

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**CREDIT COURSE NOT APPLICABLE TO THE A.A. DEGREE**

(Use this form only for courses which do not apply to the A.A. Degree)

**COURSE NUMBER AND TITLE:** AJ53 Instructor Development

**UNIT VALUE:** 2.5

**MINIMUM NUMBER OF SEMESTER HOURS:** 40

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** Must have successfully completed a POST Certified Basic Police Academy, and/or is a subject matter expert on a topic that is taught in the Basic Course.

**COREQUISITE:**

**RECOMMENDED PREPARATION:**

**SCOPE OF COURSE:**

A POST–approved course that is designed to develop competency in the following areas: role and responsibility of the basic course instructor, adult learning principles, lesson planning, presentation skills, facilitation skills, learning resources and evaluation methods. This program consists of 40 hours of instruction and competency demonstration.

## **SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

1. Understand the “Basic Course Instructional System” to include
  - a. Training mandates
  - b. Training specifications
  - c. Methods for delivering instruction
  - d. Approaches for facilitating learning activities
  - e. Procedures for testing
  - f. Evaluation and remediation
2. Recognize the importance of the following:
  - a. The Basic Course Training Mission
  - b. Roles and responsibilities of the instructor
  - c. Core competencies required in the Basic Course
  - d. Faculty/Staff Code of Conduct
  - e. Methods to reduce civil liability
3. Demonstrate the ability to:
  - a. Plan instruction
  - b. Apply adult learning concepts
  - c. Facilitate learning
  - d. Devise delivery methods using active training techniques and instructional resources to teach the Basic Course Learning Domains.

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I. Course Introduction
  - a. Facilitator personal introduction
  - b. Student introduction
  - c. Introduction to course curriculum, goals, and objectives
  - d. Purpose of training
    - i. Critical in nature of police training
    - ii. Law Enforcement “Competency Models”
    - iii. Classroom discussion and feedback
- II. POST Basic Course Instructional System
  - a. Describe POST Basic Course System and Workbook Series
  - b. Discuss strengths of system
    - i. Uniformity throughout the state
    - ii. Clearly stated goals and objectives for each learning domain
    - iii. Added protection in issues of civil liability
  - c. Drawbacks of system
    - i. Some instructions may use the workbooks as a “crutch”
    - ii. Can result in less creativity and individuality on part of instructor
  - d. How to get the most out of the system
  - e. Historical overview
  - f. POST Commission Authority
    - i. Authority is drawn from CA Penal Code

1. 13500 P.C.
  2. 13503 P.C.
  3. 13510 P.C.
  4. 13510.1 P.C.
- g. POST Academy Certification Process
  - h. Basic Course Management Guide
    - i. Training Mission Statement
      1. Development of Mission Statement
      2. Presentations
    - ii. Basic Training Mission
      1. Prepare students mentally, morally, emotionally, and physically to perform duties of a peace officer
- III. Roles and Responsibilities of the Instructor
- a. Best and worst experiences
  - b. Academy feedback
  - c. Instructor guidelines
    - i. Most important qualities
      1. Subject Matter Expertise
      2. Enthusiasm
      3. Facilitation skills
  - d. Instructor Responsibilities
    - i. Modeling behavior
    - ii. Discussion of appropriate/inappropriate instructor behavior
  - e. Ethical Implications and Responsibilities of Academy Instruction
- IV. Adult Learning Concepts
- a. Methods of Adult Learning
    - i. Andragogy vs. pedagogy
    - ii. Learner-centered instruction
    - iii. Learner-directed instruction
  - b. Learning styles
    - i. Auditory, visual, kinesthetic
    - ii. Cognitive, affective, psychomotor
  - c. Methods of enhancement
    - i. Insuring material is relevant
    - ii. Allow for participation
    - iii. Experiential learning
    - iv. Modeling of material through behavior and real experiences
  - d. Facilitation skills in the adult learning environment
    - i. Active listening
    - ii. Paraphrasing
    - iii. Use of real life experiences
    - iv. Allowing for classroom conflict and dialogue
    - v. The ability to “wrap up”
    - vi. The importance of feedback
- V. Constructing a Training Plan
- a. Essential Elements of a Training Plan
    - i. What is the subject matter

- ii. Topics to be covered
    - iii. Instructional goals
    - iv. Learner Activities
    - v. Resources needed
    - vi. Time allotted and scheduling
  - b. Physical Requirements
    - i. Facility
    - ii. Equipment
    - iii. Instructors
  
- VI. Delivery Methods and Strategies
  - a. Various methods available
    - i. Lecture
    - ii. Guided discussion
    - iii. Case study
    - iv. Practical exercise
    - v. Role playing
    - vi. Demonstration
  - b. Strengths and Weaknesses
    - i. Strengths and weaknesses of each method
    - ii. Strengths and weaknesses of individual instructors
    - iii. How to accent strengths
  - c. Practical Exercise and Critiques
  
- VII. Presentation Skills
  - a. Practical Exercise and Critiques
  - b. Discussion on Presentation Skills
    - i. Important issues with regards to presentation methods and skills
      - 1. Appearance
      - 2. Approachability
      - 3. Report for learners
      - 4. Body Language
    - ii. Reading the Audience
      - 1. Ongoing evaluation of the audience
      - 2. Adapting to the needs of the audience
      - 3. Gauging the level of interest and involvement
  
- VIII. Emerging Technologies
  - a. Integrating Technology into Presentations
    - i. What is available
    - ii. Benefits of Technology
    - iii. Concerns about “over reliance”
    - iv. Importance of developing baseline skills
  - b. PowerPoint presentations
  - c. PowerPoint practical exercises
  - d. Game Show Pro III
  - e. Video editing
    - i. Bringing it all together

- IX. Classroom Management Skills
  - a. Dealing with problem students
    - i. Disruptive students
    - ii. Overbearing students
    - iii. Refusal to participate
  - b. Establishing the proper learning environment
  - c. Time management
  
- X. Learning Activities
  - a. The importance of learner involvement
  - b. The value of learning activities
  - c. Building good learning activities
  - d. Integrating activities into classroom material
  - e. Practical exercise
  
- XI. Course Evaluations, Testing and Remediation
  - a. Methods of Testing and Re-enforcement
    - i. Scenario testing
    - ii. Written tests and quizzes
    - iii. POST LD examinations
    - iv. Competitive games
  - b. Future POST Basic Course Testing
  - c. Remediation Procedures
  
- XII. Overview of POST Training and Testing Specifications
  - a. Used to create curriculum
  - b. More information than contained in POST LD workbooks
  - c. Outlines educational objectives
  - d. How to use the Training and Testing Specifications
  
- XIII. Overview of POST workbooks
  - a. How to use
  - b. Supplement to POST Training and Testing Specifications
  - c. Workbook activities
  
- XIV. Basic Police Academy Curriculum
  - a. Expand on Training and Testing Specifications
  - b. Identify the Educational Objectives
  - c. Identify the Learning Objectives
  - d. Vocabulary
  
- XV. Basic Police Academy Adult Learner
  - a. Age
  - b. Life Experience
  - c. Reason for being in the academy
  - d. Current employment
  - e. Goals and objectives
  - f. Readiness and timing
  - g. One idea at a time
  - h. Logical order of instruction

- i. Tie information to what the cadet already knows/understands
  - j. Focus on needed feedback
  - k. Styles of adult cadet learning
- XVI. Types of learning in the police academy
- a. Audio
  - b. Touch
  - c. Sight
- XVII. Basic Police Academy Classroom Protocol
- e. Attendance requirements
  - f. Curriculum development and delivery
  - g. Handouts
  - h. Homework
  - i. Learning activities
  - j. Discipline
  - k. Recruit Training Officers and Tactical Officers
  - l. Learning Environment
- XVIII. Safety guidelines
- a. Implementations
  - b. General
  - c. Course specific
  - d. Specific to tasks
  - e. Specific to location
  - f. Explanation to cadets
  - g. Injury notification
- XIX. POST Test Security Agreement
- a. Overview
  - b. Test review procedures
  - c. Cheating
  - d. Read and sign attachment "A"
- XX. POST Instructor Resumes
- a. Overview
  - b. 1070 Instructor requirement
- XXI. College Policies and Procedures
- a. Sexual harassment policy
  - b. Racial discrimination policy
  - c. Grades and submission procedures
  - d. Attendance requirements

**REQUIRED READING:**

Various Post Learning Domain Workbooks  
Various handouts (distributed in class)  
POST Training and Testing Specifications  
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**SUGGESTED READING:**

Palomar College Basic Police Academy Polices and Procedures Manual  
Palomar College Student Code of Conduct

**REQUIRED WRITING:**

One complete lesson plan for an assigned POST Learning Domain  
One complete extended course outline for an assigned POST Learning Domain

**OUTSIDE ASSIGNMENTS:**

Research on an assigned subject

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

- 20% completed lesson plan
- 20% completed extended course outline
- 20% participation
- 40% practical exercise – 20-minute presentation

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 4

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable: 58161C

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**SIGNATURES ON FILE:**