

ACADC200X : POST Police Academy I**General Information**

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Course Code (CB01) :	ACADC200X
Course Title (CB02) :	POST Police Academy I
Department:	Public Service
Proposal Start:	Summer 2022
TOP Code (CB03) :	(2105.50) Police Academy
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	11/08/2021
Board of Trustees Approval Date:	12/16/2021
External Review Approval Date:	12/16/2021
Course Description:	This course is designed to fulfill the training requirements established by the California Commission on Peace Officer Standards and Training (POST) for basic peace officer training. This is the first course in a sequence that includes ACAD C200X, C201X, and C202X. Prospective students need to go through the selection process given by the certification holder.
Submission Type:	New Course Part of a comprehensive re-write to public services programs to address clear pathways and educational attainment through certificate or degree.
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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"> Administration of Justice (Police science, corrections, law enforcement)

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"> Letter Grade Methods
<input type="checkbox"/> Allow Students to Gain Credit by	Allowed Number of Retakes	Course Prior To College Level (CB21)

Exam/Challenge	0	Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	<input type="checkbox"/> Allow Students To Audit Course
No value	No retake.	
Course Support Course Status (CB26)		
Course is not a support course		

Associated Programs		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
Public Safety Certificate (In Development)	Certificate of Achievement	Fall 2022
Modern Police Science (In Development)	A.S. Degree Major	Fall 2022

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Not transferable	Not transferable

Units and Hours		
Summary		
Minimum Credit Units (CB07)	3	
Maximum Credit Units (CB06)	3	
Total Course In-Class (Contact) Hours	90	
Total Course Out-of-Class Hours	75	
Total Student Learning Hours	165	
Faculty Load	0	
Credit / Non-Credit Options		
Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	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	25	50
Laboratory Hours	35	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	1.5
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	37.5
Laboratory	52.5
Activity	0
Total	90
Course Out-of-Class Hours	
Lecture	75
Laboratory	0
Activity	0
Total	75

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

Limitations on Enrollment

Limitations on Enrollment

Description

Enrollment is limited per Government Code 1029 and 1031. Must complete a background check and/or clear live scan DOJ under Penal Code 13511.5.

State Law Requirements

Specifications

Methods of Instruction

Methods of Instruction

Audiovisual

Rationale

Audio-visual presentations including 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 and law.

Methods of Instruction

Demonstration

Rationale

Skills demonstration for firearms, arrest control techniques, cpr/first aid, and driving are typical examples of skills development instruction practices. Students model appropriate control and skills required to maintain certifications.

Methods of Instruction

Lecture

Rationale

Instructors lecture as required under POST standardized curriculum, which includes a variety of learning activities depending on the learning domain.

Assignments

Written reports, tests, legal vocabulary terms, etc.

Methods of Evaluation

Rationale

Participation

Participation in class discussions including debates, tabletop exercises, and active learning lessons with real crime data following POST curriculum. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Hours of participation are mandatory. Example: Students group together and develop a community policing proposal.

Other

Physical fitness tests and arrest control, driving, and firearms skills proficiency tests.

Tests

Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the student learning outcomes. Typical formative quizzes are conducted via true/false, multiple choice, or constitutional law application, and laws.

Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules.

Equipment

Standard Law Enforcement Duty Gear will be provided.

Textbooks

Author	Title	Publisher	Date	ISBN
OER: State of California	POST RBC Student Workbook	POST/State of California	2021	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Discuss why community leadership is important.

Complete Cooper's physical fitness assessment.

Learn proper physical fitness movements to avoid injury.

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

CSLOs

Explain the benefits of professional and ethical behavior to the community, agency, and peace officer. Expected SLO Performance: 70.0

Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer. Expected SLO Performance: 70.0

Discuss and recite the Law Enforcement Code of Ethics. Expected SLO Performance: 70.0

Outline

Course Outline

Orientation Day

Welcome/Introduction to Staff

- Director
- Coordinator
- Recruit Training Officers (RTO) Expectations (Power Point)

Grinder Introduction to RTO Staff

- Introduction to Drill and Ceremony
- Introduction to Physical Motivation

PT Fitness/ Cooper Assessment

- Introduction to POST Work Sample Test Battery

Administrative Items

- I.D. Cards
- Complete Emergency Contact Forms
- Social Network/Electronic Messaging Policy
- Academy Binders/Learning Domains
- Student Biography Homework Assignment

Program Overview

- Schedule Academy Overview
- Training Locations
- Range requirements
- Defensive Tactics/Arrest and Control requirements
- Introduction POST PELLET B Exam

Academy Week 1

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

- Discuss why leadership is important
 1. To the officer
 2. To the agency
 3. To the community
 4. To the profession
- Define leadership
 1. Practice of influencing people
 2. Using ethical values and goals
 3. Produce an intended change
- Discuss universal components of leadership
 1. Authority and power
 2. Compliance v. commitment
 3. Circle of Influence

4. Life balance
 5. Formal and informal
- 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 with the profession

- 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. Improve communication, problem solving, decision making
2. Positive leadership vs. absence of leadership

II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

- 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
- 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
- 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
- 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
- Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
 1. Ethical standards
- 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
- Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
 1. Unlawful arrest
 2. Constitutional rights violated
 3. Inappropriate language, behavior, conduct
 - Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
 1. Advance
 2. Intermediate
 3. Delayed
 - 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
 - Explain the value of ethical decision making in leadership
 1. Better equipped to arrive at the appropriate solutions in decision making

III. REQUIRED TESTS

- A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:
 1. Leadership – the practice of influencing people, while using ethical values and goals to produce an intended change
 2. Problem solving/Decision-Making – analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
 3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
 4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
 5. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

IV. REQUIRED LEARNING ACTIVITIES

- The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding leadership. At a minimum, each activity or combination of activities must address the following topics:
 1. Power and authority
 2. Compliance and commitment
 3. Sphere of influence
 4. Officer as a leader
 5. Leadership in the community

6. Positive and adverse impacts and challenges for consistently demonstrating leadership

- The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
 1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
 2. Identification of those whom the conduct impacts
 3. The potential sanctions that could result from the behavior
 4. Potential perceptions of the public regarding the behavior
 5. Whether or not intervention is appropriate
- The student will participate in a learning activity consisting of a small group exercise that uses the POST-developed publication *Becoming An Exemplary Peace Officer*, or other media presentation as a resource. During the exercise, the group will complete the following tasks:
 1. Identify any ethical issues
 2. Discuss the impact of the conduct
 3. Determine if intervention is required
 4. Defend the chosen intervention strategy

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

- 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
- 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
 1. Fourth Amendment

a. Freedom from unreasonable search and seizures

1. Fifth Amendment

a. Freedom from being tried twice for the same crime

b. Freedom from self-incrimination

1. 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

1. Eighth Amendment

a. Freedom from excessive bail

b. Freedom from cruel and unusual punishment

1. Fourteenth Amendment

a. Basic right of defendant in judicial proceeding

b. Due process

c. Right to equal protection under the law

- Discuss the components and primary goals of the criminal justice system

1. Law enforcement – uphold the law

2. Judicial – treat all persons equally, fairly and with justice

3. Corrections – play a role in enforcement

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

- List the primary federal, state, and local law enforcement agencies within the criminal justice system

1. Federal – Homeland Security, FBI, DEA, INS, US Marshall, STF, Secret Service

2. State – CHP, ABC, DOJ, F&G, DMV, Parole

3. Local – KCSO, BPD, DPD, APD, SPD, TPD, KHSDPD

III. LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

- 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

- Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system

1. Low courts – trial courts

2. Higher courts – appellate courts

3. Judges, prosecuting attorneys, defense attorneys

- Discuss the judicial process in criminal cases

1. Arrest, arraignment, right to bail, bail, preliminary hearing, indictment, trial, sentencing, Grand Jury

IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a

component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

- Discuss the objectives and responsibilities of the correction's component of the criminal justice system
 1. Confining and rehabilitating prisoners, supervising parolees and probationers, assuring victim's rights.

- Recall the definitions of parole and probation
 1. Parole is a conditional release from State prison
 2. Probation is suspension or imposition of sentence by the Court

- Discuss the differences between:
 1. Parole
 - Imposed by administrative board
 - Revocable by parole agent, administrative board
 - Parolees must comply with all instructions of parole officer
 2. Probation
 - Imposed at the Court's direction
 - Probation officer recommended
 - Probationers comply with instructions and contact probation officer

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted Hours	<u>2</u>
Total Instructional Hours	<u>4</u>

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

- Message
- E-mail
- Face-to-face meeting(s)
- Proctored Exam

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/tablets are required for state testing.

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.

- Learning management system

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.

Class size not to exceed 50 students.

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