

ACADC099A : POST Academy Part 2

General Information

Author:	<ul style="list-style-type: none">Peter Fulks
Course Code (CB01) :	ACADC099A
Course Title (CB02) :	POST Academy Part 2
Department:	Public Service
Proposal Start:	Spring 2021
TOP Code (CB03) :	(2105.50) Police Academy
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	POST Police Academy
Submission Type:	New Course Experimental Course, one time offering
Author:	<ul style="list-style-type: none">Peter Fulks

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none">Administration of Justice (Police science, corrections, law enforcement)

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">Letter Grade MethodsOther: Positive Attendance
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) No value
Rationale For Credit By Exam/Challenge	Retake Policy Description	<input type="checkbox"/> Allow Students To Audit Course

No value

No value

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07) 8

Maximum Credit Units (CB06) 8

Total Course In-Class (Contact) Hours 450

Total Course Out-of-Class Hours 0

Total Student Learning Hours 450

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	25	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	450
Activity	0
Total	450
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Audiovisual

Rationale

PPT lecture

Methods of Instruction

In-class writing

Rationale

Report Writing

Methods of Instruction

Lecture

Rationale

Course Lecture

Assignments

Quizzes, Tests, Written Reports, Physical Fitness Tests, Skills Proficiency

Methods of Evaluation

Rationale

No value

Equipment

Firearms, Ammo, Laptops, Police Duty Gear

Textbooks

Author

Title

Publisher

Date

ISBN

No Value

No Value

No Value

No Value

No Value

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Discuss the relationship between public trust and a peace officer's ability to perform their job

Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct

Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer

Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions

CSLOs

Pass RBC Test 1

Expected SLO Performance: 70.0

Pass RBC Test 2

Expected SLO Performance: 70.0

Pass RBC Test 3

Expected SLO Performance: 70.0

Outline

Course Outline

LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
 1. Treat all firearms as if they are loaded
 2. Always keep the firearm pointed in the safest possible direction
 3. Always keep fingers off the trigger until ready to fire
 4. Be sure of target and what is beyond before firing
- B. Explain basic safety guidelines to be followed at a firing range
 1. Listen carefully for range commands and obey them instantly
 2. Request clarification if needed
 3. Always point barrel in safe direction

- C. Describe the safety precautions for proper storage of firearms
 - 1. Keep firearms inaccessible from children and other unauthorized persons
 - 2. Store ammunition separately from firearm
 - 3. Take precautions against theft

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the semiautomatic pistol safe
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
 - 1. Firing, unlocking
 - 2. Extracting, ejecting
 - 3. Cocking, feeding
- 4. Chambering, locking
- C. Describe the basic information about a revolver, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the revolver safe
- D. Describe the basic information about shotguns, including:
 - 1. Advantages and limitations
 - 2. Primary components and their functions
 - 3. Steps for loading/unloading
 - 4. Steps for rendering the shotgun safe

III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
 - 1. Treat every round as if it loaded, use only the type and caliber ammunition specified by the manufacture
 - 2. Never fire at anything you are not willing to hit, avoid dropping live rounds
 - 3. Learn sound and feel of good firing
 - 4. Replace old ammunition out regularly
 - 5. Follow manufactures recommendations
- B. Describe the primary components of firearm cartridges
 - 1. Primer, powder charge
 - 2. Bullet, cartridge case
 - 3. Blank shell
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
 - 1. Primer detonated
 - 2. Powder ignited
 - 3. Bullet expelled
- D. Describe the primary components of a shotgun shell
 - 1. Primer, powder charge
 - 2. Wad, load
 - 3. Shell case
- E. Define shot pattern as it relates to shotgun shells
 - 1. The shot pattern is the diameter of a circle in which the shot will fit
- F. Explain the correlation to the distance traveled by the shot and the size of the shot

pattern

1. The shot pattern will increase in size as the shot travels toward the threat

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G. Describe the three ways shot placement can stop a threat, to include:

1. Central nervous system
2. Critical blood loss
3. Psychological

IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection

1. Barrel, frame
2. Sights, cylinder
3. Cylinder release, firing pin
4. Grip, magazine

B. Describe the materials, equipment, and environment needed to properly clean firearms

1. Materials - solvent, lubricant, cleaning patches, personal protection
2. Equipment - screwdrivers, bore, cylinder, cleaning brushes, cleaning rod, patch holder, small container
3. Environment - safe, well ventilated, undistracted area

C. Apply routine procedures for cleaning firearms

1. Barrel assembly
2. Recoil spring and guide assembly
3. Frame assembly

V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

LEARNING OBJECTIVES

A. Apply the proper steps for drawing and holstering

1. Drawing- acquire grip, one smooth motion lift firearm out of holster
2. Extend firearm down range
3. Holstering- remove trigger finger, keep support hand clear, point down towards holster, place thumb over rear of slide, firmly seat firearm, release grip, secure

B. Demonstrate the following elements to accurately shoot a firearm:

1. Grip
2. Stance

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3. Breath control
4. Sight alignment/sight picture
5. Trigger control
6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
 1. Semiautomatic pistols
 2. Revolvers
 3. Shotguns
- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
 1. Night vision
 2. Limited depth perception
 3. Target identification
 4. Flash disorientation, officer's limitations
- E. Describe conditions an officer may face when in a combat situation
 1. Threat assessment, shot no shot decision
 2. Multiple and moving targets
 3. Varying target distances
 4. Multiple shooting positions
 5. Cover and concealment
- F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
 1. Physiological - motor skill, fight or flight, heart rate and reaction time, breathing,

hearing, vision, color, time distortion

2. Psychological - fear, anger

G. Explain steps officers can take to prepare themselves for the extreme stress of combat

1. Mental preparation
2. Physical conditioning
3. Proper nutrition
4. Equipment maintenance
5. Confidence building
6. Initial and ongoing training

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents

1. Mental preparation, physical conditioning
2. Proper nutrition
3. Equipment maintenance, confidence building

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4. Training and support groups

B. Describe four methods used to deploy chemical agents

1. Aerosol
2. Fogging
3. Blast explosion
4. Pyrotechnics

C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent

1. Wind and rain
2. Temperature and distance
3. Proximity of others

D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents

1. Worn on duty belt or concealed within clothing to minimize accidental discharge
2. Draw in right side up from quick and easy location
3. Aim at face

E. Apply decontamination procedures that should be followed after a chemical agent has been used

1. Eyes
2. Skin
3. Nose and Chest

F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:

1. OC (oleoresin capsicum)
2. CN (chloroacetophenone)
3. CS (ortho-chlorobenzylidene-molononitrile)

G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:

1. Inspection and proper fit
2. Cleaning and storage

VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest

- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

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Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

A. An exercise test that requires the student to demonstrate competency in basic handgun shooting principles using a handgun, while wearing body armor and duty equipment, under daylight conditions on a basic course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

B. An exercise test that requires the student to demonstrate competency in basic handgun shooting principles using a handgun, while wearing body armor and duty equipment, under low light/night conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a basic course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations

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4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

C. An exercise test that requires a student to demonstrate competency in combat shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under daylight conditions on a combat course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field combat situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

D. An exercise test that requires a student to demonstrate competency in combat shooting principles and tactics using a handgun, while wearing body armor and duty equipment under low light/night time conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a combat course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field combat situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

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The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

E. An exercise test that requires the student to demonstrate competency in basic shotgun shooting principles using a shotgun, while wearing body armor and duty equipment, under daylight conditions on a basic course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 yards or greater, using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

F. An exercise test that requires the student to demonstrate competency in basic shotgun shooting principles using a shotgun, while wearing body armor and duty equipment under low light/night time conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a basic course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 yards or greater using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

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The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions

3. Manipulations
4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

G. An exercise test that requires the student to demonstrate competency in shotgun combat shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under daylight conditions on a combat course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field combat situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions and the use of cover and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

H. An exercise test that requires the student to demonstrate competency in combat shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under low light/night time conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a combat course of fire.

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The course of fire must simulate the physical and mental stress that would be most nearly created by actual field combat situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions and the use of cover and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VIII. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, riot control chemical agent

2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
 1. Exposure to a non-lethal, aerosol chemical agent
 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
 3. Decontamination techniques

C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide

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5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques

to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
 2. Open cylinder
 3. Close cylinder
 4. Holster weapon
 5. Unholster weapon
 6. Load/reload revolver with authorized loading device
 7. Clear any malfunctions
- D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

1. Visually inspect the weapon
 2. Properly clean the weapon
 3. Ensure the weapon is maintained according to the manufacturer's specifications
- E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:

1. Open the shotgun action and check for rounds
2. Inspect the functioning of the firing mechanism
3. Load and unload the shotgun properly when a round has been chambered
4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills

necessary for identifying and responding to California's changing communities. LEARNING OBJECTIVES

- A. Define the terms:
1. Culture
 2. Cultural diversity
- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
1. Personal- enhanced officer, increased personal and ethical satisfaction and career survival
 2. Professional- improved quality of service, enhanced community support, public trust, reduced public tension, increased community cooperation
 3. Organization- improved moral, improved image, reduction in complaints, reduction in litigation
- C. Explain the historical and current cultural composition of California
1. Historical - California first colonized and ruled by the Spanish as time passed it was settled by people from every state in the union as well as other countries.
 2. Current - California leads the nation in number of residents born in another country or state

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

- A. Define the term stereotype
 - 1. Preconceived or over simplified generalizations involving negative or positive beliefs about another group

- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
 - 1. Can be factually incorrect
 - 2. Reliability of source should be considered,
 - 3. No single person/group characteristics can describe either completely

- C. Define the term prejudice
 - 1. Prejudgment or point of view about a person or group that is usually formed before the facts are known

- D. Define the term discrimination
 - 1. An action or behavior that is prompted on based on prejudiced thought

- E. Define the term racial profiling, including the:
 - 1. Conceptual definition
 - 2. Legal definition
- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
 - 1. California Penal Code Section 13519.4
 - 2. Fourth Amendment
 - 3. Fourteenth Amendment
 - 4. Current case law
 - 5. Criminal profiling vs. racial profiling
- G. Discuss the impact of racial profiling on the:
 - 1. Individual citizens
 - 2. Community
 - 3. Officer
 - 4. Criminal justice system
- H. Discuss landmark events in the evolution of civil and human rights
 - 1. The drafting of the constitution, the displacement of Native Americans
 - 2. Mexican American war, civil wars, woman's suffrage, Japanese interment
 - 3. Federal/State civil right legislation, Americans with disability acts, sexual orientation legislation

- I. Define key indices peace officers should recognize and respect that make up evolving culture among a community
 - 1. Every person needs to be recognized as an individual
 - 2. True of all people and cultures
 - 3. Everyone associates with a culture some more than one

- J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
 - 1. Fourteenth and fourth amendment reinforces law enforcements obligation not to discriminate or practice bias and to report situations of such.

III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

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LEARNING OBJECTIVES

- A. Explain strategies for effective communication within a diverse community, including:
 - 1. Verbal communication
 - 2. Active listening
 - 3. Nonverbal communication
- B. Describe positive officer behaviors during contacts with members of a cross-cultural community
 - 1. Conscious effort to recognize own stereotypes, capitalize on the availability of resources available
 - 2. Recognize and learn about other cultures in jurisdiction, seek opportunities to educate community
 - 3. Establish cultural building blocks
- C. Discuss articles of faith that can be interpreted as a weapon, including:

1. Identification of the article
2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

LEARNING OBJECTIVES

- A. State the legal definition of a hate crime based on the Penal Code
 1. Act of intimidation, harassment, force or threats,
 2. Directed against persons, family, property
 3. Because of ethnic background, nationality, religious belief, gender, age, disability, sexual orientation
 4. With intent of causing fear or intimidation
- B. Classify the crime and the elements required to arrest for:
 1. Desecrating religious symbols
 2. Interfering with religious freedom
 3. Terrorizing another
 4. Interfering with an individual's civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
 1. Conspiracy to interfere with civil rights
 2. Forcible interference with civil rights
 3. Forcible interference of civil rights under color of authority
 4. Willful interference of civil rights under the fair housing act
 5. Civil actions under the civil rights act of 1866
 6. Conspiracy to deprive any person or class of persons of equal protection of the laws
 7. Interference, coercion or intimidation in the violation of then fair housing act
 8. Ralph civil right act

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9. Bane civil rights act

D. Describe the impact of hate crimes on victims, the victims' families, and the community

1. Bitterness, helplessness/frustration
2. Anger and fear, emotional trauma
3. Distrust, disharmony, between community members and law enforcement

E. Discuss the indicators of hate crimes

1. Targets of criminal act, acts of vandalism
2. Presence of graffiti
3. Threatening phone calls

F. Explain considerations when investigating and documenting incidents involving possible hate crimes

1. Victims
2. Witnesses
3. Suspects
4. Examine and document all possibilities

V. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

A. State the legal definition of sexual harassment

1. Sexually oriented behavior that is unwelcome,
2. Personally offensive and
3. Creates an intimidating and hostile work environment

B. Discuss the federal and state laws dealing with sexual harassment to include:

1. Title VII
2. Government Code Section 12940 et. seq.
3. Concept of Quid Pro Quo
4. Concept of hostile work environment
5. Current case law

C. Explain the legal remedies available to a victim of sexual harassment

1. FEHA
2. DFEH

3. Can file under workers compensation law
 4. EEOC
- D. Describe behaviors that constitute sexual harassment, including:
1. Verbal

2. Physical

3. Visual
 4. Written material
 5. Sexual favors
 6. Threats
 7. Hostile work environment
 8. Force
- E. Explain the mandated sexual harassment complaint process guidelines
1. Complaints must be listened to
 2. Counseling or options should be provided, complainants should be documented
 3. Appropriate investigative actions should be taken
- F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
1. Government code section 12950 protects complainants and witnesses in sexual, harassment cases.
- G. Describe the methods for responding to sexually offensive or unwanted behavior
1. Inform harasser conduct is unwelcome
 2. Offensive and should cease
 3. Report conduct to supervisor or their equivalent
 4. Can report to human resource office
 5. State of Federal agencies

VI. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups. Discussion may include, but is not limited to cultural stereotypes, ethno phobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping

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4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident
3. Legal and administrative consequences of the behaviors observed
4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, their families and the community
3. Effectiveness of the law enforcement response

4. Legal rights of, and remedies available to the victim(s)
- E. The student will participate in a series of learning activities from the POST-developed Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005) or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
 1. The impact racial profiling may have had on them as individuals or their community
 2. Concerns the students may have as to how racial profiling will affect them in the field
 3. Clarification of the myths and realities of racial profiling
 4. The concept of individualized suspicion as it pertains to probable cause
 5. How the history of the community can affect the way they view law enforcement today
 6. Law enforcement's obligation to various cultures within the community
 7. What law enforcement must do to increase trust with the community
 8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
 9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

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- F. Given three POST-develop video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:
 1. Application of the 4th and 14th Amendments and current case law
 2. Consensual contacts as it pertains to racial profiling
 3. Importance of articulable characteristics or behaviors to develop probable cause.

LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 1. Providing a false identity to a peace officer
 2. Falsely reporting a criminal offense
 3. Falsely reporting an emergency
 4. Falsely reporting a destructive device
- B. Recognize the crime classification as a misdemeanor or felony
 1. Providing a false identity to a peace officer is a misdemeanor
 2. Falsely personating another is a misdemeanor
 3. Falsely reporting a criminal offense is a misdemeanor
 4. Falsely reporting an emergency is a wobbler
 5. Falsely reporting a destructive device is a felony

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to public disturbances and to correctly categorize these crimes as misdemeanors or felonies.

- A. Recognize the crime elements, required to arrest:
 1. Unlawful assembly
 2. Refusal to disperse
- B. Recognize the crime classification as a misdemeanor or felony.
 1. Unlawful assembly is a misdemeanor
 2. Refusal to disperse is a misdemeanor

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Course is strictly offered by permission via POST and must meet standards outlined by law.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Face-to-face meeting(s)

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Laptops

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

No Value