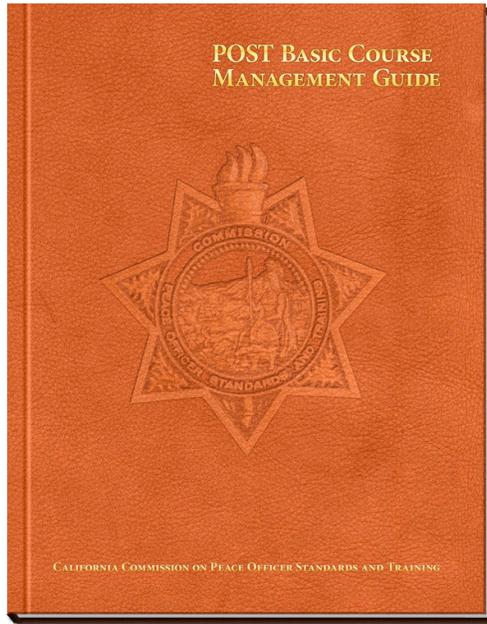


# POST BASIC COURSE MANAGEMENT GUIDE



CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING





Produced by **California Commission on Peace Officer Standards and Training**  
**Basic Training Bureau**

## **POST Basic Course Management Guide**

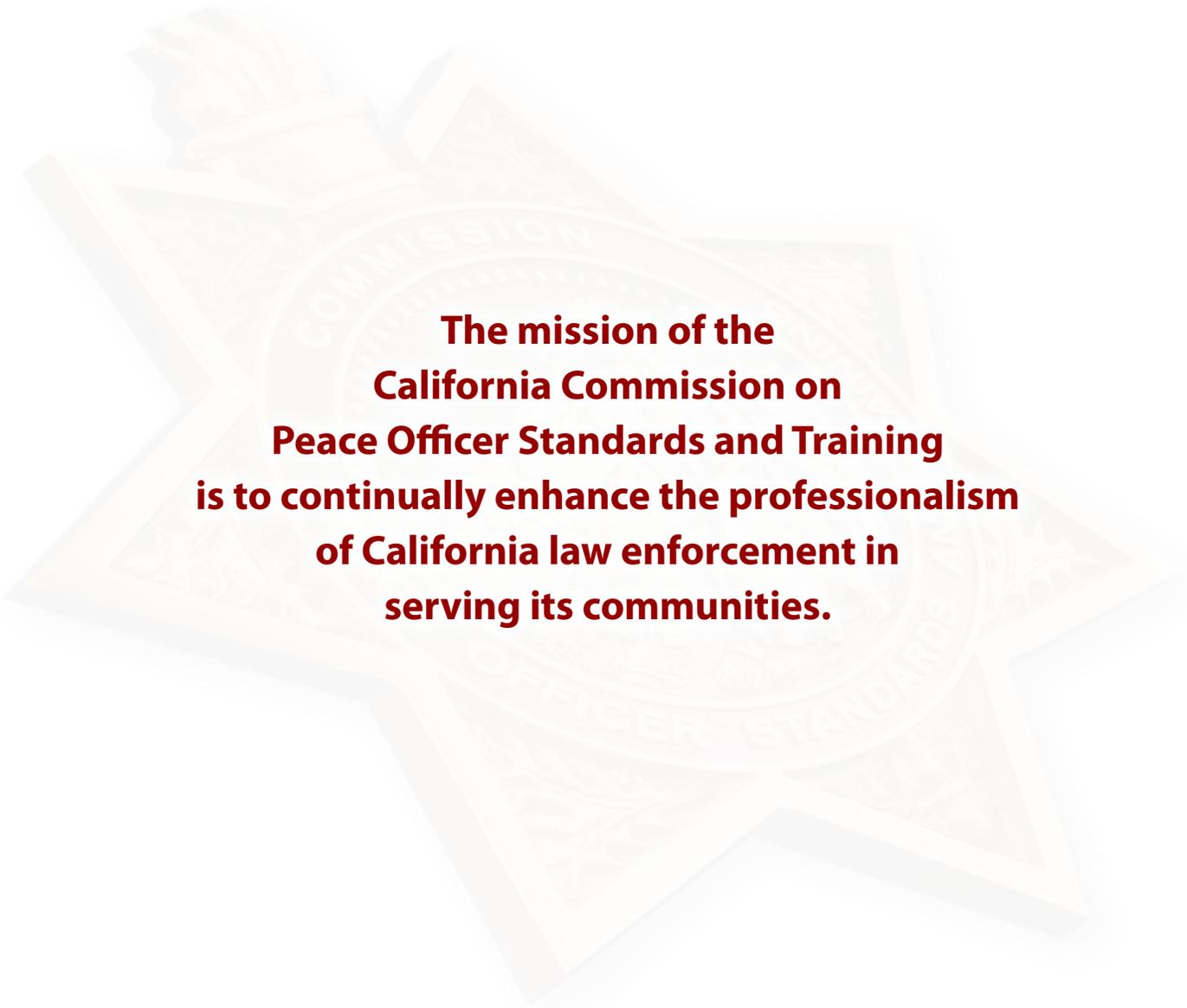
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POST Executive Director



# Foreword

This is the seventh edition of the POST *Basic Course Management Guide*, which was first published in 1996. The document includes organizational, operational, and technical guidance relevant to Regular Basic Course delivery and internal academy management policies. This edition represents the collective efforts of POST staff and basic academy directors and coordinators.

The Regular Basic Course Learning Domain instructional system consists of a complex arrangement of instructional units, learning needs and objectives, training and testing methodologies, and mandated hours which are supported by student workbooks. Law enforcement practitioners and trainers from throughout the state developed and continue to maintain the system.

POST would like to acknowledge the presenters of the Regular Basic Course whose knowledge, resources, and time were instrumental in the development of this guide. We are grateful for the continuing cooperation among presenters of the Regular Basic Course and law enforcement practitioners.

**Robert A. Stresak**  
Executive Director



# Introduction

The intent of this publication is two-fold: first, to provide managers and administrators with a contemporary document which provides guidelines for developing agency and college policies for managing a POST-certified basic academy, and second, to clearly define POST policies and requirements for training and testing.

## **Distribution to Academies**

In addition to the assistance provided in the basic document, POST *Basic Course Management Guide*, academy directors are provided with the *Basic Course Certification Review BCCR Guide* and BCCR Evaluation Guide, as well as materials handed out during consortium, which are related to the delivery of the Regular Basic Course (RBC).

## **General Distribution**

The POST Basic Course Management Guide is available from POST as a stand-alone document.

**POST Assistance:** questions regarding this document should be directed to the Basic Training Bureau at 916 227-4252.



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# Chapter 1

## Regular Basic Course

### Historical Background The Basic Course Revision Project

In June 1973, the POST Commission approved the Basic Course Revision Project. The project's stated goals were to:

- ▶ Improve the existing basic training program;
- ▶ Establish a statewide training standard;
- ▶ Establish a minimum performance capability for each Basic Course graduate, and
- ▶ Establish an effective means of training and testing students.

The primary vehicle for accomplishing these goals was a transition from the existing, content-oriented training model to a *behavioral objectives model*. The content-oriented model specified a list of subjects on which students received a certain number of hours of instruction. In contrast, the behavioral objectives model specified the behavior that training was supposed to produce.

### Performance-Based Instructional System

By July 1, 1980, the conversion to a performance-based instructional system was complete. Course requirements were specified in terms of approximately 600 *performance objectives* organized into 12 *functional areas*. To complete the Regular Basic Course (RBC), students had to demonstrate mastery of a certain percentage of performance objectives in each functional area.

A performance objective describes an instructional outcome and serves as a blueprint for developing tests and test items. A performance objective has four components:

1. The learner
2. The behavior (or product) that is the target of instruction
3. The conditions under which the learner must perform
4. The standard against which the learner's performance will be evaluated

In developing objectives, the second component is essential while the other components are sometimes implied or omitted altogether. Other terms that are often used interchangeably with *performance objective* include *behavioral objective*, *instructional objective*, *learning objective*, and *training objective*.

In 1988, POST transitioned from the 12 functional areas to the Learning Domains. Today, the RBC has 42 Learning Domains. The term *performance objective* has been replaced with *learning objective* and all 42 Learning Domains are driven by the learning objectives.

## Basic Course Consortium

The Basic Course Consortium is attended by the director and coordinator of POST-certified academies, and coordinators of Modular Courses on a triennial basis along with POST staff for the purpose of reviewing the curriculum, instructional methodology, and testing/evaluation issues related to the Basic Course.

## POST Committees

Academy directors provide subject matter experts from their staff to POST for a variety of ad hoc training and testing development and maintenance projects.

**POST Assistance:** questions regarding training specifications or student workbooks should be directed to the Basic Training Bureau at 916 227-0554. Questions regarding test items should be directed to the Standards, Evaluation, and Research Bureau at 916 227-4831.

## Professional Organizations

California Academy Directors' Association (CADA) has a representative on the POST Advisory Committee.

Additional organizations contributing to the Regular Basic Course include:

- ▶ California Police Chiefs Association ([Cal-Chiefs](#))
- ▶ California Peace Officers' Association ([CPOA](#))
- ▶ California State Sheriffs' Association ([CSSA](#))
- ▶ California Association of Administration of Justice Educators ([CAAJE](#))

## POST Authorities and Responsibilities

The basic California peace officer training and testing specifications are mandated by state law and guided by various rules, regulations, and administrative procedures. In addition to codified law, the POST Administrative Manual ([PAM](#)) establishes the policies, procedures, and standards for the management and administration of the RBC under the authority of, and in compliance with, Sections [13506](#) and [13510](#) of the California Penal Code. The following POST PAM sections pertain to basic training:

### **PAM Section A – [Law](#)**

This section contains information on the subsections of the California Penal Code which establish the standards and training of California law enforcement officers.

### **PAM Section B – [Regulations](#)**

This section contains the current regulations of the Commission on Peace Officer Standards and Training codified in the California Code of Regulations.

### **PAM Section C – [Personnel Selection and Standards](#)**

This section contains selection standards and the Law Enforcement Code of Ethics.

### **PAM Section D – [Training Procedures](#)**

This section identifies those standards of training established for the RBC and other mandated and optional training.

### **PAM Section E – [Reimbursement Procedures](#)**

This section contains general information about reimbursement procedures.

## Delivery Formats

### **Standard Format**

The Standard Format is a one-part instructional sequence. The standard format can be offered in two different presentation styles: intensive or extended format. The intensive format is usually a Monday-through-Friday format, and the extended format is offered in the evenings and on weekends.

### Modular Format

The Modular Format is a three-part instructional sequence. Completion of Module III, Module II, and Module I constitutes satisfaction of the RBC training requirement. The Modular Format is also used to accomplish reserve training.

### Certification/ Certification Review

The Basic Course Certification Review (BCCR) process involves self-assessment and peer review. The process represents a concerted effort on the part of POST and academy directors to monitor, improve, and develop a greater degree of consistency and establish a statewide standard for basic training. Standards are based upon generally accepted definitions of best practices in training and education. This process provides a means for objective analysis of existing or proposed basic training programs. Reviews are generally conducted every three years. The POST document, *Basic Course Certification Review Manual*, details the process.

### Legislative Mandates in the Regular Basic Course

January 2015

Subject	Covered in Learning Domain(s)	Reference Regulation	POST-Required Instructional Hours
Firearms/Chemical Agents	35	PC 832	NA
Blood-borne Pathogens	34	Cal OSHA Regulation 5193	NA
Carcinogenic Materials/Hazmat	41	H&S 1797.187	4*
Chemical Agents (Modules A&B)	35	PC 13519.2	6*
Child Abuse Investigation	9	PC 13517	4
Communication/Arrest Methods	33	PC 832	NA
Developmentally Disabled/Mentally Ill	37	PC 13519.2	4*
Domestic Violence	25	PC 13519	10*
Elder Abuse	7	PC 13515	NA
First Aid/CPR	34	PC 13518	21**
Gang and Drug Law Enforcement	38 & 12	PC 13519.5	NA
Hate Crimes	42	PC 13519.6	4
Hearsay Testimony (Proposition 115)	17	PC 872(b)	1*
Law Enforcement Response to Terrorism	43	PC 13519.12	8*
Missing Persons	27	PC 13519.1	4*
National Emergency Management System (NIMS)	43	Homeland Security Presidential Directive 5	8*
Postpartum Psychosis	34	SCR 39	NA
Racial Profiling/Cultural Diversity	3	PC 13519.4	NA
Sexual Assault Investigation	10	PC 13516	4*
Sexual Harassment	42	PC 13519.7	2*
Standardized Emergency Management System (SEMS)	43	TTS Learning Domain 43	16
Sudden Infant Death Syndrome (SIDS)	7	PC 13519.3	2*
Vehicle Pursuits	19	PC 13519.8(a)	NA
Visually/Hearing Impaired	37	ACR 89-Chap 153	1

\* Required per POST Regulation 1081, POST Administrative Manual

\*\* Required per Title 22 of the California Code of Regulations

Updates using the current data: <https://post.ca.gov/basic-course-training-requirements.aspx>



# Academy Management Guidelines

### Introduction

In March 1996, the Consortium of Academy Directors and Coordinators adopted the Academy Management Guidelines to facilitate the standardization of basic training throughout the state and to aid academy directors and coordinators in managing the course. The management of the Regular Basic Course (RBC) has become more complicated in recent years by the complexity and frequency of content and testing changes. The guidelines should aid each academy in development of a mission statement, identification of core values, and the development of internal policies related to academy management.

The academy directors recommend the following:

- ▶ The basic training mission is to prepare students mentally, morally, emotionally, and physically to enter and successfully complete the Field Training Officer's (FTO) program. Training and testing must ensure that each student graduates with the demonstrated character, knowledge, problem-solving abilities, human relations, communication, and physical skills necessary to meet the professional standards required of a peace officer.
- ▶ All basic academy staff must be selected based upon their demonstrated ethical, moral, and professional character, job knowledge, demonstrated ability, enthusiasm, and support of the basic training mission. Management policy should ensure that these personnel, through their appearance, demeanor, and professionalism, exemplify the high standards required of the Basic Course student.
- ▶ It is the responsibility of the academy staff to ensure that the POST instructional system is managed properly. The instructional system requires that the student receive immediate supervision by a recruit training officer, instruction and testing established and controlled by a qualified coordinator, and participation in an academy environment that is well managed and disciplined.
- ▶ The academy director is responsible for providing leadership and management oversight for the entire academy program. The academy director is the direct liaison with POST.

The purpose of the management guidelines is to provide guidance to the certified basic academy presenters in the development of internal management policies and is not intended to establish academy policy. The guidelines do not have the force of regulation (Government Code 11340.5).

Each academy is responsible for the development of internal policies that deal with specific issues of the academy's training mission, management and supervision, staff and instructor responsibilities, standards of student conduct, safety policies, and measurement and attainment of training standards. POST has established the following guidelines with the input and concurrence of the academy directors:

## 1. Academy Policy

*The Commission advises academies to develop their own internal policies that enhance and support positive and professional training based upon the guidelines, regulations, and procedures approved by the Commission on Peace Officer Standards and Training.*

### **Guideline**

As defined in PAM Section D-1, an academy is a state or local government agency certified by POST to present the RBC. The content of the RBC is set forth in *Training and Testing Specifications for the Regular Basic Course* and the requirements for presentation are specified in Commission Procedure D-1-3. The purpose of the guidelines is to provide guidance for and to foster consistency in the management of basic training throughout the state. The guidelines are not intended to establish academy policy, but are intended to provide academies a model for management and a basis for review of agency policy in determining Commission certification of the academy for presentation of the RBC.

## 2. Academy Training Mission

*The primary goal of basic training is to prepare students mentally, morally, emotionally, and physically to enter and successfully complete the FTO program. The academy should establish a policy statement that clearly defines the training mission of the organization.*

### **Guideline**

Each student, prior to graduation from an approved academy, must demonstrate acceptable proficiency in the following competencies:

#### **2.1 Professional Reasoning**

Ability to execute the duties and responsibilities of a peace officer based upon principles of ethics, integrity, honesty, courage, self-discipline, determination, and teamwork. Proficiency should be demonstrated in learning activities specified in *Training and Testing Specifications for the Regular Basic Course* and adherence to the academy code of conduct.

#### **2.2 Human Relations/Communication Skills**

Proficiency in human relations and communication skills and abilities outlined in the *Regular Basic Course Learning Objectives* by passing the tests specified in *Training and Testing Specifications for the Regular Basic Course*.

#### **2.3 Problem Solving**

Proficiency in the problem-solving skills and abilities outlined in the *Regular Basic Course Learning Objectives* by passing the tests specified in *Training and Testing Specifications for the Regular Basic Course*.

#### **2.4 Job Knowledge**

Acquisition of the knowledge outlined in the *Regular Basic Course Learning Objectives* by passing the tests specified in *Training and Testing Specifications for the Regular Basic Course*.

#### **2.5 Physical Skills**

Proficiency in the physical skills and abilities outlined in the *Regular Basic Course Learning Objectives* by passing the tests specified in *Training and Testing Specifications for Peace Officer Basic Courses*.

### 3. General Responsibility of All Academy Staff to Students

*All academy staff have the responsibility to exemplify the core competencies expected of students. Academy policy should ensure that all personnel, through appearance, demeanor, language, and professionalism, exemplify the highest standards of a law enforcement professional.*

#### **Guideline**

The training mission should be that all academy staff model the behaviors that are expected of students. The primary responsibilities of staff include:

- 3.1 Demonstrating strong ethical and moral character
- 3.2 Demonstrating good reasoning, job knowledge, problem-solving, ethics, human relations, communication, and physical skills
- 3.3 Instructing and supervising training functions to ensure that training time is expended in such a manner as to allow maximum learning and safety
- 3.4 Ensuring the safety and well-being of the student throughout training in the RBC

### 4. Academy Director Responsibilities

*The designated academy director shall have responsibility and provide leadership and management oversight for the administration, management, discipline, and control of the academy.*

#### **Guideline**

The effective management of the academy requires instructional planning, organization of training resources, selection and motivation of training personnel, and control and discipline of the training environment. The responsibilities and qualifications of the academy director should include:

- 4.1 A demonstrated ability based upon training, education, experience, and knowledge, to manage the RBC instructional system including:
  - 4.1.1 Integration and sequencing of instruction
  - 4.1.2 Effective use and understanding of instructional methods, technology, testing, and remediation
  - 4.1.3 The hiring, selecting, assigning, and evaluating of instructors, coordinators, training officers, and staff
  - 4.1.4 Coordination, budgeting, control, and discipline of the training environment including adherence to the Faculty/Staff and Student Codes of Conduct
- 4.2 Stressing ethics and professionalism through their conduct in all aspects of the training program
- 4.3 Attendance at the academy director/coordinator workshop within one year of appointment

*Exception: PAM Section 1071 — When the director has attended as a coordinator within three years prior to appointment.*
- 4.4 Regular attendance at POST Consortiums and participation in periodic POST workshops for training directors and coordinators

- 4.5 Maintaining and operating the training facility in such a manner as to ensure a clean, safe, and professional training environment
- 4.6 Effectively communicating and maintaining relations with all levels of management and outside clients to include advisory committees, training managers, college communities, agency academies and POST
  - 4.6.1 Meeting periodically with the coordinator to actively participate in the instructor evaluation process
  - 4.6.2 Supporting official organizational values and goals
  - 4.6.3 Responsible for the coordination of the oversight of student separation / dismissal procedure.

## 5. Academy Coordinator Responsibilities

*The designated academy coordinator shall be responsible for the coordination of instruction and the management of the Basic Course Instructional System.*

### **Guideline**

The Basic Course Instructional System is a complex organization of instructional units and testing requirements. The task of managing the course is further complicated by the frequency of instructional and testing changes. The academy coordinator's qualifications and responsibilities should include a demonstrated ability based upon training, education, experience, and knowledge to coordinate the RBC, including:

- 5.1 Stressing ethics and professionalism through their conduct in all aspects of the training program
- 5.2 Supporting official organizational values and goals
- 5.3 Ensuring compliance with the highest ethical standards exemplified by the Law Enforcement Code of Ethics, Faculty/Staff and Student Codes of Conduct
- 5.4 Integrating and sequencing of instruction
- 5.5 Assuring the effective use and understanding of instructional methods, technology, testing, and remediation
- 5.6 Developing staff recommendations
- 5.7 Assigning staff
- 5.8 Coordinating the evaluation of instructional staff and training officers and supervision of staff
- 5.9 Managing training expenditures
- 5.10 Managing the oversight of student separation/dismissal procedures with the director
- 5.11 Meeting periodically with the director to actively participate in the instructor evaluation process
- 5.12 Maintaining a safe, clean, and professional training environment
- 5.13 Attending the academy director/coordinator workshop within one year of appointment (see 4.3)
- 5.14 Developing a written student performance appraisal system that provides feedback to the student in their mastery of the competencies. There should be at least two performance appraisals administered to the student during the presentation of the RBC

- 5.15 Preparing reports on student performance consistent with organizational policy, and making those reports available to potential employers

## 6. Instructional Staff Responsibilities

*The academy is responsible for developing and employing instructional staff that is professional, ethical, knowledgeable, credible, and enthusiastic in the delivery of the training curriculum.*

### **Guideline**

Academy instructors shall deliver the mandated instruction in a manner consistent with the training specifications. The qualifications and responsibilities of instructors shall include:

- 6.1 Emphasizing, as a role model, the principles, values, and ethics required of law enforcement professionals and instructional methods
- 6.2 Adhering to the Faculty/Staff Code of Conduct & Law Enforcement Code of Ethics
- 6.3 Supporting official organizational values and goals
- 6.4 Understanding the mission of the basic training delivery system, their role as instructors, and a “commitment to excellence” to present quality and effective training safely
- 6.5 Providing a resume that identifies the instructor as a subject matter expert in their area of instructional responsibility based on background, training, education, experience, and demonstrated abilities
- 6.6 Understanding and demonstrating proficiency in their instructional responsibility and its relationship to law enforcement
- 6.7 Assuring currency through POST instructor updates, independent study, active participation in professional organizations, and/or job-related experience including compliance with POST instructor certification mandates
- 6.8 Understanding adult learning theory and the application of appropriate adult instructional methodologies that produce quality and effective training results
- 6.9 Possessing the ability to “plan for instruction” by providing a comprehensive training package (lesson plan, exercises, handouts, etc.) for their instructional area of responsibility
- 6.10 Possessing the ability to select and use various instructional aids, and understand the concept of emerging instructional technology and its application to basic training
- 6.11 Possessing the ability to mentor, coach, counsel, and remediate their trainees where appropriate
- 6.12 Maintaining a safe, clean, and professional learning environment, and notifying the director/coordinator of any problems
- 6.13 Meeting periodically with the director/coordinator to actively participate in the instructor evaluation process
- 6.14 Reviewing and responding to student instructional evaluations

## 7. Training Officer Supervision

*The academy is responsible for providing students with the guidance and supervision of a recruit training officer.*

### **Guideline**

The role of the training officer is critical to the professional development of the academy student. The qualifications and responsibilities should include:

- 7.1 Adhering to the Faculty/Staff Code of Conduct & Law Enforcement Code of Ethics
- 7.2 Exemplifying and emphasizing the values, ethics, and high standards required of law enforcement professionals
- 7.3 Supporting official organizational values and goals
- 7.4 Understanding the mission of the basic training delivery system
- 7.5 Under the direction of the director/coordinator:
  - 7.5.1 Supervising recruits and all of their activities on a day-to-day basis
  - 7.5.2 Providing feedback and counseling to students
  - 7.5.3 Evaluating and documenting student performance and conduct
  - 7.5.4 Responding to requests for feedback or information to client agencies regarding students
- 7.6 Attending the Recruit Training Officer Orientation Program within one year of appointment
- 7.7 Maintaining a clean, safe, and professional training environment
- 7.8 Role modeling the appearance, behavior, and demeanor of an exemplary peace officer

## 8. Faculty/Staff Code of Conduct

*The academy should develop a written Faculty/Staff Code of Conduct that clearly outlines the academy's expectation of faculty performance and standards of professional conduct.*

### **Guideline**

It is imperative that faculty and staff be held to a higher standard of conduct than the students. Each academy should develop a code of conduct that is consistent with organizational policy and the Academy Management Guidelines.

## 9. Student Conduct and Discipline

*The academy should develop a written Code of Student Conduct that clearly outlines the academy's expectation of student performance, standard of professional conduct, and grounds for dismissal from the academy.*

### **Guideline**

The student should understand the principle of discipline as a process which is necessary to ensure the achievement of professional and organizational goals. To ensure the development of values and ethics, the student shall be held accountable to a strict code of conduct outlining prohibited activity, performance standards, and dismissal procedures. As part of the academy curriculum, instruction should be provided on the provisions of the code and dismissal procedures. The code and definitions should cover, but not be limited to, the following:

- 9.1 General Conduct: Students are expected to conduct themselves professionally at all times (both on duty and off duty) and treat all people with dignity and respect. Harassment, insulting behavior, insubordination, or violation of any state, federal, or local law(s) could be grounds for immediate dismissal from the academy. Any student contact with any law enforcement agency should be reported to the academy.
  - 9.1.1 Harassment or insulting behavior is defined as language, treatment, or conduct that would offend the sensitivities of a reasonable person
  - 9.1.2 Insubordination is defined as the failure to carry out any lawful order, command, or instruction given by a competent authority in a thorough and precise manner without delay
  - 9.1.3 Violation of state, federal, or local law is defined as the probable cause to arrest for the violation and need not apply to a standard of conviction
- 9.2 Cheating: Lying or cheating in any form is grounds for dismissal from the academy. Academic cheating, as grounds for dismissal, is defined in POST Commission Regulation [1001](#) and includes, but is not limited to:
  - 9.2.1 Altering any answers or scores on tests, including range scores
  - 9.2.2 Altering scores on another student's test or aiding another student to cheat
  - 9.2.3 Copying another student's answers during a test
  - 9.2.4 Using unauthorized aids during a test
  - 9.2.5 Falsifying any official academy record, document, or log
  - 9.2.6 Providing information to another student concerning job scenario tests
  - 9.2.7 Knowingly giving false information
  - 9.2.8 Failing to report any observed violation of the law, student rules of conduct, or organizational policy within a reasonable time period
  - 9.2.9 [PC 13510.4](#) prohibits a "peace officer trainee" from cheating, aiding, abetting, or knowingly concealing the efforts by others to cheat in any manner on a basic course examination

## 10. Use of Basic Academy Advisory Committee

*Advisory committees, by definition, are varied in formation, membership, and function. College academies are required to institute an advisory committee to assist in providing guidance, logistical support, and validation of the training.*

### **Guideline**

The purpose of the advisory committee is to assist in the continuing enhancement and improvement of the basic academy training environment. It is required by the Chancellor's Office (Education Code Section [8070](#)) that each college basic academy operate in conjunction with the advice and counsel of an advisory committee. Examples of functions are:

- 10.1 Providing guidance on ethical and professional standards
- 10.2 Evaluating existing curriculum and making recommendations for curriculum changes
- 10.3 Assisting in developing academy entrance standards
- 10.4 Advising on qualifications and performance of academy staff and instructional personnel

**10.5** Assisting in recruiting students and instructional staff

**10.6** Publicizing the training program

**10.7** Participating in developing training goals that address future training needs

# Basic Course Instructional Design System Learning Domains

## Concepts and Process Definitions

**Instructional Design** is the systematic process of translating general principles of learning and instruction into plans for instructional materials and learning. An instructional system is an arrangement of resources and procedures used to promote learning.

Training is a multidisciplinary field, and even within disciplines, writers use the same terms differently. The following glossary of terms should be used when referring to the Basic Course Instructional System.

### The Regular Basic Course (RBC) Terminology, General Principles, and Requirements

The terms and principles related to the Regular Basic Course formats and included in the *Training and Testing Specifications for Peace Officer Basic Courses* are defined in PAM section D-1-3(a). Requirements for the delivery formats are specified in section D-1-3(d), standard format; and section D-1-3(e), modular format.

## 1. Regular Basic Course Terminology

- 1.1 **Learning Domain** *An instructional unit that covers related subject matter. Training specifications for each learning domain include learning needs, learning objectives, and hourly requirements. Training specifications for a domain may include instructional activities and testing requirements.*
- 1.2 **Learning Need** *A general statement justifying the training for a specific Learning Domain.*
- 1.3 **Learning Objective** *A statement that describes an expected training outcome related to a learning need.*
- 1.4 **Learning Activity** *A facilitated, performance-based component of instruction. Learning activities are student-focused and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or enhancing student retention necessary to achieve competence as a peace officer.*
- 1.5 **Competency** *A cluster of related knowledge, skills, abilities, and other characteristics that underlie successful performance of multiple learning objectives.*
- 1.6 **Academy** *A state or local government agency or college that is capable of presenting all components of the POST-certified Regular Basic Course.*
- 1.7 **Delivery Formats** *The formats for delivering the Regular Basic Course include the Standard Format and the Modular Format.*
  - 1.7.1 **Standard Format** *The Regular Basic Course – Standard Format is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in section D-1-3(d). Except as provided for in section D-1-3(b), the course shall be delivered by a single academy.*

**1.7.2 Modular Format** *The Regular Basic Course – Modular Format comprises three modules: III, II, and I. Completion of all three modules satisfies the Regular Basic Course training requirement. Training and testing requirements are prescribed in Procedure D-1-3(e). The Module I shall be delivered by an academy. Except as provided for in Procedure D-1-3(b), all modules do not have to be delivered by the same presenter or academy.*

**Domain Training and Testing Specifications**

In July 1993, the Commission adopted training and testing specifications as its method of specifying the Basic Course curriculum and Office of Administrative Law approval was effective January 14, 1994. In July 2000, the Commission approved a revision to the training and testing specifications to reflect the terminology that is currently used in the Basic Course instructional system. The *Training and Testing Specifications for Peace Officer Basic Courses* was approved by the Office of Administrative Law in December 2000 and was effective January 1, 2001. For each Learning Domain, the training and testing specification describes learning needs, learning objectives, required testing, and hourly requirements. Where a Learning Domain includes learning activities or tests, these requirements are also described in the training and testing specifications. The training and testing specifications are updated on an annual basis or as received.

**List of Learning Domains**

Following are the 42 Learning Domains which together comprise the **Basic Course Instructional System** for the **Basic Course**:

Learning Domain #	Title	Learning Domain #	Title
1	Leadership, Ethics and Community Policing	23	Crimes in Progress
2	Criminal Justice System	24	Handling Disputes/Crowd Control
3	Community Relations	25	Domestic Violence
4	Victimology/Crisis Intervention	26	Unusual Occurrences
5	Introduction to Criminal Law	27	Missing Persons
6	Property Crimes	28	Traffic Enforcement
7	Crimes Against Persons	29	Traffic Accident Investigation
8	General Criminal Statutes	30	Crime Scenes, Evidence and Forensics
9	Crimes Against Children	31	Custody
10	Sex Crimes	32	Lifetime Fitness
11	Juvenile Law and Procedure	33	Arrest Methods / Defensive Tactics
12	Controlled Substances	34	First Aid and CPR
13	ABC Law	35	Firearms/Chemical Agents
14	Deleted	36	Information Systems
15	Laws of Arrest	37	Persons with Disabilities
16	Search and Seizure	38	Gang Awareness
17	Presentation of Evidence	39	Crimes Against the Justice System
18	Investigative Report Writing	40	Weapons Violations
19	Vehicle Operations	41	Hazardous Materials Awareness
20	Use of Force	42	Cultural Diversity/Discrimination
21	Patrol Techniques	43	Emergency Management
22	Vehicle Pullovers		

**Philosophy of Student Workbooks**

The Student Workbooks are part of the **POST Basic Course Instructional System**. Student Workbooks are designed to provide students with a self-study document that can be used in conjunction with classroom training received from the academy instructors. The workbooks are the student text for the **Basic Courses**.

The workbook system includes:

- ▶ Student Workbooks
- ▶ Instructor’s Guide to Learning Activities
- ▶ Student and Instructor Versions of Scenario Manuals

Workbooks are formatted to develop professional attitudes and values. Attitudes and values are developed in cognitive fashion, which emphasizes the outcome of an affective objective. For example:

- ▶ Presenting word scenarios and asking the student to evaluate, recommend, and justify the actions of the characters;
- ▶ Employing problem solving models;
- ▶ Presenting job-related dilemmas with alternative actions along with possible outcomes of each action, or
- ▶ Including open-ended, not only-one-answer learning activities that will promote classroom and/or small group discussions.

### **Chapter Design**

Each chapter begins with a general overview of the expectations and elements that will be covered. All overviews follow the same format and include:

- ▶ A statement of the learning need or reason the student is expected to study the content presented;
- ▶ The specific learning objectives to be covered within the chapter;
- ▶ POST tracking code numbers used to identify each learning objective, and
- ▶ A list with page references of the topic headings for the chapter.

### **Information Presentation**

The content for each chapter is broken down into logical information segments and text blocks. Specific features include:

- ▶ A clear heading title referring to exactly which Learning/Educational Objective (EO) is being taught or addressed;
- ▶ POST tracking code numbers reflecting the learning objectives addressed within this segment of content;
- ▶ Clear block labels identifying each block of information;
- ▶ Numerous examples to help illustrate concepts;
- ▶ Charts, graphs, bulleted lists, etc., to help the student comprehend the information based on the intended use of the information (e.g., relating concepts, following specific procedures or steps, grouping like components, etc.);
- ▶ Glossary terms noted in **bold** and underscoring, and
- ▶ Consistent continuation labels indicating when content continues to another page and when the segment is complete.

Educational Objectives are the same as Learning Objectives.

### **Synopsis**

The quick synopsis highlights the most critical information of the chapter. The information presented in the quick synopsis is a summary only and is not intended as a substitute for the content of the chapter.

### **Workbook Learning Activities**

Each chapter is concluded with a series of questions or activities based on the level of the objectives for the chapter. Activities require that the student process and apply the content of the chapter rather than simply repeat words or phrases from previous pages of the chapter.

Specific answers to the practical application activities are not included in the student workbook. Instead, the students will be encouraged to review the questions on their own, or discuss the questions with peers during class or with the instructor.

### **Glossary**

Throughout the text of each workbook, key words, phrases, and acronyms are highlighted using **bold text** and underscoring. These are visual cues that those words, phrases, and acronyms are also noted in the glossary of that workbook.

The workbook series represents the entire body of professional knowledge recruits will need to master before they can graduate from the Regular Basic Course.

### **Copyrights**

The Commission on Peace Officer Standards and Training is the sole owner of all finished student workbooks, including all copyrights. All rights are reserved. The publications may not be reproduced, in whole or in part, in any form or by any means electronic or mechanical, or by any information storage and retrieval system now known or hereafter invented, without prior written permission of the California Commission on Peace Officer Standards and Training (POST).

### **Distribution**

Student workbooks are available from the POST Website at [www.post.ca.gov](http://www.post.ca.gov), then linking to the contracted printing agent provided or logging into the Basic Course Informational Website.

## **Curriculum Development Process**

Currency in presentation of basic training is essential because of changing laws, technology, and knowledge. Curriculum update workshops are facilitated regularly by POST staff in the Basic Training Bureau with subject matter experts in each Learning Domain to assure that the training and testing specifications and student workbooks are accurate and include all legislative training mandates. Academy directors are notified of scheduled workshops and are asked to allow the appropriate instructors to participate. Instructors are reimbursed for their expenses by Letter of Agreement or Training Reimbursement Plan IV.

Recommendations for changes to training and testing specifications are staffed by the Basic Training Bureau. Upon concurrence with POST staff, the suggested changes are brought to the Consortium for review and concurrence. The next step is review by the POST Executive Office prior to submission to the Commission for approval.

All changes to training and testing specifications require modification to PAM D-1 and approval by the Office of Administrative Law.

## Chapter 4

# Instructional Management

### Instructional Planning

#### Instructional planning is based on the following steps:

- ▶ Ensure the course outline includes all requirements listed in the Training and Testing Specifications (TTS) and meets the minimum hourly requirements.
- ▶ The sequence of instruction must ensure that topics are presented in a logical order as they relate to one another and to the testing requirements, including the mid-term and final examinations.
- ▶ Review the training specifications and lesson plan to determine the instruction required and the time constraints involved for each Learning Domain, including any academy-specific learning material.
- ▶ Arrange instruction materials into Learning Domain clusters in accordance with the available time and/or logistic constraints.
- ▶ Ensure Learning Domain material has been covered and taught prior to administering each individual Learning Domain test (i.e., lecture, demonstration, test and retest).
- ▶ Review instructor requirements, assign instructors, designate needed logistics support, and adjust the schedule based on available resources.
- ▶ Review testing requirements to ensure that all Learning Domain material is taught before Learning Domain examinations, the mid-term examination, and final examination are administered.

Because of the complexity involved, it is imperative that the management system used to plan and schedule the training be as detailed as possible.

Once the schedule has been completed, confirmation must be obtained from instructors. Changes may be made, but they must be in accordance with the curriculum design and sequencing. A master schedule should be printed and provided to the students and the instructional staff. Contingency plans for last-minute schedule changes which result from instructor absences, equipment failures, weather, etc., are part of careful planning. A master daily schedule must be developed to reflect any last-minute changes.

## Instructional Quality **Evaluating Instructors**

There are several methods that can be used to determine an instructor's effectiveness. The following methods should be used to gauge whether an instructor is covering the subject area properly.

- ▶ A standard instructor evaluation form is filled out by each student at the conclusion of the instructor's presentation
- ▶ Monitoring the instructor's presentation
- ▶ Encouraging informal student feedback
- ▶ Class critique after the presentation

The academy director should use a combination of these evaluation processes to determine instructor effectiveness, student acceptance, and areas for instructor and lesson plan improvement. Because learning is strongly influenced by the behavior exhibited by the instructional staff, it is essential that all instructors conduct themselves as positive role models.

Each instructor should be evaluated on the following qualities:

**Knowledge of Subject** *Does the instructor have both general and specific knowledge of the subject?*

**Academic and Training Background** *Is the instructor a subject matter expert in their field?*

**Ability to Teach** *Does the instructor utilize organized learning materials and teaching methods of instruction that are appropriate for a given audience?*

**Prior Teaching Experience** *Does the instructor have a law enforcement background and experience in other areas, both academic and professional?*

**Communication Skills** *Does the instructor utilize effective use of verbal and nonverbal skills, with the ability to articulate facts and circumstances in clear and concise words?*

**Written Communication Skills** *Does the instructor use correct grammar and have the ability to organize thoughts logically?*

**Interest In Teaching** *Does the instructor have the desire for the position, and the ability to recognize training needs and interest by using effective teaching methods?*

**Physical Appearance** *Is the instructor appropriately dressed and groomed?*

**Job Experience** *What law enforcement position did the instructor hold? Does the instructor have a history of credibility, high-quality work performance, and adaptability to different work environments?*

**Leadership Potential** *Is the instructor a positive role model to students? Does the instructor accept responsibility and exhibit a stabilizing classroom influence?*

**Work Record** *Is the instructor mature, reliable, dependable, and thorough? Does the instructor demonstrate initiative?*

Each instructor should provide a resume describing teaching experience that is in accordance with POST regulations and qualifications. The academy director should ensure that instructor resumes are updated annually.

## Lesson Plans

One of the primary requirements of a good instructor is the ability to develop and use proper lesson plans. Academy directors should encourage instructors to use the narrative outline format. This format allows use of the lesson plan by other instructors who possess subject matter expertise. It requires that each point be developed into a complete thought as opposed to using a one-word description that acts as a trigger to complete the thought.

## Audio-Visual Aids and Learning Activities

The importance of using audio-visual presentations in the instructional process is well recognized. However, instructors and the academy director should be certain that any materials used are relevant and current.

Audio-visual aids do not replace the instructor — they assist the instructor by implementing and improving instruction. They add color and variety, create interest on the part of the student, and allow the instructor to make use of the visual/hearing senses to provide additional avenues of learning.

POST Regulation requires presenters of POST-certified courses to review all audio-visual training materials prior to use in the classroom. The review of the audio-visual training material shall emphasize the avoidance of materials which depict situations, tactics, and procedures that could lead a trainee to take inappropriate actions on the job. The review shall also include careful examination of depictions of law enforcement work to assure consistency with existing laws and accepted practices.

The academy director should ensure that carefully selected audio-visual aids engage the student's mind, use repetition of significant points, and avoid monotony. Stimulating media creates and maintains interest, reduces dependence on the spoken word, and promotes student participation.

## Definitions and Responsibilities

**Educator** *One who is trained in teaching and learning theories and practice of education.*

**Trainer** *One who assists others through practice and instruction.*

**Role Model** *Setting an example worth following.*

**Leader** *Influencing others to accomplish organizational goals and objectives.*

**Facilitator** *Guides classroom group discussions about a subject or topic.*

**Subject Matter Expert** *One who determines exceptional expertise and maintains current proficiency in a subject matter area.*

**Ethics** *The study of standards of conduct and moral judgment.*

**Values** *The social principles, goals, or standards held or accepted by an individual, class, or society.*

Behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's chosen career, respect for the people served, and commitment to the continual development of skills in the pursuit of excellence.

An instructor influences the ethics and values of a student in several ways, including:

- ▶ The instructor is the first “close-up” personal example many students have of a member of their profession.
- ▶ New students look at an instructor’s personal values and character to determine what the norm is for someone in their profession.
- ▶ Students often look to the ethics and values of an instructor as an indicator of the ethical standards established by their agency’s administration. If the instructor is highly respected by the students, the instructor’s values and ethics will serve as an example.
- ▶ Students will judge the instructor by their actions both inside and outside the classroom. Is the instructor a “Do as I say, not as I do” type of individual?

### Testing Overview

#### Minimum Requirements

**Commission Procedure D-1** is the POST regulation governing the delivery of the POST Basic Courses. Together with the Training and Testing Specifications (TTS) for the POST Basic Courses, D-1 sets the minimum mandated curriculum and required testing for the POST-mandated Basic Courses. Evidence that students have achieved the required level of mastery comes from two sources: *student testing* and *student participation*.

#### TTS Learning Objective (LO)

The LO is a statement that describes an expected training outcome related to a Learning Need. Each LO begins with a verb. The topic specifies the subject matter that is to be learned and the verb indicates what the student is expected to be able to do or know at the conclusion of training. In general, the verb defines the level of mastery required for each topic.

#### Level of Mastery

POST uses three levels of mastery (cognitive behavior) that students are expected to exhibit as they progress through training. A rating scale is used to determine the verb and testing level of each objective. The level of mastery establishes the level at which an objective is to be tested. This becomes the “Test Blueprint” for test item development and item placement.

There are three levels of mastery:

- K** – Knowledge
- C** – Comprehension
- A** – Application

Test items (questions) are written to the level of mastery specified. For example:

- ▶ An objective assigned a “**K**” would require test items written as a direct-question or multiple-choice type item, not a word-picture.
- ▶ An objective assigned a “**C**” would require test items written as a word-picture or vignette.
- ▶ An objective assigned an “**A**” is assessed using scenarios and exercise tests. Application objectives require the ability to demonstrate proficiency.

#### Relation of Verbs to Mastery

In general, student accountability for each learning objective is assessed at the level specified by the verb contained in the objective.

### **The Importance Rating Scale**

The rating scale establishes the relationship between achieving the objective and successful performance as a peace officer. Each objective is reviewed for the criticality level; that is, its level of importance to a peace officer. There are four levels: *Critical*, *Important*, *Useful*, and *Unimportant*. The rating established affects the resultant pass point/cut-off score for that test/domain.

Testing is an evaluation of the extent to which students have achieved one or more learning objectives. The required tests are specified in the *Training and Testing Specifications for Peace Officer Basic Courses* (TTS). **All** POST-constructed written tests are developed from the Student Workbooks and have a direct relationship to the TTS.

### **Cut Score/Pass Points**

These terms are used interchangeably to represent the minimum required score to pass a test. A standardized system is used to determine pass points for the POST-constructed written tests.

### **Types of Tests**

POST uses five types of tests in the Basic Courses:

1. Written tests
2. Scenario tests
3. Physical abilities tests
4. Exercise tests
5. Report writing test

The tests are graded on a pass/fail basis unless specified otherwise.

### **POST-Constructed Knowledge Test**

A POST-constructed written test that measures acquisition of knowledge required to achieve one or more learning objectives in a single Learning Domain. The minimum passing scores are established by POST and academy administrators.

### **POST-Constructed Comprehensive Test**

A POST-constructed written test that measures acquisition of knowledge in multiple Learning Domains. The minimum passing scores are established by POST and academy administrators.

### **POST-Constructed Mid-Course Proficiency Test**

A test that measures the knowledge attained in the Learning Domains taught midway through the Regular Basic Course-Standard Format.

### **POST-Constructed End-of-Course Proficiency Test**

A test that measures the knowledge attained in the Learning Domains taught in the Basic Courses.

### **Scenario Test**

A job-simulation test that measures acquisition of complex psychomotor and decision-making skills required to achieve one or more learning objectives. Each student must demonstrate proficiency in the competencies required by each scenario test.

### **Work Sample Test Battery (WSTB)**

A POST-developed test of physical abilities as specified in the *TTS and WSTB Proctor Manual*. At the conclusion of the POST Basic Academy Physical Conditioning Program, academies shall require each student to complete the POST-developed WSTB or equivalent. A student who fails a required POST test on the first attempt shall be provided an opportunity to take a second test (retest). A failure on a retest means the student failed the course.

### **Exercise Test**

Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, report writing test, or work sample test battery that measures the acquisition of knowledge and/or skills required to achieve one or more learning objectives. Each student must demonstrate proficiency in the competencies required by each exercise test.

### **Report Writing Test**

A test that requires demonstration of the knowledge and skills and/or competencies necessary when preparing an investigative report.

### **Exercise, Report Writing, and Scenario Test Proficiency**

Proficiency means each student must demonstrate a pattern of overall proficiency in each competency required by the exercise, report writing, and scenario tests. Proficiency means the student performed at a level that the presenter determined to be acceptable.

### **Written Test Proficiency**

Proficiency means that the student achieved the established pass points on each domain, mid-term, and final POST-developed written test and participated in the classroom learning activities.

### **Retest**

A student who fails a required POST test on the first attempt shall be provided an opportunity to take a second test (retest). Written, scenario, and report writing tests require students to be retested using an alternate form of the test. Exercise tests and the WSTB require students to be retested on the failed test. A failure on a retest means the students failed the course.

### **Remedial Training**

A period of time in which the presenter provides specific instruction to reinforce the required concepts and/or skills after a student has failed an initial test.

### **Physical Skills Pilot Tests**

POST conducts pilot testing of proposed or modified exercise tests and evaluation instruments for research purposes. This may include exercise testing for arrest and control, firearms and chemical agents, vehicle operations, Work Sample Test Battery, pre-academy physical fitness, or other physical skills.

### **Learning Activity**

An activity is designed to achieve or facilitate one or more learning objectives. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, activities are not graded on a pass/fail basis.

**POST Basic Course(s) Test Use and Security Agreement**

An accepted agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed knowledge, comprehensive, scenario, report writing, and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with PAM Regulation [1057](#).

**Exceeding Minimum Standards**

POST has established minimum statewide training standards for the Basic Courses. Academies and presenters are permitted to exceed those minimum standards where local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include, but is not limited to, the use of higher minimum passing scores on POST-constructed tests. POST cannot provide legal justification for agency enhanced standards.

**Testing Management and Assessment System (TMAS)**

A computer-based program that allows presenters to maintain and update classes, and student progress, access POST tests (on-line and paper-pencil), grade tests, print reports, and receive current curriculum for the Basic Courses.

**Test Item Bank**

A database “bank” of test items that have been written, reviewed, and approved by SMEs, directors, coordinators, and other presenter staff for each tested Learning Objective of each Learning Domain.

**Before Instruction  
Is Delivered****Information to Students**

At the beginning of each new course, the presenter should provide each student with a handbook or orientation packet which describes, at minimum, the following information:

- ▶ Course content (course outline or *Training and Testing Specifications for POST Basic Courses*)
- ▶ Required classroom material (workbooks, paper, computer, etc.)
- ▶ Testing requirements (written test, exercise test, scenario test, etc.)
- ▶ Required passing scores
- ▶ Remedial training and retesting procedures
- ▶ What constitutes successful completion of the Basic Course(s)
- ▶ Both contracts between the presenter and student testing and social media requirements
- ▶ Any other necessary testing information as determined by the presenter

**Student Testing Contract**

A contract between the student and the presenter that defines a student’s responsibilities when taking POST-supplied written tests and performance tests designed to measure and/or assess a student’s knowledge, comprehension, and performance skills of the material taught in the Basic Course.

**Student Contract**

A contract between the student and the presenter that defines a student’s responsibilities in the use of training and testing material.

### **Student Workbooks**

Every student should have a copy or access to a copy of each of the 42 Learning Domain Student Workbooks. All POST-constructed written tests are developed from the content of the Student Workbooks. The workbooks are the student text for the Basic Courses.

### **Instructor Information**

At the beginning of each new course, the presenter should ensure that the instructor has the necessary information and instructional materials, including:

- ▶ The current expanded course outline for the 42 domains and POST-Basic Courses Training and Testing Specifications, knowledge of the contents, or copies of, the Student Workbooks, required passing scores, remedial training and retesting procedures, any agency-specific training and testing specifications, a copy of the presenter's policy for test security, a signed staff/instructor/evaluator contract, the instructor's guide to learning activities, and instructor lesson plan.

### **POST Basic Courses Test Use and Security Agreement**

Every person with access to POST-supplied test material must read the POST Basic Course Test Use and Security Agreement and sign the "Attachment A", which shall be maintained on file.

### **Written Policy for Maintaining Test Security**

Every person with access to POST-supplied test material must be provided a copy of the presenter's written policy for test security and administration.

## **Test Acquisition and Security**

POST takes testing seriously. Mishandling POST-supplied test material or the testing process could result in decertification. Protecting the integrity of the tests and the testing process is the responsibility of every person with access to POST-supplied test material.

Every presenter with access to POST-supplied test material must have an established, written policy for maintaining test security and administering the POST-supplied test material.

### **Destruction of Secure POST-supplied Test Material**

Secure POST-supplied test materials are dated and all existing copies (e.g., written tests, scenario evaluation forms and scripts, etc.) located at the presenter's facility must be destroyed within 10 days of the conclusion of the class for which they were used.

### **Test Security**

The presenter must establish a secure location (under lock and key) for printed test materials when tests are not in use.

No official, staff member, evaluator, role player, instructor, or other authorized agent of the Examining Agency shall loan, give, sell, or otherwise make available any of the POST-supplied test material to any agency or person who is not specifically authorized by POST to access the test material, nor shall they permit others to do so.

## **Test Administration**

It is a presenter's responsibility to prepare students to take the tests mandated by POST. However, some test preparation practices are unethical and can seriously undermine the quality of training.

The instructor is the first line of professionalism and is responsible for reflecting the Law Enforcement Code of Ethics. The instructor is responsible for providing the required information during classroom instruction. The instructor **MUST NOT** teach to the POST tests. The student is responsible for reading the Student Workbooks, being prepared to take the tests, and to actively participate during classroom instruction.

### **Written Test Administration Procedures**

Each presenter shall use the POST-provided, or prepare their own, written test procedures for administering POST-supplied tests. The procedures must include directions to test proctors.

### **Remedial Training and Retesting**

In the event that a student fails a POST-supplied test, the presenter must schedule time for remedial training and one retest. The presenter's policy must include how the remedial training and retest processes will be conducted.

### **Cheating**

The presenter must describe in their policy what constitutes cheating and the consequences for both staff and students. See Penal Code 13510.4 and PAM regulation 1001.

### **Test Management and Assessment System (TMAS)**

POST has provided presenters with access to Internet-based testing software. Only persons who have received POST-provided training shall operate the TMAS software to download or administer POST-developed tests.

## **Management of Scenario Testing**

### **Scenario Management**

Scenario management encompasses a blending of the multiple skill disciplines taught in each basic academy. More importantly, it is the preparation and presentation of a test that accurately measures a student's skill and judgment. As a test, it must have validity, fairness, and objectivity in the presentation as well as the evaluation process.

A scenario test is defined as a job-related simulation requiring the student to demonstrate a mastery of cognitive, affective, and physical training objectives. The test should require the student to demonstrate the knowledge and skills required of an entry level peace officer entering a field training program or standard set by the academy.

The following is a list of the scenarios:

1. Ethics (LD 1)
2. Domestic Violence (LD 25) / Victim Assistance (LD 4)
3. Force Option – Baton (LD 20)
4. Force Option – Control Hold (LD 20)
5. Deadly Force (LD 20)
6. Pedestrian Approach (LD 21)
7. Nighttime Vehicle Pullover (LD 22)
8. Suspicious Person (LD 23)
9. Building Search (LD 23)
10. Critical Incident (LD 23)
11. Ambush (LD 23)
12. Preliminary Investigation/Felonious Assault (LD 30)
13. Death Investigation (LD 30)
14. Mentally Disordered Person (LD 37)

**POST Administrative Manual (PAM)**

**Scenario Demonstration: PAM D-1-3(a)(14)**

Academies shall provide academy-developed task-simulation activities designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

**Scenario Test: PAM D-1-3(a)(8)(D)**

A job-simulation test that measures acquisition of the competencies required to achieve one or more learning objectives.

**Proficiency: PAM D-1-3(d)(2)(D)1**

Academies shall require each student to demonstrate proficiency in the competencies required by each scenario test and/or exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these items. Proficiency means the student performed at a level that demonstrated acceptable preparation for entry into a field training program. The determination of proficiency shall be made by the academy.

**Scenario Management Matrix**

The matrix provided below may be used to track the student’s scores during the scenario testing process. The scenario test scores are listed at the bottom of the example Matrix.

The Academy may also use this method to determine the student demonstrates a pattern of overall proficiency in performing the competencies throughout several scenario tests. Those scores are listed at the far right.

	Vehicle Stop	Ambush	Domestic Violence	Suspicious Person	Felonious Assault	Death Investigation	Ethical Intervention	Baton Force Option	Deadly Force	Pedestrian Stop	Mentally Disordered Person	Critical Incident	Building Search	Control Hold Force Optic	Total , %
1. Vehicle Operations															
2. Conflict Resolution															
3. Use of Force															
4. Local Procedures															
5. Leadership															
6. Problem Solving															
7. Legal Authority															
8. Officer Safety															
9. Communication															
10. Ethics															
11. Stress Tolerance															
Comprehension 1															
Comprehension 2															
Rate															
Fluency															
Level															
Screen Out															
Total, %															

■ Not applicable

**Scenario  
Competencies  
Definitions**

**Communication** *The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.*

**Conflict Resolution** *The ability to mediate disagreements by resolving a conflict using appropriate communication skills.*

**Ethics** *Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.*

**Leadership** *The practice of influencing people, while using ethical values and goals to produce an intended change.*

**Legal Authority/Individual Rights** *The identification and application of laws and constitutional rights governing consensual encounters, detentions, and arrests.*

**Local Procedures** *The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.*

**Officer Safety** *The demonstration of situational and tactical awareness and appropriate response.*

**Police Vehicle Operation** *The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.*

**Problem Solving/Decision-Making** *Analyzing situations and implementing plans to solve problems in a timely manner using verbal and/or physical skills to determine the appropriate resolution to a situation.*

**Stress Tolerance and Emotional Maturity** *Maintaining self-control and making timely, rational decisions in stressful situations.*

**Use of Force** *The ability to distinguish and apply reasonable force options in given circumstances.*

# Physical Conditioning and Safety

## Physical Conditioning Program Overview

The POST Basic Academy Physical Conditioning Program, as part of [LD 32 Lifetime Fitness](#), is a required 40-hour block consisting of both classroom instruction and actual physical exercise/conditioning. The program is divided into three instructional categories as follows:

### Education

This is a four-hour classroom-based block through which the student is introduced to the concepts of lifetime fitness. These concepts include the principles of physical conditioning, physical disablers of law enforcement officers, stress management techniques, effective nutrition, self-assessment, and body composition management. Curriculum for this portion of the Physical Conditioning Program is provided in the instructor guide and Student Workbook for LD 32 Lifetime Fitness.

### Conditioning

This is a hands-on block in which the student is required to participate in a series of specified conditioning (exercise) sessions offered by the academy. A minimum of 36 sessions in a 10-14 week period, with a minimum of two sessions per week. Each session must conform to a POST-approved conditioning schedule and consist of specified activities that are delivered in 60-minute (minimum) exercise sessions consisting of a warm-up, a training period, and a cool-down.

### Assessment

The final category of the program requires students to pass a POST-developed work sample test battery. This test battery presents a sample of the physically demanding tasks that patrol officers perform during the normal course of their job, and requires students to achieve a POST-specified passing score. The details of this examination are provided in the Work Sample Test Battery (WSTB) Proctor Manual.

## Instructor Qualifications and Training

POST recommends that individuals employed as physical training instructors be currently certified in First Aid, CPR, and AED, and that they attend a POST-certified Basic Academy Physical Training Instructor's Course. Beyond this, those individuals who have a background in physical education who are in good physical condition and who have demonstrated a commitment to and a knowledge of fitness principles and practices are preferred.

## Program Flexibility

The POST Basic Academy Physical Conditioning Program is a flexible program that is designed to operate in any academy. The program is alterable in terms of the physical exercises used, the frequency of the exercise sessions conducted each week, and the duration of the total conditioning program.

Program modifications, however, must be made so as to preserve the program's conditioning objectives and promote student safety. This is a well-researched program that is reviewed and updated on a regular basis. Based on extensive empirical research, legal precedent, and current scientific principles, it represents a standard of care and performance that should not be deviated from without justification.

### Legal and Historical Perspective

In 1982, the Legislature, via Penal Code Section 13510, mandated that POST staff conduct research on physical abilities and, where the research so indicated, establish appropriate training and testing standards.

At the time Penal Code Section 13510 was passed, the majority of law enforcement administrators and academy directors were concerned about two related issues:

1. The defensibility of law enforcement hiring and training programs in view of Title VII of the Civil Rights Act of 1964, and
2. The long-term health and fitness of peace officers.

These issues, in addition to the Americans with Disabilities Act, continue to be of concern.

In response to Penal Code Section 13510, POST staff conducted extensive research, including a health/fitness literature review, a statewide job analysis (to identify the critical physical tasks performed by patrol officers), a physiological analysis (to identify the underlying physiological functions that are required to successfully perform the critical tasks), a content validation study (to develop a job-related physical test and a job-related physical conditioning program), a pass point study (to set a defensible passing standard on the physical test), and a program evaluation study (to evaluate effects of the conditioning program).

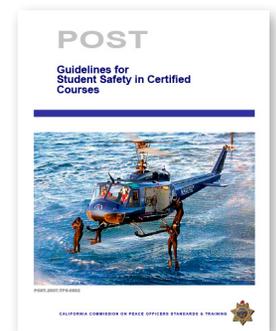
## Safety Control and Management

In 1990, the Commission adopted student safety guidelines for all POST-certified courses. The objective was to identify those proven measures which can be taken to reduce the risk of student injuries arising from participation in manipulative skills training in POST-certified courses. It is essential to foster a safety-oriented training environment, with the goal of eliminating all preventable injuries.

The *POST Guidelines for Student Safety in Certified Courses* document is designed to assist presenters in writing their safety policy and establishing their safety measures.

The Guidelines contain sections on:

- ▶ General Safety Guidelines
- ▶ Firearms Training
- ▶ Defensive Tactics and Arrest Control Training
- ▶ Driver Training
- ▶ Chemical Agents
- ▶ Diversionary Devices



- ▶ Tactical Operations
- ▶ Physical Conditioning
- ▶ Canine Training
- ▶ Motorcycle Training
- ▶ Search and Rescue Training
- ▶ Airborne Operations Training
- ▶ Equestrian Training
- ▶ Off-Road Vehicle
- ▶ Scenario Training and Event Simulations
- ▶ Forensic Sciences and Crime Scene Investigation
- ▶ Arson and Explosives Training
- ▶ Bicycle Patrol Training

Appendices include:

- ▶ Glossary of Terms
- ▶ Suggested Steps for Developing a Safety Program
- ▶ Model Safety Policy
- ▶ Facility and Equipment Checklist
- ▶ Sample Student Notification Form



# Chapter 7

## POST Resources

### Instructional Resources

California POST delivers high-quality in-service training videos to law enforcement agencies in the California POST program. Agencies may select from the [Telecourse](#) or [Case Law Today](#) series.

The **Telecourse Series** is designed to assist law enforcement training managers and instructors in meeting specific training needs or legislative mandates for their agency. Produced exclusively by California POST, instructional Telecourses may be used by agencies in the California POST program to satisfy Continuing Professional Training (CPT) requirements. Telecourses are divided into short, roll-call length sections for either group or individual training sessions and are available on DVD format only. DVD copies of new Telecourse programs are automatically mailed to Certified Telecourse Presenters in the California POST program.

The **Case Law Today Series** features timely developments in case law that directly affect California peace officers. Six concise video segments offer insight and information direct from experts within the California Court of Appeals, Orange County Superior Court, and Alameda County District Attorney's Office. Topics include civil liability, detention, evidence, interrogation, Miranda issues, search and seizure, search warrants, and vehicle stops. Each monthly episode is a maximum one hour in length. **Case Law Today** episodes are available online at the POST Learning Portal (DVD copies are available for episodes up through June 2012). This series is not eligible for Continuing Professional Training (CPT) credit.

All training videos currently available from POST are listed in the online [Video Catalog](#). Only training managers or supervisors employed by law enforcement agencies are eligible to order POST videos. Videos are for law enforcement training use only.

Newly released POST video programs are distributed free of charge via automated direct mailings to law enforcement agencies and Basic Academies in the California POST program. Orders for additional copies of videos must be placed by the training manager or other training supervisor working in the training department at the law enforcement agency or government law enforcement training institution. Video orders must be placed using the online Video Catalog (for POST agencies and academies) or the [Video Program Order Form](#) (non-POST agencies). Agencies should allow 7-10 business days for delivery of video programs.

### Online Resources

#### POST Website

The POST Website, [www.post.ca.gov](http://www.post.ca.gov), provides valuable information and resources for the California law enforcement community, those interested in becoming a peace officer or public safety dispatcher, or those interested in POST and its mission. The POST Website also provides links to other law enforcement related Websites, including most of the agencies participating in the POST Program.

The POST Website is continually growing and improving to make this site as useful and user-friendly as possible. Some of the most popular information areas are: Law Enforcement Job Opportunities, Basic Training Academies, Obtain your POST ID, Forms, and Frequently Asked Questions (FAQs). The POST Catalog of Certified Courses is available as a reference document and provides addresses and phone numbers for all POST training institutions/presenters.

### **POST Learning Portal**

The POST Learning Portal ([www.lp.post.ca.gov](http://www.lp.post.ca.gov)) is an online learning management system which provides all the tools necessary for law enforcement to find and take training instantly, anytime, day or night.

### **What is Available on the POST Learning Portal?**

The POST Learning Technology Resources (LTR) Bureau develops and delivers highly interactive online self-paced training, which includes learning activities that are rich in video, animation, sound, graphics, and text. The instructional design seeks to appeal to different learning styles and enables the learner to become actively involved in scenario-based activities by answering questions, manipulating objects, and making decisions.

<b>Courses</b>	<b>CPT Credit, Hours</b>
Best Practices of Good Training	2
Communication: Keeping Your Edge	2
Domestic Violence: It's Your Call – Vol. 1	4
Domestic Violence: It's Your Call – Vol. 2	6
Environmental Crimes Investigations Overview	2
Gangs: PC 186.22 for Patrol	3
Human Trafficking	2
Identity Theft for Patrol	5
Law Enforcement: First Aid/CPR	12
Law Enforcement Response to Terrorism	8
Learner's First: Facilitation Skills for Learner-Centered Instruction	2
Officer Safety: Hot or Not	1
Officer Safety: Making the Right Choice	2
Search Warrant Fundamentals	3
Sexual Assault: The Patrol Response	6
Student Learning Outcomes	3
Target Your Teaching	4

\*Agencies and academies can request administrative rights for their training managers enabling them to add non-peace officers (which may include recruits) to the Portal and give them limited access to products. The administrator can also assign training and check on the progress of all users in their agency or academy by running reports. Download The Learning Portal Administrator Request form.

## Tools and Mobile Apps

LTR has designed and developed various performance support tools and mobile apps for law enforcement.



The Incident Preparedness Assessment Tool (IPAT) enables command-level staff to assess their agency's preparedness to deal with all hazards or other incidents as well as special events. Questions regarding mitigation, planning, response, recovery, and relationships identify any gaps in an agency's readiness. Corrective action items can be delegated to staff and monitored for completion.



The Search Warrant Writing Tool (SWWT) is an innovative Windows application which guides the user through the search warrant writing process. It includes templates for all counties in California and is kept up to date by a subject matter expert.



The Mobile App Investigation Tool installs to a smart phone or mobile device and provides investigators with a mental model of the investigation process. Decision guidelines, inputs, processes, and outputs provide help for each step in the investigation. This app is available in both the Google Play and Apple App Store mobile app marketplaces.



The MediaBytes mobile app installs to a smart phone or mobile device and provides California law enforcement easy access to short POST videos from the Portal, such as the Did You Know? series, Case Law Today, and Legal Updates. This app is available in both the Google Play and Apple App Store mobile app marketplaces.

## Other Learning Portal Resources

The Portal includes other resources that are helpful to instructors and others wanting information on various topics. These include videos, both in long form (e.g., homeland security topics) and short form (e.g., Case Law Today, Legal Update, Did You Know?, What Were They Thinking?), presentations, documents, course outlines, lists, audio files, and more.

Gameshow Pro is a software program which helps instructors bring interactivity to the classroom. Gameshow Pro, a LearningWare, Inc. product, has been licensed by POST for distribution to California law enforcement trainers free of charge. This product offers trainers the ability to develop an interactive learning experience using six different game formats: Categories, Classroom Feud, Tic Tac Toe, Final Answer, Wheel of Knowledge, and Question Bowl. Trainers in the California POST program may obtain the required licensing information by calling 1-877-275-5872, and then go to the LearningWare site to download the games.

## How to get help with the Portal

Portal users have a variety of ways to get help:

- ▶ Forgot User Name or Password? — available on Learning Portal login page
- ▶ [FAQ](#) and Contact Us links in the footer of all Learning Portal pages
- ▶ Toll-free number, 1-877-275-5872

**POST Library and  
Law Enforcement  
Research Center**

The POST Library is the premier law enforcement research center on the West Coast. The library was created to support POST researchers in their work. However, research services are now available to all California law enforcement agencies, and much of their material is available online at [www.post.ca.gov/library](http://www.post.ca.gov/library). The online catalog offers direct access to electronic documents, including industry reports, e-books, Command College papers, and Master Instructor lesson plans.

The POST Library supports POST educational programs by creating a Research Section to help students of these programs re-focus on the task of research and writing. The library staff gives instruction in research and copyright to students, and consults on student projects.

Copyright issues and questions regarding the use of POST Publications can be directed to the Supervising Librarian at 916 227-3204.

POST Archives is also a part of the POST Library. This includes all the versions of the Learning Domains, job analyses, and POST publications, along with POST bulletins and early writings of POST founders. For more about the [POST Archives](#), see the section on archives on the library home page.

For research assistance, call 916 227-3765 or email [library@post.ca.gov](mailto:library@post.ca.gov). To submit a research request form, go to [www.post.ca.gov](http://www.post.ca.gov), click on [Resources](#), then [POST Research Services](#), then [Research Services Request Form](#).

The POST Library is a full-service research library with a collection of books and journals focused on law enforcement. The library is open daily from 8:00-5:00, closed on state holidays.

The POST Library mission continues to focus on the support of POST researchers in their work, and to promote professionalism in California law enforcement by building collections and tools that facilitate research, teaching, and learning.

## Chapter 8

# Glossary

**Communication** *The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding*

**Conflict Resolution** *The ability to mediate disagreements by resolving a conflict using appropriate communication skills*

**Facilitator** *Guides classroom group discussions about a subject or topic*

**Legal Authority/Individual Rights** *The identification and application of laws and constitutional rights governing consensual encounters, detentions, and arrests*

**Officer Safety** *The demonstration of situational and tactical awareness and appropriate response*

**Police Vehicle Operation** *The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation*

**Problem Solving/Decision-Making** *Analyzing situations and implementing plans to solve problems in a timely manner using verbal or physical skills to determine the appropriate resolution to a situation*

**Role Model** *Setting an example worth following*

**Stress Tolerance and Emotional Maturity** *Maintaining self-control and making timely, rational decisions in stressful situations*

**Subject Matter Expert** *One who determines exceptional expertise and maintains current proficiency in a subject matter area*

**Trainer** *One who assists others through practice and instruction*

**Use of Force** *The ability to distinguish and apply reasonable force options in given circumstances*

**Values** *The social principles, goals or standards held or accepted by an individual, class or society*





