This course specifically addresses delivery of the POST (California Commission on Peace Officer Standards and Training) Basic Course curriculum and is designed to expand and enhance the competency and effectiveness of the criminal justice instructor. Course components are structured to deal with the subject matter expertise, various instructional techniques, adult learning concepts, student driven learning and validation exercises.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- CJ G064: Police Academy - Regular Basic Course

COREQUISITES:

ASSIGNED DISCIPLINES:
- Administration of justice (police science, corrections, law enforcement)

MATERIAL FEE: Yes [X] No [ ] Amount: $6.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: D

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. make use of a variety of learning resources and training aids.
2. evaluate and test learning in a comprehensive model.
3. demonstrate understanding of the roles and responsibilities of instructors of POST curriculum.
4. explain the fundamentals of adult learning concepts.
5. learn to research and develop effective lesson planning.
6. study and demonstrate successful presentation skills.
7. study and demonstrate successful facilitation skills.
8. demonstrate proficiency in evaluating and testing learning.
9. provide remediation, if necessary.

COURSE OBJECTIVES:
1. demonstrate understanding of the roles and responsibilities of instructors of POST curriculum.
2. explain the fundamentals of adult learning concepts.
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6. be able to make use of a variety of learning resources and training aids.
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COURSE CONTENT:

LECTURE CONTENT:

A. The Basic Course Instructional System
   1. Historical overview
   2. POST Commission Authority a. Penal Codes
   3. POST Academy Certification Process
   4. Basic Course Management Guide
      a. Basic training mission
      b. Academy policy development
   5. Commission Procedure D-1-3 (Academy requirements)
      a. Learning domain system
      b. Performance objectives and enabling objectives
      c. Delivery formats
      d. Training specifications

B. Philosophy of Basic Course Instructional System
   1. Mission, roles and responsibilities of instructors
   2. Core competencies required in the Basic Course
   3. Faculty and staff Code of Conduct
   4. Methods to reduce Civil Liability

C. Roles and Responsibilities of the Instructor
   1. Instructor selection guidelines
   2. Instructor qualities
   3. Instructor responsibilities
   4. Faculty/Staff Code of Conduct
   5. Ethics of instruction
6. Personal character foundation

D. Instructional Environment
1. Evaluating instructional material
2. Planning lecture content
3. Application of adult learning concepts
4. How to facilitate learning vs. teaching
5. Devising effective delivery methods for the adult learner
6. Using active training techniques and immediate assessment
7. Instructional resources for improving comprehension
8. Reviewing POST Learning Domains and the classroom setting

E. Concepts of Adult Learning
1. Methods
   a. Andragogy vs. pedagogy
   b. Learner-centered instruction
2. Learning styles and types
   a. Auditory, visual, kinesthetic
   b. Cognitive, affective, psychomotor
3. Instructional events in adult learning
   a. Relevance
   b. Involvement
   c. Discovery
   d. Experiential learning
   e. Modeling
4. Facilitative approach vs. traditional teaching approach in adult learning
   a. Listening actively
   b. Paraphrasing
   c. Communicating expectations
   d. Using appropriate questioning techniques
5. Using planned responses
6. Eliciting participation
7. Managing interaction and resolving conflicts and disruptions
8. Providing feedback and summary of the course

F. POST Instructor Workbook Series
1. Individual Workbook development

G. Elements of a Training Plan
1. Lesson Plan
2. Prerequisites
3. Facility
4. Testing
5. Expectations

H. Delivery Strategies
1. Large Group
2. Small Group
3. Individual

I. Instructional Resources
1. Appropriate selection and use of various resources
2. Practical demonstration and use of various aids
3. Tips and Pros and Cons of instructional resources

J. Presentation Skills
1. Presence
   a. Appearance
b. Personable, approachable, receptive
c. Respect for learners
2. Appropriate language and word choice
3. Nonverbal skills
   a. Body language
   b. Posture
   c. Gestures
   d. Eye contact
   e. Movement
   f. Proxemetics
   g. Paralanguage
4. Observation skills
   a. Ongoing evaluation of learner behavior
   b. Adapting instruction
   c. Level of comprehension
5. Classroom management skills
   a. Outside interruption
   b. Disruptive student behavior
   c. Building a positive learning environment
   d. Breaks

K. Basic Course Evaluation, Testing and Remediation
   1. Preparation and presentation of testing
   2. Scenario testing and exercise testing
   3. Future POST Basic Course testing
      a. Mid-term and final
   4. Remediation procedures
   5. Role of academy coordinators and instructors

L. Review and Evaluation of Class

LABORATORY CONTENT:

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METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
None

Out-of-class Assignments

Writing Assignments

Students will be required to demonstrate use of appropriate presentation skills either by:
   a. making a presentation to his or her peers
   b. teaching in a regularly scheduled class

METHODS OF STUDENT EVALUATION:
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration
Demonstration of Critical Thinking:

a. Create a written training plan
b. Make a presentation in a topic area that is taught in the academy
c. Facilitate a learning activity that uses a particular delivery technique other than a lecture
d. Use a training aid that is appropriate for the teaching point(s) involved in the demonstration
e. Participate in the evaluation of peers

Required Writing, Problem Solving, Skills Demonstration:

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TEXTS, READINGS, AND RESOURCES:

Other:
   1. Selected instructor handouts

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files