



# 2025 Peace Officer Basic POST Approved Curriculum



# Wyoming Law Enforcement Academy

Training Division

2025 Peace Officer Basic Course Description

## SUMMARY OF CHANGES

Several factors influenced the changes to the 2025 Peace Officer Basic Curriculum. First, the Job Task Analysis completed this year required us to add a new curriculum and distinguish between tasks officers needed to know how to do versus tasks officers needed to be able to do. Second, we studied the average time on task for all independent online activities, allowing us to allocate curriculum time properly. Third, the new proposed schedule is team-focused to increase opportunities for learners to practice and develop cohesion. While this requires more staff resources, it also allows for more curriculum time devoted to practical application without increasing the length of basic training. Finally, we greatly increased PT sessions at the class and team level.

COURSE COMPETENCIES	Topics		Hours		VARIATION	
CRIMINAL LAW (CL)	27	29	63	65	+2 Topics	+2 hrs
INTERPERSONAL INTERACTIONS (II)	11	12	24.5	21	+1 Topic	-3.5 hrs
PROFESSIONAL SKILLS (PS)	15	18	77.5	103	+3 Topics	+25.5 hrs
OPERATIONAL SKILLS (OS)	55	59	329	356	+4 Topics	+27 hrs
INVESTIGATIVE SKILLS (IS)	24	22	85.5	68	-2 Topics	-17.5 hrs
GENERAL COMPETENCIES (GC)	20	22	25.5	26	+2	+0.5 hrs
<b>TOTAL</b>	<b>152</b>	<b>162</b>	<b>605</b>	<b>639</b>	<b>+10 Topics</b>	<b>+34 hrs</b>

COURSE SUMMARY	2024		2025		VARIATION	
<b>LEARNING PROGRESSION</b>						
LEARNING	215	35.5%	189	29.6%	-26 hrs	-5.9%
APPLICATION	309.5	51.2%	339	53.0%	+29.5 hrs	+1.8%
INTEGRATION	55	9.1%	85	13.3%	+30 hrs	+4.2%
GENERAL COMPETENCIES	25.5	4.2%	26	4.1%	+0.5 hrs	-0.1%
<b>LEARNING PLATFORM</b>						
IN-PERSON	393	65.0%	505	79.0%	+112 hrs	+14.0%
ONLINE	212	35.0%	134	20.97%		
<b>LEARNING MODE</b>						
SYNCHRONOUS	419	69.3%	489	76.5%	+70	+7.2%
ASYNCHRONOUS	186	30.7%	150	23.5%		
<b>LEARNING TYPE</b>						
ACTIVE	381.5	63.1%	431	67.4%	+49.5	+4.3%
PASSIVE	223.5	36.9%	208	32.6%		





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The Criminal Law competency consists of information and principles associated with law. The function of this competency is to interact with people in a legally reasonable manner and within the Constitutional and Statutory role of the officer.

CL1000	LEARNING	35
CL1001	Basic Law & the Constitution Online Learning	4
CL1002	Wyoming Criminal Procedures Online Learning	3
CL1003	Laws of Arrest Online Learning	2
CL1004	Civil Liability Online Learning	1
CL1010	Wyoming Criminal Statutes Online Learning	2
CL1020	Search & Seizure I Online Learning	3
CL1021	Search & Seizure II Online Learning	3
CL1030	Use of Force Concepts Online Learning	4
CL1031	Use of Force Concepts Team Presentations	4
CL1040	Traffic Laws Online Learning	2
CL1050	Laws of Criminal Interrogation Online Learning	2
CL1060	Domestic Violence Statutes & Prosecution Online Learning	2
CL1061	Domestic Violence Protection & Stalking Orders Online Learning	1
CL1070	Juvenile Law Online Learning	1
CL1080	Rules of Evidence Online Learning	1
CL1200	APPLICATION	20
CL1203	Laws of Arrest Team Practical Application	2
CL1210	Wyoming Criminal Statutes Online Practical Application	2
CL1220	Search & Seizure II Online Practical Application	2
CL1221	Search & Seizure III Online Practical Application	4
CL1222	Search & Seizure Team Practical Application	2
CL1230	Use of Force Concepts Team Collaboration	2
CL1231	Use of Force Application Team Collaboration	1
CL1232	Use of Force Team Presentations	1
CL1240	Traffic Laws Online Practical Application	2
CL1250	Laws of Criminal Interrogation Online Practical Application	1
CL1280	Rules of Evidence Online Practical Application	1
CL1400	INTEGRATION	10
CL1401	Criminal Law Practical Integration	4
CL1402	Criminal Law Team Collaboration	4
CL1410	Criminal Law Enrichment Panel	2

## INTERPERSONAL INTERACTIONS (II)

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The Interpersonal Interactions competency consists of information, principles, tactics, and strategies associated with verbally and physically engaging with other people. The function of this competency is to interact with people objectively in a dignified, influential, and effective manner.

<b>II1000</b>	<b>LEARNING</b>		<b>11</b>
II1001	Interpersonal Communications Online Learning	1	
II1002	Interpersonal Conflict Management Online Learning	2	
II1010	Cultural Interactions Online Learning	1	
II1020	Interaction with the Hearing-Impaired Online Learning	1	
II1030	Interaction with the Mentally Ill Online Learning	1	
II1040	Interview & Interrogation Online Learning	1	
II1050	Community Policing Online Learning	2	
II1050	Family Survival Lecture	2	
<b>II1200</b>	<b>APPLICATION</b>		<b>4</b>
II1240	Interview & Interrogation Practical Application	2	
II1250	Community Policing Team Practical Application	2	
<b>II1400</b>	<b>INTEGRATION</b>		<b>6</b>
II1401	Interpersonal Interaction Practical Integration	4	
II1410	Police Community Impact Enrichment Panel	2	

### **PROFESSIONAL SKILLS (PS) 103**

The Professional Skills competency consists of information, principles, tactics, and strategies that pertain to the quality of the officer's work performance. The function of this competency is to interact with people in a highly competent, non-discriminatory manner that reflects the established ethical standards of the law enforcement profession.

<b>PS1000</b>	<b>LEARNING</b>		<b>30</b>
PS1001	Critical Thinking Online Learning	2	
PS1002	Problem-Solving Online Learning	2	
PS1010	Ethics Online Learning	1	
PS1020	Professional Recognition Online Learning	2	
PS1030	Mental Health First Aid Lecture	8	
PS1040	Officer Survival Online Learning	4	
PS1050	Physical Fitness Online Learning	2	
PS1060	Communicable Diseases Online Learning	1	
PS1061	First Aid/CPR/AED Online Learning	6	
PS1062	Narcan/Naloxone Online Learning	1	
PS1070	Peace Officer Standards & Training Lecture	1	
<b>PS1200</b>	<b>APPLICATION</b>		<b>48</b>
PS1210	Ethics Online Discussions I – III	6	
PS1250	Physical Fitness Training Application	36	
PS1251	Physical Fitness Assessments	4	
PS1261	First Aid/CPR/AED Practical Application	2	





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PS1400	INTEGRATION	25
PS1401	Professional Development Team Meetings	6
PS1402	Professional Development Class Activities	15
PS1410	Professional Skills Enrichment Panel	4

<b>Operational Skills (OP)</b>	<b>356</b>
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The Operational Skills competency consists of information, principles, tactics, and strategies associated with enforcing the law and providing for the public welfare. The function of this competency is to safely and effectively adapt and apply relevant concepts in any official circumstance to enforce the law or provide for the public welfare.

OS1000	LEARNING	81
OS1001	Basic Marksmanship Online Learning	3
OS1002	Firearms Safety Online Learning	1
OS1003	Patrol Rifle Familiarization Online Learning	1
OS1004	Weapons Maintenance Online Learning	1
OS1010	Custody & Control Online Learning	3
OS1011	Arrest-Related Death Online Learning	1
OS1012	Handling Prisoners Online Learning	2
OS1020	Emergency Vehicle Operations Online Learning	3
OS1030	National Crime Information Center (NCIC) Online Learning	2
OS1040	Traffic Stops Online Learning	2
OS1041	Traffic Enforcement Online Learning	2
OS1043	TIMS Online Learning	4
OS1044	DUI Enforcement Lectures	28
OS1050	Building Searches Online Learning	1
OS1051	Tactical Medical Response Online Learning	1
OS1052	Active Shooter Response Online Learning	1
OS1060	Disturbances Online Learning	1
OS1061	Domestic Violence Dynamics Lecture	4
OS1062	Domestic Violence Arrest Discretion Lecture	2
OS1063	Domestic Violence Investigations Lecture	2
OS1070	Report Writing Online Learning	2
OS1080	Oleoresin Capsicum (OC) Lecture	1
OS1090	Terrorism Indicators Lecture	4
OS1091	Weapons of Mass Destruction Lecture	4
OS1092	Hazardous Materials Online Learning	1
OS1100	Victims Issues Lecture	2
OS1110	Courtroom Demeanor & Testimony Online Learning	1
OS1120	Patrol Operations Online Learning	1
OS1200	APPLICATION	247
OS1201	Firearms Safety Practical Application	2
OS1202	Weapons Maintenance Practical Application	1
OS1203	Handgun Concepts I – XII	47





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OS1204	Patrol Rifle Concepts I – VI	22
OS1210	Custody & Control Concepts I – V	20
OS1211	Custody & Control Application I – XX	40
OS1212	Handling Prisoners Practical Application	2
OS1220	Emergency Vehicle Operations Concepts I – V	10
OS1221	Emergency Vehicle Operations Application I – II	4
OS1222	Emergency Vehicle Operations Independent Application I – IV	8
OS1230	Use of Force I Team Practical Application	2
OS1231	Use of Force II Practical Application	2
OS1232	Use of Force III Practical Application	1
OS1233	Use of Force Practical Evaluations	1
OS1240	Unknown Risk Traffic Stops Practical Application I - IV	10
OS1241	High-Risk Traffic Stops Practical Application I – IV	10
OS1244	DUI Practical Application	9
OS1250	Building Searches Practical Application I – IV	10
OS1251	Tactical Medical Response Practical Application	2
OS1252	Active Shooter Practical Application	20
OS1260	Disturbances Practical Application I – IV	10
OS1262	Domestic Violence Practical Application	4
OS1270	Report Writing Practical Activity I – II	4
OS1280	OC Practical Application	2
OS1310	Courtroom Testimony Practical Application	4
OS1400	INTEGRATION	28
OS1401	Patrol Integration I	4
OS1402	Patrol Integration II	4
OS1403	Patrol Integration III	4
OS1404	Patrol Integration IV	4
OS1405	Integrated Practical Evaluation †	8
OS1410	Operations Skills Enrichment Panel	4

### INVESTIGATIVE SKILLS (IS) 68

The Investigative Skills competency consists of the information, principles, tactics, and strategies associated with discovering the details of an event. The function of this competency is to safely and effectively adapt and apply relevant concepts in any official circumstance to discover, analyze, and accurately report the facts and circumstances associated with an event.

IS1000	LEARNING	32
IS1001	Criminal Investigations Online Learning	1
IS1010	Crime Scene Management Lecture	4
IS1020	Search Warrant Concepts Online Learning	1
IS1030	Death & Violent Crimes Online Learning	1
IS1031	Relationship Crimes Online Learning	2
IS1032	Accosting Crimes Online Learning	1
IS1033	Property Crimes Online Learning	2
IS1034	Information Crimes Online Learning	2





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IS1035	Organized Crimes Online Learning	2
IS1036	Wyoming Game & Fish Online Learning	1
IS1037	Immigration Customs Enforcement (ICE) Online Learning	1
IS1040	Traffic Collision Investigation Facilitated Discussion	8
IS1050	Drug Crimes Online Learning	2
IS1051	Clandestine Laboratories Online Learning	4
IS1200	APPLICATION	20
IS12010	Crime Scene Management Practical Application	9
IS1220	Search Warrants Practical Application I – II	3
IS12440	Traffic Collision Investigation Practical Application	8
IS1400	INTEGRATION	16
IS1401	Investigations Integration I	4
IS1402	Investigations Integration II	4
IS1403	Investigations Integration III	4
IS1404	Investigations Integration IV	4

### GENERAL COMPETENCY (CG)

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The General Competency consists of activities that incorporate multiple competencies or administrative issues. The function of this competency is to properly equip students to learn and have opportunities to demonstrate their level of competency in an objective environment.

GC1000	EXAMINATIONS	19
GC1001	Exam I	1.25
GC1002	Exam II	1.25
GC1003	Exam III	1.25
GC1004	Exam IV	1.25
GC1005	Exam V	1.25
GC1006	Exam VI	1.25
GC1007	Exam VII	1.25
GC1008	Exam VIII	1.25
GC1009	Exam IX	1.25
GC1010	Exam X	1.25
GC1012	Use of Force Exam	1
GC1015	Cumulative Exam	2.5
GC1020	Exam Reviews	3
GC1100	ORIENTATIONS	4.5
GC1101	Director's Introductions	1.5
GC1102	Learning Methods Discussion	1
GC1103	Basic Orientation	2
GC1200	GRADUATION	2.5
GC1201	Course Debrief	1
GC1202	Graduation	1.5

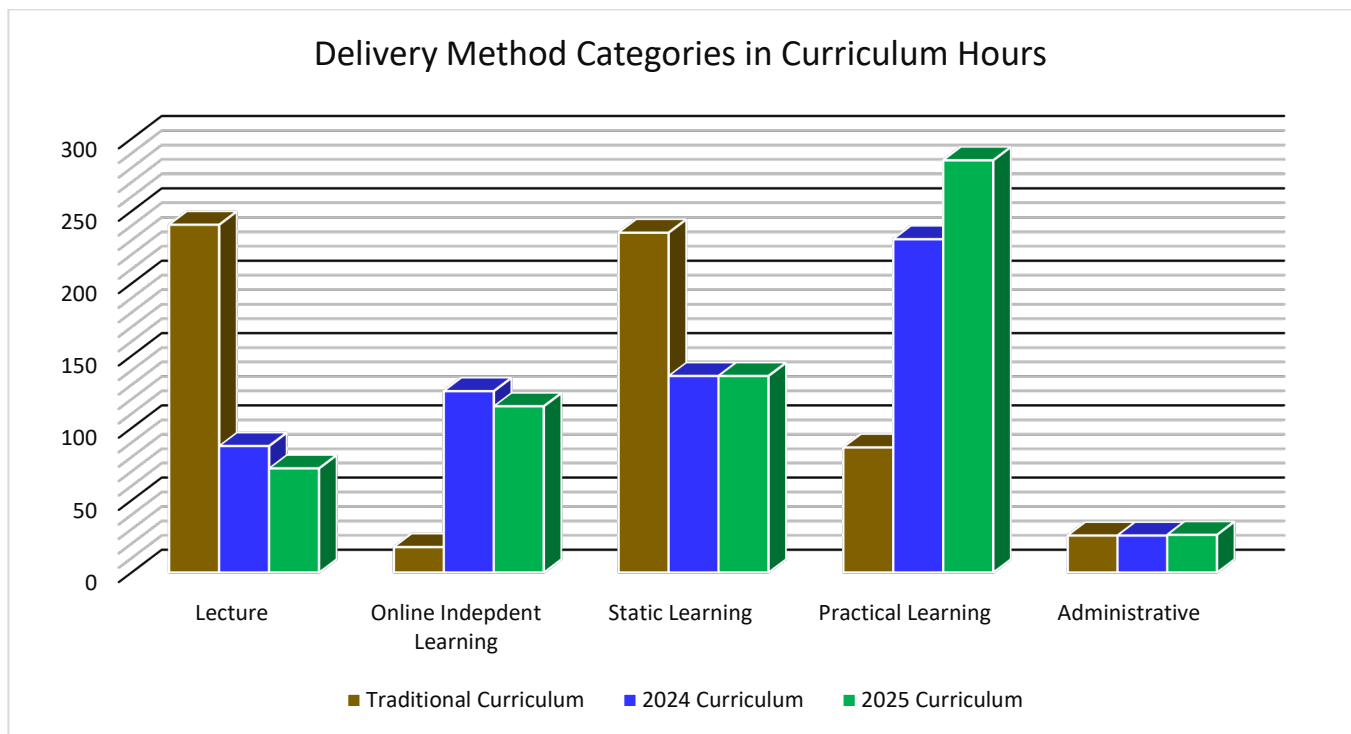




SUMMARY OF CHANGES

As has been discussed during previous sessions over the past four years, the transitions we have made in delivery methods are from passive to active methods. These methods have been generalized into five categories for this document: Lecture, Static Learning, Online Independent Learning, and Practical Learning. The Lecture category comprises methods delivered through traditional instructor-centered lectures, regardless of whether the instructor attempts to elicit class participation in some manner or not. The Static Learning category is the physical skills equivalent of lectures.

These delivery methods largely lack contextual elements and focus on learners mimicking a physical skill progression. The Online Independent Learning category comprises the online delivery structure of new content. It does not include delivery methods that require learners to apply or integrate concepts they have learned. The Practical Learning category comprises delivery methods that include contextual elements and require learners to achieve outcomes utilizing novel processes (applications) of their creation. The final category is Administrative and comprises curriculum time utilized to facilitate the logistical functions of training, such as exams, orientations, and graduation.



Before 2020, most delivery methods at WLEA were passive, accounting for 475.5 curriculum hours (78.6%). 240.5 hours were delivered by Lectures and 235 hours by Static Learning Activities. Online Independent Learning Activities accounted for 17.5 hours (2.9%). Practical Learning accounted for 86.5 hours (14.3%). Administrative hours accounted for 25.5 hours (4.2%).

By 2024, we successfully "flipped" the curriculum from passive to active. Passive learning methods dropped by 53%, accounting for 223.5 curriculum hours (36.9%). Lectures decreased by 63.3%,







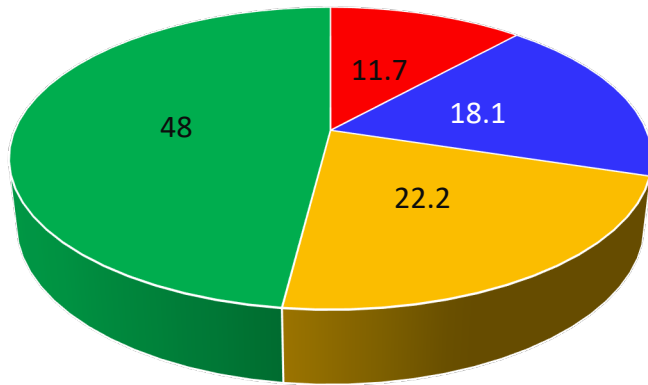
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accounting for 87.5 hours, while Static Learning Activities dropped by 42% to 136 hours. Online Independent Learning Activities, now an extremely active learning activity, increased by 86% to 125.5 hours. Practical Learning increased by 62.5% to 230.5 hours.

### Percentage of Method - 2025 Curriculum



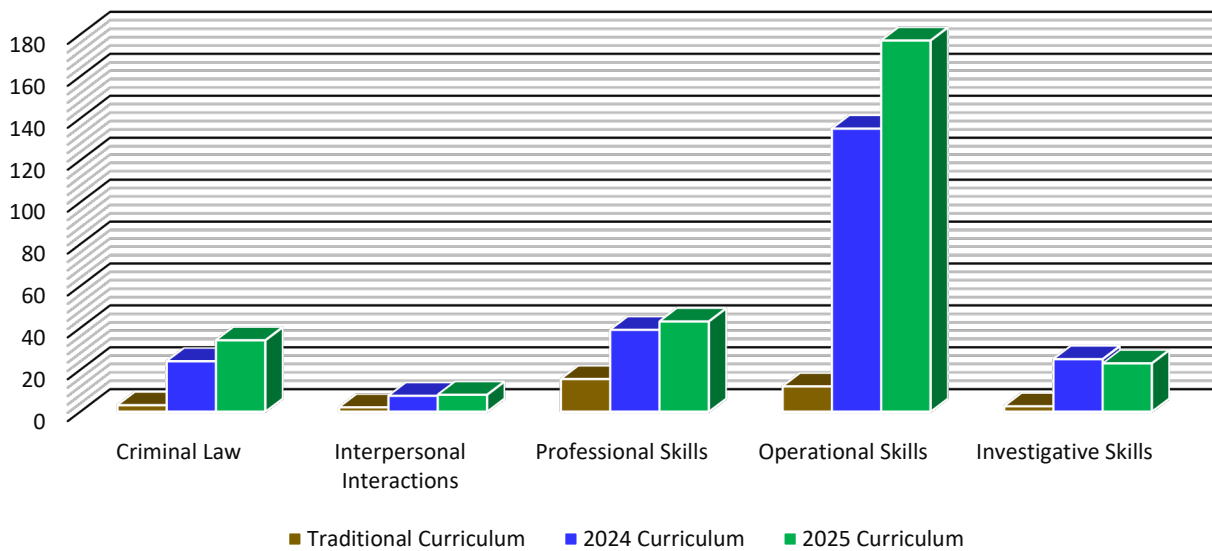
■ Lecture ■ Online Independent Learning ■ Static Learning ■ Practical Learning

The proposed 2025 curriculum seeks to continue increasing Practical Learning. The proposal includes decreasing Lectures by 2.4% to 72 hours, maintaining Static Learning Activities at 136 hours, decreasing Online Independent Learning Activities by 2.3% to 111 hours, and increasing Practical Learning by 9.9% to 294 hours. The proposal, if approved, would result in Lecture accounting for 11.7%, Static Learning Activities accounting for 22.2%, Online Independent Learning Activities accounting for 18.1%, and Practical Learning accounting for 48.0%.

Independent Learning Activities accounting for 18.1%, and Practical Learning accounting for 48.0%.

The proposed changes represent a 240% increase in Practical Learning and a 289% increase in active learning methods from the traditional curriculum.

### Practical Activity Hours by Competency



■ Traditional Curriculum ■ 2024 Curriculum ■ 2025 Curriculum

The Criminal Law Competency is proposed to increase by 1,033% over the traditional curriculum to 34 hours. The Interpersonal Interactions Competency will increase by 300% to 8 hours. The Professional





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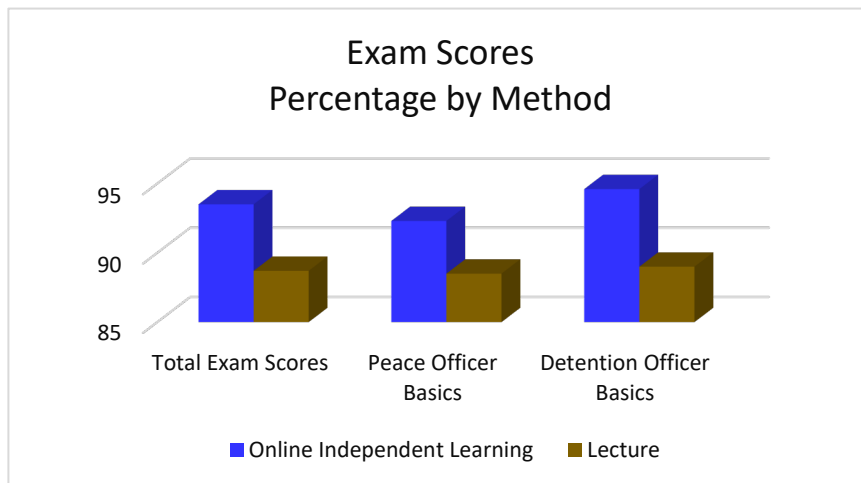
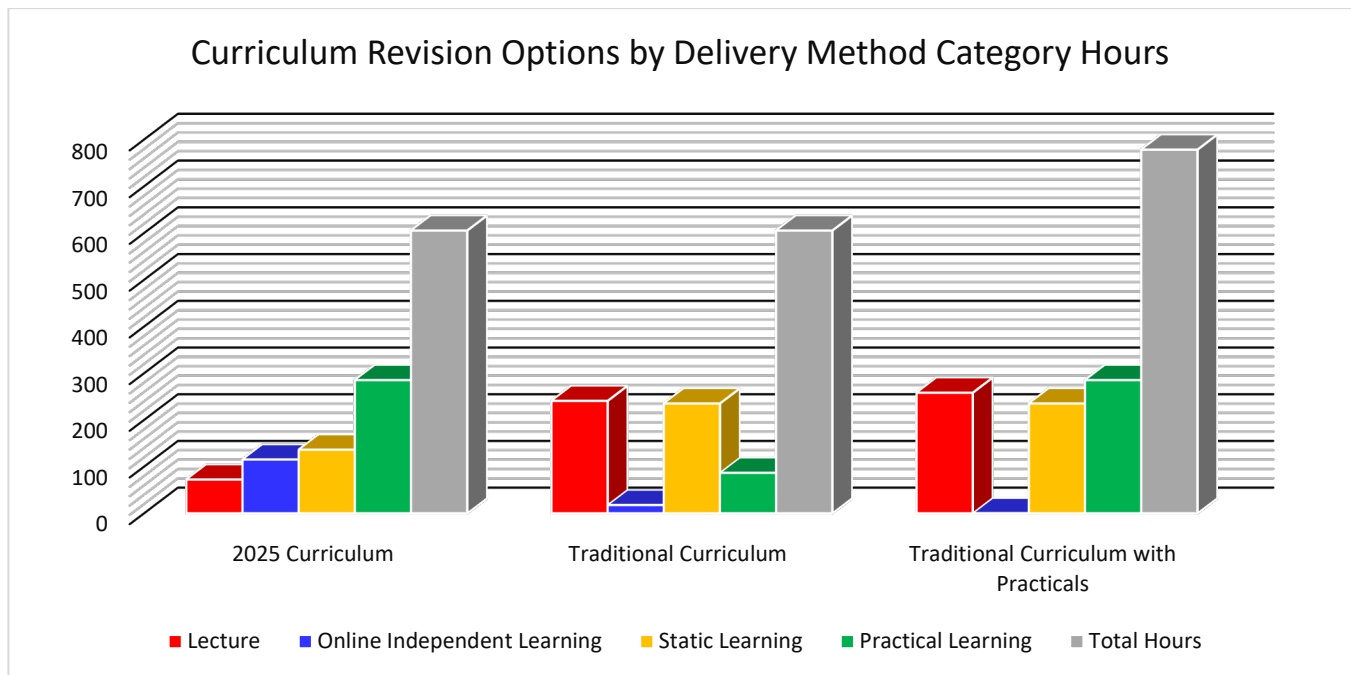
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Skills Competency will increase by 177% to 43 hours. The Operational Skills Competency will increase by 1,375% to 177 hours. And the Investigative Skills Competency will increase by 820% to 23 hours.

### POTENTIAL DELIVERY METHODOLOGY CHANGES

Some have suggested reverting "online learning" back to lectures. Despite the research and our own results, these individuals believe it is better for students. Given the changes to the curriculum, such a reversion would dramatically impact Practical Learning. There are generally three options hypothetically available: the proposed 2025 curriculum, the traditional curriculum, or the traditional curriculum with the same amount of Practical Learning as the proposed 2025 curriculum.



Students' average scores were 4.7% higher on exams in topics learned through Independent Learning Activities compared to topics learned through lecture. Students averaged 93.5% on topics learned through Independent Learning Activities and 88.7% on topics learned through lecture. Peace Officer Basic students' average scores were 3.8% higher through Independent Learning Activities

(92.3%) than Lecture (88.5%). Detention Officer Basic students' average scores were 5.6% higher through Independent Learning Activities (94.6%) than Lecture (89%).





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Eliminating online activities and moving back to the traditional curriculum within the given timeframe would require 17.5 hours more lectures, 99 more hours of Static Learning, and a reduction of Practical Learning by 198.5 hours. Keeping the Static Learning hours at 136 and moving the 99 additional hours to Practical Learning will not work, as the active learning methods currently being utilized are a prerequisite for doing more practical activities within the timeframe. Eliminating the Online Independent Learning Activities while maintaining the amount of Practical Learning proposed in the 2025 curriculum would require a significant increase in curriculum and training hours. Individual Practical Learning Activities that currently utilize the online platform will increase training time on average by a factor of 20 to accommodate the in-person platform, much like Use of Force Practicals, which currently requires 20 training hours to fulfill one curriculum hour per student. The proposed curriculum has 12 hours of individual Practical Learning Activities, requiring an additional 240 training hours.

Adding the proposed 285 Practical Learning Activity hours to the traditional curriculum would result in at least 778 total curriculum hours and at least an additional 240 training hours (1,018), which equates to a 22 ½ week basic training schedule with the current weekly average of 45 hours per week.

It currently costs WLEA \$124 per day per Peace Officer Basic student. The proposed 2025 curriculum would be scheduled over 13 ½ weeks (68 training days). The traditional curriculum was scheduled over 15 weeks (75 training days). The traditional curriculum with practicals must be scheduled over at least 22 ½ weeks (113 training days). The cost of the proposed 2025 curriculum is \$8,432 per student per basic class. In 2024, we trained 93 Peace Officer Basic students for \$784,176. The traditional curriculum would cost an estimated \$864,900, a 10.3% increase. The traditional curriculum with practicals would cost an estimated \$1,303,116, a 66.2% increase.

In addition, agencies currently pay \$3.75 per meal for basic students. The proposed 2025 curriculum would require 190 meals per student per basic, the traditional curriculum would require 210 meals, and the traditional curriculum with practicals would require 316 meals. This equates to \$712.50 for the proposed 2025 curriculum, \$787.50 for the traditional curriculum (10.5% increase), and \$1,185.00 for the traditional curriculum with practicals (66.3% increase). Under the proposed 2025 curriculum, students must remain at the academy for nine additional days. This is due primarily to the increased curriculum requirements established by the Job Task Analysis. The traditional curriculum would require an additional 16 days, and the traditional curriculum with practicals would require an additional 52 days.

