

Course Outline

COURSE: JLE 154 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2016 **CURRICULUM APPROVAL DATE:** 02/22/2016

SHORT TITLE: INSTRUCTOR DEVELOPMENT

LONG TITLE: Instructor Development Techniques

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| .5 TO 1 | 17.5 | Lecture: | .45 TO .8 | 7.88 TO 14 |
| | | Lab: | .91 TO 1.48 | 15.93 TO 25.9 |
| | | Other: | 0 | 0 |
| | | Total: | 1.36 TO 2.28 | 23.8 TO 39.9 |

COURSE DESCRIPTION:

The goal of this course is to prepare the experienced law enforcement officer to be an effective instructor for his agency. The course focuses on principles of learning, the police officer as an adult learner, determining training needs, and defining instructional objectives. The student will become familiar with effective communication and teaching strategies and will make presentations using lesson plans, visual support materials, and contemporary teaching techniques. The contents of this course can be applied to the beginning or experienced instructor of law enforcement topics. This is normally conducted as a 40-hour course. This is a pass/no pass course.

PREREQUISITE: POST certified basic law enforcement academy or equivalent as determined by the Dean of Academy Instruction.

Note: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency.

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels are regarding:

1. Officer safety
2. Familiarity with safe firearms handling, cleaning and storage
3. Ability to achieve a qualifying score during tactical handgun shooting
4. Ability to achieve a qualifying score during shotgun shooting
5. Ability to achieve a qualifying score during AR15 shooting
6. Knowledge of safe and effective tactical movement
7. Familiarity with safe and effective arrest and control technique
8. Knowledge of ground fighting techniques
9. Knowledge of safe handling and use of chemical weapons
10. Knowledge of safe handling and use of nonlethal weapons
11. Familiarity with Penal codes used in policing
12. Familiarity with Vehicle codes used in policing

13. Familiarity with Health & Safety codes used in policing
14. Familiarity with Welfare & Institutions codes used in policing
15. Familiarity with effective verbal and non-verbal communication used in policing
16. Familiarity with case law pertinent to policing
17. Knowledge of CPR and first aid techniques
18. Familiarity with the universal components of leadership
19. Familiarity with the benefits of recognizing and respecting cultural diversity
20. Familiarity with ethical decision making strategies

PREREQUISITES:

Completion of JLE 100, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Relate and apply three design questions to courses they currently teach

Measure: POST developed scenario tests

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2016

2. Identify the adult learning theories.

Measure: practical application of techniques during assignment

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2016

3. Develop and implement a lesson plan design model that incorporates the techniques from this course.

Measure: peer and instructor evaluations

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2016

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/22/2016

4-8 Hours

CONTENT: Chapter I.

Learning-focused instruction introduction

1. Course goals
 2. Personal goals
 3. Expectations and concerns
- II. CHAPTER TWO: Designing a course
1. Three design questions
 2. Choose an instructional stance.
 3. Developing the designer's mind
 4. Achieving outcomes; Three Micro Maps
 5. What are my teaching outcomes?
 6. Filters affecting beliefs and action
 7. Making a difference in learning
 8. Protocols for student talk
 9. Two types of protocols
 10. 4-box synectics
 11. Round robin teaching
 12. Adult learning concepts
 13. Bloom's Taxonomy overview
 14. Bloom's Taxonomy of learning
 15. Lesson design challenges
 16. Lesson design and planning

STUDENT PERFORMANCE OBJECTIVES (SPO): Prepare and deliver a 20-minute lesson plan to teach at the application, analysis, synthesis or evaluation levels on Bloom's taxonomy scale.

OUT-OF-CLASS ASSIGNMENTS: create a lesson plan for class exercise

10-16 Hours

CONTENT: III. CHAPTER THREE:

Instructional uses of non-verbal communication

1. Paralanguage/presentation skills
2. Establishing credibility
3. Maintaining credibility
4. 4 Phases of a lesson – diagram

VI. CHAPTER FOUR: Co-facilitating

1. Why facilitate?
2. Home teams composition
3. Outline for 20-minute presentation
4. Co-facilitation protocol
5. Co-facilitation agreements
6. The first two responsibilities
7. Co-facilitator tips • Co-facilitation forms
8. Selecting a focus/post-presentation
9. Some self-coaching questions
10. Single presenter protocol
11. Peer coaching
12. Peer coaching protocol

13. Thinking questions for facilitator conversations

SPO: Identify critical thinking questions.

OUT-OF-CLASS ASSIGNMENTS: create a lesson plan

10-16 Hours

CONTENT: V. CHAPTER FIVE: Teaching for critical thinking

1. Facilitating thinking in the classroom

2. Facilitating critical thinking

3. Paraphrasing

4. Thinking questions

5. Inviting thinking

6. Some thinking questions

7. Giving feedback

VI. APPENDIX 105

1. Ten instructional containers

2. The problem solution container

3. Instructional container learning activity

4. Designing the problem solution container

5. Responding to questions

6. Handling challenges or hostile questions

7. PowerPoint tips

8. Test for war story appropriateness

9. Openers that focus and energize

10. Openers that set norms

11. Closing

12. Walkabout review

13. Course evaluation

14. Learning partners

15. Room arrangement

16. Basic course instructional system

17. Learning activities

SPO: Recognize the value and function of teaching protocols.

OUT-OF-CLASS ASSIGNMENTS: reading assignment

METHODS OF INSTRUCTION:

Lecture, Discussion, Demonstration, Application and Presentation of Projects.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 35 %

Written Homework

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 25 % to 35 %

Homework Problems

Quizzes

Exams

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 25 % to 50 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 15 % to 25 %

Multiple Choice

True/False

REPRESENTATIVE TEXTBOOKS:

Other textbooks or materials to be purchased by the student: Instructor Handouts

Reading level of text, Grade: 12 Verified by: Doug Achterman

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200050

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 154

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000525378

Sports/Physical Education Course: N

Taxonomy of Program: 210500