

Training Coordinator Desk Reference



Texas Commission on Law Enforcement

6330 East Highway 290, STE 200
Austin, Texas 78723

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Letter from Executive Director

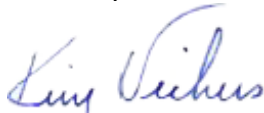
Dear Training Coordinators:

Your position as a training coordinator calls for you to serve as the role-model and guide for developing and delivering quality training to law enforcement representatives and licensees in their roles as peace officers, telecommunicators and jailers. In addition, you hold oversight for assuring regulatory compliance with the rules and regulations of the Texas Commission on Law Enforcement (TCOLE) that are directly related to the daily operations and management of your training program, while also adhering to the highest ethical and professional standards. Our goal rests in helping guide you in managing those training programs, maintaining the training records, and meeting the requirements outlined in both TCOLE rules and your training contract.

To that end, this publication contains some basic information about our agency, outlines your responsibilities as a training coordinator, and provides a brief explanation of the processes required for the proper administration of a training provider program. Refer to it as often as needed and let us know if you identify any suggested changes or additions that will help you and other training coordinators going forward.

If you have questions or need assistance, we encourage you to contact the TCOLE Academy Contract Evaluator (ACE) for your area by sending an email. Please train often, and above all, stay safe out there!

Sincerely,



Kim Vickers

Executive Director

www.tcole.texas.gov

Introduction

Welcome to the Texas Commission on Law Enforcement (TCOLE) handbook for training coordinators. TCOLE expects training coordinators to serve as the gatekeepers for the development and oversight of training programs that uphold the highest professional standards. This handbook represents the first step in that process, and we trust you will find it useful .

As a training coordinator, you are entrusted with an obligation to the law enforcement profession, including peace officers, telecommunicators and jailers, to not only uphold the highest ethical standards, but to comply with all of the regulatory standards set out by the Texas legislature, by TCOLE and by your respective agency. Your effectiveness in this important role requires your ongoing quest for personal self-improvement and a search for new and creative approaches in providing effective training program models.

This handbook remains a living document. There may be occasions in which new legislation creates new or different requirements, or TCOLE administrative rules and processes change. In as much as we strive to update all corresponding manuals, guides, publications and forms, occasional conflicting information may occur. Please keep in mind that the Texas Administrative Code (TCOLE Rules) supersedes any conflicting information contained in this manual. You can always consult with your Academy Contract Evaluator (ACE) for specific questions and clarification.

As the training coordinator, you are also encouraged to provide suggestions, new methodologies, and creative ideas to any of the appropriate TCOLE staff at any time. Likewise, each instructor and presenter serving within your program is encouraged to seek new and creative methodologies to better facilitate learning and present them to you and to TCOLE when applicable. Doing so results in even greater successes in meeting our obligation to true professionalism through the sharing of ideas in effective training.

You are urged to read this manual thoroughly, make notes in your copy, and refer to it as frequently as needed. In the words of others gone before us, thanks for all that you do, including giving of yourself, to maintain the professional standing of law enforcement's Thin Blue Line. Your program trains those that make the difference in the lives of others.

TCOLE Structure

TCOLE Authority

The Texas Commission on Law Enforcement (TCOLE) is a state law enforcement agency created by Senate Bill (SB) 256 of the 59th Legislature, which became effective on August 30, 1965.

TCOLE's statutory authority is codified in Texas Occupations Code Chapter 1701 - Law Enforcement Officers. Through the authority of Section 1701.151(2), TCOLE is empowered to establish minimum standards relating to competence and reliability, including education, training, physical, mental, and moral standards, for licensing as an officer, county jailer, or public security office or employment as a telecommunicator.

TCOLE Rules

The Texas Administrative Code codifies the rules under which TCOLE operates. Law enforcement agencies, training providers, licensees, and other affiliates are governed, at least in part, by these state laws. Generically they are called "TCOLE Rules."

As the training coordinator, you represent an extension of TCOLE by proxy. The training coordinator serves as the gatekeeper for assuring compliance and upholding the highest ethical standards of the law enforcement profession.

Governance

TCOLE is governed by a nine-member board of Commissioners, each appointed to a six-year term by the Governor of the State of Texas. The Commissioners are comprised of three (3) chief law enforcement administrators, three (3) peace officers, and three (3) public members. The Commissioners meet quarterly; usually in March, June, September, and December. For a current listing of Commission members, log on to:

<http://www.tcole.texas.gov/content/tcole-commission-and-its-members>

Organizational Overview

TCOLE's dedicated employees are responsible for overseeing and administering specific statutory mandates including setting the minimum training and licensing requirements for peace officers, county jailers and emergency communication operators; establishment of minimum requirements for proficiency certifications; facilitation of technical assistance; instruction and evaluation of training providers; auditing of credentialing records; prevention and deterrence of statutory and administrative rule violations through proactive training and disciplinary measures; and the administration of the state's law enforcement achievement awards and Texas flag program for deceased peace officers.

The Executive Staff is comprised of the Executive Director, the Director of Special Services and Enforcement, the Director of Credentialing and Field Services, General Counsel, Director of Government Relations, Chief Financial Officer, and an executive assistant.

Credentialing Services personnel oversee the issuance of licenses and certifications, recording and filing of training rosters and construction and maintenance of licensee records.

The Special Services Division staff oversees the development and delivery of training curriculum and licensing exams. They also screen, evaluate and approve applications for new agency licenses and training provider contracts as well as continuously evaluating training programs and training files, and are responsible for technical support and information technology projects.

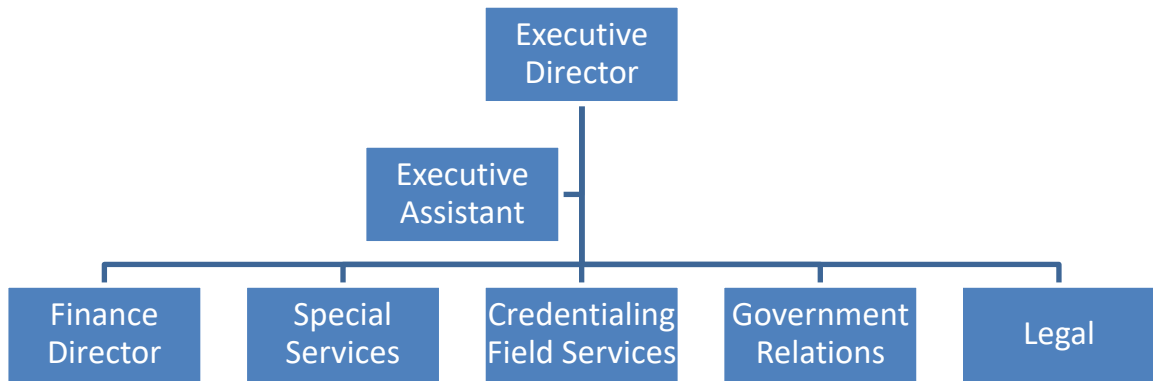
Fiscal Services employees are responsible for the accountability of all budgetary allotments and expenditures; personnel and time records; equipment inventory and all other fiscal programs.

Enforcement Division staff investigate allegations of criminal and administrative rule violations. They initiate disciplinary actions (reprimands, suspensions, revocations, etc.) and file criminal cases, as warranted, to ensure compliance with Texas Occupations Code and Commission rules.

Field Services staff members conduct audits of credentialing files and facilities to ensure compliance with Rule and statute, conduct training; deliver and present memorial state flags for fallen officers, and provide field support to chief administrators and their staff.

The Office of General Counsel team oversees disciplinary action, separation appeals, and works with the State Office of Administrative Hearings (SOAH). They also monitor continuing education compliance, open records requests, and rule development.

The Government Relations staff are the first point of contact for Legislators and their aides. They also handle the Law Enforcement Achievement Awards, Texas Peace Officers' Memorial, and flag requests for deceased peace officers.



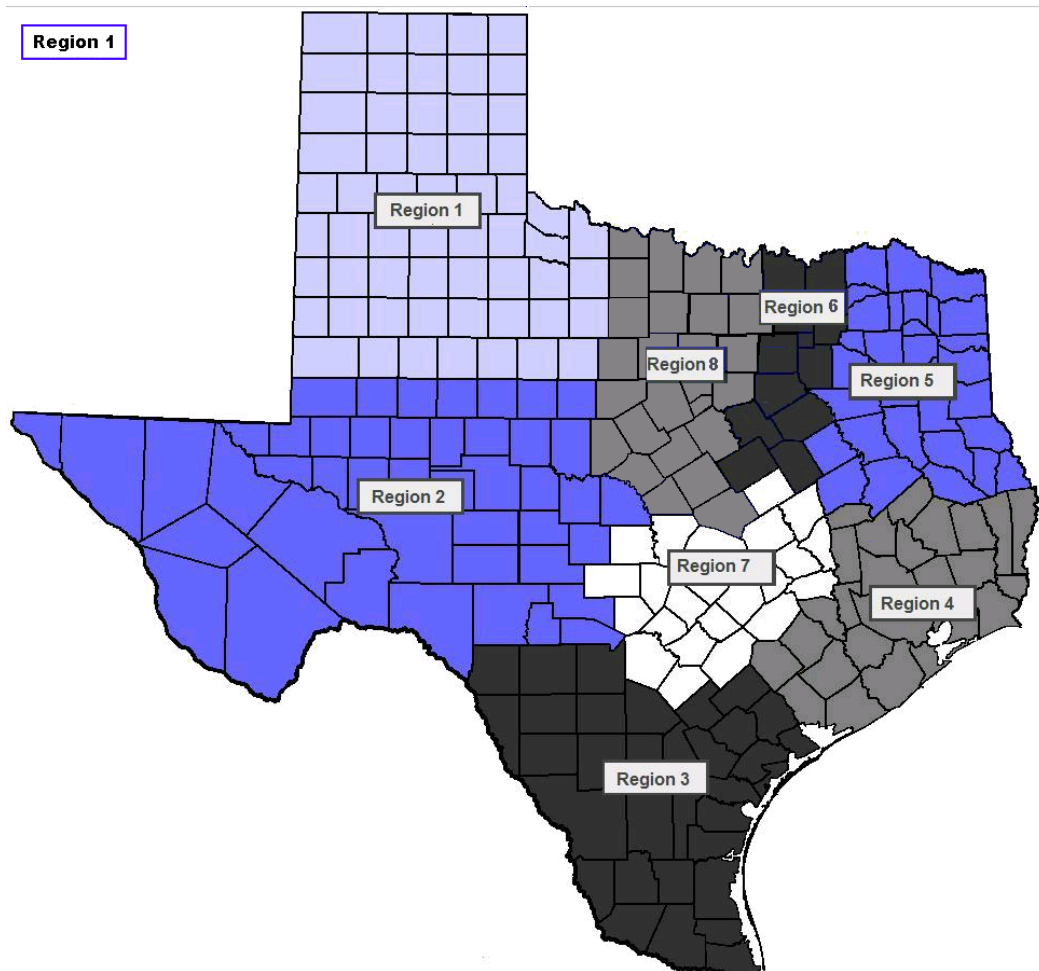
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Field Service Agents

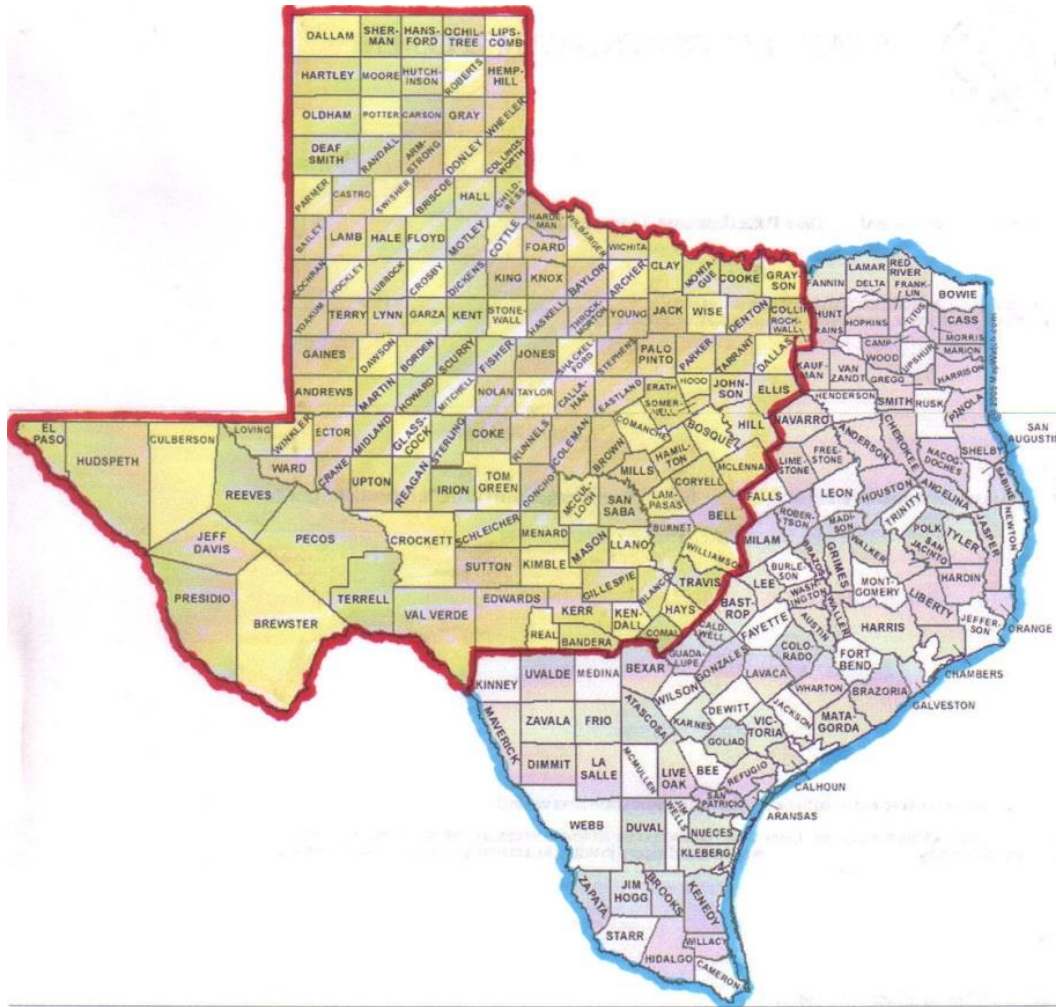
In 2006, TCOLE began deployment of the current Field Agents. The program now has 8 Field Agents, each assigned to a geographic region. The Field Agents provide direct services to the law enforcement agencies in their region, including conducting training, performing audits, and assisting agency heads with technical issues.

<http://www.tcole.texas.gov/content/regional-support-field-service-agents>



Academy and Contract Evaluation (ACE) Team

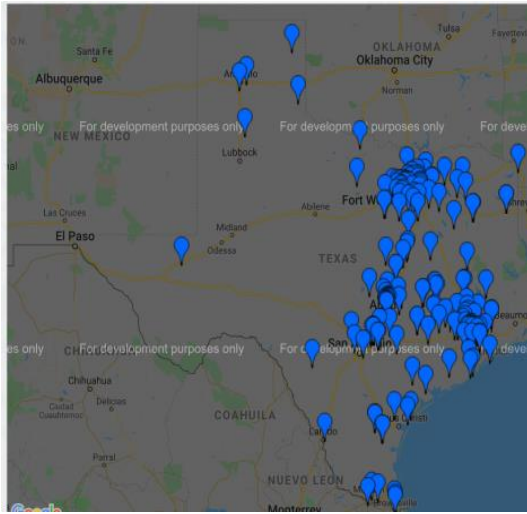
In 2016, TCOLE initiated the current Academy Contract Evaluators (ACE) program. The program has two (2) Agents, each assigned to approximately one half of the state. The ACEs provide services, including periodic program reviews and evaluations for each of the contract training providers and academies to assist in maintaining compliance with regulatory standards for training program and training documentation.



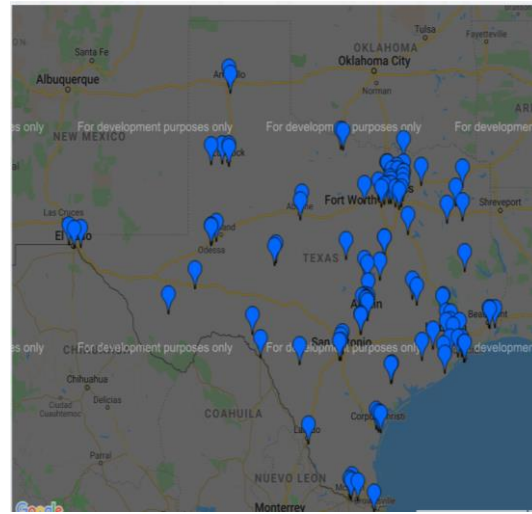
ACE District Map

Contract Training Providers and Contract Academies

TCOLE enters into contractual agreements with law enforcement agencies, other governmental entities, and private companies to provide needed training services for licensees. While these entities are located throughout Texas, one of the challenges faced is in providing requested and needed training services to all licensees in an effective and efficient manner. A quick look at the two sample maps below provides a quick visual reference as to the geographical clusters of training providers and academies as shown. Each blue dot on the maps below represents the respective labeled training provider.



Contract Training



Providers

Contract Academies

As a training coordinator, you are encouraged to exchange resources and to facilitate implementation of quality training programs designed to help meet these needs.

Types of Training Courses

Law enforcement training courses typically fall into one of two broad categories: (1) licensure courses that result in the eligibility for the trainee to qualify to take the State Exam for licensure as a peace officer, telecommunicators or jailer; or (2) continuing education courses. The successful completion of a “licensure course” is required before a person is permitted to take the State Licensing Exam to be awarded a license to serve as a peace officer, telecommunicator or jailer. Continuing education encompasses all other forms of law enforcement training programs.

Continuing education courses are then sub-divided and generally categorized into one of three (3) types of non-licensure courses: (a) “mandated courses” required by some legislative action, (b) “certificate courses” that result in some type of specialized certification recognized by TCOLE, or (c) “general training” applicable to an individual’s job duties and not otherwise required. An example of a mandated course is “*Canine Encounters*.” An example of a certificate course is “*Basic Instructor*” or “*Crime Scene Investigation (Intermediate)*.” An example of a “general training” is “*Organized Crime*.”

Training Providers

The generic term “training provider” refers to a broad spectrum of persons, private businesses, associations, governmental entities and other organizations providing training to law enforcement personnel. The more specific terms of “contract training provider” and “academy” refer to those entities recognized and approved through a contractual agreement with TCOLE to provide law enforcement training programs, whether licensure courses, continuing education courses, or both, and to report that training directly to TCOLE for subsequent documentation on each licensee’s individual “Personal Status Report” (PSR). Designated academies serve as the only entity approved by TCOLE to conduct licensure courses on behalf of TCOLE.

While the terms “training provider,” “contract training provider,” and “academy” are oftentimes intertwined and used as global terminology as a training entity, there are effectively five (5) types of training entities, although only three (3) are considered as being a TCOLE-recognized “contract training provider” or “academy.” Let’s look at each of these below.

Private Entities Not Recognized as a Contract Training Provider or Academy

Private companies and organizations, including associations and non-profit groups may provide training directed to a broad spectrum of individuals or training more specifically focused on law enforcement related training. By way of example, the National Safety Council might conduct a course in traffic direction and control at accident scenes, with students from road construction crews, fire departments and police departments in attendance. Likewise, the Gobo Training Company, Inc. could conduct a course for law enforcement leadership and limit attendees to current licensees. Although neither of these entities is recognized by TCOLE as a “contract training provider,” these training courses may be eligible for reporting for some existing law enforcement personnel, subject to the regulatory requirements discussed elsewhere in this manual.

Public Entities Not Recognized as a Contract Training Provider or Academy

Much like the private companies and organizations above, a large number of public organizations that are not recognized by TCOLE as a contract training provider or academy provide training to law enforcement personnel. Examples include public and private colleges, councils of government, and professional associations. Many police departments that do not hold a TCOLE training contract provide training to personnel from that department, as well as for personnel from other departments. While this training may also be eligible for reporting for some law enforcement personnel, there are two key points to consider: (1) the agency can only conduct “general” training, not mandated training or certificate training, and (2) the attendees must have their respective employing agency report the training subject to the regulatory requirements discussed elsewhere in this manual.

Three Types of TCOLE-Recognized Contract Training Providers or Academies

TCOLE-approved contract training providers or academies underwent an application and review process, guided by legislative and administrative regulations, and subsequently received

approval to hold a written training contract with TCOLE to conduct and report training under one of three (3) types of providers shown below:

Academy

Academies hold a written contractual agreement with authorization from TCOLE to conduct any of the licensure courses, legislatively mandated continuing education courses, certificate courses, and general law enforcement training.

TCOLE-recognized Contract Training Provider

A TCOLE-recognized “contract training provider” holds a written contractual agreement with authorization from TCOLE to conduct continuing education courses, including those courses mandated by legislation, such as Crisis Intervention, and those courses leading to a specialized certification, such as basic firearms instructor proficiency certificate. “Contract training providers” are not permitted to conduct licensure courses, with two exceptions: (1) a county sheriff’s office holding a TCOLE-recognized training provider contract is permitted to conduct jailer licensure courses, and (2) a few emergency 9-1-1 telecommunication districts or co-ops holding a TCOLE-recognized training provider contract have been granted authorization to conduct the telecommunication licensure course. A list of those providers are available on the TCOLE website.

Academic Alternative

The academic alternative program represents a hybrid type of contract training provider that is only authorized to conduct TCOLE licensure courses, and they are not authorized to conduct any continuing education courses. The licensure course consists of a rigorous academic credit course through the college degree program comprised of both cognitive classroom and skills-based training curriculum resulting in an associate degree from the college. Upon successful completion of the academic program, the student may obtain an endorsement for eligibility to take the State licensure exam.

Training Coordinator Duties and Responsibilities

TCOLE rules (215.9) require that every contract training provider and contract academy appoint a designated training coordinator with two primary requirements: (1) that training coordinator must be a full-time paid employee of the training provider, and (2) the training coordinator must hold a TCOLE-issued basic instructor license or proficiency certificate. If a training coordinator does not meet both requirements, a written request for a waiver may be submitted as outlined in the rules.

Training coordinators hold specific duties and responsibilities outlined in the rules. They include, but are not limited to the following:

- Ensure compliance by the training entity with commission rules and manuals.
- Prepare, maintain, and submit required reports within their designated time frames.
- Make available reports and documentation upon TCOLE’s request.
- Maintain copies of all advisory board meeting minutes.
- Review and post training calendars in accordance with the rules.
- Hold responsibility for the administration and conduct of each training course.
- Appoint and supervise qualified instructors.

- Maintain training files as required by rules.
- Enforce all admission, attendance, retention and other standards set by TCOLE and as approved by the respective advisory board.
- Securing and maintaining the training facility at all times.
- Controlling the discipline and demeanor of each student and instructor.
- Distributing the appropriate information from the Texas Occupations Code, Chapter 1701 and TCOLE rules to all students attending a licensure course.
- Presenting learning objectives to all students at the beginning of training programs.
- Ensuring that all learning objectives are taught and evaluated.
- Proctoring or supervising all examinations to ensure fair, honest results (Note: the State licensing examination must be proctored by someone other than the training coordinator.).
- Maintaining training files, records of tests, and other relevant evaluation instruments for a period of five years.
- Receiving all TCOLE notices on behalf of the training provider, and forwarding appropriate notification to the chief administrator.
- Attending or requiring a designee to attend each academy coordinator’s workshop conducted by the commission. (Note: a person can only serve as a representative for one contract training provider or academy, and each representative must be affiliated with the training provider.).

Training coordinators serve as the primary point of contact between TCOLE and the training provider.

Instructors

Identifying Who Can Instruct

TCOLE rules address who may instruct courses. First, an individual must be qualified to teach the subject matter for the course. Secondly, the instructor must have either a TCOLE-issued basic instructor license (previously issued by TCOLE circa 1990s) or a TCOLE-issued basic instructor proficiency certificate outlined in the rules, or the person must be designated ***in writing*** by the training coordinator as a subject matter expert for the specific course being taught. To meet the requirement as being “designated in writing,” the training coordinator must review the instructor’s qualifications directly related to the course of instruction, and if the training coordinator determines that the instructor meets the standards to be considered a subject matter expert, the training coordinator must then sign some type of documentation (memo, letterhead, etc.) for placement in the training files for the corresponding roster submitted to TCOLE for training credits.

Instructor Certification

Completion of the TCOLE basic instructor course # 1014 does ***NOT*** make one a “TCOLE-certified instructor.” Receiving the certificate of course completion from the training provider for successfully completing the basic instructor course # 1014 does NOT mean the person has a TCOLE-issued instructor certificate. Completion of the TCOLE advanced instructor course # 1017 does ***NOT*** make one a “TCOLE-certified advanced instructor;” The term “Instructor Certificate” refers to either of the two TCOLE-issued *Instructor Proficiency*

Certificates (basic or advanced) issued by TCOLE to those who meet the qualifications and submit the application form to TCOLE. A person is **NOT** required to be a TCOLE licensee to become a “TCOLE Certified Instructor;” and a person is **NOT** even required to complete the TCOLE basic instructor course #1014 to become a “TCOLE-certified instructor,” if the person has already completed an approved equivalent instructor training course.

TCOLE rules (221.27) outline the requirements to obtain the TCOLE-issued basic instructor proficiency certificate (aka: TCOLE instructor certificate). There are two very distinct parts to the qualification process:

Qualification Part 1: The person must have **one** of the following:

- Two years’ experience as a peace officer, telecommunicator, or jailer (Note that it does not require current licensure, nor does it require licensure in Texas.) **OR**
- A bachelor’s degree **and** two years of teaching experience (Thus a college graduate that taught two years in high school meets this requirement.) **OR**
- A graduate degree (A psychologist or attorney could meet this standard); **THEN**

Qualification Part 2: The person must have **either one** of the following:

- Successfully completed the Basic instructor course # 1014, **OR**
- Successfully completed any one of the courses listed on the application page that TCOLE considers to be an equivalent to TCOLE Instructor Course # 1014. Examples include: TEEX Methods of Instruction, TX Dept. of Health Instructor, TX Fire Commission Instructor, FBI Instructor Development Course, US Air Force Basic instructor course, US Air Force Academic Instructor Course, US Army Total Army Instructor Course (131-ITC-1-L1), US DOE/NNSI Basic Instructor Training, Defense Information School-Instructor Training Course, Secret Service Instructor Course, 3950 DARE Course **plus** 3951 DARE Instructor Course NHTSA EMS Educators Instructor Course, or Other State POST Instructor Course, or another State’s POST Instructor Course.

Instructor Duties and Responsibilities

Instructors serve as the face of law enforcement training. The fundamental expectation is that an instructor maintains their subject matter knowledge and expertise, striving to stay abreast of the newest information and technological aspects associated with their course topic. Essentially, the instructor must know the material and know it well.

Secondly, instructors should research and know the audience to whom they will be making their presentation and adjust the training to facilitate the groups level of experience and expertise on the training topic. Training coordinators play a key role in helping the instructor along these lines.

Instructors should forward all necessary documentation to the training coordinator well ahead of the training date. This allows the training coordinator to review the material, verify credentials, and confirm that all requirements are met in advance of the course.

Instructors must adhere to copyright standards and regulations. TCOLE expects high standards in respecting copyright for intellectual property. There exists a widespread belief that a per se “educational use” exception exists for use of copyright material; *it does not*. Copyright violations can result in civil and criminal penalties on enforcement. Give full credit to the original author and pay or get permission for use if required to do so. We recommend following the fair use guidelines development by the Conference on Fair Use outlined in www.copyright.gov website. Training coordinators are responsible for holding instructors and students accountable for compliance. You can also refer to the *TCOLE Instructor and Faculty Handbook*, available on the TCOLE website, for additional information.

Instructors hold specific duties and responsibilities outlined in the rules (215.9). They include, but are not limited to the following:

- Ensuring compliance with TCOLE rules and manuals.
- Preparing, maintaining, and submitting the reports of training within the required time frame.
- Administration and conduct of each course taught.
- Providing a complete lesson plan with clear learning objectives.
- Submitting an instructor biography to the training coordinator.
- Approving the class roster and original sign-in sheet.
- Administering and submitting course evaluation to the training coordinator.
- Enforcing attendance and other standards set by the commission or the training advisory board.
- Maintaining the discipline and demeanor of each student during class.
- Distributing or presenting learning objectives to all students at the beginning of each course.
- Ensuring that all learning objectives are taught.
- Administering examinations that are proctored or supervised to have fair, honest results.

Instructors serve a key role in facilitating both compliance and success of the training coordinator, the training program, and the professionalism of every stakeholder served.

Instructor File Documentation

Training coordinators should keep a list of their current instructors, along with instructor resumes/bios on file and readily accessible for review during audits or evaluations. There is no specific format required for the instructor resume/bio, although an agency’s advisory board may direct use of a standardized format within the agency. TCOLE recommends having instructors review and update their resume about once annually, to capture any recent additional qualifications the instructors have gained, and to show the date of that latest review somewhere on the resume. A sample instructor bio is available in the appendix.

When an instructor teaches a course a copy of their resume should be placed, either hard copy or electronically, in the training file associated with the training roster submitted to TCOLE for the course that instructor taught. If multiple instructors were involved in the instructional process, a copy of each of their bios must be included in the training file. This ensures the resume which was current on the day the course was taught is the one archived for the five-year retention requirement.

A more detailed *Instructor Presentation Manual* is available on the TCOLE web page.

Facilities

Firearms Range

To become an academy, the applicant must have and maintain a proprietary interest in or a written contract providing for a suitable firing range and driving training facility. During a training evaluation the ACE will want to inspect any proprietary facility. If the firearms range or driving facility is owned by someone else, the ACE will want access to review copies of any memorandum of understanding (MOU) or agreement (MOA), or contracts applicable to the facility use. Contract training provider applicants also must have and maintain a suitable firing range and driving training facility, unless a waiver is specifically requested and approved by TCOLE as discussed later in this section.

The firing range facility must be equipped with signage showing the range safety rules, have a secure storage capability on the range sufficient for equipment such as targets, target backings, and ammunition. In addition, the range must have a first-aid kit, with the expectation that it is suitable for treating both minor injuries and gunshot related injuries by containing items such as a tourniquet and pressure bandages.

The following additions are also strongly recommended:

- Maintain an automatic electronic defibrillator (AED) in addition to the trauma-level first-aid kit.
- Conduct a pre-firing safety briefing to review the range safety rules and to predetermine details such as the location of the air-medical landing zone, the assigned duties for who notify emergency medical responders, who will direct responding units into the facility, and who has any specialized medical training in the event of a medical emergency.
- During live-fire exercises, place the trauma-level first-aid kit and AED near the firing line area to expedite access during an actual emergency when seconds count.
- Post the physical address and the latitude/longitude in large letters clearly visible from any of the firing positions. Doing so provides additional information to the medical responders and air-medics to expedite emergency response.

Many agencies also coordinate with their area's "Life Flight" agency or air-medics to ensure coverage and familiarity with the facility, particularly if the facility is situated in a remote area. This pre-planning makes for a more effective response in an emergency.

The advisory board is expected to provide direction on the frequency and types of firearms training to be conducted. Additionally, TCOLE rules and training requirements provide some range specifications, such as distance from the firing line to the target, for annual firearms qualification, as well as specialized requirements for specialized firearms such as patrol rifle. Be sure the firearms range meets minimal safety expectations and physical expectations.

Driving facility

A driving facility sufficient to conduct police emergency driving training is required. While TCOLE does not specify the size or type (ribbon track or pad) of the facility, agencies may coordinate with TEEX, NAPD, FLETC, Texas DPS or other professional driving training entities to obtain their recommendations for a suitable driving facility. Some agencies have used the parking lot of a football stadium, an apron on the local city or county airport, or other similar facility. If the agency owning the facility declines for some reason to enter into an MOU, an “event contract” may suffice. An “event contract” is a one-time contract which the owning agency requires each time the training provider uses the driving facility. The training advisory board is expected to address the type of driving training to be conducted, and the type of driving training go hand-in-hand with the facility requirements. Each academy and training provider is also required to have and maintain at least one law enforcement automobile for training. Agencies, particularly academies, should consider whether a single vehicle will allow sufficient opportunity for a large class of students to receive sufficient time behind the wheel to truly master the needed driving techniques. Agencies should consider acquiring several vehicles.

Requests for Firearms Range and Driving Waivers for Contract Training Providers

A contract training provider, other than an academy, may request an exemption from the requirement to maintain a driving training facility and firearms range if no such training is conducted or reported by that contract training provider *and* a waiver document is approved by TCOLE and maintained in the training facility files. The waiver may be granted for either the firing range or the driving facility, or both.

Once the waiver is granted, the contract training provider is prohibited from reporting training courses that require the use of such facilities. If an agreement is made for the use of a firearms range or driving facility, this waiver can be rescinded and reported training allowed. Training related to firearms or driving that does not require the use of a physical firearms range or driving facility are permitted to be taught and reported; examples include driving simulator or reality-based use of force simulator courses.

The training provider may ask to withdraw the waiver, at which time the ACE will inspect the applicable facility for compliance and make the noted change in TCOLE records upon approval. Providers with an Academy contract may not request exemption from this requirement because both a firearms range and a driving training facility are essential in conducting the basic peace officer course (BPOC) required training.

Advisory Boards

An advisory board is a requirement established by the Legislature in Texas Occupations Code 1701.252 and the requirements are further detailed in TCOLE rules. Only the agency head may appoint members to and remove members from the advisory board. Examples include a sheriff, constable, chief of police, executive director of a council of government or similar cooperative, college dean or person that appoints the dean, or head of a private company. The advisory

board bylaws typically contain details regarding the length of appointment terms and similar details.

Purpose and Utilization

Advisory boards represent one of the most under-utilized resources for training providers and law enforcement agencies. Strategic use of the appointment authority of the chief administrator can result in the placement of key community figures on the board. These advisory board members can provide other community members with positive insight and agency needs, thereby garnering support from the community when it is needed, such as annual budgets or media campaigns. Appointments can also be made to develop and foster strategic public-private partnerships and community relations. Examples of just a few such appointments include, but are not limited to: chamber of commerce officials, religious officials, area business owners, civic group leaders, non-profit groups, community volunteer groups, media representatives, security company representatives, and even the inclusion of community activists. School officials can also serve on the advisory board, but be aware that if the school district has a police department the representative is likely classified as a non-public representative, depending on the appointee's role within the district in relation to the police department.

Appointment and Member Requirements

The advisory board must have at least three voting members, with the recommended membership consisting of 5-7 members for smaller agencies, with greater membership for larger agencies needing more community representation. These larger advisory boards provide more diverse input and typically provide better representation for the community served. The agency head and the training coordinator serve only as ex-officio members, and they are specifically prohibited from serving as a voting member. Only the appointed members can be considered for purposes of establishing a quorum. Only appointed members can vote, and use of proxy representation is prohibited, because the proxy has not been properly vetted nor trained.

Each agency should develop a set of bylaws or rules of procedure to guide the activities of the board. The bylaws need to reflect a specific number of voting board members, not a range of numbers. Establishing a specific number allows for the mathematical calculation for determining if a quorum is maintained for appointed members, as well as the calculation as to the minimally required number of public member representatives. See the two examples below:

- Incorrect: The Gobo PD advisory board shall consist of at least 3 members.
- Correct: The Gobo PD advisory board shall consist of 6 members.

Public and Non-Public Representation Classification

At least one-third (1/3) of the voting membership must be “public members” as defined by the Texas Occupations Code 1701.252. Boards may have a larger percentage of public representation than the minimal requirements, and some advisory boards are comprised entirely of public representatives. Consider carefully the “public member” qualification, and the impact that math has in determining the total number of voting advisory board members and the one-third requirement for public representation. For example, given that the one-third ratio

must be expressed in “whole-person” numbers, consider the following chart in determining the minimal number of public members:

- 3 voting members $1/3 = 1$ public member
- 4 voting members $1/3 = 1.33$, so board must have at least 2 public members
- 5 voting members $1/3 = 1.66$, so board must have at least 2 public members
- 6 voting members $1/3 = 2$ public members
- 7 voting members $1/3 = 2.33$, so board must have at least 3 public members

Advisory board members are considered either a “public” member or a “non-public” member. In law enforcement, the common reference is “commissioned” or “civilian,” however, that designation does not meet the standards set out by the Texas Occupations Code which outlines the requirements to be declared a “public member.”

Consider that some appointed advisory board members may initially appear to be a “public” representative; however, a closer analysis reflects that even though they are permitted to serve, it may not be as a “public” representative. If they are a retired peace officer, they still hold a TCOLE license; therefore, they may serve as a non-public member, but not as a public member. If the appointed member is employed by the agency or has influence over the management of the agency (i.e. control the budget) they may serve as a non-public member, but not as a public member. If the person is an elected official, they will likely have some management or budgetary oversight that makes them a non-public representative.

Public Eligibility Vetting

There are five vetting questions or restrictions outlined in the Texas Occupations Code designed to determine whether or not the advisory board member is to be permitted to serve as a “public” representative on an advisory board. It is also important to note that the rules and vetting questions apply to both the advisory board member and that member’s spouse, even if the spouse is not associated directly with the organization for which the advisory board serves. The questions are reviewed in greater detail as follows:

Question # 1: Are you or your spouse licensed by an occupational regulatory agency in the field of law enforcement? Sometimes, this question seems simple: however, it is important to review the question carefully. For example, a peace officer who retired last year after 28 years of service carries a retired law enforcement officer ID card and remains eligible for reactivation of their peace officer license. Even though they are retired, they are still “licensed by an occupational regulatory agency (TCOLE) in the field of law enforcement. Therefore, the person could serve on the advisory board, although they will be considered as a non-public representative.

Question # 2: Are you or your spouse employed by or participate in the management of a business entity or other organization regulated by the commission or that receives funds from TCOLE? A school superintendent could be public if the independent school district (ISD) does not have a police department; if the ISD does have a police department then the superintendent is considered a non-public representative because TCOLE regulates the ISD police department. Another common example is the director of finance for a municipality with

a police department; because that person participates in the budgetary management of the PD, that person can serve on the board, but must serve as a non-public representative.

Question # 3: Do you, or your spouse, own or control, directly or indirectly, more than 10 percent interest in a business entity or other organization regulated by TCOLE or receive funds from TCOLE? Consider a representative that is an equal co-owner of a privately-owned training company that holds a contract training provider agreement. That person could serve on an advisory board, but only as a non-public capacity.

Question # 4: Do you, or your spouse, receive a substantial amount of tangible goods, services, or funds from TCOLE, other than compensation or reimbursement authorized by law for commission membership, attendance, or expenses? Consider the owner of an office supply company that sells office supplies directly to TCOLE, and that business owner is requesting the owner to serve on their agency. That appointed member may serve, but only in a non-public membership capacity.

Question # 5: Are you or your spouse an officer, employee, or paid consultant of a law enforcement labor union? Again, if the appointed member or spouse is an employee of a labor union representing the agency members, that appointed member may serve on the advisory board, but only in a non-public membership capacity.

If the appointed member answers “yes” to any of the five (5) questions, that appointed member is considered a non-public member. The person must be able to honestly answer no to all five questions. TCOLE has provided a sample copy of an advisory board eligibility verification form on the TCOLE website that assists with this requirement, as well as two other requirements, all within a single page document.

Advisory Board Records

As the training coordinator, you are responsible for verifying all required documentation is readily available to verify the date of appointment of all members of the advisory board, the appointment by the appropriate authority, and the date of training of all members of the board. Board members must take TCOLE course # 3003 (Advisory Board Training) within 1 year (12 calendar months) of their date of appointment. Ideally, the board member should receive the training prior to serving at their first meeting, as this helps them understand their role and responsibilities in advance. The course must be taken as a structured training course in full compliance with all of the training course requirements; not simply by reading the PowerPoints and the associated instructor resource guide (IRG).

The appointment or election of the advisory board chairperson must be documented separately from the appointment of the member to serve on the advisory board. If the bylaws call for the appointment of the chairperson, that appointment must be made by the same person authorized to make the appointments to the advisory board and outlined in TCOLE rules. If the bylaws call for the election of the chairperson by the advisory board, an election should take place during a meeting and documented in the minutes. The supporting documentation validating compliance with this requirement may be a letter or memorandum of appointment by the agency head, or a notation in board meeting minutes showing that an election was held

and the results, or the board acknowledges the appointment of the chairperson by the agency head.

Advisory Board Meetings and Actions

The advisory board must meet a minimum of once each calendar year: January 1st –December 31st. TCOLE recommends scheduling two or more meetings per calendar year, to enhance the valuable exchange of information from the advisory board and to help assure that the minimal requirement is always met. The bylaws typically identify the number of times the board is scheduled to meet annually.

TCOLE rules require the advisory board to undertake the following specific duties:

- discharge its responsibilities and otherwise comply with commission rules;
- set policies and procedures for the academy (or training provider) with the consent of the chief administrator;
- advise on the need to study, evaluate, and identify specific training needs;
- advise on the determination of the types, frequency, and location of courses to be offered;
- advise on the establishment of the standards for admission, prerequisites, minimum and maximum class size, attendance, and retention; and
- advise on the order of preference among employees or prospective appointees of the sponsoring organization and other persons, if any.

The use of a standardized and structured agenda will help keep the advisory board on task and fulfilling their required duties. The rules also require minutes for each meeting of the advisory board to adequately document the discussion and action of the advisory board. To this end, the minutes are expected to reflect the agenda topic, a brief summary of the discussion, identification of the motion or action to be voted upon, and the outcome of the vote. Doing so allows the ACE to verify that the rule requirements have been met. Minutes are required to be retained for a minimum of five years for TCOLE purposes, and you may wish to confirm with your local records retention schedule to see if your organization requires any additional time frames.

College Advisory Boards

Colleges must be especially careful to maintain separation between the TCOLE regulatory standards and any other requirements set out by the Texas Higher Education Coordinating Board (THECB), the accrediting agency such as Southern Association of Colleges and Schools Commission on Colleges (SACSCOC / formerly SACS), the Guidelines for Instructional Programs in Workforce Education (GIPWE), or the college administration. The TCOLE advisory board must serve independently from any other required advisory board, including meeting independently and maintaining separate agendas and meeting minutes. TCOLE contract training providers and academies conducted by colleges are considered a TCOLE operation conducted on a college campus, and TCOLE regulatory requirements govern operational aspects for the program as enumerated within the TCOLE contractual agreement.

Enhance Engagement and Interactivity

Consider ways to make the advisory board more interactive with your organization, thus enhancing their benefit. Provide a short quarterly briefing memorandum or newsletter announcement to the board members giving them updates about training successes, new member appointments, proficiency certifications received by members of the organization, new hires and upcoming training schedules. Hold breakfast or luncheon meetings to draw the board in for more than just a mandatory meeting. Introduce them to elected officials and brag on them in public. Some agencies even require an application process with a mini-background check to avoid surprises by the media for facts that could otherwise prove embarrassing, and the result is that members work harder to serve on the board. You can even incorporate them into programs such as citizens on patrol, local chapter of the Texas Medical Reserve Corps, FEMA program for community emergency response team (CERT) or other volunteer groups. The choices remain plentiful.

Classes and Courses

Training providers may conduct courses either “in residence” or may be taught via “distance learning.” However, if taught via “distance learning” (online or remotely) the training provider submitting the roster for credit must have an “e-learning addendum” included in their contract. A student sitting at a monitor within the agency and watching or scanning through a PowerPoint program, or simply reading through a lesson plan or IRG, does NOT constitute an “in residence” training session, nor does it conform to the guidelines for distance learning. Refer to the TCOLE Distance Education Manual (available on the TCOLE website) for additional details.

In-residence or in-person training consists of instructor-led, face-to-face, live instruction as the normal method of delivery for most training providers. Students are expected to follow the in-class procedures and rules established by the training provider’s advisory board. There is **NO** TCOLE-approved “percentage of class time allowed to be missed.” Students are expected to be in class for the entirety of the course, and if their absence becomes necessary, they are expected to comply with the agency’s make-up process established by the advisory board before receiving any training credit for the course. These make-up procedures should be outlined in the agency’s admission and retention standards document.

Contract training providers and academies may also submit training rosters on their assigned licensees for “outside training.” Outside training is defined as that training a licensee receives from another training entity which is not able to report the training to TCOLE. An example is a certificate for a FEMA online training class, a certificate showing completion of a course from a private for-profit training company which does not have a TCOLE training contract, a certificate from a FLETC or FBI training course, or a similar entity.

Distance Education

Licensees undertaking distance education generally fall within one of the four following areas:

Training by the Licensee’s Employing Agency for Agency Personnel Only

- Distance education training programs provided by the employing entity must comply

- with the distance education course criteria outlined in the Distance Education Manual.
- Distance education training reported must include documentation on file assessing how the training is applicable to the licensee's job duty.
 - TCOLE rule(s) for training record documentation and retention apply.

Training by Another Entity that is NOT a TCOLE Training Provider /Academy

- Distance education training programs provided by the training entity must comply with the distance education course criteria outlined in this manual.
- Distance education training records kept on file must include documentation outlined in Rule 218.1, a certificate from the provider identifying the student and showing the date the distance education course was completed, the total hours of the distance education course expressed in terms of whole hours rounded downward, a statement of how the course is applicable to the student's job duties, and the number of person from the agency who took the course together. An outside training course evaluation/critique sample form is available on the TCOLE website, along with a description and a link is provided in the appendix of this manual.

Training by Another Entity that is a TCOLE Training Provider / Academy

- TCOLE contract providers / academies are responsible to report such distance education courses to TCOLE for all licensees attending the training in accordance with the provisions of their TCOLE contract.
- Licensees, as well as the agency training and administration personnel, are responsible for checking the status of a training provider to avoid both the TCOLE contract provider/academy and the licensee's agency reporting the training to TCOLE, resulting in "double reporting."
- If the TCOLE contract provider / academy fails to report the training, the licensee or the licensee's agency training coordinator or representative should contact the TCOLE Academy Contract Evaluator (ACE) for their region to properly address the matter.

Licensees Not Currently Appointed by an Agency

- Distance education training for persons not currently appointed by an agency can only be reported by a TCOLE contract training provider or academy.
- Distance education training reported by a TCOLE contract provider / academy requires records kept on file for each roster submitted, and must include documentation outlined in Rule 215.9(b)(3)(B)(i-v) and otherwise in compliance with the TCOLE training contract.

Lesson Plans

TCOLE rules define a lesson plan and establish minimal requirements for their use and content. Likewise, the basic instructor course IRG identifies that while a properly constructed and detailed lesson plan may exist in a variety of formats, every lesson plan must contain sufficient detail so that another instructor with fundamental topic knowledge could use the lesson plan to conduct the course. Training coordinators should provide coaching and guidance, even referring their instructors to the instructor resource guide (IRG) for the basic instructor course to refresh them on the need to build a proper and "complete" lesson plan.

The TCOLE Basic instructor course, as with many other instructor-related courses, teaches that quality instructors engage the following steps in their respective order: (1) develop an outline of the program goals and topics, and then “flesh out” that outline; (2) Identify the learning objectives; (3) develop and document the teaching steps needed to impart the information necessary to achieve the learning objectives, to wit: a detailed and comprehensive lesson plan; (4) determine the method of assessment to validate that learning took place; (5) develop the assessment document (may be a quiz, text, physical skills/performance checklist, list of questions to “group question,” etc.); (6) develop the method of evaluation of the instructor and the presentation; and (7) develop any presentation materials such as handouts or PowerPoint or other instructional aid.

Some instructors attempt to begin by developing a PowerPoint, and then constructing a lesson plan from the PowerPoint. This process most frequently results in attempts to use a “dressed up” PowerPoint as a lesson plan, and such action is specifically listed on the TCOLE website as being unacceptable. TCOLE Rules gives a broad definition of a lesson plan, and the best source for what must be included in a lesson plan can be found in the TCOLE basic instructor course instructor resource guide (IRG). Please note that an IRG is NOT, repeat **NOT** a “lesson plan,” even though it contains most of what should be in a lesson plan. If you review the abstract, it typically notes in bold or italic letters that the IRG is not acceptable as a substitute for a lesson plan. What the IRG does provide is the TCOLE required learning objectives (which you may add to but not delete or take away from) and many of the major and minor teaching steps. The IRG is a major aid in developing your lesson plan.

Refer to the TCOLE *Instructor Handbook* on the TCOLE website for additional information.

Reporting Rosters via TCLEDDS

Basic Reporting Standards

The Texas Commission on Law Enforcement Data Distribution System (TCLEDDS) is the statewide database holding the primary data for all documented Texas licensees, training providers, and academies. For purposes of TCLEDDS access only, entities fall into one of three (3) categories:

- (1) A regular agency that appoint licensees, but does not hold a TCOLE contract to serve as a training provider or an academy.
- (2) A training provider agency or academy agency includes those agencies that both appoints licensees and holds a contract with TCOLE as a contract training provider or academy.
- (3) A general contract training provider or academy includes those entities that do not appoint licensees, but do hold a contract with TCOLE to serve as a training provider or academy.

The TCLEDDS screen with entry options on the column to the left side of the screen display differs for each of the three categories shown above. A regular agency will see only a “Department” tab. A training provider agency or academy agency will see both a “Department” tab with entry options and an “Academy” tab with additional entry options. A general contract training provider or academy will see only an “Academy” tab.

Regular agencies without a TCOLE training contract may only report training for licensees from within their agency. Regular agencies may only report “general” courses (as listed on the TCOLE website on the “course reporting numbers” page), and are prohibited from submitting rosters for proficiency certification courses, legislatively mandated courses, or licensure courses. All training conducted is reported on the “Department” tab, including orientation and FTO training. The list of mandated courses, proficiency certificate courses and licensure courses should not show in the pull-down menu of course numbers on the TCLEDDS screen.

Training provider agencies and academy agencies are required by their contract to report all training for all attendees successfully completing the training when the training conducted includes attendees from outside of that agency. Such training is required to meet the documentation and reporting standards set by TCOLE. Training provider and academy agencies report general courses, mandated courses, and proficiency certificate courses. In addition, academy agencies may report licensure courses. All training conducted is reported through the “Academy” tab in TCLEDDS, including orientation and FTO. The “Department” tab is used to report training for agency personnel when the training is conducted by an outside training provider that does not have TCLEDDS reporting access and is otherwise in compliance with the requirements for reporting such outside training courses under TCOLE rules. Training conducted exclusively for internal agency personnel is reportable if the training meets the training and reporting requirements and is not otherwise prohibited. For example, an agency may conduct in-house training on the operational use of an emergency generator for the agency; the agency determines whether or not the training is to be reported to TCLEDDS, and if so, the training documentation must meet all training standards and should be reported on the “Academy” tab in TCLEDDS.

General contract training providers and academies are required by their contract to report all training for all attendees successfully completing the training. General contract training providers and academies report general courses, mandated courses, and proficiency certificate courses. In addition, general academies report licensure courses. All training conducted by either of these agencies is reported on the “Academy” tab. General training providers and academy providers do not report orientation or FTO courses since they are not agencies with appointment authority.

The academic alternative academy provider represents an exception to the training and reporting processes discussed above. Only one (1) such academic alternative program currently exists in Texas. The academic alternative program allows the basic peace officer course (BPOC) for licensure to be conducted through completion of an academic degree program designated specifically for the TCOLE peace officer licensure process. The academic alternative provider is limited to the BPOC licensure program, and is not permitted to report any other training course or program.

“Outside training” involves training undertaken by a licensee through a provider other than their home agency, and where the course provider cannot report the training for the licensee. All agencies may submit “outside training” on their “Department” tab in TCLEDDS, subject to compliance with reporting requirements outlined in TCOLE rules. For example, a company conducts a canine drug detection course in which three law enforcement agencies and two

private security companies each send a student with a dog to the training. Upon successful completion, the company provides a certificate of course completion with the student's name, the date of the course, the course title and the total number of training hours. The officer from Gobo PD provides the agency administrator a copy of the training certificate along with the required supporting course evaluation form (sample copy available on the TCOLE web page). That agency administrator reviews the documentation, and if approved by the agency, uploads the training to TCLEDDS through the "Department" tab in TCLEDDS. Outside training cannot be reported for individuals that are not currently appointed as a licensee by the agency.

Contract training providers and academies may submit training rosters for local agencies or instructors. The contract training provider and academy have no requirement or obligation to report training on behalf of another entity. The approval to conduct such reporting is expected to be reviewed and approved by the contract training provider or academy advisory board, and documented in the training files along with the admission and retention standards set out by the advisory board.

Training coordinators should exercise caution when recommending advisory boards approve this measure. Once a contractual provider agrees to submit rosters for another agency or entity, that contractual provider is responsible for all aspects of training roster submission, including the integrity of the documentation, the course presentation, the instructor's credentials and actions, and retention of all training file documentation required by TCOLE rules. In effect, the class becomes the reporting entity's class entirely.

Reporting Timelines

TCOLE wants a licensee's training record in TCLEDDS to be a true and accurate report of their training history and to provide training credit whenever applicable and in compliance with the regulatory standards. However, some limits exist on how long training reports are accepted after completion of the training course. TCOLE rules clearly state that training must be reported to TCOLE within 30 calendar days of completion of the course.

TCOLE may accept reports of training beyond the 30-day reporting period; however the agency is considered in violation of the Texas Administrative Code and TCOLE rules. This places the agency, the agency head and the training coordinator subject to administrative sanctions and disciplinary action. While TCOLE generally may choose to educate and provide suggestions on preventative measures in lieu of administrative action, a pattern of late reporting or substantial numbers of late rosters is far more likely to result in administrative action, including having a deleterious impact as to the training agreement.

Any training up to one year old may be accepted if properly documented and submitted. Contract training providers should keep in mind that EVERY instance of training reported beyond 30 days will be shown on the "30-Day Report" reviewed by the Academy and Contract Evaluators (ACE) as a part of each evaluation. Except as noted below for orientation and FTO courses, training attempted to be reported after a one-year period may only be allowed under very narrow circumstances, and on a case-by-case basis.

Reporting of documented training for legislatively mandated courses needed for certification purposes only (not to meet minimally required training unit or cycle mandates) may be allowed to be reported late. An example might be the reporting of completion of Cultural Diversity eighteen months ago for an officer with only a basic license. While this reporting would be allowed, such reporting will be considered as substantive non-compliance, and may be considered in conjunction with other non-compliance issues during any administrative review process.

The training for personnel orientation (1999) or FTO (3720, 3721, or 3722) may be reported at any point, without penalty or administrative disciplinary action. However, TCOLE strongly encourages agencies to develop and implement a process to conduct such reporting within the 30-day window. Doing so maximizes the opportunity for licensee acquisition of certificates and enhanced licensure status.

Roster amendments or corrections may be conducted at any time they are discovered. It is important that in these cases it is necessary to obtain a “Roster Amendment Form” and to complete that form with documentation to TCOLE as directed on the form in order to maintain the original submittal date for reporting requirement purposes. If you delete the roster and resubmit a new roster, the new roster submittal date becomes the point of date calculation, and this could result in a “late” report and subsequent non-compliance notation. If you submit the roster amendment or correction, even well after the initial compliant reporting period, then the original date remains in place for data reporting purposes, and it does not constitute a “late” report.

Training coordinators, agency administrators, and training provider or academy heads must recognize that reports of training are considered governmental documents. Falsification of any such training report, such as reporting training that did not take place or reporting for someone that did not actually attend and satisfactorily complete the course is a felony criminal offense. All reported training must be backed up by the documentation that is required by TCOLE rules, and that documentation must be true, valid and correct.

Individual Responsibility

Individual licensees must remember that their training is their own responsibility. Once completed, it is up to them to make sure it is properly reported. Don’t always rely on “the other guy” to get it done for you! Likewise, TCOLE publishes manuals on the website that outline the required training, along with appropriate reporting documents and informational charts.

Reporting Scenarios and Examples

The following scenario examples may help understand the proper TCLEDDS reporting process:

Agency Description:	Reporting Section and Tab
Training conducted by a law enforcement agency for their personnel only, when the agency does NOT have a Training Contract with TCOLE. (Note: mandated and certification courses must be reported by a contractual training provider or academy.)	Department Section / “Training Roster” Tab. (Note: If the agency does not have access to

	TCLEDDS contact ACE or FSA for special direction.)
Training by a Contract Training Provider or Contract Academy conducting training for their personnel only.	Academy Section / "Submit Roster" Tab
Training by a Contract Training Provider or Contract Academy conducting training for their personnel and personnel from other agencies.	Academy Section / "Submit Roster" Tab
Training conducted by an agency that is not a contract academy or a contract training provider but does have a cooperative agreement or MOU with a contract academy or contract training provider to report that training. (Note: the reporting agency must maintain a complete training file for each roster reported and becomes responsible for all aspects of the class.)	Academy Section / "Submit Roster" Tab of the reporting contract academy or contract training provider
Training conducted by a private, commercial, government or non-governmental, or law enforcement entity that does not have a training contract with TCOLE and does not have an arrangement with a contractual provider or academy to report the training. This is "outside" training covered by TAC 218.1 where a licensee attends a course away from their agency and returns with a certificate of course completion to be reported by their agency. (Note: the reporting agency must maintain the training file records required by TAC 218.1(b) and may wish to use the TCOLE optional form "Outside Training Verification Sample" which is available on the TCOLE website.)	Department Section / "Training Roster" Tab

Academy Licensure Course Operations

The Texas Occupations Code 1701 and the Texas Administrative Code establish strict standards for licensure as a peace officer, telecommunicators or jailer. All students undertaking a licensure course must meet those licensure standards and the academy conducting the training must have **all** documentation on-hand/on file ***before the first day*** of any licensure course. The eligibility verification represents one of the most critical aspects necessary in maintaining the highest level of professional standards and public trust when it comes to the licensing of law enforcement personnel. TCOLE entrusts the training coordinator with that responsibility. TCOLE holds the training coordinator and the chief administrator accountable for compliance.

The training coordinator must refer to the most current version of the TCOLE Rules Handbook to assure compliance with the latest standards. Likewise, the training coordinator should access the required forms directly from the TCOLE website each time to be sure the most recent

version of the particular form is used. Failure to use the proper form could delay any approval processes, and it could result in administrative action on the contract training provider, chief administrator, or training coordinator for non-compliance if the outdated form fails to meet the required standard.

Each licensure course trainee must be issued a personal identification number (PID). This PID is a unique computer-generated number assigned to individuals for identification in TCLEDDS. All subsequent data, including training, is then linked to each licensee through this PID. A PID request form (Form C-1) is available on the TCOLE website and must be submitted as a part of the academy enrollment process. Academies should submit their trainee's C-1 forms to obtain their PID before beginning their licensure course; do not delay for several weeks into the course before obtaining a PID.

Once issued, a PID number becomes the permanently assigned number for that person. Any subsequent changes to any personal data are required to be submitted to TCOLE, typically through the use of an appropriate form. Examples include, name change due to marriage or divorce, contact mailing address or phone number.

If a trainee fails to successfully complete the licensure course, the training coordinator may enter an A-5 licensure course discharge through the TCLEDDS data entry. This information is later available by any other contract academy or employing agency conducting a background check. The individual's personal status report (PSR), linked through the PID, reflects that the person entered into a licensure course and failed to successfully complete the course. Additional details can then be obtained directly from the academy entering the A-5 information as to the reason the trainee was removed from the licensure course.

Contract academies generally fit into one of the following types of licensure course accesses:

- Law enforcement agencies providing licensure courses only for personnel employed by their own agency.
- Law enforcement agencies providing licensure courses for personnel employed by that agency and personnel employed by another law enforcement agency; no independents.
- Councils of government or governmental cooperatives conducting licensure courses only for personnel employed by one of the member agencies.
- Councils of government or governmental cooperatives conducting licensure courses for personnel employed by one of the member agencies or another law enforcement agency; no independents.
- College academies (other than an academic alternative program), law enforcement agencies, councils of government or governmental cooperatives conducting licensure courses for personal employed by one of the member agencies or another law enforcement agency that also allow independent enrollment students into the licensure course.
- College academic alternative program academies with only independent enrollment students.

All academy programs that allow independent cadets into the licensure course must fulfill the enrollment verification processes for all licensure courses instructed. Enrollment requirements

and supporting documentation must be completed and on file with the academy **before** the first day of the licensure course.

TCOLE no longer permits a licensure course trainee to be “sponsored” by an agency. Either the trainee is employed by the law enforcement agency in the capacity for which the licensure course is being conducted, (e.g. temporary licensed jailers and telecommunicators), or they are employed by their agency and seeking to “upgrade” or acquire an additional license for that same agency (e.g. jailer or telecommunicator seeking a peace officer license) or the trainee is considered an independent cadet. The training coordinator must undertake all duties and responsibilities associated with enrollment eligibility for all independent trainees.

Academy programs conducting licensure courses with students who are employed by other law enforcement agencies may, subject to the review and approval of their training advisory board, require the employing agency to provide copies of all of the required documentation validating that all enrollment requirements have been completed, or, again subject to advisory board determination, accept the use of the Declaration of Licensure Course Enrollment Eligibility (DOLCEE) form in lieu of any or all of the required supporting documentation from the hiring agency.

The DOLCEE may only be used for trainees that meet one of the three classifications outlined on the form. The DOLCEE form is an official government document that cannot be modified by the law enforcement agency or the academy. If the DOLCEE is used for any purposes, it must be fully executed and properly notarized, and must be accompanied by the Law Enforcement Agency Checklist showing that the employing agency has all of the required documents on file at their location. All documentation must be on file at the employing location and the DOLCEE on file at the academy **before the first day** of class. The training coordinator is encouraged to reconfirm with the trainee meets the designated classification shown on the DOLCEE.

Caution should be used when obtaining enrollment support documentation from agencies in order to avoid compromising any other regulatory restrictions such as the Criminal Justice Information System (CJIS) standards for NCIC/TCIC/TLETS. Two of the most common compromise errors include (1) TLETS printout of the driver’s license status and history accessible for viewing by persons not authorized by CJIS rules, and (2) computerized criminal history (CCH) printouts in possession and accessible for viewing by persons not authorized by CJIS rules and TLETS contract agreements. Optional sources of documentation are available for each. The Texas DPS website allows individuals to purchase a printable report for driver’s license eligibility status. The clearance validation letter processed through the IdentoGO FAST fingerprint report, or the agency FACT fingerprint documentation report meet the fingerprint CCH check requirement.

TCOLE does not regulate or enforce Health Insurance Portability and Accountability Act (HIPPA) provisions. Occasionally academies receive actual detailed medical lab reports in addition to the L-2 form, or detailed psychological reports in addition to the L-3 form, even though that supplemental information is not required by TCOLE. Those reports may be considered as HIPPA documentation, and any subsequent review or release by future agency review of the trainee’s file for background check purposes could come into question. Training coordinators should check with their training advisory board and local administration regarding internal practices

and procedures concerning the handling of such documents; they are not required to be on file by TCOLE.

L-2 Requirements:

1. The L-2 must be fully signed and executed within 180 days before the first day of the academy.
2. The physician must be selected by the employing agency (or the academy for independent cadets). Giving the cadet the L-2 form and letting them find a physician does not meet the rule.
3. The physician must be licensed by the Texas Medical Board. You can go to the following website to verify licensing status: <http://www.tmb.state.tx.us/page/look-up-a-license>
4. TCOLE has administratively determined that a physician assistant (PA) and a nurse practitioner (NP) may conduct the exam and endorse the L-2. You can go to the following website to confirm that the certified nurse practitioner (NP) is properly licensed. The words “nurse practitioner” will show in the license title. A Licensed Vocational Nurse (LVN), Registered Nurse (RN), etc. *do not meet* the rule. You can go here to confirm a license status: <https://www.bon.texas.gov/forms/applstatus.asp>. TCOLE will also accept certified US DOT locations for drug screen test purposes only. For more information on US DOT approved sites in Texas go to: <https://www.transportation.gov/odapc/labs>.
5. The physician must be familiar with the job/academy duties. One way to ensure this is to provide a copy of the job description and have the physician sign documentation stating they received and understood the job description.
6. The physician must read, sign and date the L-2 form in the appropriate section. It must be physically signed by the physician, PA or NP. The use of a signature stamp, e-signature, or signature by an assistant does not meet the rule requirement.
7. The L-2 must be fully signed and executed with 180 days before the first day of the academy.
8. The drug test section must meet the same standards as those shown above for the physical exam. For new licensees, both the physical exam and the drug test sections of the L-2 must be signed. Telecommunicators may undergo both the physical exam and the drug screen, but telecommunicators are only required to undergo the drug screening process. Jailers and Peace Officers must undergo both examinations. For previous licensees, only the drug screen is required.
9. TCOLE requires you maintain the L-2 drug form. TCOLE does not require you to maintain the actual drug lab test detailed results. If you do retain the medical lab report, ensure that it was generated or “reported” before the date of the physician signature on the L-2. Keep in mind that the detailed medical lab report (not the L-2) may be considered a medical form regulated by HIPPA.

L-3 Requirements:

1. The L-3 must be fully executed and signed within 180 days before the first day of the academy.

2. The psychological examination must be conducted by a properly licensed psychologist or psychiatrist. Drug therapists, marital counselors, and others do not meet rule requirements.
3. The psychologist must be selected by the employing agency or the academy. Giving the cadet the L-3 form and letting them find a psychologist does not meet the rule.
4. The psychologist must be familiar with the job/academy duties for the license being sought. One way to ensure this is to provide a copy of the job description and have the physician sign documentation stating they received and understood the job description.
5. The psychologist/psychiatrist must be licensed by the Texas Board of Examiners of Psychologists. You may go here to confirm: <https://www.tsbep.texas.gov/public-information-on-licensees>
6. The psychologist must read, sign and date the L-3 form in the appropriate section. It must be physically signed by the psychologist. The use of a signature stamp, e-signature or signed by an assistant does not meet the rule requirement.
7. The L-3 must be fully executed and signed with 180 days before the first day of the academy.
8. The psychologist must be provided a copy of the personal history statement (PHS) and any background reports or documents for review purposes prior to conducting the interview.
9. The psychological exam must be conducted in accordance with professional standards, including:
 - a. Use of two instruments, one measuring personality traits and one measuring psychopathology,
 - b. Conducting a face-to-face interview after the two instruments above are scored and a review of the personal history statement and background documents.
10. The interviews must be conducted face-to-face unless advanced written authorization is approved by TCOLE to conduct live video interviews based upon urgent necessity and meeting industry security requirements (HIPPA).

Training coordinators are encouraged to develop an enrollment check list for licensure course trainees. Placing the check list at the front of the trainee file provides a quick reference to validate compliance. Maintaining the folder contents in the same order as the check list expedites the review and validation process for both the training coordinator and by the ACE during onsite evaluations. Another recommendation is that for each item checked that there be a space for the initials of the person conducting the validation, and an even more secure program uses a two-person validation process with each person initialing for each item on the check list.

Review of original or certified copies of documents such as birth certificates or military discharge papers is required to validate their authenticity, after which the academy should make copies of the documents for the trainee's file and return the originals to the trainee. In order to verify that the copy was made by academy personnel, the person making the copy can date and initial the photocopy. Some academies even use a stamp certifying that the original was used to make the copy and a blank for the person's initials is included on the stamp.

Training coordinators should take advantage of the various reports and publications available through the TCOLE website or through TCLEDDS direct. The following are a few examples:

- TCOLE’s annual publication of academies’ 3-year pass rates. This publication lists all of the contract academies, along with their most recent 3-year pass rate for first attempts by licensure course trainees taking the state exam. Those academies with sustained high percentage pass rates may serve as sources for identifying successful tips.
- 30-day roster submittal report. This report is run for a designated start/end date period to identify every roster submitted by the contract training provider or contract academy and the total number of days between the date of course completion and the date of roster submittal to TCLEDDS. Rosters submitted beyond the 30-day required reporting period are highlighted. A review of this report can reveal patterns or issues needing correction to maintain compliance.
- Detailed class analysis report. This report queries a designated time period and looks at the detailed results from the state exam. The analysis identifies the learning objectives for which the random test questions are drawn and the percentage of pass/fail for that specific learning objective. It also looks at each of the major topic areas and runs the same analysis for the topic. If the report reflects a topic area is substantially low, the training coordinator can then drill down to determine if it is a deficiency in the course curriculum, the presentation materials and information, or instructor issues; this allows for early intervention and corrective action.

Training policies serve an essential role in setting and enforcing standards for operational procedures and standard of conduct for staff and trainees. For academies, consideration must be given to guidelines for continuing education students, along with more detailed guidelines for students in licensure courses.

Student guidelines and manuals, often referred to as a trainee or cadet handbook, outline additional details above and beyond the general rules applicable to continuing education trainees. Examples may include details for daily uniform dress, physical training dress, parade dress inspection, physical training requirements, including specifics on standards of performance and testing, specialized formations, grooming standards, requirement for reporting contact with law enforcement, organization of the trainees into para-military squads, student leadership positions, and similar requirements applicable only to the particular licensure course trainees. These handbooks should also identify the academy’s standards for minimum average test/evaluation scores, reason for dismissal along with an appeal process, rules on absences and makeup procedures, and any rules for re-admission due to medical or other situations requiring a student to quit the course before completion.

For purposes of the TCOLE training provider and academy programs within colleges, TCOLE recognizes the training policies and procedures and the licensure course trainee handbooks as the guidelines applicable for all trainees. Both documents must be reviewed and approved by the training advisory board. Once a trainee has entered the academy program under the established guidelines, those guidelines remain applicable to that trainee’s process throughout the remainder of the licensure course in which they are enrolled. Any needed changes to approved guidelines should be made between licensure classes and not while one is in session. Any other college enrollment or student guidelines are not considered by TCOLE as applicable for purposes of TCOLE licensure course trainees.

Licensure courses serve as the foundation for a career in the specific law enforcement career field selected. Trainees experience a higher level of stress in a licensure course because of their

lack of experience in the field. To foster licensure course trainee success, TCOLE rules prohibit the inclusion of existing licensed personnel into select portions of the full licensure course for purposes of obtaining continuing education training, except in the case of exigent circumstances with advanced approval and full justification memorandum noted in all applicable training files for later review during onsite evaluations.

By way of example: A peace officer licensure course requires Standardized Field Sobriety Testing (SFST). Periodic continuing education refresher training is also required for existing licensees to retain their SFST certification. TCOLE prohibits the existing licensee from joining the academy trainee program during the academy training for SFST for the purposes of allowing the current licensee to meet the ongoing refresher training requirements.

Course completion and endorsements to take the state exam must be issued only after all learning objectives have been achieved. Once the endorsement is issued, the cadet will have 180 days in which to make three attempts to pass the state exam, after which they must repeat the academy program if they have not passed on the third attempt. TCOLE strongly recommends that the first attempt at the state exam be taken no more than one week following the completion of the licensing course and endorsement by the training provider.

TCIC/NCIC/TLETS Training

Law enforcement personnel access secure data bases within the Criminal Justice Information System (CJIS) for critical informational purposes. Access to these informational portals is regulated by both federal and state standards and associated contract agreements. The Texas Law Enforcement Telecommunication System (TLETS) accesses data from the National Crime Information Center (NCIC) and the Texas Crime Information Center (TCIC). The TCIC system is administered by the Texas Department of Public Safety (TxDPS).

A part of the requirement to be able to access or view CJIS information requires completion of a designated training course or courses applicable to the level of access granted. However, only those instructors certified by TxDPS are permitted to instruct these courses, and only those certified instructors are permitted to submit training documentation to TxDPS for entry into the TxDPS data base. DPS then issues login ID and passwords to approved individuals for access into the TLETS system, and only those that have successfully completed the training required are granted such access.

TCIC/TLETS Associate Trainers are required to create an Instructor Profile on the TxDPS Academy's training management system. This includes a bio, personal and academic details, instructor subject expertise, instructor association, education and employment. Completed Instructor Profiles must be approved prior to teaching any classes that will subsequently be submitted to TCOLE by TxDPS, please allow sufficient time for the approval process.

The four levels of access and the corresponding required courses are as follows:

Courses Number	Credit Hours	Course Name and Description
4800	8	<p><u>TCIC/TLETS Mobile Access Operator Training Course</u> This course is for operators who perform TCIC/NCIC functions at any level lower than full access. Generally, this pertains to inquiry only, including mobile data terminal (MDT) or laptop computer operators. It also covers information about driver license and vehicle registration. This course requires the TCIC/TLETS Operation Manual Part 1. Operators must receive this training within the first six months of assignment or employment, regardless of whether these duties are performed on a full-time or part-time basis. Course In order to comply with federal requirements, operators must recertify within two years of certification or most recent recertification date.</p>
4801	16	<p><u>TCIC/TLETS Less Than Full Access Operator Training Course</u> This course is for operators who perform TCIC/NCIC functions at any level lower than full access. Generally, this pertains to inquiry only. It also covers navigation of the databases that are connected to the TLETS system such as administrative messages, driver license, vehicle registration, and instructions regarding proper procedures for broadcasting in the state and nationwide. This course requires the TCIC/TLETS Operation Manual Parts 1 - 2. Operators must receive this training within the first six months of assignment or employment, regardless of whether these duties are performed on a full-time or part-time basis. In order to comply with federal requirements, operators must recertify within two years of certification or most recent recertification date.</p>
4802	24	<p><u>TCIC/TLETS Full Access Operator Training Course</u> This course is for operators who perform all TCIC/NCIC functions, including inquiry, entry, modification, clearing, canceling, and III functions. It also covers navigation of the databases that are connected to the TLETS system such as administrative messages, driver license, vehicle registration, and instructions regarding proper procedures for broadcasting in the state and nationwide. This course requires the TCIC/TLETS Operation Manual Parts 1 - 3. Operators must receive this training within the first six months of assignment or employment, regardless of whether these duties are performed on a full-time or part-time basis. In order to comply with federal requirements, operators must recertify within two years of certification or most recent recertification date</p>

If an academy is doing a Basic Peace Officer Course (BPOC), these course numbers will not be reported. Only when the TxDPS Associate Trainer teaches these courses outside of the curriculum of the BPOC course will the TxDPS trainer report these courses through the DPS Academy. Per the TxDPS Manual: “The Texas Commission on Law Enforcement (TCOLE) has recently made some changes to the process of reporting training hours. TCOLE will no longer

accept training hours for TCIC or TLETS training courses that are not part of a BPOC. ALL TCOLE reporting for the following courses #4800, #4801, and #4802 will need to be submitted through the DPS Training Academy.”

As the training coordinator, you should confirm the instructor’s authorization to instruct the designated course prior to the course by contacting the TxDPS administrative representative overseeing the program. **Do NOT report these courses through TCLEDDS.**

Training Files

Required Training File Content

Training coordinators are responsible for maintaining a complete training file for each training roster submitted. Questions sometimes arise when the same course is taught multiple times per day, or back-to-back over several consecutive days to different class groups, and whether or not the training can be reported under a single roster. Begin with the basic concept of 1 course class = 1 TCOLE roster = 1 training file, and then recognize there are some variances. The following examples provide explanation:

- The same exact course, using the same lesson plan, is conducted on two separate days for two separate groups, and the same instructor teaches both days. The two classes have different course completion dates. Because of the different completion dates, the classes are reported on two separate rosters.
- The same exact course, using the same lesson plan, is taught to two separate class groups on the same day, one in the morning and one in the afternoon. The two classes have different instructors. Because the classes have different instructors, the classes are reported on two separate rosters.
- The same course number is taught to two separate class groups on the same day, one in the morning and one in the afternoon. The same instructor teaches both classes. However, after reviewing the evaluations from the morning class, the instructor makes a couple of modifications to the learning objectives and updated both the lesson plan and presentation notes during the lunch break. Because the lesson material has changed, the students from the second class receive slightly different training. Because of the difference in the lesson plan and training material provided, the classes are reported on two separate rosters.
- The same exact course, using the same lesson plan, is taught to two separate class groups on the same day, one in the morning and one in the afternoon. The same instructor teaches both classes. Because the classes have the same instructor and both have the same course completion date, the classes may be reported on the same roster. All sign-in pages, assessments, evaluations, and similar documentation must be included in the file. It could prove helpful during a later evaluation to put a short memorandum in the file explaining that there were two classes by same instructor on the same date reported on one roster.

While the documentation requirements differ between the files for training courses conducted by the training provider and the file documentation requirement for reporting outside training, the training coordinator maintains accountability for both. The details about the training file contents are outlined in TCOLE rules.

A training file for a course conducted and reported by a contract training provider or contract academy, including those courses hosted, sponsored or reported on behalf of a non-contract provider agency, must contain the following, at a minimum: (Note: The training advisory board or agency head may require additional documentation.)

- Complete and detailed lesson plan meeting the standards outlined elsewhere in this manual, as well as in the Instructor Presentation Manual and the basic instructor course IRG. A “dressed-up” course outline, a TCOLE-developed instructor resource guide (IRG), or a printed copy of a PowerPoint or similar presentation does **NOT** fulfill this requirement.
- A list of clearly defined and spelled out learning objectives. The learning objectives should be incorporated into the lesson plan in the same order that they will be covered during instruction. Also, document how the learning objectives are expected to be “distributed” or “presented” to the students at the beginning of the class.
- A detailed and up to date instructor bio which delineates the instructor’s field of expertise as well as his or her knowledge of the subject matter being taught. The bio or corresponding documentation needs to identify whether or not the instructor holds a TCOLE-issued basic instructor license or proficiency certificate and is deemed qualified to teach the course topic. If the instructor does not hold a TCOLE-issued instructor license or proficiency certificate, then the file must contain documentation bearing the training coordinator’s signature that verifies the training coordinator confirms the instructor is a subject matter expert in the training course topic.
- An original copy of legibly written sign-in roster with PID numbers. The use of liquid paper, erasures and strike-overs should be avoided, with corrections made on a separate signature line. The use of a digital version of sign-in through the use of personally issued ID card readers, digital stylus pens, or individually assigned digital login ID and password systems may be used to meet this requirement. If training files are maintained digitally (example: PDF copy) a scanned copy of the original sign-in roster meets this requirement.
- Course assessment instrument or documentation validating that student learning took place. Examples include, but are not limited to: written or oral exams (oral exams or group questions should be detailed and reflected in the lesson plan), practical skills checklists, scenario evaluation checklists, and instructor observations notes and student critiques.
- Evaluation of both the course content and the instructor presentation showing student feedback on the course, instructor knowledge and conduct, and a review of training materials used, for each course taught.
- A printed copy of the official “processed” or “approved” roster obtained electronically through TCLEDDS. Take time to double-check and match names and PID numbers

against the sign-in sheets. A copy of the initially submitted “pending” roster, if available, is optional and encouraged, but not required.

A training file for an “outside training” course filed under the “department” tab must include:

- A certificate of course completion showing the date completed and the number of training hours. In order for the certificate to be used to prove that a specific person attended the reported training course, the person’s name and the course name or description is also necessary.
- A course critique from the student, evaluating the course and instructor and specifically stating how this course applies to the student’s duty position.
- Documentation showing the number of students from the agency (not the total number of student in the class, but the number from **your** agency) attended this training.
- Any available course outline or handouts describing the course may also be in the training file.
- An optional two-page form is available on the TCOLE website (training provider resources) which, when fully filled out, will satisfy items #2 and 3 above and, with the certificate of completion, will constitute a complete “outside training” training file.

There are some types of training files not included above, and for which TCOLE recognizes and acknowledges some allowances, noted as follows:

- Conferences. By their very nature, conferences may not fit the standards of a traditional training file. For example, a conference has a 3-member panel that makes brief introductions or short presentations followed by an extensive Q&A session; there is no lesson plan or assessment. The training file should contain some type of support documentation validating registration and attendance, along with a copy of any conference outline indicating training time, information about presenters, and a copy of any handout materials provided as a part of the conference presentations. Such conferences must consist of face-to-face interaction, not webinar or digital meetings; see the distance learning manual for additional details on distance learning programs. (Note: any break-out sessions reported as stand-alone courses, such as training mandated courses, are not considered as part of the conference and require all standard training file documentation.)
- Orientation and field training processes are expected to consist of a structured format such as the “Reno-model” or the “San Jose-model” where a set of daily observation reports (DOR) or topical check sheets are submitted to document exposure to the various phases of a new cadet orientation, frequently conducted by human resources, and on-the-job training and evaluation conducted by a recognized field training officer (including communications training officer and jailer training officer.) These records may be maintained either in the personnel files or in a training file; and they must be readily available for review, they are not required a separate training file.

Digital vs. Hard Copy Files

Training files may be maintained in either a digital or hard copy format. The key is that they must be readily accessible by the training coordinator during any onsite TCOLE audit or evaluation process. Agencies may require instructors to deliver documentation in a specific

form or format. All details regarding such expectations should be discussed and clarified prior to the training being conducted.

TCOLE On-site Evaluations

TCOLE conducts periodic on-site evaluations of contract training provider and contract academy programs. The evaluations are conducted by the Academy and Contract Evaluators (ACE), and cover every aspect of the training program requirements. The areas reviewed include, but are not limited to:

- Validation of training contract status
- Facility and equipment
- Training calendar posting online
- Training coordinator credentials and contact information
- List of instructors with credentials and documentation
- Training rosters and their corresponding training files
- Advisory board documentation, including bylaws, minutes of advisory board meetings, appointment records and advisory board training documentation
- Review of the training policies, including the enrollment and retention processes
- Review of the licensure course trainee records for validation of enrollment requirements, including any required medical or drug screening, psychological evaluations, fingerprint and criminal history checks, personal history statements, birth certificate or citizenship documents, background investigations records and any other required documentation.
- Inspection of driving facility and firearms range, including first-aid equipment, secure storage and posting of safety rules
- Review of any other applicable documentation such as cadet guides

The ACE will conduct a review of a random sampling of training rosters submitted during the evaluation period, in addition to the previous training evaluation report. Any issues of concern or non-compliance noted in the previous evaluation will be reviewed to validate corrective action was undertaken and effective. A roster report showing the reporting time difference from the course completion date to the roster submittal date (aka: “30-day report”) will indicate compliance level for reporting within the required timeframe. Any deviations will be reviewed with the training coordinator for explanation.

The ACE typically contacts the training coordinator several days in advance of the onsite evaluation. This allows the training coordinator to make any scheduling adjustments necessary to be present during the evaluation, if possible. A guide outlining the onsite evaluation process is available on the TCOLE website.

The evaluation includes three (3) specific purposes or goals: (1) identify any unique and effective practices or procedures that can be shared with other training providers to assist in their programs, and a reciprocal sharing of information from other training providers to the provider undergoing evaluation; (2) validate the level of compliance with TCOLE rules and requirements, including discussion and implementation of any corrective action needed, if

necessary; and (3) seek feedback, suggestion and ideas about how TCOLE can better assist or facilitate the statewide training program of the training provider undergoing the evaluation. TCOLE strives to be an effective working partner in providing training for all law enforcement licensees.

The results of the evaluation are reviewed and discussed with the training coordinator throughout the onsite evaluation process. At the conclusion of the evaluation, the training coordinator is typically provided a “draft” copy of the evaluation report. This allows the training coordinator to immediately begin action on any issues identified or recommendations offered during the evaluation.

The final “official” report is generally returned to the contract training provider or contract academy within 21 working days or less, with a copy sent to the agency head, a copy to the training coordinator, and a copy to the chairperson for the training advisory board. A separate signature receipt page is attached for both the agency head and the training coordinator to sign an acknowledgment of the findings and direction for making corrective action, if necessary, and within a specific time frame for completion. That signature receipt page must be returned to TCOLE as outlined on the form.

If any substantive or egregious non-compliance matters are discovered, a request for additional administrative review or an investigation by the TCOLE Enforcement Division may be requested. Likewise, any non-compliance issues self-identified by the contract training provider or contract academy and for which corrective action implemented prior to the onsite evaluation may be reviewed with the training coordinator and the ACE to determine the effectiveness of the corrective action and any consideration for any mitigation options. Such action is noted in the current evaluation report. Follow up visits may be conducted when deemed necessary or beneficial in facilitating compliance.

TCOLE Refusal of Training Credit

TCOLE relies on the training coordinator to serve as the initial gate-keeper in confirming that only training conducted in compliance with state rules and regulations, as well as local policy, is reported to TCLEDDS. Secondly, TCOLE rules make it clear that training reported to TCOLE may be refused on submittal, or later removed from a licensee’s training record, if the training fails to conform to the required standards. Examples include, but are not limited to the following:

- Training conducted in non-compliance with the contract or TCOLE rules
- Training failing to meet other required standards such as those issued by the Texas Higher Education Coordinating Board (THECB)
- Training not associated with the issued license
- Failure of the advisory board, academy, training coordinator, course coordinator or instructor to discharge any responsibility required by the contract or TCOLE rules
- Training credit claimed by deceitful or untruthful means
- Distance education courses conducted in violation of distance education manual or other applicable TCOLE rules
- The training provider failed to comply with contractual obligations
- A course that does not contain a final examination or other skills test, when required

- Training reported for undertaking the annual firearms proficiency demonstration itself
- Out of state course not approved by that state's Peace Officer Standards and Training (POST).
- Training that fails to meet any commission established length or learning objectives
- An instructor claiming credit for teaching any part of a licensure course
- An instructor claiming credit for more than one presentation of a continuing education course within a 24-month training unit as defined by TCOLE
- Courses provided by the same training provider and taken more than two times within a 24-month training unit as defined by TCOLE
- Legislatively mandated ore certification courses reported by a non-contract training provider

Mishaps and Malfunctions

Common Pitfalls

Many times, the simplest of things create the greatest potential hazard, both literally and figuratively. The following are some of the more common examples that could easily be prevented, but can result in administrative sanctions or enforcement investigation.

- Failure to maintain the 3-year academy pass rate above the required 80% average. (Note: The average is determined based upon the total number of students passing the exam on the first attempt divided by the total number of students taking the test for the period.) The success of an academy is measured based upon the calculation of percentage of licensure course graduates who pass the TCOLE state exam on their first attempt. Even though licensees may take the test up to three times to pass it, TCOLE considers only the first attempt for purposes of assessing the success rate for the academy. The rules require that the 3-year average, based on fiscal years, be maintained at 80% or higher. If the 3-year rate falls below the minimal standard, the academy is placed on an "At-Risk" status. A corrective action plan is implemented, and the academy has a specified time period in which to meet the minimal standards, or risk additional administrative action up to and including revocation of the training contract. The 3-year pass rates are published on the TCOLE web page.
- Incomplete training files represent one of the more frequent non-compliance issues, albeit they are also one of the easiest to monitor and maintain adherence. The rules outline the specific content for training files. By developing a cover page with a content check list for each training roster submitted, and having someone responsible for validating that every training file maintains each and every one of the required documents, compliance is easily achieved.
- Late reporting represents another common point of non-compliance with an easy-to-fix solution. The training coordinator can develop a system that generates a review of the training file contents immediately following the completion of the training course, typically within 1-2 working days. Once the training file contents are verified, the staff member enters the course information into TCLEDDS. By following this easy process, both the course contents are validated and the course reporting completed well before the deadline, and it affords and opportunity to correct any deficiencies right away.

- Incomplete documentation for licensure course trainee eligibility is one of the more serious non-compliance issues. The application and background process outlined in detail in TCOLE rules serves as the foundation for assuring that only qualified licensure course trainees are permitted access to courses allowing them to serve in some of the most important roles in law enforcement. From criminal history checks, to medical checks, to psychological examinations, and the many other requirements provide assurances to the public that those persons vetted, trained, and licensed as a peace officer, jailer or telecommunicators are well suited to serve in such a challenging role in society. All of the required documentation must be on file for each trainee before the first day of a licensure course. Again, a simple check list placed on the face of every licensure course trainee’s file, checked of for its compliance by two or more staff members, enhances compliance adherence.
- Repetitive errors or non-compliance reports indicates either an intentional or a reckless disregard for the TCOLE rules and professional standards. TCOLE generally approaches such matters by providing notification of non-compliance, with additional written warning notifications to the agency head, followed by additional administrative or enforcement action. Such instances could have a serious and deleterious impact on the continuation of a training contract.
- Outside complaints/poor evaluations may also generate an administrative inquiry or a more formal enforcement investigation. TCOLE takes allegations seriously, and works diligently to determine all of the pertinent facts in reaching a final conclusion.
- False Reporting serves as one of the most egregious violations. Because of the level of criminal misconduct, such cases often result in criminal prosecution of the offender, along with the resulting loss of license, and it may also create administrative action against the training coordinator, the agency head, and the training contract. If there are questions regarding any aspect of reporting, take the time and opportunity to research the proper course of action or contact your local ACE for guidance.
- Passing-the-buck or trying to claim that as the training provider your entity only “hosted” the course, issued certificates of course attendance and asked the students to have their respective agencies use the “outside training report” process is not acceptable. Similarly, failing to report the training within the required time period and then refusing to report the training as a means to avoid late reporting is also considered non-compliant. If you host the course, it is your course. If you advertise the course and the association is made that it comes from your agency, it is your course. If you provide material support with your entity’s name recognition, it is your course. The TCOLE contract requires the contract training provider or contract academy to report all training conducted where outside agency attendees are relying on the training provider to report such training. Failure or refusal to do so constitutes a breach of contract.

By knowing where the potholes are in the road, you can avoid damage. Take your time and do it right the first time.

[TCOLE Notification of Non-Compliance](#)

TCOLE recognizes that even in the best of circumstances human error may inevitably create non-compliance situations within a training program. Agency and training coordinator self-identification and self-correction of these conditions serves the best interest of all of the

stakeholders. You are encouraged to periodically conduct spot-checks and mini evaluations as a method of self-checking your processes and procedures.

TCOLE rules, as well as the training contract, require the training coordinator to make written notification to TCOLE of known or identified non-compliance with the training contract or TCOLE rules. This includes, but is not necessarily limited to, failure to meet commission rules and standards by the academy, the training coordinator, instructors, or the advisory board, as well as the discovery of non-compliance with federal or state requirements.

Minor issues can be documented in a variety of ways, including email notification to the ACE and a brief memorandum in the training file or even through the use of applicable form documentation sent to TCOLE such as the roster amendment form. In the event a substantive non-compliance matter, the notification is expected to take place as soon as practical with a detailed memorandum or letter to succinctly identify the facts, how and why it occurred, and some type of proposed corrective action plan. A follow up confirmation email or phone call to the ACE is strongly recommended to assure notification was received. Examples of a substantive non-compliance include:

- Gunshot injury on the firearms range
- Serious or life-threatening injury during activity requiring emergency medical services
- Falsification of attendance, training records, or reports sent to TCOLE
- Confirmed criminal misconduct related to the training program by student or staff
- Discovery of compromise to State Exam protocols and security measures

Reporting these matters serves a critical role in achieving several specific goals. It provides indications that the training coordinator conducts self-evaluations. It identifies situations that may yield a need for TCOLE to conduct training for all training providers or to adjust existing guidelines. It helps prevent similar future issues for both the reporting entity and other entities. It results in creative solutions or local cooperative exchanges. Certainly, some situations may necessitate additional follow up review, a formal investigation, or administrative action by TCOLE. However, in most cases TCOLE prefers working with the training provider to mitigate the problem and facilitate corrective action measures. And most importantly, this process creates a bridge of trust between the training provider and TCOLE.

Quick Tips/Ideas

There are several quick tips and ideas that help keep the training coordinator, as well as the instructors and staff, informed of the rules and regulations. Knowing the requirements, or where to find answers to questions, serves as a foundation for proactive preventative steps. The following recommendations establish a firm foundation for success:

- Read the TCOLE rules closely. Be very deliberate with each sentence, and pay attention to the punctuation marks. Concentrate on the section with definitions, the chapter regarding training providers, the chapter outlining licensure course enrollment, the chapter detailing continuing education, and the chapter on proficiency certificates.
- Explore the TCOLE website frequently. Drill down and scroll down in all sections to be sure you see its full content. Check it often for updates.

- Review the Technical Assistance Bulletins (TABs) published specifically to inform on select topics. A link is available on the TCOLE web page for all of the TABs.
- Read the quarterly newsletter *The Briefing*. A link is available on the TCOLE web page, including access to all past publications.
- Network with other training providers and academies.
- Share resources, forms, lesson plans, guidelines, and other publications with other training providers, academies, and law enforcement agencies.
- Take the time to attend or watch the quarterly TCOLE commission meetings. They are available in both live-stream via the TCOLE web page, or you can review the archived videos. You can also review past commission meeting minutes.
- Continue to attend and conduct instructor development programs and opportunities. Conducting semi-annual 4-hour training refreshers classes with the instructors keeps them refreshed and facilitates exploring new ideas and enhanced program delivery.
- Attend and actively participate in volunteer committees or assistance with TCOLE headquarters or through your designated ACE.
- Incorporate jail staff, telecommunication staff and police officers in collective training opportunities whenever possible to help create an informed, professional team.
- Develop standardized forms for lesson plans, evaluations, bios, and other forms when practical. You can coordinate with other agencies with whom you frequently engage joint training to make it easier to meet strategic objectives.
- Explore options for standardized accreditation or training material publications and information access with organizations such as the Commission on Accreditation for Law Enforcement Agencies (CALEA), Texas Police Chiefs Association Best Practices Law Enforcement Recognition Program, or the International Association of Directors of Law Enforcement Standards and Training (IADLEST).
- Keep your designated ACE and FSA contacts in your speed dial. Contact the ACE about questions dealing with training or academy processes. Contact the FSA for all other questions. One of these two will know or be able to find out the answer.

Summary Review

Quality requires an investment of time and emotional energy. Short-cuts and half-measured attempts to meet only the minimal requirements serve as impediments to success. Engage the training process with your eyes and mind both wide open, and get ready for the adventure.

Recognize that TCOLE relies on each training coordinator and member of the law enforcement family to facilitate accountability to adherence to the overall vision, mission and philosophy outlined in order to maintain the highest level of ethical conduct and professional training conduct by every member of the law enforcement profession. Doing your part helps us adhere to the delicate balance granted in the social contract between us and all of the constituents we serve. That success begins with the training coordinator.

Appendix 1 - Bloom's Taxonomy for Developing Learning Objectives

Level Criteria	Associated Action Verbs	Example
1 Knowledge – remember previously learned information.	Define, label, list, describe, name, select, match.	The student will list two ways to write a learning objective.
2 Comprehension – demonstrate an understanding of the facts.	Discuss, paraphrase, explain, identify, locate, predict.	The student will identify three key points for effective presentations.
3 Application – apply knowledge to actual situations.	Choose, compute, illustrate, operate, sketch, write.	The student will write at one lesson plan.
4 Analysis – break down objects or ideas into smaller parts to find evidence.	Analyze, calculate, compare, contrast, distinguish, outline.	The student will calculate the weight of a bag of drugs.
5 Evaluation – make and defend judgment based on internal or external evidence.	Assess, choose, estimate, interpret, support, judge.	The student will choose the most effective type of learning objective.

Appendix 2 – Sample Instructor Bio (Full)

(Digital MSWord copies are available through TCOLE ACEs)

Instructor Biographical Resume					
Last Name:		First Name:			
Mailing Address:		City:		State:	
Phone:		Email:			
Email:					
Licenses:	<input type="checkbox"/> Peace Officer	<input type="checkbox"/> Jailer	<input type="checkbox"/> Telecommunicator	PID#:	
Agency:			Title:		
Total Years Experience (Include LEO/Telecommunicator/Jail):					
Instructor Certificates:					Check below
<input type="checkbox"/> TCOLE Instructor License or Certificate <input type="checkbox"/> Basic <input type="checkbox"/> Advanced <input type="checkbox"/> Firearm Instructor <input type="checkbox"/> Taser Instructor (model) _____ <input type="checkbox"/> OC Spray Less-lethal Instructor <input type="checkbox"/> Baton Instructor <input type="checkbox"/> Defensive Tactics Instructor <input type="checkbox"/> NFDD Instructor <input type="checkbox"/> ALERRT Instructor <input type="checkbox"/> Basic First Aid Instructor <input type="checkbox"/> SABA/IFAK Medic Instructor	<input type="checkbox"/> Crisis Intervention Instructor <input type="checkbox"/> Citizen Interaction Instructor <input type="checkbox"/> Mental Health Peace Officer Instructor <input type="checkbox"/> Cultural Diversity Instructor <input type="checkbox"/> SFST Instructor (expire) ___/___/___ <input type="checkbox"/> Spanish Instructor <input type="checkbox"/> SAFVIC Instructor <input type="checkbox"/> K9 Handler Instructor <input type="checkbox"/> Mobile Video Instructor <input type="checkbox"/> Arson Instructor	<input type="checkbox"/> Traffic Investigation Instructor <input type="checkbox"/> Ethics Instructor <input type="checkbox"/> Computer Crimes Instructor <input type="checkbox"/> Jail / Confinement Instructor <input type="checkbox"/> 9-1-1 Instructor <input type="checkbox"/> Telecommunication Instructor <input type="checkbox"/> TDD/TTY Instructor <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____			
Higher Education Degree:	<input type="checkbox"/> Associate Degree	<input type="checkbox"/> Bachelor Degree	<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Doctorate	
BIO / Subject Matter Expertise: Explain what course you are qualified to teach and why you are qualified? (training & experience)					
<p>As the instructor submitting this document and all necessary attachments, I am certifying, subject to criminal penalty, that the contents of this official government document are true and correct.</p>					
<input style="width: 100%;" type="text"/> Instructor Signature			<input style="width: 100%;" type="text"/> Date		
<p>As the training coordinator, I am certifying, subject to criminal penalty, that this official government document and required attachments have been reviewed for compliance with TCOLE rules and that the instruct meets the qualifications to teach the designated course(s).</p>					
<input style="width: 100%;" type="text"/> Coordinator Signature			<input style="width: 100%;" type="text"/> Date		

Appendix 3 – Instructor Bio (Brief for Publication)

John Doe, Ph.D.

Dr. John Doe is an FBI-trained hostage negotiator and retired member of the Gobo, Texas Police Department. In addition to conducting multiple conference presentation, he serves as a consultant and facilitator for Conflict and Crisis Management cases throughout the United States. Dr. Doe, retired in 2019 after 28 years of policing and has joined Dr. Xavier Corpusal and Dr. Jane Smith (FBI ret.) in providing consultant and training in Conflict and Crisis Management, for governmental entities. Dr. Corpusal specializes in working with courts and crisis management assistance for witnesses and jurors, and Dr. Smith works with victims and case workers in the area of victims of violence. Dr. Doe heads the 3-member team in conducting training workshops on establishing effective conflict management systems within institutions.

[Appendix 4 – Sample Lesson Plan](#)

Sample Lesson Plan Cover Page 1 of 3 (Digital MSWord copies are available from TCOLE ACEs)

Sample Lesson Plan Cover Sheet			
Course Title		Time Allotted (Hours):	
Course Number:		Phone:	
Instructor:			
Instructor Email:			
Instructional Aids:			
Student Materials:			
Prerequisite Experience/ Position of the Learners:			
Overall General Course Goal(s):			
Learning Objectives: (List)			
Target Population:		Number of Students:	
Space Required:		Teaching Methodology:	
Required Equipment			
	PowerPoint Projector		Laptop or Desk Top Computer
	VCR		Flip Chart Easel
	Overhead Projector		Flip Chart Pad(s) / markers
	Video Monitor (TV)		Video Camera
	Dry-erase board / markers		Sample forms / documents
Assessment Method:			
Date Prepared:		Date Revised:	
Prepared By:		Revised By:	
Notes/Comments:			

Sample Instructor's Lesson Plan Core Presentation

I. Introduction/Preparation (Student Motivation/Opening Statement)

Note: Insert the "powerful, attention-grabbing" opening statement by the instructor....

II. Presentation (Implementation of Instruction and Course Details)

A. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

B. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

C. Topic.

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

D. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

E. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

F. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

III. Application: (Detailed explanation of how instructor will assess student knowledge and planning for student to practice or apply new knowledge.)

*Describe how the instructor will determine how the student will apply the new knowledge.
Example: One review question will be presented following each break for student to explain how the they can apply the knowledge learned.*

IV. References: (List references used to develop and instruct the course, if any.)

Note: Example -- Texas Occupations Code 1701, TCOLE Rules, PC 30.06

V. Summary/Closing (Closing comments and summary review of course.)

Note: Provide the closing comment that wraps up the course in summary. What to say to make the student remember the course.

VI. Assessment/Test: (Final check of student's comprehension of material presented.)

Note: Identify in detail how the instructor will "test" or "confirm learning" Example: (1) Describe Skills Test and provide skill sheet in Section VII, (2) Describe written exam as T/F, Multiple Choice, mixed and attach a copy of the blank exam and answer key in Section VII.

VII. Addendum: (If verbal question and answer or scenario role play used, attach a description of the scenario role play to be used. / If a written test is to be given, attach a blank copy of the test and the test key. / If a practical skills exam is conducted, attach a copy of the skills exam check sheet.)

Note: Example -- The scenarios listed below will be used to verify the student learned the material and their ability to apply the required knowledge on the job.

Scenario 1:	<i>Describe the scenario and desired response</i>
Scenario 2:	<i>Describe the scenario and desired response.</i>

Example: Attach a blank copy of the written exam and the answer sheet.

Example: Attach a blank copy of the skills check-off sheet for each student.

Appendix 5 – Sample Course and Instructor Evaluation

Sample evaluation document Page 1 of 2. (Digital MSWord copies are available from TCOLE ACEs)

Course and Instructor Evaluation/Critique

Course Title: _____ Course Number: _____

Date(s) of Training: _____ Location of Training: _____

Instructor(s): _____

Your thoughtful responses to this questionnaire will assist us in improving our methods and objectives. Please indicate which response best reflects your opinion about the following categories

Course Content

		Excellent	Good	Average	Fair	Poor	N/A
1.	Workshop objectives were clearly stated	5	4	3	2	1	
2.	Objectives stated were met	5	4	3	2	1	
3.	Content was relevant to my personal/professional goals/job	5	4	3	2	1	
4.	Material was well organized	5	4	3	2	1	
5.	Group discussion and small group activities were effective	5	4	3	2	1	
6.	Training materials contributed significantly to understanding	5	4	3	2	1	
7.	Overall rating of the course	5	4	3	2	1	

Instructor

		Excellent	Good	Average	Fair	Poor	N/A
1.	Promoted an environment of learning	5	4	3	2	1	
2.	Demonstrated content knowledge	5	4	3	2	1	
3.	Provided an opportunity to ask questions	5	4	3	2	1	
4.	Responded well to questions	5	4	3	2	1	
5.	Promoted participant discussion and involvement	5	4	3	2	1	
6.	Clearly communicated information and instructions	5	4	3	2	1	
7.	Maintained class focus on course content	5	4	3	2	1	
8.	Used audio visual equipment effectively	5	4	3	2	1	
9.	Overall rating for the instructor	5	4	3	2	1	

***** *Please turn page over and complete back portion* *****

General Information

1. What did you consider most effective about this course?

2. What did you consider least effective about this course?

3. What suggestions do you have for improvement?

4. Please list or describe any additional training programs you would like to receive.

5. Additional comments:

If you feel there has been a violation of the Texas Occupations Code or the Texas Commission on Law Enforcement (TCOLE) rules regarding the training program, you may contact TCOLE direct as follows:

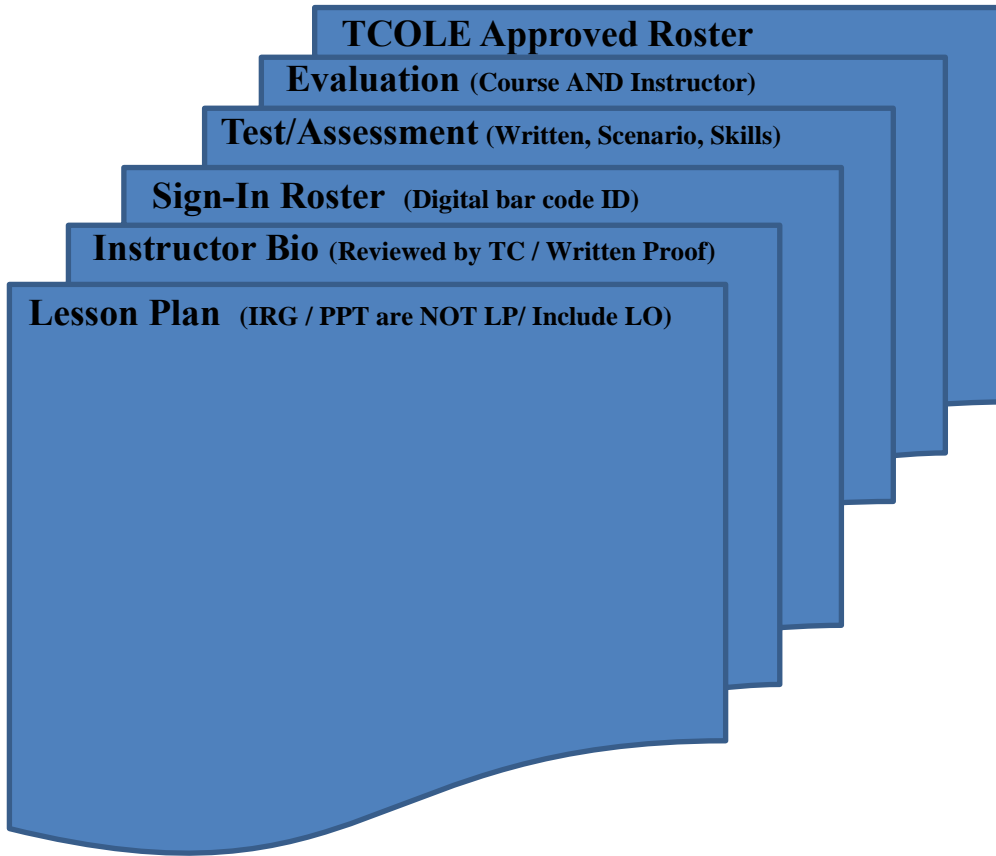
By Mail: 6330 East Highway 290, Suite 200, Austin, Texas 78723-1035. **By Telephone:** 512-936-7700

By TCOLE Web Page: <http://www.tcole.texas.gov/content/complaint-procedures>

Thank you for participating in today's training program!

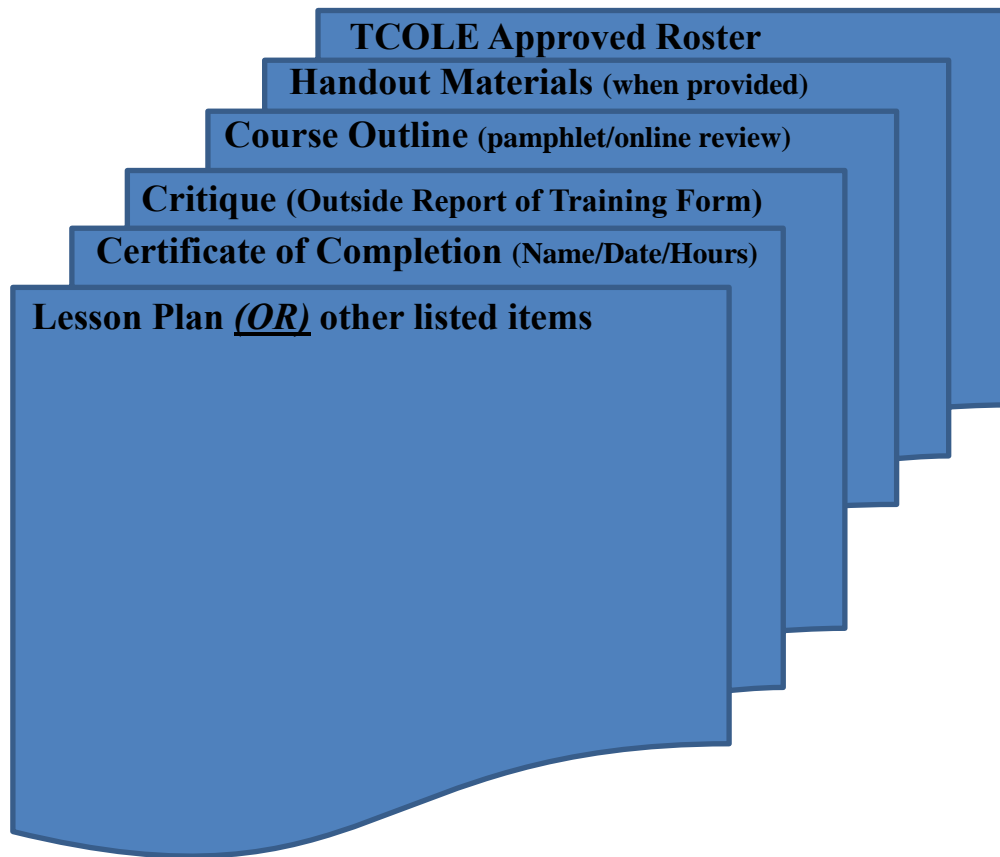
Appendix 6 – Sample Training File for Standard Training Course

Training files can be maintained in digital or manual format.



Appendix 7 – Sample Training File for “Outside” Training Course

Training files can be maintained in digital or manual format.



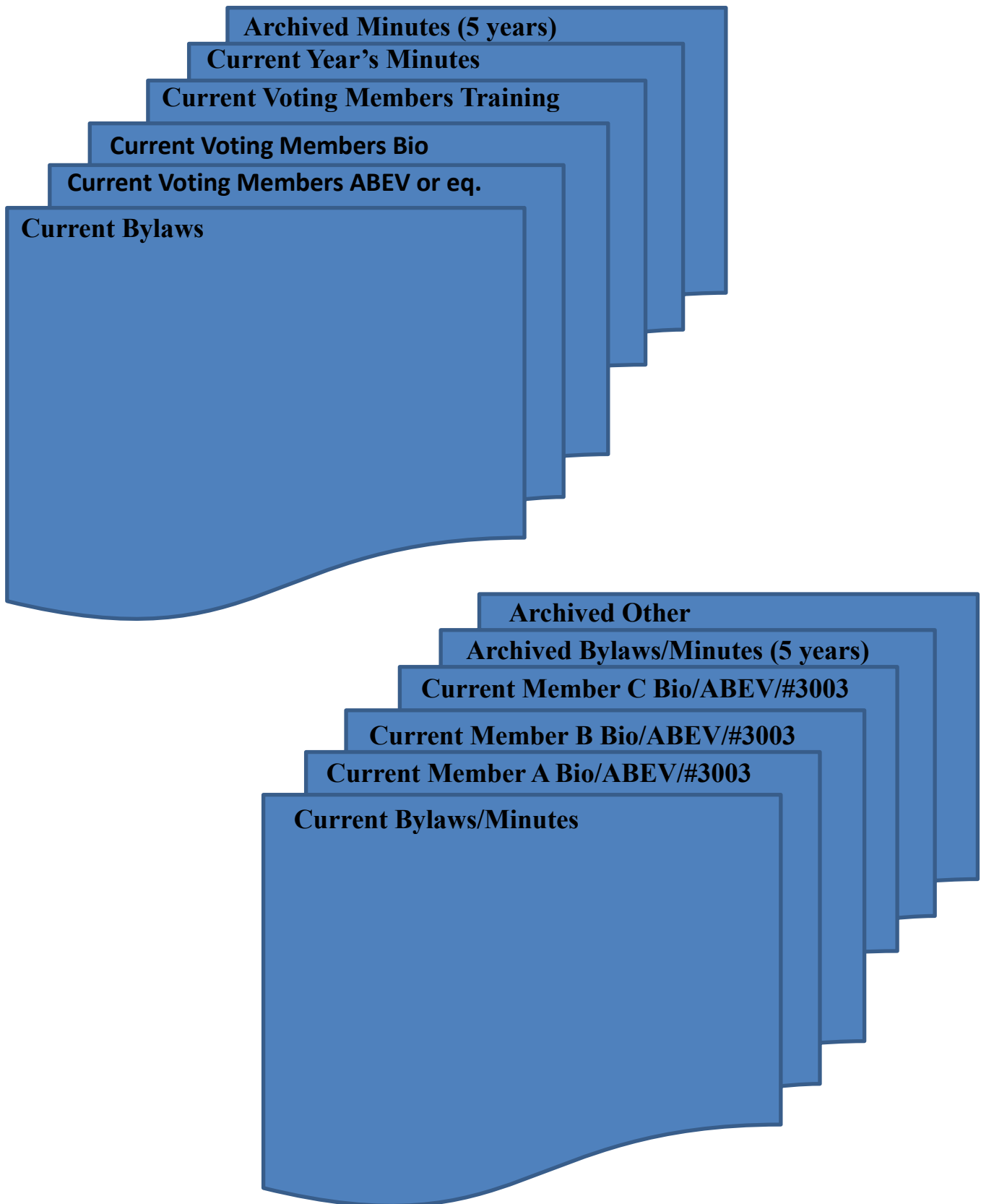
Appendix 8 – Sample Course Completion Certificate

Course completion certificates are NOT considered TCOLE-Issued Proficiency Certifications. They only validate that a student has completed a course as outlined on the certificate. More specifically, the certificate is expected to (1) identify a particular person by name that completed the course, (2) the name of the course so it can be properly coded in TCLEDDS, (3) the date of the course to document the applicable training unit/cycle in which the training was completed, and (4) the total hours of training received for entry into TCLEDDS.

CERTIFICATE OF TRAINING	
AWARDED TO	
John Doe	
For successful completion of a course on	
Professional Ethics	
8 Hours Training / April 1, 2020	
<u>Jane Doe</u> Instructor	Training Institute 911 Emergency Drive City, Texas 12345

Appendix 9 – Sample Advisory Board Training Files

Files and documentation may be kept manually or digitally. Below are two sample types.



Advisory Board agenda facilitate rule requirements to advise on required topic. The agenda is easily converted to also produce required meeting minutes. Sample only.

Agency Advisory Board


**Training Provider Advisory Board Meeting Agenda
DATE / TIME / LOCATION**

1. Call meeting to order / Roll call
(Document in minutes date/time call to order, who was in attendance and who was absent.)
2. Approval of Minutes
(On the minutes note any changes to the minutes. Show motion/second/vote for approval.)
3. Training Coordinator Report (215.7 (i) (2)-(6) depending on report contents.)
(The T/C report can include details of past quarter/year training, new topics or legislation impacting training, training mandate information, new courses proposed for coming year with presentations to follow, and summary of training policy issues. When the advisory board makes a motion/second and approves the T/C report, they have acted upon the items in the report. Attach a copy of the report to the minutes for future reference.)
4. Training Needs / Training Courses (215.7 (i) (3); 215.7 (i) (4);)
(This is where you discuss the training courses, training calendar, or frequency of specific courses offered, as well as the type of training that the advisory board deems important, including both outdated and new training trends. The board should make a motion regarding acceptance of the training calendar or training schedule. You can attach a copy of the presentation documents to minutes for future reference purposes. Show the motion/second and vote results in the minutes.)
5. Training Policy/Procedures (215.7 (i) (2); 215.7 (i) (5); 215.7 (i) (6)
(This is where you can review any policy issues. Your policy can include sections on granting the Training Coordinator the authority to develop or modify the training based upon specific criteria such as weather, enrollment level, needs, mandates, etc., establish and enforce policies on admission and prerequisites, class size, attendance/retention standards, and determining order of admission preference among employees or appointees in consult with the administration, etc. As an example, the policies could show the order of admission preference for academies as internal applicants, external agency hired applicants and then independent cadets for licensure courses; or it could leave continuing education course order of admission preference to the training coordinator, in consult with the administration, on a case-by-case basis when applicable. You can seek any recommendations for change to policy, and if none, seek a motion/second and vote to proceed with no changes; in doing so, the board has acted on the required topics as shown.)
6. Other Topic(s)
(Examples for topics might include "Old Business," "Special Committee Assignment," etc. You can establish as many agenda topics as needed. If action is needed, be sure to note the motion/second/vote.)
7. Closing Comments / Schedule Next Meeting
8. Adjourn meeting

Note: This is only a sample of one style or format. Other styles may be used. You can also review the TCOLE Commission meeting agenda and minutes located on the TCOLE web site as a go-by sample. Review Rule 215.7 to confirm that the advisory board provides direction on all of the required elements as noted in the rule. To convert this document to "MINUTES" simply change the wording at the top and insert details for each agenda item directly below the agenda topic. Save the agenda, minutes and attachments for later evaluation review.

Appendix 11 – Sample Advisory Board Eligibility and Verification Document

A fillable PDF version is available on the TCOLE web page.

	ADVISORY BOARD ELIGIBILITY AND VERIFICATION DOCUMENT	ABEV-1.1
<p>When completely filled out, signed by all parties shown and readily available for inspection by the contract provider's training coordinator, this document facilitates verification of compliance with: TOC 1701 and TCOLE rules on advisory board eligibility status; validation of appointment by appropriate authority; and confirmation of Course #3003 training. The training coordinator may use other written confirmation in lieu of this document, if desired.</p>		
Advisory Board member Name: (First MI Last): _____		
Mailing Address: _____ City: _____ State: _____ Zip: _____		
Phone: _____ Email: _____		
<p><input type="checkbox"/> NO <input type="checkbox"/> YES 1. Are you or your spouse licensed by an occupational regulatory agency in the field of law enforcement?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES 2. Are you or your spouse employed by or participate in the management of a business entity or other organization regulated by the commission or that receives funds from TCOLE?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES 3. Do you, or your spouse, own or control, directly or indirectly, more than 10 percent interest in a business entity or other organization regulated by TCOLE or receive funds from TCOLE?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES 4. Do you, or your spouse, receive a substantial amount of tangible goods, services, or funds from TCOLE, other than compensation or reimbursement authorized by law for commission membership, attendance, or expenses?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES 5. Are you or your spouse an officer, employee, or paid consultant of a law enforcement labor union?</p>		
If you answered "NO" to all of the questions above, check here <input type="checkbox"/> – I am eligible to serve as a public member.		
If you answered "YES" to one or more of the questions above, check here <input type="checkbox"/> – I am considered a law enforcement representative.		
Date of Appointment: _____ Appointed by (name/title): _____		
Have you received the required TCOLE Course #3003 for Advisory Board members? <input type="checkbox"/> NO <input type="checkbox"/> YES/Training Date: ____/____/____		
If I have not received the TCOLE Course #3003 training I understand I must have this training within 1 year of my appointment.		
ADVISORY BOARD MEMBER		
As the appointed/elected advisory board member, I am certifying, subject to criminal penalty, that the contents of this official government document are true and correct.		
_____	_____	____/____/____
Printed Advisory Board Member's Name	Signature of Advisory Board Member	Date
AGENCY HEAD		
As the person authorized by TCOLE Rule 215.7 to make appointments to the Advisory Board, I am certifying, subject to criminal penalty, that the contents of this official government document are true and correct.		
_____	_____	____/____/____
Printed Chief Administrator's Name	Signature of Chief Administrator	Date
TRAINING COORDINATOR		
As the Training Coordinator I am certifying, subject to criminal penalty, that the contents of this official government document are true and correct.		
_____	_____	____/____/____
Printed Training Coordinator's Name	Signature of Training Coordinator	Date
ABEV Original: Rev. 1/13/17		
1		

Appendix 13 – Sample Exam with Learning Objective Link and Answer Key

This is a sample of a written exam and answer key with link to the learning objective.

Page 1 of 2

INSTRUCTOR TEST 1

Name:

Score:

1. A person who is an expert in a specific topic area and has developed the skills needed to structure and sequence that knowledge to an audience is a/an _____.
 - a. supervisor
 - b. student
 - c. learner
 - d. instructor

2. The term _____ means someone who increases his/her skills, knowledge or sensitiveness.
 - a. learner
 - b. trainer
 - c. instructor
 - d. peer

3. When considering the differences between the youthful and the adult learner, the adult learner;
 - a. heavily depends upon the instructor
 - b. defines self in terms of life experiences
 - c. defines self in terms of peers
 - d. is highly peer oriented

4. Which of the items listed below is one of the four (4) phases of the teaching – learning process?
 - a. Lesson Planning Phase
 - b. Learning Phase
 - c. Presentation Phase
 - d. Role Play

5. In which phase of the teaching – learning process will the instructor help students learn new material by associating that material with their experiential background?
 - a. Preparation
 - b. Summary
 - c. Application
 - d. Evaluation

INSTRUCTOR TEST 1

**Exam Answer Key
DO NOT COPY**

(Instructor Answer Key and Learning Objective Reference)

1. A person who is an expert in a specific topic area and has developed the skills needed to structure and sequence that knowledge to an audience is a/an _____.
 - a. supervisor
 - b. student
 - c. learner
 - d. **instructor** LO 2.4.1

2. The term _____ means someone who increases his/her skills, knowledge or sensitiveness.
 - a. **learner** LO 2.1.1
 - b. trainer
 - c. instructor
 - d. peer

3. When considering the differences between the youthful and the adult learner, the adult learner;
 - a. heavily depends upon the instructor
 - b. **defines self in terms of life experiences** LO 2.1.2
 - c. defines self in terms of peers
 - d. is highly peer oriented

4. Which of the items listed below is one of the four (4) phases of the teaching – learning process?
 - a. Lesson Planning Phase
 - b. Learning Phase
 - c. **Presentation Phase** LO 5.1.0
 - d. Role Play

5. In which phase of the teaching – learning process will the instructor help students learn new material by associating that material with their experiential background?
 - a. Preparation
 - b. Summary
 - c. **Application** LO 5.1.4
 - d. Evaluation

Appendix 14 – Sample Skills Proficiency Documentation

This is a sample skills proficiency check sheet documenting student mastery of skills objectives.

Agency Academy Control Tactics Skill Proficiency Exam – Phase 1

REMEDIAL TRAINING REQUIRED: YES NO

Name: _____ **Date:** _____

Instructor/Evaluator: _____ **ID:** _____

This evaluation process is designed to ascertain proficiency in the application of techniques included in this program. This evaluation does not encompass all material in the Control Tactics Program.

Balance, Stances, Positioning, Movement		
INTERVIEW STANCE	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
UNIVERSAL FIGHTING STANCE	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
Comments:		

Mechanics of Arrest, Handcuffing, Searching			
COMPLIANT	Proper suspect positioning and approach	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
HANDCUFFING STANDING	Proper manipulation of hand/shoulder	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Proper application of first handcuff	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Proper application of second handcuff	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Acknowledgement of finger check/double lock	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
COMPLIANT	Proper positioning and approach	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
HANDCUFFING PRONE	Proper manipulation of hand/shoulder	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Proper application of first handcuff	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Proper application of second handcuff	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Acknowledgement of finger check/double lock	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
	Proper recovery to standing position	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
Comments:			

Personal Weapon Strikes and Defense – Completed During Striking Drill			
PUNCHES	Keeps Hands Up	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
ELBOWS	Maintains Head Control	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
KICKS	Uses Hips To Generate Power	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
INSIDE PUNCH DEFENSE		<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
OUTSIDE PUNCH DEFENSE		<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
KICK DEFENSE		<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
Comments:			

Contact Information

Texas Commission on Law Enforcement
6330 East Highway 290, STE 200, Austin, Texas 78723
Phone: 512-936-7700 Fax: 512-936-7766
www.tcole.texas.gov

Academy and Contract Training Evaluators:

South and East Texas (generally east of I-35 and south of I-10)

Michael "Mike" Dickey

Cell: 512-484-3846

michael.dickey@tcole.texas.gov

North and West Texas (generally west of I-35 and north of I-10)

Malcolm Jackson

Cell: 512-940-0635

malcolm.jackson@tcole.texas.gov