

POST BASIC COURSE MANAGEMENT GUIDE



CALIFORNIA COMMISSION ON PEACE OFFICER
STANDARDS AND TRAINING

2025

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The POST Commission forms a balanced group of city and county administrators, law enforcement professionals, educators, and public members. The Governor appoints the Commissioners, with the advice and consent of the Senate. The Attorney General is an ex-officio member.

The Commission meets three times a year to establish standards and regulations, and to give direction to POST staff. Commissioners serve without pay. All Commission meetings are open to the public.

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Manny Alvarez
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FOREWORD

This is the ninth 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 (RBC) delivery and internal academy management policies. This edition represents the collective efforts of POST staff and basic academy directors and coordinators.

The RBC 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 RBC whose knowledge, resources, and time were instrumental in the development of this guide. We are grateful for the continuing cooperation among presenters of the RBC and law enforcement practitioners.



Manny Alvarez Jr.
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 POST Basic Course Management Guide, academy directors and coordinators are provided with the Basic Course Certification Review (BCCR) Self-Assessment Report, which is related to the delivery of the Regular Basic Course.

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 (BTB) at 916-227-4252.

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Chapter 1

Regular Basic Course

Historical Background

The Basic Course Revision Project

In June 1973, the Commission on Peace Officer Standards and Training (POST) approved the Basic Course Revision Project. The 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
- Establish an effective means of training and testing students

The primary method 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 instruction hours. In contrast, the behavioral objectives model specified the behavior the training was intended 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:

- The learner
- The behavior (or product) that is the target of instruction
- The conditions under which the learner must perform
- 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 (LO), and training objective.

In 1988, POST transitioned from the 12 functional areas to the Learning Domains (LD). Today, the RBC has 42 LDs. The term performance objective has been replaced with LO and all 42 LDs are driven by the LOs.

Basic Course Consortium

The Basic Course Consortium is a collaborative platform used to discuss, review, and share contemporary topics related to current trends, curriculum, instructional methodology, training and testing, and other related subjects to the basic courses. The Consortium is attended by POST staff and academy directors and coordinators who meet on a biannual basis.

POST Committees

POST Committees are comprised of subject matter experts (SMEs) from basic course presenters who provide the most current subject matter knowledge.

Professional Organizations

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

Additional organizations contributing to the RBC 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](#))

Commission Regulations

The Commission on POST Program exists under the authority of, and in compliance with, California Penal Code sections 13503, 13506, and 13510. The POST Program is voluntary. A jurisdiction or department that desires to participate in the POST Program may apply, and if accepted, must adhere to the regulations of California Code of Regulations (CCR) Title 11, Division 2.

- [Penal Codes \(PC\) and Government Code \(GC\)](#) sections Related to POST
- [Commission Regulations](#) (Title 11, Division 2)
- [Training Procedures](#)

Delivery Formats

The formats for delivering the RBC include the standard format and the modular format.

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.

Modular Format

The Regular Basic Course – Modular Format is composed of three modules: III, II, and I. Completion of all three modules satisfy the RBC training requirement.

Training and testing requirements are prescribed in section D-1-3(e). Module I shall be delivered by an academy. Except as provided for in section D-1-3(b), all modules do not have to be delivered by the same presenter or academy.

Basic Course Certification Review

The Basic Course Certification Review (*BCCR*) process involves a self-assessment and POST review. The process represents a concerted effort on the part of POST and academy directors and coordinators to monitor, improve, and develop a greater degree of consistency and establish a statewide standard for basic training.

Standards are based upon regulatory requirements and 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 to four years. The POST Website, *Basic Course Certification Review Materials*, details the process.

Legislative Mandates

Legislatively mandated courses, as specified in Commission Regulation 1005(f), pertain to training mandated by the legislature for various kinds of peace officers and other groups for which the Commission has responsibility to establish minimum standards. The Commission may approve legislatively mandated courses that can be completed in fewer than the minimum hours. In such cases, the courses must be competency-based, where each student demonstrates mastery of clearly specified learning outcomes. Legislatively mandated courses shall meet the following minimum content and hours. Commission Regulations 1052 and 1056 specify the requirements for certification and presentation of these courses.

Credit for legislatively mandated courses that can be completed in fewer hours when using technology-based delivery (i.e., interactive multimedia) will be the same number of hours credited for a traditional instructor-led course. Testing is required to demonstrate competency.

- Required per Commission Regulation 1081
- Required per Title 22 of the California Code of Regulations

Updates using the current data: <https://post.ca.gov/legislative-mandated-training>

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Chapter 2

Academy Management Guidelines

History and Purpose

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 [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 the 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 Program (FTP). 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 and experience, 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 (RTO), instruction and testing are established and controlled by a qualified coordinator, and participation in an academy environment 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 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 section [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.

Academy Policy

The Commission advises academies to develop their own internal policies that enhance and support positive and professional training based upon the regulations and procedures approved by the Commission on POST.

As defined in Commission Training Procedures section D-1, an academy is a state or local government agency that is capable of presenting all components of the POST-certified RBC. The content of the RBC is set forth in Training and Testing Specifications for Peace Officer Basic Courses (*TTS*) and the requirements for presentation are specified in Commission Procedure D-1-3. The purpose of the guidelines is 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.

Academy Training Mission

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

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

- **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 *TTS* for Peace Officer Basic Courses and adherence to the academy code of conduct.
- **Human Relations/Communication Skills** – Proficiency in human relations and communication skills and abilities outlined in the RBC LOs by passing the tests specified in *TTS* for Peace Officer Basic Courses.
- **Problem Solving** – Proficiency in the problem-solving skills and abilities outlined in the RBC LOs by passing the tests specified in *TTS* for Peace Officer Basic Courses.
- **Job Knowledge** – Acquisition of the knowledge outlined in the RBC LOs by passing the tests specified in *TTS* for Peace Officer Basic Courses.
- **Physical Skills** – Proficiency in the physical skills and abilities outlined in the RBC LOs by passing the tests specified in *TTS* for Peace Officer Basic Courses.

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.

Guidelines

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

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

The position of academy director, coordinator(s) and RTO(s) are independent positions held by separate individuals.

Academy Director Responsibilities (Commission Regulations 1059 and 1071)

Each academy shall designate an academy director whose qualifications, based upon education, experience, and training shall include a demonstrated ability to manage an academy. Any academy director appointed on or after April 1, 2020, shall have sworn, full-time, first-level supervisory experience. The academy director is ultimately responsible for academy performance and is the primary point of contact to POST.

Academy management responsibilities shall include:

- Integrating and sequencing instruction
- Managing instructional methods, testing, and remedial training
- Hiring, assigning, and evaluating performance of the instructor(s), coordinator(s), training officer(s), and staff
- Coordinating, budgeting, and controlling academy resource
- Maintaining academy discipline
- Supervising academy operations for certification compliance when instruction is being conducted

Minimum Training Standard (Commission Regulation 1071)

Directors and coordinators appointed after October 1, 2021, to one of the staff positions of any RBC format or the Specialized Investigators' Basic Course shall complete, the minimum training standard specified below:

- Director/Coordinator Orientation Program
 - Completion of the Director/Coordinator Orientation Program is required prior to performing the duties of a director/coordinator.
- Academy Director/Coordinator Course
 - Completion of the Director/Coordinator Course is required within one year from the date of appointment and is not required of the director, if the director has attended as a coordinator within three years prior to appointment as the director.

Guidelines

The qualifications and responsibilities should also include:

- Regular attendance at POST Consortiums and participation in periodic POST workshops for training directors and coordinators.
- Maintaining and operating the training facility in such a manner as to ensure a clean, safe, and professional training environment.
- Effectively communicating and maintaining cooperative relationships with all stakeholders to include, but not limited to, advisory committees, training managers, college partners, agency academies and POST.
- Supporting official organizational values and goals.
- Responsible for the coordination and oversight of student separation/dismissal procedure.

Academy Coordinator Responsibilities (Commission Regulations 1059 and 1071)

Each academy shall designate an academy coordinator whose qualifications, based upon knowledge, experience, and training, shall include a demonstrated ability to coordinate the instruction and management of the RBC instructional system. Any academy coordinator appointed on or after April 1, 2020, shall have sworn, full-time, first-level supervisory experience.

RBC instructional system coordination responsibilities shall include:

- Developing sequenced instructional schedules
- Overseeing and evaluating instructional, technological, testing, and remedial training
- Participating in the hiring process of instructor(s), training officer(s) and staff, and making recommendations for their selection and assignment. and evaluating instructor's and training officer's performance
- Delivering course curriculum in accordance with the Training and Testing Specifications
- In the absence of the director or when designated, supervising academy operations for certification compliance when instruction is being conducted

Minimum Training Standard (Commission Regulation 1071)

Directors and coordinators appointed after October 1, 2021, to one of the staff positions of any RBC format or the Specialized Investigators' Basic Course shall complete, within one year from the date of appointment, the minimum training standard specified below:

- Academy Director/Coordinator Orientation Program
 - Completion of the Director/Coordinator Orientation Program is required prior to performing the duties of a director and/or coordinator
- Academy Director/Coordinator Course
 - Completion of the Director/Coordinator Course is required within one year from the date of appointment

Guidelines

The qualifications and responsibilities should also include:

- Exhibiting ethical and professional behavior in all aspects of the training program.
- Supporting official organizational values and goals.
- Ensuring compliance with the highest ethical standards exemplified by the Law Enforcement Code of Ethics, Faculty/Staff and Student Codes of Conduct.
- Managing training expenditures.
- Managing the oversight of student separation/dismissal procedures with the director.
- Maintaining a safe, clean, and professional training environment.
- 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.

Recruit Training Officer (Commission Regulations 1059 and 1071)

Each academy shall designate recruit training officers (RTO) whose qualifications, based upon knowledge, experience, and training, shall include a demonstrated ability to supervise trainees attending a RBC - Standard Format, Module I, or the Specialized Investigator's Basic Course. Any RTO appointed on or after April 1, 2020, shall have sworn, full-time law enforcement experience.

RTO responsibilities shall include:

- Monitoring that instruction meets state legislative mandates and Commission regulations and procedures
- Providing day-to-day first line supervision of trainees
- Supporting, motivating, mentoring, evaluating, and advising trainees
- Performing operational risk management and enforcing the student safety policy
- Ensuring compliance with all local, state, and federal laws and administrative procedures associated with the educational and workplace environment

Minimum Training Standard (Commission Regulation 1071)

Academy RTOs appointed after April 1, 2020, shall complete the minimum training standard specified below:

- Full-time RTO – RTO Orientation Program prior to performing the duties of a RTO, and completion of the RTO Course within one year of appointment to the position.
- Part-time RTO – RTO Orientation Program prior to performing the duties of a RTO.

Completion of the RTO Orientation Program is a prerequisite to attending the RTO Course. Full-time is defined in Commission Regulation 1001.

Guidelines

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

- Adhering to the Faculty/Staff Code of Conduct & Law Enforcement Code of Ethics.
- Exemplifying and emphasizing the values, ethics, and high standards required of law enforcement professionals.
- Supporting official organizational values and goals.
- Understanding the mission of the basic training delivery system.
- Responding to requests for feedback or information to client agencies regarding students.
- Maintaining a clean, safe, and professional training environment.
- Role modeling the appearance, behavior, and demeanor of an exemplary peace officer.

Scenario Manager (Commission Regulations 1059 and 1071)

Each academy shall designate a scenario manager. Scenario managers shall have successfully completed a POST-approved Field Training Program (reference Commission Regulation 1004). Any scenario manager appointed on or after April 1, 2021, shall have sworn, full-time law enforcement experience, and possess a POST Basic Certificate. Scenario manager responsibilities shall include:

- Performing role player and evaluator selection, training, and scheduling
- Supervising scenario demonstration and testing
- Providing scenario briefings, logistics, and protocols
- Ensuring the security of scenario test events and documents
- Designating the safety officer(s)

Minimum Training Standard (Commission Regulation 1071)

Completion of the Scenario Manager Course prior to managing scenario training and testing.

Scenario Evaluator (Commission Regulations 1059 and 1071)

Each academy shall designate scenario evaluators. Scenario evaluators shall have successfully completed a POST-approved Field Training Program (reference Commission Regulation 1004). Any scenario evaluator appointed on or after April 1, 2021, shall have sworn, full-time law enforcement experience, and possess a POST Basic Certificate.

Scenario evaluator's responsibilities shall include:

- Performing scenario scene management
- Ensuring security of scenario test events and documents
- Ensuring scene safety
- Evaluating and documenting trainee performance

Minimum Training Standard (Commission Regulation 1071)

Completion of the Scenario Evaluator Course is required prior to evaluating training and testing.

Instructional Staff

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

Guidelines

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

- Emphasizing the principles, values, and ethics required of law enforcement professionals and instructional methods.
- Adhering to the Faculty/Staff Code of Conduct & Law Enforcement Code of Ethics.
- Supporting official organizational values and goals.
- Understanding the mission of the basic training delivery system, their role as instructors, and a "commitment to excellence" to present training safely and effectively.

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- 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.
 - Understanding and demonstrating proficiency in their instructional responsibility and its relationship to law enforcement.
 - 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.
 - Understanding the adult learning theory and application of appropriate adult instructional methodologies that produce quality and effective training results.
 - Possessing the ability to “plan for instruction” by providing a comprehensive training package (lesson plan, PowerPoint, exercises, handouts, etc.) for their instructional area of responsibility.
 - Possessing the ability to select and use various instructional aids and understand the concept of emerging instructional technology and its application to basic training.
 - Possessing the ability to mentor, coach, counsel, and provide remedial training for their trainees where appropriate.
 - Maintaining a safe, clean, and professional learning environment, and notifying the director/ coordinator of any problems.
 - Meeting periodically with the director/coordinator to actively participate in the instructor evaluation process.
 - Reviewing and responding to student instructional evaluations.

Faculty and 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.

Guidelines

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.

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.

Guidelines

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

of Student Conduct and dismissal procedures. The code and definitions should cover, but not be limited to, the following:

- General Conduct: Students are expected to always conduct themselves professionally (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. Student contact with law enforcement should be reported to the academy.
- Harassment or insulting behavior is defined as language, treatment, or conduct that would offend the sensitivities of a reasonable person.
- 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.
- 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.
- Lying or cheating in any form is grounds for dismissal from the academy. Cheating is defined in Commission Regulation 1001 as any act or attempt to gain or provide unethical advantage to anyone involved in a POST-certified course. Cheating includes but is not limited to, the following acts or attempts to:
 - Use, obtain or provide any material that gives unethical advantage to any person preparing for, or taking, any test
 - Plagiarize
 - Aid, abet, conceal, or fail to report an act of cheating
- Commission Regulation 1055 further expands on the definition of cheating and states that students, trainees, peace officer trainees, course presenters, and employees/ volunteers (e.g., proctors or agents of POST) who engage in cheating will be subject to sanctions which may include dismissal and possible civil prosecution.

All incidents of “cheating” and “cheating in basic courses” will be investigated by the training presenter and reported to the Commission for review within 10 calendar days of discovery of the incident.

The report of the incident investigation shall include the:

- (1) Course certification number
 - (2) Certified course title
 - (3) Course presenter
 - (4) The name(s) of the individual(s) involved
 - (5) Date, time, and location
 - (6) Circumstances
 - (7) Results of the investigation
 - (8) Disposition
- [*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. A peace officer trainee is an applicant for a basic course examination who has not been hired by a department or agency and who has not been sworn as a peace officer.

Advisory Committee (Commission Regulation 1059)

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.

Guidelines

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 academy operate in conjunction with the advice and counsel of an advisory committee.

Examples of functions are:

- Providing guidance on ethical and professional standards
- Evaluating existing curriculum and making recommendations for presenter-specific curriculum changes
- Assisting in developing academy entrance standards
- Advising on qualifications and performance of academy staff and instructional personnel
- Assisting in recruiting students and instructional staff
- Publicizing the training program
- Participating in developing training goals that address future training needs

Chapter 3

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.

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

The terms and principles related to the Regular Basic Course (RBC) formats and included in the TTS for Peace Officer Basic Courses are defined in Commission Training Procedures 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.

RBC Terminology

- **Learning Domain (LD)** – An instructional unit that covers related subject matter. Training specifications for each LD include learning needs, LOs, and hourly requirements. Training specifications for a domain may include instructional activities and testing requirements.
- **Learning Need** – A general statement justifying the training for a specific LD.
- **Learning Objective (LO)** – A statement that describes an expected training outcome related to a learning need.
- **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.
- **Competency** – A cluster of related knowledge, skills, abilities, and other characteristics that underlie successful performance of multiple LOs.
- **Academy** – A state or local government agency or college that is capable of presenting all components of the POST-certified RBC.

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 TTS to reflect the terminology that is currently used in the Basic Course Instructional System.

The Training and Testing Specifications for Peace Officer Basic Courses (TTS) was approved by the Office of Administrative Law in December 2000 and was effective January 1, 2001. For each LD, the training and testing specification describes learning needs, LOs, required testing, and hourly requirements.

Where a LD includes learning activities or tests, these requirements are also described in the training and testing specifications. The TTS are updated on an annual basis or as received.

List of Learning Domains

The 41 LDs, together, comprise the Basic Course Instructional System for the basic course. Each basic course has a corresponding *Minimum Content and Hourly Requirements* document outlining the hourly requirements for each LD and the testing requirements for each course.

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 workbook system includes:

- Student workbooks
- Instructor's Guide to Learning Activities

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 LOs to be covered within the chapter
- POST tracking code numbers used to identify each LO
- 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 LO is being taught or addressed
- POST tracking code numbers reflecting the LOs addressed within this segment of content
- Clear block labels identifying each block of information
- Numerous examples to help illustrate concepts

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- 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
 - Consistent continuation labels indicating when content continues to another page and when the segment is complete

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 POST 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 POST.

Distribution

Student workbooks can be printed from the [POST Website](#), or by linking to the contracted printing agent.

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 BTB with subject matter experts in each LD to assure that the TTS and student workbooks are accurate and include all legislative training mandates.

Recommendations for changes to TTS are staffed by the BTB. 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 the Commission for approval.

All changes to TTS require modification to Commission Training Procedures and the approval by the Office of Administrative Law.

Curriculum Modification Process

Minor modifications can be made to student workbooks without a full workbook modification workshop. Workbook modification requests can be submitted by academy directors, instructors, current peace officers, academy staff, or members of the public via the [Workbook Modification Request form](#) on the POST Website. Requests are received and reviewed by POST staff in the BTB, in conjunction with subject matter experts. Once reviewed and approved, minor modifications are made and updated workbooks are uploaded to the POST Website, then notification is sent to directors and coordinators with a short summary of the changes.

Chapter 4

Instructional Management

Instructional Planning

Instructional planning is based on the following steps:

- Ensure the course outline includes all requirements listed in the *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.
- Review the training specifications and lesson plan to determine the instruction required and the time constraints involved for each LD, including any academy-specific learning material.
- Arrange instruction materials into LD clusters in accordance with the available time and/or logistic constraints.
- Ensure LD material has been covered and taught prior to administering each comprehensive 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.

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:
 - Monitoring the instructor's presentation
 - Encouraging formal or informal student feedback
 - Class critique after the presentation
- A standard instructor evaluation form is filled out by each student at the conclusion of the instructor's 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 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 Commission 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. Commission Regulation 1059 requires presenters to maintain records of the curriculum presented in lesson plan form, and to make these documents available for inspection by POST.

Audio-Visual Aids

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.

Commission Regulation 1059 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
- **Professionalism** – 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?

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Chapter 5

Testing

Minimum Requirements

Commission Procedure D-1 is the regulation governing the delivery of the POST Basic Courses. Together with the TTS for Peace Officer 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 and determines the method used for testing.

Test

Testing is an evaluation of the extent to which students have achieved one or more LOs. The required tests are specified in the TTS. All POST-constructed comprehensive 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 comprehensive tests.

Types of Tests

POST uses five types of tests in the Basic Courses:

- Comprehensive tests
- Scenario tests
- Work Sample Test Battery (WSTB)
- Exercise tests
- Report writing test

POST–Constructed Comprehensive Test

A POST-constructed test that measures acquisition of knowledge on multiple LOs. The minimum passing scores are established by POST.

Scenario Test

A job-simulation test that measures acquisition of the competencies required to achieve one or more LOs. 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 POST-approved equivalent.

Exercise Test

Any test other than a POST-constructed comprehensive test, scenario test, or WSTB that measures the acquisition of knowledge, skills, and/or the competencies required to achieve one or more LOs. 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.

Retest

A student who fails a required POST test on the first attempt shall be provided an opportunity to take a second test (retest). Comprehensive, 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.

Learning Activity

A learning activity is 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 to enhance student retention necessary to achieve competence as a peace officer. Students participating in a learning activity may be coached or provide feedback. Unlike tests, learning activities are not graded.

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 test material. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057. 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 stored in the personnel files.

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 presenter enhanced standards.

Testing Management and Assessment System (TMAS)

A computer-based program that allows presenters to administer POST comprehensive tests, grade tests, and print reports.

Test Item Bank

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

Before Instruction Is Delivered (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 TTS for POST Basic Courses)
- Required classroom materials (workbooks, paper, computer, etc.)
- Testing requirements (comprehensive 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 Contract

A contract between the student and the presenter that defines a student’s responsibilities in the use of training and testing materials when taking POST-required tests designed to measure and/or assess a student’s comprehension and performance skills of the material taught in the Basic Course. Signed contracts shall be maintained on file for POST review.

Student Workbooks

Every student should have a copy or access to a copy of each of the 42 LD student workbooks. All POST-constructed comprehensive 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 LDs

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- 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/scenario manager/scenario evaluator/scenario role player contract
 - The instructor's guide to learning activities
 - An instructor lesson plan

Presenter's Test Administration and Security Policy

Each academy/presenter shall establish and comply with the Test Administration and Security Policy, as specified in the *POST Basic Courses Test Management and Security Protocols 2025*. Every person with access to POST-supplied test material must be provided a copy of the presenter's policy for test administration and security. POST takes testing seriously. Mishandling POST-supplied test material or the testing process could result in decertification. Protecting the integrity of the test material and the testing process is the responsibility of every person with access to POST-supplied test material.

The presenter must describe in their policy what constitutes cheating and the consequences for both staff and students. See Penal Code [13510.4](#) and Commission Regulations 1001 and 1055.

Presenter Responsibility

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 comprehensive tests and scenario test scripts. The student is responsible for reading the student workbooks, being prepared to take the tests, and to actively participate during classroom instruction.

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

Management of Scenario Testing

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

Only the designated scenario manager(s) have the required training, responsibility, and authority to manage the scenario testing process.

The following is a list of the POST Scenario Tests:

1. LD 1 – Leadership, Professionalism & Ethics/Ethical Intervention
2. LD 7 – Crimes Against Persons/Death Investigation
3. LD 20 – Use of Force/De-escalation/Deadly Force
4. LD 20 – Use of Force/De-escalation/Non-deadly Force Option
5. LD 21 – Patrol Techniques/Pedestrian Approach
6. LD 22 - Vehicle Pullovers/Nighttime Vehicle Pullover
7. LD 23 – Crimes in Progress/Ambush
8. LD 23 – Crimes in Progress/Building Search
9. LD 23 – Crimes in Progress/Crime in Progress
10. LD 23 – Crimes in Progress/Suspicious Person
11. LD 25 & LD 4 - Domestic Violence & Victimology
12. LD 30 – Crime Scenes, Evidence & Forensics/Felonious Assault
13. LD 37 – People with Disabilities/People with Disabilities

Scenario Demonstration: Commission Regulation D-1-3(a)(12)

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: Commission Regulation D-1-3(a)(8)(B)

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

Scenario Matrix

The scenario matrix is protected material per the POST Basic Course Test Use and Security Agreement. The scenario matrix may be used to track the student's scores throughout the scenario testing process. The scenario matrix is used to determine the student's pattern of overall proficiency in performing the competencies required by a single test.

The academy may also use the competency scenario matrix to determine that the student demonstrates a pattern of overall proficiency in performing the competencies throughout several scenario tests. The scenario matrix is located on the POST Website under Scenario Testing, which is accessible only by authorized scenario managers.

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

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- **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** – The ability to analyze situations and implement plans to solve problems in a timely manner
 - **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

Chapter 6

Physical Conditioning

Physical Conditioning Program Overview

The POST Basic Academy Physical Conditioning Program, as part of the LD 32 Lifetime Fitness, is a required 44-hour block consisting of both classroom and physical exercise. The program is divided into three instructional categories as follows:

Education

This is a 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 student workbook for LD 32 Lifetime Fitness.

Physical Conditioning

This is a POST required learning activity in which the student is required to participate. The POST-approved physical conditioning program must consist of at least 36 sessions. Each student must participate in a minimum of 30 of the required 36 sessions within a 10 to 14 consecutive week period, with a minimum of two sessions per week. Each session must be a minimum of 60 minutes in length and consist of a warm-up, a training period, and recovery.

Assessment

The final category of the program requires students to pass a POST-developed WSTB. 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 WSTB Proctor Manual.

Instructor Qualifications and Training

POST requires that physical training instructors meet the Commission Regulation 1070, Minimum Training Standards for Instructors of POST-Certified Specialized Training requirement. 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 as long as the regulatory requirements are being met.

However, when program modifications are made, they must 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 [13510.4](#), 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](#)
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).

Chapter 7

Safety

Safety Control and Management

POST has developed 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.

POST Student Safety Guidelines require that at least one member of the instructional staff, or other person, either directly involved in the training event or immediately available at the training site, shall be trained in first aid, CPR and AED.

The Guidelines contain sections on:

- General Safety Guidelines
- Firearms Training
- Less Lethal Munitions Training
- Defensive Tactics & Arrest Control Techniques
- Driver Training
- Chemical Agents Training
- Diversionary Devices Training
- Tactical Operations Training
- Physical Conditioning Training
- Canine Training
- Motorcycle Training
- Search & Rescue Training
- Tactical Airborne Operations Training
- Equestrian Training
- Off-Road Vehicle Training
- Scenario Training & Event Simulations
- Forensic Science & Crime Scene Investigation Training
- Arson & Explosives Training
- Waterborne Operations Training
- Electronic Weapons Training
- Crowd Management, Intervention and Control Training
- Bicycle Training
- Respiratory & Personal Protective Vehicle Training
- Unmanned Aerial Vehicles

Appendices include:

- Glossary
- Suggested Steps for Developing a Safety Policy
- Facility and Equipment Checklist
- Sample Safety Policies

Injury Reporting

In accordance with Commission Regulation 1059, POST BTB shall be notified in writing within five business days when an injury requiring more than basic first aid occurs during training. To satisfy the reporting requirements, complete the Injury Report Form found on the POST Website.

Chapter 8

POST Resources

Video-Based Programs

California POST delivers in-service and specialized training videos to law enforcement agencies in the California POST program. POST training videos are designed to assist law enforcement training managers and instructors in meeting specific training needs or legislative mandates for their agency.

Videos are divided into short, roll-call length sections and delivered online at the POST Learning Portal. Most full-length POST videos are eligible for two hours of Continuing Professional Training (CPT) credit.

All CPT-eligible training videos are listed in the POST [Multimedia Course Catalog](#). POST video programs are available free of charge to law enforcement agencies and Basic Academies in the California POST program. Videos are for law enforcement training use only.

POST training videos feature companion print guides with each video listing in the Learning Portal. A single page “Program Guide” or “Video Overview” document provides the presenter with a brief summary of the program and shows the video menu and segment contents. Notations about the release date, ID number, CPT credit, viewing options, and other important program information are also included. A detailed “Participant’s Guide” and/or a “Facilitator’s Guide” also accompanies most training video titles. Contact the POST Training Delivery and Compliance Bureau at (916) 227-4863 or the Course Control Coordinator at (916) 227-4862 for more information about CPT credit, course rosters, and using the POST [Electronic Data Interchange \(EDI\)](#) system. Presenters should document all POST training video completions via POST Course Rosters within the POST [EDI](#) system (view [Instructions for Training Video Course Rosters](#)).

Online Resources (POST Website)

The [POST Website](#), 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 Profile, Forms, and Frequently Asked Questions. The POST Catalog of Certified Courses is available as a reference document and provides addresses and phone numbers for all POST training institutions and presenters.

POST Learning Portal

The [POST Learning Portal](#) provides online training and resources for law enforcement. Free to POST participating agencies, the Learning Portal is available 24/7, 365 days a year.

[What is Available on the POST Learning Portal?](#)

The POST Learning Technology Resources (LTR) Bureau develops and delivers online training and resources, which include learning activities that are rich in video, animation, sound, graphics, and text. The instructional design enables the learners to engage with content in scenario- based activities by answering questions, manipulating objects, and making decisions.

With Learning Portal Administrator access, training managers at agencies and academies can create Portal accounts for non-peace officers (which may include recruits), assign training, and check on the progress of users in their agency or academy by running reports. Download and complete form [2-339 Learning Portal Administrator Request](#) from the POST Website.

How to get help with the Portal

Portal users have a variety of ways to get help:

- Forgot User Name or Password? Go to <https://pass.post.ca.gov/login> to reset it.
- FAQ and Contact Us links are in the footer of all Learning Portal pages.
- Toll-free number, 1-877-275-5872.

Chapter 9

Basic Course Definitions (Commission Regulation 1001)

Academy Coordinator – is an individual responsible for the coordination of instruction and the management of basic courses.

Academy Director – is an individual responsible for the management of an academy which requires instructional planning, organization of training resources, selection and motivation of training personnel, and control and discipline of the training environment.

The Act refers to Part 4, Title 4 of the Penal Code of California, commencing at section 13500 and entitled, “Standards and Training of Local Law Enforcement Officers.”

Actual Course Presentation Cost – is the total allowable direct and indirect expenses (see Commission Regulation 1054) to conduct one presentation of a POST-certified course, less any subventions from outside sources. Subventions received from outside sources may include, but are not limited to, fees, grants, gifts, Full-Time Equivalent Student (FTES) shares from community college affiliations, and monetary equivalents of services, equipment or materials provided in support of the course.

Agency Presenter – is a department, or departments, working together under a joint powers or other agreement, eligible for POST reimbursement which presents POST-certified training course(s).

Certified Course (see “POST-certified Course”).

Cheating – is any act or attempt to gain or provide unethical advantage to anyone involved in a POST-certified course. Cheating includes, but is not limited to, the following acts or attempts to:

- (1) Use, obtain or provide any material that gives unethical advantage to any person preparing for, or taking, any test.
- (2) Plagiarize.
- (3) Aid, abet, conceal or fail to report an act of cheating.

Cheating in Basic Courses – is any attempt or act by a peace officer trainee to gain an unfair advantage or give an unfair advantage to another peace officer trainee or group of trainees taking a POST-mandated basic course examination.

Commission – is the Commission on Peace Officer Standards and Training.

Course Decertification – is the act of removing a course from the catalog of certified courses for reasons specified in Commission Regulation 1057.

Course Suspension – is the act of denying a presentation request for a course for reasons specified in Commission Regulation 1057. While the course is suspended, it may remain in the catalog of certified courses until the conditions supporting the suspension are resolved.

First-level Supervisory Position – is the supervisory peace officer position between the operational level and the “middle management position”, for which commensurate pay is authorized, and is responsible principally for the direct supervision of subordinates or is subject to assignment of such responsibilities. The first-level supervisory position does not encompass positions with limited or intermittent supervisory responsibilities, i.e., quasi-supervisory positions. The first-level supervisory position is most commonly the rank of sergeant.

General Law Enforcement Duties – are duties which include the investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, and performing any enforcement action on the full range of law violations.

Guest Speaker – is an individual who is invited to speak in a POST-certified course because of his/her expertise in a specialized subject area, and who is directly overseen by the primary instructor.

Instructor-Led Training – refers to any course in which an instructor is present to facilitate learning. This can be done online or in-person. Basic Courses certified under Commission Regulation 1059 are not authorized for online course delivery.

Learning Activity – is 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 to enhance student retention necessary to achieve competence. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

Learning Domain (LD) – is an instructional unit that covers related subject matter. Training specifications for each LD include learning needs, LOs, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.

Learning Need – is a general statement justifying the training for a specific LD.

Learning Objective (LO) – is a statement that describes an expected training outcome related to a learning need.

Legislatively mandated training – is training that may or may not be POST-certified, and shall consist of POST-specified curriculum as required by law. It may be presented as a stand-alone course, a telecourse, or as part of a POST-certified course. Minimum standards for legislatively mandated training are set forth in Commission Regulation 1081.

POST-Certified Course or Certified Course – is a program of instruction authorized by the Commission for presentation that follows the requirements set forth in Commission Regulations 1051-1059.

Peace Officer Trainee – is an applicant for a basic course examination who has not been hired by a department or agency and has not been sworn as a peace officer.

Primary Instructor – is an individual responsible for the coordination and instruction for a particular subject area(s). The responsibility includes oversight of subject content, logistics, and other instructors.

Quasi-Supervisory Position – is a peace officer position above the operational level which is assigned limited responsibility for the supervision of subordinates, or intermittently is assigned the responsibility of first-level supervision, and is a position for which commensurate pay is authorized. The quasi-supervisory position is most commonly a rank immediately below that of sergeant.

Recruit Training Officer – is a supervisory position of trainees attending a RBC-Standard Format, Module I, or the Specialized Investigators' Basic Course.

Reimbursement Plans – are assigned to POST-certified courses. Each plan consists of a combination of training-related expenditures approved by the Commission. The various plans are set forth in Commission Regulation 1015.

Remedial Training – is 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.

Scenario Evaluator – is an individual responsible for the observation, safety, and evaluation of basic course trainees during scenario testing.

Scenario Manager – is an individual responsible for the management of scenario demonstrations or testing events which require organization of training resources, selection, and supervision of evaluators and role players, control and security of POST testing materials and safety of scenario testing participants.

Specialized Peace Officer – is a peace officer employee of a specialized law enforcement agency.

Test – is an evaluation of the extent to which students have satisfied one or more LOs. The required tests are specified in the *TTS* for Peace Officer Basic Courses.

Two types of tests are used in the Qualification Course:

- (A) *POST-Constructed Comprehensive Test*: A POST-constructed test that measures acquisition of knowledge on multiple LOs.
- (B) *Exercise Test*: Any test other than a POST-constructed comprehensive test that measures the acquisition of knowledge and/or skills or the competencies required to achieve one or more LOs.

Test-Use and Security Agreement – is 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 comprehensive and exercise tests. Failure to comply with the terms and conditions of such agreement is grounds for decertification in accordance with Commission Regulation 1057.

Test Administration and Security Policy – is a written procedure established by each presenter as specified in the POST Basic Courses Test Management and Security Protocols. In accordance with Commission Regulation 1057, the failure to establish written procedures consistent with and/or to comply with the requirements of these protocols is grounds for decertification.

Trainee – is an employee of a department who attends a POST-certified course.

Variable Format – identifies a course that utilizes core curriculum as the foundation and provides for either additional hours of expanded certified training or an alternative online course format. For expanded certified training, the core curriculum does not change; however additional hours will include supplemental related content presented as lecture, learning activities, exercises, or facilitated discussion. For alternative online course formats, the core curriculum does not change, however the delivery method will change and shall adhere to the guidelines set forth by Commission Regulation 1053.

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Chapter 10

Commission Regulations

Purpose

The Commission on POST Program exists under the authority of, and in compliance with, California Penal Code sections 13503, 13506, and 13510. The POST Program is voluntary. A jurisdiction or department that desires to participate in the POST Program may apply, and if accepted, must adhere to the regulations of CCR Title 11, Division 2.

Click on the link below to review all Commission Regulations.

<https://post.ca.gov/POST-Regulations>

Other helpful links

Penal Codes (PC) and Government Code (GC) sections Related to POST

Commission Regulations (Title 11, Division 2)

Training Procedures

