

Cerro Coso College
Course Outline of Record Report
10/06/2021

ADMJC142 : Basic Peace Officer Academy Module III

General Information

Author:	-
Course Code (CB01) :	ADMJC142
Course Title (CB02) :	Basic Peace Officer Academy Module III
Department:	Public Service
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2105.50) Police Academy
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000360341
Curriculum Committee Approval Date:	03/11/2011
Board of Trustees Approval Date:	04/14/2011
External Review Approval Date:	04/28/2011
Course Description:	This course provides basic instruction designed to prepare students for the performance of limited peace officer duties. The curriculum is established through the requirements set by the California Commission on Peace Officer Standards and Training (P.O.S.T.), which include: introduction to law enforcement; administration of justice; criminal law; evidence; community-police relations; patrol procedures; juvenile procedures; defensive tactics; firearms; First Aid/CPR; vehicle operations; domestic violence and related topics.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

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

Course Development Options

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

No value

Retake Policy Description

|Legally Mandated Training| Unlimited

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

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)**

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours:**Summary**

Minimum Credit Units (CB07)	5
Maximum Credit Units (CB06)	5
Total Course In-Class (Contact) Hours	180
Total Course Out-of-Class Hours	90
Total Student Learning Hours	270
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.

Funding Agency Category (CB23)

Not Applicable.

 Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2.5	5
Laboratory Hours	7.5	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	180
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	90

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

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

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

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment

Description

Limitation on Enrollment (e.g. Performance tryout or audition): Must successfully pass a fingerprint check through the California Department of Justice and meet the entry requirements established by the California Commission on Peace Officer Standards and Training (POST) for this course. Content Review 5 and

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Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Guest Lecturers

Rationale

No value

Methods of Instruction

Discussion

Rationale	No value			
Methods of Instruction	Group Work			
Rationale	No value			
Methods of Instruction	Demonstration			
Rationale	No value			
Methods of Instruction	Audiovisual			
Rationale	No value			
Methods of Instruction	Case Study			
Rationale	No value			
Assignments				
- Textbook reading Writing assignments				
Methods of Evaluation	Rationale			
Other	Please see attached file marked Methods of Evaluation			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value
Other Instructional Materials				
Description	Other: California Vehicle Code, Current Year			
Author				
Citation	Basic Peace Officer Academy Module III			
<hr/>				
Description				

Manuals: California Commission on Peace Officer Standards and Training. (2011-01-01 00:00:00.0)
Learning Domains 1-43, California Commission on Peace Officer Standards and Training

Author

Citation Basic Peace Officer Academy Module III

Description Other: California Penal Code, Current Year

Author No value

Citation No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Define, discuss, and contrast the aspects of leadership within the criminal justice system. Expected SLO Performance: 70.0

Describe and contrast the types and levels of intervention used to prevent a peace officer's inappropriate behavior. Expected SLO Performance: 70.0

Identify and discuss the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments and identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers. Expected SLO Performance: 70.0

ISLOs Students who are completing a program will be able to think critically and creatively and apply reasoning.
Core ISLOs

Discuss and list the primary federal, state, and local law enforcement agencies within the criminal justice system. Expected SLO Performance: 70.0

Identify and discuss the objectives of the judicial component of the criminal justice system, the judicial process in criminal cases, and the organization of the California court system. Expected SLO Performance: 70.0

Define, discuss, and contrast the need of peace officers to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there. Expected SLO Performance: 70.0

Define, discuss, and contrast the need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community. Expected SLO Performance: 70.0

Identify and discuss the nuances of written law to correctly interpret the law and the origins of current law to know the role of law enforcement today. Expected SLO Performance: 70.0

Identify and discuss why peace officers must know what constitutes a crime, the information required to establish that a crime has occurred, what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable. Expected SLO Performance: 70.0

Define, discuss, and contrast the Use of analysis in the development of probable cause for consensual encounters, detentions and arrests.	Expected SLO Performance: 70.0
Define, discuss, and contrast the role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues, how a peace officer's conduct and attitude affects the officer, officer's agency and the community, the Officer accountability and responsibility as it relates to laws of arrest.	Expected SLO Performance: 70.0
Demonstrate a series of slow speed precision driving exercises that requires the student to drive a law enforcement vehicle.	Expected SLO Performance: 70.0
Define, discuss, and demonstrate the decision making, application, and the consequences with the use of force.	Expected SLO Performance: 70.0
Discuss and demonstrate an understanding of law enforcement response to high-risk situations.	Expected SLO Performance: 70.0
Discuss and demonstrate the techniques to effectively direct and control traffic, store or impound vehicles, and professional demeanor when conducting these tasks.	Expected SLO Performance: 70.0
Define, discuss, and contrast the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility.	Expected SLO Performance: 70.0
Demonstrate the techniques necessary to control, search and physically take an arrested person into custody.	Expected SLO Performance: 70.0
Discuss and demonstrate the medical aid required for peace officers to perform during the course of their duties.	Expected SLO Performance: 70.0
Discuss and demonstrate the safe use of a firearm and related safety equipment.	Expected SLO Performance: 70.0
Define, discuss, and contrast the legal responsibilities of a peace officer regarding laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.	Expected SLO Performance: 70.0
Discuss and demonstrate an understanding of the basic concepts of Cultural Diversity and Discrimination.	Expected SLO Performance: 70.0

ISLOs Students who are completing a program will be prepared to engage in responsible citizenship at various levels.
Core ISLOs

Outline

Course Outline

- I. Learning Domain #1 – Leadership, Professionalism and Ethics
 1. 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.
 - a. Discuss why leadership is important
 - i. To the officer
 - ii. To the agency
 - iii. To the community
 - iv. To the profession
 - b. Define leadership
 - i. Definition
 - ii. Core competencies, skills and traits
 - c. Discuss universal components of leadership
 - i. Authority
 - ii. Power

d. Discuss the officer as a leader

i. Peer leadership

i. Modeling

ii. Taking charge

iii. Intervening

iv. Sharing knowledge and experiences(v) Expecting change

1. Leadership in the community/Community policing

2. Leadership within the profession

3. Discuss the leader as a follower

a. Separation of ego from power and authority

b. Responsibility to the agency

c. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results

i. Improved communication, problem solving and decision making

ii. Positive leadership vs. absence of leadership

4. 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.

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

i. Foundation of the peace officer's authority and power

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

i. Community expectations

ii. Agency expectations

iii. Peer expectations iv. Officer's expectations

v. Expectation common to all

c. Explain the benefits of professional and ethical behavior to the community, agency and peace officer

i. Benefits to the officer

ii. Benefits to the agency

iii. Benefits to the community

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

i. For the officer

ii. For the agency

iii. For the community

e. Discuss the Law Enforcement Code of Ethics, and explain the importance of adhering to the

Law Enforcement Code of Ethics

i. Law Enforcement Code of Ethics

ii. Importance of adherence

iii. California's Code of Conduct

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

i. Legal basis for intervention

i. PC147, 149 and 673

ii. PC661

iii. Federal laws

1. Ethical obligation to intervene

(i) Protect the image of the profession, agency and officers (a) Public expectations

1. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention

a. Situation requiring intervention

b. Factors that can inhibit intervention

c. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior

i. Advance

ii. Immediate

i. Verbal

ii. Physical(a) Touching

(b) Stepping in (c) Restraining

1. Delayed

i. Discussion/Admonishment

ii. Referral/Training(iii) Reporting

1. Give examples of ethical decision making strategies

a. Decision making strategies

b. Common steps

c. Explain the value of ethical decision making in leadership

i. Ethical leadership and competent decision making leads to appropriate solutions

ii. Learning Domain #2 – Criminal Justice System

a. 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.

a. Identify the freedoms and rights afforded to individuals under the U.S.

Constitution, the Bill of Rights, and later amendments

a. U.S. Constitution

b. Bill of Rights

c. Later Amendments

d. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers

i. First Amendment

ii. Fourth Amendment

iii. Fifth Amendment iv. Sixth Amendment

v. Eighth Amendment

vi. Fourteenth Amendment

e. Discuss the components and primary goals of the criminal justice system

i. Law enforcement and its goals

ii. Judicial system and its goals

iii. Corrections systems and its goals

2. 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.

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

i. Federal agencies

i. U.S. Department of Homeland Security

ii. Federal Bureau of Investigation (FBI)

iii. Drug Enforcement Agency (DEA)

iv. U.S. Marshal Service

v. Immigration and Naturalization Service (INS)

vi. Alcohol, Tobacco and Firearms Division (ATF)

vii. Secret Service

viii. U.S. Postal Service (USPS) (ix) Armed Forces Police

1. State agencies

i. Youth and Adult Correctional Agency

ii. California Highway Patrol (CHP)

iii. Department of Alcoholic Beverage Control (ABC)

iv. Department of Fish and Game (F&G)

v. Department of Forestry and Fire Protection (DOF)

vi. Department of Justice (DOJ)

vii. Department of Insurance (DOI)

viii. Department of Motor Vehicles (DMV)

ix. Department of Parks and Recreation (DPR)

x. Franchise Tax Board (FTB)

xi. Office of State Fire Marshal (SFM)

xii. University/College Police Departments

xiii. Department of Health Services (CDHS)

1. Local agencies

i. Airport police

ii. County marshals

iii. Housing police

iv. Municipal police

v. School district police

vi. Sheriffs' departments

vii. Transportation police

viii. Port Authority police

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

a. Discuss the objectives of the Judicial component of the criminal justice system

i. Providing due process of the law

ii. Rendering fair judgments

iii. Dispensing just punishments iv. Assuring victim's rights

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

i. State Supreme Court

ii. Lower Courts

(i) Trial Courts

1. Higher Courts

(i) Appellate Courts

1. Positions in the judicial component

i. Judges

ii. Prosecuting Attorneys(iii) Defense Attorneys

1. Discuss the judicial process in criminal cases

- a. Arrest
- b. Arraignment
- c. Right to Bail
- d. Bail
- e. Preliminary Hearing
- f. Indictment
- g. Trial
- h. Sentencing
- i. Grand Jury

2. Peace officers should recognize that the California Youth and Adult Correctional Agency (YACA) 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.

a. Discuss the objectives and responsibilities of the correction's component of the criminal justice system

- i. Confining prisoners
- ii. Rehabilitating prisoners
- iii. Supervising parolees and probationers in the community
- iv. Assuring victim's rights

b. Recall the definitions of parole and probation

- i. Definition of parole
- ii. Definition of probation

c. Discuss the differences between:

- i. Parole
- ii. Probation

III . Learning Domain #3 – Policing in the Community

1. Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

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

- i. Maintaining order
- ii. Enforcing the law
- iii. Preventing crime
- iv. Delivering service
- v. Educating and learning from the community
- vi. Working with the community to solve problems

b. Differentiate between proactive and reactive policing

- i. Proactive approach
- ii. Reactive approach

c. Recognize peace officers' responsibilities to enforce the law, including:

- i. Adhering to all levels of the law
- ii. Fair and impartial enforcement
- iii. Knowing the patrol beat or area of responsibility

d. Identify the elements of area/beat knowledge, including:

- i. Critical Sites
- ii. Locations requiring special attention, i.e. hot spots
- iii. Potentially dangerous areas

e. Discuss current and emerging issues that can impact the delivery of services by peace officers

- i. Changing community demographics
- ii. Economic shifts
- iii. Advanced technologies
- iv. Jail overcrowding
- v. Cultural diversity
- vi. Continuous law changes
- vii. Homeland Security

f. Discuss opportunities where peace officers educate and learn from community members

- i. Informal opportunities
- ii. Formal opportunities

2. Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

a. Define community partnerships

- i. Definition
- ii. Examples
- iii. Developing trust

b. Discuss the key elements for developing trust between community partners, including:

- i. Truth
- ii. Respect
- iii. Understanding
- iv. Support
- v. Teamwork

c. Discuss the relationship of ethics to the badge of office

- i. Standard of ethical conduct
- ii. Symbol of public trust
- d. Discuss leadership skills in community policing
- i. Ethical leadership skills examples

e. Define communication

- i. Definition

- ii. Essential elements
- f. Recognize the components of a message in communications with others, including:
 - i. Content (words)
 - ii. Voice characteristics
 - iii. Nonverbal signals
- g. Recognize the potential effects of negative nonverbal signals
 - i. Making a poor impression
 - ii. Contradicting what an officer is saying verbally
 - iii. Potentially escalating situations
- h. Give examples of effective communication techniques for:
 - i. Active listening
 - ii. Establishing effective lines of communication
 - iii. Overcoming barriers to communication
- 3. Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community
 - a. Identify the steps of the SARA model
 - i. Scanning – Identifying the problem(s)
 - ii. Analysis – Collecting and examining information
 - iii. Response – Developing and implementing solutions based on analysis
 - iv. Assessment – Evaluating the effectiveness of the strategy selected
 - b. Apply the SARA Model
 - i. Specific
 - ii. Measurable
 - iii. Attainable
 - iv. Realistic
 - v. Timely
 - vi. Sustainable

IV Learning Domain # 5 – Introduction to Criminal Law

- 1. Peace officers must know the origins of current law to know the role of law enforcement today
 - a. Identify the relationship among:
 - i. Constitutional law
 - ii. Statutory law
 - iii. Case law
 - b. Differentiate between the Letter of the law and the Spirit of the law
 - i. Literal meaning vs. intent of the legislature
 - c. Differentiate between criminal and civil law
 - i. Definition
 - ii. Violation terminology
 - iii. Prosecutor
 - iv. Purpose
 - d. Recall the statutory definition of a crime
 - i. Definition
 - ii. Examples
 - e. Identify the basic elements common to all crimes
 - i. Commission of prohibited act
 - ii. Omission of required act
 - iii. Intent
 - f. Identify the basic elements required of an attempt to commit a crime
 - i. Definition
 - ii. Examples
 - g. Discuss general, specific and transferred intent crimes
 - i. Definitions
 - ii. Examples
 - h. Differentiate between criminal intent and criminal negligence
 - i. Definitions
 - ii. Examples
 - i. Identify three classes of crime
 - i. Felony
 - ii. Misdemeanor
 - iii. Infraction
 - j. Differentiate among the three parties to a crime:
 - i. Principals
 - ii. Accessories
 - iii. Accomplices
 - k. Identify people legally incapable of committing a crime
 - i. Children under 14
 - ii. Persons who lack the mental capacity
 - iii. Ignorance or mistake
 - iv. Unconscious act
 - v. Misfortune or accident
 - vi. Threat or menace
 - vii. Defense of others
- a. Learning Domain #15 – Laws of Arrest
- 2. Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability and responsibility they have in making arrests
 - a. Recognize a peace officer's role in relation to the protections and rights included in the following amendments to the U.S Constitution and related California Constitution sections
 - b. Fourth Amendment
 - c. Fifth Amendment

d.Sixth Amendment

e.Fourteenth Amendment

i.Recognize a peace officer's role in relation to the protections included under federal civil rights provisions

ii.U.S. Code, Title 42, Section 1983

iii.U.S. Code, Title 18, Section 241 iv.U.S. Code, Title 18, Section 242

B. Peace officers must know the nuances of the written law to correctly interpret the law

C. To enforce the law, peace officers must know what constitutes a crime and the information required to establish that a crime has occurred D. To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable

(i) Penal Code Section 422.6(a)

1.Peace officers must recognize that a consensual encounter is a face-to-face contact with a private person, that they cannot exert authority, and the person reasonably believes they can leave or not cooperate at any time

a.Recognize appropriate conduct during a consensual encounter

b.Gathering information

c.Interviewing witnesses at the scene of a crime or accident

d.Conversing casually

e.Disseminating information

i.Recognize conduct that may elevate a consensual encounter

ii.Using emergency lights

iii.Placing the peace officer or the officer's vehicle so as to prevent the person or car from leaving

iv.Issuing orders or commands

v.Using accusatory questions or tone of voice

vi.Conducting pat-down searches without legal justification

vii.Demanding and/or keeping a person's identification

a.Recognize the consequences of elevating a consensual encounter

viii.Violation of Fourth Amendment rights

ix.Civil prosecution for violation of civil rights

x.Criminal prosecution for false imprisonment

xi.Departmental disciplinary action

2.To execute the appropriate actions, peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter

a.Differentiate between a detention and a consensual encounter

b.Examples of consensual encounters

c.Examples of detentions

i.Recognize reasonable suspicion

ii.Definition

iii.Basis iv.Contributing factors

a.Recognize appropriate peace officer actions during a detention

v.Investigative actions

vi.Length of detention

vii.Transporting a person during detention

viii.Refusal to answer questions

a.Recognize the scope and conditions for warrantless searches and seizures during a detention

ix.Scope

x.Conditions

xi.Discovery

a.Recognize conditions where the use of force or physical restraint is appropriate during a detention

xii.Examples

3.Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, and to avoid potential liability when making arrests

a.Recognize when there is probable cause to arrest

i.Requirements to establish probable cause

ii.Reasonable suspicion vs. probable cause

b.Identify elements of a lawful arrest

i.Made by a peace officer or private person (PC834)

ii.Arrestee must be taken into custody (PC834)

iii.Restrict of the person, or submission to officer's authority (PC835) iv.Reasonable force may be used (PC835a)

c.Differentiate between arrest and detention

i.Taking a person into custody vs. limited scope, assertion of authority

d.Recognize information that must be given to an arrested person i.Intent ii.Cause

iii.Authority

e.Recognize elements of a warrantless arrest for a misdemeanor

- i. Probable cause that the misdemeanor happened in the officer's presence
- ii. Misdemeanor was not committed in the officer's presence, but probable cause exists that the misdemeanor was:
 - i. Committed by a juvenile
 - ii. Driving while under the influence
 - iii. Carrying a loaded firearm on an individual's person or in a vehicle while in any public place or on any public street
 - iv. Violating a domestic protective or restraining order, when the officer was responding to a call alleging same
 - v. Assault or battery on a spouse, cohabitant, or the parent of his/her child
 - vi. Assault or battery on school property when the school is in session
 - vii. Assault or battery against a working firefighter, emergency medical technician or mobile intensive care paramedic
 - viii. Carrying a concealed firearm at an airport inspection area

1. Time of arrest

2. Recognize elements of a warrantless arrest for a felony

a. Probable cause exists that the person to be arrested:

- i. Committed the felony in the presence of the officer
- ii. Committed a felony, though not in the presence of the officer
- iii. Committed a felony, regardless of whether or not the felony was, in fact, committed

1. Time of arrest

2. Recognize elements of a warrant arrest

a. Definition

a. Definition

b. Arrest warrant contents

c. Pre-complaint warrants

d. Time of arrest

e. Recognize the requirements for entry to make an arrest

i. Knock and notice

ii. Exceptions

f. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest

i. Conditions

ii. Required actions

iii. Private searches and seizures iv. Receiving private person arrestees

v. Disposition

vi. Exemption from prosecution

g. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest

i. Penal Code authority

ii. Examples

h. Recognize the statutory requirements for the disposition of an arrested person i. Disposition of arrestees

ii. Compliance with warrant

iii. Infractions iv. Warrantless misdemeanor arrests and release

v. Exceptions to misdemeanor cite and release

vi. Domestic violence/abuse exceptions

vii. Warrantless arrest releases

viii. Probable cause determination

ix. Phone calls

x. Visitation privileges

i. Recognize the exception to the powers to arrest

i. Stale misdemeanor

ii. Statute of limitations

3. When interrogating a suspect who is in custody, peace officers must follow Miranda procedures to ensure that any answers they obtain will be admissible in court

a. Identify the purpose of the Miranda warning

i. Protection of Fifth Amendment rights

b. Recognize when Miranda warnings must be given

i. Requirements

(i) Custody and interrogation

1. Volunteered statements

(i) Examples

1. Privilege against self-incrimination

2. Consequences of not administering Miranda

3. Identify the proper administration of Miranda warnings

a. Elements of Miranda

b. The Miranda process

c. Recognize the impact of invoking either the right to remain silent or the right to counsel i. Right to remain silent

ii. Right to counsel

d. Recognize the types of Miranda waivers

- i.Express
- ii.Implied
- iii.Conditional
- e.Recognize the exception to the Miranda rule
 - i.Public safety exception
 - ii.Examples
- 4.To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must be aware of and correctly follow standardized practices for conducting crime scene interviews and interrogations.
 - a.Differentiate between an interview and interrogation
 - i.Interview
 - ii.Interrogation
 - b.Differentiate between an admission and confession
 - i.Definition of an admission ii.Definition of a confession
 - a. Learning Domain #16 – Search and Seizure
- 5.Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.
 - a.Recognize constitutional protections guaranteed by the Fourth Amendment
 - i.Constitutional protections
 - ii.Unreasonable searches
 - iii.Limitation on government's power
 - b.Identify the concept of reasonable expectation of privacy
 - i.Expectation of privacy
 - ii.Related terms
 - iii.Examples
 - c.Recognize standing and how it applies to an expectation of privacy
 - i.Concept of standing ii.Examples
 - d.Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
 - i.Definition ii.Examples
 - e.Recognize how the exclusionary rule applies to a peace officer's collection of evidence
 - i.Explanation of the exclusionary rule
 - ii.Origin
- 6.Although warrantless searches and seizures are presumptively illegal, when certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for those conditions.
 - a.Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 - i.Fourth Amendment protections
 - ii.Case law exceptions
 - iii.Establishing the basis for a warrantless search or seizure
 - b.Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 - i.Cursory/frisks
 - ii.Consent searches
 - iii.Searches pursuant to exigent circumstances iv.Searches incident to arrest
 - v.Probation/parole searches
- 7.The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of a motor vehicle's potential mobility and reduced expectation of privacy
 - a.Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 - i.Probable cause searches
 - ii.Seizures of items in plain view
 - iii.Protective searches iv.Consent searches
 - v.Searches incident to custodial arrest
 - vi.Instrumentality searches
 - vii.Vehicle inventories
- 8.Peace officers must recognize when a search or the seizure of evidence involves the intrusion into a subject's body, special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence
 - a.Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body
 - i.With a warrant
 - ii.Without a warrant
 - b.Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
 - i.Level of force
 - ii.Preventing a suspect from swallowing evidence
 - iii.Swallowed evidence iv.Examples
 - c.Recognize the conditions necessary for legally obtaining blood samples
 - i.Consent
 - ii.Implied consent
 - iii.Incident to arrest iv.Exigent circumstances
 - d.Recognize the conditions for legally obtaining non-intrusive bodily evidence:
 - i.Fingerprints
 - ii.Handwriting samples

iii. Learning Domain #17 – Presentation of Evidence

a. Peace officers must know the criteria for admitting and excluding evidence to ensure evidence is identified, collected and tracked in a legal manner that will be accepted in court

a. Reduce violations of constitutional protections

b. Avoid undue prejudice to the accused

1. Recognize circumstances which may cause evidence to be excluded

i. Previous convictions

ii. Previous arrests

1. Prohibit consideration of unreliable evidence such as hearsay and opinion evidence

2. Protect valued interests and relations (e.g., attorney-client, clergy-penitent privilege)

3. All evidence is legally obtained

4. All physical evidence has been properly prepared and safeguarded per recognized chain of custody procedures

5. All available supporting evidence and witness statements are gathered and documented completely

6. Peace officers need to take thorough and reliable witness reports

a. Recognize the requirements and exceptions for admitting hearsay evidence for:

i. Spontaneous statements

ii. Admissions and confessions

iii. Dying declarations

2. Recognize a peace officer's role in ensuring the admissibility of evidence

VIII. Learning Domain #18- Investigative Report Writing

A. A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case

1. Legal basis for requiring investigative reports

a. How investigative reports are used

b. Prospective users of investigative reports

2. Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports

a. Discuss the importance of taking notes in preparation for writing reports

i. Field notes are more reliable than an officer's memory

ii. Field notes are the primary source of information for the investigative report

iii. Detailed field notes reduce the need to re-contact the involved parties at a later time

iv. Field notes can be used to defend the credibility of an investigative report

b. Apply appropriate actions for taking notes during a field interview

i. Listen attentively

ii. Take notes and ask questions

iii. Verify information

3. Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate

a. Summarize the primary questions that must be answered by an investigative report

i. What

ii. When

iii. Where

iv. Who

v. How

vi. Why

b. Identify the fundamental content elements in investigative reports, including:

i. Initial information

ii. Identification of the crime

iii. Identification of the involved parties

iv. Victim/witness statements

v. Crime scene specifics

vi. Property information

vii. Officer actions

4. Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar and other writing mechanics

a. Organize information within a paragraph for clarity and proper emphasis

i. Examples

a. Learning Domain #19 – Vehicle Operations

5. Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits

A. Determine a safe distance when following another vehicle

1. Space cushions around the vehicle

2. Following distance

3. Focal point

A. Identify the effect of speed on a driver's peripheral vision

1. Peripheral vision

2. Tunnel vision

A. Discuss how reaction time lapse affects vehicle stopping distance

1. Perception time

2. Reaction time

3. Visual horizon

A. Recognize potential hazards when entering intersections and appropriate actions to prevent collisions when driving a law enforcement vehicle

1. Clearing intersections
2. Fresh green light
3. Stale green light
4. Right turns
5. Left turns

A. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions

1. Merging onto freeway
2. Re-entering freeway after a traffic stop
3. Driving at high speed for long periods

A. Identify potential hazards of operating a vehicle in reverse and appropriate action to prevent collisions

1. Backing at greater than 10 mph
2. Backing on roadway
3. Backing into traffic

A. Identify the importance and proper use of safety belts and other occupant restraint devices in a law enforcement vehicle

1. Agency requirements
2. Legal requirements
3. Tactical considerations

A. Identify physiological and psychological factors that may have an effect on an officer's driving

1. Driving skill and vehicular factors
2. Psychological factors
3. Physiological factors

I. Identify hazards of varied road conditions

1. Standing water or rain
2. Loose gravel
2. Loose gravel
3. Mud
4. Hills
5. Construction zones
6. Potholes
7. Snow and ice
8. Fog
9. Night driving

A. Discuss the requirements for a vehicle inspection

1. Tires
2. Vehicle attitude
3. Under the vehicle
4. Exterior
5. Lights
6. Interior

7. Peace officers must recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions

A. Identify the objectives of emergency response driving

1. Get to the scene of an emergency quickly and safely
2. Examples of appropriate Code 3 response include:
 - a. Any life threatening emergency
 - b. Serious crime in progress
 - c. Officer needs assistance
 - d. Traffic collision involving major injuries
 - e. Fire
 - f. Others

A. Recognize the statutes governing peace officers when operating law enforcement vehicles in the line of duty

1. Rules of the road
2. Liability

A. Explain the importance of agency-specific policies and guidelines regarding emergency response driving

1. Policies differ from agency to agency

A. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions

1. Yield the right-of-way
2. Immediately pull to the right side of the road
3. Stop

A. Demonstrate the use of emergency warning devices available on law enforcement vehicles

- 1.Light bar
- 2.Wig-wag lights
- 3.Siren

A. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices

- 1.Heavy Traffic
- 2.Fog, rain and snow
- 3.Congested urban areas
- 4.High speed
- 5.Other drivers

A. Demonstrate the use of communication equipment

- 1.Stay calm and speak clearly
- 2.Use the radio on straight stretches of road
- 3.Roll windows up to reduce outside noise
- 4.Do not use the computer while driving

A. Identify the effects of siren syndrome

- 1.Increase in adrenaline flow
- 2.Affected judgment
- 3.How to mitigate the effects

I. Recognize guidelines for entering a controlled intersection when driving under emergency response conditions

- 1.The approach
- 2.Clearing an intersection

3.All officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of officers and the public

A Identify the requirements of penal code section 13519.8

- 1.When to initiate a pursuit
- 2.The number of involved law enforcement units permitted
- 3.Responsibility of primary and secondary units
- 4.Driving tactics
- 5.Helicopter assistance
- 6.Communications
- 7.Capture of suspects
- 8.Termination of the pursuit
- 9.Supervisory responsibilities
- 10.Blocking, ramming, boxing and roadblock procedures
- 11.Speed limits
- 12.Inter-jurisdictional considerations
- 13.Conditions of the vehicle, driver, roadway, weather and traffic
- 14.Hazards to uninvolved bystanders or motorists
- 15.Reporting and post-pursuit analysis

A. Recognize the risk to officer/public safety versus the need to apprehend

- 1.Liability
- 2.Agency policy

A. Recognize conditions that could lead to the decision to terminate a vehicle pursuit

- 1.Threat to public safety outweighs the seriousness of the crime
- 2.Pursuit violates agency policy
- 3.Clear and unreasonable danger to the officers or the public
- 4.Traffic conditions necessitate dangerous maneuvering
- 5.No compelling need for immediate apprehension
- 6.Supervisor terminates pursuit
- 7.Pursuing units lose communication capability
- 8.Peace officers must be proficient in the operation of the vehicle and the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise

A. Distinguish between longitudinal and lateral weight transfer

- 1.Longitudinal weight transfer
- 2.Lateral weight transfer

A. Describe spring loading

- 1.Cause
- 2.Correction

A. Demonstrate proper techniques for two-handed shuffle steering

- 1.Allows for greater steering control and weight transfer control

A. Demonstrate proper throttle control

- 1.Effect on weight transfer

A. Demonstrate proper roadway position and the three essential reference points for a turning maneuver

1. Entry
2. Apex
3. Exit

A. Explain the primary effects speed has on a vehicle in a turning maneuver

1. Turning radius
2. Traction limits
3. Weight transfer
3. Weight transfer

A. Demonstrate proper braking methods

1. Threshold braking
2. Brake fade

A. Distinguish between and describe the causes of the following types of vehicle skids:

1. Under-steer skid
2. Over-steer skid
3. Locked-wheel skid
4. Acceleration skid

I. Identify the causes and contributing factors of vehicle hydroplaning

1. Cause

2. Correction

3. Contributing factors

a. Learning Domain #20 – Use of Force

4. Peace officers must recognize that they have the authority to use reasonable force to affect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

a. Discuss reasonable force as stated by law

i. Definition

ii. Penal Code

b. Discuss the components of the Fourth Amendment standard for determining objective reasonableness, as determined by the U.S. Supreme Court

i. The officer's perspective

ii. Community policing

iii. The officer's intent iv. Additional gauges for reasonableness

v. Reasonable officer standard

c. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:

i. Subject's requirement to submit to arrest without resistance

ii. Peace officer's authority to use reasonable force during a detention or arrest

d. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force

i. Penal Code

e. Discuss the level of authority agency policies have regarding the use of force by a peace officer

i. Limitations are set by agency policy

5. Peace officers must recognize that they have a range of force option available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

a. Define the term "force option"

i. Definition ii. Examples

b. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

i. Use the type of force which is reasonable under the circumstances

ii. Use only the amount of force reasonable to overcome resistance and to gain or maintain control of a subject

iii. Use only the amount and type of force permitted by agency policy

c. Recognize force options and the amount of force a peace officer may use based on the subject's resistance

i. Subject's actions

ii. Constant reevaluation

iii. Examples

d. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force

i. Safety officer

ii. Reversion to training in dangerous situations

6. Peace officers must fully comprehend their authority, responsibility and liability regarding the use of deadly force as authorized by law

a. Identify the legal standard for the use of deadly force

i. Life-threatening escape

ii. Life-threatening felony

iii. Give warning where reasonable iv. If necessary to prevent escape

b. Identify the factors required to establish sufficiency of fear for the use of deadly force

i. Circumstances must be sufficient to excite the fears of a reasonable person in like circumstances

ii. The person must not act under the influence of fear alone. There has to be some

circumstance or overt act apart from the officer's fear

iii. The decision to use deadly force must be made to save one's self or another from great bodily injury or death

c. Recognize facts an officer should consider when determining whether or not to use deadly force

i. Preparation by training

ii. Judgment

iii. Mental alertness iv. Emotional maturity

v. Existing circumstances

vi. Understanding of the law as it relates to:

a. Agency policies concerning the use, and

b. Amount of force that is objectively reasonable to achieve the law enforcement mission

d. Discuss the role of agency policies regarding the use of deadly force

i. Strictly controlled by agency policy

e. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable

i. Penal Code

ii. Under orders to carry out a death sentence

iii. Acting in the course of duty iv. Retaking escaping felon

v. Arresting a felon who resists to the point deadly force becomes reasonable

7. When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events and the people involved are properly documented

a. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:

i. Justification for using force

ii. Relevant factors and detail

8. Peace officers must be ready to and capable of safely taking control of a dangerous situation

a. Discuss factors that can affect a peace officer's response when threatened with danger, to include:

i. Fear

a. Reasonable

b. Unreasonable

ii. Anger

iii. Indecision and hesitation

b. Give examples of acceptable techniques for managing anger

i. Depersonalizing what people say or do

ii. Identifying worst-case scenario

iii. Developing problem-solving solutions

c. Describe the benefits of ongoing physical mental training peace officers involving the use of force

i. Response versus reaction

ii. Confidence in abilities versus lack of confidence

iii. Correct responses versus incorrect reactions iv. Mental alertness and concentration versus panic

v. Control over body and emotions versus loss of control over body and emotions

9. Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful

a. Explain the legal and administrative consequences associated with the use of unreasonable force

i. Criminal action

ii. Civil rights violation

iii. Compensatory and punitive damages iv. Administrative or agency action

v. Moral impact

b. Explain an agency's potential liability associated with the use of unreasonable force

i. Liable under Federal civil rights law

ii. Sued for negligent or inadequate training or failure to supervise adequately

c. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer

i. Disciplinary action

ii. Civil/criminal action

iii. Loss of career iv. Increased stress

v. Embarrassment

d. Discuss immediate and delayed intervention techniques

i. Immediate

a. Verbal

b. Physical/touch

c. Restraint

ii. Delayed

a. Discussion

b. Admonishment

c. Training

e. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

i. Personal factors

ii. Psychological factors

a. Learning Domain #28 – Traffic Enforcement

10. Peace officers must know the principles of traffic law set forth in the Vehicle Code in order to carry out their responsibilities in traffic enforcement

a. Explain the information necessary to complete a traffic citation

i. Required information

ii. Examples

b. Explain the purpose of violator's signature on citation

i. Purpose of signature

11. In order to manage traffic effectively, peace officers need to recognize their authority under the law

a. Differentiate between mandatory and optional appearance before a magistrate

i. Mandatory appearance

ii. Optional appearance

iii. Related Vehicle Codes

b. Recognize a peace officer's legal authority to remove vehicles

i. Traffic hazard ii. Abandoned iii. Registration/licensing violations iv. Criminal activity

c. Describe the information necessary to complete a storage and impound report

i. Required information

d. Recognize by common name and Vehicle Code section(s) for failure to obey the lawful orders of a peace officer or designated employee

i. Evading a peace officer

ii. Willful/wanton disregard

e. Illustrate effective use of hand signals, flashlights and other warning devices to manage traffic

i. Hand signals

ii. Whistles

iii. Voice commands iv. Flashlights

v. Flares

a. Learning Domain #30 – Crime Scenes, Evidence, and Forensics

12. Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of evidence at the scene of a crime

a. Identify the goal of a criminal investigation

i. The successful prosecution of the guilty and the exoneration of the innocent

b. Perform the steps of a preliminary criminal investigation, including:

i. Contain and protect the crime scene and cause the proper collection of evidence

c. Demonstrate actions peace officers may employ to preserve possible evidence at a crime scene

i. Establish a perimeter

ii. Assign personnel

iii. Place fixed barriers iv. Maintain log

d. Identify the primary purpose of conducting a(n):

i. Initial survey of a crime scene

ii. Crime scene search

e. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court

i. Show an object or person relevant to the crime

ii. Accurately represent, without distortion, the object or scene photographed

iii. Marked properly to identify contents and location iv. Not used solely to appeal to the emotions or prejudice the court or jury

13. Peace officers must be aware of and comply with the general guidelines for the collection, packaging and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law

a. Demonstrate appropriate precautions that should be taken prior to collection and removal of evidence from a crime scene

i. Photographing evidence to demonstrate its appearance when found

ii. Diagramming the location and position of items of evidence to aid in later reconstructions of the scene

iii. Taking notes regarding the physical appearance of evidence to document the condition in which it was found

iv. Wearing appropriate clothing such as latex gloves and non-restrictive, non-interfering clothing

b. Identify the purpose of collecting control/known samples

i. To establish a link between a piece of evidence and a person or a crime scene, the unique identity of the object must be shown to the exclusion of all other similar objects

c. Identify the primary reason for establishing a chain of custody record

i. To ensure that a piece of evidence is valid and reliable by the court, it must be accounted for from the time it is identified at the scene until it is presented in court

d. Prepare the information that should be noted on a chain of custody record

i. Report number

ii. Who initially found the item

iii. Where and when the item was found iv. A description of the item

v. Who recovered, packaged and labeled the item

vi. Who transported the item

vii. Where it was submitted

viii. Where, how and when the item was secured

- e. Identify the three forms of fingerprint impressions that may be found at a crime scene
 - i. Visible
 - ii. Plastic
 - iii. Latent
- f. Apply the basic steps for developing latent fingerprints from:
 - i. Non-porous surfaces/materials
 - ii. Porous surfaces/materials
- g. Identify general guidelines for collecting and processing evidence that may be located at a crime scene
 - i. Be aware of and comply with specific agency policies, procedures and guidelines for evidence collection and packaging
 - ii. Document the existence, condition and location of each piece of evidence with the crime scene using photographs, sketches/diagrams and written entries in the field notes
 - iii. Collect and package all evidence in an appropriate manner, using techniques that will not harm or compromise the evidentiary value of the item
 - iv. Once each piece of evidence is packaged, seal with evidence tape, label and process according to specific agency policies and guidelines
 - v. Document the collection of each piece of evidence collected, along with the techniques used for collection and packaging in field notes and investigative report
 - vi. When applicable, collect, package and process control/known standard samples in the same manner as the corresponding evidence samples from the crime scene
- a. Learning Domain #31 – Custody
 - 14. Peace officers must know their responsibilities and liabilities for the care, custody and safety of prisoners while ensuring their constitutional and statutory rights
 - a. Recall the definition of custody
 - i. Definition
 - b. Recognize general responsibilities an officer has for the care and custody of an arrested person
 - i. Assuring that there is a lawful basis for custody
 - ii. Protecting the constitutional and statutory rights of the arrested person while that person is in the officer's charge
 - iii. Maintaining the care, custody and safety of the arrested person until that person is processed into a local detention facility
 - iv. Handling those responsibilities necessary to facilitate the processing of the arrested person into a detention facility
 - c. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
 - i. Departmental discipline (including termination)
 - ii. State prosecution for violation of penal code statutes
 - iii. Federal prosecution for violation of federal civil rights law
 - iv. Civil lawsuits which may include punitive damages levied directly against individual officers
 - d. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
 - i. Court documents (e.g., warrants, court orders, etc.)
 - ii. Parole and probation commitments
 - iii. Probable cause arrests
 - iv. Prisoners in transit
 - e. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
 - i. First Amendment
 - ii. Sixth Amendment
 - iii. Eighth Amendment
 - iv. Fourteenth Amendment
 - f. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
 - i. Tombstone courage
 - ii. Fatigue
 - iii. Bad position
 - iv. Bad attitude
 - v. Ignoring danger signs
 - vi. Failure to watch hands
 - vii. Relaxing too soon
 - viii. Use of restraint devices
 - ix. No/poor search
 - x. Officer's inoperative weapons
 - 15. Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.
 - a. Recognize the crime elements required to complete the crime of:
 - i. Assault of a prisoner under the color of authority
 - ii. Cruel or unusual treatment of prisoners
 - iii. Inhumane or oppressive treatment of a prisoner
 - b. Identify the crime classification as a misdemeanor or felony
 - i. Circumstances of the crime
 - ii. Examples
 - c. Recognize the crime of violation of a prisoner's civil rights
 - i. Penal Code section
 - ii. Crime elements
 - iii. Penalty
- 16. Peace officers must know they are legally responsible for the safety, well being and level of care prisoners receive while those prisoners are held in a custodial facility
 - a. Recognize the crime elements for bringing a firearm, deadly weapon or explosive into a detention facility

i. Penal Code section

ii. Elements

b. Identify the crime classification as a misdemeanor or felony

i. Classification

ii. Examples

c. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility

i. Medical care prior to detention

ii. Ethical considerations

iii. Notifying custody personnel iv. Extended hospitalization

v. Prescreening

d. Identify classes of prisoners who may require special care or protection i. Special care

ii. Protection

a. Learning Domain #33 – Arrest Methods/Defensive Tactics

17. For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat

a. Demonstrate principles of defensive tactics, to include:

i. Awareness

ii. Balance

iii. Control

b. Describe parts of an officer's body that are most vulnerable to serious injury i. Head

ii. Face

iii. Neck iv. Throat

v. Heart vi. Spine

vii. Kidneys

viii. Groin

ix. Joints

c. Describe parts of an officer's body that may be used as personal weapons for self- defense or to overcome resistance by a subject

i. Head

ii. Hands

iii. Arms iv. Legs

v. Feet

18. Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage

a. Explain factors to consider when approaching a subject and conducting a plain view search i. Suspect's clothing

ii. Location of suspect's hands

iii. Proximity of the suspect's obvious or potential weapons

b. Demonstrate an approach to safely and effectively conduct a person search i. Front waistband

ii. Upper body

iii. Back iv. Lower body

v. Other locations

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

ii. Mouth

iii. Back of neck iv. Underarm

v. Small of back

vi. Waistband

vii. Belt buckle

viii. Pockets

ix. Buttocks

x. Groin

xi. Inner thighs xii. Ankles xiii. Shoes/Boots

xiv. Heel of Shoe/Boot

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

i. Maintaining officer safety

ii. Availability and use of officers of the same sex

iii. Acceptable search techniques iv. How to avoid false claims of misconduct or sexual assault

v. Agency specific policies

e. Explain cover officer responsibilities

i. Insure the safety himself and the contact officer

ii. Work as a team with the contact officer

f. Demonstrate cover officer responsibilities during a search of a subject

i. Be constantly alert

ii. Maintain a position of advantage

iii. Safeguard weapons iv. Maintain constant observation of the overall situation

v. Be aware of possible dangers and potential interference

vi. Exhibit command presence or professional demeanor toward subject

- vii. Protect the searching officer from possible interference
 - viii. Assist in restraining the subject, if necessary
 - ix. Assist the searching officer by taking possession of any found weapons or contraband
19. Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation
- a. Discuss a peace officer's justification to use controlling force on a subject
 - i. Gain compliance from a subject
 - ii. Not to cause pain or inflict punishment
 - b. Explain advantages and limitations a peace officer should consider when applying a control hold
 - i. Control holds can be used for direction and control
 - ii. Close proximity of the officer and subject
 - c. Explain advantages and limitations a peace officer should consider when performing a takedown technique
 - i. Close proximity of the officer and subject
 - ii. A single technique may not be adequate to gain complete control
20. Peace officers must know the advantages of the use of a Carotid Restraint Control Hold, the risks involved, the follow-up procedures and safety precautions
- a. Discuss the justification for using the Carotid Restraint Control Hold
 - i. Gain control over the subject
 - ii. Used when other force options are not justified
 - b. Describe factors which cause unconsciousness when a Carotid Restraint Control Hold is applied, to include:
 - i. Structures of the human neck
 - ii. Breathing
 - iii. Circulation
 - c. Describe potential hazards associated with the proper or improper application of a Carotid Restraint Control Hold, to include:
 - i. Physiological responses a subject may experience
 - d. Demonstrate procedures for handling a subject after a Carotid Restraint Control Hold has been applied
 - i. Release the hold
 - ii. Handcuff the subject
 - iii. Check vital signs
 - iv. Administer first aid, if necessary
 - v. Search the subject
 - vi. Notify any other officers or custodial personnel that the prisoner is turned over to
 - vii. Obtain medical clearance
 - e. Explain procedures regarding medical care after a Carotid Restraint Control Hold has been applied
 - i. Check the subject's pulse (other than the carotid pulse)
 - ii. Monitor the subject's breathing
 - iii. Obtain a coherent response from the subject
 - iv. Be prepared to establish an airway and administer CPR
 - v. Summon emergency vehicles, if needed
 - vi. Maintain visual monitoring of subject for up to two hours, or until the subject has been turned over to another authority
21. The application of a restraint device (i.e., handcuffs, plastics flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects
- a. Explain the purpose of using restraint devices on a subject
 - i. Minimize attack on the officer or others
 - ii. Minimize escape of the subject
 - iii. Minimize destruction or concealment of evidence or contraband
 - iv. Minimize self-inflicted injury by subject
 - v. Minimize combat between subjects
 - b. Explain potential hazards when using handcuffs as a restraint device
 - i. Prisoner escape
 - ii. Threat to officer safety
 - iii. Harm to prisoner
 - iv. Destruction of evidence
 - v. Threat to public safety
 - vi. Potential harm to subject
 - c. Demonstrate the correct positioning of handcuffs on a subject
 - i. Hands behind subject's back, whenever possible
 - ii. Shape of the handcuff should correspond to the shape of the wrist
 - iii. Applied on bare wrist between hand and protruding ulnar bone
 - iv. Do not apply over clothing or jewelry
 - v. Should be secure – not too loose or too tight
 - vi. Double lock handcuffs
 - d. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
 - i. Responsibilities of contact officer
 - ii. Responsibilities of cover officer
22. Peace officers must maintain control of their firearm(s), and when appropriate, be physically capable of disarming a subject
- a. Describe factors involved in retaining a peace officer's firearm
 - i. Opportunity
 - ii. Equipment
 - iii. Training
 - b. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict

- i. Respond immediately
- ii. Secure the weapon in the holster
- iii. Gain a position of advantage
- iv. Effect the release of the weapon
- c. Discuss a peace officer's tactical considerations when confronted by an armed subject
- i. Danger of injury to themselves and other in the area
- ii. The type of firearm
- iii. The distance between the officer and suspect
- iv. Their own level of skill, physical conditioning and training
- v. The danger of injury to themselves and others
- vi. The type of firearm the subject is holding
- vii. The distance between the officer and the subject
- viii. Their own level of skill, physical conditioning and training
- d. Discuss a peace officer's justification to retain their firearm or disarm a subject
- i. Officer safety considerations
- 23. Peace officers must know that an impact weapon is a force option
- a. Describe a peace officer's legal authority for using an impact weapon
- i. Reasonably used to repel or protect
- ii. Penal Code 12020
- b. Discuss circumstances when a peace officer is justified in using an impact weapon
- i. Protect property
- ii. Self-defense
- iii. Defense of other
- iv. Effect an arrest
- v. Prevent escape
- vi. Overcome resistance
- c. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining compliance
- i. Chest
- ii. Ribcage
- iii. Arms
- iv. Midsection
- v. Legs
- d. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
- i. Front

4. Discuss tactical considerations when disarming a subject

- i. Face
- ii. Throat
- iii. Heart(iv) Groin
- 1. Back
 - i. Head
 - ii. Neck
 - iii. Spine
 - iv. Kidneys

- 1. Discuss the use of verbal commands during a confrontation
- a. Clear and concise verbal commands
- b. Used with reasonable force
- 2. When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner
- a. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
- i. Search of the prisoner
- ii. Search of the vehicle area
- iii. Proper procedures for positioning the prisoner in the vehicle
- iv. Use of safety belts
- v. Observation of the prisoner while transporting
- b. Describe the safe and secure positioning of a prisoner in an officer's vehicle
- i. Place in and remove prisoner in a way that maintains control and advantage
- ii. Use a cover officer, if available
- a. Learning Domain #34 – 1st Aid/CPR
- c. Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services to the best of their abilities, and within the scope of their training
- i. Identify the primary responsibilities of peace officers as EMS First Responders at a medical emergency
- a. Evaluating the emergency situation
- b. Ensuring officer safety as well as the safety of ill or injured individuals and the public
- c. Taking necessary enforcement actions related to the incident
- d. Initiating actions regarding the wellbeing and care of ill or injured persons
- ii. Identify the links of the chain of transmission of infectious pathogens
- a. Airborne pathogens
- b. Blood borne pathogens
- iii. Recognize precautions peace officers should take to ensure their own personal safety when responding to a medical emergency
- a. Personal protective equipment

- b. Personal protective equipment disposal
- c. Universal precautions
- d. Personal preventative measures
- e. Documentation to exposure
- iv. Identify conditions under which a peace officer is protected from liability when providing emergency medical services
 - a. Act within the scope of their employment
 - b. Act in good faith
 - c. Provide a standard of care that is within the scope of their training and specific agency policy
 - d. Peace officers must be able to assess the immediate condition of a victim, a fellow peace officer, or themselves if they become injured prior to beginning any form of emergency medical services, including basic life support
 - i. Demonstrate appropriate actions to take during a primary survey for assessing a victim's:
 - a. Responsiveness
 - b. Airway
 - c. Breathing
 - d. Circulation
 - ii. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
 - a. Assessment criteria
 - b. Classification categories
 - iii. Recognize conditions under which an injured victim should be moved from one location to another
 - a. Imminent danger
 - b. Unable to assess
 - c. General guidelines
 - iv. Recognize proper procedures for moving a victim using the shoulder drag method
 - a. Use hands and grasp the victim under the armpits
 - b. Stabilize the victim's head and neck to reduce the risk of injury
 - c. Carefully lift the victim keeping the head and shoulders as close to the ground as possible
 - d. Drag the victim so that the head, torso and legs remain in a straight line
 - e. Do NOT pull sideways
 - f. Gently place the victim in the new location
 - g. Assess the victim's condition
 - e. Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available
 - i. Recognize circumstances under which a victim's airway should be opened by using a:
 - a. Head-tilt/chin-lift maneuver
 - b. Jaw-thrust maneuver
 - ii. Identify the difference between a partial and a complete airway obstruction
 - a. Partial obstruction
 - b. Complete obstruction
 - iii. Perform procedures for using abdominal thrusts to clear an obstruction from the airway of a conscious and unconscious adult or child
 - a. Conscious choking adult or child
 - b. Unconscious adult or child
 - iv. Perform procedures for using chest thrusts to clear an obstruction from the airway of a conscious and unconscious:
 - a. Pregnant or obese individual
 - b. Infant
 - v. Demonstrate rescue breathing techniques when using a pocket face mask or mouth-to-mouth maneuver
 - a. Pocket mask techniques
 - b. Mouth-to-mouth techniques
 - vi. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children and infants, including:
 - a. Ventilation duration
 - b. Pulse location
 - c. Compression depth
 - d. Compression rate
 - e. Compression-to-ventilation ratio (one-person CPR)
 - f. Compression-to-ventilation ratio (two-person CPR)
 - vii. Distinguish between the four primary bleeding control techniques
 - a. Direct pressure
 - b. Elevation
 - c. Pressure points
 - d. Tourniquet
 - viii. Demonstrate the general guidelines for controlling bleeding from an open wound
 - a. Cover the entire wound site with dressing
 - b. Apply pressure to stop bleeding
 - c. Bandages should be applied snugly but not so tight as to impair circulation to

portions of the body distal to the wound site

d. Leave fingers and toes exposed

ix. Identify indicators of shock

a. Altered mental state

b. Pale, cool, clammy skin

c. Profuse sweating

d. Thirst, nausea, vomiting

e. Blue/grey lips, nail beds, tongue, ears (i.e., cyanosis)

f. Dull eyes, dilated pupils

g. Rapid pulse rate

h. Weak or "thready" pulse

i. Abnormal respiration rate

j. Shallow, labored breathing

x. Perform first aid measures to treat shock

a. Control all external bleeding and treat other injuries

b. Gently place the victim in the appropriate position

c. Be alert for vomiting

d. Maintain the victim's body temperature but avoid overheating

e. Place the victim in a position to help maintain blood flow

f. Reassure the victim

g. Continue to monitor ABCs and be prepared to take action if necessary (e.g., rescue breathing, CPR)

h. Do not give anything to drink

f. Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims of traumatic injuries

i. Recognize indicators of a possible head injury

a. Mechanism of injury

b. Mental status

c. Vital signs

d. Visible injury

e. Appearance

f. Other

ii. Recognize the appropriate first aid measures for treating injuries to the:

a. Head

1. Position

2. Assessment³⁾ Treatment

1. Recognize appropriate first aid measures for treating open and closed injuries to the: a. Chest

b. Abdomen

c. Identify appropriate first aid measures for treating injuries to the bone, muscle or joints i. Assessment

ii. Treatment

iii. Recognize appropriate first aid measures for treating:

a. Thermal burns

b. Chemical burns

c. Electrical burns

d. Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter

i. Recognize indicators of, and first aid measures for, a victim experiencing:

a. Cardiac emergency

b. Respiratory emergency

c. Seizure

d. Stroke

ii. Differentiate between indicators and first aid measures for treating:

a. Insulin shock (hypoglycemia)

b. Diabetic shock (hyperglycemia)

iii. Recognize appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, inhaled, absorbed or injected

a. Assessment

b. Treatment

iv. Differentiate between the indicators and first aid measures for treating:

a. Hypothermia and frostbite

b. Heat cramps, heat exhaustion and heat stroke

v. Recognize appropriate first aid measures for stings and bites

a. Usual reactions

b. Allergic reactions

c. Treatments

e. Peace officers must have a basic understanding of first aid measures to assist before, during and after delivery in an emergency situation

i. Recognize the signs of imminent birth

a. Contractions that are occurring less than two minutes apart

1) Five minutes if second or subsequent birth

1. The woman feels an urgent need to bear down

2.Crowning is present

3.Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:

a.Excessive vaginal bleeding

b.Newborn fail to breathe

i. Learning Domain #35 – Firearms/Chemical Agents

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

i.State the four fundamental rules of firearms safety

a.Treat all firearms as if they are loaded

b.Always keep the firearms pointed in the safest possible direction

c.Always keep fingers off the trigger until ready to fire the firearm

d.Be sure of the target and what's beyond it before firing the firearm

ii.Explain basic safety guidelines to be followed at a firing range

a.When entering the firing range

b.On the firing line

c.When handguns are un-holstered

iii.Describe the safety precautions for proper storage of firearms

a.Keep all firearms inaccessible from children and other unauthorized persons

b.Store ammunition separately from firearms

c.Take all precautions against theft by storing firearms in a secure location, a locked container, with a locking device or disassembled

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

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

a.Primary components and their functions

b.Steps for loading/unloading

c.Steps for rendering the semiautomatic pistol safe

ii.Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger

a.Firing

b.Unlocking

c.Extracting

d.Ejecting

e.Cocking

f.Feeding

g.Chambering

h.Locking

i.Describe the basic information about a revolver, including:

j.Primary components and their functions

k.Steps for loading/unloading

l.Steps for rendering the revolver safe

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

i.State the guidelines for the safe handling of ammunition

a.Treat every round as though it were fully charged and capable of discharging

b.Use only the type and caliber of ammunition specifically recommended by the firearm's manufacturer

c.Never fire at a threat you do not intend to hit

d.Avoid dropping live rounds or hitting them with any object

e.Learn the sound and feel of a good firing, and know what to do when a round misfires

f.All ammunition should be replaced on a regular basis

g.Never use ammunition where the pressure levels exceed industry standards for the firearm being used

ii.Describe the primary components of firearm cartridges

a.Primer

b.Powder charge

c.Bullet

d.Cartridge case

iii.Explain the chain of events that takes place when a projectile is discharged from a cartridge

a.Primer detonated

b.Powder ignited

c.Bullet expelled

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

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

a.Barrel

b.Frame

c.Sights

d.Cylinder

e.Cylinder release

f.Firing pin

- g. Grip
- h. Magazine
- ii. Describe the materials, equipment and environment needed to properly clean firearms
 - a. Solvent
 - b. Lubricant
 - c. Cleaning patches
 - d. Personal protection materials
 - e. Other materials
 - f. Screwdriver(s)
 - g. Bore brush
 - h. Cylinder brush
 - i. Cleaning brush
 - j. Cleaning rod
 - k. Patch holder or tip
 - l. Small container
- iii. Apply routine procedures for cleaning firearms
 - a. Barrel assembly
 - b. Slide assembly
 - c. Recoil spring and guide assembly
 - d. Frame assembly
- g. Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises
 - i. Apply the proper steps for drawing and holstering
 - a. Drawing
 - b. Holstering
 - ii. Demonstrate the following elements to accurately shoot a firearm
 - a. Grip
 - b. Stance
 - c. Breath control
 - d. Sight alignment/sight picture
 - e. Trigger control
 - f. Follow-through
 - iii. Describe the types of malfunctions and demonstrate the clearing methods for:
 - a. Semiautomatic pistols
 - b. Revolvers
 - iv. Describe limitations officers may encounter when shooting under low light/nighttime conditions
 - a. Night blindness
 - b. Limited depth perception
 - c. Limited target identification
 - d. Flasher disorientation
 - e. Personal limitations
 - v. Describe conditions an officer may face when in a combat situation
 - a. Rapid threat assessment
 - b. Shoot/No Shoot decisions
 - c. Multiple targets
 - d. Moving targets
 - e. Varying target distances
 - f. Multiple shooting positions
 - g. Movement
 - h. Use of cover or concealment
 - vi. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
 - a. Physiological responses
 - b. Psychological responses
 - c. Other responses
 - vii. Explain steps officers can take to prepare themselves for the extreme stress of combat
 - a. Mental preparation
 - b. Physical conditioning
 - c. Proper nutrition
 - d. Equipment maintenance
 - e. Confidence building
 - f. Initial and on-going training
 - g. Support groups
- h. Peace officers must know the terminology, capabilities, exposure symptoms and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks
 - i. State the statutory requirements for the possession and use of chemical agents
 - a. Penal Code 835a
 - b. Penal Code 12403
 - c. Situations for use of chemical agents
 - 1. Self-defense
 - 2. Overcome resistance

3. Effect an arrest
4. Prevent escape
5. Crowd or riot control) Dangerous animals

1. Describe four methods used to deploy chemical agents

- a. Aerosol
- b. Fogging
- c. Pyrotechnics
- d. Blast expulsion
- e. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent

- i. Wind
- ii. Rain
- iii. Temperature iv. Distance

- v. Proximity of others
- vi. Other factors for crowd control
- vii. State the guidelines for safely carrying, drawing and deploying hand-held canisters of chemical agents

chemical agents

- a. Carrying
- b. Deploying
- viii. Apply decontamination procedures that should be followed after a chemical agent has been used
- a. What to use
- b. What not to use
- c. Affected area procedures

1. Eyes
2. Skin
3. Nose
4. Chest

1. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officer

- a. OC (oleoresin capsicum)
- b. CN (chloroacetophenone)
- c. CS (ortho-chlorobenzylidene-malononitrile)
- i. Learning Domain #36 – Information Systems
- d. Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information
- i. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the CLETS network
- a. Make an effort to verify the information and match
- b. Ensure that confirmation occurred with the originating agency to verify the person or property is still wanted
- c. Obtain confirmation before an arrest or the confiscation of the property in response to the computer match
- ii. Recognize crimes involving unlawful access or use of a law enforcement computer system
- a. PC502
- b. Examples
- c. Consequences
- iii. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
- a. Authorized by law to receive the information (right-to-know)
- b. Compelling reason to request the information (need-to-know)
- c. Examples
- iv. Recognize crimes related to the unauthorized release, receipt or use of CORI, including:
- a. Furnishing the information to an unauthorized person
- b. Lawfully receiving the information and then furnishing it to an unauthorized person
- c. Purchase, receipt or possession of the information by an unauthorized person
- e. Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties, for their safety and the safety of others
- i. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
- a. Persons
1. Wanted Person System (WPS)
2. Criminal History System (CHS)
3. Domestic Violence Restraining Order System (DVROS)
4. Missing/Unidentified Persons System (MUPS)
5. Supervised Release File (SRF)
6. Violent Crimes Information Network/Sex and Arson Registration (VCIN/SAR)
7. Mental Health Firearms Prohibition System (MHFPS)

1. Property

1. Stolen Vehicles System (SVS)
2. Automated Boat System (ABS)
3. Automated Property System (APS)
4. Automated Firearms System (AFS)

1. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases

a. Minimum information required for inquiry:

1. Wanted Person System (WPS)
2. Criminal History System (CHS)
3. Domestic Violence Restraining Order System (DVROS)
4. Missing/Unidentified Persons System (MUPS)
5. Supervised Release File (SRF)
6. Violent Crimes Information Network/Sex and Arson Registration (VCIN/SAR)
7. Mental Health Firearms Prohibition System (MHFPS)
8. Stolen Vehicles System (SVS)
9. Automated Boat System (ABS)
10. Automated Property System (APS)
11. Automated Firearms System (AFS)

1. Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others

a. Identify systems and databases available from the Department of Motor Vehicles Information System and the types of information provide

i. Driver's license/identification card ii. Vehicle/vessel registration iii. Parking/toll violation information iv. Occupational licensing

v. International registration plan

vi. Recognize the minimum information required for generating an inquiry into each of the DMV databases

a. Minimum information required for inquiry:

1. Driver's license/identification card
2. Vehicle/vessel registration
3. Parking/toll violation information
4. Occupational licensing
5. International registration plan

1. Learning Domain #39 – Crimes Against the Justice System

2. Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

a. Recognize the crime elements required to arrest for:

i. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician

ii. Obstructing or resisting an executive officer by use of threats or force

iii. Threatening a public officer

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

i. Recognize the crime elements required to arrest for:

a. Providing a false identity to a peace officer

b. Falsely personating another

c. Falsely reporting a criminal offense

d. Falsely reporting an emergency

e. Falsely reporting a destructive device

a. Learning Domain #42 – Cultural Diversity/Discrimination

c. Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities

i. Describe personal, professional and organizational benefits of valuing diversity within the community and law enforcement organizations

a. Personal benefits

b. Professional benefits

c. Organization benefits

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

i. Discuss the dangers of relying on stereotypes to form judgments or to determine actions

a. Characteristics of the group are accurate

b. All members of a group share the same characteristics

ii. Define the term prejudice

a. Definition

b. Examples

c. Possible origins

iii. Define the term discrimination

- a. Definition
- b. Examples
- c. Possible origins
- e. Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace and the legal remedies available through the sexual harassment complaint process
- i. State the legal definition of sexual harassment
 - a. Definition
 - b. Examples
- ii. Discuss the federal and state laws dealing with sexual harassment to include:
 - a. Title VII
 - b. Government Code Section 12940 et. Seq.
 - c. Concept of Quid Pro Quo
 - d. Concept of hostile work environment
 - e. Current case law
- iii. Explain the legal remedies available to a victim of sexual harassment
 - a. Complaints filed under federal civil rights law are filed with the Equal Employment Opportunity Commission (EEOC)
- iv. Describe behaviors that constitute sexual harassment, including:
 - a. Verbal
 - b. Physical
 - c. Visual
 - d. Written material
 - e. Sexual favors
 - f. Threats
 - g. Hostile work environment
 - h. Force
- v. Explain the mandated sexual harassment complaint process guidelines
 - a. Penal Code Section 13519.7
- vi. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
 - a. Government Code Section 12950
- vii. Describe the methods for responding to sexually offensive or unwanted behavior
 - a. Inform harasser that the conduct is unwelcome and should cease
 - b. Contact a supervisor, manager, department head or equivalent

Delivery Methods and Distance Education

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 2 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?

No Value

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

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