

Remote Delivery Manual



Texas Commission on Law Enforcement
6330 East Highway 290, Suite 200
Austin, Texas 78723

Effective date: August 2023

Table of Contents

Introduction	3
TCOLE Rules and Standards	3
General Requirements and Standards.....	4
Accessibility.....	5
Copyright.....	5
Course content.....	5
Training Coordinator/Training Administrator responsibilities.....	6
Remote Delivery Restrictions.....	7
Location.....	7
Courses.....	8
Remote Delivery Technical Requirements.....	8
IT requirements.....	8
Types of remote delivery	8
Remote Delivery Instructor Requirements	9
DEFINITIONS.....	11
Appendix	13
REFERENCES.....	14

Introduction

The Texas Commission on Law Enforcement (TCOLE) recognizes the growing need for remote delivery of education and training. TCOLE requires the use of effective educational practices and professional standards as a basis for the development, distribution, and evaluation of any remote delivery of education or training.

This manual is designed for training coordinators, training administrators, e-learning developers, instructional designers, instructors, etc. and is intended to provide the rules, requirements, and standards for all remote delivery of education and training.

Law enforcement agencies/departments, training academies, and contractual training providers must comply with the remote delivery requirements in this manual. Any remote delivery of education or training reported to TCOLE must comply with Texas Administrative Code and is eligible for audit by TCOLE.

TCOLE Rules and Standards

TCOLE requires training providers to retain all records of training for five (5) years.

1. Texas Administrative Code RULE §211.1: Definitions
2. Texas Administrative Code RULE §215.5: Other Training Providers
3. Texas Administrative Code RULE §218.1: Continuing Education Credit for Licensees

Please note: Courses not eligible for remote delivery include: any licensing course or portions of a licensing course without prior TCOLE approval and any legislative mandated course that prohibits remote learning. See Appendix for a sample list of courses not eligible for remote delivery.

A training provider conducting remote delivery of education or training may not advertise or state in the course description the course is TCOLE approved, TCOLE accredited, TCOLE certified, or any other variation of the term. A training provider conducting remote delivery of education or training may not use course titles that have the same name as legislatively mandated courses to suggest or imply it is an equivalent course.

Any training provider that conducts remote delivery of education or training must have a training contract agreement in place along with a separate clause, or addendum, authorizing the use of remote delivery of education **prior** to the training event. Training providers, with existing training contracts, must also be in good standing prior to the addendum request. If an academy or training provider would like to add an addendum to their existing training contract, please reach out to the Special Services division at contracts@tcole.texas.gov. The Special Services division monitors and maintains all training contracts and addendums.

Training providers that currently do not hold a training contract may be approved to conduct remote delivery of education or training with the stipulation that includes limitations and termination dates. Any questions about remote delivery of education or training may be sent to contracts@tcole.texas.gov.

The addendum request for remote delivery of education or training is initiated by a letter or proposal sent to contracts@tcole.texas.gov. The letter or proposal must include:

- A description of intent

- A needs assessment
- Qualifications of the development team (resume)
- Documentation of all media used
- Delivery method
- Complete lesson plan/storyboard
- How the instructor will monitor student engagement and attendance

During the approval process, TCOLE may request access to the remote training course(s) before granting permission. This process may require the creation of a test user account and password for TCOLE to use. When the review process is complete, the training provider will receive a formal letter from TCOLE of the approval/denial for the training addendum request within 30 days by mail and email. Appeals may be sent within 30 days from the date of the denial notification.

Once the addendum is granted, training providers may conduct remote delivery of education or training either synchronously or asynchronously without further approval. The approved addendum will have the same expiration date as the existing training contract. Training contracts and the addendum authorizing remote delivery of education and training will both need to be renewed at the expiration date of the training contract. The approval grants permission to all methods of remote delivery of education or training. If there are any questions regarding whether a specific class is eligible for remote delivery, please email the Special Services division at contracts@tcole.texas.gov. Proposed courses for remote delivery shall be consistent with TCOLE's current development standards.

General Requirements and Standards

It is advisable that training providers create a policy for remote delivery. This ensures all remote delivery is standardized within the agency and meets or exceeds the minimum requirements from TCOLE.

A remote delivery policy must include an academic integrity policy that meets or exceeds the requirements in this manual. This policy may also contain guidelines that include methods of compliance with accessibility, copyright, and course content standards; training coordinator and training administrator responsibilities; restrictions on remote delivery of education or training; technology requirements; and instructor requirements; as well as any other policy requirements deemed necessary by the training provider.

An academic integrity policy may include, but are not limited to:

1. Student expectations: commitment to academic integrity, attendance, active participation, technology policies, online presence, and assignment completion.
2. Academic dishonesty means any kind of cheating to gain an unfair advantage in an academic program.
 - a. Cheating: attempting to earn academic credit through dishonest measures.
 - i. Submitting someone else's work as your own.
 - ii. Communicating with other students during an assignment or examination when unauthorized by the instructor.
 - iii. Referring to written or electronic materials without instructor authorization.
 - iv. Acquiring assignments or examination questions in advance.

- v. Copying or reproducing any parts of the class or exam without instructor authorization.
- 3. Misrepresentation of identity
 - a. Any person, other than the registered student, attending a course, completing assignments, and/or taking an examination in the registered student's place.
 - b. Falsifying online presence when absent.
- 4. Consequences for violations of the academic integrity policy
 - a. Training providers may decide the consequences for violations of the academic integrity policy.

Training providers that have been approved by TCOLE to conduct remote delivery of education or training must comply with the following:

1. Accessibility: Training providers are responsible for ensuring compliance with federal accessibility laws. Accessibility is the quality of being easily reached, entered, or used by people who have a disability (Oxford Dictionary). This includes both physical accessibility and digital accessibility. It is the responsibility of the training coordinator/training administrator to comply with laws governing accessibility standards. Some examples of laws that govern accessibility standards are:
 - a. Americans with Disabilities Act (ADA)
 - b. Sections 504 and 508 of the Rehabilitation Act of 1973
 - c. Texas Administrative Code 206
 - d. Texas Government Code 2054.454
 - e. Web Content Accessibility Guidelines (WCAG)
2. Copyright: Training providers are responsible for ensuring compliance with federal copyright law. Copyright is an exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same (Oxford Dictionary). There are some fair use exceptions for nonprofit educational purposes. Information about copyright and fair use doctrine can be found at <https://www.copyright.gov/>.
3. Course content
 - a. The instructor resource guide/lesson plan states the minimum required hours for the course. It is the responsibility of the training coordinator to ensure the minimum hours are met.
 - b. All learning objectives must be met in remote delivery of education or training. Training coordinators and instructors will determine how much time is spent on each learning objective.
 - c. Students must attend all classroom hours as listed in the instructor resource guide or lesson plan. TCOLE Rule 218.1(C)(4) states that failure to meet the minimum requirements may be grounds for denial of training. There is no 10% attendance rule.
 - d. Students must be measured or assessed at the conclusion of the remote delivery of education or training based on the learning objectives listed in the lesson plan or storyboard.
 - e. The content must be developed by a documented subject matter expert(s) in the topic.

- f. The course must be taught by a qualified instructor(s) and/or subject matter expert(s).
 - g. The remote delivery of education or training must contain a method to verify attendance. Examples include, but are not limited to:
 - i. Secure software login system
 - ii. Digital sign-in
 - iii. Audio/visual roll-call procedures
4. Training Coordinator/Training Administrator responsibilities
- a. A training file is required for each course to ensure compliance with commission rules and guidelines. A training file may be requested at any time by a TCOLE representative for an audit of the course. A training file is required to include:
 - i. A complete and fully developed lesson plan/storyboard for the remote course.
 - ii. An instructor biography that documents the subject matter expertise and/or teaching experience and must be kept up to date.
 - 1. Asynchronous learning: A biography is required for the subject matter expert developing the course content with an e-learning designer.
 - a. An instructor biography for the e-learning designer is not required.
 - 2. Synchronous learning: A biography is required for the instructor and must detail subject matter expertise.
 - a. An instructor biography is not required for any guest speakers who do not teach course learning objectives.
 - b. If a course has multiple instructors, all instructors must provide an instructor biography that documents subject matter expertise.
 - iii. Attendance must be verified throughout the duration of the course. Instructors are required to keep record of attendance for the remote delivery of education or training and provide documentation of attendance after the course is complete.
 - 1. Asynchronous learning: Attendance should be verified throughout the course through periodic interactions or knowledge checks.
 - 2. Synchronous learning: Attendance must be maintained throughout the entirety of the class and attendance documentation must be submitted as part of the training file once the course is complete.
 - 3. Instructors must certify all students participated in the course 100% of the time. **There is not a 10% rule for attendance.** Students must attend the entirety of the course to receive credit. If a student loses connection or is unable to participate, instructors are required to withhold credit from the student or have the student submit assigned work equivalent to the portion of the training missed.
 - iv. The course must have the ability to prove assessments are proctored by the instructor and verify the enrolled participant is the same person taking the assessment.
 - 1. All learning objectives must be met and assessed.

2. An exam, with the key, must be saved in the training file.
3. Methods of assessment can include:
 - a. An examination during the live instructor-led course allows the instructor to monitor the exam.
 - b. A group discussion, that engages all participants to receive credit for the assessment.
 - c. A blended course involving an in-person skills demonstration must be proctored by the training coordinator/training administrator, or an approved proxy with a copy of the skills assessment.
 - d. An examination taken after logging into a testing environment with a secured, personal log-in.
 - v. The course evaluation should pose questions about the instruction of the class, how the content was presented, and how the course pertains to the learner's job.
 - vi. Once the course is completed and submitted to TCOLE for credit, a processed roster from TCLEDDS must be saved in the course training file.
- b. It is the responsibility of the training coordinator/training administrator to ensure the remote delivery of education is scheduled and monitored. All course information must be retained for auditing purposes. All courses reported to TCOLE must within 30-days.

Remote Delivery Restrictions

It is advisable training providers create a policy for remote delivery restrictions. This policy ensures all remote delivery is standardized for all agency courses.

This policy must clearly communicate the restrictions of remote delivery of education or training.

A policy for remote delivery restrictions may include, but are not limited to:

1. Location
 - a. Training space must be a conducive learning environment. Students must be in a dedicated training space while participating in remote delivery of education or training.
 - i. Examples: classroom, training room, home office, office, etc.
 - b. Students may not participate in the remote delivery of education or training, whether it be synchronous or asynchronous learning if they are unable to take the training at an approved location.
 - i. Example: Students may not participate in remote training while on patrol, students may not participate in training when taking emergency dispatch calls, or while in a space that is full of distractions.
 - ii. Depending on the type of training, instructors may set the classroom or space requirements for training.
 - iii. If the course is instructor-led, the instructor must monitor students and their environment. Instructors shall remove students if there are visible disruptions and withhold credit.
 - c. Students must have a computer or tablet to participate in the training. Students may not participate in remote delivery of education or training on a mobile phone.

2. Courses

- b. Synchronous learning must be a live presentation of the course where instructors have engagement through messaging and/or audio.
 - i. Cannot be a presentation of a previously recorded live session.
 - ii. Students may not double up on a computer station.

Remote Delivery Technical Requirements

1. IT requirements

- a. The software platform must meet any applicable cyber security requirements established by the Texas Department of Information Resources or any other applicable state or federal regulatory agency addressing information security. Any systems used for audio or video recording must be announced in advance and may be subject to open records requests.
- b. The software must meet any applicable cyber security requirements established by the Texas Department of Information Resources or any other applicable state or federal regulatory agency addressing information security.

2. Types of remote delivery

- a. Asynchronous learning: Refers to learning that is not delivered in person or in real time.
 - i. Example: eLearning
 - ii. LMS requirements: secure sign-in with a digital time stamp is the same as a sign-in sheet.
- b. Synchronous learning: Refers to instructors and students gathering at the same time in a virtual or physical place and interacting in real-time.
 - i. Examples include instructor-led courses, virtual classrooms (Zoom, Webex, Teams), etc.
 - ii. LMS requirements: the student must use a system that meets or exceeds the minimum audio and video capabilities required by the video conferencing application used.
 - iii. Instructor/Student ratio for remote delivery of synchronous learning
 - 1. Must be at least one (1) instructor to twenty (20) students in live training.
 - 2. Moderators must be used if the instructor/student ratio exceeds 1:20.
 - iv. Instructors who use moderators to assist with remote learning must also ensure the integrity of the training space and the technology are appropriate and functional. Moderators must:
 - 1. Ensure training materials are available and verify attendance.
 - 2. Be present during the entirety of the course.
 - 3. Act as the communication line between instructor and student.
 - 4. Ensure academic integrity during the course and examinations.
 - 5. Actively monitor students while examinations are in progress.
 - 6. Hold students accountable for remote delivery policy.
 - 7. Facilitate course as needed.

- v. Remote locations
 - 1. Remote broadcast of live training: the live training can be broadcast to remote locations. At the remote locations, there must be a moderator present to engage with the instructor for the remote class.
- c. Blended learning: consists of in-person sessions that are accompanied by online materials and activities. Essentially, a blend of both live and online learning. Blended learning typically requires a prerequisite course work prior to any in-class or live demonstration. It is highly recommended instructors set a schedule of dates before the class begins that details when the trainings are conducted in person and online.
 - i. Blended learning can have both asynchronous and synchronous learning.
 - ii. Example: The American Red Cross has a blended learning CPR course. There is a portion of the class students must take prior to the live demonstration portion. One must complete the online portion first, then complete the in-person demonstration portion to receive credit.
 - iii. LMS requirements: for the online portion, secure sign-in or a digital time stamp is required. For the in-person portion, a sign-in sheet is required.

Remote Delivery Instructor Requirements

It is advisable training coordinators/training administrators create a policy for instructor requirements. This policy ensures consistency with guidelines and instructor responsibilities.

Written policies may outline expectations and responsibilities of instructors and moderators while conducting remote training. When conducting remote delivery of education or training, learning objectives must be adapted to the learning environment. Instructors must know the parameters, restrictions, and requirements of remote delivery while holding students accountable to the requirements of the remote delivery policy.

The instructor requirements policy may include, but are not limited to:

1. Attendance
 - a. There is no 10% rule attendance rule. Instructors must hold students accountable to a 100% attendance policy.
2. Participation
 - a. Instructors are required to engage with students while conducting remote delivery of education or training.
 - i. Any instructor delivering any remote delivery of education or training must have two-way messaging communication with participants. This can be through a messaging system or audio. Note: students should be notified if the two-way messaging system is recorded.
 - b. If an instructor is using a moderator to assist in facilitating a class in multiple places, moderators are required to engage with the instructor for the class. The instructor is responsible for ensuring the moderator can fulfil the responsibilities of the moderator role.
3. Academic integrity policy

- a. Instructors must communicate the minimum standards to students who participate in their course.
 - b. Instructors must set classroom guidelines.
- 4. Examinations
 - a. Instructors who have instructor-led courses are required to proctor examinations or ensure examinations are proctored by an authorized moderator.

DEFINITIONS

Accessibility: the quality of being easily reached, entered, or used by people who have a disability. This includes both physical accessibility and digital accessibility (Oxford Dictionary).

Academic Integrity: is the commitment from students, faculty, and staff to demonstrate honest, moral behavior in their academic lives (Cleveland State University).

Assessment: A testing method that measures the application of skills taught. Testing administration can be written or oral, interaction or role-play between the instructor and students, a case study, or scenario.

Asynchronous learning: self-paced; the learners are taking the course on their own, usually on a computer. Asynchronous e-learning programs may include pre-recorded lecture content and video, visuals, and/or text, knowledge quizzes, simulations, games, and other interactive elements (Association for Talent Development).

Blended course: involves face-to-face class sessions that are accompanied by online materials and activities--essentially a “blend” of both live and online learning. A fundamental component of a blended course is that these online materials are not intended to “replace” face-to-face class time; rather, they are meant to supplement and build upon the content discussed in the classroom (Siegelman).

Copyright: an exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same (There are some fair use exceptions for nonprofit educational purposes (Oxford Dictionary)).

Distance learning: a method of study where teachers and students do not meet in a classroom but use the Internet, email, mail, etc., to have classes (Merriam-Webster).

eLearning: a structured course or learning experience delivered electronically, usually over the internet. There are also many different elements that can make up an e-learning program, such as live or pre-recorded lecture content, video, quizzes, simulations, games, activities, and other interactive elements (Association for Talent Development).

Evaluation: the process of judging or putting a value on a learning process using established criteria to identify the degree to which knowledge or skill has been gained and applied. The purpose of an evaluation is to judge the quality of learning (Goel).

Instructor-led training: Refers to traditional classroom training, in which an instructor teaches a course to a room of learners (Association for Talent Development).

Instructor Resource Guide (IRG): Outlines the state’s minimum requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. **An IRG is not a lesson plan.**

Learning Management System (LMS): A software that companies use to develop, deliver, and track training for their employees, clients, and partners (Talent LMS).

Lesson plan: An instructor’s road map of what students need to learn and how it will be done effectively during the class time (Milkova).

Moderator: Supports the virtual classroom by increasing the capability for interactivity (Buras and Merrild).

Storyboard: a document that specifies the visual, text, and audio elements; interactions; navigational instructions; and accessibility documentation of every screen in an online course. Storyboards are used for the development of e-learning products and documentation of e-learning content (Malamed).

Synchronous learning: is instructor-led and taken at the same time as other learners. Examples of synchronous learning are online chat and videoconferencing. Any learning tool that is in real-time, such as instant messaging that allows students and teachers to ask and answer questions immediately, is synchronous. Rather than learning on their own, students who participate in synchronous learning courses are able to interact with other students and their teachers during the lesson (Talent LMS).

Subject matter expert (SME): An individual who is recognized as having proficient knowledge and skills in a particular topic or subject area (Association for Talent Development).

Training file: required for each course to ensure compliance with commission rules and guidelines. A training file includes an instructor biography, a complete lesson plan, a record of attendance, a course assessment, a course evaluation, and the TCLEDDS processed roster. See TCOLE Rule §215.9.

Virtual Classroom: An online learning space where learners and facilitators interact (Association for Talent Development).

Webinar: Live, online learning events in which learners can obtain information or expertise on a topic and have the ability to comment or ask questions in real time. A Webinar is considered a form of web-based training, distance learning, or virtual learning (Training Industry).

Web-based training: Provides links to other learning resources such as references, email, bulletin boards, and discussion groups. Instructor-led training while also retaining the advantages of computer-based training (Association for Talent Development).

APPENDIX

Courses NOT Eligible for Remote Delivery

Courses for licensure and courses requiring in-person demonstrations of mastery (Example: firearms, driving, etc.) are **not** eligible for remote delivery. Blended courses to be delivered remotely with in-person demonstrations **must be approved by TCOLE**. Blended learning is covered in the Remote Delivery Technical Requirements section.

For questions regarding course eligibility for remote delivery, please contact the Special Services division at contracts@tcole.texas.gov.

Courses **not** eligible for remote delivery include, but are not limited to, the following topics:

Instructor Courses

Basic and Advanced Instructor
S.F.S.T Instructor
S.F.S.T Instructor Update
Drug Recognition Expert
Firearms Instructor
Cyber Crimes Investigator
SAFVIC Instructor

Licensing Courses

Basic Peace Officer
Basic Telecommunicator
Basic County Corrections

Skills Courses

S.F.S.T
Defensive Tactics
Mechanics of Arrest
Driving
Firearms
Baton
NHTSA
Active Shooter
Tire Deflation Device
Stop Stick
S.W.A.T
Patrol/Rifle
Less Lethal Training
Manual Breaching

Investigation Courses

Basic Investigative Hypnosis
Arson Investigations
Crime Scene Investigation

General Training

Crisis Intervention Training
Radar
Lidar
Courtroom Security
Traffic Direction
Reality-Based Training
Hostage Negotiation
Search and Rescue
Traffic Stops

Function Courses

Patrol Procedures
Interviewing and Interrogation
Patrol w/ horse or canine
Bicycle/motorcycle/Segway/ATV

REFERENCES

- Association for Talent Development. What is E-Learning? *Talent Development Glossary Terms*. <https://www.td.org/talent-development-glossary-terms/what-is-e-learning>. Accessed July 2023.
- Buras, N. and L. Merrild. How a Moderator Can Improve Virtual Synchronous Learning. *Learning Guild*. <https://www.learningguild.com/articles/how-a-moderator-can-improve-virtual-synchronous-learning/>. Accessed July 2023.
- Cleveland State University. Academic Integrity Definitions. <https://www.csuohio.edu/academic-integrity/definitions>. Accessed July 2023.
- Goel, T. (2021 June 15). Assessment and Evaluation in Learning. *LinkedIn*. <https://www.linkedin.com/pulse/assessment-evaluation-learning-taruna-goel>. Accessed July 2023.
- Malamed, C. Storyboarding for eLearning: How to Create a Storyboard in a Q&A Format. *The eLearning Coach*. https://thelearningcoach.com/elearning_design/storyboards-for-elearning/. Accessed July 2023.
- Milkova, S. Strategies for Effective Lesson Planning. *Center for Research on Learning and Teaching University of Michigan*. https://crlt.umich.edu/gsis/p2_5. Accessed July 2023.
- Merriam-Webster. <https://www.merriamwebster.com/dictionary/distance%20learning>. Accessed July 2023.
- Oxford Dictionary. <https://www.oxfordlearnersdictionaries.com/us/definition/english/>. Accessed July 2023.
- Siegelman, A.(n.d.). Blended, Hybrid, and Flipped Courses: What’s the Difference? *Temple University*. Accessed July 2023. <https://teaching.temple.edu/edvice-exchange/2019/11/blended-hybrid-and-flipped-courses-what%E2%80%99s-difference>. Accessed July 2023.
- Talent LMS. (n.d.). Synchronous e-learning vs. Asynchronous e-learning Tools and Technologies”. *Talent LMS*. <https://www.talentlms.com/elearning/synchronous-vs-asynchronous-elearning#:~:text=Examples%20of%20synchronous%20e%2Dlearning,answer%20questions%20immediately%2C%20is%20synchronous>. Accessed July 2023.
- Talent LMS. (n.d.). What is an LMS? *Talent LMS*. <https://www.talentlms.com/what-is-an-lms>. Accessed July 2023.
- Training Industry. Webinar. *Glossary of Terms*. <https://trainingindustry.com/glossary/webinar/#:~:text=Webinars%20are%20live%2C%20online%20learning,well%20as%20for%20large%20audiences>. Accessed July 2023.