

CJ G099: P.O.S.T. INSTRUCTOR CERTIFICATION

Item	Value
Top Code	210500 - Administration of Justice
Units	2 Total Units
Hours	40 Total Hours (Lecture Hours 24; Lab Hours 16)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	Yes
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Pass/No Pass (B)

Course Description

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. PREREQUISITE: CJ G064. Not Transferable.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. demonstrate understanding of the roles and responsibilities of instructors of POST curriculum.
3. explain the fundamentals of adult learning concepts.
4. learn to research and develop effective lesson planning.
5. study and demonstrate successful presentation skills.
6. study and demonstrate successful facilitation skills.
7. make use of a variety of learning resources and training aids.
8. evaluate and test learning in a comprehensive model.
9. demonstrate proficiency in evaluating and testing learning.
10. 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.
- 3. learn to research and develop effective lesson planning.
- 4. study and demonstrate successful presentation skills.
- 5. study and demonstrate successful facilitation skills
- 6. be able to make use of a variety of learning resources and training aids.
- 7. evaluate and test learning in a comprehensive model
- 8. demonstrate proficiency in evaluating and testing learning.
- 9. be able to provide remediation, if necessary

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. Proxemics 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

Lab 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. Proxemics 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

Method(s) of Instruction

- Lecture (02)
- Lab (04)

Reading Assignments

None

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

Out-of-class Assignments

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 lectured. Use a training aid that is appropriate for the teaching point(s) involved in the demonstration. Participate in the evaluation of peers

Required Writing, Problem Solving, Skills Demonstration

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

Eligible Disciplines

Administration of justice (police science, corrections, law enforcement): Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience.

Other Resources

1. Selected instructor handouts