



OKLAHOMA

**Council on Law Enforcement  
Education and Training**

**Licensing Division**

**CONTINUING EDUCATION  
COURSE ACCREDITATION PROGRAM**

(Revised October 1, 2004)



**OKLAHOMA  
Council on Law Enforcement Education and Training**

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**SAMPLE COURSE COVER SHEET**  
**AND**  
**SAMPLE CURRICULUM FORMAT**

# COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING

## COURSE COVER SHEET

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**ADDRESS OF TRAINING LOCATION:**

**DATE OF TRAINING:**

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**COURSE:**

CLEET Continuing Education Program

**LESSON TITLE:**

Basic Instructor Development – Public Speaking

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**DURATION (Hours):**

Four (4) Hours

**TRAINEE LEVEL:**

Certified Peace Officer  
Number of Trainees: 24

**PREPARED BY:**

CLEET Standards Division  
Date: 2004

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**METHOD OF PRESENTATION:**

Lecture Method, Group Discussion, Audio-Visual Presentation

**INSTRUCTOR:** CLEET Staff Instructor

**APPROVED BY:** CLEET Standards Division

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**INSTRUCTIONAL OBJECTIVES:** Unless otherwise noted, assessment of the instructional objectives will be by means of a written examination made up of short answer essay and multiple-choice questions.

1. The student will identify the elements of communication.
2. The student will identify examples of how feedback can enhance effective communication.
3. The student will list Introduction, Body and Closing as the three major parts of a speech.
4. The student will identify what material should not be included in the closing remarks of a speech.
5. The student will identify examples of good techniques that may aid in the control of nervousness before and during a speech.
6. The student will describe a breathing technique that may counter the body's reaction to nervousness.
7. The student will identify speech (voice) techniques that enhance a speech.

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**TRAINEE REFERENCE MATERIALS:**

Fay, John. "Approaches to Criminal Justice Training"

**INSTRUCTOR REFERENCE MATERIALS:**

1. Fay, John. "Approaches to Criminal Justice Training"  
Athens, GA: Carl Vinson Institute of Government, 1988.
2. FBI Basic Instructor Development Course.

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**TRAINING AIDS REQUIRED:**

1. Slide Projector
2. Overhead Projector
3. Chalkboard, Dry Erase, Flipchart
4. Slides
5. Transparencies
6. Cameras
7. Multi-media Presentation

NOTE: Training aids change as needed, based on information identified above.

# CLEET BASIC INSTRUCTOR DEVELOPMENT

**LESSON TITLE:** Public Speaking – Four (4) Hours

**LEARNING GOAL:** The student will learn what constitutes communication and how to organize and deliver ideas in the manner known as public speaking.

LESSON PLAN & PRESENTATION	OBJECTIVES & INSTRUCTIONAL CUES
<p><b>I. Introduction</b></p> <p>A. The ability to speak in public is a necessary prerequisite to instructor training. At this stage we will focus on organization and communication of information.</p> <p>B. Before attempting to communicate, we would do well to solidify some thoughts concerning the subject of communication. One thing is certain, just talking doesn't mean you are communicating.</p> <p><b>II. Communication</b></p> <p>A. Communication is more than just transmitting information—it must be received and accurately understood. Thus, we say that there are three elements to communication:</p> <ol style="list-style-type: none"><li>1. The <b>SENDER</b>: speaker, writer, or other form of transmission.</li><li>2. The <b>SYMBOLS</b>: words, graphics, body behavior, attire, etc.</li><li>3. The <b>RECEIVER</b>: listener, reader, student, audience, etc.</li></ol> <p>B. An effective communicator must become proficient at judging and manipulating the sender, symbols, and receiver.</p> <ol style="list-style-type: none"><li>1. The effective <b>sender</b> (instructor) must:<ol style="list-style-type: none"><li>a. Have the ability to employ the symbols that will serve communication best in a given situation. This may require a broadened vocabulary, development of training aids, innovative presentations, and the like.</li><li>b. Conceive the receivers (audience) that the information being transmitted is important to them. In short, the sender must motivate the receiver.</li></ol></li></ol>	<p>This section on communication extracted from “Approaches to Criminal Justice Training”, by John Fay, Pages 213-216.</p> <p>I.O. (A) Given a written exam, the student will identify the elements of communication.</p>

- c. Transmit high quality information. It must be from a broad background, accurate, current and stimulating.
2. The **symbols** used must:
- a. Be from a common core of experience between the sender and receiver. Without this common core, effective communication is slow to occur. This partly explains why peace officers should train peace officers.
  - b. Be accurately understood (not confusing). Words, gestures, and other such symbols can mean one thing to some people and something quite different to others.
  - c. Not evoke the wrong mental image. Such misunderstanding can easily result from the use of unnecessary abstractions.
3. The **receiver** is the object of effective communication. With this in mind, the sender must motivate the receiver.
- a. Feedback is the cornerstone of effective communication. The sender must do everything reasonable to elicit a response from the receiver. The receiver must provide an honest response. The sender must adjust the transmissions in order to achieve better understanding. It's a vicious circle!
  - b. Readiness of the student to accept the message being transmitted must be achieved before effective communication can be accomplished. Determining the readiness of the receiver is the obligation of the sender. Feedback!
  - c. Attitude of the receiver plays a significant role. If the receiver is not actively participating in the communication process, the effectiveness of the message is greatly reduced. An obligation exists for an instructor to assess receiver attitude and respond with an effort to establish a positive attitude. Again, use Feedback!
- C. To summarize, communication is more than just talking, writing, etc. It hasn't effectively taken place until a series of facts, ideas, etc. have been duplicated in another person's mind. If you want to truly communicate, you'll need to do more than just talk, write, etc.

I.O. (B) Given a written exam, the student will identify examples of how feedback can enhance effective communication.

Now, go for feedback!

Ask for volunteers from the audience to provide their understanding of:

What is communication?

How can feedback enhance communication?

Who is responsible for effective communication?

Point out, if not already apparent, that you have just exhibited the use of feedback, both to ensure communication and as a part of your summary.

### III. Public Speaking—The Great Intimidator!

#### A. There is little similarity between speaking to an audience and conversing with an acquaintance!

1. Conversation with an acquaintance flows back and forth. The peer relationship is non-threatening. There is a common core of experience. The acquaintance poses no threat to your self-image. The list goes on, but it seems safe to say that most of us have little difficulty conversing one-on-one.
2. Public speaking, on the other hand, seems to pit the speaker against an adversary. A person's self-worth seems to be in jeopardy. Sweating, shaking, shortness of breath, headache and even vomiting has plagued the novice public speaker.
3. In private conversation, communication comes in short bursts and is aided by meaningful FEEDBACK! You know where you and the other person stand on an issue almost constantly.
4. Whether we realize it or not, the general public has been exposed to outstanding public speakers (and performers) for nearly their entire life. They may not be able to define effective communication, but rest assured, they recognize great (and not so great) communicators early on.
5. The BAD NEWS is—this thing called public speaking is not something a person just decides to do and does it.
6. The GOOD NEWS is—public speaking can be learned. Like any other skill, your success will depend on your effort.

#### B. Developing skill in public speaking will:

1. Promote your self-confidence.
2. Aid you in advancing your views.
3. Enhance your image (better speakers seem to be smarter).
4. Tend to gain you social prestige.

This is thought to be an acknowledgement of what most people have experienced and believe. To attempt to equate public speaking with conversation challenges the beliefs of those who feel intimidated by the task. This challenge is not necessary.

First, we acknowledge the challenges of public speaking and then show how to succeed.



#### IV. Preparing for Public Speaking

- A. Structure your speech into three major parts—Opening, Body, and Closing.
5. The OPENING—tell them what you are going to tell them.
    - a. This focuses the listener’s attention on the **THEME**.
    - b. Unifies the thoughts and emotions of the audience.
    - c. Sets the tone. Lets the audience know its role.
  6. The BODY—tell them what you planned to tell them.
    - a. This is where information is delivered.
    - b. This is where arguments, demonstrations, etc. happen.
  7. The CLOSING—tell them what you told them.
    - a. In closing, you should not introduce new material to support your theme. Ending with a motto or catchy phrase is not introducing new material; it is a mechanism by which the speaker calls the theme to mind.
    - b. This is the last, and most recent memory of your performance—make it count!
    - c. Closing usually falls into one of the following categories:
      - i. Summary – a condensation of the body.
      - ii. Anecdote – to emphasize the objective.
      - iii. Quotation – emphasis, inspiration, etc.
      - iv. Call to Action – motivation, stimulus.
      - v. Statement of the Theme – Repetition.
    - d. The closing is not a tapering off; it is the high point of the presentation. What is said in closing is likely to be best remembered. Finish strong!

I.O. (D) Given a written exam, the student will identify what material should not be included in the closing remarks of a speech.

- B. Public Speaking v. Classroom Instruction
1. There is a strong correlation between the two. At first, it may seem that public speaking is all delivery while classroom instruction lends itself better to a two-way communication. As you advance your skills in both areas, you are likely to discover that they draw closer in character.
  2. At first, however, classroom instruction will appear more formal than public speaking. In a following class, we will learn to plan our instructional delivery by writing a Lesson Plan. It too will have the three elements of a presentation.

V. **Improving Delivery**

A. Success reflects preparation

B. Employ Directness

1. Speaker and audience (instructor and student) are in touch with each other.
2. Use words such as “we”, “us”, “you”, (not “you people”).
3. Use first names when appropriate; look directly at people.
4. Adjust to the reactions of the receiver – “FEEDBACK”

C. Plan your Appearance

Dress above reproach but be careful; overdressing may be a distraction and might send a signal of aloofness. As a rule, it pays to be immaculately groomed and dressed just a small degree more formally than the audience.

D. Be conscious of your Body Language

1. Manage your hands
  - a. Gestures are good when they are natural and support delivery.
  - b. Nervousness often shows in the hands. Take care not to move them without meaning.
  - c. Give your hands something to do. Incorporate them into your presentation. They can hold notes, point to a chart, manipulate an instructional aid, add emphasis, and the list goes on.

Feedback time!

“WHAT ARE THE THREE ELEMENTS OF A PRESENTATION?”

Parts of this section on Improving Delivery are extracted from “Approaches to Criminal Justice Training”, John Fay, Pages 218-224.

**DEMONSTRATE!**

Both good and bad examples.

Let the audience experience their reactions to various techniques.

Solicit FEEDBACK!

“How did you feel when I did/said that?”

“What was your reaction to...?”

“Did you think I really believed in what I was saying?”

Take care to leave an area of discussion with a firm statement of what is desirable. Don’t just show the bad techniques and go on.

2. Manage your stance
  - a. Hold yourself proudly erect, balanced on both feet, avoid leaning (on one foot or on objects).
  - b. Avoid remaining motionless. Unless you're on camera, some movement about the room should be considered.
3. Controlling Nervousness
  - a. Be prepared! When you know you're not prepared, you have good reason to be anxious!
  - b. Don't focus on the anxiety. Think about the presentation. Keep your mind busily engaged with productive thoughts.
  - c. Breathe deeply and slowly. Tension generally causes shallow breathing which leads to hypoxia, a shortage of oxygen in the body. This can lead to nausea, dizziness, even fainting. Excessive deep breathing, on the other hand, is likely to result in too much oxygen, called hyperventilation. This can cause light-headedness, euphoria, a tingling sensation on the skin, even fainting. The middle ground between these two extremes is to breathe deeply and slowly!
  - d. Expend nervous energy in a planned and controlled way. Use voice projection, body movement, manipulation of aids, gesturing, etc. as an outlet for nervous energy.

#### E. Speech Technique

1. Use a voice with **variety** of:
  - a. Pitch (often used for emphasis)
  - b. Rate (120 to 150 words/minute most of the time)
  - c. Loudness/volume (enough to be easily heard)
2. Develop **quality** voice characteristics:
  - a. Employ variety in an effective manner
  - b. Replace a monotone with a "lively" delivery
  - c. Listen to recordings of your voice
  - d. Project a "passionate" belief in your theme

I.O. (E) Given a written exam, the student will identify examples of good techniques which may aid in the control of nervousness before and during a speech.

I.O. (F) Given a written exam, the student will identify a breathing technique which may counter the body's reaction to nervousness.

I.O. (G) Given a written exam, the student will identify speech (voice) techniques which enhance a speech.

3. Employ pace for effect:

This is more than just a change of rate; it is a tempo and is done for effect. Stay within 120-150 words per minute most of the time, slowing for clarity of understanding, speeding up for emphasis. This is an art and cannot be categorically defined.

F. Use proper words

1. This reflects a common core of experience.
2. Avoid trying to impress others with your “advanced” vocabulary.
3. Define/explain words, mnemonic, and other “special meaning” expressions which are not commonly known to the receiver.
4. Profanity, vulgarity, biased (race, sex, religious, political) innuendo is unforgivable. Although suitable during certain practical exercises, the public speaker (instructor) must not appear to need such vocabulary and tactics for effective expression.

G. Speak proper punctuation

Use voice inflection, pitch and pauses to reflect the punctuation of a “sentence.” In the previous sentence, we have the word sentence in quotes because we don’t really mean that we are speaking sentences the same as reading aloud. Nevertheless, punctuation should influence delivery.

H. Use proper diction

1. Distinct pronunciation and enunciation are essential.
2. Eliminate slurring, mumbling, and “swallowing” words.

I. Emulation

Watch other speakers and experiment with their methods. Of course, what works for one may not be suited for another.

J. Practice, PRACTICE, PRACTICE, **PRACTICE**

## **VI. Summary**

### **A. Communication**

1. Sender, Symbols, Receiver.
2. Information must be transferred.

### **B. Public Speaking**

1. Organize—Opening, Body, Closing.
2. Employ techniques to improve delivery.
3. Don't forget to communicate! Feedback!
4. Accept your responsibility--Practice

**SAMPLE**

## **WRITING GOOD TEST ITEMS**

## WRITING GOOD TEST ITEMS

Conventional classroom tests include a variety of item formats: This document will emphasize the art of writing structured objective questions, especially multiple choice, the 'Chevrolet' of item formats. For a number of technical and professional reasons, multiple-choice questions are desirable because they are easily scored, simply constructed, and efficiently administered. They are more reliable than essay questions and are therefore more valid. In addition, students are most familiar with this style of question on standardized tests. These advantages overshadow the commonly voiced objection that multiple-choice questions can test only lower-level recall. This perceived limitation is not inherent in the multiple-choice format, but is instead the consequence of meager invention by the item writer. Given time and thought, creative and challenging multiple choice questions can be prepared for nearly all areas of professional study, and for all levels of cognitive reasoning.

Selecting good quiz material can be an art. A well-prepared set of class objectives should be your working outline, but keep in mind that you can't test every single concept that you have taught. The test should serve as a sampling of relevant skills in a proportion that mimics either the class time spent, the written objectives, or your own notion of importance (this proportion, regardless of its basis, should be made known to examinees ahead of time). Instructors tend to focus questions on dates, names, and simple facts because these items are easier to write, but most educators agree that reasoning is more important than recall. For examples of creative multiple-choice formats that may help you transcend the 'recall rut,' see the examples at the end of this section.

### II. ANATOMY OF A GOOD ITEM

The initial part of the multiple-choice item is the STEM, which should state the problem simply and clearly.

Put as much of the wording as possible in the stem, but be exact in your wording and don't say more than is needed for clear communication.

Unnecessarily difficult words should be replaced with more common words or phrases and the sentence structure should be simple and direct. The examinees should be able to tell what kind of response is expected without reading the choices.

Try to state the stem of an item in positive form whenever possible. A negative premise tests whether the person knows an incorrect solution to a problem, and examinees often find negative items confusing. If you cannot escape wording the stem negatively, underline the negative to draw attention to it.

#### GOOD STEM:

Which of these is a contraindication to the application of ultrasound?

- a. Pacemaker
- b. Sutures
- c. Dressing
- d. Epiphyses

#### POOR STEM:

Noel Coward:

- a. Was an English musical composer
- b. Wrote The Vortex
- c. Grew up in Kenton
- d. Is still alive

#### DISTRACTORS:

Writing good distracters is undoubtedly the most difficult of preparing a good item because each must be absolutely incorrect but plausible to someone who does not know the correct answer. Typically three or four distracters accompany the correct answer, and all should be grammatically consistent with the stem and in parallel form. Some quick hints:

If the stem is a statement to be completed, then each distractor should complete the sentence with correct grammar.

The distillation of crude oil is known as:

- a. Skim
- b. Thin
- c. Topping
- d. Fraction

The distracters should be revised to all end in "ing."

Don't repeat the same word or phrases in the distracters; instead incorporate the redundant words into the stem.

What appears on the dollar bill?

- a. The head of Hamilton
- b. The head of Washington
- c. The head of Jefferson
- d. The head of Franklin

The distracters can be simplified with: Whose head appears on the dollar bill?

Avoid tricking the examinees with trivial details designed to confuse. For example, if asking the normal body temperature don't offer 98.6 C rather than 98.6 F.

Avoid putting two distracters that mean the same thing. Since there can be only one correct answer, neither of the similar choices can be correct and the examinees can eliminate them too easily.

Test writers tend to make the correct choice more comprehensive than the other answers and to use more qualified phrases. The correct answer then appears longer.

The economy of the Philippines was disrupted by:

- a. World War II
- b. Locust plague
- c. Postwar inflation followed by import controls
- d. Drought

Try to make the answers similar in length--either the short ones longer or the long ones shorter.

"None of the above" and "all of the above" make guessing too easy and should not be used. See the example of Multiple Outcomes at the end of this section for a nice alternative to these kinds of answers.

Don't overload distracters with technical information that should have been in the stem. Similarly, avoid packing distracters with irrelevant information.

Don't use jargon or abbreviations unless knowledge of these terms is the purpose of your question.

Watch the position of the correct answer. Research shows that most instructors try to disguise the right answer by putting it in the middle of the distracters. Scan your answer key and make sure you haven't any identifiable scheme to the answer numbers.



After reading this list of canons, you should gather that your job as test writer is to present a problem as clearly as possible, and to propose straightforward answers, only one of which is precisely correct or best. Resist the temptation to obfuscate or be ambiguous in any way--remember that what you are trying to measure is the student's ability to use the information, not the student's reading comprehension.

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Article reprinted from:

Testing Division. Classroom Testing: Assessment of Wizardry? September 1986, University of New Mexico.

## **BLANK FORMS**

- **Request For Program Accreditation**
- **Course Cover Sheet**
- **Curriculum Format Page**
- **Resume Form**
- **Class Roster Form**

• **REQUEST FOR PROGRAM ACCREDITATION**

**TO:** CLEET LICENSING DIVISION

**FROM:**

**Agency:** \_\_\_\_\_

**Agency Address:** \_\_\_\_\_

**Curriculum Writer:** \_\_\_\_\_

**Telephone:** ( \_\_\_\_\_ ) \_\_\_\_\_

**Course Name/Title:** \_\_\_\_\_

**Instructor(s):** \_\_\_\_\_

\_\_\_\_\_

**Total Training Hours:** \_\_\_\_\_

\_\_\_\_\_  
Agency Head Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

**APPLICATION CHECKLIST**

- 1. Cover Sheet, Lesson Plans, Course Objectives, Overheads, Handouts, etc.
- 2. Pretest and/or Post-Test examinations and Completed Answer Sheet.
- 3. Instructor's Resume.

**COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING  
COURSE COVER SHEET**

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**ADDRESS OF TRAINING LOCATION:**

**DATE OF TRAINING:**

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**COURSE:**

**LESSON TITLE:**

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**DURATION (Hours):**

**TRAINEE LEVEL:**

**PREPARED BY:**

Number of Trainees:

Date:

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**METHOD OF PRESENTATION:**

**INSTRUCTOR:**

**APPROVED BY:** CLEET Licensing Division

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**INSTRUCTIONAL OBJECTIVES:**

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**TRAINEE REFERENCE MATERIALS:**

**INSTRUCTOR REFERENCE MATERIALS:**

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**TRAINING AIDS REQUIRED:**

<b>LESSON PLAN &amp; PRESENTATION</b>	<b>OBJECTIVES &amp; INSTRUCTIONAL CUES</b>
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**COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING  
RESUME FORM**

DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

EMPLOYED BY: \_\_\_\_\_

AGENCY MAILING ADDRESS: \_\_\_\_\_

HOME MAILING ADDRESS: \_\_\_\_\_

AGENCY TELEPHONE NO.: \_\_\_\_\_

**CAREER RESUME: (Please list employer, position and tenure)**

**Present Position:** \_\_\_\_\_

**Prior:** \_\_\_\_\_

\_\_\_\_\_

**EDUCATION:** \_\_\_\_\_

\_\_\_\_\_

**DEGREES:** \_\_\_\_\_

**PROFESSIONAL TRAINING:** \_\_\_\_\_

\_\_\_\_\_

**WHICH OF THE FOLLOWING CLEET INSTRUCTOR RANKINGS DO YOU HOLD?**

**BASIC INSTRUCTOR**                       **Date of Certification** \_\_\_\_\_

**DEFENSIVE TACTICS /CUSTODY  
CONTROL INSTRUCTOR**                       **Date of Certification** \_\_\_\_\_

**FIREARMS**                                       **Date of Certification** \_\_\_\_\_

**FIRST AID / CPR**                               **Date of Certification** \_\_\_\_\_

**TITLE OF COURSES TO BE TAUGHT** \_\_\_\_\_

\_\_\_\_\_

**COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING  
ACCREDITED TRAINING COURSE ROSTER**

**ACCREDITED COURSE NUMBER:** \_\_\_\_\_

COURSE TITLE: _____	TOTAL TRAINING HOURS: _____
INSTRUCTING AGENCY: _____	
TRAINING LOCATION (City/Town): _____	DATE(S): _____

<b>Last, First, MI</b>	<b>Signature</b>	<b>SS#</b>	<b>Agency</b>

_____	<b>I am attesting to the attendance of these students at the course noted above.</b>
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Course Instructor Signature