§ 1053. Requirements for ~~Self-Paced Training~~Distance Learning Course Certification. 11 CCR § 1053

~~Self-paced training~~Distance learning is defined by POST as an instructional strategy in which students are distributed geographically as they attend class, and communication is made possible through technology. Learning typically occurs through synchronous learning, asynchronous learning, a combination of synchronous and asynchronous learning, or self-paced learning.

Instructor-led distance learning is any course in which an instructor is present to facilitate learning. An online course is a synchronously facilitated event or a course that is held virtually and is both presented and attended exclusively by an online audience. It is considered an instructor-led course for the purposes of certification through the Electronic Data Interchange (EDI).

Blended Learning is an instructional method that combines the use of online media and classroom instruction. In a blended learning environment, students complete a course that integrates online learning via instructor-led or self-paced instruction with face to face classroom instruction.

Self-paced refers to an instructional strategy in which the learner completes the course at their own pace, having control over the duration of time necessary to complete the course materials. Certified courses may be approved in hourly increments of at least one hour or more.~~any training in which there is no instructor. An example of self-paced training is a web-based training.~~

(a) Online Course Certification
Any presenter requesting a new online course certification or requesting to convert an existing in-person course to an online course shall first contact Training Delivery and Compliance Bureau (TDC) staff for an evaluation of the need for the course and to discuss certification criteria. In addition to the course certification requirements for instructor-led training as established in Regulation 1052, the following criteria apply to online course certification requests:

> (1) Online Courses
> An instructor-led online course may be certified for Continuing Professional Training (CPT) credit if the curriculum and instructor information is submitted in EDI in compliance with Regulations 1052 and 1053. Basic Courses certified under Commission Regulation 1059 are not authorized for online course delivery.
>
> Additionally, presenters must include the following:
>
> > (A) Course Administration - Method in which trainee registration, identification, attendance, and course completion is verified. Online Course enrollment should not exceed the number that would allow the facilitator to maintain a high level of student engagement. Enrollment

exceptions are allowed for symposiums, conferences, and other similar special training presentations. POST shall reserve the right to disapprove course enrollment size based on course duration, content, and training need. The following information shall be included in the expanded course outline, below the Course Purpose:

1. Online course registration process

    a. Registration confirmation

    b. Student verification process (prior to and during course)

    c. Use of access codes, if applicable

2. Completion of student roster

3. Attendance and course completion verification process

4. Identification of training platform (e.g. Zoom, Microsoft Teams, Canvas, etc.) and how it will be used

5. List of technology requirements, if applicable (e.g. video, mic, headphones, etc.)

6. Instructor to student ratio

(B) Course Delivery - Method in which the course will be delivered, and instructor/trainee interaction occurs. To maximize student engagement and transference, courses shall take into consideration low order and high order learning objectives and different learning styles and shall incorporate adult learning concepts to provide for diverse instructional methods. For courses longer than four hours, at least three of the instructional methods listed below shall be included in the course and identified in the expanded course outline:

1. Facilitated discussions

2. Learning activities

3. Breakout sessions

4. Independent work

5. Other appropriate method of student engagement as identified by presenter/instructor that is not lecture-based

For courses less than four hours, at least two of the above listed instructional methods shall be included in the course and identified in the course outline.

(C) Learning Verification – Method in which instructor evaluates trainee performance and verifies the learning took place. This can take place throughout the course or at the conclusion of the course.

1. Assessment activity

2. Written assignment

3. Presentation

4. Quiz

5. Written test

6. Other appropriate method of learning verification as identified by the presenter/instructor

(2) Recorded Courses
POST CPT credit will not be given for recorded courses as there is no ability to verify attendance, learning, or provide trainee interaction with the instruction.

(b) Blended Learning
Any presenter requesting a new blended learning course certification or requesting to convert an existing in-person course to a blended learning course as defined in Regulation 1001, shall first contact TDC staff for an evaluation of the need for the course and to discuss certification criteria. Course certification requests for blended learning courses must adhere to both (a) above and Regulation 1052 Requirements for Course Certification.

(c) Quality Assurance Program (QAP) Review
All online and blended learning courses shall be subject to QAP review at POST's discretion. New online courses and blended learning courses shall be subject to QAP review within the first year of certification, or as POST scheduling permits.

(da) Self-paced Training Course Certification Review Process
Any presenter requesting a new self-paced training course certification shall first contact Training Delivery and Compliance Bureau (TDC) staff for an evaluation of the need for the course. Presenters considering development of a self-paced training course for certification are encouraged to contact TDC in advance and to discuss certification criteria.

(1) Self-Paced Training Certification Review Process

(A) The presenter shall provide a training needs assessment establishing an ongoing, unmet training need to TDC staff.

(B) Once approval has been obtained, the presenter shall prepare and send a self-paced training course certification package to the TDC Bureau.

(C) TDC staff will review the package for completeness and send the package to the Learning Technology Resources Bureau (LTR) for review of the instructional design and technical functionality of the course.

(D) If approved by LTR staff, the package will be returned to TDC for review of the instructor resumes for each course contributor and the course content. If the course topic is defined in POST Regulation 1070 as requiring specific training for the instructor (POST Regulation 1082) at least one of the course contributors must meet this requirement.

~~If~~If not approved by LTR staff, the package will ~~be sent back~~returned to TDC with a summary of why the self-paced training did not meet approval. The presenter may revise and resubmit the package. ~~If approved by LTR staff, the package will be sent back to TDC for review of the subject-matter expert resumes and the course content~~.

(E) TDC staff will notify the presenter of the decision to approve or disapprove certification of the course.

~~(A)~~(F) After certification, the presenter will work with LTR staff to ~~determine the most appropriate delivery method (e.g., on the Learning Portal, on the presenter's website) and~~ develop any ~~needed~~ additional ~~functionality~~ technical requirements to communicate with POST's EDI system.

~~(B)~~(G) Any presenter not satisfied with a certification action may submit an appeal in accordance with Regulation 1058.

(~~b~~2) Self-paced Training Course Certification Criteria
Each self-paced training course certification request shall be evaluated in accordance with the following criteria:

~~(1)~~(A) Need and justification for the course
Includes the training need and how the course meets the training need. Only courses for which there is an ongoing, unmet need shall be evaluated for certification.

(B) Description of self-paced course
Provide a course description including goals, objectives, and learning outcomes for the course.

(3)(C) Description of target audience
The description shall include :
  1. ~~the~~ The job position(s) (e.g., officer, dispatcher, investigator, all law enforcement) and
  2. ~~The~~ The level of ~~experience~~ knowledge or experience expected or prerequisites, if applicable, ~~expected prior to taking the course~~ in order to best benefit from the course content. ~~(e.g., advanced officer, beginning dispatcher, new investigator).~~

(D) Proposed course length
This is an ~~E~~estimate of the total time required to complete the course.

(E) Proposed Continuing Professional Training (CPT) hours
This is the number of CPT hours the course presenter is proposing expressed as a whole number.

(F) Cost per student
This is the fee charged to a student to take the course, if applicable.

(G) Proposed location of the self-paced training course
This describes the platform that will be used to host the course (i.e.: POST Learning Portal or Presenter's learning management system).

~~(4) Alignment of the course description and target audience description with the instructional objectives, trainee activities, and evaluation activities~~

~~(5) Estimate of the total time required to complete the course~~

(8)(H) Expanded course outline
Minimally include subject topics to the third level of detail to sufficiently indicate the technical information in the subject areas. The outline shall also show the connection between course content and self-paced objectives, student activities, and evaluation activities.

  (1)1. At a minimum, self-paced instructional objectives must include the behavior and the conditions under which that behavior shall be measured. The level of the behavior (e.g., Bloom's Taxonomy) used in the objectives must match the performance level desired of the student upon completion of the course.

  (2) 2. Self-paced student activities must provide practice in meeting the instructional objectives and give learners

corrective/confirming feedback regarding their performance. The actions the learner performs in the activities must match the level of performance defined in the instructional objectives for the topic.

(3)3. The action the trainee performs in the evaluation activities must match the level of performance defined in the instructional objective for the topic. One evaluation activity may measure the learner's performance regarding several instructional objectives.

An example of an outline follows:

Presenter Name, Presenter Identification Number

Course Name or Title

Page Number

I. Topic 1 or Section 1

    A. Objective 1

        1. Content Description

        2. Student Activity # and Description

    B. Objective 2

        1. Content Description

        2. Student Activity # and Description

    C. Evaluation

        1. Content Description

        3. Evaluation Activity # and Description

(9) Matrix showing instructional objectives, student activities, and evaluation activities used in the course. Alignment of the instructional objectives, student activities, and evaluation activities

    1. . The Instructional Objectives specify in behavioral (measurable) terms what the learner will be able to do as a result of instruction. At a minimum, the instructional objectives must include the behavior and the conditions under which that

behavior shall be measured. The level of the behavior (e.g., Bloom's Taxonomy) used in the objectives must match the performance level desired of the student upon completion of the course.

2. The Student Activities are the exercise(s) that the learner engages in to change his/her knowledge, skill, and/or attitude around a particular area of performance. The student activities must provide practice in meeting the instructional objectives and give learners corrective/confirming feedback regarding their performance. The actions the learner performs in the activities must match the level of performance defined in the instructional objectives for the topic.

3. The Evaluation Activities are activities designed to measure whether the learner has achieved a sufficient change in his/her knowledge, skill, and/or attitude. The action the trainee performs in the evaluation activities must match the level of performance defined in the instructional objective for the topic. One evaluation activity may measure the learner's performance regarding several instructional objectives.

(I) Objectives and Activities Matrix

The objectives and activities matrix shows the alignment of the Instructional Objectives with the Student and Evaluation activities in a table. An example is shown below:

Instructional Objective	Related Student Activity(ies)	Related Evaluation(s)
Objective 1 - Given a situation where a citizen demonstrates a specific behavior, the officer will determine whether or not to initiate a vehicle pursuit in line with his/her agency's policy.	Time to Initiate: When to initiate a pursuit	• Tracing a Pursuit: Initiate/don't initiate pursuit, intervention tactics, capture of suspects, termination • Ground Control: Initiate/don't initiate pursuit, passing the primary, liability, termination, roles and responsibilities
Objective 2: Given a situation where a vehicle pursuit in is progress, the officer will correctly apply his/her policy in regarding the decision to continue,	• Lending a Hand: Interjurisdictional Considerations • Follow Me: Driving tactics, continuation or termination of pursuit	• Where Choices Lead: Number of units allowed in pursuit, driving tactics, requesting additional

terminate, or utilize a pursuit intervention, factoring in balance test, roles and responsibilities, available resources, and level of training.	• Time to Terminate: Speed of pursuit, conditions of the vehicle, driver, roadway, weather, and traffic, hazards to uninvolved bystanders or motorists, continuation or termination of pursuit.	units, roles and responsibilities • Ground Control: Initiate/don't initiate pursuit, passing the primary, liability, termination, roles and responsibilities

(J) Mockups, wireframes, or prototypes of the course user interface and interactions
Provide low-fidelity visual representation of the proposed course menu, navigation, student activities, and evaluation activities. This does not require the final version but must convey the proposed user interface and experience within the final version of the course. These can be provided in .png, .gif, .jpg, .ppt, or .mp4 formats.

(1)1. A mockup is a two-dimensional illustration of an interaction with an added surface layer that communicates the visual design (colors, images, typography).
(2)2. A wireframe is a two-dimensional illustration of an interaction that specifically focuses on space allocation and prioritization of content, functionalities available, and intended behaviors.
(3)3. A prototype is a low-fidelity sample that includes limited functionality, interaction, and visual design.

(10)(K) Qualifications of subject matter expertscourse developerscontributors/instructor resume(s)

(L) Self-Paced Training Course Certification Package shall include:
(1)1. POST 2-124 (Rev 10/2020, hereby incorporated by reference)
(2)2. Expanded course outline
(3)3. Objectives and activities matrix
(4)4. Mockups, wireframes, or prototypes

(c3) Self-paced Training Course Certification Package
The following information shall constitute a complete course certification package for self-paced training or the self-paced training portion of a blended learning course of study:

(1)(A) Self-Paced Training Course Certification Request, POST 2-124 (Rev 03/201510/2020), hereby incorporated by reference)

(A)1. Course presenter/agency
Provide the name of the course presenter or POST agency requesting certification.

(B)2. Course developer
Provide the name of the course developer if different from the course presenter/agency.

(C) Justification
Indicate whether or not a POST Regional Consultant has approved the course as filling an ongoing, unmet training need and provide a "Need and Justification" statement. Attach additional sheets if extra space is required.

(D)3. Mandated training
Indicate if the course meets a training mandate and the source of that mandate.

4. Estimated completion time

(E) Proposed Continuing Professional Training (CPT) hours
The number of CPT hours the course presenter is proposing expressed as a whole number.

(F)5. Estimated completion time
An estimate of the total time required to complete the course expressed as a range of time it takes typical students to complete the course (e.g., 2-4 hours).

(G)6. Cost per student
The fee charged to a student to take the course.

(H) Course level
Identify the level of training the course provides.

(I)7. Target audience
Briefly describe the target audience for the course. Attach additional sheets if extra space is required.

(J)8. Prerequisite or specific experience needed
Identify any prerequisites or specific experience required for the course.

(K)9. Course description

Provide a course description including goals, objectives and learning outcomes for the course. Attach additional sheets if extra space is required.

(L)10. Course URL and access information
Provide the Uniform Resource Locator (URL) and log-on requirements if available.

(M)11. Additional materials
List any other information, additional course materials, or media that would be supplied to a student taking the course.

(N)12. Authorization and signature
The presenter's authorization for POST to evaluate the course certification packet.

(2)(B) Expanded course outline
Minimally include subject topics to the third level of detail to sufficiently indicate the technical information in the subject areas. The outline shall also show the connection between course content and objectives, student activities, and evaluation activities. An example of an outline follows:

Presenter Name, Presenter Identification Number

Course Name or Title

Page Number

(A)I. Topic 1 or Section 1

    1A. Objective 1

        a1. Content Breakdown

        b2. Content Breakdown

        c3. Student Activity #

    2B. Objective 2

        a1. Content Breakdown

        b2. Content Breakdown

        c3. Student Activity #

~~3~~C. Evaluation

~~a~~1. Content Breakdown

~~b.~~2. Content Breakdown

~~c~~3. Evaluation Activity #

~~(3) (C)~~Matrix
~~Provide a matrix that shows the relationship of the objectives to the student activities and evaluation activities. An example is shown below:~~

~~Instructional Objective~~	~~Related Student Activity(ies)~~	~~Related Evaluation(s)~~
~~Objective 1~~	~~Topic 1: Activity 2 and 4~~	~~Topic 1: Evaluation activity 1~~
~~Objective 2~~	~~Topic 2: Activity 3~~	~~Topic 2: Evaluation activity 1~~
~~Objective 3~~	~~Topic 2: Activity 2 and 3~~	~~Topic 2: Evaluation activity 1~~ ~~Topic 3 Evaluation activity 2~~

~~The full text of the objectives for the course shall be along one axis and the description of student activities and evaluation activities along the other axis. The nexus of the two axes should provide sufficient information to identify the portion of the course where the objective is addressed or measured. It is likely that all boxes within the matrix will not be filled in. An example follows:~~

~~(4) Self-Paced Training Subject Matter Expert Resume, POST 2-121 (03/2015), hereby incorporated by reference.~~
~~The course presenter shall submit a resume (POST 2-121) for each subject matter expert who participated in the development of the content for the course. If the course topic is defined in POST Regulation 1070 as requiring specific training for the instructor (POST Regulation 1082) at least one of the subject matter experts must meet this requirement. Attestation of this qualification must be reflected on his/her resume in the form of the course presenter's signature.~~
~~(D) Mockups, wireframes, or prototypes of the course user interface and interactions.~~
~~Provide visual representation of the proposed course menu, navigation, student activities, and evaluation activities. This does not require the final version but must convey the proposed user interface and experience within the final course. These can be provided in .png, .gif, .jpg, .ppt, or .mp4 formats.~~

~~(d)~~ (34) Modifications to certified self-paced courses
After a self-paced training course is certified based on the criteria consistent with Regulation 1053 the course shall not be changed or modified without POST

approval. Course presenters must report any change(s) to content, fees, technical, or instructional design to TDC staff. TDC staff will consult with LTR staff as needed if the changes or modifications impact technical or instructional design.

(e)(54) Decertification of self-paced training courses
See POST Regulation 1057.

Note: Authority cited: Sections 13503 and 13506, Penal Code. Reference: Section 13503(e), Penal Code.