4 hours Learning Objective Review)~~	~~12 hours~~
	~~Written Tests (LDs 3,6,7,8,15,16,20, and 39)~~	
	POST-Constructed Comprehensive Module II ~~End-of-Course Proficiency~~ Test ~~includes information from Module III and Module II~~ (LDs 2,3,5,6,7,8,15,16,20,31,36, and 39)	~~2~~3 hours
Total Minimum Required Hours		189 hours

~~NOTE: The following prerequisites are required for Module II:~~

~~1. Successful completion of Module III.~~
~~2. Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with requirements of Regulation 1080.~~
~~3. Passage of the POST-Constructed Comprehensive Module III End-of-Course Proficiency Test within the preceding 12 months.~~

[1] Time required for exercise testing and instructional activities is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT- MODULE III

~~February 1, 2014~~February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	6 hours
05	Introduction to Criminal Law	4 hours
15	Laws of Arrest	5 hours
16	Search and Seizure	4 hours
17	Presentation of Evidence	2 hours
18	Investigative Report Writing	8 hours
19	Vehicle Operations	8 hours
20	Use of Force	5 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence, and Forensics	2 hours
31	Custody	2 hours
33	Arrest and Control	24 hours
34	First Aid and CPR	21 hours
35	Firearms/Chemical Agents	28 hours
36	Information Systems	2 hours
39	Crimes Against the Justice System	1 hour
42	Cultural Diversity/Discrimination	1 hour
	Minimum Instructional Hours	135 hours

The minimum number of hours allocated to testing in the Module III Course are shown below.[1]

Additional instructional and testing hours for POST-required content	5 hours

TESTS	HOURS
~~(4 hours test administration; 3 hours Learning Objective Review)~~	~~7 hours~~
~~Written Tests (LDs 2,5,31,34, and 36)~~	
POST-Constructed Comprehensive Tests	
LD 34	1 hour
Module III ~~End-of-Course Proficiency~~ Test	~~2~~3 hours
(LDs 2,3,5,15,16,20,31,36, and 39)	
Total Minimum Required Hours	144 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

M MUM CONTENT AND HOURLY REQUIREM S
REGULAR BASIC COURSE (RBC) - STANDARD FORMAT

~~August 1, 2016~~February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	18 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	4 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	6 hours
18	Investigative Report Writing	48 hours
19	Vehicle Operations	40 hours
20	Use of Force	12 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	20 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	12 hours
31	Custody	2 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control	60 hours
34	First Aid and CPR	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	2 hours
37	People with Disabilities	15 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	16 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	577 hours
	The minimum number of hours allocated to testing in the Course are shown below.[1]	
	Additional instructional and testing hours for POST-required content	18 hours
TESTS		HOURS
	Scenario Tests (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,25,30 and 37)	58 hours
	~~Written Tests (Test administration and Learning Objective Review)~~	~~29 hours~~
	~~Written Tests (LDs 2,3,5,6,7,8,9,10,11,12,15,16,20,25,26,28,31,34,36,37,39,40, and 43)~~	
	POST-Constructed Comprehensive~~s~~ Tests	
	LD 34	1 hour
	RBC Test 1 (LDs 2,3,5,15,16,20,39)	3 hours
	~~Mid-Course Proficiency~~RBC -Test 2 (LDs 2,3,5,6,7,8,9,10,15,16, ,20, and 39)	3 hours
	~~End-of-Course Proficiency~~ RBC Test 3 (LDs 2,3,5,6,7,8,9,10,11,12,15,16,20,25,26, 28,31,36,37,39,40, and 43)	4 hours
	Total Minimum Required Hours	664 hours

[1]Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
SPECIALIZED INVESTIGATORS' BASIC COURSE

~~August 1, 2016~~February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	18 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	4 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	3 hours
12	Controlled Substances	12 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	6 hours
18	Investigative Report Writing	52 hours
19	Vehicle Operations	12 hours
20	Use of Force	12 hours
23	Crimes in Progress	20 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
30	Crime Scenes, Evidence, and Forensics	12 hours
32	Lifetime Fitness (Lecture only)	4 hours
33	Arrest and Control	60 hours
34	First Aid/CPR	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	2 hours
37	People with Disabilities	6 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	16 hours
43	Emergency Management	16 hours
60	Surveillance	16 hours
61	Administrative Procedures	16 hours
62	Case Management and Sources of Information	32 hours
63	Computers and Computer Crimes	16 hours
	Minimum Instructional Hours	518 hours
	The minimum number of hours allocated to testing in the SIBC are shown below.[1]	
	Additional instructional and testing hours for POST-required content	44 hours
TESTS		HOURS
	~~Administrative Time~~	~~14 hours~~
	Scenario Tests (12 hours test administration; 6 hours Scenario Demonstration) (LDs 1,4,20, and 30)	18 hours
	~~Written Tests (26 hours test administration; 15 hours Learning Objective Review)~~	~~41 hours~~
	~~Written Tests (LDs2,3,5,6,7,8,9,10,11,12,15,16, 20,25,26,34,36,37,39,40, and 43)~~	
	POST-Constructed Comprehensive Tests	
	LD 34	1 hour
	~~Mid-Course Proficiency~~ SIBC -Test 1 (LDs2,3,5, ~~6,7,8,9,10,~~15,16,20, and 39)	3 hours
	SIBC Test 2 ~~End-of-Course Proficiency Test~~ (LDs 2,3,5,6,7,8,9,10, ~~11,12~~,15,16, 20, ~~25,26,36,37,~~ and 39~~,40, and 43~~)	3 hours
	SIBC Test 3 (LDs 2,3, 5,6,7,8,9,10,11,12,15,16,20,25,26,36,37,39,40, and 43)	4 hours
Total Minimum Required Hours		591 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
PC 832 ARREST AND FIREARMS COURSE

~~August 1, 2015~~ February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	2 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	2 hours
05	Introduction to Criminal Law	3 hours
15	Laws of Arrest	5 hours
16	Search and Seizure	3 hours
17	Presentation of Evidence	2 hours
18	Investigative Report Writing	2 hours
20	Use of Force	3 hours
30	Crime Scenes, Evidence, and Forensics	2 hours
33	Arrest and Control	10 hours
35	Firearms/Chemical Agents	24 hours
39	Crimes Against the Justice System	1 hour
42	Cultural Diversity/Discrimination	1 hour
	Minimum Instructional Hours	62 hours

The minimum number of hours allocated to testing in the PC 832 Arrest and Firearms Course are shown below[1]

TEST	HOURS
POST-Constructed Comprehensive PC 832 ~~Arrest Written~~ Test (LDs 2,3,5,15,16,20, and 39)	2 hours
Total Minimum Required Hours	64 hours

[1] Time required for the PC 832 Firearms and Arrest ~~Methods~~ and Control Exercise ~~Skills~~ tests and instructional activities is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REQUALIFICATION COURSE

~~August 1, 2015~~ February 15, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	4 hours
03	Policing in the Community	4 hours
04	Victimology/Crisis Intervention	2 hours
07	Crimes Against Persons/Death Investigation	2 hours
09	Crimes Against Children	2 hours
10	Sex Crimes	2 hours
11	Juvenile Law and Procedures	2 hours
12	Controlled Substances	6 hours
15	Laws of Arrest	6 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	2 hours
19	Vehicle Operations	2 hours
20	Use of Force	4 hours
21	Patrol Techniques	2 hours
22	Vehicle Pullovers	2 hours
23	Crimes in Progress	4 hours
25	Domestic Violence	4 hours
27	Missing Persons	2 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence and Forensics	4 hours
33	Arrest and Control	30 hours
35	Firearms/Chemical Agents	20 hours
37	People with Disabilities	2 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	2 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	2 hours
42	Cultural Diversity/Discrimination	4 hours
	Minimum Instructional Hours	132 hours

The minimum number of hours allocated to testing in the Requalification Course are shown below[1]

Orientation	2 hours
TEST	HOURS
POST-Constructed Comprehensive Requalification Test (LDs 3,7,9,10,11,12,15,16,~~19,~~20,25,28,37,39, and 40)	2 hours
Total Minimum Required Hours	136 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.