



# Online Curriculum Standards and Review PROCESS GUIDE



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# Introduction

## Background

The Office of Community Oriented Policing Services (COPS Office) is the component of the U.S. Department of Justice that advances the practice of community policing in U.S. state, local, and tribal law enforcement agencies. The COPS Office does its work principally by sharing information and making grants to police departments around the United States. The knowledge resources available from the COPS Office provide essential information in the form of training, technical assistance, best practices for law enforcement, and publications composed by subject matter experts within the federal government, academia, and law enforcement.

The COPS Office Online Curriculum Standards, Review, and Approval Guide was established to provide guidance to COPS Office training providers and program managers on instructional design, best practices, and the process by which curriculum will be reviewed and approved by the COPS Office. To learn more about COPS Office training, visit the training tab on the COPS Office website:

<https://cops.usdoj.gov/training>.

The goals of the Online Curriculum Standards and Review Process Guide are as follows:

- Establish a common process for the development of COPS Office online training initiatives.
- Manage quality control through a series of review and approval checkpoints before movement to the next development phase.
- Establish a process for vetting COPS Office online training content, style, format, and quality in a manner comparable to other COPS Office products and services.
- Establish clear outcome expectations of online training initiatives between program managers and grantees.
- Maintain COPS Office online training products and services by keeping them current, relevant, and applicable with comprehensive updates on community policing methodology and tools.
- Prepare COPS Office online training for accreditation through state and national law enforcement training accreditation programs.
  - An example accreditation evaluator form for online training accreditation can be found at <https://www.iadlest.org/Portals/0/Files/Documents/2016%20v%201%20Online%20NCP%20Rubric.pdf>.
  - An example accreditation process can be found at <https://www.iadlest.org/Home.aspx>.

## Definitions

### Training:

Training refers to the teaching and learning activities undertaken to help members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job or organization. Training is driven by specific goals and objectives, but it is an ongoing process, requiring continuing self-reflection and evaluation.

- **Learning Outcomes and Objectives.** Objectives describe what learners should be able to know and do after training. Learning outcomes establish the criteria by which the training will be judged a success. Training objectives and learning outcomes should be aligned with an employee’s position and with the organization’s goals and mission.
- **Self-Reflection and Evaluation.** Self-reflection should be a conscious process of learners critically analyzing the training material and testing their own understanding and retention; it is an internal check on the progress and outcomes of the training. Evaluation is the external check; it should consist of setting goals, in accordance with the learning outcomes and objectives, and conducting pre- and post-testing and a final course evaluation to ensure those goals are met.

### Online Training:

Online training refers to training conducted via an interactive internet browser–based learning system. Online training is anywhere, anytime instruction. For the purpose of this guide, online training is considered to be self-directed and self-paced; for guidance on instructor-facilitated online training, consult your program manager.

### Training Materials:

Guidebooks, webinars, articles, conference presentations, podcasts, videos, blogs, and newsfeeds (to provide a few examples) can serve as support material in trainings or as stand-alone material to increase knowledge, but on their own they cannot be defined as training.

### Content and Functionality:

Content refers to the subject matter of the training and includes all modules, activities, resources, and all other substantive material of the training. Functionality refers to the operations of the training on an online platform.

- **Content and Functionality Development.** This type of development occurs when the awardee develops both the content and functionality of an online course for their own website/training portal or for the COPS Office Learning Portal.
- **Content Development.** This type of development occurs when the awardee has the subject matter expertise to develop the content of the course, and the functionality of the course is developed by the COPS Office Learning Portal team for the COPS Office Learning Portal.

### New and Pre-existing Training:

- **New Development.** Awards for new development are intended to fund the creation of new online course content; they may also cover the development of new functionality.
- **Pre-Existing Training.** Awards for pre-existing training cover reviewing and potentially revising online training courses that already exist and bringing them into the COPS Office training initiative.

### COPS Office Learning Portal and Awardee Website:

The COPS Office Learning Portal is the online training gateway for all COPS Office-funded training. It contains both complete courses and outside links to funded training on awardee websites. Awardee websites are websites and training portals designed and owned by awardees. At the end of the award period, all COPS Office-funded training materials must be transferred to the COPS Office for inclusion on the learning portal, following the specifications outlined by the COPS Office. More information on post-award training can be found under Section V.

## Overarching requirements

1. Ensure that all proposed deliverables and publications follow and are in accordance with the COPS Office Editorial and Graphics Style Manual (available at [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Publishing\\_Style\\_Guide.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Publishing_Style_Guide.pdf)).
2. All products and deliverables (written, visual, or sound; curricula, reports, or websites) must contain the following statement:

*This project was supported by cooperative agreement number 201#-XX-XX-XXXX awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues. The Internet references cited in this publication were valid as of the date of this publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.*

3. When appropriate, U.S. Department of Justice publications and other products and deliverables should contain the following copyright notice:

*Copyright© [year work was published] [name of copyright owner]. The U.S. Department of Justice reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, this resource for Federal Government purposes. This resource may be freely distributed and used for noncommercial and educational purposes only.*

4. Ensure that all electronic and information technology deliverables (websites and web-based information, online training, and video and multimedia products) are developed and produced in a format that is accessible according to accessibility requirements as specified in section 508 of the Rehabilitation Act of 1973. Specifically, video should contain closed-captioning and audio description options. Electronic publications should be created in HTML, fully tagged PDF, or accessible text file format, and all websites must be fully compliant with 508 accessibility standards. For more information on section 508 accessibility requirements, consult <http://www.section508.gov/>.
  - a. It is important to note that under section 508, agencies must give disabled employees and members of the public access to information that is comparable to access available to others.
  - b. If deliverables are not 508-compliant, they may not be published in print or online.
5. Work closely with the COPS Office and your program manager to respond to peer review, vetting, and other COPS Office staff comments as outlined in your cooperative agreement.
6. Establish eligibility requirements for course registrants. Eligibility requirements should include, for example, number of years of previous law enforcement training experience, rank, or educational prerequisites.
7. Ensure that the COPS Office online training portal formatting procedures are followed. The formatting procedures are available on the COPS Office website: [https://cops.usdoj.gov/pdf/training/Training\\_Portal\\_Formatting\\_Requirements.pdf](https://cops.usdoj.gov/pdf/training/Training_Portal_Formatting_Requirements.pdf).
8. All videos developed for online training curricula should follow the COPS Office video development guidelines. Your program manager will provide guidance on video development.
9. If the online course includes supplemental materials such as a participant guide or resource packet, they should include a front, inside, and back cover developed with the COPS Office training templates. Templates are available on the COPS Office website: <https://cops.usdoj.gov/training>.
10. Supplemental materials to the training should also include the COPS Office logo, legal disclaimers, and, if necessary, the copyright notice.
11. If materials or toolkits that accompany the training are developed and could be released as stand-alone resources, the full COPS Office publishing process should be followed.
12. If the course will include previously created printed course materials and resources, the COPS Office will review those materials and resources and provide guidance on editorial requirements.
13. All requirements and tasks outlined in each cooperative agreement must be followed in addition to the COPS Office Curriculum Standards, Review, and Approval Guide.
14. All content must be free from discriminatory examples and terminology and negative stereotyping.

# Development and Launch of New Online Courses

## I. Course Development

All COPS Office training providers are required to submit, at a minimum, the course materials listed here to their COPS Office program manager. The program manager will ensure the materials follow the COPS Office review and approval process. Please review this information to make sure you follow the COPS Office approval process and that your materials include the appropriate information.

### Step 1. Create a course design document

The course design document (CDD) is an outline or matrix of the course content that allows the awardee to summarize the course prior to developing the course storyboards. At minimum, the CDD must address the scope of the training, course learning objectives, duration of the training (broken down by module, session, or lesson), resource requirements, evaluation strategy, lesson timeframes, and course progression diagram.

Additionally, the awardee should use the ADDIE (analysis, design, development, implementation, and evaluation) model of instruction to create the course design document and should continue to use the ADDIE model throughout the course development. The COPS Office ADDIE Fact Sheet can be found on the COPS Office website at [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/ADDIE\\_Fact\\_Sheet.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/ADDIE_Fact_Sheet.pdf).

At minimum, the CDD should outline the following:

- **Target audience.** This describes the intended students for the course.
- **Eligibility or prerequisites.** A description of core competencies necessary for the course.
- **Scope statement.** A brief description of the content of the module, session, or lesson.
- **Terminal learning objectives (TLO).** An action verb statement that outlines what the student is expected to learn or be capable of performing at the conclusion of the module, session, or lesson. There should be only one TLO per module, session, or lesson.
- **Establishing learning objective (ELO).** The incremental learning objectives that support the TLO. There should be at least one ELO per module, session, or lesson. Each ELO must be a measurable performance statement that enables the student to demonstrate achievement of the TLO.
- **Resource list.** A listing of the resources needed to successfully accomplish the module, session, or lesson. At least three current references should be used in each module, session, or lesson.
- **Reference list.** A listing of all reference materials used to develop the module, session, or lesson. This information may also be included as a bibliography.
- **Practical exercise statement.** This describes any exercises associated with the module, session, or lesson.
- **Evaluation strategy.** This defines the strategy used to evaluate the module, session, or lesson (e.g., written or performance-based tests or assessments).



If the online course will have instructor videos, those videos should be described in the CDD. In addition, all online video instructors must meet the standards set forth in the COPS Office Instructor Quality Assurance Guide, which can be found online at [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Instructor\\_Quality\\_Assurance\\_Guide.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Instructor_Quality_Assurance_Guide.pdf), and must follow any additional requirements set forth in your cooperative agreement. Once your program manager approves the CDD and use of instructor videos, you should submit all instructor names, affiliations, and resumes to your COPS Office program manager for review and vetting no later than 90 days prior to hiring each instructor. Once the instructors are approved by your program manager, you can develop those segments of the course.

Once the CDD is completed within the timeframe agreed upon with your program manager, submit it to your COPS Office program manager for review and approval. If the review process indicates revisions to the course are necessary, those revisions should be made and resubmitted to your program manager within 30 days of receiving the revision request. Once the CDD has been approved, your program manager will give permission to develop the course storyboards. Do not start the full course development phases until your COPS Office program manager indicates that the CDD is approved.

## Step 2. Develop storyboards

Once the CDD is approved, the course storyboards should be developed in their entirety. The storyboards should include all course content and a written description of the functionality requirements. Course content includes all images, videos, podcasts, voiceovers, assessments and evaluations, and all text, including questions and instructions. Functionality requirements include technical specifications as well as descriptions of the navigation and user experience. The course should not be fully developed in electronic form until the storyboards have been approved. If the awardee is only developing the content of the course, all functionality requirements will be met by the learning portal team.

At a minimum, the storyboards should meet the following requirements:

- Storyboards are written in a semi-manuscript format.
- Grammar, spelling, and punctuation are correct.
- Training aids are scheduled at appropriate times and there is variety in training aid types.
- Content includes essential information that supports each of the learning objectives or outcomes.
- References are cited following the COPS Office Editorial and Graphics Style Manual.
- Training objectives and outcomes are explicitly stated, comprehensive, and measurable.
- Training objectives and outcomes match training needs.
- Course content includes techniques that will stimulate learning.
- Level of difficulty is appropriate for the participants.
- Course introduction shows the relationship of the subject to the law enforcement field.
- Storyboards explain the importance of this topic and how it will be applied to participants' jobs.
- Information is grouped into small and convenient segments and content is sequenced in a logical and appropriate manner.
- The beginning of each module indicates its expected completion time for self-paced scheduling by participants.

- Storyboards contain clearly written instructions for practical and interactive exercises and demonstrations.
- A final course evaluation is included.
- Sufficient reflections, quizzes, and tests are included to check understanding, including comprehensive pre-and post-course assessments.
- Directions explain how to find and proceed through all course components.
- Directions for exercises and assignments clearly indicate where to start and what steps to follow.
- For awardees developing their own functionality, storyboards include help features.
- Storyboards demonstrate that course content and functionality are compatible with participants' existing hardware and networking.
- Storyboards demonstrate course content and functionality can easily transition between online web browsers.
- Instructions, interface design, and navigation directions are logical, consistent, and efficient throughout the training program.
- Storyboards include a site map or table of contents effectively orienting participants to their location within the program.
- Links are self-describing.
- Any media integrated into the training enhances learning.
- A glossary of key terms is included.
- Final course certificates are embedded at the conclusion of the course for participants to print.
- Any other information outlined in your cooperative agreement is included.

Within the agreed-upon timeframe, submit the storyboards to your program manager for review and approval. The review and approval process will, at a minimum, include a COPS Office internal review, external peer review, and vetting. If revisions are requested, submit revised storyboards to your program manager no later than 30 days after receiving the request. If you choose not to revise the course, you must submit a justification request memo to the program manager explaining why the revisions were not made. The memo will either be approved or denied by the COPS Office. If the justification request is denied, you have 30 days to resubmit the revised draft to your program manager.

Until approval to move onto the next step is given, no further steps should be taken to create or market the course.

### Step 3. Develop electronic course

For awardees developing only the content for an online course, Step 3 will be the responsibility of the COPS Office learning portal team.

For awardees developing the full electronic course, including functionality, Step 3 should include all elements from Steps 1 and 2 and should elaborate on all of those requirements to make a robust and functioning online course. In addition, the completed electronic course should also meet the following requirements:

- Compatible with the COPS Office Online Learning Portal (a full list of the specifications are outlined on the COPS Office website: [https://cops.usdoj.gov/pdf/training/Training\\_Portal\\_Formatting\\_Requirements.pdf](https://cops.usdoj.gov/pdf/training/Training_Portal_Formatting_Requirements.pdf)).
- Published to LMS - SCORM 1.2.
- Includes HTML5 output, if it is anticipated that some users will access the course on a mobile device (cell phone, tablet, etc.).
- Report status in the learning management system (LMS) configured as Passed/Incomplete.
- Each lesson conclusion summarizes the key points and objectives and has correctly cited endnotes for further reading.
- Includes an easy to access glossary of key terms.
- Participants can print course information.
- Participants can save work, exit the program, and come back to the program at a later time to start working where they left off.
- Participants should not be able to skip through and take the completion test without experiencing course materials.
- Participants can control the speed at which they proceed through the course and can replay or review material previously accessed.
- The visual layout of the content is well organized.
- Program effectively orients participants to their location within the program.
- Layout of on-screen text is clear and readable.
- Content, interface design, and navigation directions are logical, consistent, and efficient throughout the training program.
- Technical requirements can be met with participants' existing hardware and networking.
- Program is easy to access through Internet Explorer, Chrome, Safari, or Firefox. If the program cannot be accessed via a certain online platform, specify this limitation upfront.
- Help features are found throughout and are easy to understand and access.
- Help features are specific to instructional materials and course functionality.
- Final course certificates are embedded at the conclusion of the course for participants to print. The certificates should be branded by the organization that developed the training, not by the COPS Office.

The electronic course should be submitted to your COPS Office program manager electronically for pilot testing prior to launching the course. **The course cannot be piloted or launched until your program manager provides approval.**

## Step 4. Pilot the course

The pilot is a test of the course content and functionality before the course's national launch. A test group of participants that are not employed by the awardee or the training developer will pilot the course. At a minimum, the test group will include COPS Office staff, an online training expert from the learning portal team, and an expert from the law enforcement field. Your program manager will coordinate the test group and provide you with comments from the group and revisions. Revisions should be submitted to your program manager no later than 30 days after receiving the pilot feedback. If the course is piloted on the

COPS Learning Portal, the Portal team will be responsible for any functionality revisions, and the awardee will be responsible for any content revisions.

Do not launch the final course until your program manager provides a final approval. If a pilot needs significant revisions to content or functionality, your program manager will provide you with a corrective action plan to ensure the course is successful.

## Step 5. Final course

The final course should include any changes requested in response to the pilot. It should be electronically shared with your COPS Office program manager for a final quality check before launching the training. If the course is on the COPS Office Learning Portal, the portal team will provide the final course to your program manager. Once your program manager verifies the course is in a final state, you may initiate the course launch steps outlined below. Do not launch the course until your program manager confirms final approval.

For awardees only developing course content, this step will be performed by the learning portal team.

## Step 6. Marketing

Develop and administer a marketing plan in collaboration with your COPS Office program manager. Marketing efforts should include both announcements on websites and social media channels and written marketing material such as flyers and brochures. At a minimum, marketing material should include a summary of the course content, information on who is eligible to take the course, and any student prerequisite and disclaimer material. All marketing materials must be reviewed and approved by the COPS Office at least 30 days prior to release.

## II. Public Course Launch

With approval from your program manager, the course can be launched publically. If the course is hosted on your website, work with your program manager to include a summary of the course and a link on the COPS Office Learning Portal. This will help direct more traffic to the course. Ensure that the course is fully functional, has continual maintenance, and supports users through technical assistance from the launch through the end of the award. If the course is hosted on the COPS Office Learning Portal, work with your program manager to develop a summary and link for your own website; the learning portal team will ensure functionality and maintenance and provide technical assistance.

## III. Evaluation and Deliverable Reporting

All courses should include pre- and post-course assessments for participants, as well as an overall course evaluation administered at the completion of the course. All evaluations should be developed during the course development phase and approved by your program manager (as outlined in part I of this section, “Course Development”). All evaluations and assessments must use a 5-point Likert scale, with 1 equaling “strongly disagree” and 5 equaling “strongly agree.” Open-ended discussion questions may also be included in evaluations and assessments.

### Course evaluation questions

At a minimum, the course evaluation should include the following Likert scale questions:

- Before the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- After the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- The training objectives and outcomes for the course are explicitly stated and understandable.
- The course provided the knowledge and skills I need to accomplish the job for which I am receiving training.
- Materials are presented in realistic job scenarios that I can easily transfer to my job.
- Based on the training, I am fully capable of implementing the skills I learned.
- The course content is appropriate for someone within my professional field.
- The course content is appropriate for someone with my level of experience.
- Overall, the course met my needs and expectations.
- Overall, the course is effective in meeting the goals and objectives of the course.
- The training program is easy to access online.
- Interface design and navigation features are logical, consistent, and efficient throughout the course.

- The course directions are clear and easy to understand and explain how to proceed through the course.
- I was able to save work, exit the program, come back to the program at a later time, and start working where I left off.
- I was able to control the speed at which I took the course and could replay or review material previously accessed.

## Monthly training summary report

For courses hosted on the COPS Office Learning Portal, the learning portal team will fulfill the monthly training summary report requirement.

For courses hosted on the awardee’s website or portal, the awardee is responsible for developing a monthly summary report. At a minimum, this report should include the number of participants who have taken the course, the ranks or position titles of the participants, participant agency names, and Level I and Level II evaluation results. The monthly training summary report should be submitted to your program manager by the fifth of the next month after each reporting month.

## Quarterly training data collection and submission

For courses hosted on the COPS Office Learning Portal, the Learning Portal team will fulfill the quarterly requirement.

For courses hosted on the awardee’s website or portal, the awardee is responsible for submitting the quarterly data. The quarterly due dates are as follows:

- Quarter 1. Collection period October 1–December 31. Due to the COPS Office by January 15.
- Quarter 2. Collection period January 1–March 31. Due to the COPS Office by April 15.
- Quarter 3. Collection period April 1–June 30. Due to the COPS Office by July 15.
- Quarter 4. Collection period July 1–September 30. Due to the COPS Office by October 15.

At times, the COPS Office may request training data or numbers outside of the quarterly reporting period. Training numbers and data should be kept readily available for such requests. Your program manager will inform you of any changes to the reporting dates.

Training data is reported to the COPS Office through the online training tracker, which you can find by logging into the Agency Portal through the Account Access tab on the COPS Office website: <https://portal.cops.usdoj.gov/>. Submit all required training fields by the quarterly reporting dates, unless otherwise directed by your program manager.

## Progress reports

Submit progress reports as outlined in your cooperative agreement. Reports should be submitted both to your program manager and via the online progress reporting system. The reporting system can be found via the Agency Portal, <https://portal.cops.usdoj.gov/>.

Progress reports should include summaries of progress on award deliverables such as technical assistance provided to students, marketing efforts, and training data for each online course (if not hosted on the COPS Office Learning Portal), as well as any concerns noted by students.

## Final training report

For awardees hosting training on their own sites, within 90 days of the end of the award, submit a final summary report to the COPS Office program manager. At a minimum, this final report should include all training data, all course materials and resources, copies of marketing material, and summaries of all technical assistance provided. This final report is in addition to the final financial report and final programmatic progress report required by all training and non-training awardees. Your program manager can supply an example of a final training report if needed.

## IV. Yearly Review

At a minimum, the COPS Office will review each course on an annual basis. This review is in addition to the pilot of each course. The yearly review process is meant to ensure training remains current and to identify and help maintain successes, as well as to identify areas for improvement. If revisions are suggested based on the review, your program manager will outline the revision process.

## V. Post-COPS Office-Funded Training

At the end of the award, the awardee must submit all COPS Office-funded online course materials developed for the awardee's website to their program manager.

The COPS Office reserves the right to deliver training even after the award for the training is complete. The COPS Office reserves royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use the training in part or in whole for Federal Government purposes and to authorize others to use the training. The full outline of the right to use is detailed in every cooperative agreement and can be found in the Code of Federal Regulations (2 CFR 200.315 (b)).

The awardee also has the right to continue the use of the developed training after the end of the award. Under the legal guidelines for deliverables post-award, the U.S. Department of Justice seal and COPS Office logo should not be associated with the training after award funding has ended. Online training should not state that it is a COPS Office product but that "This training was developed through funding from the COPS Office in [funding year] and is currently being delivered through [state organization/agency]."



# Development and Delivery of Pre-Existing Courses

## I. Course Review

The COPS Office will review and approve all pre-existing online courses prior to linking to or publicizing them. Submit all pre-existing training materials to your COPS Office program manager for review and approval before scheduling or delivering training. Review the information below to make sure your materials include the appropriate information.

### Step 1. Course review

The COPS Office will review the course for content and functionality. The review will include, at a minimum, an internal COPS Office review, external peer review, and vetting. Your program manager will inform you of any modifications to the course after the COPS Office review.

The reviewers will, at a minimum, examine the course content and functionality for adherence to the requirements outlined in Steps 1-3 of the new online course development process detailed on pages 8 through 10 and inclusion of the required evaluation questions outlined in Section III on page 13. If the course materials do not meet these requirements, they will need to be revised.

If your program manager informs you that no revisions are required, you can skip to Step 5.

### Step 2. Revisions

Your program manager will notify you of any necessary revisions to the course. If revisions are suggested that you do not want to make, you should send a written justification for rejecting them to your program manager no later than 10 days after receipt of the revision request. Your program manager will review the justification and submit a final determination.

After receiving the revision request from your program manager, you should electronically submit the revised course to your program manager within 30 days.

A pilot to test the course is required after making revisions to any course. The pilot should not be scheduled until your program manager indicates approval of the revisions. **Until approval is given, no further steps should be taken to deliver or market the course.**

### Step 3. Pilot the revised course

The pilot is a test of the course content and functionality before the course's national launch. A test group of participants that are not employed by the awardee or the training developer will pilot the course. At a minimum, the test group will include COPS Office staff, an online training expert from the learning portal team, and an expert from the law enforcement field. Your program manager will coordinate the test group

and provide you with comments from the group and revisions. Revisions should be submitted to your program manager no later than 30 days after receiving the pilot feedback. If the course is piloted on the COPS Learning Portal, the Portal team will be responsible for any functionality revisions, and the awardee will be responsible for any content revisions.

Do not launch the final course until your program manager provides a final approval. If a pilot needs significant revisions to content or functionality, your program manager will provide you with a corrective action plan to ensure the course is successful.

## Step 4. Final course

The final course should include any changes requested in response to the pilot. It should be electronically shared with your COPS Office program manager for a final quality check before launching the training. Once your program manager verifies the course is in a final state, you may initiate the course launch steps outlined below. Do not launch the course until your program manager confirms final approval.

Final course certificates should be embedded at the conclusion of the course for participants to print. The certificates should be branded by the organization that developed the training, not by the COPS Office.

For courses that will be hosted on the COPS Office Learning Portal, this step will be performed by the learning portal team.

## Step 5. Marketing

Develop and administer a marketing plan in collaboration with your COPS Office program manager. Marketing efforts should include both announcements on websites and social media channels and written marketing material such as flyers and brochures. At a minimum, marketing material should include a summary of the course content, information on who is eligible to take the course, and any student prerequisite and disclaimer material. All marketing materials must be reviewed and approved by the COPS Office at least 30 days prior to release.

## II. Public Course Launch

With approval from your program manager, the course can be launched publically with the COPS Office logo and affiliation. If the course is hosted on your website, work with your program manager to include a summary of the course and a link on the COPS Office Learning Portal. This will help direct more traffic to the course. Ensure that the course is fully functional, has continual maintenance, and supports users through technical assistance from the launch through the end of the award. If the course is hosted on the COPS Office Learning Portal, work with your program manager to develop a summary and link for your own website; the learning portal team will ensure functionality and provide maintenance and technical assistance.

## III. Evaluation and Deliverable Reporting

All courses should include pre- and post-course assessments for participants, as well as an overall course evaluation administered at the completion of the course. All evaluations and assessments must use a 5-point Likert scale, with 1 equaling “strongly disagree” and 5 equaling “strongly agree.” Open-ended discussion questions may also be included in evaluations and assessments.

### Course evaluation questions

At a minimum, the course evaluation should include the following Likert scale questions:

- Before the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- After the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- The training objectives and outcomes for the course are explicitly stated and understandable.
- The course provided the knowledge and skills I need to accomplish the job for which I am receiving training.
- Materials are presented in realistic job scenarios that I can easily transfer to my job.
- Based on the training, I am fully capable of implementing the skills I learned.
- The course content is appropriate for someone within my professional field.
- The course content is appropriate for someone with my level of experience.
- Overall, the course met my needs and expectations.
- Overall, the course is effective in meeting the goals and objectives of the course.
- The training program is easy to access online.
- Interface design and navigation features are logical, consistent, and efficient throughout the course.

- The course directions are clear and easy to understand and explain how to proceed through the course.
- I was able to save work, exit the program, come back to the program at a later time, and start working where I left off.
- I was able to control the speed at which I took the course and could replay or review material previously accessed.

## Monthly training summary report

For courses hosted on the COPS Office Learning Portal, the Learning Portal team will fulfill the monthly training summary report requirement.

For courses hosted on the awardee’s website or portal, the awardee is responsible for developing a monthly summary report. At a minimum, these reports should include the number of participants who have taken the course, the ranks or position titles of the participants, participant agency names, and Level I and Level II evaluation results. The monthly training summary report should be submitted to your program manager by the fifth of the next month after each reporting month.

## Quarterly training data collection and submission

For courses hosted on the COPS Office Learning Portal, the Learning Portal team will fulfill the quarterly requirement.

For courses hosted on the awardee’s website or portal, the awardee is responsible for submitting the quarterly data. The quarterly due dates are as follows:

- Quarter 1. Collection period October 1–December 31. Due to the COPS Office by January 15.
- Quarter 2. Collection period January 1–March 31. Due to the COPS Office by April 15.
- Quarter 3. Collection period April 1–June 30. Due to the COPS Office by July 15.
- Quarter 4. Collection period July 1–September 30. Due to the COPS Office by October 15.

At times, the COPS Office may request training data or numbers outside of the quarterly reporting period. Training numbers and data should be kept readily available for such requests. Your program manager will inform you of any changes to the reporting dates.

Training data is reported to the COPS Office through the online training tracker, which you can find by logging into the Agency Portal through the Account Access tab on the COPS Office website: <https://portal.cops.usdoj.gov/>. Submit all required training fields by the quarterly reporting dates, unless otherwise directed by your program manager.

## Progress reports

Submit progress reports as outlined in your cooperative agreement. Reports should be submitted both to your program manager and via the online progress reporting system. The reporting system can be found via the Agency Portal, <https://portal.cops.usdoj.gov/>.

Progress reports should include summaries of progress on award deliverables such as technical assistance provided to students, marketing efforts, and training data for each online course (if not hosted on the COPS Office Learning Portal), as well as any concerns noted by students.

## Final training report

For awardees hosting training on their own site, upon completion of the award, submit a final summary report to the COPS Office within 90 days of the end of the award that includes, at a minimum, all training data, all course materials and resources, copies of marketing material, and summaries of technical assistance provided. This final report is in addition to the final financial report and final programmatic progress report required by all training and non-training awardees. Your program manager can supply an example of a final training report if needed.

## IV. Yearly Review

At a minimum, the COPS Office will review each course on an annual basis. This review is in addition to the pilot of each course. The yearly review process is meant to ensure training remains current and to identify and help maintain successes, as well as to identify areas for improvement. If revisions are suggested based on the review, your program manager will outline the revision process.

## V. Post-COPS Office-Funded Training

At the end of the award, the awardee must submit all COPS Office-funded online course materials developed for the awardee's website to their program manager.

The COPS Office reserves the right to deliver training even after the funding source for the training is complete. The COPS Office reserves royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use the training in part or in whole for Federal Government purposes and to authorize others to use the training. The full outline of the right to use is detailed in every cooperative agreement and can be found in the Code of Federal Regulations (2 CFR 200.315 (b)).

The awardee also has the right to continue the use of the developed training after the end of the award. Under the legal guidelines for deliverables post-award, the U.S. Department of Justice seal and COPS Office logo should not be associated with the training after award funding has ended. Online training should not state that it is a COPS Office product but that, "This training was developed through funding from the COPS Office in [funding year] and is currently being delivered through [state organization/agency]."