

**ACADC102X : STC Corrections Academy III****General Information**

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Course Code (CB01) :	ACADC102X
Course Title (CB02) :	STC Corrections Academy III
Department:	Public Service
Proposal Start:	Summer 2022
TOP Code (CB03) :	(2105.10) Corrections
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	10/26/2021
Board of Trustees Approval Date:	12/16/2021
External Review Approval Date:	12/16/2021
Course Description:	This is a California Standards and Training for Corrections (STC) approved Adult Corrections Officer Core Course, which is designed to develop and train STC certified detentions officers through lecture, activity, and lab learning.as part of the sequence: ACAD C100X, C101X, and C102X. It also includes POST PC 832 Arrest and Firearms.
Submission Type:	New Course  Part of a program rewrite for Public Services.
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**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"> <li>Administration of Justice (Police science, corrections, law enforcement)</li> </ul>

**Course Development Options**

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>Letter Grade Methods</li> </ul>
<input checked="" type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes	Course Prior To College Level (CB21)
	0	Not applicable.

**Rationale For Credit By Exam/Challenge**

This is a certified and standardized state curriculum that incoming students may already have taken at a non-college agency

**Course Support Course Status (CB26)**

Course is not a support course

**Retake Policy Description**

Students may get injured and need to retake

Allow Students To Audit 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 (CB05)**

Not transferable

**Transferability Status**

Not transferable

**Units and Hours****Summary**

**Minimum Credit Units (CB07)** 6.5

**Maximum Credit Units (CB06)** 6.5

**Total Course In-Class (Contact) Hours** 225

**Total Course Out-of-Class Hours** 126

**Total Student Learning Hours** 351

**Faculty Load** 0

**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - 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	2.5	5
Laboratory Hours	6	0
Activity Hours	4	2

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	45
Laboratory	108
Activity	72
<b>Total</b>	225
<b>Course Out-of-Class Hours</b>	
Lecture	90
Laboratory	0
Activity	36
<b>Total</b>	126

### 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
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No value	No value
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## Limitations on Enrollment

Limitations on Enrollment	Description
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Fingerprint and background check required per Government Code Sections 1029 and 1031	State law requires a background clearance and finger print
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## Specifications

### Methods of Instruction

Methods of Instruction	Outside reading
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Rationale	Students read and analyze case briefs and legal codes that relate to the booking of suspects in a variety of court proceedings
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Methods of Instruction	Audiovisual
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Rationale	Audio-visual presentations, including state mandated curriculum, recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.), that are used to promote discussion within the course on the events' application to theory, policy, and law.
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Methods of Instruction	Discussion
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Rationale	Discussion on the interpretation of law, policy, constitutional purview, and authority to enforce law. Mixed and active learning in discussion involves the expertise of current law-enforcement professionals.
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## Assignments

No Value

### Methods of Evaluation

### Rationale

Final Exam

Final comprehensive state mandated exam including true/false and multiple choice that directly corresponds to the subjects covered in the course, constitutional amendments, case law, current trends, data, and police practices.

Participation

Participation in class discussions including debates, tabletop exercises, and active learning lessons with real crime data and policies. Evaluations are based on the students' ability to actively participate in the conversations.

### Equipment

Standardized correctional officer equipment is provided.

### Textbooks

Author	Title	Publisher	Date	ISBN
OER: State of California	STC CORE Course	State of California	2021	

### Other Instructional Materials

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Demonstrate ability to use self contained breathing apparatus (S.C.B.A.).

Demonstrate knowledge of physical security and safety in a correctional facility.

Conduct 24 hours minimum of range qualifications.

### CSLOs

Identify accredited correctional law and policies.

Expected SLO Performance: 70.0

Demonstrate proper skills and abilities to work in the correctional environment.

Expected SLO Performance: 70.0

Successfully complete the required hours for the course and provided state mandated exam for peace officer certification.

Expected SLO Performance: 70.0

Successfully complete the required hours mandated by the Bureau of State and Community Corrections and subsequent final exam for certification.

Expected SLO Performance: 70.0

## Outline

### Course Outline

## 10.00 FIRE AND LIFE SAFETY AND EVACUATION

10.01 Fire and Life Safety

10.02 Evacuation

## 11.00 PHYSICALLY DEMANDING TASKS

11.01 Defensive Tactics

11.02 Cell Extractions

11.03 Restraint Devices

11.04 Restraint Chair

11.05 Run Up and Down Stairs

11.06 Lift Heavy Objects

11.07 Jump Over Obstacles

11.08 Run to the Scene of an Emergency

11.09 Drag Heavy Objects

## POST PC 832 A

### LD 1 Leadership and Ethics

- A. Discuss why leadership is important
  - 1. To the officer
  - 2. To the agency
  - 3. To the community
  - 4. To the profession
- B. Define leadership
  - 1. Practice of influencing others
  - 2. Using ethical values and goals
  - 3. Produce an intended change
- C. Discuss universal components of leadership
  - 1. Authority and power
  - 2. Compliance vs. Commitment
  - 3. Circle of influence
  - 4. Life balance
  - 5. Formal and informal
- D. Discuss the officer as a leader
  - 1. Peer leadership
  - 2. Modeling
  - 3. Taking charge
  - 4. Intervening
  - 5. Sharing knowledge and experience
  - 6. Expecting change
  - 7. Community policing
  - 8. Leadership within the profession

- E. Discuss the leader as a follower
  1. Separation of ego and power from authority
  2. Responsibility to agency
- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
  1. Improved communication, problem solving, decision making
  2. Positive leadership vs. absence of leadership

**LD 2 The Criminal Justice System**

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
  1. Foundation of peace officer's authority and power
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
  1. Community expects officer will serve the public interest
  2. Agency expects officer will conform with the law, organization values, code of ethics
  3. Technical competence, support, and integrity
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
  1. Community- trust, partnerships, equitable law enforcement
  2. Agency- Morale, respect within the profession, reputation
  3. Officer- Self-esteem, respect, confidence
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
  1. Disciplinary action
  2. Civil and criminal liability
  3. Diminishing public trust
  4. Embarrassment
  5. Compromising officer safety
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
  1. Ethical standards
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
  1. Legal obligation
  2. Moral obligation
  3. Responsibility
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
  1. Unreasonable force
  2. Unlawful arrest
  3. Constitutional rights violated
  4. Inappropriate language, behavior, conduct
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
  1. Advance
  2. Immediate
  3. Delayed
- I. Give examples of ethical decision-making strategies
  1. Identify the issues
  2. Determine the stakeholders
  3. Consider your options
  4. Choose appropriate option
  5. Consequences of your decision
  6. Implement course of action
  7. Reassess and change if necessary
- J. Explain the value of ethical decision making in leadership
  1. To be better equipped to arrive at the appropriate solutions in decision making

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
  1. U.S. Constitution
  2. Bill of Rights
  3. Later amendments

- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
  1. First Amendment
    - a. Freedom of speech
    - b. Freedom of religion
    - c. Freedom of press
    - d. Freedom of assembly
    - e. Right to petition government
  2. Fourth Amendment
    - a. Freedom from unreasonable search and seizures
  3. Fifth Amendment
    - a. Freedom from being tried twice for the same crime
    - b. Freedom from self-incrimination
  4. Sixth Amendment
    - a. Right to be told of charges when arrested
    - b. Right to speedy trial

- c. Right to public trial by jury
- d. Right to confront witnesses
- e. Right to counsel
- 5. Eighth Amendment
  - a. Freedom from excessive bail
  - b. Freedom from cruel and unusual punishment
- 6. Fourteenth Amendment
  - a. Basic right of defendant in judicial proceeding
  - b. Due process
  - c. Right to equal protection under the law
- C. Discuss the components and primary goals of the criminal justice system
  - 1. Law enforcement – up hold the law
  - 2. Judicial – treat all persons equally, fairly and with justice
  - 3. Corrections – plays a role in enforcement
- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
  - 1. Federal
    - a. Department of Homeland Security (DPS)
    - b. Federal Bureau of Investigation (FBI)
    - c. Drug Enforcement Agency (DEA)
    - d. Immigration and Naturalization Service (INS)
    - e. United States Marshal (USM)
    - f. Alcohol Tobacco and Firearms (ATF)
    - g. Secret Service
    - h. Naval Investigative Service
    - i. China Lake Police Department
  - 2. State
    - a. California Highway Patrol (CHP)
    - b. Alcohol Beverage Control (ABC)
    - c. Department of Justice (DOJ)
    - d. Fish and Game (F&G)
    - e. Department of Motor Vehicles (DMV)
    - f. Parole
  - 3. Local
    - a. Kern County Sheriff's Department (KCSD)
    - b. Bishop Police Department (BPD)
    - c. California City Police Department (CCPD)
    - d. Ridgecrest Police Department (RPD)
    - e. Inyo County Sheriff's Department (ICSD)
    - f. Mono County Sheriff's Department (MCSD)
    - g. Mammoth Lakes Police Department (MLPD)
    - h. Tehachapi Police Department (THP)
    - i. San Bernardino County Sheriff's Department (SBCSD)
- A. Discuss the objectives of the judicial component of the criminal justice system
  - 1. Due process
  - 2. Fair judgments
  - 3. Just punishment and assuring victim's rights
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
  - 1. Lower courts- trial courts
  - 2. Higher courts- appellate courts
  - 3. Judges, Prosecuting Attorney's Defense Attorney's
- C. Discuss the judicial process in criminal cases
  - 1. Arrest, Arraignment, Right to bail, Bail, Preliminary hearing, Indictment, Trial, Sentencing, Grand jury

### LD 3 Principled Policing

A. Identify peace officer responsibilities in the community, including:

- 1. Maintaining order
  - a. Visual presence
  - b. Verbal
  - c. Physical
- 2. Enforcing the law
  - a. Letter of the law
  - b. Spirit of the law
  - c. Fairness
- 3. Preventing crime
  - a. Proactive
  - b. Community involvement
  - c. Other agencies
- 4. Delivering service



- a. Directed patrol
- b. Community partnerships
- 5. Educating and learning from the community
  - a. Participation in collaborative meetings
  - b. DARE
  - c. Neighborhood watch
- 6. Working with the community to solve problems
  - a. Participation in collaborative meetings
  - b. Neighborhood watch
  - c. Code enforcement
  - d. Other agencies
- G. Differentiate between proactive and reactive policing
  - 1. Proactive means anticipating problems
  - 2. Reactive means responding to criminal activity
- I. Recognize peace officers' responsibilities to enforce the law, including:
  - 1. Adhering to all levels of the law
    - e. Statutory
    - f. City and county ordinances
    - g. Court orders
  - 2. Fair and impartial enforcement
    - h. Based on laws
    - i. Courts interpretation
    - j. Agency policy
    - k. Officers own judgment based on experience and situation
  - 3. Knowing the patrol beat or area of responsibility
    - l. Being familiar with size, boundaries, interconnecting routes for traffic directions, location of emergency services
    - m. Cultural, demographic, and socio-economics
- J. Identify the elements of area/beat knowledge, including:
  - 1. Critical Sites
    - a. Schools
    - b. Hospitals
    - c. Power plants
    - d. Airports
    - e. Bridges
    - f. Chemical facilities
  - 2. Locations requiring special attention, i.e. hot spots
    - a. High crime
    - b. Isolated or low traffic areas
    - c. Congested roadways
  - 3. Potentially dangerous areas
    - n. Local hazards
    - o. Low lying areas
    - p. Earthquake zones
- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
  - 1. Changing demographics
  - 2. Advanced technologies
  - 3. Economic shifts
  - 4. Jail overcrowding
  - 5. Cultural diversity
  - 6. Law changes
  - 7. Homeland security
- M. Discuss opportunities where peace officers educate and learn from community members
  - 8. Informal
  - 9. Formal
  - 10. Community activities

### **LD 3 Principled Policing in the Community**

- A. Define community partnerships
  - 1. Relationship comprised of two or more individuals, groups, or organizations working together to address an issue.
    - B. Discuss the key elements for developing trust between community partners, including:
      - 1. Truth
        - a. Open
        - b. Honest
    - 2. Respect
    - 3.
      - a. Awareness
      - b. Learn about your partner and community
    - 4. Understanding
      - a. Appreciate diversity

- b. Understand the other persons perspective
- 5. Support
  - a. Specific role
  - b. Responsibility
  - c. Action plan
- 6. Teamwork
  - a. Working together
- C. Discuss the relationship of ethics to the badge of office
  - 1. Public trust
  - 2. Character
  - 3. Integrity
- E. Discuss leadership skills in community policing
  - 4. Conduct themselves ethically
  - 5. Embrace change
  - 6. Communicate well
  - 7. Thinks creatively
  - 8. Demonstrates integrity
  - 9. Decisive
  - 10. Decentralize decision making
- F. Define communication
  - 1. Sending and receiving messages, both non-verbal and verbal, between two or more people.
- G. Recognize the components of a message in communications with others, including:
  - 1. Content (words)
    - a. Small portion of the message
  - 2. Voice characteristics
    - a. Tone
    - b. Pace
    - c. Pitch
  - 3. Nonverbal signals
    - a. Body language
    - b. Proxemics – positioning of the speaker relative to the listener
- H. Recognize the potential effects of negative nonverbal signals
  - 1. Making a poor impression
  - 2. Contradicting what an officer is saying verbally
  - 3. Potentially escalating situations
- I. Give examples of effective communication techniques for:
  - 1. Active listening
    - a. Be open and unbiased
    - b. Hear literally what is being said, (don't cloud with interpretation at this point).
    - c. Interpret what is said
    - d. Provide an appropriate response
  - 11. Establishing effective lines of communication
    - a. Convey an attitude of self-confidence and professionalism
    - b. Show an understanding of the situation
    - c. Demonstrate a caring attitude
  - 12. Overcoming barriers to communication
    - a. Treat people in a professional manner
    - b. Be courteous

#### **LD 5 Criminal Law**

- A. Identify the relationship among:
  - 1. Constitutional law
    - a. Civil liberties
    - b. 10 amendments
    - c. Bill of rights
  - 2. Statutory law
    - a. Enforceable statute
    - b. Punishment
  - 3. Case law
    - a. Appellate court decisions
    - b. Precedent
    - c. Interpretation and clarity
- A. Differentiate between the *letter of the law* and the *spirit of the law*
  - 1. Letter of the law is strict application, literal meaning of the statute
  - 2. Spirit of the law is applied with the intent of the statute, promoting fairness and justice.
- B. Differentiate between criminal and civil law
  - 1. Criminal- violations of criminal statutes, prosecution
  - 2. Civil – non-criminal violations, private wrongs committed against a person, breach of contract, monetary penalties.
- A. Recall the statutory definition of a crime
  - 1. Act committed or

2. Omitted in violation of the law
  3. Forbidding or commanding it
- B. Identify the basic elements common to all crimes
1. Commission of a prohibited act
  2. Omission of a required act
  3. Presence of a designated state of mind (intent)
- C. Identify the basic elements required of an attempt to commit a crime
1. Intent to commit that crime and
  2. Direct, but ineffectual, act done toward its commission
- D. Discuss general, specific and transferred intent crimes
1. General intent- is presumed and does not have to be proven
  2. Specific intent- element of the offense must be proven
  3. Transferred intent- when an unlawful act acts a person other than, or in addition to, the person it was intended to affect
- E. Differentiate between criminal intent and criminal negligence
1. Negligence is the failure to exercise ordinary care
  2. In certain crimes criminal negligence meets the requirements of criminal negligence.
- A. Identify three classes of crime:
1. Felony
    - a. State prison
    - b. Death
    - c. Removal from office
  2. Misdemeanor
    - a. County jail
  3. Infraction
    - a. Public offenses
    - b. Fine
    - c. No jury trial
- B. Differentiate among the three parties to a crime, to include:
1. Principals
    - a. Directly committed the offense
    - b. Aided and abetted in the commission of the offense
    - c. Advised and encouraged the commission of the offense
  2. Accessories
    - a. Has knowledge that the principal has committed, has been charged with, or has been convicted of committing a felony
    - b. Harbors, conceals, or aids a principal in the felony
    - c. Has the intention of assisting the principal to avoid or escape arrest, trial, conviction, or punishment
  3. Accomplices
    - a. A principal to a crime becomes an accomplice when
    - b. They testify for the prosecution against another principal
- C. Identify people legally incapable of committing a crime
1. Children under 14,
  2. Mentally incapacitated
  3. Persons who committed the act or omission:
    - a. Under ignorance or mistake of fact
      - b. Without being conscious of the act
      - c. Through misfortune or accident
      - d. Under threat or menace

#### LD 15

- A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
1. Fourth Amendment
    - a. Reasonable suspicion, probable cause
    - b. Search and seizure
    - c. Persons and property
  2. Fifth Amendment
    - a. Miranda
    - b. Double jeopardy
    - c. Remain silent
  3. Sixth Amendment
    - a. Speedy trial
    - b. Confront witnesses
    - c. Assistance of counsel
  4. Fourteenth Amendment
    - a. Due process
    - b. Equal protection
    - c. Equal application
- B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
1. Personally liable when acting under the color of law
  2. Criminally prosecuted

3. Civilly liable
- A. Recognize appropriate conduct during a consensual encounter
  1. Gathering information
  2. Interviewing witnesses at scene
  3. Conversing casually
- B. Recognize conduct that may elevate a consensual encounter
  1. Using emergency lights
  2. Issuing commands or orders
  3. Tone of voice, vehicle position, searches
- C. Recognize the consequences of elevating a consensual encounter
  1. Fourth amendment violations
  2. Civil prosecution
  3. Criminal prosecution
  4. Agency discipline
- A. Differentiate between a detention and a consensual encounter
  1. Lawful detention a person is not free to leave
  2. Consensual encounter the person must believe that they are free to leave at any time
- B. Recognize reasonable suspicion
  1. Observations, personal training, experience
  2. Information from witnesses, victims, others
  3. Totality of the circumstances
- C. Recognize appropriate peace officer actions during a detention
  1. Investigative actions
  2. Reasonable under the circumstances
  3. Determine persons possible involvement in criminal activity
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
  1. cursory search for weapons
  2. When reasonable belief that weapon is present
  3. Right to retrieve weapon
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
  1. If person attempts to leave, may use reasonable force
  2. To compel the person to remain
  3. Handcuffed, placed in patrol vehicle
- A. Recognize when there is probable cause to arrest
  1. Ordinary person would believe
  2. The person to be arrested
  3. Is guilty of a crime
- B. Identify elements of a lawful arrest
  1. Arrested person must be taken into custody in manner authorized by law
  2. Arrest made by restraint or submission
  3. Reasonable force may be used to make arrest, overcome resistance, and prevent escape.
- C. Differentiate between arrest and detention
  1. Detention is assertion of authority in which individuals believe they are not free to leave. It is limited in scope, intensity and duration.
  2. Arrest is taking a person into custody in a manner authorized by law for a criminal violation.
- D. Recognize information that must be given to an arrested person
  1. Intent
  2. Cause
  3. Authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
  1. Committed in the officer's presence
  2. By a juvenile
  3. DUI, PC 12031(a)(4)(A), Domestic violence, PC 243.5, PC 836(e)
- F. Recognize elements of a warrantless arrest for a felony
  1. Any time day or night
  2. Any day of the week
- G. Recognize elements of a warrant arrest
  1. Affidavit of probable cause
  2. Endorsed by the court
  3. May be endorsed for night service
- H. Recognize the requirements for entry into a dwelling to make an arrest
  1. Knock and notice
  2. Consent
  3. Exigent circumstance
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
  1. PC 834 and PC 847
  2. Must accept arrest from private person
  3. Private person accepts liability for the arrest
- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest

1. What is reasonable and necessary to make an arrest
  2. Prevent escape
  3. Overcome resistance
- K. Recognize the statutory requirements for the disposition of an arrested person
1. Nature of the offense and the presence or absence of a warrant dictate how peace officers handle an arrestee
- L. Recognize the exception to the powers to arrest
1. Full diplomatic immunity
  2. Stale misdemeanor
  3. Statute of limitations
- A. Identify the purpose of the Miranda warning
1. Protection of a person Fifth Amendment right
  2. Of self-incrimination
- B. Recognize when Miranda warnings must be given
1. Custody and interrogation
- C. Identify the proper administration of Miranda warnings
1. Four Miranda advisements are given
  2. Person has acknowledged understanding of each one
  3. Person either waives their rights or invokes
- D. Recognize the impact of invoking:
1. The right to remain silent
    - a. Interrogation must cease
  2. The right to counsel
    - a. Interrogation must cease until an attorney is present
- E. Recognize the types of Miranda waivers
1. Expressed
  2. Implied
  3. Conditional
- F. Recognize the exception to the Miranda rule
1. Imminent concern for the safety of the person or public
  2. Emergency rescue
- A. Differentiate between an interview and interrogation
1. Interview is questioning non-suspects
  2. Interrogation is questioning suspects
- C. Differentiate between an admission and confession
1. Confession involves acknowledging the commission of all of the elements of the crime
  2. Admission involves acknowledging facts that incriminate the person, but fall short of a confession

#### LD 16

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
1. Privacy
  2. Liberty
  3. Possession of property
- B. Identify the concept of reasonable expectation of privacy
1. Individuals have indicated that they personally expect privacy in the object or area
  2. Expectation is one which society recognizes as legitimate
- C. Recognize standing and how it applies to an expectation of privacy
1. Only a person with standing can challenge the search or seizure of property
- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
1. Give the officer the ability to search
  2. Fourth amendment requires specific facts
- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
1. Cursory/consent searches
  2. Exigent circumstances
  3. Incident to arrest, parole/probation search
- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
1. Cursory/frisks/pat searches
    - a. Limited to outer layer of clothing for weapons
  2. Consent searches
    - b. Places and things the officer reasonably believes the consenting person authorized them to search
  3. Searches pursuant to exigent circumstances
    - c. Peace officer may do whatever is necessary to resolve the emergency, but nothing more
  4. Searches incident to arrest
    - a. Full search of the arrestee's person
    - b. Containers on the arrestee's person
    - c. Nearby area where arrestee had physical control
  5. Probation/parole searches
    - a. Limited to search conditions
    - b. Person, residence, property under their control
    - c. No reasonable suspicion is necessary

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
1. Probable cause searches
    - a. If you believe there is enough to get a warrant
    - b. You can search without a warrant
    - c. Under the automobile exception
  2. Seizures of items in plain view
    - a. Belief item is crime related
    - b. Lawfully at the location
    - c. Lawful access to the item
  3. Protective searches
    - a. Conditional search for weapons
    - b. Passenger compartment of the vehicle
    - c. Occupant had reasonable access
  4. Consent searches
    - a. Belief consenting person authorized them to search
    - b. Consent must be voluntary
    - c. Person giving consent had the authority to do so
  5. Searches incident to custodial arrest
    - a. Arrest of any occupant in the vehicle
    - b. Search must be done at time of arrest
  6. Instrumentality searches
    - a. Limited to reasonable location of where evidence might be
    - b. Specific to warrant if obtained
    - c. Crime must be committed inside the vehicle or the vehicle was the instrument
- B. Recognize the scope and necessary conditions for conducting a vehicle inventory
1. Vehicle must be in lawful custody
  2. Comply with agency policy
- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
1. With a warrant
    - a. The Fifth Amendment does not apply
    - b. Warrant must contain exact wording
      - c. Defining the type of body intrusion
  2. Without a warrant
    - a. Probable cause to arrest and search
    - b. Exigent circumstances
    - c. Need outweighs the intrusiveness
- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
1. Minimal force necessary to remove the object
  2. Force may not shock the conscience
- C. Recognize the conditions necessary for legally obtaining blood samples
1. Probable cause test will show evidence of the crime
  2. Removal done by medical staff
- D. Recognize the conditions for legally obtaining the following evidence:
1. Fingerprints
    - a. Consent
    - b. If under arrest no legal right to refuse
  2. Handwriting samples
    - a. Consent
    - b. Probable cause
    - c. Court order

#### **LD 17**

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
1. California Evidence Code 352
    - a. The court in its discretion may exclude evidence if its probative value is substantially outweighed by the probability that its admission will necessitate undue consumption of time or create substantial danger of undue prejudice, of confusing the issues, or of misleading the jury
  2. Exclusionary Rule
    - a. Requires evidence obtained by the government or its agents in violation of a person's rights be excluded at trial
  3. Opinion and expert testimony
    - a. Opinion rule requires a non-expert witness to confine their testimony to statements of fact
  4. Privilege
    - Self-incrimination
    - Attorney-client
    - Psychotherapist-patient
    - Spousal, marital
    - Clergy-penitent
    - Doctor-patient

5. Credibility of witnesses
    - a. Manner in which the witness testifies
    - b. Character of the testimony
    - c. Evidence affecting the witness' character
    - d. Demeanor of the witness
      - Witness motives
      - Contradictory evidence
- G. Recognize the requirements and exceptions for admitting hearsay evidence for:
6. Spontaneous statements
  7. Admissions and confessions
  8. Dying declarations
  9. Records and officer testimony
  10. Hearsay testimony at preliminary hearings

**LD 18**

- A. Explain the legal basis for requiring investigative reports
  1. State and federal statutes mandate law enforcement agencies to report certain events and incidents
  2. PC 11107 requires agencies to furnish reports for specified misdemeanors and felonies
- A. Discuss the importance of taking notes in preparation for writing reports
  1. Primary source used when writing an investigative report
  2. Must be accurate or report will not be
  3. More reliable than memory
- B. Apply appropriate actions for taking notes during a field interview
  1. Listen attentively
  2. Take notes and ask questions
  3. Verify information
- A. Summarize the primary questions that must be answered by an investigative report
  1. What
  2. When
  3. Where
  4. Who
  5. How
  6. Why
- B. Identify the fundamental content elements in investigative reports, including:
  1. Initial information
    - a. Establishing how the officer became involved with specific incident and additional background information
  2. Identification of the crime
    - a. Including the facts that are necessary to show that a specific crime has taken place
  3. Identification of involved parties
    - a. Such as the reporting person, victim, witness, or suspect
  4. Victim/witness statements
    - a. Details of events the involved parties observed or experienced
  5. Crime scene specifics
    - a. Necessary to accurately reestablish the scene and events of the crime
  6. Property information
    - a. Descriptions and details pertaining to stolen items as well as physical evidence
  7. Officer actions
    - a. Descriptions of all actions taken by peace officers that are related to the incident

**LD 20**

- A. Discuss reasonable force as stated by law
  1. Amount of force
  2. Peace officer may use
  3. In a given circumstance
  4. Objective reasonableness standard
    - a. United States Supreme Court decided in *Graham v. Conner* case
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  1. Reasonableness of a particular use of force must be
    - a. Judged from the perspective of a reasonable officer
    - b. Examined through the eyes of an officer on the scene at the time the force was applied, not the 20/20 vision of hindsight
    - c. Based on the facts and circumstances confronting the officer without regard to the officer's underlying intent or motivation
    - d. Based on the knowledge that the officer acted properly under the established law at the time
  2. Additional gauges for reasonableness
    - a. The severity of the crime
    - b. The nature and extent of the threat posed by the subject
      - c. The degree to which the subject resists arrest or detention
      - d. Any attempts by the subject to evade arrest by flight
  3. Reasonable Officer Standard
    - a. Would another officer

- b. With like or similar training and experience
  - c. Facing like or similar circumstance,
  - d. Act in the same way or use similar judgment
- B. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
1. A Subject's requirement to submit to arrest without resistance
    - a. P.C. 834a
    - b. "If a person has knowledge, or by the exercise of reasonable care, should have knowledge, that he is being arrested by a peace officer, it is the duty of such person to refrain from using force or any weapon to resist such arrest."
    - c. The California Supreme Court held in *People v. Curtis* "a person may use reasonable force to defend life and limb against excessive force."
  2. Peace officer's authority to use reasonable force during a detention or arrest
    - a. P.C. 835
    - b. "An arrest is made by an actual restraint of the person, or by submission to the custody of an officer. The person arrested may be subjected to such restraint as is reasonable for arrest and detention."
- C. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority use force
1. P.C. 835a grants peace officer's authority to use force under specific circumstances
    - a. "Any officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect an arrest, to prevent escape or to overcome resistance."
- D. Discuss the level of authority agency policies have regarding the use of force by a peace officer
1. Limitations are set by specific agency policy
  2. Provide rational guidelines to protect the officer
  3. And agency from criminal and civil liability

**LD 30**

- A. Identify the goal of a criminal investigation
1. Successful prosecution
  2. Of the guilty
  3. Exoneration of the innocent
- B. Identify the primary purpose of the:
4. Initial survey of a crime scene
    - a. Secure scene
    - b. Note visible evidence
    - c. Deny entry
    - d. Utilizing resources
  5. Crime scene search
    - a. Systematic coordinated search
    - b. Locate physical evidence
    - c. Identify suspects

**LD 33**

- A. Demonstrate principles of defensive tactics, to include:
1. Awareness
    - a. as it relates to arrest and control, means being alert to any potential threats a peace officer may face when approaching or interacting with a subject or a potentially dangerous situation
    - b. Awareness and control of the subject's hands continues to be universal safety points
  2. Balance
    - a. Position which allows officer to move any direction with strength and coordination to maintain an advantage
    - b. A balanced stance is an essential component of any subject contact
    - c. To safely maintain a balanced stance:
      - (1) keep the gun side away from the subject
      - (2) keep weight evenly distributed over the balls of the feet
      - (3) bend the knees slightly – do not lock them
      - (4) keep feet approximately shoulder width apart
      - (5) keep the body relaxed
      - (6) stay alert
  2. Control
    - a. General Control: is the degree of influence that peace officers must exert over subjects in order to take them into custody
      - (1) The subject may still have options for movement while under the general control of a peace officer
    - b. Physical Control: is the application of specific control holds or other techniques applied by a peace officer which allows the subject to move only in the direction and manner the peace officer chooses
    - c. Self-control: is maintaining composure and the ability to make sound judgments and decisions
      - (1) Self-control is gained through confidence
      - (2) Confidence is achieved from proper, adequate, and ongoing training to understand basic principles of arrest and control
        - (3) Control is enhanced through practice
        - (4) It is essential to manage emotions such as anger and fear to reasonably control the situation.
- B. Describe the areas of the body which require maximum protection during an attack
1. Head
  2. Neck
  3. Face
  4. Throat



5. Heart
6. Spine
7. Kidneys
8. Groin
9. Joints

C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject

1. Head, hands
2. Arms, legs
3. Feet, knee
4. elbow, forearm

A. Explain factors to consider when approaching a subject and conducting a plain view search

1. Subject's clothing
2. Location of subject's hands
3. Proximity of the subject's obvious or potential weapons
4. Additional subjects

B. Demonstrate a systematic approach to safely and effectively conduct a person search

1. Awareness
2. Balance
3. Control

C. Discuss locations where weapons and/or contraband can be concealed on a subject's body

1. Front waistband and all clothing
2. Upper body and back
3. Lower body, legs, ankles and shoes

D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex

1. Maintaining officer safety
2. Availability and use of officers of the same sex
3. Acceptable search techniques
4. Training to avoid false claims of misconduct or sexual assault
5. Peace officers should be aware of and follow their agency's procedures

E. Explain cover officer responsibilities

1. To ensure the safety of both himself and the contact officer

F. Discuss cover officer responsibilities during a search of a subject

1. Be alert, maintain position of advantage, safeguard weapon,
2. Constantly observe, exhibit command presence, protect other officer
3. Assist in restraining subjects, assist searching officer with contraband

A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject

1. The primary goal of using force is to gain control of a subject
2. Peace officer considerations for using reasonable force include, but are not limited to, the:
  - a. immediate threat to the safety of peace officers or others
  - b. active resistance or attempt to flee
  - c. severity of the crime at issue
  - d. tense, uncertain and rapidly evolving circumstances
  - e. subject's display of aggressive or assaultive behavior
  - f. physical size of the subject (compared to the peace officer)
  - g. need for immediate control of the subject due to tactical considerations
  - h. peace officer's perception of the subject's knowledge of the martial arts or other skills
  - i. inability to control a subject by other means
3. If the subject resists or does not respond to the control hold, the peace officer may apply additional force or other force options, which cause the subject to comply
4. Once control is achieved, the force applied should be reevaluated

B. Explain advantages and limitations a peace officer should consider when applying a control hold

1. control hold is a method for physically controlling a subject by manually applying pressure to a particular part of the body until the peace officer has control over the subject
2. A joint lock is a specific class of a control hold where the technique involves manipulation of a subject's joints in such a way that they reach their maximal degree of motion
3. The proper use of a control hold can help a peace officer:
  - a. effectively control a subject
  - b. guide a subject in a desired direction
  - c. control a subject for searching
  - d. control a subject while handcuffing
  - e. prevent escape
4. Limitations of control hold: - may not work as intended
  - a. close proximity of the officer with the subject
5. Ongoing training is critical for peace officers and is necessary to maintain proficiency with control holds

C. Explain advantages and limitations a peace officer should consider when performing a takedown technique

1. A takedown technique is a method for taking the subject to the ground to control the subject and the situation
2. Advantages- diffuse a situation, achieve control over a subject, distract a subject, control a situation,

3. Limitations- close to subject, single techniques may not work
- A. Explain the purpose of using restraint devices on a subject
    1. Minimize attack on the officer or other
    2. Escape of prisoner
    3. Destruction or concealment of evidence or contraband
    4. Self-inflicted injury by subject
    5. Combat between prisoners
  - B. Explain potential hazards when using restraint device on a subject
    1. Prisoner escape, threat to officer safety
    2. Harm to the prisoner, destruction of evidence
    3. Threat to public safety, potential harm to the subject
  - C. Demonstrate the proper application and correct positioning of handcuffs on a subject
    1. Handcuffs should be applied on bare wrist between the hand and protruding ulna bone, handcuff shape should match the shape of the wrist
    2. Handcuffs should be properly adjusted, not applied over clothing
    3. Handcuffs should be double locked
    4. Explain various double-locking mechanisms on handcuffs
  - E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
    1. Contact officer controls the subject and alerts cover officer about weapons, handcuffs the subject
    2. Cover officer stays quiet unless needed, follows contact officer to avoid crossfire
  - A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
    1. Search the prisoner
    2. Search the area
    3. Restrain the prisoner
    4. Observe the prisoner
  - B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
    1. Upright position
    2. Wearing safety belts
    3. Observable area

### LD39

Recognize the crime elements required to arrest for:

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
2. Obstructing or resisting an executive officer by use of threats or force
3. Threatening a public officer
4. Disarming an officer
5. Removing any weapon, other than a firearm, from an officer
6. Attempting to remove a firearm from a public officer
7. Attempting to escape or escaping from the custody of a peace officer
8. Attempting to escape or escaping from a prison or other place of confinement
9. Attempting to escape or escaping from a county or city jail
10. Attempting to rescue or rescuing

## POST PC 832 F

### LD 35 Firearms

#### I. LEARNING NEED

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

- 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 the firerarm
  4. Be sure of target and what is beyond before firing
- B. Explain basic safety guidelines to be followed at a firing range
  1. entering the firing range
    - a. Listen carefully for range commands and obey them instantly
    - b. Request clarification if a command is not clear or was not completely heard
    - c. always wear approved eye and ear protection
    - d. keep firearm in its holster until instructed to remove it by the instructor or range master (with the safety snap or strap in place)
  2. on the firing line
    - a. listen carefully for range commands and obey them instantly
    - b. request clarification if a command is not clear or was not completely heard
    - c. keep the barrel pointed in a safe direction
    - e. talk only when the instructor or range master speaks to them directly
    - f. never allow the barrel of the firearm to point toward others
    - g. raise their non-shooting hand to gain the instructor's or range master's attention if they have a question or see a safety violation (keeping the firearm pointed down range)
    - h. never proceed forward of the firing line except when commanded to do so
    - i. only put a finger on the trigger just prior to intended firing

- j. never attempt to pick up any item that has dropped on the ground unless instructed to do so
- k. stop firing immediately on command
- 3. handguns are unholstered
  - a. listen carefully for range commands and obey them instantly
  - b. request clarification if a command is not clear or was not completely heard
  - c. have the slide locked back and the magazine removed if using a semiautomatic pistol
  - d. have the cylinder open if using a revolver
- 4. While on the firing line of a range
  - a. handguns should always be:
    - (1) pointed only at the target
    - (2) in a low ready or close contact position, or
    - (3) in the holster
  - b. shotguns should always be:
    - (1) pointed only at the target
    - (2) in a ready position
    - (3) slung on the shoulder, or
    - (4) in a shotgun storage rack unloaded with the action open and with the safety on
  - c. Malfunctions on a firing range
  - d. If a malfunction or misfire takes place while shooting on a firing range, officers should:
    - (1) remove their trigger finger from the trigger
    - (2) keep the firearm pointed safely down range toward the target
    - (3) keep fingers off the trigger
    - (4) raise the nonshooting hand and wait for direction from the range master or instructor
    - (5) 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 all precautions against theft by storing firearms in a secure location and in a locked container.
- 4. Penal Code Section 25110(a), a felony, states: "Except as provided in Section 25105 a person commits the crime of "criminal storage of a firearm of the first degree" if he or she keeps any loaded firearm within any premises that are under his or her custody or control and he or she knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby causes..."

II. LEARNING NEED

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

A. Describe the basic information about a semiautomatic pistol and magazine, including:

- 1. Semiautomatic Pistol primary exterior components and their functions
  - a. hammer
    - (1) Part of the handgun that drives the firing pin forward
  - b. trigger
    - (1) Device which, when pulled, releases the hammer/striker
  - c. trigger guard
    - (1) Device which circles the trigger
  - d. barrel
    - (1) Tube through which the bullet is discharged
  - e. muzzle
    - (1) End of the firearm from which the projectile emerges
  - f. slide
    - (1) Top part of the firearm that contains the firing mechanism
    - (2) Ejects spent cartridge and cycles new cartridges
  - g. slide lock
    - (1) Locks the slide to the rear
  - h. safety
    - (1) Device designed to prevent the firearm from firing
  - i. de-cocking lever
    - (1) Device on most semiautomatic pistols that is designed to safely lower the hammer and/or release the slide
  - j. sights
    - (1) Devices used to aid in aiming the firearm
  - k. ejection port
    - (1) Location where spent cartridge is ejected from the handgun
  - l. grip
    - (1) Portion of the firearm that is held in the hand
  - m. frame
    - (1) Metal or polymer housing of the handgun below the slide
  - n. disassembly lever
    - (1) Lever that allows removal of slide from frame
  - o. magazine well
    - (1) Opening at bottom of the grip where the magazine is inserted
  - p. magazine release

- (1) Mechanism that, when depressed, releases the magazine from the firearm
  - q. tang
    - (1) The curved tongue portion on the top of the backstrap
  - r. backstrap
    - (1) The back portion of the grip
- 2. Steps for loading/unloading
  - a. follow all fundamental rules of firearms safety
  - b. load the full magazine into the magazine well
  - c. pull back and release the slide to chamber a round
- 3. Steps for rendering the semiautomatic pistol safe
  - a. follow all fundamental rules of firearms safety
  - b. release and remove the magazine
  - c. eject any cartridge that may be in the pistol's chamber
  - d. lock slide to the rear
  - e. visually and physically verify there is no round in the chamber
- 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
    - a. frame
      - (1) Main part of the revolver which contains the action, barrel, trigger, cylinder, and grip
    - b. cylinder and chambers
      - (1) Round device which contains a series of holes referred to as chambers
      - (2) Each chamber holds a single cartridge
      - (3) The cylinder rotates to place each chamber into a firing position
    - c. cylinder release
      - (1) Latch which allows the cylinder to be opened out from the frame
    - d. extractor/ejector rod
      - (1) Removes the cartridges from the cylinder when the cylinder is open
    - e. barrel
      - (1) Tube through which the bullet is discharged
    - f. barrel rifling
      - (1) Spiral grooves machined into the interior of the firearm's barrel, which causes the bullet to spin when fired, giving it stability
    - g. muzzle
      - (1) The end of the firearm from which the projectile emerges
    - h. sights
      - (1) Devices used to aid in aiming the firearm
    - i. trigger
      - (1) Device which, when pulled, activates the hammer
    - j. trigger guard
      - (1) Device which circles the trigger
    - k. hammer
      - (1) Device that drives the firing pin forward
    - l. firing pin
      - (1) Device which strikes the primer of the cartridge
    - m. grip
      - (1) Portion of the firearm that is held in the hand
    - n. back strip
      - (1) Back of the grip that the palm of the primary hand fits around
  - 2. Steps for loading/unloading
    - a. follow all fundamental rules of firearms safety
    - b. open the cylinder
    - c. place a single round in each chamber, one at a time
    - d. visually and physically inspect each chamber to make sure it contains a cartridge
  - 3. Steps for rendering the revolver safe
    - a. follow all fundamental rules of firearms safety
    - b. open cylinder
    - c. while holding the revolver muzzle up, push the extractor/ejector rod down to release cartridges or spent casings from each chamber of the cylinder
    - d. visually and physically inspect each chamber in the cylinder to verify that it is empty

### 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.

- A. State the guidelines for the safe handling of ammunition

1. Treat every round as though it were fully charged and capable of discharging
    - a. All ammunition is potentially dangerous and should be handled with caution
  2. Use only the type and caliber of ammunition specifically recommended by the firearm's manufacturer
    - a. Improper ammunition can lead to malfunctions or hinder accuracy
  3. Never fire at a target you do not intend to hit
    - a. Even a blank shell fired at close range can strike a vulnerable area and kill
  4. Avoid dropping live rounds or hitting them with any object
    - a. When any sharp object strikes the primer cap with sufficient force, the round can fire
  5. Learn the sound and feel of a good firing and know what to do when a round misfires
    - a. Occasionally any sharp object strikes the primer cap with sufficient force, the round can fire
  6. All ammunition should be replaced on a regular basis
    - a. Officers should refer to manufacturing recommendations regarding how often ammunition should be replaced
  7. Never use ammunition where the pressure levels exceed industry standards for the firearm being used
    - a. Improper ammunition can cause excessive pressure that can damage or even blow up the firearm
    - b. Manufacturer's warranties, express or implied, may be voided if ammunition with greater chamber pressure than what is recommended is used
- 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
    - a. When struck by the firing pin/striker, the pressure sensitive compound of the primer explodes
    - b. The compound changes structure and disintegrates completely
    - c. Heat is generated in the explosion
  2. Powder ignited
    - a. Powder is ignited by the heat generated from the primer
    - b. The burning powder creates great quantities of gas which expand very rapidly
    - c. Pressure builds in the chamber and barrel from the expanding gasses
  3. Bullet expelled
    - a. The expanding gasses force the bullet from the firearm's barrel

#### 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.

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
1. Barrel
    - a. officer
      - (1) obstructions
      - (2) rust
    - b. armorer
      - (1) bulges or splits
      - (2) obstructions
      - (3) rust
      - (4) heavy rust or pits
      - (5) a barrel that is loose from the frame
  2. Frame
    - a. officer
      - (1) light rust
      - (2) powder build-up
    - b. armorer
      - (1) cracks
      - (2) wear
      - (3) heavy rust or pits
      - (4) loose mainspring tension screws
  3. Sights
    - a. armorer
      - (1) loose parts
      - (2) broken parts
      - (3) bent parts
  4. Cylinder
    - a. officer
      - (1) poor or no free rotation when open
      - (2) jiggling or rotation by finger pressure when closed
    - b. armorer
      - (1) poor or no free rotation when open
      - (2) jiggling or rotation by finger pressure when closed
      - (3) improper alignment with barrel
  5. Cylinder release

- a. officer
  - (1) loose release
  - (2) loose screw
- b. armorer
  - (1) loose release
- 6. Firing pin
  - a. officer
    - (1) obstruction
  - b. armorer
    - (1) broken or chipped pin
    - (2) obstruction
- 7. Grip
  - a. officer
    - (1) broken grip
    - (2) loose grip
  - b. armorer
    - (1) broken grip
- 8. Magazine
  - a. officer
    - (1) dirt build-up
    - (2) follower not working properly
  - b. armorer
    - (1) weakened spring
    - (2) cracked body
    - (3) loose or bent floor plate
    - (4) bent lips
    - (5) follower not working properly

- 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.

- A. Apply the proper steps for drawing and holstering
  - 1. Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps or straps
  - 2. In one smooth motion, lift the firearm out of the holster until the muzzle clears the holster.
    - a. Keep the support hand away and clear of the muzzle
  - 3. Extend the firearm downrange toward the intended target or threat or to a low ready position
  - 4. Holstering- Remove the trigger finger away from the trigger, keep the trigger finger outside the trigger guard and away from the trigger
    - a. Decock the hammer of the firearm, if necessary
    - b. Keep support hand from crossing the muzzle of the firearm
    - c. Point the firearm downward toward the holster
    - d. Place the thumb of the primary hand over the rear of the slide
    - e. Firmly seat the firearm into the holster and release the grip
    - f. Refasten the holster safety snaps and straps
- B. Demonstrate the following elements to accurately shoot a firearm:
  - 1. Grip
    - a. Web of the palm of the primary hand is placed as high as possible on the back strap of the firearm
    - b. Index finger remains off the trigger. (This position may vary some depending on the specific firearm.)
    - c. Front sight, rear sight, and radial bone of the forearm are in alignment when the firearm is raised to a shooting position
  - 2. Stance
    - a. Weaver
      - (1) The shooter stands in a position of interview at a 45 degree angle to the suspect with the support hand forward, toward the target
      - (2) The shooting arm elbow is slightly bent
    - b. Modified Weaver
      - (1) The shooter stands in a position of interview at a 45 degree angle to the suspect with the support hand forward, toward the target
      - (2) Primary arm is locked at the elbow
    - c. Characteristics of a proper stance
      - (1) Feet are shoulder width apart
      - (2) Weight is evenly distributed

wedged

wedged

- (3) Upper body is upright or bent slightly forward
  - (4) Head and neck are kept erect
  - (5) Shooter is able to move in any direction
3. Breath control
- a. When shooting a firearm, officers should breathe in a smooth normal manner
4. Sight alignment/sight picture
- a. Sight alignment is the relationship between the shooter's eye, and the front and rear sights of the firearm
    - (1) When the decision to shoot has been made, center the front sight in the notch of the rear sight
    - (2) The top of the front site should be level with the top of the rear sight
    - (3) Equal amounts of light should be visible on either side of the front sight as viewed through the rear sight
  - b. A sight picture is when the shooter's focus is on the top center of the front sight and the rear sight and aiming point
    - (1) Place the top center of the front sight exactly on the desired point of impact (aiming point) on the target
    - (2) Focus sharply on the top center of the front sight
    - (3) The rear sight and aiming point should be blurry
- (target) is out of focus
5. Trigger control
- a. Trigger control is accomplished by:
    - (1) placing the center of the index finger tip pad on the trigger
    - (2) applying a smooth continuous pressure on the trigger
    - (3) pulling straight to the rear with no stops or jerks
    - (4) maintaining the sight alignment of the firearm until the firearm fires
6. Follow-through
- a. Concentrate on the front sight constantly throughout the firing sequence
  - b. Maintain the trigger in the rearward position until the firearm is brought out of recoil
  - c. Maintain the sight picture
  - d. Prepare to shoot again if necessary
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
- a. failure to fire
    - (1) Check safety
    - (2) Improperly seated magazine (round cannot be fed into the chamber)
    - (3) Defective cartridge
    - (4) No round in the chamber
    - (5) Empty magazine
    - (6) Defective firearm
  - b. failure to eject
    - (1) Improper lubrication
    - (2) Improperly functioning extractor or ejector
    - (3) Defective cartridge
    - (4) Improper grip
    - (5) Defective firearm
  - c. failure to extract
    - (1) Damaged extractor
    - (2) Damaged magazine
    - (3) Unextracted cartridge case
    - (4) Dirty chamber
    - (5) Defective firearm
  - d. failure to feed
    - (1) Magazine not fully seated into the magazine well
    - (2) Use of an oversized cartridge case
    - (3) Dirty chamber
    - (4) Defective firearm
2. Revolvers
- a. failure to fire
    - (1) No round in chamber
    - (2) Defective cartridge
    - (3) Defective firearm
  - b. slow cylinder
    - (1) Dirty firearm
    - (2) Improperly seated primer in the cartridge
    - (3) Broken spring
    - (4) Loose ejector rod
    - (5) Loose retaining screw
    - (6) Defective firearm
  - c. stopped cylinder
    - (1) Cylinder not completely closed
    - (2) Defective firearm
3. Shotguns
- a. failure to fire

- (1) No round in the chamber
- (2) Defective cartridge
- (3) Broken firing pin
- (4) Bolt not locked into place
- b. failure to eject
  - (1) Failure to fully and briskly rack the action
  - (2) Bent action bars
  - (3) Broken/damaged extractor
- c. double feed
  - (1) Empty shell remains in the chamber (new shell cannot enter)
  - (2) Broken/damaged extractor
- d. failure to fully chamber
  - (1) Dirty chamber
  - (2) Use of an oversized shell case
  - (3) Action out of battery
- e. stacked feed
  - (1) Shell in chamber while another is on the carrier plate

## 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

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** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.

Using a presenter approved handgun, the student must:

- fire 36 rounds of service ammunition and
- achieve a minimum score of 29 hits in the 7-ring on a
- B-27 single target

The PC 832 Handgun Course of Fire:

- 12 rounds must be fired from a distance of 3 yards in 30 seconds
- 12 rounds must be fired from a distance of 7 yards in 30 seconds
- 12 rounds must be fired from a distance of 15 yards in 45 seconds

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully 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 PC 832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

### REQUIRED LEARNING ACTIVITIES

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
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 an instructional activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

12. Visually inspect the weapon
13. Properly clean the weapon
14. Ensure the weapon is maintained according to the manufacturer's specifications

## 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.

No Value

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

No Value

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?

No Value

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.

- Hybrid with online lecture and onsite lab/activity hours