

INTRODUCTION

The Administrator Guide provides an introduction and overview of the Speed Measuring Device Operator Training Course.

NOTE: To understand the class and exercise flow, **read the entire Administrator Guide and Instructor Manual prior** to giving the class.

In order to deliver the foundational instruction of the Speed- Measuring Device Operator Training Course in a consistent and thorough manner, the procedures outlined in this guide are strongly recommended. The National Highway Traffic Safety Administration (NHTSA) recognizes that individual States or jurisdictions will have varying approaches and requirements associated with the certification (or determination of successful completion) of the course for law enforcement officers. The acceptance of speed enforcement is reliant in large part to establishing trust that law enforcement officers are properly trained and using speed-measuring devices correctly to collect evidence of traffic violations.

The Course Manager is generally responsible for the planning, logistics, instructor selection, and execution of this course. The time required for successful completion will be determined by the State or local jurisdiction, but should be based on ensuring:

- That all of the training objectives of the content have been met
- Students have successfully completed a written examination testing their knowledge and understanding of the course content
- Have demonstrated proficiency in the use of the speed-measuring device to the satisfaction of the instructor

Course Managers are strongly recommended to review the content of this manual to assist in planning and delivery of the course in a manner consistent with the instructional intent and to assure continuity with the foundational content for all law enforcement officers in RADAR or LIDAR operations.

The content of the modules within this curriculum serve as foundational knowledge related to the function and operating principles of RADAR and LIDAR speed-measuring devices. Within the content, emphasis is based upon long-established practice that has resulted in judicial notice of the accuracy and reliability of speed-measuring technology. At the completion of the course, the student should be able to:

- Describe the basic operating principle of each technology and how it measures speed
- Describe and demonstrate proficiency in setting up and correctly using the speed- measuring device for the collection of evidence
- Describe how to identify potential malfunctions or inaccurate readings from a speed- measuring device and what action to take to resolve the issue

Background

Speeding - exceeding the posted speed limit or driving too fast for conditions - has consistently been estimated to be a contributing factor in approximately one-third of all fatal crashes with significant impacts on families, communities, as well as negatively affecting the efficient movement of people and commerce. The precise role of speeding in crashes can be difficult to ascertain, as speeding is often defined in broad terms, and determining if speeding was involved in a crash is often based on the judgment of the investigating law enforcement officer.

Speeding is a highly complex issue, involving public attitudes, road-user behavior, vehicle performance, roadway design and characteristics, posted speed limits, and enforcement strategies. The enforcement of speed laws is a critical component of any speed management program and is a cornerstone activity of law enforcement in addressing traffic violations.

State, Local, and Federal Roles in Speed Management

State and local governments are responsible for determining and enforcing speed limits. The Federal role has traditionally been to compile data and safety statistics, conduct and coordinate research, provide basic training curricula for use in the States, and fund National highway and safety programs that include provisions for the purchase of speed-measuring equipment.

The primary reason for regulating individual speed choices is the significant risks drivers can impose on themselves and others. For example, a driver may decide to drive faster, accepting a higher probability of a crash, injury, or even death in exchange for a shorter trip time. This driver's decision may not adequately take into consideration the risk this choice imposes on other road users. This imposition of risk on others, and the desire to protect public safety, are the primary reasons for setting speed limits.

The decisions in determining the balance between risk and mobility with respect to setting speed limits, and how violations are enforced, are the exclusive province of States and local jurisdictions and not the Federal government. As a result, NHTSA does not make recommendations or provide direction to the States with respect to the enforcement of speed statutes. However, support and technical assistance regarding speed management and/or enforcement is available to any State or local jurisdiction through the NHTSA Regional Office or Headquarters in Washington, D.C.

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SPEED-MEASURING DEVICE OPERATOR TRAINING

COURSE ADMINISTRATION GUIDE

A. Purpose of This Document

The Administrator Guide is intended to facilitate planning and implementation of the Speed-Measuring Device Operator Training Course. The course consists of three primary modules (CORE, RADAR, and LIDAR), with sub-sections that organize the content into a format that enables the student to advance through the course in a logical manner.

The Guide outlines the recommended practices for conducting the course, including:

- Delivery of instruction of the modules for consistent understanding of the operating principles of RADAR and LIDAR devices
- Describing appropriate procedures for setting up and using each technology for the collection of evidence of traffic violations and being able to identify potential from malfunctions improper use and how to correct or respond to such issues

Additionally, the course includes field work in which the student will practice with RADAR and/or LIDAR devices and then demonstrate proficiency in the use of the device as well as an understanding and application of the concept of visual speed estimating.

The Guide also outlines the preparatory work that should be accomplished (primarily at the departmental or academy level) before the course can be conducted and outlines recommended follow-up and refresher training concepts to ensure the desired outcomes of the training are realized and maintained.

The content of this curriculum is the product of a comprehensive review process and updating of the December 2001 version of NHTSA's *Speed-Measuring Device Operator Training*. The updated content does not reflect changes in the basic principles of how speed-measuring devices operate or depart from the fundamental deployment of RADAR or LIDAR.

The curriculum is organized into three broad categories:

- Core content that addresses speed, enforcement, and basic concepts necessary for the student to understand in the use of RADAR and LIDAR devices
- RADAR content that speaks to the use of devices that function using sound waves to measure speed
- LIDAR content that speaks to the use of devices that use light waves (LASER) to measure speed

B. Course Overview

1. Who is the audience for the training?

This course is primarily intended for sworn law enforcement officers. Additionally, civilian law enforcement personnel with limited enforcement authority are strongly recommended to complete the course if their duties include the use of speed-measuring devices.

2. What is the purpose of the training?

The fundamental purpose of this training course is to provide the student with the knowledge and skills necessary to correctly, accurately, and fairly enforce speed laws. The correct and consistent use of speed-measuring devices is critical to maintaining the public trust and judicial acceptance developed in recent decades for speed enforcement.

3. What will the participants get out of the training?

The content provides the foundational knowledge related to the function and operating principles of RADAR and LIDAR speed-measuring devices. Within the content, the emphasis is based upon long-established practice that has resulted in judicial notice of the accuracy and reliability of speed-measuring technology. At the completion of the course, the student should be able to:

- Describe the basic operating principle of each technology and how it measures speed
- Describe and demonstrate proficiency in setting up and correctly using the speed-measuring device for the collection of evidence
- Describe how to identify potential malfunctions or inaccurate readings from a speed-measuring device and what action to take to resolve the issue

4. What subject matter does the course cover?

The course presents a body of information that will provide the student with an understanding of the need and purpose of speed enforcement, legal concepts of speed limits, understanding enforcement site selection and set up, and understanding the basic function and operating principles on which RADAR and LIDAR technology measure speed. Key elements of the subject matter include:

- The involvement of speeding in traffic crashes, deaths and injuries, both Nationally and within the participants' State(s)
- The concept of general deterrence through enforcement
- Identification of enforcement targets and the concepts of establishing cause for measuring speeds, using the RADAR or LIDAR, and taking enforcement action

- Familiarizing the student with sufficient knowledge to describe the concepts and principles on which RADAR and LIDAR devices measure speed
- Determining if the device is being used and is working properly, recognizing potential malfunctions, and what action should be taken

5. What activities take place during the training?

The principal activity of this course is classroom instruction provided by subject matter experts in the use of speed-measuring technology. Classroom instruction concludes when the student has successfully passed a written examination displaying their understanding and retention of key issues related to speed enforcement and the use of RADAR and/or LIDAR.

Classroom instruction is followed by practical field exercises in the use of speed-measuring devices; visual speed estimating under the guidance of instructors; becoming familiar with the devices the student will use in the field; and, demonstrating overall proficiency in visual speed estimating supported by confirmation of the RADAR or LIDAR.

NHTSA recognizes that each jurisdiction will decide how much practice in estimating speeds, learning to use the RADAR or LIDAR, and how these efforts are documented for certification will vary. At a minimum, it is recommended that instructors provide sufficient time to work with students that enables the consistent demonstration of proficiency to endorse their use of speed-measuring device for enforcement purposes.

6. How long does the training take?

The Core curriculum, along with the RADAR and LIDAR modules require - **two and a half to three days of instruction**, including lunch and breaks. The time allotted may vary and reflect a shorter or longer timeframe. NHTSA recommends that instructors use the time necessary to ensure that all training objectives have been met and that students have satisfactorily demonstrated proficiency with the use of RADAR and/or LIDAR instruments prior to being certified/authorized to use them for evidence collection in the field.

The sequence and anticipated duration of the sessions are listed below.

Module	Chapter and Section Title	Duration (min)
CORE	Chapter 1: Course Introduction	30
CORE	Chapter 2: Purpose of Speed Enforcement	45
CORE	Chapter 3: Speed Laws	25
CORE	Chapter 4: Site Selection	45
CORE	Chapter 5: Tracking History	30
CORE	Summary and Section Review	15
RADAR	Chapter 1: Introduction/History	15
RADAR	Chapter 2: Scientific Principles	60
RADAR	Chapter 3: Function	60
RADAR	Chapter 4: RADAR Effects	85
RADAR	Chapter 5: Set-Up	20
RADAR	Chapter 6: Testing	10
RADAR	Chapter 7: Legal Considerations	30
RADAR	Summary and Section Review	15
RADAR	Chapter 8: Operate	Varies
LIDAR	Chapter 1: Introduction/History	20
LIDAR	Chapter 2: Scientific Principles	30
LIDAR	Chapter 3: Function	40
LIDAR	Chapter 4: LIDAR Effects	15
LIDAR	Chapter 5: Set-Up	5
LIDAR	Chapter 6: Testing	10
LIDAR	Chapter 7: Legal Consideration	30
LIDAR	Summary and Section Review	20
LIDAR	Chapter 8: Operate	Varies
All	Summary – Written Test	60

7. How flexible is the course content?

All of the training objectives and course content are considered essential for law enforcement officers who must become proficient at detecting speed violations, applying knowledge obtained in the course, and using speed-measuring devices correctly. All subject matter is considered necessary to achieve those objectives. All learning activities are needed to ensure the participants master the subject matter.

State and/or local jurisdictions may choose to add content or supplement material within the course to meet legislative or policy requirements. The course has flexibility in that it can easily be **expanded** and decisions to do so are made at the State or local level. NHTSA does not provide direction to States or political subdivisions regarding additional requirements.

C. General Administrative Requirements

1. Facility Requirements

The presentation/demonstration sessions of the course require a classroom with sufficient table/desk space to accommodate each student; a computer and multi-media projector, screen, or video display; a dry erase board and/or 20" x 23" easel pad (or similar). Artificial or natural lighting should be sufficient to ensure good visibility for classroom instruction and have a clearly marked exit in the event the classroom or building must be evacuated.

Safety equipment should be present and clearly marked. During introductory remarks, the instructor(s) should identify the location of the nearest fire exit, fire extinguisher, Automatic External Defibrillator (AED), and fire alarm pull stations. In locations, and at times when severe weather is possible (e.g., tornadoes), or seismic events (e.g., earthquakes) are likely to occur, the instructor should identify the location of emergency shelters in or near the classroom facility.

Additionally, the facility should have separate restroom facilities for the students and their locations noted during course introductions.

2. Instructor Qualifications

It is highly recommended that instructors for this course have substantial law enforcement experience, specifically in the use and application of RADAR and LIDAR devices in the field. Such experience helps to ensure the instructor is highly knowledgeable and proficient in the use of the device. While technical expertise is important for the purposes of instructing this course, it is equally important the instructor is capable of teaching and conveying information in an accurate manner with reasonable surety that the course participants will understand and can apply the information.

To ensure instructors are well prepared and qualified to present the material in the course, successful completion of an accredited Instructor Development Course (or similar POST instructor certification class or training from a qualified institution) is strongly recommended before teaching this course.

Additionally, instructors must be capable of applying course content and instruction when working with students during field exercises. The ability to impart information in the use of the RADAR or LIDAR correctly is critical as is the ability to apply course standards in the evaluation of student performance during proficiency demonstrations. Consistency in the application of such standards is paramount to help ensure that all students are certified using a fair process.

3. Class Size

This course is interactive in nature to enhance the lecture elements of the overall learning experience. The ratio of instructors to students should be sufficient to ensure effective management of the classroom and that all participants have the opportunity to interact directly to ask questions or seek clarification of classroom content. A minimum of two (2) classroom instructors is recommended for classes of normal size (15-20 participants).

NOTE: The instructor should break the class into groups to give students the opportunity for hands-on practice with the device(s) they will be using in their departments. It is recommended that the groups be no larger than four students to one instructor or aide. Student group size can be smaller if additional instructors or approved device operators are available.

For field exercises, practice, and proficiency demonstration, sufficient numbers of instructors must be present to monitor the activities of the students and provide individualized instruction or assistance. In determining the number of instructors required for proficiency demonstration, consideration must be given to the characteristics of the training site, lighting conditions (day or night), roadway geometry, and traffic volume. Maintaining a safe learning environment during field exercises, practice, and certification activities is a critical concern and responsibility of the instructors and Course Manager.

4. Equipment

NOTE: Prior to class, the lead instructor is responsible for ascertaining what equipment students have and informing students to bring instruction manuals for their devices.

RADAR- LIDAR Devices: For the purposes of classroom instruction and field exercises/proficiency demonstration, a sufficient number of RADAR and/or LIDAR devices should be available for the students to have the opportunity to familiarize themselves with the operation and function of the device. The number of available devices will have a direct impact on the time necessary for field exercises. Therefore, careful preparation for conducting the course is needed to ensure an efficient delivery.

CRITICAL: ALL devices used in the training course must be in good working order, have all components and necessary equipment present, and be capable of correctly processing and displaying a simulated target speed (external tuning fork/s for RADAR); or successfully pass internal circuit checks, sight alignment, range/fixed distance function, and Delta (Differential) function tests. All tests/checks made on each device should be documented on the log or instrument records and retained by the agency or entity conducting the training. It is recommended that complete testing of the device be conducted prior to beginning instruction at the start of the day and at the conclusion of the day's instruction to further assure the devices are functioning properly.

- NHTSA strongly recommends that ALL of the equipment associated with the specific instrument be present, including power cords, tuning forks, operator manual (provided by manufacturer), and maintenance history to support the accuracy of the device.

Any device that does not successfully meet all checks for the assurance of proper function MUST NOT be used to demonstrate accurate speed measurements, but may be used to demonstrate improper function if prefaced by a clear disclaimer. Ensuring that students practice and demonstrate proficiency with devices that have met all minimal checks for accuracy and proper function is the responsibility of the instructors and Course Manager.

CONFORMING PRODUCT LIST: NHTSA maintains and publishes a Conforming Product List (CPL) that provides law enforcement agencies and State Highway Safety Offices with information on specific RADAR and LIDAR devices that have been subjected to, and successfully tested against, established technical specifications for speed-measuring devices. Instructors are recommended to verify the devices used in the course appear on the CPL as approved, or as previously certified, but no longer in production.

Additional Equipment Considerations: During field practice and proficiency demonstration, it is strongly recommended that the Course Manager and instructors conduct a site safety briefing and all students have the safety equipment present and ready for use based on legislative requirements or agency policy. The following equipment is recommended at a minimum:

- Reflective traffic/safety vest for each student
- High visibility color traffic cones, traffic barricades, or other devices to control the movement of traffic
- Applicable signage as required by State or local statutes/ordinances
- Flares or electronic (LED or similar) road flares
- Portable lighting (night-time instruction)
- Medical bag and/or resources posted
- Water
- Shade structure (if applicable)
- Measuring wheel and/or certified odometer (for distance estimations)

D. The Written Examination

A written knowledge examination (post-test) is included in the instructor course content. The test is comprehensive in nature and measures the student's understanding and retention of important concepts, direction, and subject knowledge to use speed-measuring devices for the collection of evidence.

States or local jurisdictions may expand the test to meet specific legal or policy requirements related to the subject. Instructors are responsible for ensuring that all course content is covered especially content that is subject to testing. Instructors are reminded to present information in a manner that is consistent with the curriculum as written so that students are tested against a common standard and understanding of the content.

NOTE: Pre/Post tests are the same, and they are to be closed-book. The final passing score and remedial/re-testing is at the discretion of the certifying entity.

It is recommended that participants score a minimum of 80% on the written test to successfully complete this training.

F. Recommendations for Refresher Training

NHTSA strongly recommends that States and local jurisdictions consider refresher training for operators of RADAR or LIDAR devices as appropriate and necessary to ensure continued proficiency in the use and understanding of the core principles of the function and operation of the devices. Refresher training is recommended for law enforcement officers who may have received prior certification, but have experienced long gaps in time in using the devices. Ensuring that law enforcement officers are familiar with, knowledgeable, and proficient with new or updated equipment after lengthy periods of time of non-use is critical to maintaining public confidence in the use of speed-measuring devices.

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