

The purpose of this document is to provide information regarding the process of curriculum submission, curriculum changes and curriculum approval for each of Idaho POST’s Basic Training Academies. **Curriculum will only be changed once annually, unless a legislative, judicial or safety matter arises. The deadline to submit curriculum changes for the following year will be November 1.** The process described here ***only*** applies to Idaho POST Basic Training Academies. The rules governing In-service classes submitted to POST for training credit are found in IDAPA 11.11.01.250 - 285 and are not subject to this process. **Please note:** Any changes to objectives or length of time of a course must be presented to the POST Council training subcommittee for approval and ratified by the full POST Council prior to implementation.

**Basic Curriculum Change: POST-Initiated**

Idaho POST may initiate a curriculum change at any time for any discipline’s POST Basic Training Academy for the following reasons:

1. Based on a Job Task Analysis, or
2. Based on a statutory change or revision, or
3. Based on judicial decision, or
4. Based on POST’s determination that course content, a scenario, a technique or a training exercise presents a risk of injury to students or staff, or violates the currently-observed best practices as determined by the Academy Manager and/or Division Administrator.

**Basic Curriculum Change: Training Committee Process**

If a training committee for a discipline exists, then all changes to basic academy curriculum must be routed to the appropriate training committee for review and approval prior to submission to POST. **POST will only accept recommendations and changes from the committee. POST will not accept curriculum revisions, changes or submissions directly from instructors.**

In the case that a training committee does not exist for a discipline, curriculum revisions, changes or submissions will be handled as outlined in the “Non-Committee Process” below.

Currently, Training Committees exist for the following disciplines:

DISCIPLINE	COMMITTEE
Patrol	None
Detention	Idaho Sheriff’s Association
Adult Correction	Idaho Department of Corrections Training Committee
Felony Probation and Parole	Idaho Department of Corrections Training Committee
Misdemeanor Probation	MPO Training Committee
Juvenile Detention	Juvenile Training Council
Juvenile Probation	Juvenile Training Council
Juvenile Corrections Direct Care Staff	Juvenile Training Council
Emergency Communications	Idaho PSAP Committee

## Training Committees Functions

1. Ensure that recommended changes comply with the guidelines provided below in “Curriculum Format and Requirements.”
2. Ensure that changes include **all**, and **only**, the basic information needed, to do the basic job.
3. Ensure changes meet the established standards (see provided template).
4. Ensure curriculum changes (Objectives, lesson plans, power point, handouts and test questions) are complete before the information is submitted to POST
5. Approve all curriculum and/or curriculum changes **prior** to submission to POST.
6. Submit changes to POST.

### **Basic Curriculum Change: Non-Committee: Primary Instructor Process**

If a designated training committee does not exist for a discipline, then the curriculum change process may be initiated by a primary instructor in a topic area for the POST academy, provided:

- The requesting primary instructor has consulted and collaborated with their fellow subject instructors regarding purposed changes to the curriculum / lesson plan.
- NOTE: POST will approve and use only one lesson plan for each subject of each discipline at the POST Academy.

### **Primary Instructor Responsibilities**

1. The primary instructor will notify the POST curriculum manager in writing or email, that a change(s) are pending and the reason(s) for the change.
2. Primary instructor will ensure that change(s) contain **all**, and **only**, the information needed to do the basic job.
3. Primary instructor will ensure changes meet the established standards (see provided template).
4. Primary instructor will ensure curriculum changes (Objectives, lesson plans, power point, handouts and test questions) are complete before the information is submitted to POST.
5. Primary instructor will ensure that all that instructors teaching the same subject at the POST academy have been consulted and collaborated with regarding purposed changes.
6. Primary instructor will be responsible for submitting the proposed changes to POST.

### **Curriculum Format and Requirements**

1. All curriculum/objectives **should** address **all**, and **only**, the basic information needed to do the basic job.
2. The curriculum (i.e. Lesson plan, Test questions, Handouts, PowerPoints) should only contain information **critically** needed to become certified.
3. **All** objectives should be general/broad in nature and should include **both** cognitive and demonstrative objectives.
4. Lesson plans must be submitted in the modified POST T-Bar lesson plan format (see provided template).
5. Lesson plans **must be** submitted in a full sentence format (bullet points or paraphrase format is not acceptable)
6. In the T-Bar lesson plan format, the objective numbers, slide numbers, and test question information must be listed in the left hand column next to the corresponding information in the right hand column.
7. Test questions **must** be tied to objectives contained in the lesson plan and tied to PowerPoint slide number referenced in the lesson plan.
8. Statistics and departmental policies **will** be omitted from lesson plans and power point presentations; they should be presented as addendums, handouts, or referenced to a link.

9. Handouts containing specific information **should** correlate to specific objectives outlined in lesson plan.

**Additional Information:**

1. **Curriculum will only be changed once annually, unless a legislative, judicial or safety matter arises. The deadline to submit curriculum changes for the following year will be November 1.**
2. No changes will be made to curriculum for changes to **font or photographs** unless it is deemed critically needed for the conveyance of basic information needed to do the basic job in order to become certified.
3. All curriculum changes (Objectives, lesson plans, power point, handouts and test questions) **must** meet all of the aforementioned requirements before the information is submitted to POST. **Incomplete submissions will be rejected and returned to submitting party.**
4. A curriculum change request submission cover sheet is included in this packet and is available on the POST website under forms. This document is in a fillable PDF format for convenience.

## Lesson Plan

	<b>POST</b>	<p><b>Course:</b> Course name <i>(i.e.: Instructor Development Course)</i></p> <p><b>Topic:</b> Subject taught <i>(i.e.: Curriculum Vitae Development)</i></p>
<p><b>Training Program Details</b></p>	<p><b>Lesson Plan developed by:</b> Justin Time: P.O.S.T. <i>(Person(s) who created/developed the lesson plan material)</i></p> <p><b>Date Prepared:</b> 1-26-2017 <i>(Date LP was originally completed)</i></p> <p><b>Revision Date:</b> <i>(Date(s) that LP was updated) Example:</i> 02/23/2017 I.M Gone</p>	
<p><b>Instructional Time</b></p>	<p><b>2 Hours</b> <i>(Time allotted to teach course)</i></p>	
<p><b>Performance Objectives</b></p> <p><i>(Performance objectives identify what students will be able to do once they successfully complete training. Must be verifiable and measureable. Must be measured and verified by some type of testing mechanism (i.e. Written test, demonstrate skills, instructor documented group project, graded homework assignment, etc..)</i></p>	<p><b>At the end of this block of instruction the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the difference between CV and resume             <ol style="list-style-type: none"> <li>a. Resume: summary of;                 <ul style="list-style-type: none"> <li>education</li> <li>work history</li> <li>credentials</li> <li>accomplishments</li> </ul> </li> <li>b. CV: summary of;                 <ul style="list-style-type: none"> <li>job experience</li> <li>job skills</li> <li>training</li> <li>education</li> </ul> </li> </ol> </li> <li>2. Identify the purpose of a CV             <ol style="list-style-type: none"> <li>a. most important document one will ever write</li> <li>b. displays necessary requisite and corroborating skills and competencies to do the required task or convey ideas.</li> </ol> </li> <li>3. List the reasons for preparing a well written CV             <ol style="list-style-type: none"> <li>a. denotes training</li> <li>b. experience</li> <li>c. skills</li> <li>d. knowledge</li> <li>e. SME/court preparation</li> </ol> </li> </ol>	

	<p>4. Explain importance of why CV is a “Living document”</p> <ul style="list-style-type: none"> <li>a. document continued training/education</li> </ul> <p>5. Identify major components of a CV</p> <ul style="list-style-type: none"> <li>a. Identifying/contact information</li> <li>b. Education (college, training academy)</li> <li>c. Professional qualifications (certifications, accreditations)</li> <li>d. LE experience (positions)</li> <li>e. Training attended (type, dates attended, hours)</li> <li>f. Instructor experience (if applicable)</li> <li>g. Awards/publications</li> <li>h. Professional memberships</li> </ul>
<p><b>Equipment</b> <i>(Items needed for instruction)</i></p>	<p>Computer &amp; projector with sound Dry erase board/chalk board Student handouts</p>
<p><b>Instructional Methods</b> <i>(How the class will be taught; computers, interaction, question &amp; answer)</i></p>	<p>This class is a computer based format utilizing a computer/projector with an animated avatar and handout examples of a CV. There will also be a Q &amp; A session at the conclusion of the block.</p>

<p>Instruction</p> <p>Slides 1-2</p> <p>Objective 01.01.01</p> <p>Objective 01.01.04</p> <p>Slide 3 (TQ) (Indicated test question)</p>	<p><i>(This column is the body of the lesson plan and must be written in full sentence format. It must be designed so if the key instructor is unavailable a competent instructor can present the material to the class directly from the lesson plan. No department policy nor statistics should be included in this section)</i></p> <p><b>I. INTRODUCTION</b></p> <p><b><u>A. Avatar introduction and explanation of training segment.</u></b></p> <p><b><u>B. Introduction and disclaimer.</u></b></p> <p>1. The words Curriculum Vitae and resume are used interchangeably, so it can be confusing to know when and how to use each document. Confusion over resumes and CV's is often compounded by the fact that there is not a standard CV or resume model or template. Also, no two documents will look alike, as the contents will differ from position and purpose. Additionally, people who review your CV or resume are looking for specific things, such as experience, education, skill sets and training.</p> <p>2. Finally, you're CV or resume will be reviewed by a multitude of people, ranging from instructors, chiefs and sheriffs, attorneys (prosecutors and defense) and judges to business administrators. In your profession, we will also show you how to build a CV personal to your skill set, abilities, experience, training and education. Finally you will have access to a CV template, in which you will be able to build out your own CV for future use.</p> <p><b><u>C. Curriculum Vitae vs. Resume</u></b></p> <p>1. CV's and resume are often used out of context and misused in a variety of circumstances. A CV is a document containing a person's full professional, educational and training history. It is a "Living document", unlimited in length. CV's are often long, seeing that everything of relative importance pertaining to your law enforcement career and specialty areas (NARCS, SWAT, K-9) is included as one's CV in an academic, government, environment and it's usually the referred</p> <p>2. On the other hand, the purpose of a resume is to utilize it as a targeted marketing tool. It is usually job specific (according to discipline), concise (usually 1 – 3 pages in length) and is used for employment, preferably in the industry related areas.</p>
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Indicates where within a lesson plan an objective is covered

Indicates where within the lesson plan information that connects to a test question is covered

<p>Objective 01.01.02</p> <p>Slide 4 (TQ) <i>(Indicated test question)</i></p>	<p><b><u>D. CV vs Resume: What's the difference?</u></b></p> <ol style="list-style-type: none"> <li>CV vs. resume. What's the difference? The purpose of a resume is to use it as a targeted marketing tool for employment. "I want this specific job". How does one showcase one's skill set to gain the attention of a potential employer? Through the use of a resume. Whereas the CV is a "Living document". An ongoing academic, training and work history record. One of the key differences between a CV and a resume is the content of what you include. On a resume, the document is subject matter specific. It has to be concise and relevant to the reader at hand.</li> </ol>
<p>Objective 01.01.04</p> <p>Slide 5 (TQ) <i>(Indicated test question)</i></p>	<ol style="list-style-type: none"> <li>In a resume, you only have space for a few key sections, such as Qualification, summary, education, experience and skills. The CV may include a wide range of professional accomplishments and activities in several different sections such as education, training, skills, experience, certifications and awards and publications. A CV is also a "Living document", constantly growing as you acquire additional training, education, etc.</li> </ol>
<p>Slide 6</p>	<ol style="list-style-type: none"> <li>Other key differences between a CV and resume is the page length and design. CV = "living document", unlimited in length. The resume is usually 1-3 pages in length (2 pages optimum). As far as design goes, there is very little formatting to be done in a V. The document speaks for itself. However, it must be clean and easy to read. On the contrary, the resume is highly formatted (structured), maximizing all available white space on the document.</li> </ol>
<p>Objective 01.01.03</p> <p>Slide 7 (TQ) <i>(Indicated test question)</i></p>	<p><b><u>E. Key rules to a good CV</u></b></p> <ol style="list-style-type: none"> <li>There are several rules to abide by in developing your CV. <ol style="list-style-type: none"> <li>Rule 1: WRITE THE CV YOURSELF. The document needs to represent you and the language you use. In some instances (trial, deposition, interview), you may have to discuss, or even defend your CV. People will know if the document is not your own!!!</li> <li>Rule 2: Keep it simple... Writing clearly and concisely means choosing your words deliberately, constructing your sentences carefully, and using grammar properly. By writing clearly and concisely, you will get straight to your point in a way your audience can easily comprehend. In order to make your CV a success in your communication task, you need to keep your audience's attention. Writing clearly and concisely is one way to capture and retain their interest.</li> <li>Rule 3: Make your CV truthful and accurate. Don't embellish or exaggerate on the content contained in the document. Don't add things to the document that are not true or accurate or, could be deemed as misleading. Remember, this document reflects who you are and what you have done throughout your career. At some point, it could be challenged in the future in</li> </ol> </li> </ol>
<p>Slide 8</p>	

<p>Slide 8</p>	<p>court or other civil proceedings.</p>
<p>Slide 9</p>	<p>d. Rule 4: Use plain English. Don't use extraordinary, bizarre or inflated words or phrases. Always check for grammatical errors, so use your spell check function. Additionally, have your CV peer reviewed by someone else for content and possible errors that you (or spell check) may have missed. Another set of eyes always helps!!!</p>
<p>Slide 10 (TQ) <i>(Indicated test question)</i></p>	<p>e. Rule 5: Make your CV presentation easy to read and understand. For a more professional look, use a simple font, such as Arial, Verdana or Times New Roman and make sure it's laid out in a simple fashion. Your font should be uniform throughout the document and bullet points can be utilized. Headers can be emphasized in bold, underline or italics. Indentation should be consistent throughout the entire document.</p> <p><b><i>F. Things to omit from a CV</i></b></p> <p>1. Things that should be omitted from your CV are personal pronouns (such as I, my or we) and long or run-on sentences. References can be included, but are usually provided upon request.</p>
<p>Slide 11 (TQ) <i>(Indicated test question)</i></p>	<p><b>II. PRESENTATION</b></p> <p><b>A. <u>Sample Curriculum Vitae setup (Major Components)</u></b></p> <p>1. <b>Name Header</b></p>
<p>Objective 01.01.05</p>	<p>a. In the sample CV (you will be provided a word document template for use later on), the best way to start out is with your personal contact information (name, title, agency, address, phone number and e-mail information). Other headers you will want to include (as provided in the sample) are education (college or educational post high school equivalent), law enforcement training academies attended (to include type of academy, number of training hours acquired, dates of attendance and location of training). Any certifications that you hold (i.e.; firearms, driving, etc.), should be listed, with references made or tied to the training segment of your CV.</p>
<p>Slide 12 (TQ) <i>(Indicated test question)</i></p>	<p>2. <b>Experience</b></p> <p>a. Your law enforcement experience should be listed next, highlighting all agencies you were or are employed by, as well as specialty teams or task force affiliations you were or are associated with. All instructor experience should be listed, especially experience outlining areas of expertise (firearms, driving, etc.). The number of years of experience (instructor and law enforcement) is critical, as they corroborate your areas of expertise.</p>

<p>Slide 13</p>	<p>3. <b><i>Training</i></b></p> <p>a. All training associated with your area of expertise (type of training), should be listed along with the year of the listed training, number of training hours, location of training given, and if applicable, individuals who taught the course.</p>
<p>Slide 14-15</p>	<p>4. <b><i>Memberships/Assignments</i></b></p> <p>a. Memberships (SWAT, Bomb Technician, Fire Investigation, etc.), training programs, or specialty programs you may be affiliated with should be mentioned. Again, they corroborate knowledge, training, education or experience you may have in those areas.</p>
<p>Slide 16</p>	<p>5. <b><i>References</i></b></p> <p>a. References should be listed to corroborate your training and/or experience in specific areas, as well as solidify and describe your personality and character traits. Names, titles, locations and contact numbers (office/cell), should be included.</p>
<p>Slide 17</p>	<p><b>B. <u><i>Curriculum Vitae Template (Word Doc.)</i></u></b></p> <p>1. Template is a word document with built in subject headers for students to utilize to build out and complete their own CV.</p> <p>2. Items like department policies and/or statistics can be handled by mentioning them within the body of the lesson and then referring to a handout or link to a website.</p>
<p>Slide 18-19</p>	<p>Examples:</p> <p>To emphasize the importance of having and keeping a CV up to date please refer to handout #1, or see addendum #1, or let's view the following website (insert link to desired website)</p> <p><a href="https://www.youtube.com/watch?v=Zlp4CwNls7g">https://www.youtube.com/watch?v=Zlp4CwNls7g</a></p> <p><b><u>REVIEW OF OBJECTIVES</u></b></p> <p>Make sure that the lesson plan includes instructor review of each learning objective with the students. The instructor also needs to ask the class if there are any objectives that were not covered or if the students need additional review of an objective(s).</p>

<p style="text-align: center;">Slide 20</p>	<p><b>III. SUMMARY</b></p> <p><b>A.</b> In finalizing this lesson plan, it is necessary to consider the importance of why one needs to have a Curriculum Vitae and what needs to be included to make it a complete and viable document. Remember, your CV is a living document, and articulates who you are and your requisite skills, training, education, knowledge and experience in a specific or multitude of areas. In other words, it reflects who you are, what you have done professionally, and your knowledge and skill base. If kept up regularly, this document will save you heartache later on down the road if someone wants to challenge your aforementioned requisites (skills, education, etc.). If you have any questions about CV development, you can contact the Idaho POST Curriculum Coordinator for additional information. Thank you for your time and attention and good luck!!!</p>
<p><b>Comprehension</b></p>	<p>Measured and verified by and assessment (test) or some other means to verify comprehension of material taught</p>
<p><b>Closure</b> <i>(Hands on, practical application of material taught. Additional method of verification)</i></p>	<p>Use this area if the instructor is going to assign homework or if they are going to move to scenarios or some other form of practical exercise/demonstration.</p>
<p><b>Bibliography</b> <i>(Compiled list of resources and materials used in this presentation?)</i></p>	<p>CV vs Resume: What's the difference? <a href="https://www.youtube.com/watch?v=Zlp4CwNIs7g">https://www.youtube.com/watch?v=Zlp4CwNIs7g</a>) NIH, Amanda Dumsch, 8-25-2015.</p> <p>The CV Book; Your definitive guide to writing the perfect CV; James Innes; pages 43-79, Edinburgh Gate, Great Britain, 2009</p> <p>CV development for the SME; Bobby Gantt, Special Agent, Bureau of Alcohol, Tobacco, Firearms &amp; Explosives; September, 2010.</p>



# Idaho POST Curriculum Change Coversheet

**Discipline** (ex. Correction, Detention, etc...): \_\_\_\_\_

**Class Name** (ex. Report Writing, Ethics, etc...): \_\_\_\_\_

**Changes Requested** (ex. PowerPoint Slides, Objectives, Handouts, etc...):

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The enclosed material has been reviewed by the \_\_\_\_\_ committee (if not committee process list instructor group consulted) and meets the requirements as outlined by POST. I have been authorized by the committee or instructor group to submit these requested changes to POST for review and approval.

PRINT NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

CONTACT INFORMATION: \_\_\_\_\_

DATE SUBMITTED: \_\_\_\_\_

<b>For POST Use Only</b>	<b>Date:</b>	
	<b>Received:</b>	
	<b>Approved:</b>	
	<b>Rejected:</b>	
	<b>Sent Back For Corrections</b>	
<b>Comments:</b>		