



## Nevada Commission on Peace Officer Standards and Training

POST COMMISSION MEETING  
1:00 P.M., MONDAY NOVEMBER 8, 2021

SOUTHPOINT HOTEL AND CASINO  
9777 LAS VEGAS BLVD., S. NAPA ROOM B  
LAS VEGAS, NEVADA 89183



## **NOTICES**

- A. NOTICE OF PUBLIC COMMENT HEARING – R167-20
- B. NOTICE OF PUBLIC COMMENT HEARING – R168-20
- C. NOTICE OF PUBLIC COMMENT HEARING – R177-20
- D. NOTICE OF WORKSHOP TO SOLICIT COMMENTS ON  
PROPOSED REGULATIONS
- E. REGULARLY SCHEDULED MEETING AGENDA





STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

**NOTICE OF INTENT TO ACT UPON A REGULATION**

**Notice of Hearing for the Adoption, Amendment and Repeal  
Of  
Regulations of the Commission on Peace Officer  
Standards and Training**

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training (“Commission”) will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations require a person appointed to perform the duties of a peace officer, among other requirements, to have successfully completed the 12th grade or been certified by an appropriate authority as having an equivalent education.

(NAC 289.110) This proposed regulation will require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

This proposed regulation will provide clarification to our law enforcement agencies regarding what programs will be accepted by Nevada POST as meeting the graduation requirement and allow for all home school programs that are non-accredited to still be recognized by requiring the GED or other high school equivalency assessment.

- 2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

- 3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 and clicking the link: [www.leg.state.nv.us/Register/2020Register/R168-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R168-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-7678, ext. 3335 or going to the Nevada Commission on POST website at <https://post.nv.gov>.

- 4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

- (1) Adverse effects: None
- (2) Beneficial effects: This proposed regulation will provide clarification to our law enforcement agencies regarding what programs will be accepted by Nevada POST as meeting the graduation requirement and allowing for an option for non-accredited programs to still be recognized by requiring the GED or other high school equivalency assessment.

**(b) Both immediate and long-term effects:**

- (1) The immediate effects: None
- (2) The long-term effects: None

- 5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

- 6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

- 7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.

**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.

**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

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Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

This Notice of Intent to Act Upon Regulations and the proposed regulation will be on file at the State Library, Archives and Public Records Administrator, 100 Stewart Street, Carson City, Nevada for inspection by members of the public during business hours. Additional copies of the notice and regulations to be adopted, amended or repealed will be available at the Commission on POST Administrative Offices, 5587 Wai Pai Shone Avenue, Carson City, 89701, State of Nevada Register of Administrative Regulations, which is prepared and published monthly by the Legislative Counsel Bureau pursuant to NRS 233B.0653, and on the Internet at <http://leg.state.nv.us>, the POST web site at <http://post.nv.gov> and the State of Nevada Department of Administration website at <https://notice.nv.gov>.

Copies of this notice and the proposed regulation will also be mailed to members of the public at no charge upon request.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption

The Notice of Intent to Act Upon Regulations and the proposed regulation have been sent to all criminal justice agencies on the Commission on POST Listserv list and posted at the following locations:

**Commission on POST Administrative Office  
Carson City, NV 89701**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

NOTE: We are pleased to make reasonable accommodations for members of the public with disabilities who wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on POST, in writing, at 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701, or call Chief Kathy Floyd at (775) 687-7678, Extension 3335, no later than five working days prior to the meeting.

**SEE ATTACHED COPIES OF THE PROPOSED  
REGULATIONS**



**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R167-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions governing the minimum standards for appointment to perform the duties of a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations require a person appointed to perform the duties of a peace officer, among other requirements, to have successfully completed the 12th grade or been certified by an appropriate authority as having an equivalent education. (NAC 289.110) This regulation instead requires a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**Section 1.** NAC 289.110 is hereby amended to read as follows:

289.110 1. No person may be appointed to perform the duties of a peace officer unless he or she:

(a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established

by the Commission;

(b) Is a citizen of the United States;

(c) Is at least 21 years of age at the time of the appointment;

(d) Has ~~[successfully completed the 12th grade or has been certified]~~ :

*(1) Graduated from high school;*

*(2) Passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or*

*(3) Passed a high school equivalency assessment approved* by an appropriate authority ~~[as having an equivalent education;]~~ *in another state;* and

(e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.

2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:

(a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;

(b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;

(c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;

(d) A financial history of the person;

(e) The educational background of the person;

(f) The history of any military service of the person;

(g) A history of each physical address where the person has resided;

(h) A drug screening test;

(i) A psychological evaluation; and

(j) The use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category I, category II or reserve peace officer.

3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category III peace officer.

4. A person may not be appointed to perform the duties of a peace officer if he or she has:

(a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;

(b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;

(c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination,

including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.



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## NOTICE OF INTENT TO ACT UPON A REGULATION

### Notice of Hearing for the Adoption, Amendment and Repeal Of Regulations of the Commission on Peace Officer Standards and Training

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training (“Commission”) will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officer Standards and Training Commission to adopt regulations establishing the minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations authorize the Executive Director of the Commission to award a basic certificate to a peace officer who meets the minimum standards of appointment and has been certified by another state or completed certain federal training approved by the Commission if the peace officer meets certain requirements. Existing regulations require such a peace officer to pass the state physical fitness examination not later than 16 weeks after: (1) the date on which the peace officer was hired; or (2) if the peace officer is a reserve officer, the date of activation of his or her reserve status.

(NAC 289.200) This proposed regulation additionally requires such a peace officer to pass the state physical fitness examination not sooner than 30 days before the date on which the peace officer was hired.

This proposed regulation will allow flexibility for agencies when scheduling the physical fitness test and will eliminate the need to conduct multiple tests during the hiring process.

**2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

R168-20

**3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The Notice of Intent to Act Upon Regulation and proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 by clicking the link: [www.leg.state.nv.us/Register/2020Register/R177-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R177-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-3335 or going to the Nevada Commission on POST website at <http://post.nv.gov>.

**4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

- (1) Adverse effects: None
- (2) Beneficial effects: This regulation eliminates the need to administer the physical fitness test multiple times during the hiring process, therefore saving the law enforcement agencies time and money.

**(b) Both immediate and long-term effects:**

- (1) The immediate effects: None
- (2) The long-term effects: None

**5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

**6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

**7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.

**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.

**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

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Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

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**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R168-20**

July 9, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the certification of peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing the minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations authorize the Executive Director of the Commission to award a basic certificate to a peace officer who meets the minimum standards of appointment and has been certified by another state or completed certain federal training approved by the Commission if the peace officer meets certain requirements. Existing regulations require such a peace officer to pass the state physical fitness examination not later than 16 weeks after: (1) the date on which the peace officer was hired; or (2) if the peace officer is a reserve officer, the date of activation of his or her reserve status. (NAC 289.200) This regulation additionally requires such a peace officer to pass the state physical fitness examination not sooner than 30 days before the date on which the peace officer was hired.

FIRST  
PARALLEL  
SECTION

**Section 1.** NAC 289.200 is hereby amended to read as follows:

289.200 1. The Executive Director shall award a basic certificate to any peace officer who meets the minimum standards for appointment established pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for basic certification;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination for the appropriate category of peace officer

as described in NAC 289.205.

2. The Executive Director may award a basic certificate to any peace officer who has been certified by the certifying entity of another state or has successfully completed a Federal Law Enforcement Training Centers of the United States Department of Homeland Security training program approved by the Commission and who meets the minimum standards for appointment established pursuant to NAC 289.110 if:

(a) The Commission or its designee has determined that the course of training required for the certification was at least equivalent to the basic training course for basic certification;

(b) The certification of the peace officer in the other jurisdiction has not been revoked or suspended;

(c) Not more than 60 months have lapsed since the peace officer was employed in the other jurisdiction;

(d) The peace officer has satisfactorily completed a training course that is approved by the Executive Director which consists of a minimum of 80 hours of training that satisfies the requirements established by the Commission pursuant to subsection 1 of NAC 289.300 in:

(1) Abuse of older persons;

(2) Child abuse and sexual abuse of a child;

(3) Civil liability;

(4) Classification and receiving of offenders;

(5) Constitutional law;

(6) Counter-terrorism and weapons of mass destruction;

(7) Crimes against persons;

(8) Crimes against property;

(9) Cultural awareness;

- (10) Domestic violence, stalking and aggravated stalking;
- (11) Ethics in law enforcement;
- (12) Fire safety and use of emergency equipment;
- (13) Games offenders play;
- (14) Gangs and cults;
- (15) Juvenile law;
- (16) Laws relating to arrest;
- (17) Laws relating to correctional institutions;
- (18) Laws relating to drugs, including, without limitation, current trends in drugs;
- (19) Miscellaneous crimes;
- (20) Modern correctional philosophy;
- (21) Probable cause;
- (22) Public and media relations;
- (23) Records of offenders in institutions;
- (24) Rights of victims;
- (25) Search and seizure;
- (26) Searches of offender institutions;
- (27) Supervision of offenders;
- (28) Training concerning active assailants; and
- (29) Use of force;

(e) The peace officer passes the state certification examination with a score of at least 70 percent; and

(f) The peace officer passes the state physical fitness examination for the appropriate category of peace officer as described in NAC 289.205.

3. The Executive Director may award a reserve basic certificate to any reserve officer who meets the minimum standards for appointment pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for a reserve certificate;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination described in subsection 1 of NAC 289.205.

4. Except as otherwise provided in subsection 5 or 6, an officer must pass the state physical fitness examination:

(a) If the officer is not eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not later than 16 weeks after the first day of the officer's basic training course certified or approved pursuant to NAC 289.300; or

(b) If the officer is eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not *sooner than 30 days before the date on which the officer was hired and not* later than 16 weeks after ~~the~~:

(1) *The* date on which the officer was hired ; or ~~if~~

(2) *If* the officer is a reserve officer, the date of activation of his or her reserve status.

5. If a student enrolled in a basic training course certified or approved pursuant to NAC 289.300 sustains a bona fide physical injury that renders him or her incapable of completing the requirements of the state physical fitness examination, an agency may submit a request for an extension of time for the student to complete the examination. The agency shall submit such a request to the Executive Director. The request must include, without limitation, written verification by a physician that the student is incapable of completing the requirements of the

state physical fitness examination. If the Executive Director determines that an extension of time is warranted, the Executive Director shall authorize an extension of time for a period not to exceed 12 months after the date on which the student was hired or, if the student is a reserve officer, the date of activation of his or her reserve status.

6. If an officer passes the state physical fitness examination:

(a) While not enrolled in a basic training course certified or approved pursuant to NAC 289.300; and

(b) More than 16 weeks, but less than 12 months, after the date on which the officer was hired or, if the officer is a reserve officer, the date of activation of his or her reserve status, ↪ the employing agency of the officer may submit a request to the Executive Director to waive the requirements of subsection 4. The request must include, without limitation, the reason the officer was unable to pass the state physical fitness examination within the periods described in subsection 4. The Executive Director may, for good cause shown, grant a request submitted pursuant to this subsection.

7. Upon satisfactory completion of the requirements listed in subsection 1, 2 or 3, the employing agency shall submit a request for certification to the Executive Director. The request must include:

(a) The name, social security number and date of hire of the officer or, if the officer is a reserve officer, the date of activation of his or her reserve status;

(b) Documentary evidence that the officer has successfully completed an approved basic training course;

(c) Verification by the administrator of the agency that the officer meets the minimum standards established by this chapter; and

(d) The statement concerning child support prescribed by the Division of Welfare and Supportive Services of the Department of Health and Human Services pursuant to NRS 425.520.

8. The basic certificate of an officer whose employment is terminated for any reason will be placed on inactive status. If such a person is again employed as a full-time peace officer, the employing agency shall request that the person's basic certificate be returned to active status. If the certification of such a person is on inactive status for more than 5 consecutive years, the person must renew his or her basic certificate by successfully completing the requirements set forth in subsection 1.

9. If a person who successfully completes a basic training course for the purpose of obtaining a basic certificate is not employed by an agency within 24 months after completing the course, the person must repeat all of the requirements for basic certification set forth in subsection 1.

10. Except as otherwise provided in this subsection, to satisfactorily complete a basic training course for the purposes of this section, the person must successfully complete all of the requirements in one course. If a person is discharged from a basic training course for any reason that is not disciplinary, the person may complete any remaining requirements in a later course provided by the same entity if the person has not previously been discharged from a course and if:

(a) The administrator of the basic training course recommends that the person complete the requirements in a later course, the administrator of the employing agency of the person requests that the person be allowed to complete the requirements in a later course and the Executive Director gives approval;

(b) The subsequent course is provided in a manner which ensures that the person completes all of the requirements for a basic training course for which the course is certified; and

(c) The subsequent course begins not later than 120 days after the discharge.







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**NOTICE OF INTENT TO ACT UPON A REGULATION**

**Notice of Hearing for the Adoption, Amendment and Repeal  
Of  
Regulations of the Commission on Peace Officer  
Standards and Training**

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training (“Commission”) will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officer Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS289.510) (NAC289.290)

Existing regulations establish the minimum standard of training for peace officers in training category I and require a peace officer in training category I to complete a basic course that includes, among other items, the DWI Detection and standardized field sobriety Testing course approved by the National Highway Traffic Safety Administration.

(NAC289.140) This proposed regulation adds the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

This net increase of four hours of drug-driving detection training will have a positive impact on public safety by having a better-trained law enforcement officer on Nevada roads.

**2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

**3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The Notice of Intent to Act Upon Regulation and proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 by clicking the link: [www.leg.state.nv.us/Register/2020Register/R177-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R177-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-3335 or going to the Nevada Commission on POST website at <http://post.nv.gov>.

**4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

(1) Adverse effects: None

(2) Beneficial effects: This regulation adds the Advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

It will be implemented by adjusting the academy schedule without adding days or delays.

**(b) Both immediate and long-term effects:**

(1) The immediate effects: The regulation will require all academies to update the topic areas of training already established in this regulation

(2) The long-term effects: None

**5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

**6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

**7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.

**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.

**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

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Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

This Notice of Intent to Act Upon Regulations and the proposed regulation will be on file at the State Library, 100 Stewart Street, Carson City, Nevada for inspection by members of the public during business hours. Additional copies of the notice and regulations to be adopted, amended or repealed will be available at the Commission on POST Administrative Offices, 5587 Wai Pai Shone Avenue, Carson City, 89701, State of Nevada Register of Administrative Regulations, which is prepared and published monthly by the Legislative Counsel Bureau pursuant to NRS 233B.0653, and on the Internet at <http://leg.state.nv.us>, the POST web site at <http://post.nv.gov> and the State of Nevada Department of Administration website at <https://notice.nv.gov>.

Copies of this notice and the proposed regulation will also be mailed to members of the public at no charge upon request.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption

The Notice of Intent to Act Upon Regulations and the proposed regulation have been sent to all criminal justice agencies on the Commission on POST Listserv list and posted at the following locations:

**Commission on POST Administrative Office  
Carson City, NV 89701**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

NOTE: We are pleased to make reasonable accommodations for members of the public with disabilities who wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on POST, in writing, at 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701, or call Chief Kathy Floyd at (775) 687-7678, Extension 3335, no later than five working days prior to the meeting.

**SEE ATTACHED COPIES OF THE PROPOSED  
REGULATIONS**

**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R177-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the minimum standard of training required for certain peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations establish the minimum standard of training for peace officers in training category I and require a peace officer in training category I to complete a basic course that includes, among other items, the DWI Detection and Standardized Field Sobriety Testing course approved by the National Highway Traffic Safety Administration. (NAC 289.140) This regulation adds the Advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**Section 1.** NAC 289.140 is hereby amended to read as follows:

289.140 The minimum standard of training for officers in training category I is successful completion of a basic course that includes 480 hours of training in:

1. Law and legal procedures, specifically:
  - (a) Civil liability;
  - (b) Constitutional law;
  - (c) Crimes against persons;
  - (d) Crimes against property;

- (e) Juvenile law;
  - (f) Laws governing coroners;
  - (g) Laws relating to arrest;
  - (h) Laws relating to correctional institutions;
  - (i) Laws relating to drugs, including, without limitation, current trends in drugs;
  - (j) Miscellaneous crimes;
  - (k) Probable cause;
  - (l) Rights of victims;
  - (m) Search and seizure;
  - (n) Searches of offender institutions;
  - (o) Traffic laws; and
  - (p) Use of force.
2. Patrol operations and investigations, specifically:
- (a) Abuse of older persons;
  - (b) Basic patrol procedures;
  - (c) Child abuse and sexual abuse of a child;
  - (d) Crash investigations;
  - (e) Domestic violence, stalking and aggravated stalking;
  - (f) Investigation of crime scenes, collection and preservation of evidence and fingerprinting;
  - (g) Principles of investigation;
  - (h) Techniques of interviewing and interrogation;

(i) The DWI Detection and Standardized Field Sobriety Testing ~~course~~ *and the Advanced Roadside Impaired Driving Enforcement courses* approved by the National Highway Traffic Safety Administration; and

(j) Unknown-risk and high-risk vehicle stops.

3. Performance skills, specifically:

(a) Fire safety and use of emergency equipment;

(b) Interpersonal communications;

(c) Lifetime fitness;

(d) Operation of emergency vehicles;

(e) Provision of emergency first aid and cardiopulmonary resuscitation;

(f) Public and media relations;

(g) Searching of buildings;

(h) Tactics for the arrest and control of suspects, including, without limitation, methods for arrest and the use of less than lethal weapons;

(i) Training concerning active assailants;

(j) Training in the use of firearms; and

(k) Writing of reports.

4. The functions of a peace officer, specifically:

(a) Care of persons in custody;

(b) Classification and receiving of offenders;

(c) Community policing;

(d) Counter-terrorism and weapons of mass destruction;

(e) Courtroom demeanor, including, without limitation, the giving of testimony;

- (f) Crisis intervention;
  - (g) Cultural awareness;
  - (h) Ethics in law enforcement;
  - (i) Games offenders play;
  - (j) Gangs and cults;
  - (k) Handling of persons with mental illness;
  - (l) History and principles of law enforcement;
  - (m) Modern correctional philosophy;
  - (n) National Crime Information Center procedures;
  - (o) Records of offenders in institutions;
  - (p) Supervision of offenders;
  - (q) Survival of peace officers;
  - (r) Systems of criminal justice; and
  - (s) The realities of law enforcement.
5. Course administration and examinations.





STATE OF NEVADA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
Governor

MICHAEL D. SHERLOCK  
Executive Director

**NOTICE OF WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS**

The Commission on Peace Officer Standards and Training is proposing the adoption, amendment and repeal of regulations pertaining to Chapter 289 of the Nevada Administrative Code.

A workshop has been scheduled for **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183**. The purpose of the workshop is to solicit comments from interested persons on the following general topic(s) that may be addressed in the proposed regulations:

**TOPIC**

**NAC REGULATION**

A. Discussion regarding possible revision to NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*

**NAC 289.047**

B. Discussion regarding revisions to NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, including, without limitation, crisis intervention (3) The well being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms

**NAC 289.230**

C. Discussion regarding revisions to NAC 289.110 to comply with requirements established in NRS 289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;

**NAC 289.110**

A copy of all materials for the meeting may be obtained by contacting Kathy Floyd, Standards Division Chief, at (775) 687-7678, ext.3335, Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701. A reasonable fee for copying may be charged.

This Notice of Workshop to Solicit Comments on Proposed Regulations has been sent to all listed meeting locations, all persons on the agency's mailing list for administrative regulations, all Nevada law enforcement agencies, agency single points of contact and posted at the following:

POST Administrative Office, Carson City  
Nevada State Library and Archives, Carson City

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

Electronically Posted pursuant to NRS 241.020(4)

NOTE: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701 or call Kathy Floyd at (775) 687-7678, Ext. 3335, no later than 2 working days prior to the meeting.

**NAC 289.047** “Executive level position” defined. ([NRS 289.510](#)) “Executive level position” means a position held by a peace officer in which the peace officer supervises two or more persons who hold management level positions and is in charge of an entire agency or a major division or bureau within an agency. *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*



APPROVED REGULATION OF THE PEACE OFFICERS'  
STANDARDS AND TRAINING COMMISSION

LCB File No. R025-20

Effective November 2, 2020

EXPLANATION — Matter in *italics* is new; matter in brackets (~~omitted material~~) is material to be omitted.

AUTHORITY: "1-3, NRS 289.510.

A REGULATION relating to peace officers; revising certain annual requirements for maintenance of a basic certificate or reserve certificate by a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Existing law requires the Peace Officers' Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations require a peace officer to satisfy certain requirements annually in order to maintain a basic certificate or reserve certificate, including completion of 12 hours of in-service training prescribed by the administrator of the employing agency of the peace officer. Existing regulations authorize this in-service training to include, without limitation, training related to: (1) legal issues; (2) the policies and procedures of the employing agency of the peace officer; (3) driving; (4) first aid; (5) cardiopulmonary resuscitation; (6) blood-borne pathogens; (7) sexual harassment; and (8) any other training prescribed by the administrator of the employing agency of the peace officer. (NAC 289.230) Section 1 of this regulation removes the existing in-service training requirements and instead provides that the peace officer must complete not less than 12 hours of continuing education in courses that address: (1) racial profiling; (2) mental health; (3) the well-being of officers; (4) implicit bias recognition; (5) de-escalation; (6) human trafficking; and (7) firearms. **Sections 2 and 3** of this regulation make conforming changes.

**Section 1. NAC 289.230 is hereby amended to read as follows:**

289.230 1. Except as otherwise provided in subsections 7 and 8, to maintain a basic certificate or reserve certificate, the officer must annually ~~{satisfy}~~:

(a) *Satisfy* the requirements of subsection 5; and ~~{complete}~~

(b) *Complete not less than* 12 hours of ~~[additional agency in-service training prescribed by the administrator of the employing agency of the officer. Agency in-service training may include, without limitation, training related to legal issues, the policies and procedures of the employing agency of the officer, driving, first aid, cardiopulmonary resuscitation, blood-borne pathogens, sexual harassment or any other training prescribed by the administrator of the employing agency of the officer.]~~ *continuing education in courses that address:*

- (1) *Racial profiling;*
- (2) *Mental health [;], including, without limitation, crisis intervention;*
- (3) *The well-being of officers;*
- (4) *Implicit bias recognition;*
- (5) *De-escalation;*
- (6) *Human trafficking; and*
- (7) *Firearms.*

2. The employing agency shall ensure that its officers comply with the requirements of subsection 1. The employing agency shall notify each officer of the requirements of this section and the penalties set forth in subsection 4 for failure to comply with this section. After an officer completes the requirements of subsection 1, the employing agency shall submit to the Executive Director by any means approved by the Executive Director verification that the officer has completed those requirements. Verification must be submitted on or before December 31 of the year in which the officer was required to complete the requirements of subsection 1.

3. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before December 31 of the year in which the officer was required to complete those requirements, the Executive Director shall notify the administrator of the employing agency that he or she has not received the verification required by subsection 2 and that if the verification is not received on or before March 1 following the year in which the officer was required to complete the requirements, the Executive Director will place the administrator on the agenda for the next scheduled meeting of the Commission to explain the delay in the submission of the verification. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before March 1 following the year in which ~~[training]~~ *the officer* was required ~~[;]~~ *to complete the requirements*, the Executive Director shall

place the administrator of the employing agency on the agenda for the next scheduled meeting of the Commission.

4. Upon the request of the Commission or its designee, the employing agency shall make available for inspection the records of all officers to verify that they have complied with the requirements of subsection 1. The Commission will notify each officer and his or her employing agency of any noncompliance. The Commission will suspend the certificate of any officer who does not complete the requirements of subsection 1 within 60 days after the date on which he or she received the notice of noncompliance. The Executive Director may temporarily reinstate the suspended certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1. The temporary reinstatement of the suspended certificate is effective upon the Executive Director's approval of the temporary reinstatement and expires on the date on which the Commission determines whether to reinstate the certificate. The Commission will reinstate the suspended certificate or temporarily reinstated certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1.

5. Except as otherwise provided in subsections 7 and 8, in addition to completing the [~~agency in-service training~~] *continuing education* required pursuant to subsection 1, an officer must:

(a) If the officer is authorized to use a firearm, at least biannually demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any type of firearm he or she is authorized to use may not carry or use that type of firearm until he or she participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(b) If the officer is authorized to use an impact weapon, chemical weapon, electronic incapacitating device or other less than lethal weapon, at least annually demonstrate a minimum level of proficiency in the use of each such weapon or device he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any such weapon may not carry or use that weapon until the officer participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(c) If the duties of an officer require him or her to use arrest and control tactics, demonstrate annually a minimum level of proficiency in the use of arrest and control tactics, including, without limitation, techniques related to applying handcuffs, taking down suspects, self-defense and retention of weapons.

(d) If the employing agency of the officer authorizes the use of a carotid restraint or lateral vascular neck restraint, demonstrate annually a minimum level of proficiency in those techniques.

(e) Review annually each policy of the employing agency which addresses the use of force in any situation in which the agency or the officer may become involved.

6. Each employing agency shall establish and provide the courses set forth in subsection 5 to its officers and establish the minimum level of proficiency that an officer must demonstrate in each course.

7. An officer:

- (a) Who voluntarily leaves his or her employment as a peace officer for at least 4 consecutive months but not more than 60 consecutive months;
- (b) Whose employment as a peace officer is terminated for any reason for at least 4 consecutive months but not more than 60 consecutive months;
- (c) Who, during a period of continuous employment as a peace officer, is absent from his or her duties as a peace officer because of medical leave, military leave or other approved leave for at least 4 consecutive months; or
- (d) Who is hired, rehired or reinstated on or after July 1 of a reporting year,

↪ must satisfy the requirements of paragraphs (b) to (e), inclusive, of subsection 5 and demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use before commencing or resuming his or her duties as a peace officer.

8. An officer who instructs a course pursuant to subsection 5 is not required to comply with the requirements of subsection 5 to which the instruction applies if the officer:

- (a) Instructs a course in the subject for which the officer is qualified and approved by the administrator of the officer's agency during each calendar year;
- (b) Participates at least once every 3 years in a course of training for instructors that is approved by the Executive Director; and
- (c) Demonstrates to the Commission or its designee at least once every 3 years proficiency in the subject that he or she instructs.

9. Each agency shall maintain documentation of the courses provided pursuant to subsection

5. Such documentation must include, without limitation, the qualifications of each instructor who provides training, a description of the training provided and a list on a form that has been approved by the Executive Director of each officer who completes the training.



## **NAC 289.110 Minimum standards for appointment. ([NRS 289.510](#))**

1. No person may be appointed to perform the duties of a peace officer unless he or she:
  - (a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established by the Commission;
  - (b) Is a citizen of the United States;
  - (c) Is at least 21 years of age at the time of the appointment;
  - (d) Has successfully completed the 12th grade or has been certified by an appropriate authority as having an equivalent education; and
  - (e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.
2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:
  - (a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;
  - (b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;
  - (c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;
  - (d) A financial history of the person;
  - (e) The educational background of the person;
  - (f) The history of any military service of the person;
  - (g) A history of each physical address where the person has resided;
  - (h) A drug screening test;
  - (i) A psychological evaluation; and
  - (j) The use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category I, category II or reserve peace officer.

**(k) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;**
3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category III peace officer.
4. A person may not be appointed to perform the duties of a peace officer if he or she has:
  - (a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;
  - (b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;
  - (c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination, including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.

[Peace Officers’ Standards & Training Com., § IV, eff. 5-7-82] — (NAC A 12-17-87; 8-24-90; A by Peace Officers’ Standards & Training Comm’n by R102-99, 11-2-99; R118-09, 1-28-2010; R085-10, 12-16-2010, eff. 7-1-2011; R066-12, 9-14-2012)



STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

**NOTICE OF PUBLIC MEETING (NRS 241)**

**NOTICE IS HEREBY GIVEN THAT STARTING AT 1:00 P.M. ON MONDAY, NOVEMBER 8, 2021, THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING WILL HOLD A PUBLIC COMMENT HEARING, WORKSHOP AND REGULARLY SCHEDULED MEETING AT THE SOUTHPOINT HOTEL AND CASINO, 9777 LAS VEGAS BLVD., S., NAPA ROOM B, LAS VEGAS, NV 89183.**

The agenda will include the following items. The Commission, at their discretion, may take items out of order, combine two or more agenda items for consideration, and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. A request to have an item on the agenda heard out of order shall be made to the Commission's secretary prior to the commencement of the meeting. Prior to the commencement or conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual the Commission may refuse to consider public comment. See NRS 233B.126.

**I. PUBLIC COMMENT HEARINGS**

1. Call to order
2. Roll call of Commission Members
3. Public Comment Hearing on Proposed Regulations LCB File R167-20, R168-20 and LCB File R177-20.

THE PURPOSE OF THE HEARING IS TO RECEIVE COMMENTS FROM ALL INTERESTED PERSONS REGARDING THE ADOPTION, AMENDMENT AND REPEAL OF REGULATIONS PERTAINING TO CHAPTER 289 OF THE NEVADA ADMINISTRATIVE CODE (NAC) (THIS PUBLIC COMMENT HEARING HAS BEEN PREVIOUSLY NOTICED AS REQUIRED BY NRS CHAPTER 233B):

**TOPICS**

**A. LCB File R167-20** - Amend NAC 289.110 (1) to require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**B. LCB File R168-20** - Amend NAC 289.200(4)(b) to additionally require a peace officer to pass the state physical fitness examination *not sooner than 30 days* before the date on which the peace officer was hired and not later than 16 weeks after (1) The date on which the officer was hired; or (2) If the officer is a reserve officer, the date of activation of his or her reserve status.

**C. LCB File 177-20** – Amend NAC 289.140 to add the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

## II. WORKSHOP

### 1. Workshop on proposed regulation change.

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

#### TOPIC

#### NAC REGULATION

- A. Discussion regarding possible revision to NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*
- B. Discussion regarding revisions to NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, *including, without limitation, crisis intervention* (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms
- C. Discussion regarding revisions to NAC 289.110 to comply with requirements established in NRS 289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;

**NAC 289.047**

**NAC 289.230**

**NAC 289.110**

2. **PUBLIC COMMENT.** The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.

### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

1. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

- a. Approval of minutes from the July 12, 2021 regularly scheduled POST Commission Meeting

2. **INFORMATION** Executive Director's report.

- a. Training Division  
b. Standards Division  
c. Administration

3. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.047 (Definition of "Executive level position") to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of "Executive level position" as follows: "Executive level position" means a position held by a peace officer as a **chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.**

4. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, **including, without limitation, crisis intervention** (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms

5. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.110 to comply with requirements established in **NRS 289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;**

6. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to discuss and take possible action to adopt, amend or repeal their regulations as follows:

A. **LCB File R167-20** - Amend NAC 289.110 (1) to require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

B. **LCB File R168-20** - Amend NAC 289.200(4)(b) to additionally require a peace officer to pass the state physical fitness examination *not sooner than 30 days* before the date on which the peace officer was hired and not later than 16 weeks after (1) The date on which the officer was hired; or (2) If the officer is a reserve officer, the date of activation of his or her reserve status.

C. **LCB File 177-20** – Amend NAC 289.140 to add the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**The Commission to fully consider all written and oral comments received on these proposed regulations before taking any action.**

**7. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Dr. Allen Anes requests this opportunity to present to the Commission his program of offering Lifetime (Commander) Memberships from Front Sight to all interested peace officers in Nevada.

**8. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from the Carson City Sheriff's Office for a 6-month extension pursuant to NRS 289.550 for the following employees to meet the certification requirement:

Deputy Nathan Trapp- Hire date 08/28/2020, extension to 02/2022

Deputy Dustin Randol- Hire date 10/23/2020, extension to 04/2022

Deputy Douglas Keennon- Hire date 12/18/2020, extension to 06/2022

Deputy Angel Meza Marquez- Hire date 12/18/2020, extension to 06/2022

Deputy Grant Zampirro- Hire date 12/18/2020, extension to 06/2022

**9. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from Las Vegas Metropolitan Police Department for an Executive Certificate for their employee Captain Timothy Hatchett.

**10. PUBLIC COMMENTS**

*The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.*

**11. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Schedule upcoming Commission Meeting

**12. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Adjournment.

**POSTED AT THE FOLLOWING LOCATIONS:**

**Commission on POST Administrative Office  
Carson City, NV 89701**

**State Library, Archives and Public Records  
100 Stewart Street, Carson City**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

Pursuant to NRS 241.020(2)(c), a copy of supporting materials for the meeting may be obtained by contacting POST Standards Division, at (775) 687-7678, ext. 3335, Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701.

*NOTE: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701 or call Kathy Floyd at (775) 687-7678, Ext. 3335, no later than 2 working days prior to the meeting.*

## **I. PUBLIC COMMENT**





## **I. PUBLIC COMMENT HEARING**

1. Call to order
2. Roll call of Commission Members



# **I. PUBLIC COMMENT HEARING**

## **3. Public Comment Hearing on Proposed Regulations**

- A. R167-20
- B. R168-20
- C. R177-20



# **I. PUBLIC COMMENT HEARING**

## **3. Public Comment Hearing on Proposed Regulations**

### **A. R167-20**





STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

**NOTICE OF INTENT TO ACT UPON A REGULATION**

**Notice of Hearing for the Adoption, Amendment and Repeal  
Of  
Regulations of the Commission on Peace Officer  
Standards and Training**

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training (“Commission”) will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations require a person appointed to perform the duties of a peace officer, among other requirements, to have successfully completed the 12th grade or been certified by an appropriate authority as having an equivalent education.

(NAC 289.110) This proposed regulation will require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

This proposed regulation will provide clarification to our law enforcement agencies regarding what programs will be accepted by Nevada POST as meeting the graduation requirement and allow for all home school programs that are non-accredited to still be recognized by requiring the GED or other high school equivalency assessment.

- 2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

- 3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 and clicking the link: [www.leg.state.nv.us/Register/2020Register/R168-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R168-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-7678, ext. 3335 or going to the Nevada Commission on POST website at <https://post.nv.gov>.

- 4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

- (1) Adverse effects: None
- (2) Beneficial effects: This proposed regulation will provide clarification to our law enforcement agencies regarding what programs will be accepted by Nevada POST as meeting the graduation requirement and allowing for an option for non-accredited programs to still be recognized by requiring the GED or other high school equivalency assessment.

**(b) Both immediate and long-term effects:**

- (1) The immediate effects: None
- (2) The long-term effects: None

- 5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

- 6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

- 7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.



**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.

**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

\*\*\*\*\*

Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

This Notice of Intent to Act Upon Regulations and the proposed regulation will be on file at the State Library, Archives and Public Records Administrator, 100 Stewart Street, Carson City, Nevada for inspection by members of the public during business hours. Additional copies of the notice and regulations to be adopted, amended or repealed will be available at the Commission on POST Administrative Offices, 5587 Wai Pai Shone Avenue, Carson City, 89701, State of Nevada Register of Administrative Regulations, which is prepared and published monthly by the Legislative Counsel Bureau pursuant to NRS 233B.0653, and on the Internet at <http://leg.state.nv.us>, the POST web site at <http://post.nv.gov> and the State of Nevada Department of Administration website at <https://notice.nv.gov>.

Copies of this notice and the proposed regulation will also be mailed to members of the public at no charge upon request.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption

The Notice of Intent to Act Upon Regulations and the proposed regulation have been sent to all criminal justice agencies on the Commission on POST Listserv list and posted at the following locations:

**Commission on POST Administrative Office  
Carson City, NV 89701**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

NOTE: We are pleased to make reasonable accommodations for members of the public with disabilities who wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on POST, in writing, at 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701, or call Chief Kathy Floyd at (775) 687-7678, Extension 3335, no later than five working days prior to the meeting.

**SEE ATTACHED COPIES OF THE PROPOSED  
REGULATIONS**

**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R167-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions governing the minimum standards for appointment to perform the duties of a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations require a person appointed to perform the duties of a peace officer, among other requirements, to have successfully completed the 12th grade or been certified by an appropriate authority as having an equivalent education. (NAC 289.110) This regulation instead requires a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**Section 1.** NAC 289.110 is hereby amended to read as follows:

289.110 1. No person may be appointed to perform the duties of a peace officer unless he or she:

(a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established by the Commission;

(b) Is a citizen of the United States;

(c) Is at least 21 years of age at the time of the appointment;

(d) Has ~~[successfully completed the 12th grade or has been certified]~~ :

*(1) Graduated from high school;*

*(2) Passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or*

*(3) Passed a high school equivalency assessment approved* by an appropriate authority ~~[as having an equivalent education;]~~ *in another state;* and

(e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.

2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:

(a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;

(b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;

(c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;

(d) A financial history of the person;

(e) The educational background of the person;

(f) The history of any military service of the person;

(g) A history of each physical address where the person has resided;

(h) A drug screening test;

(i) A psychological evaluation; and

(j) The use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category I, category II or reserve peace officer.

3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category III peace officer.

4. A person may not be appointed to perform the duties of a peace officer if he or she has:

(a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;

(b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;

(c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination,

including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.

# **I. PUBLIC COMMENT HEARING**

## **3. Public Comment Hearing on Proposed Regulations**

B. R168-20







STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

## NOTICE OF INTENT TO ACT UPON A REGULATION

### Notice of Hearing for the Adoption, Amendment and Repeal Of Regulations of the Commission on Peace Officer Standards and Training

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training ("Commission") will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officer Standards and Training Commission to adopt regulations establishing the minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations authorize the Executive Director of the Commission to award a basic certificate to a peace officer who meets the minimum standards of appointment and has been certified by another state or completed certain federal training approved by the Commission if the peace officer meets certain requirements. Existing regulations require such a peace officer to pass the state physical fitness examination not later than 16 weeks after: (1) the date on which the peace officer was hired; or (2) if the peace officer is a reserve officer, the date of activation of his or her reserve status.

(NAC 289.200) This proposed regulation additionally requires such a peace officer to pass the state physical fitness examination not sooner than 30 days before the date on which the peace officer was hired.

This proposed regulation will allow flexibility for agencies when scheduling the physical fitness test and will eliminate the need to conduct multiple tests during the hiring process.

**2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

R168-20

**3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The Notice of Intent to Act Upon Regulation and proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 by clicking the link: [www.leg.state.nv.us/Register/2020Register/R177-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R177-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-3335 or going to the Nevada Commission on POST website at <http://post.nv.gov>.

**4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

(1) Adverse effects: None

(2) Beneficial effects: This regulation eliminates the need to administer the physical fitness test multiple times during the hiring process, therefore saving the law enforcement agencies time and money.

**(b) Both immediate and long-term effects:**

(1) The immediate effects: None

(2) The long-term effects: None

**5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

**6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

**7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.

**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.

**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

\*\*\*\*\*

Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

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Copies of this notice and the proposed regulation will also be mailed to members of the public at no charge upon request.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption

The Notice of Intent to Act Upon Regulations and the proposed regulation have been sent to all criminal justice agencies on the Commission on POST Listserv list and posted at the following locations:

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Carson City, NV 89701**

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**SEE ATTACHED COPIES OF THE PROPOSED  
REGULATIONS**

**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R168-20**

July 9, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the certification of peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing the minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations authorize the Executive Director of the Commission to award a basic certificate to a peace officer who meets the minimum standards of appointment and has been certified by another state or completed certain federal training approved by the Commission if the peace officer meets certain requirements. Existing regulations require such a peace officer to pass the state physical fitness examination not later than 16 weeks after: (1) the date on which the peace officer was hired; or (2) if the peace officer is a reserve officer, the date of activation of his or her reserve status. (NAC 289.200) This regulation additionally requires such a peace officer to pass the state physical fitness examination not sooner than 30 days before the date on which the peace officer was hired.

FIRST  
PARALLEL  
SECTION

**Section 1.** NAC 289.200 is hereby amended to read as follows:

289.200 1. The Executive Director shall award a basic certificate to any peace officer who meets the minimum standards for appointment established pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for basic certification;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination for the appropriate category of peace officer

as described in NAC 289.205.

2. The Executive Director may award a basic certificate to any peace officer who has been certified by the certifying entity of another state or has successfully completed a Federal Law Enforcement Training Centers of the United States Department of Homeland Security training program approved by the Commission and who meets the minimum standards for appointment established pursuant to NAC 289.110 if:

(a) The Commission or its designee has determined that the course of training required for the certification was at least equivalent to the basic training course for basic certification;

(b) The certification of the peace officer in the other jurisdiction has not been revoked or suspended;

(c) Not more than 60 months have lapsed since the peace officer was employed in the other jurisdiction;

(d) The peace officer has satisfactorily completed a training course that is approved by the Executive Director which consists of a minimum of 80 hours of training that satisfies the requirements established by the Commission pursuant to subsection 1 of NAC 289.300 in:

(1) Abuse of older persons;

(2) Child abuse and sexual abuse of a child;

(3) Civil liability;

(4) Classification and receiving of offenders;

(5) Constitutional law;

(6) Counter-terrorism and weapons of mass destruction;

(7) Crimes against persons;

(8) Crimes against property;

(9) Cultural awareness;

- (10) Domestic violence, stalking and aggravated stalking;
- (11) Ethics in law enforcement;
- (12) Fire safety and use of emergency equipment;
- (13) Games offenders play;
- (14) Gangs and cults;
- (15) Juvenile law;
- (16) Laws relating to arrest;
- (17) Laws relating to correctional institutions;
- (18) Laws relating to drugs, including, without limitation, current trends in drugs;
- (19) Miscellaneous crimes;
- (20) Modern correctional philosophy;
- (21) Probable cause;
- (22) Public and media relations;
- (23) Records of offenders in institutions;
- (24) Rights of victims;
- (25) Search and seizure;
- (26) Searches of offender institutions;
- (27) Supervision of offenders;
- (28) Training concerning active assailants; and
- (29) Use of force;

(e) The peace officer passes the state certification examination with a score of at least 70 percent; and

(f) The peace officer passes the state physical fitness examination for the appropriate category of peace officer as described in NAC 289.205.

3. The Executive Director may award a reserve basic certificate to any reserve officer who meets the minimum standards for appointment pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for a reserve certificate;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination described in subsection 1 of NAC 289.205.

4. Except as otherwise provided in subsection 5 or 6, an officer must pass the state physical fitness examination:

(a) If the officer is not eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not later than 16 weeks after the first day of the officer's basic training course certified or approved pursuant to NAC 289.300; or

(b) If the officer is eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not *sooner than 30 days before the date on which the officer was hired and not* later than 16 weeks after ~~the~~:

(1) *The* date on which the officer was hired ; or ~~if~~

(2) *If* the officer is a reserve officer, the date of activation of his or her reserve status.

5. If a student enrolled in a basic training course certified or approved pursuant to NAC 289.300 sustains a bona fide physical injury that renders him or her incapable of completing the requirements of the state physical fitness examination, an agency may submit a request for an extension of time for the student to complete the examination. The agency shall submit such a request to the Executive Director. The request must include, without limitation, written verification by a physician that the student is incapable of completing the requirements of the



state physical fitness examination. If the Executive Director determines that an extension of time is warranted, the Executive Director shall authorize an extension of time for a period not to exceed 12 months after the date on which the student was hired or, if the student is a reserve officer, the date of activation of his or her reserve status.

6. If an officer passes the state physical fitness examination:

(a) While not enrolled in a basic training course certified or approved pursuant to NAC 289.300; and

(b) More than 16 weeks, but less than 12 months, after the date on which the officer was hired or, if the officer is a reserve officer, the date of activation of his or her reserve status, ↪ the employing agency of the officer may submit a request to the Executive Director to waive the requirements of subsection 4. The request must include, without limitation, the reason the officer was unable to pass the state physical fitness examination within the periods described in subsection 4. The Executive Director may, for good cause shown, grant a request submitted pursuant to this subsection.

7. Upon satisfactory completion of the requirements listed in subsection 1, 2 or 3, the employing agency shall submit a request for certification to the Executive Director. The request must include:

(a) The name, social security number and date of hire of the officer or, if the officer is a reserve officer, the date of activation of his or her reserve status;

(b) Documentary evidence that the officer has successfully completed an approved basic training course;

(c) Verification by the administrator of the agency that the officer meets the minimum standards established by this chapter; and

(d) The statement concerning child support prescribed by the Division of Welfare and Supportive Services of the Department of Health and Human Services pursuant to NRS 425.520.

8. The basic certificate of an officer whose employment is terminated for any reason will be placed on inactive status. If such a person is again employed as a full-time peace officer, the employing agency shall request that the person's basic certificate be returned to active status. If the certification of such a person is on inactive status for more than 5 consecutive years, the person must renew his or her basic certificate by successfully completing the requirements set forth in subsection 1.

9. If a person who successfully completes a basic training course for the purpose of obtaining a basic certificate is not employed by an agency within 24 months after completing the course, the person must repeat all of the requirements for basic certification set forth in subsection 1.

10. Except as otherwise provided in this subsection, to satisfactorily complete a basic training course for the purposes of this section, the person must successfully complete all of the requirements in one course. If a person is discharged from a basic training course for any reason that is not disciplinary, the person may complete any remaining requirements in a later course provided by the same entity if the person has not previously been discharged from a course and if:

(a) The administrator of the basic training course recommends that the person complete the requirements in a later course, the administrator of the employing agency of the person requests that the person be allowed to complete the requirements in a later course and the Executive Director gives approval;

(b) The subsequent course is provided in a manner which ensures that the person completes all of the requirements for a basic training course for which the course is certified; and

(c) The subsequent course begins not later than 120 days after the discharge.



# **I. PUBLIC COMMENT HEARING**

## **3. Public Comment Hearing on Proposed Regulations**

C. R177-20





STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

**NOTICE OF INTENT TO ACT UPON A REGULATION**

**Notice of Hearing for the Adoption, Amendment and Repeal  
Of  
Regulations of the Commission on Peace Officer  
Standards and Training**

**PUBLIC COMMENT HEARING NOTICE:** The Commission on Peace Officer Standards and Training (“Commission”) will be holding a Public Comment Hearing at **1:00 p.m. on Monday, November 8, 2021, at the Southpoint Hotel and Casino, 9777 Las Vegas Blvd., S., Napa Room B, Las Vegas, NV 89183.** The purpose of the hearing is to receive comments from all interested persons regarding the adoption, amendment and repeal of regulations that pertain to Chapter 289 of the Nevada Administrative Code (NAC).

The following information is provided pursuant to the requirements of NRS 233B.0603:

**1. The need for and purpose of the proposed regulations.**

Existing law requires the Peace Officer Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS289.510) (NAC289.290)

Existing regulations establish the minimum standard of training for peace officers in training category I and require a peace officer in training category I to complete a basic course that includes, among other items, the DWI Detection and standardized field sobriety Testing course approved by the National Highway Traffic Safety Administration.

(NAC289.140) This proposed regulation adds the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

This net increase of four hours of drug-driving detection training will have a positive impact on public safety by having a better-trained law enforcement officer on Nevada roads.

**2. For a temporary regulation, the terms, or the substance of the regulation to be adopted, amended or repealed, or a description of the subjects and issues involved.**

This is a permanent regulation.

**3. For a proposed regulation, a statement explaining how to obtain the approved or revised text of the proposed regulation.**

The Notice of Intent to Act Upon Regulation and proposed regulation text may be obtained by going to the Register of Administrative Regulations for 2020 by clicking the link: [www.leg.state.nv.us/Register/2020Register/R177-20P.pdf](http://www.leg.state.nv.us/Register/2020Register/R177-20P.pdf), by contacting Chief Kathy Floyd at [kfloyd@post.state.nv.us](mailto:kfloyd@post.state.nv.us) or by telephone at 775-687-3335 or going to the Nevada Commission on POST website at <http://post.nv.gov>.

**4. The estimated economic effect of the regulation on the business which it is to regulate and on the public. These must be stated separately and, in each case, must include:**

**(a) Both adverse and beneficial effects; and**

(1) Adverse effects: None

(2) Beneficial effects: This regulation adds the Advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

It will be implemented by adjusting the academy schedule without adding days or delays.

**(b) Both immediate and long-term effects:**

(1) The immediate effects: The regulation will require all academies to update the topic areas of training already established in this regulation

(2) The long-term effects: None

**5. The methods used by the agency in determining the impact on a small business.**

The Commission on POST has reviewed the text of the proposed regulations. Because the regulation amends Nevada Administrative Code Chapter 289, dealing with certification provisions of the annual continuing education of peace officers, the proposed amendments to NAC Chapter 289 will have no impact on small business.

**6. The estimated cost to the agency for enforcement of the proposed regulation.**

None

**7. A description of and citation to any regulations of other states or local governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the proposed regulation overlaps or duplicates a federal regulation, the notice must include the name of the regulating federal agency.**

The proposed regulation does not overlap or duplicate any regulations of state, local or federal governmental agency regulating the same activity.

**8. If the regulation is required pursuant to federal law, a citation and description of the federal law.**

The proposed regulation is not required by federal law.



**9. If the regulation includes provisions which are more stringent than a federal regulation that regulates the same activity, a summary of such provision.**

There are no federal regulations that regulate the same activity.

**10. Whether the proposed regulation establishes a new fee or increases an existing fee.**

This regulation does not involve or establish fees.

**11. For a temporary regulation, each address at which the text of the regulation may be inspected and copied.**

N/A

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Persons wishing to comment upon the proposed action of the Commission on Peace Officer Standards and Training (Commission on POST) may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form, to Michael D. Sherlock, Executive Director, Commission on POST, 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701. **Written submissions must be received by the Commission on POST on or before 5:00 pm on October 25, 2021.** If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Commission on POST may proceed immediately to act upon any written submissions.

This Notice of Intent to Act Upon Regulations and the proposed regulation will be on file at the State Library, 100 Stewart Street, Carson City, Nevada for inspection by members of the public during business hours. Additional copies of the notice and regulations to be adopted, amended or repealed will be available at the Commission on POST Administrative Offices, 5587 Wai Pai Shone Avenue, Carson City, 89701, State of Nevada Register of Administrative Regulations, which is prepared and published monthly by the Legislative Counsel Bureau pursuant to NRS 233B.0653, and on the Internet at <http://leg.state.nv.us>, the POST web site at <http://post.nv.gov> and the State of Nevada Department of Administration website at <https://notice.nv.gov>.

Copies of this notice and the proposed regulation will also be mailed to members of the public at no charge upon request.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, shall issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reason for overruling the consideration urged against its adoption

The Notice of Intent to Act Upon Regulations and the proposed regulation have been sent to all criminal justice agencies on the Commission on POST Listserv list and posted at the following locations:

**Commission on POST Administrative Office  
Carson City, NV 89701**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

NOTE: We are pleased to make reasonable accommodations for members of the public with disabilities who wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on POST, in writing, at 5587 Wai Pai Shone Avenue, Carson City, Nevada 89701, or call Chief Kathy Floyd at (775) 687-7678, Extension 3335, no later than five working days prior to the meeting.

**SEE ATTACHED COPIES OF THE PROPOSED  
REGULATIONS**

**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R177-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the minimum standard of training required for certain peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations establish the minimum standard of training for peace officers in training category I and require a peace officer in training category I to complete a basic course that includes, among other items, the DWI Detection and Standardized Field Sobriety Testing course approved by the National Highway Traffic Safety Administration. (NAC 289.140) This regulation adds the Advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**Section 1.** NAC 289.140 is hereby amended to read as follows:

289.140 The minimum standard of training for officers in training category I is successful completion of a basic course that includes 480 hours of training in:

1. Law and legal procedures, specifically:
  - (a) Civil liability;
  - (b) Constitutional law;
  - (c) Crimes against persons;
  - (d) Crimes against property;

- (e) Juvenile law;
  - (f) Laws governing coroners;
  - (g) Laws relating to arrest;
  - (h) Laws relating to correctional institutions;
  - (i) Laws relating to drugs, including, without limitation, current trends in drugs;
  - (j) Miscellaneous crimes;
  - (k) Probable cause;
  - (l) Rights of victims;
  - (m) Search and seizure;
  - (n) Searches of offender institutions;
  - (o) Traffic laws; and
  - (p) Use of force.
2. Patrol operations and investigations, specifically:
- (a) Abuse of older persons;
  - (b) Basic patrol procedures;
  - (c) Child abuse and sexual abuse of a child;
  - (d) Crash investigations;
  - (e) Domestic violence, stalking and aggravated stalking;
  - (f) Investigation of crime scenes, collection and preservation of evidence and fingerprinting;
  - (g) Principles of investigation;
  - (h) Techniques of interviewing and interrogation;

(i) The DWI Detection and Standardized Field Sobriety Testing ~~course~~ *and the Advanced Roadside Impaired Driving Enforcement courses* approved by the National Highway Traffic Safety Administration; and

(j) Unknown-risk and high-risk vehicle stops.

3. Performance skills, specifically:

(a) Fire safety and use of emergency equipment;

(b) Interpersonal communications;

(c) Lifetime fitness;

(d) Operation of emergency vehicles;

(e) Provision of emergency first aid and cardiopulmonary resuscitation;

(f) Public and media relations;

(g) Searching of buildings;

(h) Tactics for the arrest and control of suspects, including, without limitation, methods for arrest and the use of less than lethal weapons;

(i) Training concerning active assailants;

(j) Training in the use of firearms; and

(k) Writing of reports.

4. The functions of a peace officer, specifically:

(a) Care of persons in custody;

(b) Classification and receiving of offenders;

(c) Community policing;

(d) Counter-terrorism and weapons of mass destruction;

(e) Courtroom demeanor, including, without limitation, the giving of testimony;

- (f) Crisis intervention;
  - (g) Cultural awareness;
  - (h) Ethics in law enforcement;
  - (i) Games offenders play;
  - (j) Gangs and cults;
  - (k) Handling of persons with mental illness;
  - (l) History and principles of law enforcement;
  - (m) Modern correctional philosophy;
  - (n) National Crime Information Center procedures;
  - (o) Records of offenders in institutions;
  - (p) Supervision of offenders;
  - (q) Survival of peace officers;
  - (r) Systems of criminal justice; and
  - (s) The realities of law enforcement.
5. Course administration and examinations.

## **II. WORKSHOP**





## II. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS

### 1. Workshop on proposed regulation changes

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

#### TOPIC

#### NAC REGULATION

A. Discussion regarding possible revision to NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*

**NAC 289.047**

B. Discussion regarding revisions to NAC289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, *including, without limitation, crisis intervention* (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms

**NAC 289.230**

C. Discussion regarding revisions to NAC289.110 to comply with requirements established in NRS289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;

**NAC 289.110**

### 2. **PUBLIC COMMENT.** The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.



## II. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS

1. Workshop on proposed regulation changes

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

### TOPIC

A. Discussion regarding possible revision to NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*

### NAC REGULATION

**NAC 289.047**



NAC 289.047 "Executive level position" defined. ([NRS 289.510](#)) "Executive level position" means a position held by a peace officer in which the peace officer supervises two or more persons who hold management level positions and is in charge of an entire agency or a major division or bureau within an agency. *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*



## II. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS

1. Workshop on proposed regulation changes

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

### TOPIC

### NAC REGULATION

B. Discussion regarding revisions to NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, *including, without limitation, crisis intervention* (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms

**NAC 289.230**





APPROVED REGULATION OF THE PEACE OFFICERS'  
STANDARDS AND TRAINING COMMISSION

LCB File No. R025-20

Effective November 2, 2020

EXPLANATION — Matter in *italics* is new; matter in brackets (~~omitted material~~) is material to be omitted.

AUTHORITY: "1-3, NRS 289.510.

A REGULATION relating to peace officers; revising certain annual requirements for maintenance of a basic certificate or reserve certificate by a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Existing law requires the Peace Officers' Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations require a peace officer to satisfy certain requirements annually in order to maintain a basic certificate or reserve certificate, including completion of 12 hours of in-service training prescribed by the administrator of the employing agency of the peace officer. Existing regulations authorize this in-service training to include, without limitation, training related to: (1) legal issues; (2) the policies and procedures of the employing agency of the peace officer; (3) driving; (4) first aid; (5) cardiopulmonary resuscitation; (6) blood-borne pathogens; (7) sexual harassment; and (8) any other training prescribed by the administrator of the employing agency of the peace officer. (NAC 289.230) Section 1 of this regulation removes the existing in-service training requirements and instead provides that the peace officer must complete not less than 12 hours of continuing education in courses that address: (1) racial profiling; (2) mental health; (3) the well-being of officers; (4) implicit bias recognition; (5) de-escalation; (6) human trafficking; and (7) firearms. **Sections 2 and 3** of this regulation make conforming changes.

**Section 1.** NAC 289.230 is hereby amended to read as follows:

289.230 1. Except as otherwise provided in subsections 7 and 8, to maintain a basic certificate or reserve certificate, the officer must annually ~~{satisfy}~~:

(a) *Satisfy* the requirements of subsection 5; and ~~{complete}~~

(b) *Complete not less than* 12 hours of ~~[additional agency in-service training prescribed by the administrator of the employing agency of the officer. Agency in-service training may include, without limitation, training related to legal issues, the policies and procedures of the employing agency of the officer, driving, first aid, cardiopulmonary resuscitation, blood-borne pathogens, sexual harassment or any other training prescribed by the administrator of the employing agency of the officer.]~~ *continuing education in courses that address:*

(1) *Racial profiling;*

(2) *Mental health [;], including, without limitation, crisis intervention;*

(3) *The well-being of officers;*

(4) *Implicit bias recognition;*

(5) *De-escalation;*

(6) *Human trafficking; and*

(7) *Firearms.*

2. The employing agency shall ensure that its officers comply with the requirements of subsection 1. The employing agency shall notify each officer of the requirements of this section and the penalties set forth in subsection 4 for failure to comply with this section. After an officer completes the requirements of subsection 1, the employing agency shall submit to the Executive Director by any means approved by the Executive Director verification that the officer has completed those requirements. Verification must be submitted on or before December 31 of the year in which the officer was required to complete the requirements of subsection 1.

3. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before December 31 of the year in which the officer was required to complete those requirements, the Executive Director shall notify the administrator of the employing agency that he or she has not received the verification required by subsection 2 and that if the verification is not received on or before March 1 following the year in which the officer was required to complete the requirements, the Executive Director will place the administrator on the agenda for the next scheduled meeting of the Commission to explain the delay in the submission of the verification. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before March 1 following the year in which ~~[training]~~ *the officer* was required ~~[;]~~ *to complete the requirements*, the Executive Director shall

place the administrator of the employing agency on the agenda for the next scheduled meeting of the Commission.

4. Upon the request of the Commission or its designee, the employing agency shall make available for inspection the records of all officers to verify that they have complied with the requirements of subsection 1. The Commission will notify each officer and his or her employing agency of any noncompliance. The Commission will suspend the certificate of any officer who does not complete the requirements of subsection 1 within 60 days after the date on which he or she received the notice of noncompliance. The Executive Director may temporarily reinstate the suspended certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1. The temporary reinstatement of the suspended certificate is effective upon the Executive Director's approval of the temporary reinstatement and expires on the date on which the Commission determines whether to reinstate the certificate. The Commission will reinstate the suspended certificate or temporarily reinstated certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1.

5. Except as otherwise provided in subsections 7 and 8, in addition to completing the ~~[agency in-service training]~~ *continuing education* required pursuant to subsection 1, an officer must:

(a) If the officer is authorized to use a firearm, at least biannually demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any type of firearm he or she is authorized to use may not carry or use that type of firearm until he or she participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(b) If the officer is authorized to use an impact weapon, chemical weapon, electronic incapacitating device or other less than lethal weapon, at least annually demonstrate a minimum level of proficiency in the use of each such weapon or device he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any such weapon may not carry or use that weapon until the officer participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(c) If the duties of an officer require him or her to use arrest and control tactics, demonstrate annually a minimum level of proficiency in the use of arrest and control tactics, including, without limitation, techniques related to applying handcuffs, taking down suspects, self-defense and retention of weapons.

(d) If the employing agency of the officer authorizes the use of a carotid restraint or lateral vascular neck restraint, demonstrate annually a minimum level of proficiency in those techniques.

(e) Review annually each policy of the employing agency which addresses the use of force in any situation in which the agency or the officer may become involved.

6. Each employing agency shall establish and provide the courses set forth in subsection 5 to its officers and establish the minimum level of proficiency that an officer must demonstrate in each course.

7. An officer:

- (a) Who voluntarily leaves his or her employment as a peace officer for at least 4 consecutive months but not more than 60 consecutive months;
- (b) Whose employment as a peace officer is terminated for any reason for at least 4 consecutive months but not more than 60 consecutive months;
- (c) Who, during a period of continuous employment as a peace officer, is absent from his or her duties as a peace officer because of medical leave, military leave or other approved leave for at least 4 consecutive months; or
- (d) Who is hired, rehired or reinstated on or after July 1 of a reporting year,

↪ must satisfy the requirements of paragraphs (b) to (e), inclusive, of subsection 5 and demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use before commencing or resuming his or her duties as a peace officer.

8. An officer who instructs a course pursuant to subsection 5 is not required to comply with the requirements of subsection 5 to which the instruction applies if the officer:

- (a) Instructs a course in the subject for which the officer is qualified and approved by the administrator of the officer's agency during each calendar year;
- (b) Participates at least once every 3 years in a course of training for instructors that is approved by the Executive Director; and
- (c) Demonstrates to the Commission or its designee at least once every 3 years proficiency in the subject that he or she instructs.

9. Each agency shall maintain documentation of the courses provided pursuant to subsection

5. Such documentation must include, without limitation, the qualifications of each instructor who provides training, a description of the training provided and a list on a form that has been approved by the Executive Director of each officer who completes the training.

## **II. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS**

1. Workshop on proposed regulation changes

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

### **TOPIC**

### **NAC REGULATION**

C. Discussion regarding revisions to NAC289.110 to comply with requirements established in NRS289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;

**NAC 289.110**



NAC 289.110 Minimum standards for appointment. ([NRS 289.510](#))

1. No person may be appointed to perform the duties of a peace officer unless he or she:

(a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established by the Commission;

(b) Is a citizen of the United States;

(c) Is at least 21 years of age at the time of the appointment;

(d) Has successfully completed the 12th grade or has been certified by an appropriate authority as having an equivalent education; and

(e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.

2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:

(a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;

(b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;

(c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;

(d) A financial history of the person;

(e) The educational background of the person;

(f) The history of any military service of the person;

(g) A history of each physical address where the person has resided;

(h) A drug screening test;

(i) A psychological evaluation; and

(j) The use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category I, category II or reserve peace officer.

**(k) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;**

3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category III peace officer.

4. A person may not be appointed to perform the duties of a peace officer if he or she has:

(a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;

(b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;

(c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination, including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.

[Peace Officers’ Standards & Training Com., § IV, eff. 5-7-82] — (NAC A 12-17-87; 8-24-90; A by Peace Officers’ Standards & Training Comm’n by R102-99, 11-2-99; R118-09, 1-28-2010; R085-10, 12-16-2010, eff. 7-1-2011; R066-12, 9-14-2012)



## **II. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS**

- 2. PUBLIC COMMENT. The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.**



### **III. REGULARLY SCHEDULED MEETING**





STATE OF NEVADA  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701  
(775) 687-7678 FAX (775) 687-4911

STEVE SISOLAK  
*Governor*

MICHAEL D. SHERLOCK  
*Executive Director*

**NOTICE OF PUBLIC MEETING (NRS 241)**

**NOTICE IS HEREBY GIVEN THAT STARTING AT 1:00 P.M. ON MONDAY, NOVEMBER 8, 2021, THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING WILL HOLD A PUBLIC COMMENT HEARING, WORKSHOP AND REGULARLY SCHEDULED MEETING AT THE SOUTHPOINT HOTEL AND CASINO, 9777 LAS VEGAS BLVD., S., NAPA ROOM B, LAS VEGAS, NV 89183.**

The agenda will include the following items. The Commission, at their discretion, may take items out of order, combine two or more agenda items for consideration, and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. A request to have an item on the agenda heard out of order shall be made to the Commission's secretary prior to the commencement of the meeting. Prior to the commencement or conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual the Commission may refuse to consider public comment. See NRS 233B.126.

**I. PUBLIC COMMENT HEARINGS**

1. Call to order
2. Roll call of Commission Members
3. Public Comment Hearing on Proposed Regulations LCB File R167-20, R168-20 and LCB File R177-20.

THE PURPOSE OF THE HEARING IS TO RECEIVE COMMENTS FROM ALL INTERESTED PERSONS REGARDING THE ADOPTION, AMENDMENT AND REPEAL OF REGULATIONS PERTAINING TO CHAPTER 289 OF THE NEVADA ADMINISTRATIVE CODE (NAC) (THIS PUBLIC COMMENT HEARING HAS BEEN PREVIOUSLY NOTICED AS REQUIRED BY NRS CHAPTER 233B):

**TOPICS**

**A. LCB File R167-20** - Amend NAC 289.110 (1) to require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**B. LCB File R168-20** - Amend NAC 289.200(4)(b) to additionally require a peace officer to pass the state physical fitness examination *not sooner than 30 days* before the date on which the peace officer was hired and not later than 16 weeks after (1) The date on which the officer was hired; or (2) If the officer is a reserve officer, the date of activation of his or her reserve status.

**C. LCB File 177-20** – Amend NAC 289.140 to add the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

## II. WORKSHOP

### 1. Workshop on proposed regulation change.

THE PURPOSE OF THE HEARING IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING TOPIC THAT MAY BE ADDRESSED IN FUTURE PROPOSED REGULATIONS (THIS WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B):

#### TOPIC

#### NAC REGULATION

- A. Discussion regarding possible revision to NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*
- B. Discussion regarding revisions to NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, *including, without limitation, crisis intervention* (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms
- C. Discussion regarding revisions to NAC 289.110 to comply with requirements established in NRS 289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;

**NAC 289.047**

**NAC 289.230**

**NAC 289.110**

2. **PUBLIC COMMENT.** The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.

### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

1. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

- a. Approval of minutes from the July 12, 2021 regularly scheduled POST Commission Meeting

2. **INFORMATION** Executive Director's report.

- a. Training Division  
b. Standards Division  
c. Administration

3. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.047 (Definition of "Executive level position") to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of "Executive level position" as follows: "Executive level position" means a position held by a peace officer as a **chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.**

4. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, **including, without limitation, crisis intervention** (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms

5. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC 289.110 to comply with requirements established in **NRS 289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;**

6. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to discuss and take possible action to adopt, amend or repeal their regulations as follows:

A. **LCB File R167-20** - Amend NAC 289.110 (1) to require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

B. **LCB File R168-20** - Amend NAC 289.200(4)(b) to additionally require a peace officer to pass the state physical fitness examination *not sooner than 30 days* before the date on which the peace officer was hired and not later than 16 weeks after (1) The date on which the officer was hired; or (2) If the officer is a reserve officer, the date of activation of his or her reserve status.

C. **LCB File 177-20** – Amend NAC 289.140 to add the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**The Commission to fully consider all written and oral comments received on these proposed regulations before taking any action.**

**7. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Dr. Allen Anes requests this opportunity to present to the Commission his program of offering Lifetime (Commander) Memberships from Front Sight to all interested peace officers in Nevada.

**8. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from the Carson City Sheriff's Office for a 6-month extension pursuant to NRS 289.550 for the following employees to meet the certification requirement:

Deputy Nathan Trapp- Hire date 08/28/2020, extension to 02/2022

Deputy Dustin Randol- Hire date 10/23/2020, extension to 04/2022

Deputy Douglas Keennon- Hire date 12/18/2020, extension to 06/2022

Deputy Angel Meza Marquez- Hire date 12/18/2020, extension to 06/2022

Deputy Grant Zampirro- Hire date 12/18/2020, extension to 06/2022

**9. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from Las Vegas Metropolitan Police Department for an Executive Certificate for their employee Captain Timothy Hatchett.

**10. PUBLIC COMMENTS**

*The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.*

**11. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Schedule upcoming Commission Meeting

**12. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Adjournment.

**POSTED AT THE FOLLOWING LOCATIONS:**

**Commission on POST Administrative Office  
Carson City, NV 89701**

**State Library, Archives and Public Records  
100 Stewart Street, Carson City**

<http://post.nv.gov>

<http://notice.nv.gov>

<http://leg.state.nv.us>

Pursuant to NRS 241.020(2)(c), a copy of supporting materials for the meeting may be obtained by contacting POST Standards Division, at (775) 687-7678, ext. 3335, Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701.

*NOTE: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on Peace Officer Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701 or call Kathy Floyd at (775) 687-7678, Ext. 3335, no later than 2 working days prior to the meeting.*



### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **1. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Approval of minutes from the July 12, 2021 regularly scheduled POST Commission Meeting.



## 1 STATE OF NEVADA

## 2 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## 3 MEETING TRANSCRIPT

4 Monday, July 12, 2021

5  
6 A Workshop and Regularly Scheduled Meeting of  
7 the Commission on Peace Officer Standards and Training was held  
8 on Monday, July 12, 2021 commencing at 11:02 a.m. at 5587 Wa Pai  
9 Shone Avenue, Carson City, Nevada.

10  
11 COMMISSIONERS:

12 Jason Soto, Chairman

13 Kevin McKinney

14 Michael Allen

15 Russ Niel

16 Timothy Shea

17 George Togliatti

18 Tyler Trouten

19  
20 STAFF:

21 Kathy Floyd, POST

22 Mike Jensen, Attorney General's Office

23 Mike Sherlock, POST

24  
25 TRANSCRIBED BY: Marsha Steverman-Meech

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22	on the suspension of James Scally's (employed with the	
23	Nevada Department of Corrections) certification(s) based	
24	on noncompliance with the annual training requirements	

- 1 for 2020. The Commission will decide whether to suspend  
2 Mr. Scally's Category II and III basic certificates. 19
- 3 5. Hearing pursuant to NAC 289.230(4) and NAC 289.290(1)(f)  
4 on the suspension of Steven Menger's (employed with the  
5 Laughlin Township Constable's Office) certification(s)  
6 based on noncompliance with the annual training  
7 requirements for 2020. The Commission will decide  
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9 certificate. 23
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11 month extension pursuant to NRS 289.550 for their  
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16 employee Barbara Barnum to meet certification  
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## 1 PROCEEDINGS

2 SHERLOCK: All right, Chief, whenever you're ready.

3 FLOYD: Yup.

4 SOTO: Okay. Good morning. We're going to call  
5 this meeting to order. This will be POST Commission meeting for  
6 main, you know, all units.

7 SHERLOCK: (Inaudible.)

8 SOTO: It is Monday, July 12, 2021. For the  
9 record, the time is 1102 hours. I'm going to turn this over to  
10 Kathy Floyd for information on the legal postings and open meeting  
11 compliance. Again, it's July 12, 2021.

12 SHERLOCK: Sorry, Chief.

13 SOTO: I'll move (inaudible).

14 FLOYD: This meeting agenda has been posted in  
15 compliance with NRS 241.020. It's been physically posted here at  
16 the POST Administration Building, and electronically posted at  
17 post.nv.gov and notice.nv.gov.

18 SOTO: Great. Go ahead and start with roll call.  
19 I'll start with myself, Jason Soto, Reno Police Department and  
20 we'll just go ahead and go around the table, starting with Chief  
21 McKinney.

22 MCKINNEY: Kevin McKinney, Carlin PD.

23 NIEL: Russ Niel, Nevada Gaming Control Board.

1 ALLEN: Mike Allen, Humboldt County Sheriff's  
2 Office.

3 JENSEN: Mike Jensen, Attorney General's Office.

4 SHERLOCK: Mike Sherlock from POST.

5 FLOYD: Kathy Floyd from POST.

6 SOTO: All right. And then on the phone?

7 TOGLIATTI: George Togliatti, Department of Public  
8 Safety.

9 SOTO: We got George.

10 TROUTEN: Tyler Trouten, Elko PD.

11 SOTO: Got Trouten.

12 SHEA: Tim Shea, Boulder City Police.

13 SOTO: We got Tim Shea. Do we have anybody else  
14 on the line? Okay. With that, we will go ahead and get started  
15 with item number 1, discussion, public comment, and for possible  
16 action, approval of minutes from the May 6, 2021 regularly  
17 scheduled POST Commission meeting. Do we have any comments from  
18 any of our Commissioners on that? (Inaudible.) Any public  
19 comments? Okay, seeing as though there are none, I am looking for  
20 a motion to approve these minutes.

21 MCKINNEY: Kevin McKinney. I'll move to approve the  
22 minutes.

23 SOTO: I have motion for a second?

1 NIEL: I'll second.

2 SOTO: Motion and a second. All those in favor,  
3 say aye.

4 MEMBERS: Aye.

5 SOTO: Any Opposed? Motion carries unanimously.

6 Item number 2, Executive Director Report. I'm going to turn it  
7 over to Mike Sherlock.

8 SHERLOCK: Thank you, Chief. Mike Sherlock for the  
9 record. I'll try to be brief. In terms of the POST Training  
10 Division, we have a new academy beginning next week. We are  
11 completely full, which is a good thing for us. We continue to  
12 adjust that program, look at ways to improve the outcomes. I think  
13 as I previously mentioned, we were selected as one of only six  
14 academies across the country to be part of a training retention  
15 study. They'll use some of our curriculum, they're sending  
16 researchers out our way, and they'll observe our academy and then  
17 measure that retention of the curriculum, or what they were taught  
18 throughout the academy, and then at the end of the academy. We  
19 have scheduled management, supervisor, and basic instructor classes  
20 for the year. I just remind everyone that these fill up quick, so  
21 keep an eye on our website. In the Standards Division, with the  
22 pandemic and then the session, we are seeing extreme delays in  
23 getting our new regulations back, but we are starting to see them  
24 finally. In terms of training and compliance, we're down to two



1 individuals, I believe we'll hear about today at the meeting, that  
2 are out of compliance. You know, in terms of the legislative  
3 session we -- as many of you are aware, have various bills that  
4 affect training, affects enforcement, and of course affects this  
5 Commission. Some of the more focused bills that we were concerned  
6 about don't go into effect until 2023 and there may be some changes  
7 before that, at least we hope, from a fiscal standpoint on some of  
8 them. There are some relatively minor changes in our training  
9 program coming out of the session and we are working on curriculum  
10 for those right now. Of course, one of the big areas is use-of-  
11 force changes, but we'll do our best to get that curriculum up to  
12 date Specifically, to AB111, that bill passed and adds two  
13 civilian numbers to the POST Commission. My understanding from  
14 talking to the Speaker of the Assembly, he will appoint one new  
15 member, and the President of the Senate will appoint one new  
16 member. There was some talk that they wanted one from the North  
17 and one from the South, although that's not part of the bill, but  
18 what the bill does say, a member appointed pursuant to these two  
19 new positions must have expertise in one or more of the following  
20 areas: implicit and explicit bias; cultural competency; mental  
21 health as it relates to policing and law enforcement; working with  
22 children, elderly persons, persons who are pregnant, persons  
23 experiencing mental-health crisis, persons with physical,  
24 intellectual, or developmental disabilities, or persons from other  
25 vulnerable populations, which was added at the last moment.

1 Additionally, the governor who appoints the nine sitting  
2 Commissioners that we have now, along with the Senate and Assembly  
3 Leader, shall, when making any of those appointments, consider the  
4 racial gender and ethnic diversity of the Commission, understanding  
5 that the law-enforcement appointees are statute-driven so there is  
6 some limitations there that have not changed, Category 1, 2, 3,  
7 rurals as opposed to Clark County and Washoe County. I have had  
8 some inquiries from LCB on the makeup of the Commission, but I'm  
9 not sure where any appointments may be at this point for the two  
10 new civilian positions or whether or not they'll even let me know  
11 or at what point. We're not really involved with that, so I  
12 expected -- the bill does say that the two positions should be  
13 nominated from local government or community-based organizations so  
14 we took that to mean city councils, county Commission, or any  
15 community-based organization can make the recommendation to the  
16 leader of the Senate and the Assembly. The only other areas, I've  
17 had some questions on AB409. 409 requires us to -- well, it  
18 requires that in a background investigation of a perspective peace  
19 Officer that the background include inquiries into bias, explicit  
20 or implicit bias, on the part of that applicant. You know, from --  
21 on one hand, from our perspective, we already require psych. Most  
22 employment psychs already do that so we're not too concerned at  
23 this point. I will say that it may pose a problem for Category III  
24 because psychs are not mandated right for -- Category III does not  
25 require a psych exam in the background. I think most agencies

1 outside of DOC do it anyway, so we will take a look at that. I'll  
2 work with Mike a little bit and have him look at that (inaudible)  
3 and -- Mike Jensen in particular because that could be a concern in  
4 terms of -- from the regulation on the Cat III side, but the  
5 others, I think with the psych that we are just aware that a  
6 background psych includes those types of inquiries and I think we  
7 will be covered so, and as more comes up, I'm sure we'll be putting  
8 things out, but at this point that's about it from.

9 SOTO: Normally -- for the record, Chief Jason  
10 Soto. One thing to appoint two members to this board, it might be  
11 beneficial to them and (inaudible).

12 SHERLOCK: Mike Sherlock for the record. We do have a  
13 new Commissioner class that we probably didn't give you guys, but  
14 it may be beneficial, especially someone coming from the outside  
15 that we could put on, and we do things like open-meeting law and  
16 those other things that are of concern for the Commission.

17 SOTO: Item number 3, discussion public comment,  
18 and (inaudible) -- sorry, did anybody else have any input for Mike  
19 Sherlock and his director report? Okay. Item number 3,  
20 discussion, public comment, and for possible action, discussion on  
21 the current requirements to obtain POST Executive Certificate.  
22 Commission to discuss whether to begin the rulemaking process, to  
23 amend NAC 289.270 to allow eligibility that includes those peace  
24 officers who have authority over non-peace officer managers.

1 Current language requires the applicant to supervise two peace  
2 officers -- two peace officer managers. I'm going to turn this  
3 over to Mike Sherlock to give us some information on this.

4           SHERLOCK:           Thank you, Chief. Mike Sherlock for the  
5 record again. So I'm sure most of you remember last meeting, there  
6 was an application for an executive certificate. One of the issues  
7 on that was whether or not they supervise two management level  
8 positions in management level from a POST perspective is very  
9 specific, they have to be peace officers and that kind of thing, so  
10 we were asked to maybe include this on the agenda to see whether  
11 there's an appetite to enter the rulemaking process. I can tell  
12 you from staff perspective, it is a bit challenging for us. We  
13 have a management certificate, we try to keep the executive  
14 certificate at a level above management obviously, or why have that  
15 certificate? We would agree that there's some room for language  
16 change on that with the changing dynamics, more civilian managers  
17 taking over what were traditionally sworn-management positions so  
18 we understand that, but I think I would put out to the Commission  
19 that, you know, changing that language may help a little bit in  
20 terms of issuing of that certificate, but it really doesn't fix the  
21 underlying issue for staff when we're reviewing these. I think  
22 that staff would agree we're better served and we can maintain the  
23 integrity of that certificate if we simply change the language to  
24 limit the availability of that certificate to the chief executive  
25 and the second in command, and I think if we took out the rank

1 distinction on there, it would alleviate some of the smaller  
2 agencies who may have a sergeant that's second in command and we  
3 would be okay with that. The problem we're having now is it's  
4 getting lower and lower -- the ranks are spreading further out and  
5 we're getting executive certificates that, to lieutenants for  
6 example that we would never traditionally -- that's not what that  
7 certificate was designed for. Lieutenant, unless they're second in  
8 command, is a management-level position from our perspective so I  
9 would throw that out there. If we do go into the rulemaking  
10 process and look at changing the language that perhaps not only do  
11 we change the ability to receive this certificate if you supervise  
12 two management positions, including civilian, but also limit those  
13 in the agency to rank or level within that agency that more fits  
14 the design of that executive certificate. So with that, I would  
15 yield back to the chairman and that would be our comments on  
16 whether or not you want to enter rulemaking, and if so, where  
17 should we focus.

18 SOTO: Well, let me ask you a question before I  
19 turn to (inaudible) here. On -- I'm aware of how and why we  
20 brought this up. I know that for that specific challenge, we voted  
21 as a Commission to that individual (inaudible) department so we did  
22 that as -- and that doesn't happen too often, it's not the sort of  
23 thing that's common. So if we don't change the language, we still  
24 have the ability to give them that (inaudible), we work together  
25 (inaudible), correct?

1           SHERLOCK:           Yeah. Mike Sherlock for the record. Yeah,  
2 the executive certificate is one that comes before the Commission  
3 and clearly, Commission can make their decision on those based on  
4 the evidence presented so, yeah, it doesn't change that.

5           SOTO:                And then I seem to remember that one of the  
6 challenges -- for the record, Jason Soto. One of the challenges  
7 was more so for maybe more rural agencies that didn't have quite  
8 the same structure that some of the larger agencies had.

9           SHERLOCK:           Yes. So Mike Sherlock for the record.  
10 Yeah, and that is always the issue, and we understand that. Just  
11 internally before it gets to the Commission, our staff has to look  
12 at that, and here's what happens: a lieutenant has been to a lot of  
13 management training, and then they want to then use that training  
14 and get their executive certificate so we have a lot of -- you  
15 know, it gets convoluted and it's very difficult for us to separate  
16 that out because what would be one person, it's -- they use it for  
17 their management certificate, but now we have someone else that  
18 wants to use it for their executive and it's not easy for staff to  
19 look at something and go that's above management level, where if  
20 you limited that certificate to position, it would be a much  
21 cleaner process to be honest with you.

22           SOTO:                In terms of (Inaudible), does anybody have  
23 any comments on this?

24           ALLEN:               This is Mike Allen for the record. On the

1 current language, do you have access to that? Could you read that?

2 SHERLOCK: Let me pull that up. Mike Sherlock for the  
3 record and so just off the top of my head, that position requires  
4 that the applicant supervise two management level positions; have  
5 200 hours so -- they have to have a basic, intermediate, advanced  
6 supervisor, and management certificate first; six years of  
7 experience, at least one year in an executive level position, and  
8 that's the one that sometimes is tough for us because we're issuing  
9 --

10 SOTO: Six years?

11 SHERLOCK: Six years as a peace officer, but one year  
12 at executive level, and so when you have someone that applies for a  
13 management certificate and says they're at management level and  
14 then a month later they apply for the executive certificate and say  
15 they're at the executive level, you can see the confusion there.  
16 You're either management or you're executive, you know, which the -  
17 - you know, if we change that language, we could clean that up.  
18 200 hours of training at advanced management, in addition to the  
19 training for the management certificate. So that's always an  
20 issue, right? Someone at the lieutenant's level often has not been  
21 to NA, or, you know, something of that level that we can easily  
22 identify as being advanced management level. Then, they have to  
23 supervise two management level positions. That's the current  
24 requirements for that position.

1           ALLEN:            Hey, this is Mike Allen for the record  
2 again. It's always been my understanding in that executive level,  
3 you hit on it earlier, was for the first and second person of the  
4 agency, and I don't know if there'd be a way to strengthen the  
5 language to make sure that that definition will satisfy everybody's  
6 understanding of what the purpose is of that, and I think you  
7 raised a good example of somebody who is a Sergeant, who is running  
8 their agency. I do think that they should be recognized with that  
9 next level of certification from POST. So that would be my two  
10 cents. You can strengthen the language to make sure we define what  
11 we're looking for as a Commission for that executive levels.

12           SOTO:            For the record, Jason Soto. Let me throw  
13 something out there too, and this is from an entirely different  
14 side of the spectrum. For those that have larger agencies, those  
15 executive certificates, I'm guessing and speculating here  
16 (inaudible), that with those executive certificates comes  
17 contractually oftentimes more pay and I don't want to see that get  
18 abused from (inaudible). So if we look at the language, as Sheriff  
19 Allen had stated, I think the approach would be to strengthen that  
20 language (inaudible). It's pretty simple to me. (Inaudible), but  
21 I just want to put that on record for those that aren't in the  
22 larger agencies that I have seen that happen and sometimes it is  
23 contractual and you get that bump, but you'd have somebody who  
24 really isn't meeting the requirements to receive that certificate.



1           SHERLOCK:           Sure, sure. Yeah, Mike Sherlock for the  
2 record. I would agree and I think if we move away from specific  
3 rank as the criteria and just go to whatever level that is, the,  
4 you know, chief executive and the second in command or some  
5 language along those lines may help in that area.

6           MCKINNEY:           Kevin McKinney for the record. One of the  
7 issues which I believe was brought up at the last meeting was  
8 mainly again for the smaller agencies, the example that came up  
9 with was Chief Trouten's agency, where they had a captain who did  
10 not -- he didn't supervise two management positions. His issue was  
11 he needs -- he's a division head, but he doesn't supervise and I  
12 believe you have to have both in the current language. You have to  
13 have both requirements. And so what I was -- I mean, one of the  
14 things I thought of was eliminating the and in -- just in that  
15 single sentence to where you could have either or.

16           SOTO:               And I don't -- for the record, Jason Soto.  
17 I don't have an issue with that either. I also think that maybe it  
18 was probably in there anyways (inaudible) we can really strengthen  
19 (inaudible) this criteria for all qualifying candidates' executive  
20 certificate (inaudible),

21           SHERLOCK:           Yeah, Mike Sherlock for the record. So I  
22 would agree with that, and that is a way to clean that up also.  
23 And just for the benefit of the Commission, how we work this is we  
24 will deny these quite often but if the agency, as Sheriff Kenny,

1 you know, did last time, is if they feel that it's something they  
2 want to bring to the Commission, we'd certainly put them on the  
3 agenda, and that's what we last time and the Commission awarded the  
4 certificate. We have no problem with that but understand that if  
5 they don't meet that initial requirement that whatever the  
6 regulation says, we will kick them back and deny them. So it's  
7 just a more efficient process all the way around but we always will  
8 allow them to come before --

9 SOTO: (Inaudible) due diligence, that is what we  
10 should do if it comes to a good conclusion at the end of it, but we  
11 don't know that just looking at a piece of paper.

12 SHERLOCK: Sure.

13 SOTO: We have to hear from the Sheriff himself to  
14 let us know what challenges he was faced with. As Sheriff McKinney  
15 said, sometimes you just don't have two people to supervise.

16 SHERLOCK: Exactly. Right. Okay.

17 SOTO: Okay, any other input from any other  
18 Commissioners? Okay. So what I'm looking for then is a motion to  
19 --

20 JENSEN: (Inaudible.) Sorry, Chairman.

21 SOTO: Go ahead.

22 JENSEN: I just wanted to -- a couple of legal  
23 points I wanted to make for regulations you might find useful.  
24 First is the importance of a condition like this, the condition

1 like this is to be specific, not to act arbitrarily so having  
2 specific standards that can be followed by staff when it comes to  
3 reviewing things that they feel is critical. If you start being  
4 arbitrary, you know, and it's on who showed up to ask for the  
5 executive (inaudible) of the individual, you run into potentially  
6 problems, especially if your agencies are tying compensation to  
7 that certificate, that could potentially create a problem. The  
8 other is that as a Commission, you have authority to interpret your  
9 own regs. By that, I mean that you can only get so specific with  
10 your regs. You're going to have so many potential situations that  
11 you may not be able to capture in the language. You may -- you  
12 have the ability to interpret your regs consistent with the statute  
13 to interpret them in a way that (inaudible). So you don't always  
14 have to change the language of the reg I guess is the point of  
15 that, you can interpret your regs. So those might seem like  
16 conflicting things that I just said, but those are two important  
17 points from the legal side of things. (Inaudible) you are having  
18 trouble with that, you make sure that you're consistent and  
19 interpret your regs, also consistent in your mission and your  
20 statutes.

21 MCKINNEY: Kevin McKinney for the record. I would  
22 agree with Mr. Jensen. However, I don't want to be in a position  
23 where the Commission gets into regularly overturning the -- you  
24 know, the administration's decisions. I would much rather be in  
25 line, and that way we're all on the same page rather than

1 overruling decisions like that.

2           JENSEN:           Yeah, and I think that's what I'm talking  
3 about, consistency for staff, too. They need to have standards in  
4 -- either in the regs or through your interpretation of your regs  
5 that they can follow when they review, make recommendations and  
6 that will help.

7           SOTO:            Yeah, and I think -- for the record, Jason  
8 Soto. I think that we can take a look at the language, Mike  
9 Sherlock can take a look at this language and see if there's  
10 something we can actually (inaudible), whatever these qualifiers  
11 are that Mr. Jensen brings up so that we can have that consistency  
12 (inaudible) because I would agree. We don't want to get into the  
13 practice of having people come in and wanting the certificates.  
14 That's not (inaudible). So at that point, I would be looking for,  
15 including (inaudible) to bring back some language that strengthens  
16 the language, does not weaken it, makes it more sensitive  
17 (inaudible) so that large agencies and rural agencies can both  
18 benefit from it. So with that, I will be looking for a motion to  
19 (inaudible).

20           ALLEN:           Mike Allen for the record. I'll make the  
21 motion to move forward to look at the language for the executive  
22 officer executive's POST certificate.

23           SOTO:            (Inaudible) motion. Do I have a second?

24           NIEL:            Second.

1 SOTO: Motion and second. All those in favor say  
2 aye.

3 MEMBERS: Aye.

4 SOTO: Any opposed? Okay, motion carries  
5 unanimously. Item number 4, discussion, public comment, and for  
6 possible action of the hearing pursuant to NAC 289.230 subsection  
7 (4) and NAC 289.290 subsection (1)(f), the suspension of James  
8 Scally's, with the Nevada Department of Corrections,  
9 certification(s) based on noncompliance with the annual training  
10 requirements for 2020. The Commission will decide whether to  
11 suspend Mr. Scally's Category II and Category III based  
12 certificates. I'm now going to turn it over to Chief Kathy Floyd.

13 FLOYD: Kathy Floyd for the record. Pursuant to  
14 NAC 289.230, a Peace Officer is required to complete specific  
15 annual continuing education requirements to maintain their POST  
16 certificates. The employing agency is required to ensure their  
17 officers comply with the continuing education requirements,  
18 including notifying their officers of the requirement and the  
19 consequences of the failure to comply. An employing agency is  
20 required to verify that their officers have completed the annual  
21 continuing education requirements by December 31. These training  
22 reports are submitted by the employing agency to POST via online  
23 forms. NAC 289.230 number (4) requires the Commission to notify  
24 each officer and his or her employing agency of any noncompliance,

1 and states the Commission will suspend the certificate of any  
2 officer who does not complete the requirements of Subsection 1  
3 within 60 days after the date on which he or she received the  
4 notice of non-compliance. For the reporting year 2020, we sent  
5 courtesy compliance reports biweekly, starting in December.  
6 Noncompliance notices were sent to each agency administrator and  
7 each SPOC approximately February 8 or 9. The two agenda items that  
8 follow are results of annual training requirements that have not  
9 been met. Agenda item number 4 is the suspension hearing for James  
10 Scally's Category II and III basic certificates for noncompliance  
11 with the annual training requirements for 2020. James Scally is  
12 currently employed with the Nevada Department of Corrections.  
13 Exhibit A is the email to the Department of Corrections point of  
14 contact, Chief Christina Leathers, sent February 9, 2021,  
15 addressing their noncompliant officers, the notices that needed to  
16 be served, and a copy of the training report showing the list of  
17 non-compliant officers. Exhibit B is the letter addressed to  
18 Department of Corrections included in the above email, which  
19 explains the attachments, the date restrictions to serve the  
20 notices. Exhibit C is page 6 of the training plan compliance  
21 report, which notes James Scally is non-compliant for all 2020  
22 annual compliance subjects. Exhibit D is the notice of  
23 noncompliance for James Scally. This notice explains he had been  
24 reported by his agency as not meeting the mandatory requirement  
25 pursuant to 289.230 for calendar year 2020. This notice goes on to

1 explain his Nevada Peace Officer's certifications are subject to  
2 suspension if he does not remedy all reported training deficiencies  
3 within 60 days of receipt of the notice. Failure to remedy the  
4 training deficiencies will result in suspension. Exhibit E is the  
5 declaration of service showing James Scally was served this notice  
6 of noncompliance on February 10, 2021 by William Tobin. Exhibit F  
7 is the email sent to Department of Corrections SPOC Chief Christina  
8 Leathers requesting they serve Mr. Scally with the attached notice  
9 of intent to suspend and return the declaration of service.  
10 Exhibit G is the notice of intent to suspend for James Scally.  
11 This notice explains to Mr. Scally that pursuant to NAC 289.230  
12 number (4), the certification is subject to suspension for  
13 noncompliance with the mandatory training and proficiency  
14 requirements. It goes on to explain that on February 10, 2021, Mr.  
15 Scally received a notice that he had not met the mandatory training  
16 requirements for 2020 and has 60 days to remedy this. Sixty days  
17 or more have lapsed since Mr. Scally received the notice of non-  
18 compliance and the Commission has not received information showing  
19 James Scally has completed all mandatory requirements. Pursuant to  
20 NAC 289.290 (1) (f) person's Nevada Peace Officer certifications  
21 will be suspended for failure to comply with the standards  
22 established in this chapter. The notice of intent to suspend  
23 includes the date, time, location of this Commission meeting, as  
24 well as copies of NAC 289.230 and NAC 289.290. This notice advises  
25 Mr. Scally that he had the right to appear before the Commission to

1 contest the suspension of his Peace Officer's certificate by  
2 providing written notice to the executive director of the  
3 Commission within 15 days of the date of the hearing. The  
4 executive director of the Commission has not received any written  
5 notice from James Scally. Exhibit H is the declaration of service  
6 showing Mr. Scally was served the notice of intent to suspend on  
7 June 3, 2021 by William Hutching (phonetic). Exhibit I provides  
8 copies of James Scally's category II and (inaudible) certificates,  
9 subjects of the suspension hearing. Based on the information  
10 provided, staff recommends suspension of James Scally's Category II  
11 and III Nevada Peace Officer's certificate.

12 SOTO: Okay, do we have any public comments on  
13 this? Any comments from the Commission? The only question I have,  
14 I think you said it, Kathy, (inaudible), but we haven't gotten any  
15 correspondence back from Mr. Scally or the Department of  
16 Corrections on this?

17 FLOYD: That is correct. Absolutely nothing.

18 SOTO: Right.

19 SOTO: Public comments or any comments from the  
20 Commission (inaudible) suspend Mr. Scally's POST certificate?

21 MCKINNEY: Kevin McKinney. I'll make a motion to  
22 suspend Mr. Scally's Category II and Category III certificates for  
23 non-compliance.

24 SOTO: So we have a motion to suspend James



1 Scally's category II and III (inaudible). Do I have a second?

2 ALLEN: Mike Allen, I'll make the second.

3 SOTO: All those in favor, say aye

4 MEMBERS: Aye.

5 SOTO: Opposed? The motion carries unanimously.

6 Item number 5, discussion, public comment, and for possible action,  
7 hearing pursuant to NAC 289.230, Subsection (4) and 289 -- NAC  
8 289.290, Subsection (1)(f) on the suspension of Steven Menger's,  
9 who is employed with a Laughlin Township Constable's Office,  
10 certifications based on non-compliance with the annual training  
11 requirements for 2020. The Commission will decide whether to  
12 suspend Mr. Menger's Category I basic certificate. I am going to  
13 again turn over to Chief Kathy Floyd.

14 Floyd: Kathy Floyd for the record. Agenda number 5 is the  
15 suspension hearing for Steven Menger's Category I basic certificate  
16 for noncompliance with annual training requirements for 2020. Mr.  
17 Menger is currently employed with the Laughlin Township Constable's  
18 Office. The situation happened a bit differently than the first  
19 one. Sergeant Dahlheimer (phonetic), who is the point of contact,  
20 called me on March 30th to notify me they had entered training in  
21 error for Mr. Menger. Steven Menger had not completed the training  
22 requirements to meet NAC 289.230 (b). The training was removed  
23 from the database and the following information was generated:  
24 Exhibit A is the email requesting the SPOC Sergeant Dahlheimer

1 arranged to serve the notice of noncompliance to Steven Menger;  
2 Exhibit B is the training plan compliance report that reflects  
3 Steven Menger did not complete item number 6 of his annual  
4 compliance training. Item number 6 covers the topics listed under  
5 289.230 (1) (b), which states complete not less than 12 hours of  
6 continuing education and courses that address racial profiling,  
7 mental health, the wellbeing of officers, implicit bias  
8 recognition, De-escalation, human trafficking and firearms.  
9 Exhibit C is the notice of non-compliance, which noted Steven  
10 Menger had 60 days from receipt of this notice to complete his 2020  
11 annual compliance training; Exhibit D is the declaration of service  
12 showing Steven Menger was served his notice of noncompliance on  
13 April 8th of 2021; Exhibit E is the email to Sergeant Dahlheimer  
14 requesting he serve the attached notice of intent to suspend to  
15 Steven Menger and the date range we needed it completed; Exhibit F  
16 is the notice of intent to suspend for Steven Menger. It notified  
17 him of his failure to complete his 2020 annual compliance, and that  
18 per NAC 289.230 number (4), and NAC 289.290 (1) (f), his Nevada  
19 Peace Officer certificate will be suspended for failure to comply  
20 with the standards established in this chapter. The notice  
21 provided him the date, time, and location of the Commission  
22 meeting, and included copies of NAC 289.230 and NAC 289.290;  
23 Exhibit G is the declaration of service showing Steven Menger was  
24 served the notice of intent to suspend June 12, 2021; Exhibit H is  
25 Steven Menger's Category I, basic certificate. Based on the

1 information provided, staff recommend suspension of Steven Menger's  
2 Category I Nevada Peace Officer's certificate.

3 SOTO: Do we have any public comments on this?  
4 Well, then, I'll (inaudible). (Inaudible) if not, looking for a  
5 motion to suspend Mr. Steven Menger's POST certificate.

6 NIEL: Russ Niel for the record. I'll vote to  
7 motion -- to approve the motion of agenda item number 5 as read  
8 into the record by Chief Floyd to suspend Steven Menger's POST  
9 Category I certificate.

10 SOTO: Motion. Can I get a second?

11 ALLEN: Mike Allen, I'll second.

12 SOTO: Motion and a second. All those in favor,  
13 say aye.

14 MEMBERS: Aye.

15 SOTO: Opposed? Motion carries unanimously. Item  
16 number 6, discussion, public comment, and for possible action,  
17 request from the Carson City Sheriff's Office for a 6-month  
18 extension pursuant to NRS 289.550 for their employee, Jacob  
19 VanBeuge to meet certification requirements (extension to expire  
20 December 26, 2021). I am going to turn it over to Mike Sherlock.

21 SHERLOCK: Thank you. Mike Sherlock for the record.  
22 Clearly the pandemic has affected many aspects of employment, and  
23 of course staffing, and the ability to get people trained. Here,  
24 the Carson City Sheriff's Department has had trouble finding the

1 staffing levels necessary to allow certain training. With that  
2 information, staff would recommend granting of the 6-month  
3 extension for Mr. VanBeuge. This would give the Sheriff's  
4 Department until December 26 to complete all the requirements for  
5 certification, and we would recommend that.

6 SOTO: All right, do we have any public comment?  
7 Comments from the Commission?

8 MCKINNEY: He is enrolled in the July 19 academy? I'm  
9 sorry, Kevin McKinney for the record. Is that correct?

10 SHERLOCK: (Inaudible.) Mike Sherlock for the record.  
11 I believe he has.

12 SOTO: Any other comments from the Commission?  
13 Seeing as though there's not, I am looking for a motion to extend  
14 the time to December 26, 2021 to complete certification for Mr.  
15 VanBeuge.

16 MCKINNEY: Kevin McKinney, I'll make a motion to  
17 extend Deputy VanBeuge's time for six months to December 26.

18 SOTO: I have a motion. Can I get a second?

19 NIEL: I'll second.

20 SOTO: Motion and a second. All those in favor,  
21 say aye.

22 MEMBERS: Aye.

23 SOTO: Any opposed? The motion carries  
24 unanimously. Right, item number 7, discussion, public comment, and

1 for possible action, requests from the Eureka County Sheriff's  
2 Office for a 6-month extension pursuant to NRS 289.550 for their  
3 employee, Barbara Barnum, to meet certification requirements  
4 (extension to expire January 27, 2022). I am going to turn it over  
5 to Mike Sherlock for details.

6           SHERLOCK:           Again, Mike Sherlock for the record. Thank  
7 you. The Eureka County Sheriff's Department has provided  
8 information that their employee, Barbara Barnum, has sustained an  
9 injury and was unable to complete the requirements of  
10 certification. With treatment, she will return to full duty and be  
11 able to complete the certification requirements with the extension.  
12 Again, staff would recommend granting of the extension and again,  
13 this would give her until January 27, 2022. I didn't confirm if  
14 she's in next week's academy or not. She might be able to tell us,  
15 but I don't know that.

16           SOTO:                Okay. Do we have any public comment on  
17 this?

18           BARNUM:            I would --

19           SHERLOCK:         So I'll have to explain that.

20           BARNUM:            For the record, Barbara Barnum. I am  
21 requesting six months extension due to super-manning over my dog a  
22 day after I started my job and extending (inaudible). I've been  
23 trying to find doctors over and over again. I finally found some  
24 good doctors within the office today. (Inaudible) therapy, I cannot

1 do a pushup, but I'm getting there and I believe by January I'll be  
2 good to go.

3 SHERLOCK: Mr. Chairman, Mike Sherlock for the record.  
4 Just so the Commission is aware, our academy will start January --  
5 mid-January. So in the past we've allowed this because once --  
6 even though the extension may expire before the academy has been  
7 completed, they're not exercising peace-officer powers within the  
8 academy so it's not an issue, but the extension would allow her to  
9 exercise peace-officer powers until that date, or the start of the  
10 academy, either one, and we have done that in the past, just so you  
11 know.

12 SOTO: All right, so I am looking for a motion to  
13 grant the extension of time to be certified for Barbara Barnum  
14 (inaudible).

15 ALLEN: Mike Allen. I'll make a motion to approve  
16 the Eureka County Sheriff's Office request for the 6-month  
17 extension for Deputy Barbara Barnum.

18 SOTO: I have a motion, do I have a second?

19 NIEL: I'll second.

20 SOTO: Motion and a second. All those in favor  
21 say aye.

22 MEMBERS: Aye.

23 SOTO: Any opposed? The motion carries  
24 unanimously. Item number 8, discussion, public comment, and

1 possible action. The Commission may not take any action on any  
2 matter considered under this item until the matter is specifically  
3 included on an agenda as an action item.

4 ALLEN: Mike Allen. I --

5 SOTO: Yeah?

6 ALLEN: -- I guess public comment on the POST  
7 standards for wanting physical fitness standards for entry into the  
8 POST academy. I know that this came up a while back with some of  
9 us sheriffs, probably five, six years ago. Recently I attended a -  
10 - the FBI National Command Course, which was just for sheriffs and  
11 chiefs. It was a 40-hour training class back in the Washington DC  
12 area, and I was able to look at the FBI entry-level standards for  
13 their physical agility, physical fitness, and theirs is more on a  
14 point system, and -- like, like, we have a candidate at this time  
15 that can pass everything, but the mile-and-a-half run, and she's a  
16 very quick runner, but once she gets into the mile and a half, that  
17 puts her -- she fails the entire physical fitness standards. So I  
18 was just wondering if there's an appetite to take a look at a new  
19 system, where it would be point-based, and if you do fail one but  
20 you pass everything else, there could be an opportunity to still,  
21 you know, continue on with the law -- a career in law enforcement  
22 at that time. So, I mean, I know that Director Sherlock has done  
23 some extensive research on this, or he has the information, and I  
24 was just wondering if there would be an appetite by the Commission

1 to look at this in a future meeting and (inaudible).

2           SHERLOCK:           Mike Sherlock for the record, and  
3 obviously, we'll put whatever you want on the agenda, if there's an  
4 appetite to discuss it. I would only say this, that it's often  
5 confused, the difference between different tests. Some tests are  
6 about fitness level, right? So the FBI is looking at fitness level  
7 and the point system works well on that, right, because you can  
8 measure fitness in different ways. The issue for states like us,  
9 we use a job-task related physical test so those events are not  
10 about a fitness level. You can be totally out of shape. As long  
11 as you can complete those critical tasks that were identified in  
12 the validation study, you can still become a peace officer. So I  
13 just want to make -- people often confuse the two things, a fitness  
14 test and a task-related test, was what we use. So I understand  
15 what you're saying and maybe that's what we could have a discussion  
16 about, maybe we want to move to a fitness test. Obviously, that  
17 would be something we'd have to talk to -- talk about, but right  
18 now we're related to job tasks and the question always is the mile  
19 and a half. Just really quick, the mile and a half is not about  
20 chasing someone for a mile and half, it's about a three-minute  
21 fight, and so when you look at job-task related tests, it changes  
22 that perspective, right? Whether or not they can complete -- you  
23 know, have the skill to complete a three-minute boxing match is the  
24 difference between a fitness test, which only looks at the level of  
25 that individual's fitness and so it's two different things, but



1 certainly, we can put it on the agenda for discussion at the next  
2 meeting.

3 SOTO: Any comments from the Commission?

4 MCKINNEY: Kevin McKinney for the record. Idaho used  
5 to have a scoring system I think similar to the FBI's. They  
6 switched to our battery of tests but I believe -- and I just pulled  
7 it up because I -- I -- they do have a point system that they score  
8 the test on, but it's the same battery but they score it a little  
9 differently. It's not just pass/fail, it's based upon certain  
10 criteria. I don't know if that would be kind of a compromise or if  
11 it's even worth looking at. I don't know, but that's an option.

12 SOTO: I have a question. (Inaudible.)

13 SHERLOCK: Again, Mike Sherlock for the record. I  
14 think we could discuss it. There are some issues from a legal  
15 standpoint I think and that kind of thing. But again, we could  
16 create an agenda item to discuss that for sure.

17 SOTO: A question I have, for the record, Jason  
18 Soto, from talking about folks (inaudible) in terms of physical  
19 fitness tests that we provide, what is the percentage of  
20 candidates, peace officers failing?

21 SHERLOCK: At least for us at the entry level it's --

22 SOTO: No, not at the entry level.

23 SHERLOCK: Oh, the certification level? I have --

24 SOTO: The reason I --

1           SHERLOCK:           Not very many, I couldn't give you a  
2 percentage.

3           SOTO:                -- (inaudible) I'm not (inaudible). I have  
4 maybe a little bit of a different take on it, but to me it's very  
5 important. It's very important that you have the endurance to do  
6 whatever it is that you need to do, and I don't know anything about  
7 this individual that Sheriff Allen talks about (inaudible). I  
8 don't know if there's something we can do as an agency to get her  
9 to that level. I -- but I do know that when you're in the middle  
10 of a situation that requires physical fitness, I don't want to get  
11 into specifics, but it seems --

12           SHERLOCK:           Yeah.

13           SOTO:                -- so I have concerns on both sides, but I  
14 understand it. I have candidates that are in the same boat,  
15 officers that are in the same boat, and it's tough, usually  
16 (inaudible).

17           SHERLOCK:           Yeah. Mike Sherlock for the record. If I  
18 had to put my finger on the pulse nationally right now, I think the  
19 trend, which is strange to me because it is difficult to recruit  
20 and hire right now, but the trend is to strengthen physical  
21 fitness. We have -- well, three states now require annually that  
22 you pass, maybe four now, I think you sent me one to also, Chief,  
23 but that you have to pass the physical fitness test every year to  
24 maintain your certificate and some of them, believe it or not, are

1 punitive. I don't want to send Mike over the edge here, but some  
2 states are punitive that if you fail the PT test, they begin action  
3 on your certificate and eventually take your certificate. I'm not  
4 -- I'm just saying that's naturally what the trend is to strengthen  
5 the physical-fitness requirements I think nationally is what we've  
6 seen. So just to keep your mind around that, what's going on out  
7 there.

8 SOTO: For the record, Jason Soto. I'm not  
9 opposed to looking at it, I'm not, but I just think in this day and  
10 age, wellness is as important as it's ever been. I think we  
11 (inaudible) but I understand (inaudible). I am very open to  
12 talking about it and seeing what the system looks like and learning  
13 a little bit more cause I know that we had a stricter standard two  
14 -- a year ago (inaudible) and I wasn't a hundred percent on board,  
15 but again, challenges of recruiting. I don't want you to lose  
16 great people in your department. I hope there's medium that we can  
17 find that, you know. I do understand the need to have people that  
18 are in fantastic that are employees and just struggling. I know  
19 that's a clear-cut answer for physical fitness.

20 NIEL: Mike, I have a question. Russ Niel for the  
21 record. The states that you've looked at, and I think -- I sent  
22 you Texas, and they're not punitive, they're more incentive driven.  
23 Are the tests that these people are taking, especially the ones who  
24 are already certified or working, are they standard across the

1 board, is there a graduation scale? Because obviously when you're  
2 22 going through the academy, after 25, 30 years on the job, you  
3 still have to meet that annual fitness requirement. Is there an  
4 adjustment for age and just getting busted up?

5 SHERLOCK: So -- yeah, Mike Sherlock for a record.  
6 Generally, no. If it's a job-task related physical test, then age  
7 and gender and that kind of thing do not play into it because  
8 you're talking about a job task, right? A bad guy doesn't say you  
9 want me to run slower cause you're old, you know that type of  
10 thing. Rather than a fitness level. A fitness level is a  
11 different issue, right, so that's what we see out there.  
12 Connecticut just did it. Their test is very similar to us, as per  
13 Vermont, one of the two, they both have it now. It is punitive  
14 that they take action on that certificate.

15 SOTO: Public comment. Let's just --

16 SHERLOCK: Oh, yeah.

17 SOTO: Let's just roll with it.

18 SHERLOCK: All right.

19 SOTO: We can talk about putting it on the agenda  
20 --

21 SHERLOCK: Put it on the agenda, yes.

22 SOTO: -- so we can assess in depth (inaudible).

23 Any other public comment? (Inaudible.) Item number 9, discussion,  
24 public comment, and possible action, to schedule upcoming

1 Commission meeting.

2           SHERLOCK:           Mike Sherlock for the record. So again,  
3 with easing of the virus restrictions we hope, we hope to get back  
4 on track and do two meetings in the South, two in the North each  
5 year. So that means the next meeting should occur in the South.  
6 We would recommend that to do that during the annual Sheriffs and  
7 Chiefs Conference in November. With that, we looked at having the  
8 meeting on November 8 at 1:00 PM in Las Vegas. That would be after  
9 the Sheriffs and Chiefs morning meeting, first day of that  
10 conference, and so that would be our recommendation for our next  
11 meeting, would be November in Clark County, Las Vegas during the  
12 Sheriff's and Chiefs.

13           SOTO:                I will be out of town that week.

14           SHERLOCK:           Okay.

15           SOTO:                (Inaudible.)

16           SHERLOCK:           Okay. Okay.

17           SOTO:                (Inaudible.) Anybody else have any public  
18 comments or Commission comments on this? All right, I am going to  
19 go ahead and make it November 8. We good with that? I'm looking  
20 for a motion for the next upcoming Commission meeting for November  
21 8, 2021.

22           MCKINNEY:           I'll make a motion we have it the afternoon  
23 of November 8 for the next Commission meeting.

24           SOTO:                I have a motion. Can I get a second?

1 NIEL: Second.

2 SOTO: Motion and a second. All those in favor,  
3 say aye.

4 MEMBERS: Aye.

5 SOTO: The motion carries unanimously. And then  
6 finally, item number 10, public comment, looking for a motion to  
7 adjourn.

8 ALLEN: Mike Allen. I will make a motion to  
9 adjourn.

10 NIEL: I'll second.

11 SOTO: We have a motion and a second. All those  
12 in favor, say aye.

13 MEMBERS: Aye.

14 SOTO: Motion carries. We are adjourned. Thank  
15 you.

16 SHERLOCK: Thanks, everyone. Thanks, guys down south.

17 [end of meeting]

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### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **2. INFORMATION Executive Director's Report**

- a. Training Division
- b. Standards Division
- c. Administration





### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

#### 3. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.

The Commission to decide whether to continue the rulemaking process to revise NAC 289.047 (Definition of “Executive level position”) to clarify one of the requirements to qualify for an Executive Certificate by changing the definition of “Executive level position” as follows: “Executive level position” means a position held by a peace officer as a *chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*



NAC 289.047 "Executive level position" defined. ([NRS 289.510](#)) "Executive level position" means a position held by a peace officer in which the peace officer supervises two or more persons who hold management level positions and is in charge of an entire agency or a major division or bureau within an agency. *as a chief of police, sheriff, director or chief executive of an agency or deputy chief, undersheriff, deputy director or other rank designated as the second in command of the agency.*



### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

#### 4. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.

The Commission to decide whether to continue the rulemaking process to revise NAC289.230(1)(b) to comply with annual continuing education requirements established in NRS 289.510(c)(2) which requires all peace officers annually complete not less than 12 hours of continuing education in courses that address (1) Racial profiling (2) Mental health, ***including, without limitation, crisis intervention*** (3) The well-being of officers (4) Implicit bias recognition (5) De-escalation (6) Human trafficking; and (7) Firearms



APPROVED REGULATION OF THE PEACE OFFICERS'  
STANDARDS AND TRAINING COMMISSION

LCB File No. R025-20

Effective November 2, 2020

EXPLANATION — Matter in *italics* is new; matter in brackets (~~omitted material~~) is material to be omitted.

AUTHORITY: "1-3, NRS 289.510.

A REGULATION relating to peace officers; revising certain annual requirements for maintenance of a basic certificate or reserve certificate by a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Existing law requires the Peace Officers' Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510)

Existing regulations require a peace officer to satisfy certain requirements annually in order to maintain a basic certificate or reserve certificate, including completion of 12 hours of in-service training prescribed by the administrator of the employing agency of the peace officer. Existing regulations authorize this in-service training to include, without limitation, training related to: (1) legal issues; (2) the policies and procedures of the employing agency of the peace officer; (3) driving; (4) first aid; (5) cardiopulmonary resuscitation; (6) blood-borne pathogens; (7) sexual harassment; and (8) any other training prescribed by the administrator of the employing agency of the peace officer. (NAC 289.230) Section 1 of this regulation removes the existing in-service training requirements and instead provides that the peace officer must complete not less than 12 hours of continuing education in courses that address: (1) racial profiling; (2) mental health; (3) the well-being of officers; (4) implicit bias recognition; (5) de-escalation; (6) human trafficking; and (7) firearms. **Sections 2 and 3** of this regulation make conforming changes.

**Section 1.** NAC 289.230 is hereby amended to read as follows:

289.230 1. Except as otherwise provided in subsections 7 and 8, to maintain a basic certificate or reserve certificate, the officer must annually ~~{satisfy}~~:

(a) *Satisfy* the requirements of subsection 5; and ~~{complete}~~

(b) *Complete not less than* 12 hours of ~~[additional agency in-service training prescribed by the administrator of the employing agency of the officer. Agency in-service training may include, without limitation, training related to legal issues, the policies and procedures of the employing agency of the officer, driving, first aid, cardiopulmonary resuscitation, blood-borne pathogens, sexual harassment or any other training prescribed by the administrator of the employing agency of the officer.]~~ *continuing education in courses that address:*

- (1) *Racial profiling;*
- (2) *Mental health [;], including, without limitation, crisis intervention;*
- (3) *The well-being of officers;*
- (4) *Implicit bias recognition;*
- (5) *De-escalation;*
- (6) *Human trafficking; and*
- (7) *Firearms.*

2. The employing agency shall ensure that its officers comply with the requirements of subsection 1. The employing agency shall notify each officer of the requirements of this section and the penalties set forth in subsection 4 for failure to comply with this section. After an officer completes the requirements of subsection 1, the employing agency shall submit to the Executive Director by any means approved by the Executive Director verification that the officer has completed those requirements. Verification must be submitted on or before December 31 of the year in which the officer was required to complete the requirements of subsection 1.

3. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before December 31 of the year in which the officer was required to complete those requirements, the Executive Director shall notify the administrator of the employing agency that he or she has not received the verification required by subsection 2 and that if the verification is not received on or before March 1 following the year in which the officer was required to complete the requirements, the Executive Director will place the administrator on the agenda for the next scheduled meeting of the Commission to explain the delay in the submission of the verification. If the Executive Director has not received verification that an officer has completed the requirements of subsection 1 on or before March 1 following the year in which ~~[training]~~ *the officer* was required ~~[;]~~ *to complete the requirements*, the Executive Director shall



place the administrator of the employing agency on the agenda for the next scheduled meeting of the Commission.

4. Upon the request of the Commission or its designee, the employing agency shall make available for inspection the records of all officers to verify that they have complied with the requirements of subsection 1. The Commission will notify each officer and his or her employing agency of any noncompliance. The Commission will suspend the certificate of any officer who does not complete the requirements of subsection 1 within 60 days after the date on which he or she received the notice of noncompliance. The Executive Director may temporarily reinstate the suspended certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1. The temporary reinstatement of the suspended certificate is effective upon the Executive Director's approval of the temporary reinstatement and expires on the date on which the Commission determines whether to reinstate the certificate. The Commission will reinstate the suspended certificate or temporarily reinstated certificate of an officer upon receiving documentation from the officer which demonstrates that he or she has complied with the requirements of subsection 1.

5. Except as otherwise provided in subsections 7 and 8, in addition to completing the ~~[agency in-service training]~~ *continuing education* required pursuant to subsection 1, an officer must:

(a) If the officer is authorized to use a firearm, at least biannually demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any type of firearm he or she is authorized to use may not carry or use that type of firearm until he or she participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(b) If the officer is authorized to use an impact weapon, chemical weapon, electronic incapacitating device or other less than lethal weapon, at least annually demonstrate a minimum level of proficiency in the use of each such weapon or device he or she is authorized to use. An officer who does not demonstrate a minimum level of proficiency with the use of any such weapon may not carry or use that weapon until the officer participates in a remedial course established by the employing agency to ensure that the officer achieves and maintains a satisfactory level of proficiency.

(c) If the duties of an officer require him or her to use arrest and control tactics, demonstrate annually a minimum level of proficiency in the use of arrest and control tactics, including, without limitation, techniques related to applying handcuffs, taking down suspects, self-defense and retention of weapons.

(d) If the employing agency of the officer authorizes the use of a carotid restraint or lateral vascular neck restraint, demonstrate annually a minimum level of proficiency in those techniques.

(e) Review annually each policy of the employing agency which addresses the use of force in any situation in which the agency or the officer may become involved.

6. Each employing agency shall establish and provide the courses set forth in subsection 5 to its officers and establish the minimum level of proficiency that an officer must demonstrate in each course.

7. An officer:

- (a) Who voluntarily leaves his or her employment as a peace officer for at least 4 consecutive months but not more than 60 consecutive months;
- (b) Whose employment as a peace officer is terminated for any reason for at least 4 consecutive months but not more than 60 consecutive months;
- (c) Who, during a period of continuous employment as a peace officer, is absent from his or her duties as a peace officer because of medical leave, military leave or other approved leave for at least 4 consecutive months; or
- (d) Who is hired, rehired or reinstated on or after July 1 of a reporting year,

↪ must satisfy the requirements of paragraphs (b) to (e), inclusive, of subsection 5 and demonstrate a minimum level of proficiency in the use of each type of firearm he or she is authorized to use before commencing or resuming his or her duties as a peace officer.

8. An officer who instructs a course pursuant to subsection 5 is not required to comply with the requirements of subsection 5 to which the instruction applies if the officer:

- (a) Instructs a course in the subject for which the officer is qualified and approved by the administrator of the officer's agency during each calendar year;
- (b) Participates at least once every 3 years in a course of training for instructors that is approved by the Executive Director; and
- (c) Demonstrates to the Commission or its designee at least once every 3 years proficiency in the subject that he or she instructs.

9. Each agency shall maintain documentation of the courses provided pursuant to subsection

5. Such documentation must include, without limitation, the qualifications of each instructor who provides training, a description of the training provided and a list on a form that has been approved by the Executive Director of each officer who completes the training.

### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

#### 5. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to decide whether to continue the rulemaking process to revise NAC289.110 to comply with requirements established in ***NRS289.510(c)(1) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;***



NAC 289.110 Minimum standards for appointment. ([NRS 289.510](#))

1. No person may be appointed to perform the duties of a peace officer unless he or she:

(a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established by the Commission;

(b) Is a citizen of the United States;

(c) Is at least 21 years of age at the time of the appointment;

(d) Has successfully completed the 12th grade or has been certified by an appropriate authority as having an equivalent education; and

(e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.

2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:

(a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;

(b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;

(c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;

(d) A financial history of the person;

(e) The educational background of the person;

(f) The history of any military service of the person;

(g) A history of each physical address where the person has resided;

(h) A drug screening test;

(i) A psychological evaluation; and

(j) The use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category I, category II or reserve peace officer.

**(k) Requirements for evaluations to be conducted during the recruitment and selection of peace officers, which must identify implicit bias on the part of a peace officer on the basis of race, color, religion, national origin, physical or mental disability, sexual orientation or gender identity or expression;**

3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in [NRS 613.440](#) for a peace officer being appointed as a category III peace officer.

4. A person may not be appointed to perform the duties of a peace officer if he or she has:

(a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;

(b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;

(c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination, including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.

[Peace Officers’ Standards & Training Com., § IV, eff. 5-7-82] — (NAC A 12-17-87; 8-24-90; A by Peace Officers’ Standards & Training Comm’n by R102-99, 11-2-99; R118-09, 1-28-2010; R085-10, 12-16-2010, eff. 7-1-2011; R066-12, 9-14-2012)

### III. REGULARLY SCHEDULED MEETING AGENDA ITEMS

#### **6. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission to discuss and take possible action to adopt, amend or repeal their regulations as follows:

**A. LCB File R167-20** - Amend NAC 289.110 (1) to require a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**B. LCB File R168-20** - Amend NAC 289.200(4)(b) to additionally require a peace officer to pass the state physical fitness examination *not sooner than 30 days* before the date on which the peace officer was hired and not later than 16 weeks after (1) The date on which the officer was hired; or (2) If the officer is a reserve officer, the date of activation of his or her reserve status.

**C. LCB File 177-20** – Amend NAC 289.140 to add the advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**The Commission to fully consider all written and oral comments received on these proposed regulations before taking any action.**





**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R167-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions governing the minimum standards for appointment to perform the duties of a peace officer; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations require a person appointed to perform the duties of a peace officer, among other requirements, to have successfully completed the 12th grade or been certified by an appropriate authority as having an equivalent education. (NAC 289.110) This regulation instead requires a person appointed to perform the duties of a peace officer to have: (1) graduated from high school; (2) passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or (3) passed a high school equivalency assessment approved by an appropriate authority in another state.

**Section 1.** NAC 289.110 is hereby amended to read as follows:

289.110 1. No person may be appointed to perform the duties of a peace officer unless he or she:

(a) Has undergone a complete and documented investigation of his or her background which verifies that the person has good moral character and meets the minimum standards established by the Commission;

(b) Is a citizen of the United States;

(c) Is at least 21 years of age at the time of the appointment;

(d) Has ~~[successfully completed the 12th grade or has been certified]~~ :

*(1) Graduated from high school;*

*(2) Passed the General Educational Development Test or another high school equivalency assessment approved by the State Board of Education; or*

*(3) Passed a high school equivalency assessment approved* by an appropriate authority ~~[as having an equivalent education;]~~ *in another state;* and

(e) Has undergone a medical examination performed by a licensed physician who confirms in writing that no physical condition exists which would adversely affect his or her performance of the duties of a peace officer. The employing agency shall inform the examining physician of the specific functions required by the position to be filled.

2. The investigation of the background of a person required pursuant to subsection 1 must include, without limitation:

(a) An investigation of the current and past employment history of the person, including, without limitation, an examination of the duties that have been assigned to the person and any performance evaluations of the person;

(b) An inquiry into the criminal history of the person in the State of Nevada and in any other state where the person is known to have resided, which must include, without limitation, any warrants issued for the person and the submission of the person's fingerprints to the Central Repository for Nevada Records of Criminal History for submission to the Federal Bureau of Investigation for its report;

(c) An inquiry to the Department of Motor Vehicles and the appropriate entity in each other state in which the person is known to have resided regarding any driver's licenses the person has held and the driving record of the person;

(d) A financial history of the person;

(e) The educational background of the person;

(f) The history of any military service of the person;

(g) A history of each physical address where the person has resided;

(h) A drug screening test;

(i) A psychological evaluation; and

(j) The use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category I, category II or reserve peace officer.

3. The investigation of the background of a person required pursuant to subsection 1 may include the use of a lie detector as defined in NRS 613.440 for a peace officer being appointed as a category III peace officer.

4. A person may not be appointed to perform the duties of a peace officer if he or she has:

(a) Been convicted of a felony in this State or of any offense which would be a felony if committed in this State;

(b) Been convicted of an offense involving moral turpitude or the unlawful use, sale or possession of a controlled substance;

(c) A documented history of physical violence; or

(d) Resigned in lieu of termination or been terminated from any civil service employment for substantiated misconduct involving dishonesty, and has not been reinstated as a result of a judicial action or any available appeal or remedy relating to the resignation or termination,

including, without limitation, any civil service appeal, direct administrative appeal or collective bargaining remedy. For purposes of this paragraph, “dishonesty” includes untruthfulness, deception, misrepresentation, falsification, and dishonesty by admission or omission.

**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R168-20**

July 9, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the certification of peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing the minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations authorize the Executive Director of the Commission to award a basic certificate to a peace officer who meets the minimum standards of appointment and has been certified by another state or completed certain federal training approved by the Commission if the peace officer meets certain requirements. Existing regulations require such a peace officer to pass the state physical fitness examination not later than 16 weeks after: (1) the date on which the peace officer was hired; or (2) if the peace officer is a reserve officer, the date of activation of his or her reserve status. (NAC 289.200) This regulation additionally requires such a peace officer to pass the state physical fitness examination not sooner than 30 days before the date on which the peace officer was hired.

FIRST  
PARALLEL  
SECTION

**Section 1.** NAC 289.200 is hereby amended to read as follows:

289.200 1. The Executive Director shall award a basic certificate to any peace officer who meets the minimum standards for appointment established pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for basic certification;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination for the appropriate category of peace officer

as described in NAC 289.205.

2. The Executive Director may award a basic certificate to any peace officer who has been certified by the certifying entity of another state or has successfully completed a Federal Law Enforcement Training Centers of the United States Department of Homeland Security training program approved by the Commission and who meets the minimum standards for appointment established pursuant to NAC 289.110 if:

(a) The Commission or its designee has determined that the course of training required for the certification was at least equivalent to the basic training course for basic certification;

(b) The certification of the peace officer in the other jurisdiction has not been revoked or suspended;

(c) Not more than 60 months have lapsed since the peace officer was employed in the other jurisdiction;

(d) The peace officer has satisfactorily completed a training course that is approved by the Executive Director which consists of a minimum of 80 hours of training that satisfies the requirements established by the Commission pursuant to subsection 1 of NAC 289.300 in:

(1) Abuse of older persons;

(2) Child abuse and sexual abuse of a child;

(3) Civil liability;

(4) Classification and receiving of offenders;

(5) Constitutional law;

(6) Counter-terrorism and weapons of mass destruction;

(7) Crimes against persons;

(8) Crimes against property;

(9) Cultural awareness;

- (10) Domestic violence, stalking and aggravated stalking;
- (11) Ethics in law enforcement;
- (12) Fire safety and use of emergency equipment;
- (13) Games offenders play;
- (14) Gangs and cults;
- (15) Juvenile law;
- (16) Laws relating to arrest;
- (17) Laws relating to correctional institutions;
- (18) Laws relating to drugs, including, without limitation, current trends in drugs;
- (19) Miscellaneous crimes;
- (20) Modern correctional philosophy;
- (21) Probable cause;
- (22) Public and media relations;
- (23) Records of offenders in institutions;
- (24) Rights of victims;
- (25) Search and seizure;
- (26) Searches of offender institutions;
- (27) Supervision of offenders;
- (28) Training concerning active assailants; and
- (29) Use of force;

(e) The peace officer passes the state certification examination with a score of at least 70 percent; and

(f) The peace officer passes the state physical fitness examination for the appropriate category of peace officer as described in NAC 289.205.

3. The Executive Director may award a reserve basic certificate to any reserve officer who meets the minimum standards for appointment pursuant to NAC 289.110 and has:

- (a) Satisfactorily completed the basic training course for a reserve certificate;
- (b) Passed the state certification examination with a score of at least 70 percent; and
- (c) Passed the state physical fitness examination described in subsection 1 of NAC 289.205.

4. Except as otherwise provided in subsection 5 or 6, an officer must pass the state physical fitness examination:

(a) If the officer is not eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not later than 16 weeks after the first day of the officer's basic training course certified or approved pursuant to NAC 289.300; or

(b) If the officer is eligible for certification pursuant to subsection 2 or for the return of his or her certificate to active status pursuant to subsection 9, not *sooner than 30 days before the date on which the officer was hired and not* later than 16 weeks after ~~the~~:

(1) *The* date on which the officer was hired ; or ~~if~~

(2) *If* the officer is a reserve officer, the date of activation of his or her reserve status.

5. If a student enrolled in a basic training course certified or approved pursuant to NAC 289.300 sustains a bona fide physical injury that renders him or her incapable of completing the requirements of the state physical fitness examination, an agency may submit a request for an extension of time for the student to complete the examination. The agency shall submit such a request to the Executive Director. The request must include, without limitation, written verification by a physician that the student is incapable of completing the requirements of the



state physical fitness examination. If the Executive Director determines that an extension of time is warranted, the Executive Director shall authorize an extension of time for a period not to exceed 12 months after the date on which the student was hired or, if the student is a reserve officer, the date of activation of his or her reserve status.

6. If an officer passes the state physical fitness examination:

(a) While not enrolled in a basic training course certified or approved pursuant to NAC 289.300; and

(b) More than 16 weeks, but less than 12 months, after the date on which the officer was hired or, if the officer is a reserve officer, the date of activation of his or her reserve status, ↪ the employing agency of the officer may submit a request to the Executive Director to waive the requirements of subsection 4. The request must include, without limitation, the reason the officer was unable to pass the state physical fitness examination within the periods described in subsection 4. The Executive Director may, for good cause shown, grant a request submitted pursuant to this subsection.

7. Upon satisfactory completion of the requirements listed in subsection 1, 2 or 3, the employing agency shall submit a request for certification to the Executive Director. The request must include:

(a) The name, social security number and date of hire of the officer or, if the officer is a reserve officer, the date of activation of his or her reserve status;

(b) Documentary evidence that the officer has successfully completed an approved basic training course;

(c) Verification by the administrator of the agency that the officer meets the minimum standards established by this chapter; and

(d) The statement concerning child support prescribed by the Division of Welfare and Supportive Services of the Department of Health and Human Services pursuant to NRS 425.520.

8. The basic certificate of an officer whose employment is terminated for any reason will be placed on inactive status. If such a person is again employed as a full-time peace officer, the employing agency shall request that the person's basic certificate be returned to active status. If the certification of such a person is on inactive status for more than 5 consecutive years, the person must renew his or her basic certificate by successfully completing the requirements set forth in subsection 1.

9. If a person who successfully completes a basic training course for the purpose of obtaining a basic certificate is not employed by an agency within 24 months after completing the course, the person must repeat all of the requirements for basic certification set forth in subsection 1.

10. Except as otherwise provided in this subsection, to satisfactorily complete a basic training course for the purposes of this section, the person must successfully complete all of the requirements in one course. If a person is discharged from a basic training course for any reason that is not disciplinary, the person may complete any remaining requirements in a later course provided by the same entity if the person has not previously been discharged from a course and if:

(a) The administrator of the basic training course recommends that the person complete the requirements in a later course, the administrator of the employing agency of the person requests that the person be allowed to complete the requirements in a later course and the Executive Director gives approval;

(b) The subsequent course is provided in a manner which ensures that the person completes all of the requirements for a basic training course for which the course is certified; and

(c) The subsequent course begins not later than 120 days after the discharge.



**PROPOSED REGULATION OF THE PEACE OFFICERS’  
STANDARDS AND TRAINING COMMISSION**

**LCB File No. R177-20**

July 1, 2021

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 289.510.

A REGULATION relating to peace officers; revising provisions relating to the minimum standard of training required for certain peace officers; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the Peace Officers’ Standards and Training Commission to adopt regulations establishing minimum standards for the certification and decertification, recruitment, selection and training of peace officers. (NRS 289.510) Existing regulations establish the minimum standard of training for peace officers in training category I and require a peace officer in training category I to complete a basic course that includes, among other items, the DWI Detection and Standardized Field Sobriety Testing course approved by the National Highway Traffic Safety Administration. (NAC 289.140) This regulation adds the Advanced Roadside Impaired Driving Enforcement course approved by the National Highway Traffic Safety Administration to the basic course for a peace officer in training category I.

**Section 1.** NAC 289.140 is hereby amended to read as follows:

289.140 The minimum standard of training for officers in training category I is successful completion of a basic course that includes 480 hours of training in:

1. Law and legal procedures, specifically:
  - (a) Civil liability;
  - (b) Constitutional law;
  - (c) Crimes against persons;
  - (d) Crimes against property;

- (e) Juvenile law;
  - (f) Laws governing coroners;
  - (g) Laws relating to arrest;
  - (h) Laws relating to correctional institutions;
  - (i) Laws relating to drugs, including, without limitation, current trends in drugs;
  - (j) Miscellaneous crimes;
  - (k) Probable cause;
  - (l) Rights of victims;
  - (m) Search and seizure;
  - (n) Searches of offender institutions;
  - (o) Traffic laws; and
  - (p) Use of force.
2. Patrol operations and investigations, specifically:
- (a) Abuse of older persons;
  - (b) Basic patrol procedures;
  - (c) Child abuse and sexual abuse of a child;
  - (d) Crash investigations;
  - (e) Domestic violence, stalking and aggravated stalking;
  - (f) Investigation of crime scenes, collection and preservation of evidence and fingerprinting;
  - (g) Principles of investigation;
  - (h) Techniques of interviewing and interrogation;

(i) The DWI Detection and Standardized Field Sobriety Testing ~~course~~ *and the Advanced Roadside Impaired Driving Enforcement courses* approved by the National Highway Traffic Safety Administration; and

(j) Unknown-risk and high-risk vehicle stops.

3. Performance skills, specifically:

(a) Fire safety and use of emergency equipment;

(b) Interpersonal communications;

(c) Lifetime fitness;

(d) Operation of emergency vehicles;

(e) Provision of emergency first aid and cardiopulmonary resuscitation;

(f) Public and media relations;

(g) Searching of buildings;

(h) Tactics for the arrest and control of suspects, including, without limitation, methods for arrest and the use of less than lethal weapons;

(i) Training concerning active assailants;

(j) Training in the use of firearms; and

(k) Writing of reports.

4. The functions of a peace officer, specifically:

(a) Care of persons in custody;

(b) Classification and receiving of offenders;

(c) Community policing;

(d) Counter-terrorism and weapons of mass destruction;

(e) Courtroom demeanor, including, without limitation, the giving of testimony;

- (f) Crisis intervention;
  - (g) Cultural awareness;
  - (h) Ethics in law enforcement;
  - (i) Games offenders play;
  - (j) Gangs and cults;
  - (k) Handling of persons with mental illness;
  - (l) History and principles of law enforcement;
  - (m) Modern correctional philosophy;
  - (n) National Crime Information Center procedures;
  - (o) Records of offenders in institutions;
  - (p) Supervision of offenders;
  - (q) Survival of peace officers;
  - (r) Systems of criminal justice; and
  - (s) The realities of law enforcement.
5. Course administration and examinations.



### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **7. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Dr. Allen Anes requests this opportunity to present to the Commission his program of offering Lifetime (Commander) Memberships from Front Sight to all interested peace officers in Nevada.





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FROM: Dr. Ignatius Piazza Front Sight's Founder and Director Four Weapons Combat Master Your host of Front Sight Challenge Reality TV Series

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- Special Recognition on Front Sight's Lifetime Members' Monument...
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- Unlimited Stay at Front Sight Resort FREE while in a course!
- Commander, First-In, First-Out Privileges!
- Will Your Commander of Front Sight Lifetime Membership to a Deserving Heir!
- As a Commander of Front Sight Lifetime Member YOU will have exclusive access to a very special Commander Lounge that will be

Broadway Actress Training a...



Front Sight Firearms Training...



Casino Robbery in Las Vegas...



**built on the outcropping of Front Sight's land that looks out over the entire Front Sight Resort.**

- **Access to purchase ammunition FOR LIFE at 20% OVER COST.**
- **Access to purchase GUNS AT COST.**
- As a *Commander of Front Sight* Lifetime Member you have guaranteed placement in any course with two weeks advance enrollment.
- As a *Commander of Front Sight* Lifetime Member you receive a 40% savings on any products purchased from the Front Sight Pro Shop at any and all Front Sight facilities, now and those developed or purchased in the future.
- *Commander of Front Sight* Lifetime Membership Card to identify you as one of the most elite members in the Front Sight organization.
- As a *Commander of Front Sight* you will receive a *Commander of Front Sight* hat.
- As a *Commander of Front Sight* you will receive a *Commander of Front Sight* pin.
- Invitation to the Annual July 4th Front Sight Members' Reunion Celebration
- Invitation to attend the annual July 4th Front Sight Advisory meeting

**The VALUE of an All-Inclusive Commander Membership is OFF THE CHARTS!**

**With over 50 courses to attend PLUS any courses we create in the future your value exceeds \$75,000!**

**Free hotel stays, ammunition at 20% over cost, guns at cost, and the ability to will your memberships to a deserving heir doubles the value!**

**So What's it Going to Cost YOU to Become an All-Inclusive Commander Member?**

**Front Sight Commander Membership is a single payment of \$25,000**

Credit Cards Accepted at Front Sight

**So call my office between the hours of 8am and 6pm PST at 1.800.987.7719 to enroll over the phone or use this Secure On-Line Enrollment Form.**

I look forward to seeing you at Front Sight as a Commander Member and training you to levels of skill at arms you cannot imagine possible!

Sincerely,



Dr. Ignatius Piazza

Why do Police and Military Pr...



Tactical Training for Joe Pen...



Protection Training for Neva...



Gary Graham at Front Sight ...



Dr. Ignatius Piazza  
Founder and Director  
Front Sight Firearms Training Institute  
Four Weapons Combat Master

**PS:** If you are reading this after hours, complete the [Secure On-Line Enrollment Form](#) for immediate acceptance in the order in which it is received.

**PPS:** To see video testimonials of your fellow students sharing why a Front Sight Membership has made such a positive impact on their lives, click on [testimonials](#).

### Rifle Shooting Training



### Firearms Tactical Training at ...



### Front Sight Testimonials



### Shooting Handgun



All Front Sight Memberships offered in the past, the present, and future, including any special memberships not listed here, are NON REFUNDABLE.

[Course Descriptions](#) | [Firearms Training Schedule](#) | [Safety & Incident Reports](#) | [Children & Youth Achievement](#)  
[Martial Arts](#) | [Firearm Training](#) | [Celebrity Training](#) | [Rope & Rappel](#)

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### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **8. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from the Carson City Sheriff's Office for a 6-month extension pursuant to NRS289.550 for the following employees to meet the certification requirement:

Deputy Nathan Trapp- Hire date 08/28/2020, extension to 02/2022

Deputy Dustin Randol- Hire date 10/23/2020, extension to 04/2022

Deputy Douglas Keennon- Hire date 12/18/2020, extension to 06/2022

Deputy Angel Meza Marquez- Hire date 12/18/2020, extension to 06/2022

Deputy Grant Zampirro- Hire date 12/18/2020, extension to 06/2022







Ken Furlong  
Sheriff

911 E. Musser St.  
Carson City, NV 89701

775-887-2500  
Hearing Impaired: 711  
Fax: 775-887-2026

October 05, 2021

Michael Sherlock, Executive Director  
Nevada Commission on Peace Officer  
Standards and Training  
5587 Wa Pai Shone Avenue  
Carson City, Nevada 89701

Dear Executive Director Sherlock,

I am requesting to be placed on the upcoming POST Commission meeting agenda for a 6-month extension for the following deputies:

Deputy Nathan Trapp was in the second week of the July 2021, POST Academy and sustained an injury. He was subsequently released. Deputy Trapp's date of hire was August 28, 2020, and to be granted a 6-month extension would extend his time to February 28, 2022. He is scheduled to attend the January 2022 POST Academy.

Deputy Dustin Randol was unable to attend an academy within the one-year time requirement due to staffing issues. Deputy Randol's date of hire was October 23, 2020, and to be granted a 6-month extension would extend his time to April 23, 2022. He is scheduled to attend the January 2022 POST Academy.

Deputy Douglas Keennon, Deputy Angel Meza-Marquez and Deputy Grant Zampirro are unable to attend an academy within the one-year time requirement due to staffing issues. Their date of hire was December 18, 2020 and to be grant a 6-month extension would extend their time to June 18, 2022

Therefore, I am requesting this extension past the one-year requirement to become POST certified for the mentioned deputies.

Thank you for your consideration.

Regards,



Ken Furlong, Sheriff  
Carson City Sheriff's Office



### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **9. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Request from Las Vegas Metropolitan Police Department for an Executive Certificate for their employee Captain Timothy Hatchett.



# State of Nevada - POST Professional Certificate Application

**Officer's Name**

**POST ID#**

**Select the Professional Certificate and choose the applicant's qualifications for the certificate.**

All officer's hours of POST training used to meet the requirements must be entered into the POST database before submitting this application. (use the *POST Professional Training OR Annual Compliance* Formatta form).

**Meets the following requirements:**

Intermediate (NAC 289.240)

**Has an Intermediate Certificate and meets the following requirements:**

Advanced (NAC 289.250)

**Meets the following requirements:**

Supervisor (NAC 289.255)

**Has Advanced and Supervisor Certificates and meets the following:**

Management (NAC 289.260)

**Has a Management Certificate and meets the following:**

Executive (NAC 289.270)

**Click the Attachments button to submit Only the following documents as REQUIRED:**

- > Intermediate & Advanced - copy of degree or proof of required credits (if no degree)
- > Management - a letter confirming job level, org. chart
- > Executive - a letter confirming job level, org. chart, and proof of 200 hrs. advanced management training

**Additional Information or comments:**

By electronically signing and submitting this form, you attest that the applicant meets the requirements for the certificate applied for as set out in the Nevada Administrative Code that is referenced next to the certificate selected.

**Submitters Name:**

**Submitters Phone:**

**Submitters E-Mail:**

Submission number: 204541

**\*\*\*\* This Section is for POST Approval ONLY \*\*\*\* Do NOT Enter in this Section \*\*\*\***

**Education**

**Credit Hours**

**Date Achieved**

**Approved By:**

**Comments:**

**Certification Date:**





October 14, 2021

Nevada Commission on Peace Officers' Standards & Training  
5587 Wa Pai Shone Avenue  
Carson City, NV 89701

Attn: Mike Sherlock, Executive Director of NV P.O.S.T.

Reference: Management Certificate for Captain Timothy Hatchett

Dear Mr. Sherlock,

This letter certifies that Captain Timothy Hatchett meets the requirement for the award of the NV P.O.S.T. Professional Executive Certificate. This is based on the captains' current assignment as stated in NAC 289.260 and NAC 289.047.

Captain Timothy Hatchett is currently assigned to a position as Captain supervising two or more persons who hold a management level position and are in charge of a major bureau within LVMPD.

Captain Timothy Hatchett has been a Captain from October 3, 2020, to the present.

An organization chart is included which demonstrates this officer's position within the LVMPD agency.

Respectfully,

A handwritten signature in black ink, appearing to read "A Walsh".

Andrew Walsh, Clark County Assistant Sheriff  
Las Vegas Metropolitan Police Department











UNIVERSITY OF NOTRE DAME  
MENDOZA COLLEGE OF BUSINESS

STAYER CENTER FOR EXECUTIVE EDUCATION

# CERTIFICATE OF ACHIEVEMENT

*This certificate is awarded to*

## Timothy Edwayne Hatchett

*for completion of the*

### Executive Certificate in Leadership

*an Intensive Professional Development Program*



November 2014

Date

Paul Slagert  
Director, Non-Degree Programs

# Ball State University

OFFICE OF THE REGISTRAR • MUNCIE, INDIANA 47306

DATE PRINTED: 11/15/03 PAGE 1

TIMOTHY EDWAYNE HATCHETT  
STUDENT NUMBER 314-02-5738

VALPARAISO  
VALPARAISO, IN

## BSU CREDITS

DEPT	CRS DESCRIPTION	HRS	CR/PT	GR	PGD	CR
------	-----------------	-----	-------	----	-----	----

BIO	100 LIFE SCI	3.0	9.000	B		
CJC	102 INTRO CRIM 1	3.0	6.000	C		
ENG	101 FUND COMP 1	3.0	6.666	B+		
HIST	150 WEST WORLD	3.0	8.001	B-		
ID	101 FRESHMAN SEM	1.0	4.000	A		
PERFL	100 PHYS COND	2.0	7.334	A-		
TERM	14.0 14.0	41.001	2.928			
ACCUM	14.0 14.0	41.001	2.928			

SPRING TERM 97-98						
CJC	101 CRIM JUS SYS	3.0	9.000	B		
ENG	102 FUND COMP 2	2.0	5.334	B-		
MATHS	125 MATH APPLIC	3.0	6.000	C		
MUHIS	100 INTRO MOSIC	3.0	11.001	A-		
PEP	299 FIRST AID	2.0	7.334	A-		
RELEST	101 REL AM CULT	3.0	9.999	B+		
TERM	16.0 16.0	48.668	3.041			
ACCUM	30.0 30.0	89.669	2.988			

FALL TERM 98-99						
CJC	220 RESEARCH MET	3.0	12.000	A		
CJC	230 INTRO POLICG	3.0	9.000	B		
ENG	104 ENG COMP 2	0.0	0.000	W		
PHIL	100 INTRODUCTION	3.0	9.999	B+		
POLS	130 AMER NAT GOV	3.0	6.000	C		
TERM	12.0 12.0	36.999	3.083			
ACCUM	42.0 42.0	126.668	3.015			

SPRING TERM 98-99						
CJC	221 DATA ANALYS	3.0	8.001	B-		
CJC	240 INTRO CORRCT	3.0	9.000	B		
ENG	104 ENG COMP 2	3.0	12.000	A		
HIST	202 US 1877 PRES	3.0	8.001	B-		
SPRH	210 FUND PUB COM	3.0	9.999	B+		
TERM	15.0 15.0	47.001	3.133			

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Thomas A. Bilger  
UNIVERSITY REGISTRAR



FALL TERM 99-00						
CJC	250 INTRO COURTS	3.0	12.000	A		
CJC	333 POLICE SYSTM	3.0	12.000	A		
CJC	351 CRIMINAL LAW	3.0	12.000	A		
GEOG	101 EARTH SEA SKY	3.0	8.001	B-		
MIL	201 LEAD MIL TAC	2.0	8.000	A		
RELEST	151 REL OF WORLD	3.0	12.000	A		
TERM	17.0 17.0	64.001	3.764			
ACCUM	74.0 74.0	237.670	3.211			

SPRING TERM 99-00						
CJC	311 RACE GENDER	3.0	12.000	A		
CJC	340 INST CORRECT	3.0	12.000	A		
CPSY	230 HU RELAT DEV	3.0	11.001	A-		
CPSY	360 INTRELAT SXL	3.0	12.000	A		
CPSY	400 FUNDMIL COUN	3.0	11.001	A-		
MIL	102 INTR LEADERS	1.0	4.000	A		
MIL	299 EXP DEV TPCS	1.0	3.667	A-		
TERM	17.0 17.0	65.669	3.862			
ACCUM	91.0 91.0	303.339	3.333			

FALL TERM 00-01						
CPSY	420 PSYCH INTVN	3.0	11.001	A-		
CPSY	470 CRS CUL COUN	3.0	9.999	B+		
ENG	392 WRITING EXAM	0.0	0.000	CR		
FCGSHS	340 LIFE MANAG	3.0	11.001	A-		
FCGSHS	475 MARRIAGE	3.0	9.000	B		
MIL	101 INTR MIL SCI	1.0	3.667	A-		
PEP	382 TE CO BASKTB	2.0	8.000	A		
PEP	454 POOL OP MAIN	2.0	6.000	B		
TERM	17.0 17.0	58.668	3.451			
ACCUM	108.0 108.0	362.007	3.351			

SPRING TERM 00-01						
CJC	369 PROF EXP	15.0	60.000	A		
TERM	15.0 15.0	60.000	4.000			
ACCUM	123.0 123.0	422.007	3.430			

FIRST SUMMER 00-01						
CJC	430 CURR TOP POL	3.0	12.000	A		
TERM	3.0 3.0	12.000	4.000			

FALL TERM 01-02						
CJC	652 PHIL ASP CJC	3.0	6.000	C		
POLS	625 RESEARCH MTH	3.0	9.999	B+		
POLS	633 AMER JUD SYS	3.0	9.999	B+		
G-TERM	9.0 9.0	25.998	2.888			
G-ACCUM	9.0 9.0	25.998	2.888			

SPRING TERM 01-02						
CJC	650 CRIM JUS ADM	3.0	12.000	A		
POLS	626 RSRCH SEMINAR	3.0	9.000	B		
POLS	651 ADM ORG MGT	3.0	11.001	A-		
G-TERM	9.0 9.0	32.001	3.555			
G-ACCUM	18.0 18.0	57.999	3.222			

SUMMER TERM 01-02						
CJC	690 INDPEN STUDY	3.0	12.000	A		
G-TERM	3.0 3.0	12.000	4.000			
G-ACCUM	21.0 21.0	69.999	3.333			

FIRST SUMMER 01-02						
POLS	648 POLCY ANALYS	3.0	9.000	B		
G-TERM	3.0 3.0	9.000	3.000			
G-ACCUM	24.0 24.0	78.999	3.291			

SECOND SUMMER 01-02						
CJC	651 INTP REL CJC	3.0	8.001	B-		
G-TERM	3.0 3.0	8.001	2.667			
G-ACCUM	27.0 27.0	87.000	3.222			

FALL TERM 02-03						
ACC	201 PRIN ACCT 1	3.0	6.000	C		
POLS	543 AM CONST LAW	3.0	6.999	C+		
POLS	642 PUBLIC POLICY	3.0	12.000	A		
POLS	652 PERSONNL ADM	3.0	9.000	B		
TERM	3.0 3.0	6.000	2.000			
ACCUM	129.0 129.0	440.007	3.410			

G-TERM						
G-TERM	9.0 9.0	27.999	3.111			
G-ACCUM	36.0 36.0	114.999	3.194			

TIMOTHY HATCHETT  
2850 VERMILLION STREET  
LAKE STATION IN 46405

Thomas A. Bilger, Registrar

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# Ball State University

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DATE PRINTED: 11/15/03 PAGE 2

TIMOTHY EDWAYNE HATCHETT  
STUDENT NUMBER 314-02-5738

VAL PARAISSO  
VAL PARAISSO, IN

CUMULATIVE BSU			
HR/AT	HR/ER	CR/PT	GPA
UGRAD	129.0	129.0	440.007
GRAD	36.0	36.0	114.999
			3.194
			36.0

### BSU DEGREES EARNED

BALL STATE UNIVERSITY MUNCIE, IN

DEGREE: BS BACHELOR OF SCIENCE

DATE: 7/21/01

DEPARTMENTAL MAJOR: CRIMINAL JUSTICE AND  
CRIMINOLOGY

DEPARTMENTAL MINOR: INTERPERSONAL RELATIONS,  
OPTION 1

DEGREE: MPA MASTER OF PUBLIC ADMINISTRATION

DATE: 12/15/02

DEPARTMENTAL MAJOR: PUBLIC ADMINISTRATION

BSU CURRENT REGISTRATION

NOT CURRENTLY REGISTERED FALL TERM 03-04

\*\* END OF TRANSCRIPT \*\*

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Thomas A. Bilger, Registrar  
A BLACK AND WHITE TRANSCRIPT IS NOT AN ORIGINAL



December 10, 2014

To Whom It May Concern:

Timothy Edwayne Hatchett has completed the following online certificate program course(s) offered by Bisk on behalf of the University of Notre Dame. Please note these are certificate program courses and not for college credit.

Class	Start Date	End Date	Grade
Foundations of Leadership	August 1, 2014	September 25, 2014	A
Leadership Challenges	September 1, 2014	October 26, 2014	A
Strategic Leadership	October 1, 2014	November 25, 2014	A

Students are awarded a certificate upon full payment and successful completion of each course. They are also awarded a Executive Certificate upon successful completion of the entire program. This student has completed an Executive Certificate in Leadership.

**Foundations of Leadership:** Upon successful completion of this course, students are awarded 1.6 CEU's.

**Leadership Challenges:** Upon successful completion of this course, students are awarded 1.6 CEU's.

**Strategic Leadership:** Upon successful completion of this course, students are awarded 1.6 CEU's.

If you have any questions, please do not hesitate to contact me at the below number.

Regards,

Tracy Mitchell  
Manager of Online Program Administration  
Bisk on behalf of the University of Notre Dame  
Office: 800-874-7877 ext. 371  
Email: [tracy@bisk.com](mailto:tracy@bisk.com)

## Course Outline - Foundations of Leadership

 **Collapse All**

 **Print Outline**

 **Export Outline to Word**

### Course Introduction

#### Key Topics

- Foundations
- Cognitive Problem Solving
- Making Better Decisions at Work
- Leadership Styles, Innovation Management, and Servant Leadership
- The Science of Transformation and Change
- New Business Innovation
- The Exceptional Presenter
- The Empowerment Dynamic

---

### Course Materials

#### Required Reading

*The Exceptional Presenter* by Timothy Koegel

#### Study Guide

If you elected to order materials, you should have received your printed study guides in your course materials package. Those study guides are available in PDF format if you would like to download them and view them electronically:

- [Book 1 of 2 \(34 MB size\)](#).
- [Book 2 of 2 \(30 MB size\)](#).

---

### Grading

To pass this course and receive your certificate, you must:

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- Complete the mandatory special assessment assignments and enter your results.

All exams and mandatory assignments are listed on the **Assignment Tracker** located on the right side of this screen.

### Grading Scale

Grade	Score
A	90–100%
B	80–89%
C	70–79%
F	Below 70%

For those wishing to earn American Council on Education or ACE recommended credit, you can complete the following two assignments (contact your program representative for more details on this process):

- A 20- to 40-question multiple-choice proctored exam
- A two-question essay project

---

## Navigating Your Classroom

### Website Orientation

Any time you need help with common questions about navigating through the classroom, you can use the **Show me how** tool, which is located on the right side of your screen.

To see an overview of your classroom, click on **Show me how** and then choose **Navigate the Classroom**.

---

## Important

To pass this course and receive your certificate, you must:

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- Complete the mandatory special assessment assignments and enter your results.

All tests and mandatory assignments are listed on the **Assignment Tracker** each week.

---

## Academic Honesty

## Academic Honesty and Ethics

Compliance with the Mendoza College of Business Graduate Academic Code of Honor is required of all students at all times. The University of Notre Dame Programs are a community of students, faculty, and administrators committed to learning, working, and growing together in moral character. This community holds dear the University of Notre Dame values of honesty, integrity, and honor; all members of the community are assumed to possess these values. To affirm our commitment to the values and the community, it is the responsibility of all students to review and follow the [Mendoza College of Business Graduate Academic Code of Honor](#). The community expects all students to continually conform to standards of conduct and, at a minimum, demonstrate:


- Academic honesty and integrity
- Compliance with faculty requirements regarding course work
- Respect for the program and its community of people
- Respect for academic and administrative professionals

---

## Special Instructions

### Welcome!

This classroom provides access to all course content for the specific course you enrolled in, including video lectures, learning outcomes, readings, and exams. In addition to your video lectures, this course offers a community for weekly interactive live sessions and discussions with your facilitator and fellow students.

To participate in the community, click the community icon –  – from the Course Menu in the upper right-hand corner.

---

## Set Up Your Profile

### Update Your Account

To update and personalize your profile information, please click on “Edit Account” in the menu under your name at the top of the page. This page allows you to verify and update your account information, change your password, set up your student profile and control your external email notifications to help you personalize and maximize your classroom experience.

Week 1

## Module 1 – Foundations

What does it take to be a truly effective leader? In this module, we investigate the foundations of effective leadership, including the awareness/ability/commitment trifecta, key skill areas, and the four concepts of “self” in the Johari Window. We also evaluate five types of motivation and consider the four stages of competency and development in the Guild Hall model.

At the conclusion of this module, the student will be able to:

- Apply the Farm Gate model



- Categorize their organization with the Task/Relationship Model
  - Identify the Stages of the Guild Hall Continuum
  - Build a "Joe Perfect" List
- 

## Reading

Note: You will have a required reading assignment in Week 7: *The Exceptional Presenter* by Timothy Koegel.

---

## Lecture 1: Executive Certificate in Leadership

### **In this lecture, we will:**

- Explain what leadership development is
  - Describe the opportunities of the program
  - Introduce the instructors
  - Outline the three certificates that make up the executive program
- 

## Lecture 2: Foundations of Leadership – Introduction

### **In this lecture, we will:**

- Describe the goal of the course
- 

## Lecture 3: Leadership Effectiveness – Introduction

### **In this lecture, we will:**

- Discuss the importance of effective leadership
  - Explain the components that make up an effective leader
    - Awareness
    - Ability
    - Commitment
  - Review the elements of leadership
- 

## Lecture 4: The Farm Gate

### **In this lecture, we will:**

- Describe the dynamics of competency
- Explain how a leader can be competent but not conscious and conscious but not competent
- Discuss the farm gate model
- Review the importance of interpersonal skills

---

## Lecture 5: The Johari Window

### In this lecture, we will:

- Discuss the Johari window
  - Open self
  - Hidden self
  - Blind self
  - Unknown self

---

## Lecture 6: Why Do People Do Things?

### In this lecture, we will:

- Discuss why it's important for leaders to recognize why people do things
- Explain how the following techniques influence people to do things
  - Coercion
  - Compensation
  - Identification
  - Ownership

---

## Lecture 7: The Task/Relationship Paradigm

### In this lecture, we will:

- Describe the task/relationship model

---

## Lecture 8: Guild Hall Model

### In this lecture, we will:

- Identify the dynamics of competency
- Describe the Guild Hall model and its components
  - Novice
  - Apprentice
  - Journeyman
  - Master
- Share examples from your own life

---

## Lecture 9: The Skills Continuum

### In this lecture, we will:

- Discuss the skills continuum
  - Review the Joe Perfect list
  - Examine a study guide exercise
- 

## Joe Perfect List Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Joe Perfect List Worksheet

[Joe Perfect List Worksheet](#)

Click the link above to print the Joe Perfect List PDF. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

---

## Study Guide

[Table of Contents](#)

Click the link above to print the table of contents for the study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

[Week 1 Study Guide](#)

Click the link above to print Week 1's study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

## Week 2

### Module 2 – Cognitive Problem Solving

Metacognition can provide valuable insights into your cognitive problem-solving process. This module, we examine three different problem-solving styles and archetypes of each, and assess your own problem-solving practices through a Kirton Adaption-Innovation (KAI) inventory. We also compare cognitive environments and discuss mental models.

At the conclusion of this module, the student will be able to:

- List the three cognitive problem solving styles
  - Identify their own cognitive style using the KAI
  - Classify the cognitive climate they work in
  - Distinguish between mental model one and two
- 

### Lecture 10: Module Two Synopsis

**In this lecture, we will:**

- Discuss module two topics

---

## Lecture 11: Cognitive Problem Solving – Introduction

### In this lecture, we will:

- Give examples of cognitive problem-solving techniques
    - Adaptive
    - Bridger
    - Innovative
- 

## Lecture 12: Cognitive Problem Solving Archetypes

### In this lecture, we will:

- Review the history and give examples of adapters, innovators, and bridgers
- 

## Lecture 13: KAI – Introduction

### In this lecture, we will:

- Explain the KAI exercise
- 

## Kirton Adaption-Innovation Inventory

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Note: You must complete this assignment and enter your results online in order to complete this course and receive your certificate.

1. Locate the KAI Response Sheet and KAI Feedback Booklet included in your course materials package.
  2. Complete the KAI Response Sheet.
  3. Tear the perforated edge on the right side and remove the top sheet.
  4. On the white page, follow the directions in the upper right corner.
  5. Total each column SO, E, R and record the total at the bottom of the column.
  6. Add these three totals to get your Total Score.
  7. Open the KAI Feedback Booklet to page 4 and record your total at the bottom of the page; turn to page 7 and record your total from each column SO, E, R.
  8. Enter your results online by clicking the Start Test (Special Assessment Results) button below. You must submit your results to receive credit for this assignment.
- 

## Required – Kirton Adaption-Innovation Inventory Results

---

## Lecture 14: KAI – Interpretation

**In this lecture, we will:**

- Review KAI results
  - Discuss the dimensions of KAI
    - Sufficiency vs. proliferation of originality
    - Efficiency
    - Rule or group conformity
- 

## Lecture 15: Cognitive Climates

**In this lecture, we will:**

- Discuss how to characterize problems in order to find solutions
  - Give examples of adaptive problems and innovative problems
  - Compare and contrast nonreflective innovative environment and reflective innovative environment
  - Give an example of an innovator in a nonreflective innovative environment
- 

## Lecture 16: Mental Models – Part 1

**In this lecture, we will:**

- Discuss mental model one and its values
    - Win at all costs
    - Always control everything
    - Never lose face
  - Identify the consequences of model one
- 

## Lecture 17: Mental Models – Part 2

**In this lecture, we will:**

- Discuss mental model two
    - Open and honest dialogue
    - Free and informed choice
    - Advocacy with continuing inquiry
  - Identify the consequences of model two
  - Examine the differences between model one and model two
- 

## Lecture 18: Mental Models – Part 3

**In this lecture, we will:**

- Give an example of the mental models

---

## Required – Week 1 and 2 Exam

### Week 1 – Foundations

### Week 2 – Cognitive Problem Solving

#### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that you must attempt each exam at least once and that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
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## Study Guide

### [Week 2 Study Guide](#)

Click the link above to print Week 2's study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

## Week 3

### Module 3 – Making Better Decisions at Work

The ability to make good business decisions is a hallmark of an effective leader. In this module, we analyze the decision-making process for both individuals and groups. We pinpoint cognitive shortcuts; compare ideal decision making to “satisfice,” and review ways to combat groupthink. We also define different types of bias in decision making and their potential consequences, and identify best practices for team decision making.

At the conclusion of this module, the student will be able to:

- Contrast “ideal” models of decision making with the way decisions are actually made in the real world.
- Examine how and why team dynamics influence the ultimate decisions reached by a team
- Identify the biases that limit their ability to make sound and accurate business decisions

---

## Lecture 19: Module Three Synopsis

**In this lecture, we will:**

- Introduce the instructor
  - Outline module three
- 

## Lecture 20: Making Better Decisions at Work

### **In this lecture, we will:**

- Discuss how people make decision in the real world
  - Identify the limitations people face when making difficult decisions
  - Explain how team dynamics influence decisions
- 

## Carter Racing Case Study

Apply the concepts and strategies discussed throughout this course to an authentic scenario. You will employ leadership skills and make professional decisions while working through the details of this assignment.

Note: You must complete this assignment and enter your results online in order to complete this course and receive your certificate.

1. Read Part A of the case study
  2. Read Part B of the case study
  3. Enter your results online by clicking the Start Test (Special Assessment Results) button below. You must submit results to receive credit for this assignment.
- 

## Required – Carter Racing Decision

Enter your results online by clicking the Start Test (Special Assessment Results) button below. You must submit results to receive credit for this assignment.

---

## Lecture 21: Case Study – Carter Racing

### **In this lecture, we will:**

- Discuss the case study results and the three groups' decisions
- 

## Lecture 22: Ideal vs. Actual Decision Making

### **In this lecture, we will:**

- Discuss the basic elements of human decision making
  - Explain the process of making a decision
  - Give an example of how to ideally make a decision
- 

## Lecture 23: Groupthink

### **In this lecture, we will:**

- Recognize when a group is suffering from groupthink
  - Identify the reasons groupthink does not work
  - List the ways to combat groupthink
- 

## Lecture 24: Bias in Decision Making – Part 1

### **In this lecture, we will:**

- List a number of ways that bias affects decision making
  - Point out escalation of commitment
  - Assess overconfidence bias
  - Define confirmatory bias
- 

## Lecture 25: Bias in Decision Making – Part 2

### **In this lecture, we will:**

- Introduce bias that influence human decision making
  - Test a difficult management decision example
  - Outline framing effect and provide an example
  - Describe the Anchoring Trap
  - Explain Gambler's Fallacy
- 

## Lecture 26: Team Decision Making

### **In this lecture, we will:**

- Recall best practices of highly effective groups
  - Justify why diversity matters in a group
  - Define risky shift
  - Review the Kitty Genovese Case
  - Distinguish between inquiry and advocacy
- 

## Lecture 27: Summary

### **In this lecture, we will:**

- Discuss how to make decisions effectively
  - Reflect on the major themes presented this week
  - Summarize the Carter Racing Case
-



# Study Guide

## [Week 3 Study Guide](#)

Click the link above to print Week 3's study guide. Use this link **ONLY** if you are missing your study guide; it duplicates the hard copy of your study guide.

## Week 4

### Module 4 – Leadership Styles, Innovation Management, and Servant Leadership

How can you identify and implement the appropriate leadership style for your team? This module, we consider the role a leader should play at different developmental levels and how this drives leadership style. We also evaluate leadership effectiveness, discover four sources of creative ideas, explore environments and tools that nurture innovative thinking, and examine the concepts of moral consciousness and servant leadership.

At the conclusion of this module, the student will be able

- Identify developmental levels
- Recall the elements of **LEAD** inventory
- Demonstrate the ability to influence the actions of others

---

### Lecture 28: Module Four Synopsis

**In this lecture, we will:**

- Recognize appropriate pairings of leadership to specific employees
- Introduce servant leadership

---

### Lecture 29: The Developmental Levels

**In this lecture, we will:**

- Describe the task/relationship paradigm
- Outline the developmental process and examine all developmental stages/levels
- Illustrate the Guild Hill Model
- Define contingency

---

### Lecture 30: Leadership Styles

**In this lecture, we will:**

- State and define various leadership styles
- Clarify characteristics of a leader

- Sequence and summarize individuals at different stages (D1 through D4)
- 

## Leadership Effectiveness Questionnaire

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

- Download the [Leadership Effectiveness Questionnaire](#)
  - Read the directions on the front questionnaire
  - Complete worksheet #1, worksheet #2, and worksheet #3
  - Do not open the booklet until you have answered all the questions
  - The goal of this assignment is to determine your most frequently used leadership style
  - Enter your results online by clicking the Start Test button below. You must submit your results to receive credit for this assignment.
- 

## Required – Effective Leadership Questionnaire Results

Enter your results online by clicking the Start Test button below. You must submit your results to receive credit for this assignment.

---

## Lecture 31: Leadership Effectiveness

**In this lecture, we will:**

- Appraise the usefulness of the leadership effectiveness questionnaire
  - Interpret the self-scoring instrument
  - Provide examples of adaptability
- 

## Frank Sullivan Case Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Frank Sullivan Case Worksheet in Study Guide

[Frank Sullivan Case Worksheet](#)

Click the link above to print The Frank Sullivan Case PDF. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

---

## Lecture 32: Frank Sullivan Case

**In this lecture, we will:**

- Introduce the Frank Sullivan scenario
- Review the scenario in detail

- Clarify what went wrong in the Frank Sullivan Case
- 

## Lecture 33: Role of the Leader

### **In this lecture, we will:**

- Define the role of the leader
  - List and describe the four points of engagement
  - Generalize an understanding of cogitation and leadership
- 

## Lecture 34: How Does it Work?

### **In this lecture, we will:**

- Outline the elements of the thinking process
  - List and define the four circumstances related to products
- 

## Lecture 35: Praxis – The Environment

### **In this lecture, we will:**

- Identify and define types of environments
    - Reflective
    - Nonreflective
  - Distinguish between intrinsic and extrinsic motivation in the overjustification effect
  - Recognize climates for innovation and provide examples
  - Examine and justify the importance of each mind tool
- 

## Lecture 36: Mind Tools

### **In this lecture, we will:**

- Identify and describe each of the mind tools
  - Justify each mind tool and its importance in the overall environment
  - Define Sociotechnical system (STS)
- 

## Lecture 37: Problems

### **In this lecture, we will:**

- Explain functional fixedness and the overjustification effect

- Define absorptive capacity and various stages of loss
    - Deer in the headlights
    - Boiled frog
    - Black swan
- 

## Lecture 38: What Do These People Have in Common?

### **In this lecture, we will:**

- Recognize dynamic leaders
  - Clarify leader effectiveness
  - Identify the four components of moral behavior
  - Illustrate the stages of moral development
- 

## Lecture 39: Stages of Development

### **In this lecture, we will:**

- Explore stages of development
    - Obedience
    - Self-Interest
    - Social Conformity
    - Social Contract
  - Distinguish key factors associated with leading by serving others
- 

## Lecture 40: Servant Leadership

### **In this lecture, we will:**

- Recall people in history who practiced servant leadership
  - Justify how each person fulfills the characteristics of a servant leader
  - Define servant leadership on a smaller scale
- 

## Lecture 41: Does This Really Work?

### **In this lecture, we will:**

- Recognize companies that engage in servant leadership
  - Discover the 10 Paradoxical Commandments
-

## Week 3 – Making Better Decisions at Work

## Week 4 – Leadership Styles, Innovation Management, and Servant Leadership

### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that you must attempt each exam at least once and that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
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---

## Study Guide

### [Week 4 Study Guide](#)

Click the link above to print Week 4's study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

## Week 5

## Module 5 – The Science of Transformation and Change

To effectively lead positive change within an organization, you must first understand the key components and behaviors that contribute to successful transformation. In this module, we outline the core elements of change management and assess the role and impact of communication, strategic alignment, and customer focus. We also analyze behavioral-change motivators, fact-based decisions, and leadership behaviors that drive change.

At the conclusion of this module, the student will be able to:

- Explain how communication can build clarity, alignment, and action
- Describe the relationship between expectancy and incentive in changing behavior
- Evaluate customer focus in relation to brand growth
- Identify leadership behaviors that support transformation

---

## Lecture 42: Module Five and Six Synopsis

### In this lecture, we will:

- Introduce change in greater depth
- Discover innovation

---

## Lecture 43: Science to Inform Judgment

### In this lecture, we will:

- Recognize the probability of successful business transformations
- Explore the importance of building stories to provide
  - Clarity
  - Alignment
  - Action
- List ways to maximize motivation
- Create strategic alignment in your organization

---

## Lecture 44: Communication

### In this lecture, we will:

- Define infobesity
- Recall the 30/70 information model
- Identify ways to simplify communication and the role of corporate storytelling

---

## Lecture 45: Changing Behavior

### In this lecture, we will:

- State ways to change behavior across an enterprise
- Evaluate the behavior formula
- Recognize the role routines play in changing behavior

---

## Lecture 46: Strategic Alignment

### In this lecture, we will:

- Define and illustrate strategic alignment
- Summarize examples given about purpose
- Create strategic alignment in your organization

---

## Lecture 47: Customer Focus

### In this lecture, we will:

- Discuss the core of the strategic alignment model
  - Evaluate customer satisfaction
  - Explore Brand Experience Architecture
- 

## Lecture 48: Fact-Based Decisions

### In this lecture, we will:

- Discuss each topic in relation to fact-based decisions
    - Representativeness
    - Availability
    - Recency
    - Anchoring and adjustment
  - Use the proven technique of skillful discussion
- 

## Lecture 49: Leadership Behaviors

### In this lecture, we will:

- Define firewalking and discuss how it relates to leadership behaviors
  - Explore balancing commitments
  - Paraphrase practicing mindfulness
- 

## Study Guide

### [Week 5 Study Guide](#)

Click the link above to print Week 5's study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

---

## Week 6

## Module 6 – New Business Innovation

Successful leaders recognize that business innovation is not just a goal or an outcome, but a disciplined process. This module, we break down the process of innovation and the foundations of an innovative environment and examine how to effectively assess, develop, and execute innovations. We also list the critical factors underlying innovation and evaluate how a leader's personal strengths determine his or her role in innovation.

At the conclusion of this module, the student will be able to:

- Identify current and future environments where innovation is an essential competitive element
  - Compare the difference between creativity and innovation
  - Generate a path to build a disciplined process of new business innovation
  - Differentiate the constraints within which innovation must take place for an organization
  - Assess innovations based on the three core criteria of innovation
- 

## Lecture 50: Overview – New Business Innovation as a Disciplined Process

### **In this lecture, we will:**

- List objectives for this week's lectures on innovation
  - Explore how to recognize the best opportunities for innovation
- 

## Lecture 51: The Process of Innovation

### **In this lecture, we will:**

- Identify current and future environments where innovation is an essential competitive element
  - Illustrate the process of innovation
  - Define ideation
  - Generate a path to build a disciplined process of new business innovation
  - Differentiate the constraints within which innovation must take place for an organization
  - Outline the Idea Gem diagram
- 

## Lecture 52: The Environment of Innovation

### **In this lecture, we will:**

- Explore the environment of innovation
  - Create a catalyst for an innovative environment
  - Participate as a team member in building an innovation environment
  - Analyze the constraints within which innovation must take place for your organization
- 

## Lecture 53: Assessing Innovations

### **In this lecture, we will:**

- Assess innovations based on the three core criteria of innovation
    - Desirability
    - Viability
    - Feasibility
-



## Lecture 54: Developing Innovations

### In this lecture, we will:

- Outline the development process of innovation
  - Discuss prototyping and justify the importance of prototyping
  - Create a path to build a disciplined process of new business innovation
- 

## Lecture 55: Execution of Innovation

### In this lecture, we will:

- Break down the execution of innovation
  - Illustrate a timeline for the execution of innovation for your organization
  - Establish a detailed and logical plan before giving your presentation
  - Project situational awareness results in the **buy-in** factor from management
- 

## Lecture 56: Critical Factors in Innovation

### In this lecture, we will:

- List tips and methods for keeping innovation fresh
  - Build a list of viable innovation community members
  - State essential components for engaging conversations and environments
  - Recognize the most valuable resource for innovation
- 

## Lecture 57: Your Role in Innovation

### In this lecture, we will:

- Visit a website for Authentic Happiness and take the brief test
  - Identify universal strengths within six categories
    - Wisdom and Knowledge
    - Courage
    - Humanity and Love
    - Justice
    - Transcendence
    - Temperance
  - Perform an in-class assignment on a brief strengths test
  - Explain how innovation is a collaborative process
-

## Week 5 – The Science of Transformation and Change

## Week 6 – New Business Innovation

### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that you must attempt each exam at least once and that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
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## Study Guide

### [Week 6 Study Guide](#)

Click the link above to print Week 6's study guide. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your study guide.

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## Share Your Professional Success Story

### Share Your Professional Success Story and be an Inspiration to Others!

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

\* Please note, submitting your personal success story is not required for course completion.

## Week 7

## Module 7 – The Exceptional Presenter

Strong communication skills are essential to effective leadership, and presentation abilities are a key part of that. In this module, we outline the optimal presentation structure, analyze delivery techniques, identify six characteristics shared by effective presenters, and explore the five components of a presentation. We also discover how gestures, eye contact, props, visual aids, and voice contribute to an exceptional presentation.

At the conclusion of this module, the student will be able to:

- Define the term **presentation**
- Create a presentation structure
- Demonstrate effective delivery techniques

---

## Important

To pass this course and receive your certificate, you must:

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- Complete the mandatory special assessment assignments and enter your results.

All tests and mandatory assignments are listed on the **Assignment Tracker** located on the right side of this screen.

---

## Lecture 58: Module Seven Synopsis

**In this lecture, we will:**

- Introduce the importance of communication in leadership
  - Assess how well you communicate as a leader
- 

## Reading

Review *The Exceptional Presenter* by Timothy Koegel, part of the course materials, before viewing the lectures in this module.

There is no need to read it cover to cover but it is important to familiarize yourself with the contents. This book is a good reference to keep handy in the future.

---

## Lecture 59: The Exceptional Presenter and OPEN UP!

**In this lecture, we will:**

- Break down the President Bill Clinton debate
  - Change your definition of the term **presentation** to include any time you open your mouth to speak
  - Share a presentation structure you can use to frame your presentation and organize your message
  - Demonstrate effective delivery techniques
  - Explain the acronym OPEN UP!
- 

## Lecture 60: The Importance of Presentation

**In this lecture, we will:**

- Break down OPEN UP! and justify its importance to giving a presentation
  - Manage feedback in order to better your presentation skills
  - Assess the cost of being average
- 

## Lecture 61: Organizing Your Message

**In this lecture, we will:**

- Acquire a structure for organizing your message
  - Detect your audience's average attention span
  - Outline the five components of a presentation
  - Read two 60-second presentations in your study guide and contrast the two approaches
  - Review the 60-20 rule
  - Plan for a technology meltdown
- 

## Organize Your Message Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Organize Your Message Worksheet in the study guide

[Organize Your Message Worksheet](#)

Click the link above to print the Organize Your Message PDF. Use this link **ONLY** if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

---

## Lecture 62: Posture

**In this lecture, we will:**

- Explore posture as one of the core components of a passionate presentation
  - Recognize nervous idiosyncrasies
    - T-Rex hands
    - Spider on the mirror
    - Sisters of mercy
    - Hand washer
    - Fire starter
    - Ring Leader
  - Practice your posture
- 

## Lecture 63: Gestures

**In this lecture, we will:**

- Explore different types of gestures and demonstrate how to use them effectively
  - Numbers
  - Directions and locations

- Comparisons
  - Action words
  - Dates
  - Practice these gestures
- 

## Lecture 64: Eye Contact

### **In this lecture, we will:**

- Argue why eye contact is highly important during a presentation
  - List key techniques for sustaining eye contact throughout your presentation
- 

## Lecture 65: Props and Visual Aids

### **In this lecture, we will:**

- Identify effective ways to use visual aids and props
    - Be assertive
    - Maintain eye contact
  - Experiment using visual aids and props during a presentation
- 

## Lecture 66: Voice

### **In this lecture, we will:**

- Discuss and define the impacts your voice has as a presenter
    - Volume
    - Inflection
    - Pacing
  - Recognize and explain the pitfalls of verbal graffiti
  - Test the three step process for eliminating verbal graffiti
- 

## Lecture 67: Engaging the Audience

### **In this lecture, we will:**

- Provide simple techniques to use for engaging your audience
  - Investigate the interests of the audience during your presentation
  - Perform relevant humor during your presentation to help engage your audience
- 

## Lecture 68: Be Natural, Understand, and Practice

### **In this lecture, we will:**

- Define and list characteristics for being natural
  - Break down a presentation into smaller segments
  - Provide ways for understanding your audience
  - Support the need to practice giving presentations for overall success
- 

## Study Guide

### [Week 7 Study Guide](#)

Click the link above to print Week 7's study guide. Use this link **ONLY** if you are missing your study guide; it duplicates the hard copy of your study guide.

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## Share Your Professional Success Story

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## Week 8

## Module 8 – The Empowerment Dynamic

Perspective can be a powerful tool in achieving desired outcomes. In this final module, we consider how our roles and mental orientations can determine our results. We explain how to transition from the “dreaded drama” roles of victim, persecutor, and rescuer to the empowerment roles of creator, challenger, and coach. We also reveal how to shift focus from problems to outcomes by leveraging dynamic tensions and choice points.

At the conclusion of this module, the student will be able to:

- Explain the dreaded drama triangle
  - Utilize dynamic tension
  - Visualize the choice point
- 

## Share Your Professional Success Story

### **Share Your Professional Success Story and be an Inspiration to Others!**

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

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---

## Lecture 69: Module Eight Synopsis

**In this lecture, we will:**

- Discuss examples of corporate leadership
- 

## Lecture 70: The Empowerment Dynamic – Introduction

**In this lecture, we will:**

- Discuss **The Power of Ted**
  - Justify how leadership relates to **The Power of Ted**
- 

## Lecture 71: The Dreaded Drama Triangle

**In this lecture, we will:**

- Clarify the differences between victimization and victimhood
  - List the characteristics of a persecutor
  - Define a rescuer and provide examples of what a rescuer can be
  - Illustrate the Dreaded Drama Triangle
  - Complete the Dreaded Drama Triangle worksheet
- 

## Dreaded Drama Triangle (DDT) Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Review and complete the Dreaded Drama Triangle (DDT) Worksheet in Study Guide

[Dreaded Drama Triangle \(DDT\) Worksheet](#)

Click the link above to print the Dreaded Drama Triangle (DDT) PDF. Use this link **ONLY** if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

---

## Lecture 72: Dreaded Drama Triangle – Worksheet Responses

**In this lecture, we will:**

- Review a personal example of the Victim Role
  - Introduce two primary orientations
- 

## Lecture 73: Primary Orientations

**In this lecture, we will:**

- Discuss F.I.S.B.E. Mental Models
- Explore defaults and practice exercises to evaluate your defaults
- Illustrate the Problem Orientation and the Outcome Orientation

- Identify the distinctions between the two primary orientations
  - Compare and contrast Problem and Outcome Orientations
- 

## Lecture 74: The Empowerment Dynamic

### In this lecture, we will:

- Define Empowerment Dynamic roles
  - Explore and justify how each of the following relates to the Empowerment Dynamic
    - The Creator
    - The Challenger
    - The Coach
- 

## Lecture 75: Dynamic Tensions – The Process of Creating Outcomes

### In this lecture, we will:

- Outline dynamic tension
  - Assess current reality
  - Compare and contrast the following
    - Tension vs. Anxiety
    - Action Planning vs. Dynamic Tension
- 

## Action Planning Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Review and complete the Action Planning Worksheet in Study Guide

[Action Planning Worksheet](#)

Click the link above to print the Action Planning PDF. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

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## Lecture 76: The Choice Point

### In this lecture, we will:

- Infer about the Choice Point
- Generalize how shift happens between victim to creator, persecutor to challenger, and rescuer to coach
- Practice Empowerment Dynamic Roles worksheet



---

## The Empowerment Dynamic (TED) Roles Worksheet

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Review and complete The Empowerment Dynamic (TED) Roles Worksheet in Study Guide

[The Empowerment Dynamic \(TED\) Roles Worksheet](#)

Click the link above to print The Empowerment Dynamic (TED) Roles PDF. Use this link ONLY if you are missing your study guide; it duplicates the hard copy of your assignment in the study guide.

---

## Lecture 77: The Empowerment Dynamic – Conclusion

**In this lecture, we will:**

- Review key skills and techniques covered within this course
  - Provide a challenge to improving your leadership in your organization
- 

## Lecture 78: Course Summary

**In this lecture, we will:**

- Recall the knowledge and a better understanding of what it takes to be an effective leader
- 

## Required – Week 7 and 8 Exam

**Week 7 – The Exceptional Presenter**

**Week 8 – The Empowerment Dynamic**

**Important Instructions**

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that you must attempt each exam at least once and that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
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- 

## Study Guide

[Week 8 Study Guide](#)

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## Course Outline - Leadership Challenges

 **Collapse All**

 **Print Outline**

 **Export Outline to Word**

### Course Introduction

#### Key Topics

- Integral Leadership and Polarity Management
- Value-Based Decision Making
- Values at the Organizational Level and Stewardship
- Risk and Trust
- The Leader's Role in Crisis Preparation and Mitigation
- Influence
- The Accountable Leader
- Accountability, Personal Strengths, and Problem Solving

---

### Course Materials

#### Your Study Guide

Access the study guides by clicking on the links below:

- [Table of Contents](#)
- [Week 1](#)
- [Week 2](#)
- [Week 3](#)
- [Week 4](#)
- [Week 5](#)
- [Week 6](#)
- [Week 7](#)
- [Week 8](#)

-or-

- [Book 1 of 2 \(50 MB size\)](#).
  - [Book 2 of 2 \(39 MB size\)](#).
- 

## Grading

**To pass this course and receive your certificate, you must:**

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- Complete the mandatory special assessment assignments and enter your results.

All exams and mandatory assignments are listed on the **Assignment Tracker** located on the right side of this screen.

### Grading Scale

Grade	Score
A	90–100%
B	80–89%
C	70–79%
F	Below 70%

### American Council on Education (ACE) Credits

For those wishing to earn American Council on Education or ACE-recommended credit, you must complete the following two assignments.

- A 20- to 40-question multiple-choice proctored exam
- A two-question essay project

If you have questions regarding the ACE credit process, please contact your program representative for more details.

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## Navigating Your Classroom

### Website Orientation

Any time you need help with common questions about navigating through the classroom, you can use the **Show me how** tool, which is located on the right side of your screen.

To see an overview of your classroom, click on **Show me how** and then choose **Navigate the Classroom**.

---

## Academic Honesty

### Academic Honesty and Ethics

Compliance with the Mendoza College of Business Graduate Academic Code of Honor is required of all students at all times. The University of Notre Dame Programs are a community of students, faculty, and administrators committed to learning, working, and growing together in moral character. This community holds dear the University of Notre Dame values of honesty, integrity, and honor; all members of the community are assumed to possess these values. To affirm our commitment to the values and the community, it is the responsibility of all students to review and follow the [Mendoza College of Business Graduate Academic Code of Honor](#). The community expects all students to continually conform to standards of conduct and, at a minimum, demonstrate:


- Academic honesty and integrity
- Compliance with faculty requirements regarding course work
- Respect for the program and its community of people
- Respect for academic and administrative professionals

---

## Special Instructions

### Welcome!

This classroom provides access to all course content for the specific course you enrolled in, including video lectures, learning outcomes, readings, and exams. In addition to your video lectures, this course offers a community for weekly interactive live sessions and discussions with your facilitator and fellow students.

To participate in the community, click the community icon –  – from the Course Menu in the upper right-hand corner.

---

## Set Up Your Profile

### Update Your Account

To update and personalize your profile information, please click on “Edit Account” in the menu under your name at the top of the page. This page allows you to verify and update your account information, change your password, set up your student profile and control your external email notifications to help you personalize and maximize your classroom experience.

Week 1

## Module 1: Integral Leadership and Polarity Management

Are you familiar with the concept of integral leadership? What about polarity management? In this module, we will learn about personal values' influence on others, cultural and team manifestations, systematically improving results, and learning about leveraging polarities.

At the conclusion of this module, the student will be able to:

- Discuss the practice of integral leadership using the four quadrant perspective
- Apply the four key practices to one's own organization
- Explain polarity thinking and how to apply it when confronted with difficult and persistent leadership challenges

- Recall how polarities can work for you and against you
  - Map the polarities at play in difficult challenges to observe how they work and how to manage them
  - Determine the energy and commitment of all stakeholders for lasting solutions
- 

## Lecture 1: Introduction to Leadership Challenges

### **In this lecture, we will:**

- Detect leadership issues
  - Introduce risk and crisis
  - Expand skills and knowledge on leadership
- 

## Lecture 2: Integral Leadership – Synopsis

### **In this lecture, we will:**

- Provide an overview of integral leadership
  - Illustrate the inner relationships between the different quadrants of the model
- 

## Lecture 3: A Practical Introduction

### **In this lecture, we will:**

- Discuss integral leadership using the four quadrant perspective
  - Perform each of the four key practices with application to one's own organization and a business issue that you will select
  - Explain the individual interior quadrant
- 

## Exercise: A Practical Introduction – Business Issue

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete A Practical Introduction – Business Issue

[A Practical Introduction – Business Issue \(pdf\)](#)

Click the link above to print A Practical Introduction – Business Issue PDF worksheet.

---

## Lecture 4: How Your Values Influence Others

### **In this lecture, we will:**

- Break down the integral leadership model
- List and discuss pivotal conversations
- Discuss the individual exterior quadrant

---

## Exercise: How Your Values Influence Others – Business Issue

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the How Your Values Influence Others – Business Issue

[How Your Values Influence Others – Business Issue \(pdf\)](#)

Click the link above to print the How Your Values Influence Others – Business Issue PDF worksheet.

---

## Lecture 5: Cultural and Team Manifestations

**In this lecture, we will:**

- Question how to approach business issues
  - Investigate the cultural and team manifestations of valuing outcomes
  - List ways to form agreements
  - Discuss the ABC Model for collaboration
  - Define level of transparency
  - Explain the collective interior quadrant
- 

## Exercise: Cultural and Team Manifestations – Business Issue

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Cultural and Team Manifestations – Business Issue

[Cultural and Team Manifestations – Business Issue \(pdf\)](#)

Click the link above to print the Cultural and Team Manifestations – Business Issue PDF worksheet.

---

## Lecture 6: How Do You Systematically Get Results?

**In this lecture, we will:**

- Recognize congruency between values and behavior
  - List ways for groups to collaborate
  - Break down the Value Chain Process Improvement model
  - Discuss the collective exterior quadrant
- 

## Exercise: How Do You Systematically Get Results? – Business Issue

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete How Do You Systematically Get Results? – Business Issue

[How Do You Systematically Get Results? – Business Issue \(pdf\)](#)

## Lecture 7: Polarity Management – Synopsis

### In this lecture, we will:

- Introduce the knotty and challenging issues a leader must endure
  - Discuss polarity management
  - Recognize that issues are not always considered problems
- 

## Lecture 8: What Are Polarities?

### In this lecture, we will:

- Define polarity and describe polarity thinking
  - Distinguish between the problems we can solve and polarities we can leverage
  - Outline the 5-Step Polarity Approach to Continuity and Transformation
  - Map polarities
- 

## Lecture 9: Polarities Are All Around You

### In this lecture, we will:

- Recognize polarities all around you
  - Develop ways to **see** polarity
  - Identify key stakeholders in relation to polarity
- 

## Exercise: 12 Leadership Polarities

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the 12 Leadership Polarities worksheet

[12 Leadership Polarities \(pdf\)](#)

Click the link above to print the 12 Leadership Polarities PDF worksheet.

---

## Exercise: Polarity Map

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Polarity Map – This map will be used throughout the Polarities Management Module.

[Polarity Map \(pdf\)](#)

Click the link above to print the Polarity Map PDF worksheet.

---

## Lecture 10: Polarities: Leadership



**In this lecture, we will:**

- Discuss mapping as the second step in the 5-Step process
- Summarize the coaching client example
- Assess present realities in polarity thinking

---

## Exercise: Seeing is Mapping

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Seeing is Mapping – This map will be useful throughout the Polarities Leadership lecture

[Seeing is Mapping\\_\(pdf\)](#)

Click the link above to print the Seeing is Mapping PDF worksheet.

---

## Lecture 11: Learning and Leveraging Your Polarities

**In this lecture, we will:**

- Discuss how polarity provides feedback
- Explain what is necessary to keep poles of leadership in balance
- Determine an action plan
- Recognize early warnings of overfocusing on one pole
- List ways to implement and follow-through with your action plan
- Review characteristics of polarities

---

## Study Guide

Click the link below to print the table of contents for the study guide.

[Table of Contents](#)

Access this week's portion of the study guide by clicking the link(s) below:

[Week 1 Study Guide](#)

Week 2

---

Module 2: Value-Based Decision Making

This module covers value-based decision making, considering values at both a personal and organizational level, ethics management, and the moral development of organizations. We will also discuss how to identify your own core values and understand their implications.

At the conclusion of this module, the student will be able to:

- Recognize the value-based nature of leadership and decision making
  - Identify your core values
  - Underline the value of moral decision-making frameworks
  - List two different overall goals of and approaches to ethics management
- 

## Lecture 12: Value-Based Decision Making – Synopsis

**In this lecture, we will:**

- Explore ethics in more detail
  - Point out ethical implications
  - Distinguish the relationship between personal and organizational values
- 

## Lecture 13: Value-Based Decision Making

**In this lecture, we will:**

- Discuss the meaning of values
  - Explain the nature of values and their relation to moral values
  - Critique economic value and its importance to decision making
- 

## Lecture 14: Values

**In this lecture, we will:**

- Justify whether moral values are
    - Subjective
    - Objective
    - Both
  - Define core values
  - Identify categories of values that may have conflict
  - Specify when to make a values-based leadership decision
- 

## Lecture 15: Values at a Personal Level – Part 1

**In this lecture, we will:**

- Identify values at the personal, organizational, and societal levels

- Distinguish questions of moral judgment from questions of moral self-definition
  - Recognize our own core values
  - Discuss how to live in moral alignment/harmony and the costs of not living this way
- 

## Lecture 16: Values at a Personal Level – Part 2

### **In this lecture, we will:**

- Defend the importance of certain key values and principles in a business setting
  - Review the importance of character
  - Identify and describe the Four Cardinal Virtues
- 

## Lecture 17: Values at the Organizational Level

### **In this lecture, we will:**

- Discuss values at the organizational level
  - Clarify the challenge of moral self-definition at the organizational level
  - Highlight the importance of organizational setting to the moral behavior of employees
  - Identify two approaches to ethics management
  - List types of freedom
  - Define teleopathy
- 

## Lecture 18: Two Approaches to Ethics Management

### **In this lecture, we will:**

- Distinguish between the positive and negative side of ethics
  - Compare and contrast compliance approach vs. integrity-based approach
  - Assess the characteristics and methods of the compliance-based approach
  - Analyze the characteristics and behavioral assumptions of the integrity-based approach
  - Recognize the hallmarks of an effective integrity strategy
- 

## Lecture 19: The Moral Development of Organizations

### **In this lecture, we will:**

- Recall different frameworks for the moral development of an individual and how it can be applied to an organization
- Name the principles for charting development

- Illustrate the levels of moral development
  - Compare ethics pays vs. ethics counts
- 

## Required Exam

### **Week 1 – Integral Leadership and Polarity Management**

### **Week 2 – Value-Based Leadership**

#### **Important Instructions**

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
  - When you are satisfied with your grade, you must accept your final grade.
  - To accept your grade, click the Course Menu drop-down menu, click Grades, and then click the Accept Grade button for this exam. You will then be able to review all questions and answers.
  - After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#).
- 

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 2 Study Guide](#)

## Week 3

### **Module 3: Values at the Organizational Level and Stewardship**

This module is dedicated to values-based leadership in organizations, and the role of stewardship in attaining that ideal. We will look at values at the societal level, the new performance standard, decision-making frameworks, and stewardship during this exploration.

At the conclusion of this module, the student will be able to:

- Provide a framework for considering the moral development of companies
- Explain the "value shift" in society's expectations of business
- Describe the prescriptions of management literature
- Review how the board of directors is structured
- Recall what a good steward is

---

## Lecture 20: Values at the Organizational Level – Synopsis

### **In this lecture, we will:**

- Build upon values-based organizations
  - Provide several specific decision frameworks
- 

## Lecture 21: The Threefold Challenges of Values-Based Leadership

### **In this lecture, we will:**

- Discuss the Three-fold Challenges of Values-Based Leadership
  - Identify the mission, vision, and core values of values-based organizations
  - Distinguish between an organization's mission and vision
  - Articulate a statement of purpose
  - Justify the importance of embedding policies, practices, and procedures into an organization
- 

## Lecture 22: Values at the Societal Level

### **In this lecture, we will:**

- Assess values issues at the societal level
  - Explain value shift in societal expectations
  - Compare the first view vs. the second view
  - Critique the traditional view
- 

## Lecture 23: The New Performance Standard for Companies

### **In this lecture, we will:**

- Define a center-driven company
  - Explain the new performance standard
- 

## Lecture 24: Decision-Making Frameworks

### **In this lecture, we will:**

- Express the value of having a moral decision-making framework in the values-based context
  - Discuss the 4-Point Moral Compass
  - Identify various conflicting responsibilities in decision-making frameworks
  - Clarify utilitarianism and how it affects decision-making frameworks
-

## Lecture 25: Stewardship – Synopsis

### In this lecture, we will:

- Introduce concept of stewardship
  - Discover ways to change your leadership style to match the skill and motivation level of your employees
- 

## Lecture 26: Stewardship: Theory of Management

### In this lecture, we will:

- Define stewardship
  - Locate where we stand in management thinking today
  - Summarize the perspectives on stewardship of
    - James Mill
    - Sigmund Freud
- 

## Lecture 27: Stewardship: Theories and Prescriptions of Control

### In this lecture, we will:

- List ways to control self-serving employees
  - Discuss situational leadership and how participating and delegating play a role
  - Categorize maturity levels
- 

## Supplemental Lecture

Pawn Stars - Chumlee Security Cam Foot...



## Lecture 28: Stewardship: Board of Directors

### In this lecture, we will:

- Clarify the role of Board of Directors in an organization
- Compare director compensation to shareholder returns
- Discuss the underlying belief of stewardship
- Illustrate the integrate framework

---

## Lecture 29: Stewardship: Collective Serving vs. A Self-Serving Agent

### In this lecture, we will:

- Discuss the psychological characteristics of stewardship
- Compare intrinsic motivation and extrinsic motivation
- Provide examples of good stewardship companies
- Explain the differences between value-committed people and continuance-committed people
- Illustrate the Principal-Manager Choice Model

---

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 3 Study Guide](#)

## Week 4

### Module 4: Risk and Trust

Let's take a closer look at risk and trust, two concepts essential to leadership. We will examine break-even analysis, organizational views of risk, vulnerability, performance, and important characteristics of trust in our pursuit of understanding these vital entities.

At the conclusion of this module, the student will be able to:

- Calculate a break-even analysis
- Explain an organizational view of risk
- Describe the different styles of leadership
- Discuss the three factors that drive trust
- Review how to build trust and how to save a relationship when trust is broken

---

## Lecture 30: Risk – Synopsis

### In this lecture, we will:

- Define risk
  - Recognize myths about risk
  - Calculate break-even point
  - Discover a particular approach on how to learn from mistakes positively
- 

## Lecture 31: Risk – Introduction

### In this lecture, we will:

- Define risk
  - Discuss how to learn from our successes and failures
  - List and describe the three broad categories of risk
  - Recognize everyday risks
- 

## Lecture 32: Break-Even Analysis

### In this lecture, we will:

- Evaluate Break-Even Point
  - Clarify risk's role in break-even analysis
  - List the different levels of risk
- 

## Exercise: Estimating Your Current Risk Levels

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Estimating Your Current Risk Levels worksheet in the study guide. This document can also be downloaded:

[Estimating Your Current Risk Levels \(pdf\)](#)

---

## Exercise: Identify Risks

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Identify Risks worksheet in the study guide. This document can also be downloaded:

[Identify Risks \(pdf\)](#)

---

## Lecture 33: How Does Your Organization View Risk



**In this lecture, we will:**

- Discuss how an organization views risk and defines failure
  - Recognize risky environments
  - Review an article written on failure
  - Investigate After Action Review as a learning tool
  - Identify unexpected failures
- 

## Lecture 34: Trust – Synopsis

**In this lecture, we will:**

- Discuss what makes a good leader
  - Provide insight for trust
  - Strategize ways for building trust
- 

## Lecture 35: Trust: Leadership

**In this lecture, we will:**

- Summarize captain vs. crew and how it relates to trust and leadership
  - Recognize what drives team leadership
  - List various historical leaders and what they contributed to our world
  - Define what makes a great leader
  - Identify five sources of power
- 

## Lecture 36: Trust, Vulnerability, and Performance

**In this lecture, we will:**

- Define trust
  - List and describe the three underlying factors that explain trust
- 

## A Good Partner is Essential

**In this supplemental lecture, we will:**

- View an example on the importance of having good partners



---

## German Coast Guard – Lost in Translation

**In this supplemental lecture, we will:**

- View an example on the importance of communication and how it can get lost in translation

---

### German Coast Guard - Lost in Translation



---

## Benevolence – A Bad Example

**In this supplemental lecture, we will:**

- View a bad example of benevolence

Happy Hippo & Stan - "The lion sleeps ton..."



---

## An Example of No Integrity

**In this supplemental lecture, we will:**

- View a bad example of integrity

Suzuki: Run-Dog-Run



---

## Lecture 37: Trust: Important Characteristics

**In this lecture, we will:**

- Explain how to build trust
- Summarize how to rebuild trust when it is broken
- Identify different levels of trust found in each factor and how each affects trust

---

Required Exam

## Week 3 – Values

## Week 4 – Stewardship

### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- When you are satisfied with your grade, you must accept your final grade.
- To accept your grade, click the Course Menu drop-down menu, click Grades, and then click the Accept Grade button for this exam. You will then be able to review all questions and answers.
- After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#).

---

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 4 Study Guide](#)

## Week 5

### Module 5: The Leader's Role in Crisis Preparation and Mitigation

Have you put much thought into the leader's role in crisis preparation? What about in mitigating a crisis when one does occur? Through an understanding of preparation, immediate responses to physical and reputational crises, and key leadership behaviors, this module will strengthen your key skills.

At the conclusion of this module, the student will be able to:

- Demonstrate crisis management
- Practice immediate responses to physical and reputational crisis
- Draw on key leadership behaviors during a crisis

---

### Lecture 38: The Leader's Role in Crisis Preparation and Mitigation – Synopsis

**In this lecture, we will:**

- Introduce ways to effectively respond to any crisis

---

### Lecture 39: The Leader's Role in Crisis Preparation and Mitigation

**In this lecture, we will:**

- Define a leader's role in crisis preparation and mitigation
  - Identify types of crises and provide examples
  - Discuss common reasons for not preparing for a disaster
  - Recognize common sense can cause crisis
- 

## Exercise: The Leader's Role in Crisis Preparation and Mitigation

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete The Leader's Role in Crisis Preparation and Mitigation worksheet in the study guide. This document can also be downloaded:

[The Leader's Role in Crisis Preparation and Mitigation \(pdf\)](#)

---

## Lecture 40: Preparation – Crisis Management or Business Continuity Team

**In this lecture, we will:**

- List the members necessary for an effective Business Continuity Team
  - Discuss reasons and responsibilities of the team
  - Clarify roles within the Crisis Management Team
  - Identify initial actions for the Crisis Management Team (CMT)
- 

## Exercise: Why Invest in Crisis Preparation?

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Why Invest in Crisis Preparation worksheet in the study guide. This document can also be downloaded:

[Why Invest in Crisis Preparation? \(pdf\)](#)

---

## Lecture 41: Immediate Response – Physical Crisis

**In this lecture, we will:**

- Explore what to do when a crisis actually occurs
- Discuss immediate response to a physical crisis
- Explain how to build a Team Go Bag and identify what items go in it
- State common risk factors when responding to a physical crisis
- Investigate natural disasters and terrorists events

---

## Lecture 42: Immediate Response – Reputational Crisis

### In this lecture, we will:

- Explore how to respond to a public relations crisis
- State the steps to an immediate response to a reputational crisis
- Defend why you want to avoid "No Comment"
- Identify risk factors
- Discuss the four principles for managing reputational crisis
- Summarize both crisis scenarios

---

### Exercise: 10 Actions You Would Take

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the 10 Actions You Would Take worksheet in the study guide. This document can also be downloaded:

[10 Actions You Would Take \(pdf\)](#)

---

### Exercise: 10 Things You Would Do

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the 10 Things You Would Do worksheet in the study guide. This document can also be downloaded:

[10 Things You Would Do \(pdf\)](#)

---

## Lecture 43: Key Leadership Behaviors

### In this lecture, we will:

- Establish key leadership behaviors regardless of the crisis at hand
- Justify the importance of employee morale and motivation
- Recognize your limits
- Reevaluate natural responses to crisis
- State ways to talk with people during a crisis
- Plan how to manage the return

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 5 Study Guide](#)

## Week 6

### Module 6: Influence

Do you understand all of the far-reaching implications of influence? From the various styles of influence, to unethical influence styles, to the power of adapting and predictors of executive success, this is a complex and multifaceted topic for leaders to explore.

At the conclusion of this module, the student will be able to:

- Recognize that influence is everywhere and can be observed in predictable patterns
- Explore and recognize cues for 10 influence styles and discuss using each ethically and when you don't have formal authority
- Locate and counteract the four unethical influence styles
- Develop a personal influence plan to accelerate your career and make a difference on others' lives

---

### Lecture 44: Influence – Synopsis

**In this lecture, we will:**

- Introduce methods for becoming more influential
- Define influence and discuss how it is an important leadership skill

---

### Lecture 45: Influence is Everywhere

**In this lecture, we will:**

- Explore how influence happens around the world
- Define collaborative leadership, global influence, and predictors for success
- List 10 different styles of influence
- Recognize four unethical influence styles

---

### Lecture 46: 10 Styles of Influence – Part 1

**In this lecture, we will:**

- Explore and recognize queues for 10 different ways people influence around the world

- Discuss the first five influence styles
- Detect how people perceive you
- Summarize rational persuading
- Define consulting
- Recall exchanging and how it relates to influence

---

## The Logic of Faster is Better

### **In this lecture, we will:**

- View an example of rational persuading



---

## Obama's Speech at Notre Dame, 2009 (Following Father Jenkin's Introduction)

### **In this lecture, we will:**

- View an example of inspiring



## President Obama Notre Dame Speech (Part 1)



---

## Bono – the Bush AIDS Campaign in Africa

**In this lecture, we will:**

- View an example of consulting

Bono talks about the Bush AIDS program...



---

## Failed Exchanges – Oprah Winfrey

**In this lecture, we will:**

- View an example of a failed exchange

## Racist Shop Clerk Tells Oprah Handbag is...



---

## Lecture 47: 10 Styles of Influence – Part 2

### In this lecture, we will:

- Explore the last five influence styles
- Define personal appeal
- Outline coalition building and legitimizing
- Describe and compare coaching and asserting as influence styles

---

## Be the Voice/Positive Influence on Friends, Family, but Most Importantly Yourself

### In this lecture, we will:

- View an example of personal appeal

## Be the Voice/Positive Influence on Friend...



## Maternal Mortality in Sierra Leone

### In this lecture, we will:

- View an example of coalition building

---

## President Roosevelt – America Declares War on Japan

### In this lecture, we will:

- View an example of legitimizing

President Franklin D. Roosevelt Declares ...



---

## President Ronald Reagan – Tear Down This Wall

### In this lecture, we will:

- View an example of asserting

## Reagan - Tear Down This Wall



---

## Bill Gates: Teachers Need Real Coaching

### **In this lecture, we will:**

- View an example of coaching

---

## Lecture 48: Four Unethical Influence Styles

### **In this lecture, we will:**

- Discuss the four unethical influence styles
- Define intellectual bullying
- Recognize avoiding
- Identify ways of threatening
- Review positive and negative ways of manipulating

---

## Mike Tyson – A Lesson on Intimidation

**In this lecture, we will:**

- View an example of intimidating

A Lesson On Intimidation From Mike Tys...



---

## North Korea Threats – Fidel Castro Issues Warning

**In this lecture, we will:**

- View an example of threatening

North Korea threats Fidel Castro issues warn



---

## BP's Commitment to America

**In this lecture, we will:**

- View an example of avoiding

## BP's Commitment to America



---

## President Richard Nixon – I'm Not a Crook

### In this lecture, we will:

- View an example of manipulating

## Richard Nixon - "I'm not a crook"



---

## Lecture 49: The Power of Adapting and Predictors of Executive Success

### In this lecture, we will:

- Define acceleration vs. derailment
- List reasons for derailment and acceleration
- Identify why executives succeed or fail in a professional services firm
- Recognize myths associated with acceleration and derailment

- Build a stakeholder map

---

## Accelerating vs. Derailing



---

## Exercise: Stakeholder Map

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Stakeholder Map worksheet.

[Stakeholder Map\\_\(pdf\)](#)

Click the link above to print the Stakeholder Map PDF worksheet.

---

## Required Exam

**Week 5 – Effectively Responding to Crisis**

**Week 6 – Influence**

### **Important Instructions**

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
- When you are satisfied with your grade, you must accept your final grade
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- After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#)

# Share Your Professional Success Story

## Share Your Professional Success Story and be an Inspiration to Others!

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

\* Please note, submitting your personal success story is not required for course completion.

---

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 6 Study Guide](#)

## Week 7

### Module 7: The Accountable Leader

A portrait of the accountable leader is offered in this module. Strengths are developed through a discussion of taking inventory of your own readiness and motivations, detecting and integrating patterns in the environment, reframing to increase accountability, skillful discussion, staffing and the team, and focusing and storytelling.

At the conclusion of this module, the student should be able to:

- Take inventory of personal readiness for leadership
- List leadership motivations
- Successfully staff an effective team

---

### Lecture 50: The Accountable Leader – Synopsis

**In this lecture, we will:**

- Discuss accountability characteristics
- Reframe your thinking to increase accountability

---

### Lecture 51: The Accountable Leader

**In this lecture, we will:**

- Define leadership accountability
- List the six skills for leadership accountability

---

### Lecture 52: Taking Inventory of Your Readiness and Motivations



**In this lecture, we will:**

- Recall questions to ask when rating a leader
  - Identify tips on taking inventory of your readiness and motivations
- 

## Exercise: Taking Inventory of Your Readiness and Motivations

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Taking Inventory of Your Readiness and Motivations worksheet in the study guide. These documents can also be downloaded:

[Taking Inventory of Your Readiness and Motivations \(pdf\)](#)

---

## Lecture 53: Detecting and Integrating Patterns in the Environment

**In this lecture, we will:**

- Illustrate and specify the pieces of the Scanning Framework Model
  - Summarize and provide examples of companies that monitor the environment
  - Describe the perfect leader
  - Outline how to detect and integrate patterns in the environment
- 

## Lecture 54: How Can You Reframe to Increase Accountability?

**In this lecture, we will:**

- Define reframing and provide tips to increase accountability
  - Paraphrase examples given on how reframing increased accountability
- 

## Lecture 55: What is Skillful Discussion?

**In this lecture, we will:**

- Express skillful discussion and recall how to effectively have one
  - Summarize ladder of inference
- 

## Exercise: Ladder of Inference

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Ladder of Inference worksheet in the study guide. These documents can also be downloaded:

## Lecture 56: Staffing and the Team – Part 1

### In this lecture, we will:

- Explain how to staff your team effectively
  - Suggest ways to take inventory when building a team
  - Justify using a thorough but fast hiring process
- 

## Lecture 57: Staffing and the Team – Part 2

### In this lecture, we will:

- Outline how to use a thorough but fast hiring process
  - Defend the need to invest in on-boarding
  - Explain the **free agent** game
- 

## Lecture 58: Focusing and Storytelling

### In this lecture, we will:

- Compare and contrast focusing and systems thinking
  - Discuss supply chain for customer loyalty
- 

## Activity

### In this lecture, we will:

- Assess focusing and defend the magic number "3"
  - Illustrate systems thinking for customer loyalty in the supply chain
- 

## Share Your Professional Success Story

### Share Your Professional Success Story and be an Inspiration to Others!

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

\* Please note, submitting your personal success story is not required for course completion.

---

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 7 Study Guide](#)

## Week 8

### Module 8: Accountability, Personal Strengths, and Problem Solving

There is much to consider in a review of accountability, personal strengths, and problem solving. In this module, we will discuss systems thinking models, storytelling, engaging others, building personal strengths, and developing problem-solving skills.

At the conclusion of this module, the student will be able to:

- Engage others through personal strengths
- Utilize storytelling to leverage goals
- Increase accountability within an organization

---

### Share Your Professional Success Story

**Share Your Professional Success Story and be an Inspiration to Others!**

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

\* Please note, submitting your personal success story is not required for course completion.

---

### Lecture 59: Accountability, Personal Strengths, and Problem Solving – Synopsis

**In this lecture, we will:**

- Introduce perspective to broaden view points on accountability
- Increase your understanding of leadership accountability

---

### Lecture 60: Systems Thinking Models

**In this lecture, we will:**

- Illustrate the Congruence Model
- Justify how the Congruence Model is effective in systems thinking
- Formulate the Strategic Alignment Model
- Summarize examples of focus in current companies

---

### Exercise: Systems Model

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Systems Model worksheet in the study guide. This document can also be downloaded:

[Systems Model \(pdf\)](#)

---

## Lecture 61: What's the Deal With Storytelling

**In this lecture, we will:**

- Describe storytelling
  - Evaluate ways storytelling impacted major companies
- 

### Exercise: Write a Story

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Write a Story worksheet in the study guide. This document can also be downloaded:

[Write a Story \(pdf\)](#)

---

## Lecture 62: Driving Accountability and Engaging People

**In this lecture, we will:**

- Review leadership skill sets
  - Define driving accountability
  - Name examples and behaviors of modeling for accountability and engaging people
  - Determine how to model to earn the right effectively
- 

### Exercise: Tell Your Story

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Tell Your Story worksheet in the study guide. This document can also be downloaded:

[Tell Your Story \(pdf\)](#)

---

## Lecture 63: Driving Accountability

**In this lecture, we will:**

- Review exercises for driving accountability
- Express the need for following up relentlessly and having the tough conversations

- Interpret how to manage talent
- 

## Lecture 64: Engaging People

### **In this lecture, we will:**

- Justify why you need to engage people
  - Recognize ways to engage with people
- 

## Exercise: Accountability and Engagement

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Accountability and Engagement worksheet in the study guide. This document can also be downloaded:

[Accountability and Engagement \(pdf\)](#)

---

## Lecture 65: Building Personal Strengths

### **In this lecture, we will:**

- Define resilience
  - List characteristics of a resilient person
  - Compare the difference of meaningful goals between resilient and nonresilient people
  - Evaluate suggestions for building personal strengths
- 

## Lecture 66: What Problem Solving Skills Do You Need?

### **In this lecture, we will:**

- Describe problem-solving skills
  - Illustrate the Ladder of Inference in fact-based decision making
  - Analyze control vs. importance in relation to problem solving
  - Justify keeping a realistic sense of control
- 

## Exercise: Certainty and Importance

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Certainty and Importance worksheet in the study guide. This document can also be downloaded:

## Exercise: Control and Importance

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Control and Importance worksheet in the study guide. This document can also be downloaded:

[Control and Importance \(pdf\)](#)

---

## Exercise: Problems You Are Facing

Apply the concepts and strategies discussed and enhance your learning experience by completing the following exercise:

Read and complete the Problems You Are Facing worksheet in the study guide. This document can also be downloaded:

[Problems You Are Facing \(pdf\)](#)

---

## Lecture 67: Course Conclusion

**In this lecture, we will:**

- Develop an appreciation for leadership
  - Review skills for effective leadership
- 

## Required Exam

**Week 7 – The Accountable Leader**

**Week 8 – Accountability, Personal Strengths and Problem Solving**

**Important Instructions**

- You may take the exam no more than three times. After the third try, the exam will be locked, and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
  - When you are satisfied with your grade, you must accept your final grade.
  - To accept your grade, click the Course Menu drop-down menu, click Grades, and then click the Accept Grade button for this exam. You will then be able to review all questions and answers.
  - After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#).
-

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 8 Study Guide](#)

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## Course Outline - Strategic Leadership

 **Collapse All**

 **Print Outline**

 **Export Outline to Word**

### Course Introduction

#### Key Topics

- Strategic imperatives
- Industry structure and analysis of industry structure
- Dynamics of change
- Identifying your general conflict style
- Categories of adaptive challenges
- Systems thinking and advanced tactics
- Meta-motivation
- Core values and corporate character

---

### Course Materials

#### Your Study Guide

Access all of the weekly study guides by clicking on the links below:

- [Table of Contents](#)
- [Week 1 Study Guide](#)
- [Week 2 Study Guide](#)
- [Week 3 Study Guide](#)
- [Week 4 Study Guide](#)
- [Week 5 Study Guide](#)
- [Week 6 Study Guide](#)
- [Week 7 Study Guide](#)



- [Week 8 Study Guide](#)

-or-

- [Book 1 of 3 \(7 MB size\)](#)
- [Book 2 of 3 \(47 MB size\)](#)
- [Book 3 of 3 \(27 MB size\)](#)

---

## Grading

**To pass this course and receive your certificate, you must:**

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course.
- Complete the mandatory negotiation assignments and enter your results.

All exams and mandatory assignments are listed on the **Assignment Tracker** located on the right side of this screen.

### Grading Scale

Grade	Score
A	90–100%
B	80–89%
C	70–79%
F	Below 70%

### American Council on Education (ACE) Credits

For those wishing to earn American Council on Education or ACE-recommended credit, you must complete the following two assignments.

- A 20- to 40-question multiple-choice proctored exam
- A two-question essay project

If you have questions regarding the ACE credit process, please contact your program representative for more details.

---

## Navigating Your Classroom

### Website Orientation

Complete an 18-minute guided tour of the online classroom. This orientation module will familiarize you with all areas of the website and prepare you to make the most of this learning experience. This is your first assignment, so don't miss it!

- [Click to begin the demonstration](#)
-

# Important

To pass this course and receive your certificate, you must:

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course

All tests and mandatory assignments are listed on the **Assignment Tracker** each week.

---

## Academic Honesty

### Academic Honesty and Ethics

Compliance with the Mendoza College of Business Graduate Academic Code of Honor is required of all students at all times. The University of Notre Dame Programs are a community of students, faculty, and administrators committed to learning, working, and growing together in moral character. This community holds dear the University of Notre Dame values of honesty, integrity, and honor; all members of the community are assumed to possess these values. To affirm our commitment to the values and the community, it is the responsibility of all students to review and follow the [Mendoza College of Business Graduate Academic Code of Honor](#). The community expects all students to continually conform to standards of conduct and, at a minimum, demonstrate:

- Academic honesty and integrity
- Compliance with faculty requirements regarding course work
- Respect for the program and its community of people
- Respect for academic and administrative professionals

Week 1

## Module 1 – Transformational Strategy

In a time of rising and falling fortunes, growing stakeholder activism is going to create major communications challenges. As a leader you must be able to present a viable transformational strategy that will gain your stakeholder's trust.

At the conclusion of this module, the student will be able to:

- Perform strategic planning
- Develop models for planning
- Identify and cultivate disruptive technologies

---

## Suggested Reading List

- Dator, J. (Ed.). (2002). *Advancing futures: Futures studies in higher education*. Westport, CT: Praeger Publishers
- Porter, M. E. (1996, Nov. 1). What is strategy? *Harvard Business Review*

- Johansen, B. (2009). *Leaders make the future: Ten new leadership skills for an uncertain world*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
  - Runde, C. E., & Flanagan, T. A. (2007). *Becoming a conflict competent leader: How you and your organization can manage conflict effectively* (1st ed.). San Francisco, CA: Jossey-Bass.
- 

## Study Guide

Access the study guides by clicking on the links below:

- [Book 1 of 3 \(7 MB size\)](#)
  - [Book 2 of 3 \(47 MB size\)](#)
  - [Book 3 of 3 \(27 MB size\)](#)
- 

## Lecture 1 – Introduction to Strategic Leadership

**In this lecture, we will:**

- Provide an overview of strategic leadership
- 

## Lecture 2 – Transformational Strategy – Synopsis

**In this lecture, we will:**

- Provide an overview of transformational strategy
- 

## Lecture 3 – Transformational Strategy

**In this lecture, we will:**

- Discuss the properties of transformational strategy
  - Identify the three levels of strategy
  - Compare and contrast examples of internal and external factors that affect strategy planning
- 

## Lecture 4 – Types of Planning

**In this lecture, we will:**

- Identify the three types of planning
  - Describe the role of risk management in performance and strategic planning
- 

## Lecture 5 – Revolutionary Model of Planning

**In this lecture, we will:**

- Identify the elements of the revolutionary model of planning
  - Compare and contrast the points of parity and points of difference using the revolutionary model of planning
- 

## Lecture 6 – Patterns of Failure and Successful Venturing

### In this lecture, we will:

- Describe disk-drive performance to meet market needs
  - Identify the patterns of spotting and cultivating disruptive technologies
- 

## Lecture 7 – Technological Revolutions

### In this lecture, we will:

- Describe how technological revolutions will define domestic and foreign industry
- 

## Lecture 8 – Revolutionary Strategies

### In this lecture, we will:

- Identify five behaviors that aid in creating a future that promotes revolutionary strategy
  - Describe how technological revolutions will create opportunities in the future
- 

## Lecture 9 – Transformational Imperatives

### In this lecture, we will:

- Identify how transformational imperatives dictate business strategy
  - Describe the six imperatives of business strategy
- 

## Study Guide

Click the link below to print the table of contents for the study guide.

[Table of Contents](#)

Access this week's portion of the study guide by clicking the link(s) below:

[Week 1 Study Guide](#)

Week 2

Module 2 – Industry Structure and Competitor Analysis

Preparing for an unpredictable future is a practical part of every company's strategy. There are few documents that get the attention of managers the way that a competitive analysis does. A comprehensive competitive analysis is an investigative report of the actual market climate supported by detail information concerning your company's competitors. Gain the winning edge by learning the necessary steps in creating a competitor analysis.

At the conclusion of this module, the student should be able to:

- Analyze industry structure
  - Develop a competitor analysis
  - Use the foresight methodology to identify and capitalize on emerging demand
- 

## Lecture 10 – Industry Structure – Synopsis

**In this lecture, we will:**

- Provide an overview of industry structure
- 

## Lecture 11 – Industry Structure

**In this lecture, we will:**

- Identify the elements of the model of extended rivalry
  - Compare and contrast how direct rivalry affects competition
- 

## Lecture 12 – Analyzing Structure

**In this lecture, we will:**

- Identify ways to influence industry structure
- 

## Lecture 13 – Case: Soft Drink Industry

**In this lecture, we will:**

- Describe how industry change can have an impact on industry structure
  - Compare and contrast how industry change has impacted the soft drink industry
- 

## Lecture 14 – The Fountain Trade

**In this lecture, we will:**

- Identify the different types of service performance and measures

---

## Lecture 15 – Competitor Analysis

### In this lecture, we will:

- Create a competitor analysis
  - Identify the value in being different when creating a strategy
- 

## Lecture 16 – The Generic Strategy Matrix

### In this lecture, we will:

- Describe the several elements of generic strategy matrix
  - Identify the value of narrow focus in strategy management
- 

## Lecture 17 – Differentiation – Broad Focus

### In this lecture, we will:

- Identify techniques to create successful differentiation strategy
- 

## Lecture 18 – Differentiation – Narrow Focus

### In this lecture, we will:

- Describe methods to create successful differentiation by narrowing the focus of the strategy
- 

## Lecture 19 – Foresight

### In this lecture, we will:

- Define foresight
  - Compare and contrast foresight and forecasting
- 

## Lecture 20 – Foresight Methodology Steps

### In this lecture, we will:

- Describe the steps that create a management approach for strategic foresight
- 

## Exam – Weeks 1 and 2

### Executive Leadership Strategies

### Exam – Weeks 1 and 2

### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to

pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course

- When you are satisfied with your grade, you must accept your final grade
- To accept your grade, click the Course Menu drop-down menu, click Grades, and then click the Accept Grade button for this exam. You will then be able to review all questions and answers
- After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#)

---

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 2 Study Guide](#)

## Week 3

### Module 3 – Strategic Foresight: Preparing for Multiple Futures

Foresight requires developing a solid approach by obtaining a thorough understanding of your competitors. Foresight envisions how new trends could propel mass markets; it investigates how industry segments may gain or lose profit potential. Foresight also evaluates the trends of emerging technologies and the effects may dominate a market or fail to be accepted .

At the conclusion of this module, the student should be able to:

- Explain creative destruction as a phenomenon of change and its impact on decision making
- Critique operational effectiveness as it relates to strategy
- Explain strategies that can be used to take an evidence-based approach to foresight forecasting
- Critique how scenarios can contribute to resilient planning and foresight

---

### Lecture 21 – Strategic Foresight – Synopsis

**In this lecture, we will:**

- Provide an overview of strategic foresight

---

### Lecture 22 – Introduction to Strategic Foresight

**In this lecture, we will:**

- Illustrate examples of companies caught off guard by change

- Define and contextualize foresight in business
- Define obsolescence
- Critique operational effectiveness as it relates to strategy

---

## Lecture 23 – Strategic Leadership

### In this lecture, we will:

- Compare and contrast corporate examples of **better** vs. **different**
- Explain the concept of competitive convergence as a barrier to resilience
- Critique examples of chief executive officers' (CEOs) perspectives on increasing complexity
- Outline a model for strategic leadership

---

## Lecture 24 – Dynamics of Change

### In this lecture, we will:

- Explain how change occurs at different rates
- Discuss change concepts, including S-curves, hype curves, criticality, and wildcards
- Explain the progression of eras and paradigms
- Explain creative destruction as a phenomenon of change and its impact on decision making

---

## IBM Watson – Introduction and Future Applications

What impact will Watson have on the use of analytics in business? An overview of deep Q&A technology





## Lecture 25 – Environmental Scanning

### In this lecture, we will:

- Explain the front-end aspects of foresight pertaining to framing and scanning
  - Discuss methods for taking a systems perspective
  - Identify cognitive constraints that can impair our perspective
  - Discuss strategies to overcome (de-bias) these constraints
- 

## Lecture 26 – Evidence-Based Foresight

### In this lecture, we will:

- Identify the differences between traditional business forecasting and the baseline forecasting process used in foresight
  - Explain strategies that can be used to take an evidence-based approach to foresight forecasting
  - Identify tools and frameworks for creating baseline forecasts
  - Explain the participatory foresight process
- 

## Lecture 27 – Embracing Uncertainty

### In this lecture, we will:

- Identify the flaws in traditional forecasting
  - Define a model for resilient forecasting
  - Examine the role uncertainty and ambiguity play in foresight forecasting
  - Critique how scenarios can contribute to resilient planning and foresight
- 

## Lecture 28 – Scenario Development

### In this lecture, we will:

- Describe two proven scenario development methods
  - Explain the process for each method
  - Explain examples of scenarios developed using each method
  - Identify the importance of signposts in the process
-

## Foresight and Uncertainty



---

### Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 3 Study Guide](#)

### Week 4

## Module 4 – Crucial Conversation

A leader who is able to have conversations with difficult people is considered to have highly advanced communication skills. It is often the way that a conflict is handled that makes the outcome positive or negative. Understanding your conversation style aids in the ability to minimize negative or destructive responses to conflict.

At the conclusion of this module, the student should be able to:

- Identify the key values of strategic foresight
- Explore visioning and methods for shaping future change towards a preferred future
- Identify cognitive constraints that can impair a person's perspective

---

## Lecture 29 – Implications Assessment I: Ideation

**In this lecture, we will:**

- Discuss strategies for creating great ideas
- Discuss the process of divergent and convergent thinking in ideation
- Explain one proven method for structured brainstorming in foresight

---

## Lecture 30 – Implications Assessment II: Empathy With the Future User

### **In this lecture, we will:**

- Discuss framing perspectives to better unlock insights into emerging opportunities
- Identify methods for building empathy with the **future user**
- Identify methods for breaking down preconceptions around user needs to uncover unexpected insights
- Present techniques to leverage storytelling for exploring and articulating emerging opportunities

---

## Lecture 31 – Resilient Strategic Positioning

### **In this lecture, we will:**

- Explain the two priorities of roadmapping for bridging the gap between foresight and strategic response
- Explore visioning and methods for shaping future change toward a preferred future
- Discuss strategies and methods for creating resilience without sacrificing strategic leadership

---

## Lecture 32 – Foresight: Wrap-Up

### **In this lecture, we will:**

- Review the key values of strategic foresight
- Identify perspectives from recent student interviews
- Summarize the key takeaways

---

## Lecture 33 – Crucial Conversations – Synopsis

### **In this lecture, we will:**

- Provide an overview of crucial conversations

---

## Lecture 34 – Introduction – Crucial Conversations

### **In this lecture, we will:**

- Identify the nature and importance of effectively managing conflict in organizations
- Identify the leadership skills needed to manage conflict effectively
- Critique the importance of emotional intelligence (EQ) for conflict competence

- Display a complete comprehension of when it is best to speak or to remain silent

---

## Lecture 35 – Identifying Your General Conflict Style

### In this lecture, we will:

- Explain the five main conflict styles
- Identify the strengths and potential weaknesses of each conflict style

---

## Conversations With Difficult People

### Conversations With Difficult People

#### Conversations with Difficult People: Speak or



---

## Lecture 36 – Fostering Effective Responses

### In this lecture, we will:

- Identify how to foster positive or constructive responses to conflict
- Explain how to minimize negative or destructive responses to conflict

---

## Lecture 37 – Mastering Our Stories

### In this lecture, we will:

- Explain how stories feed emotions and lead to action
- Critique how to master our stories rather than be mastered by them

---

## Lecture 38 – Framework for Crucial Conversation – Part I

### In this lecture, we will:

- Identify the first two steps of a four-step framework for addressing performance gaps effectively

---

## Lecture 39 – Framework for Crucial Conversation – Part II

### In this lecture, we will:

- Explain the third and fourth steps of a four-step framework for addressing performance gaps effectively

---

## Where Do You Stand? – Answer Sheet

### [Download Where Do You Stand? – Answer Sheet](#)

Click the link above to print Where Do You Stand? – Answer Sheet. This answer sheet will be used in conjunction with Lecture 40: Where Do You Stand?

---

## Lecture 40 – Where Do You Stand?

### In this lecture, we will:

- Critique where you stand in terms of readiness to conduct crucial conversations

---

## Exam – Weeks 3 and 4

### Executive Leadership Strategies

### Exam – Weeks 3 and 4

### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
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- After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#)

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## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 4 Study Guide](#)

## Week 5

### Module 5 – Technical vs. Adaptive Challenges

One of the single major failures of leadership is to treat adaptive challenges like technical problems. The ability to distinguish between adaptive challenges and technical problems is key in understanding innovation. To respond effectively, leaders have to question their fundamental assumptions and expectations concerning adaptive challenges and technical complications.

At the conclusion of this module, the student should be able to:

- Explain the difference between technical and adaptive challenges in an organization
- Discuss what people must do to progress in the face of adaptive challenges
- Discuss the criteria that best measure the adaptability of an organization

---

### Lecture 41 – Technical vs. Adaptive Challenges – Synopsis

**In this lecture, we will:**

- Provide an overview of technical vs. adaptive challenges

---

### Lecture 42 – Technical vs. Adaptive Challenges

**In this lecture, we will:**

- Explain the difference between technical and adaptive challenges in an organization
- Discuss the criticality of distinguishing the between technical and adaptive challenges in an organization
- Identify that different challenges call for different approaches to leadership

---

### Lecture 43 – Real vs. Counterfeit Leadership in the Face of Adaptive Challenges

**In this lecture, we will:**

- Recall the meaning of adaptive leadership
- Explain the crucial differences between real and counterfeit leadership in the face of adaptive challenges
- Discuss what people must do to progress in the face of adaptive challenges

---

### Lecture 44 – A Strategic Approach to Diagnosing the Organizational System

**In this lecture, we will:**

- Explain the concept of a strategic approach to the diagnosis of an adaptive organization
- 

## Lecture 45 – The Qualities of an Adaptive Organization

### In this lecture, we will:

- Discuss the criteria that best measure the adaptability of an organization
  - Gauge the adaptability of your organization
- 

## Lecture 46 – Categories of Adaptive Challenges

### In this lecture, we will:

- Discover the categories of adaptive challenges so as to be able to more readily identify them
- 

## Lecture 47 – A Strategic Approach to Mobilizing the System

### In this lecture, we will:

- Identify how to design effective intervention methods
- 

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 5 Study Guide](#)
- 

## Week 6

## Module 6 – Systems Thinking and Advanced Tactics

Strategic planning serves a variety of purposes in organizations. There are no “one size fits all” methods to creating a strategic plan. Each organization is encouraged to develop its' own approach, or model, for strategic planning. Become the leader that understands the dynamics and steps it takes to develop a comprehensive strategic plan .

At the conclusion of this module, the student should be able to:

- Discuss different modes of strategic planning
  - Explain the three psychological approaches to strategic planning
  - Explain the theory of the firm
  - Identify the three different types of strategic planning
  - Apply strategic planning principles
  - Explain the five deal killers
-

## Lecture 48 – Systems Thinking and Advanced Tactics – Synopsis

### In this lecture, we will:

- Provide an overview of systems thinking and advanced tactics
- 

## Lecture 49 – Systems Thinking and Advanced Tactics – Three Games of Strategic Thinking

### In this lecture, we will:

- Discuss different modes of strategic planning
  - Explain the three psychological approaches to strategic planning
- 

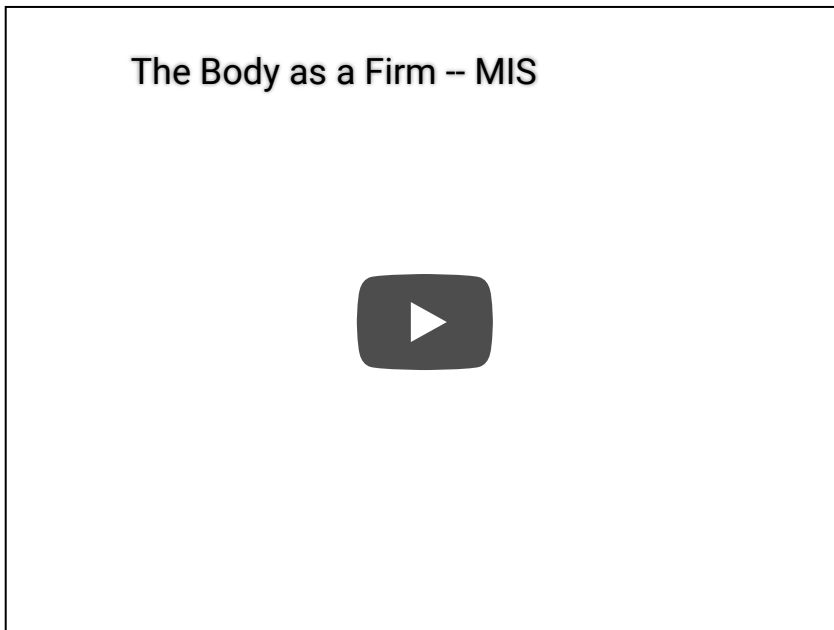
## Lecture 50 – Defining the Firm: Functional Perspectives

### In this lecture, we will:

- Discuss the elements of an organization structure from a functional perspective
- 

## The Body as a Firm – MIS

### The Body as a Firm – MIS



## The Body as a Firm – Finance



## The Body as a Firm -- Finance



---

## The Body as a Firm – Marketing

The Body as a Firm – Marketing

## The Body as a Firm -- Marketing



---

## The Body as a Firm – Operations

## The Body as a Firm -- Operations



---

## The Body as a Firm – Economics

The Body as a Firm – Economics

## The Body as a Firm -- Economics



---

## The Body as a Firm – Entrepreneurship

The Body as a Firm – Entrepreneurship

## The Body as a Firm -- Entrepreneurship



---

### Lecture 51 – Analysis vs. Intuition

**In this lecture, we will:**

- Discuss the concept of **Competitive Intelligence**

---

### Lecture 52 – The Planning Context

**In this lecture, we will:**

- Discuss why planning is important in uncertain and unknown environments

---

### Lecture 53 – The Business Model

**In this lecture, we will:**

- Describe how to help your company manage exposure and risk

---

### Lecture 54 – The Case: J.C. Penney at a Crossroads – Part I

**In this lecture, we will:**

- Discuss how J.C. Penney alienated its core customers

---

## J.C. Penney – Changing of the Board

**J.C. Penney – Changing of the Board**

Ackman Killing J.C. Penney



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## Investors and Leaders – Steer Clear of J.C. Penney

### **Investors and Leaders**

Steer Clear of J.C. Penney

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### Steer Clear of JCPenney



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## Lecture 55 – The Case: J.C. Penney at a Crossroads – Part II

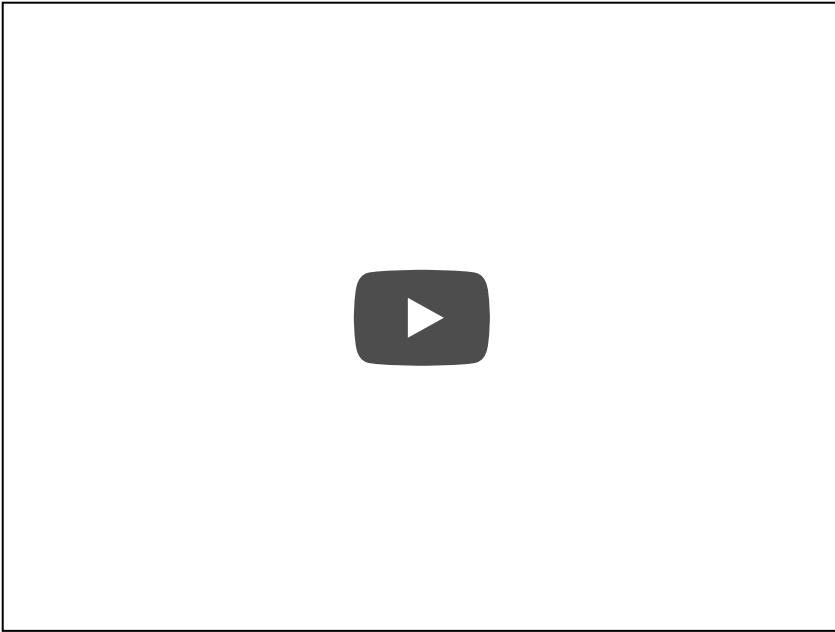
### **In this lecture, we will:**

- Continue to discuss how J.C. Penney alienated its core customers

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## The Plan – Inside J.C. Penney's Makeover

### **The Plan**

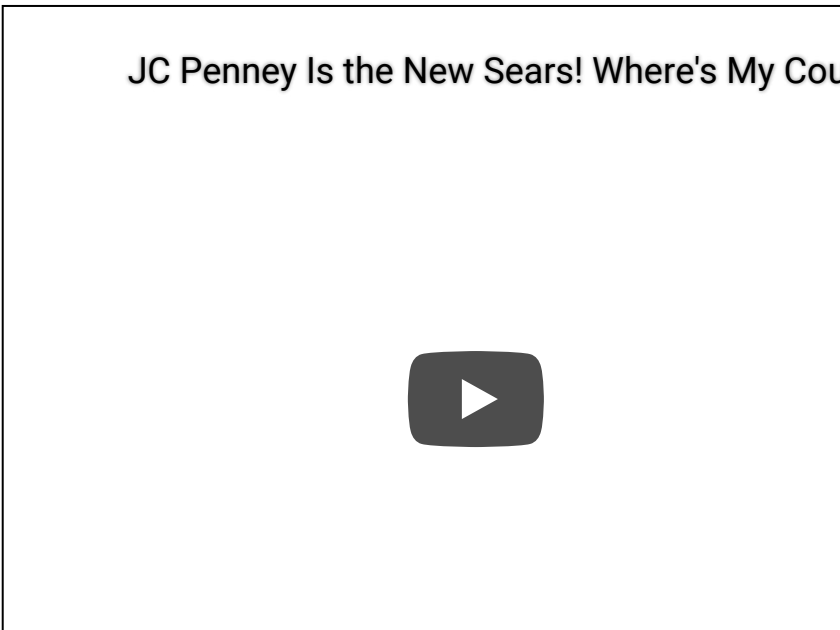


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## The Result – J.C. Penney is the New Sears

### **The Result**

J.C. Penney is the New Sears



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## J.C. Penney Employees Speak Out

### **Don't Waste Your Money**

J.C. Penney Employees Speak Out

JC Penney employees speak on 'Today S...



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## J.C. Penney – An Apology

**J.C. Penney – An Apology**

It's No Secret



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## Boatlift – An Untold Tale of 9/11

**Boatlift**

An Untold Tale of 9/11 Resilience

# BOATLIFT - An Untold Tale of 9/11 Resilience



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## Exams – Week 5 and 6

### Exams – Week 5 and 6

#### Important Instructions

- You may take the exam no more than three times. After the third try, the exam will be locked and your highest score will be factored into your average final grade. Remember that your average final grade must be 70% or greater to pass this course. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course
- When you are satisfied with your grade, you must accept your final grade
- To accept your grade, click the Course Menu drop-down menu, click Grades, and then click the Accept Grade button for this exam. You will then be able to review all questions and answers
- After each of the first two exam attempts, you are able to see the questions you answered incorrectly. Please download and read the [post-test review instructions](#)

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## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 6 Study Guide](#)

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## Share Your Professional Success Story

### Share Your Professional Success Story and be an Inspiration to Others!

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

\* Please note: submitting your personal success story is not required for course completion.

## Module 7 – Hyperchange

The process of administering and coordinating resources efficiently and proficiently in an effort to achieve the goals of the organization can be challenging. When hyperchange occurs the dynamics of coordinating resources efficiently and proficiently may be effected with negative results. Learning more about your ability to manage changes will prepare you for a better transitional approach toward massive changes within your organization .

At the conclusion of this module, the student should be able to:

- Explore the personal and organizational impact of hyperchange
- Assess your leadership style
- Develop/enhance a proactive leadership mindset

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## Important

To pass this course and receive your certificate, you must:

- Achieve an average grade of 70% or better. This average is calculated by totaling your best score from each exam and dividing the total by the number of exams in this course

All tests are listed on the **Assignment Tracker** located on the right side of this screen.

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## Lecture 56 – Hyperchange – Synopsis

**In this lecture, we will:**

- Provide an overview of hyperchange

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## Reading

Read the article from *Harvard Business Review*, "**Leadership That Gets Results**", before viewing the lectures in this module. The article is included in your course materials.

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## Lecture 57 – Hyperchange

**In this lecture, we will:**

- Describe how hyperchange is influencing the roles and responsibilities of corporate leaders

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## Lecture 58 – Leadership Mindset

**In this lecture, we will:**

- Discuss the importance of transformation that requires a shift of leadership mindset
-



# Assignment

Before viewing the next lecture, complete the Meta-Motivation Inventory that came with your course materials.

There are 60 self-descriptive statements. Respond to all 60. Work down each column, selecting a number between 1 and 5 that indicates how much the statement describes your behavior or beliefs.

## Guide to Self-Scoring

1. Rarely descriptive
2. Seldom descriptive
3. Sometimes descriptive
4. Often descriptive
5. Descriptive

Remember: This is not a performance appraisal; you do not need to be perfect to give yourself a 5.

---

## Lecture 59 – Meta-Motivation Inventory

### In this lecture, we will:

- Discuss the importance and reasoning of the meta-motivation inventory
- 

## Lecture 60 – Quadrants of the Meta-Motivation Inventory

### In this lecture, we will:

- Discuss the importance of each quadrant of the meta-motivation inventory
- 

## Lecture 61 – One Thing That Can Be Done to Make Everything Better

### In this lecture, we will:

- Discuss the profile and characteristics of a leader
- 

## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 7 Study Guide](#)
- 

## Share Your Professional Success Story

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## Module 8 – What Keeps People Productively Engaged

Leadership behavioral styles and efficacious beliefs are core characteristics that drive successful leaders. Leaders inspire followers to accomplish more by concentrating on the follower's values and helping the follower align their values with the values of the organization. By understanding the impact of transformational leadership on the outcomes of the organization the leader can influence employee behavior so that the behavior has a positive impact on the organization .

At the conclusion of this module, the student should be able to:

- Use techniques to keep employees productively engaged
- Identify and develop the core values of an organization
- Develop a more proactive, efficacious approach to work and life
- Develop/enhance approaches used to deal with stress

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## Share Your Professional Success Story

**Share Your Professional Success Story and be an Inspiration to Others!**

[Click here](#) to let us know how your educational experience helped you with your current project, in your current position, or even helped land that new job you have been after!

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## Lecture 62 – What Keeps People Productively Engaged – Synopsis

**In this lecture, we will:**

- Describe the importance of core values and character and how these characteristics may impact an organization

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## Lecture 63 – What Keeps People Productively Engaged

**In this lecture, we will:**

- Identify the 12 fundamental ideologies that keep employees engaged and interested

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## Assignment

In the next lecture, the following three questions will be discussed. Reflect on these questions before watching the following lecture.

1. Is that all there is to it?
2. Is it just about wringing productivity out of people to generate bigger profits?
3. Does an organization have any other purpose?

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## Lecture 64 – Organization's Purpose

**In this lecture, we will:**

- Describe the supporting factors that drive job enrichment
  - Identify different methods of motivating employees
- 

## Lecture 65 – The Hewlett-Packard Way

**In this lecture, we will:**

- Describe how Hewlett–Packard created a corporate culture by using unique management techniques
- 

## Lecture 66 – Core Values and Corporate Character

**In this lecture, we will:**

- Discuss strategies for developing corporate core values and character
- 

## Lecture 67 – Stress

**In this lecture, we will:**

- Identify the major causes of stress
  - Discuss methods of stress management
- 

## Lecture 68 – Personal Efficacy

**In this lecture, we will:**

- Define personal efficacy
  - Discuss reactive and proactive behavior
- 

## Assignment

**Men of Honor Video**

As you watch the video, consider the following key points:

1. Focus on the point where Cuba Gooding Jr., playing Carl Brashear, is going for his test to become the first African American navy diver
2. There is a lot of prejudice in this movie; pay attention to how it makes you feel
3. What kind of leadership is offered?
4. Look for instances of someone going to Abilene
5. Look for how people's positions change and how they begin to gain respect for Carl Brashear

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## Lecture 69 – Men of Honor Panel

### In this lecture, we will:

- Discuss the different types of leadership styles exhibited in the movie" **Men of Honor**"
- 

## Lecture 70 – Course Conclusion

### In this lecture, we will:

- Provide a summation of course
- 

## Exam – Weeks 7 and 8

### Exam – Weeks 7 and 8

#### Important Instructions

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## Study Guide

Access this week's portion of the study guide by clicking the link(s) below:

- [Week 8 Study Guide](#)

### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **10. PUBLIC COMMENT**

*The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.*



### **III. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

#### **11 & 12. DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Schedule upcoming Commission Meeting

Adjournment

