

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

ADMJC143 : Basic Police Officer Academy Modular Format Level II

General Information

Author:	-
Course Code (CB01) :	ADMJC143
Course Title (CB02) :	Basic Police Officer Academy Modular Format Level II
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) :	CCC000542097
Curriculum Committee Approval Date:	01/20/2017
Board of Trustees Approval Date:	03/09/2017
External Review Approval Date:	04/11/2013
Course Description:	This course is designed to fulfill State of California Peace Officer Standards and Training requirements for Level II academy certification. This course prepares students to successfully transition to the Basic Academy Modular Level I Course. A successful Livescan fingerprint background check is required.
Submission Type:	New Course Stand-alone 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

Type:|Non-Repeatable Credit

 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)** 10**Maximum Credit Units (CB06)** 10**Total Course In-Class (Contact Hours)** 216**Total Course Out-of-Class Hours** 324**Total Student Learning Hours** 540**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)Credit Course.
Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)



Weekly Student Hours

	In Class	Out of Class
Lecture Hours	9	18
Laboratory Hours	3	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	216
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	324

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

Prerequisite

ADMJC142 - Basic Peace Officer Academy Module III

Successful completion of Police Officer Standards and Training (P.O.S.T.) Certified Level III as required by state law.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

Successful completion of Police Officer Standards and Training (P.O.S.T.) Certified Level III as required by state law.

No Value

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

Performance

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Laboratory

Rationale

No value

Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Peer-to-peer instruction
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Assignments - 1. The student will read the assigned Learning Domain for the week. 2. The student will read assigned police reports as needed. 3. The student may be assigned memorandums to write for the Director, coordinator or Recruit Training Officer.	
Methods of Evaluation	Rationale
Other	6. Demonstration of proper techniques to use while conducting several scenario-based crime incidents and traffic stops, evaluated using a checklist, and scored by a state approved rubric.
Other	5. Writing several reports displaying the proper formatting of police reports, to be evaluated using a state approved report writing checklist.
Other	4. Skills testing in the application of arrest and control techniques, using a checklist and scored by a state approved rubric.
Other	3. Skills testing in the use of a firearm through a qualification course of fire, using a checklist and scored by a state approved rubric.
Other	

2. Twelve State constructed knowledge tests.

Example question: True/False: John leaves the bar after drinking with his buddies for two hours, he gets on his motorcycle and when he tries to start it, he falls over and hits his head on the ground.

He is legally "Drunk in Public." (True)

Other
1. Role playing exercises that complement lecture topics and concepts, evaluated using a checklist and scored by a state approved rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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This is for no textbook option
No Author. (2000) No Textbook
Is Required, , No Publisher

Other Instructional Materials

Description Other: California Vehicle Code, Published by California Department of Motor Vehicles, current year edition.

Author

Citation Basic Police Officer Academy Modular Format Level II

Description Other: POST Learning Domains Books, volumes 1-42, published by California Office of Publishing, most current versions.

Author

Citation Basic Police Officer Academy Modular Format Level II

Description Other: California Penal Code, West Group Publishing, current year edition.

Author

Citation Basic Police Officer Academy Modular Format Level II

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Apply knowledge of the criminal laws and procedural laws governing the functions of a peace officer in California. Expected SLO Performance: 70.0

Describe the steps to conduct an investigation and complete related reports. Expected SLO Performance: 70.0

ISLOs Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to
Core others openly
ISLOs

Describe the inherent risks to officer safety. Expected SLO Performance: 70.0

Apply California State laws to establish police procedures and public safety response techniques. Expected SLO Performance: 70.0

Demonstrate proficiency in the safe handling and firing of police firearms, to include combat shooting techniques for use in the day time and night time. Expected SLO Performance: 70.0

Articulate the difference between culturally diverse populations and develop methods in bridging the cultural difference. 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

1. Policing in the Community

- a. Components That Comprise Communities
 - i. Expectations
 - ii. Perceptions
- b. Opportunities Where Peace Officers Educate and Learn From Community Members
- c. Resources Which Provide Opportunities to Educate and Learn From the Community, Including:
 - i. Community forums
 - ii. Community advisory groups
- d. A Peace Officer's Role in Influencing Community Attitudes
 - i. Criteria members of a community use to evaluate peace officers and their agencies
 - ii. Officer strategies for countering negative stereotypes of law enforcement
 - e. The Essential Partnership Skills, Including:
 - i. Leadership
 - ii. Communication
 - iii. Facilitation
 - iv. Community mobilization
- f. Communication Techniques That Can Be Used for Obtaining Voluntary Compliance
 - i. Enhancing professionalism through effective communication
 - ii. General concepts and techniques of tactical communication and verbal persuasion
 - iii. Deflecting verbal abuse
 - iv. Paraphrasing
- v. Nonverbal elements of communication
- vi. Factors that inhibit effective communication
- g. Facilitation
 - i. Consensus building process,
 - ii. Brings together diverse priorities, and
 - iii. Perspectives toward a desired outcome
 - h. Components of the Facilitation Process
 - i. Being familiar with the issues
 - ii. Establishing meeting guidelines
 - iii. Stating meeting purpose, scope and need
 - iv. Stating and clarifying objectives

- v. Prioritizing competing problems and issues
- vi. Identifying potential solutions
- i. Facilitation Techniques Reflecting Professional Behavior, Including:
 - i. Maintaining the focus on the issues and stimulating discussion
 - ii. Displaying interest in the issues
 - i. Leading the group toward problem resolution
 - ii. Helping participants learn from the problem solving experience
 - iii. Dealing calmly and respectfully with unexpected incidents
 - vi. Maintaining objectivity
- j. Examples of Obstacles That Officers May Encounter When Developing Community Partnerships.
 - i. The community may not be trusting of law enforcement and may take time to get into a partnership with them.
 - ii. The media may be more interested in "hot leads" and not with working with the community.
 - iii. The law enforcement administration in the past may not have been totally honest with the community and media and now they aren't sure they are getting the straight story.
- k. Community Mobilization
 - i. Continual process of,
 - ii. Identifying, bringing together, and
 - iii. Involving community members for crime prevention and problem solving
- l. The Elements of the Community Mobilization Process, Including:
 - i. Getting people involved
 - ii. Identifying community resources (skills)
 - iii. Calling for action
 - iv. Educating the public
- v. Taking responsibilities for public safety and quality of life
- vi. Sustaining effort
- 1. Community Mobilization Methods
 - i. The Internet
 - ii. Flyers
 - iii. Meetings
 - iv. Emails alerts
 - v. Events
 - vi. The Media
- 2. The Benefits of Maintaining a Positive Relationship with the News Media
 - i. Aiding in crime prevention efforts/programs
 - ii. Aiding in investigations of missing persons
 - iii. Assisting in the apprehension of a suspect, e.g., Amber Alert
 - iv. Warning the public of potential danger, e.g., traffic issues
 - v. Influencing public opinion
 - vi. Aiding recruitment efforts
 - i. Promoting a positive image of law enforcement
 - ii. Improving communication between the department and the community
- o. The Components of a Community Inventory, Including:
 - i. Partners
 - ii. Stakeholders
 - iii. Community collaborators
 - p. Homeland Security
 - i. It is a unified national effort to:
 - 1. Mobilize and organize our nation to secure the homeland
 - 2. Prevent terrorist attacks within the United States
 - 3. Reduce America's vulnerability to terrorism
 - 4. Minimize the damage and facilitate the recovery from attacks that do occur
- q. The Benefits of Integrating Community Mobilization and Homeland Security
 - i. Improved communication
 - ii. Coordination of information flow
 - iii. Identification of potential terrorists
 - iv. Identification of potential terrorist targets
 - v. Preventing or preempting terrorist acts
 - vi. Responding to terrorist acts
 - i. Apprehending those who commit terrorist acts
 - ii. Information sharing (federal, state and local agencies, community members)
 - ix. Intelligence gathering
 - r. The Term "Problem"
 - i. "Two or more incidents that are similar in nature, causing harm or capable of causing harm. with an expectation that the police will do something about the situation."
- s. The Elements of the Crime Triangle, Including:
 - i. Victim
 - ii. Offender
 - iii. Location
 - a. The Broken Window Theory

i. Problem solving theory based on the idea that one unchecked problem may lead to other problems. ii. Examples of community "broken windows" are:

1. Graffiti
2. Illegal dumping
3. Blighted property
4. Drinking in public
5. Prostitution

b. Problem Solving

- i. Principles that are incorporated in community oriented policing (COP)
- ii. Anticipation, recognition, and appraisal of a crime risk
- iii. Coupled with specific actions which can be taken to remove or reduce that risk
- v. Crime Prevention Strategies
- w. Crime Prevention Strategies

- i. Anticipating criminal activity
- ii. Recognizing crime risks
- iii. Identifying crime problems
- iv. Taking specific actions to remove or reduce the opportunity for criminal activity
- x. Crime Risk Factors

i. Commercial Establishments

1. 24-hour businesses
2. Alcoholic beverage sales points
- ii. Residences

1. Apartment complexes
2. Convalescent hospitals
- iii. Individuals

1. Women (purse snatching)

2. Elderly

a. Methods for Recognizing Crime Problems

- i. Exchanging information with officers on other shifts
- ii. Exchanging information with officers from other departments
- iii. Using crime analysis information
- iv. Interacting with members of the community

b. Crime Prevention Through Environmental Design (CPTED)

- i. Scientific approach that seeks to change environmental conditions to make a location more crime resistant.

c. The Principles of Crime Prevention Through Environmental Design (CPTED)

- ii. Access control
- iii. Territorial reinforcement
- iv. Image

d. Crime Prevention Programs Within the Communities

2. Property Crimes

a. Crime elements required to arrest for:

- i. Theft
- ii. Vehicle theft
- iii. Defrauding an innkeeper
- iv. Burglary
- i. Possession of burglary tools
- ii. Possession or receiving personal property with altered serial numbers or identification marks
- vii. Receiving stolen property
- viii. Forgery

a. Crime Classifications

- i. Misdemeanor

1. Petty theft, temporarily taking vehicle without permission
- ii. Felony

1. Grand theft, intentional failure to return

a. Appropriate Peace Officer Actions When Taking a Report of Burglary or Other Similar Property

Crimes

- i. Approach quickly and safely
- ii. Avoid excessive noise
- iii. Use extreme caution

- iv. Establish the presence or absence of suspects
- v. Confirm a crime has been committed
- vi. Identify and arrest suspects if appropriate
- vii. Contact owner/occupant
- viii. Establish perimeters
- ix. Control access to crime scene

- x. With owner present, conduct a walk through
- xi. Determine entry and exit points
- xii. Determine what

was taken

xiii. Examine areas outside for possible evidence

d. Information That Should be Obtained When Interviewing the Victim(s) or Witness(es) to a burglary

i. Obtain a detailed description of each item taken (e.g., identifying characteristics, serial numbers, etc.)

ii. Determine who was last at the property and everyone who may have had access to the premises

iii. Identify a time period in which the burglary may have occurred iv. Ask if the property was insured and, if so for how much

v. Ask for names of persons the victim may consider to be possible suspects vi. Canvass the area for possible witnesses vii. Determine if witnesses:

1. Observed any strangers in the area

2. Saw any vehicles in the area that did not belong

3. Were aware of anyone ringing door bells or attempting to solicit anything in the area recently

4. Heard any loud or unusual noises 5. Know of previous burglary incidents viii. The Crime Elements to Arrest For:

5. Arson

6. Unlawfully causing a fire

7. Possession of a flammable or combustible material ix. The Crime Classification

8. Misdemeanor

a. Unlawfully causing a fire

9. Felony

a. Willfully and maliciously sets fire, possession of flammable or combustible material

x. The Crime Elements Required to Arrest For Vandalism

1. Malicious intent

2. To deface, damage, or destroy with graffiti or other inscribed material

3. Personal or real property 4. Not their own xi. What Constitutes Lawful Conduct in a

Landlord/Tenant Dispute? 1. The landlord may enter a residence in an emergency to make repairs

2. The landlord may enter to remove property in lieu of rent if he has gone to civil court and has the court orders xii. What Constitutes a Lawful Repossession?

1. Enter public property

2. Enter private property open to public or with permission

3. Control completed on public property when goods are taken or when a vehicle is entered 4. Control is completed when goods are removed or when vehicle is entered or connected to a tow truck

xiii. The Crime Classification

1. Misdemeanor

2. Felony

3. Crimes Against Persons

a. Recognize the Crime Elements Required to Arrest For:

i. Battery

ii. Assault with a deadly weapon or by means of force

iii. Elder or dependent adult abuse b. The

Crime Classifications

i. Misdemeanor

ii. Felony

c. The Crime Elements Required to Arrest For:

i. Kidnapping ii. False Imprisonment

iii. Child abduction without custodial right iv. Child abduction with custodial right d. The Crime

Classification

i. Misdemeanor ii. Felony

a. The Crime Elements Required to Arrest For:

i. Robbery ii. Carjacking

b. The Crime Classification

i. Felony

c. The Crime Elements Required to Arrest for:

i. Murder

ii. Manslaughter crimes

d. Information That Should Be Obtained and Documented When Conducting an Investigation Involving the Death of a Child

i. Accidental

ii. Natural or undetermined

iii. Homicide

i. Indicators That a Child's Death May be Due to Sudden Infant Death Syndrome (SIDS)

i. Was under the age of one year

ii. Appear to have been healthy

iii. Died during a period of sleep

iv. Has no visible signs of trauma or injury at the time of death

a. Appropriate Actions for Responding Officers Interacting With Parents or Care Givers Involved in a

Sudden Infant Death Syndrome (SIDS) Incident

i. Reassure them there was nothing they could have done to predict or prevent the incident

ii. SIDS is not contagious to other children

iii. Let them know death occurs quickly and quietly

1. General Criminal Statutes

a. The Crime Elements Required to Arrest For:

i. Lewd conduct

ii. Invasion of privacy

iii. Prostitution

iv. Loitering about a public toilet

v. Public intoxication

a. The Crime Classifications

i. Misdemeanor

ii. Felony

a. The Crime Elements Required to Arrest For:

i. Disturbing the peace

ii. Obstruction of a public way

iii. Prowling and peeping

d. The Crime Classification

i. Misdemeanor

1. Laws of Arrest

a. Detention vs. Consensual Encounter

i. Detention

ii. Consensual Encounter

a. Appropriate Peace Officer Actions During a Detention

i. Temporary

ii. No longer than necessary to resolve reason for stop

b. Conditions Where the Use of Force or Physical Restraint is Appropriate During a Detention

i. Person attempts to leave

1. Does not elevate contact to an arrest

a. When There is Probable Cause to Arrest

i. Direct investigation or reports

ii. Circumstantial evidence

iii. Second-hand statements from reliable sources

e. Elements of a Lawful Arrest

i. An arrest may be made by a peace officer or private person

ii. The arrested person must be taken into custody, in a case and in the manner authorized by law

iii. An arrest may be made by actual restraint of the person, or by the person's submission to the officer's authority

iv. Reasonable force may be used to make an arrest, prevent escape, or overcome resistance

f. Arrest and Detention

Detention

i. Arrest

ii. Detention

- g. Purpose of the Miranda Warning
 - i. The suspect shall not be compelled to be a "witness" against himself
 - a. When Miranda Warnings Must be Given
 - b. Custody ii. Interrogation
- i. The Impact of Invoking
 - 1. The right to remain silent ii. The right to counsel
 - 2. The Types of Miranda Waivers
- i. Expressed ii. Implied
- iii. Conditional
 - a. The Exceptions to the Miranda Rule
 - i. Public Safety Exception
 - b. Interview and Interrogation
 - i. Interview ii. Interrogation
 - c. Purpose of an interrogation
 - i. Obtaining an admission or confession ii. Identifying individuals involved in a crime iii. Establishing a person's guilt iv. Corroborating the facts of a crime
 - v. Obtaining information that could lead to the recovery of evidence or property n. Admission and Confession
 - i. Admission ii. Confession
 - o. The Conditions in which a Confession or Admission may be Inadmissible in Court i. Any illegal search was involved
 - ii. Interrogation carried out in violation of any Miranda requirements iii. No counsel present if requested iv. Statement involuntary or coerced
 - 1. Search & Seizure
 - a. The Exclusionary Rule Applies to a Peace Officer's Collection of Evidence
 - b. Probable Cause Serves as a Basis for Obtaining a Search Warrant
 - i. Search warrant context
 - ii. Enough credible information, fair probability that object or person will be found in place to be searched
 - c. Necessary Conditions for Securing an Area Pending the Issuance of a Search Warrant
 - i. Suspect has been arrested inside the location ii. Companions of the suspect may destroy items sought
 - d. The Time Limitations for Compliance With the Knock and Notice Requirements When Serving a Search Warrant
 - 1. 10-day time limit
 - 2. Elements for Compliance With the Knock and Notice Requirements When Serving a Search Warrant
- Warrant
 - i. Knock or otherwise announce their presence ii. Identify themselves as peace officers iii. State their purpose iv. Demand entry
 - v. Wait a reasonable amount of time vi. If necessary, forcibly enter the premises
 - a. Application of the Nexus Rule while conducting an Authorized search
 - b. Why a Plain View Seizure Does Not Constitute a Search
 - c. The Legal Requirements for Seizure of Items in Plain View
 - d. The Importance of a Peace Officer's Neutral Role During an Identification Procedure
 - e. Officer Actions Before, During, and After an Identification Procedure to Prevent Impermissible Law Enforcement Suggestiveness When Conducting a:
 - i. Field show-up ii. Photographic spread
 - iii. Custodial lineup

1. Presentation of Evidence

- a. Peace Officer's Responsibilities Regarding Pretrial Preparation
- b. Aspects of a Case That Peace Officers Should Review Prior to Giving Testimony
- c. Factors Related to a Peace Officer's Personal Appearance That Can Influence How an Officer's Testimony is Received By the Court
- d. Appropriate Peace Officer Responses While Testifying as a Witness

e. Appropriate Responses When a Peace Officer is Unsure of or Does Not Know the Answer to a Question Asked By an Attorney

f. Appropriate Responses When Asked to Give an Opinion While Testifying

- g. The Importance of Being a Truthful Peace Officer While Testifying in Court

8. Investigative Report Writing

- a. The Legal Basis for Requiring Investigative Reports
- b. The Importance of Taking Notes in Preparation for Writing Reports
- c. Appropriate Actions for Taking Notes During a Field Interview
- d. Distinguishing Between:

i. Opinion ii. Fact iii. Conclusion

- a. The Primary Questions That Must be Answered by an Investigative Report

b. The Fundamental Content Elements in Investigative Reports, Including:

- i. Initial information
- ii. Identification of the crime
- iii. Identification of involved parties
- iv. Victim/witness statements
- v. Crime scene specifics
- vi. Property information
- vii. Officer actions

c. Guidelines for Recommended Grammar Used in Investigative Reports, Including Use of:

- i. Proper nouns
- ii. First person pronouns
- iii. Third person pronouns
- iv. Past tense

v. Active voice

- a. Information Within a Paragraph for Clarity and Proper Emphasis
 - b. Language That Will Clearly Convey Information to the Reader of the Investigative Report
 - c. Commonly Used Words That Sound Alike But Have Different Meanings
 - d. Proofread for Content and Mechanical errors, Including:
- i. Spelling
 - ii. Punctuation
 - iii. Grammar
 - iv. Word choice
 - v. Syntax

9. Use of Force

- a. "Force Option"
- b. The Objective of Using Force is to Overcome Resistance to Gain Control of an Individual and the Situation
- c. Force Options and the Amount of Force Peace Officers May Use Are Based on the Subject's Resistance
- d. The Importance of Training and Ongoing Practice When Responding to Potentially Dangerous Situations That May Require the Use of

Force

- a. The Importance of Effective Communication When Using Force
 - b. The Legal Standard for the Use of Deadly Force
 - c. The Factors Required to Establish Sufficiency of Fear for the Use of Deadly Force
 - d. Facts an Officer Should Consider When Determining Whether or Not to Use Deadly Force
 - e. The Role of Agency Policies Regarding the Use of Deadly Force
 - f. The Law Regarding Justifiable Homicide by a Public Officer and the Circumstances Under Which the Homicide is Considered Justifiable
 - g. 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
- h. Factors that can affect a Peace Officer's Response When Threatened With Danger, to Include:
- i. Fear

1. Reasonable 2. Unreasonable ii. Anger

iii. Indecision and hesitation

- a. Examples of Acceptable Techniques for Managing Anger
- b. Benefits of Ongoing Physical and Mental Training for Peace Officers Involving the Use of Force
- c. The Legal and Administrative Consequences Associated With the Use of Unreasonable Force
- d. An Agency's Potential Liability Associated With the Use of Unreasonable Force
- e. The Consequences of an Officer's Failure to Intervene When Unreasonable Force is Used by Another Peace Officer
- r. Immediate and Delayed Intervention Techniques

s. Factors That May Inhibit Peace Officer From Intervening in a Situation Where a Fellow Peace Officer May be Applying Unreasonable Force

10. Patrol Techniques

- a. Patrol strategies that officer may employ to provide protection and service within their assigned areas of patrol to include:
- i. Preventative
 - ii. Directed enforcement
- b. Considerations for selecting a patrol strategy
 - c. Appropriate actions for peace officers who are conducting security checks
 - d. Roles and responsibilities of the contact and cover officer
 - e. Appropriate actions officers should take to maintain their own safety and the safety of others while on patrol
 - f. Patrol officer responsibilities when preparing for each patrol assignment to include:
- i. Checking all personal equipment

ii. Acquiring any necessary information and materials/supplies iii. Inspecting each piece of equipment issued at beginning of shift iv.

Mental preparation

- g. Tactical Considerations and guidelines for patrolling effectively:

- i. Determining appropriate speed
- ii. Patrol vehicle placement
- iii. Avoiding silhouetting and telltale noise
 - a. Proper procedures for transmitting and receiving a radio communication
 - b. Information an officer should include when generating a crime broadcast
 - c. Safe and effective tactics for approaching and detaining a pedestrian suspect
 - d. Appropriate Actions When Encountering a Plainclothes/Undercover Officer While on Patrol
 - e. Safe and effective tactics for initiating a foot pursuit of a fleeing suspect

11. Vehicle Pullovers

- a. Three basic categories of vehicle pullovers, to include:
 - i. Traffic enforcement pullover
 - ii. Investigative pullover
 - iii. High-risk pullover
- a. Inherent risks to officer safety that are associated with conducting a vehicle pullover
- b. Appropriate actions officer can take to maintain their own safety and the safety of others while conducting a vehicle pullover
- d. Safety techniques when initiating a vehicle pullover, including:
 - 1. Safety factors (e.g., out of flow of traffic)
 - 1. Visibility to passing traffic
 - 2. Avoidance of potentially hostile environments
 - 3. Lighting/illumination
 - 4. Possible escape routes
 - 5. Availability of cover and concealment
 - ii. Communication with dispatch
- iii. Getting the attention of the driver of the target vehicle
 - 1. Lights (e.g., emergency lights, headlights, spotlights)
 - 1. Hand gestures
 - 2. Horn/audible devices
 - 3. Siren
 - 4. Maintaining appropriate distance from target vehicle prior to initiating the pullover
 - a. Appropriate actions for the safe and tactical placement of the patrol unit
 - b. Appropriate procedures for exiting the patrol unit
 - c. Appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
 - d. Advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
 - e. Appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
 - f. The process for conducting a vehicle stop driver contact, to include:
 - i. Greeting
 - ii. Identifying self and department
 - iii. Requesting driver's license, registration, proof of insurance
 - iv. Explaining the reason for the stop
- v. Making a decision to warn, cite or arrest
 - vi. Closing, appropriate to decision
 - a. Appropriate procedures and communication techniques for directing the driver and occupant out of a target vehicle
 - b. Officer safety precautions that should be taken during any high-risk vehicle pullover
 - c. Appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
 - d. Tactics for conducting a safe and effective high-risk vehicle pullover
 - e. Appropriate safety and tactical considerations when conducting vehicle pullovers involving:
 - i. Vans, campers, and motor homes
 - ii. Motorcycles
 - iii. Buses and semi-trucks

12. Crimes in Progress

- a. The importance of wearing soft personal body armor while on patrol
- b. Officer safety vs. officer survival, including:
 - i. Current patterns related to deaths and assaults on peace officers
 - ii. The concept of "will to live"
 - iii. Officer actions after being wounded
 - iv. Officer as hostage
- v. Officer actions in officer-ambush incidents when on foot
- vi. Officer actions in officer-ambush incidents when in a patrol vehicle
- c. Elements of a tactical approach to a crime in progress, including:
 - i. Nature of the crime
 - ii. Use and nonuse of warning lights and siren
 - iii. Appropriate communication to agency
 - iv. Uses cover and concealment upon arrival
- a. Primary purpose for establishing crime scene perimeters
- b. Appropriate actions when conducting a search for suspects, including:
 - i. Preparing to enter the area
 - ii. Initiating owner contact, if applicable
 - iii. Communicating (e.g., announcement to potential suspects, contact with other units)
 - iv. Using lighting
- v. Using canines/special units
- vi. Using cover officers
- vii. Making a tactically sound entry
- viii. Conducting a systematic search
- ix. Confronting a suspect during the search
- x. Using proper arrest techniques
- a. Appropriate officer actions for the safe and tactical response to crimes in progress involving:
 - i. Shots fired
 - ii. Burglaries
 - iii. Robberies
- b. Appropriate officer actions for the safe and tactical response to involving:
 - i. Barricaded suspects/hostages
 - ii. Violent suspects
 - iii. Rapid deployment to a deadly encounter (Active Shooter)
 - iv. Officer ambush/sniper attack
 - v. Officer-down calls
 - vi. Suspicious Persons
- h. Factors an officer should consider before becoming involved in any law enforcement action while off-duty

1. Preliminary Investigation

- a. Steps of a preliminary criminal investigation, including:
- b. Proceed safely to the scene
- c. Determine need for emergency medical services and aid any injured persons iii. Verify that a crime, if any, has occurred iv. Identify and arrest the suspect(s), if appropriate
- d. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
- e. Contain and protect the crime scene and cause the proper collection of evidence vii. Locate and interview victim(s) and/or witness(es) and identify other sources of information

viii. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how) b. Actions peace officers may employ to preserve possible evidence at a crime scene

- a. Criteria for allowing crime scene photographs to be admitted as evidence by the court
- b. Appropriate precautions that should be taken prior to collection and removal of evidence from a crime scene e. Purpose of collecting control/known samples
- c. Primary reason for establishing a chain of custody record
- d. Information that should be noted on a chain of custody record
- e. Three forms of fingerprint impressions that may be found at a crime scene
- f. Basic steps for developing latent fingerprints
- g. General guidelines for collecting and processing physical evidence that may be located at a crime scene

1. Arrest & Control/Baton

- a. Parts of an officer's body that are most vulnerable to serious injury
- b. Parts of an officer's body that may be used as personal weapons to overcome resistance by a suspect or for self-defense c. The purpose of using restraint devices on a subject
- c. Factors involved in securing a peace officer's firearm
- d. The basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
- e. A peace officer's tactical considerations when confronted by an armed subject
- f. Tactical considerations when disarming a subject
- g. The justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

2. Firearms/Chemical Agents

- a. Four fundamental rules of firearms safety
- b. Basic safety guidelines to be followed at a firing range
- c. Safety precautions for proper storage of firearms
- d. Basic information about shotguns, including:
- e. Advantages and limitations
- f. Primary components and their functions iii. Basic steps for loading/unloading iv. Steps for rendering the shotgun safe
- g. Guidelines for the safe handling of ammunition
- h. Primary components of firearm cartridges
- i. Chain of events that takes place when a projectile is discharged from a cartridge
- j. Primary components of a shotgun shell
- k. Shot pattern as it relates to shotgun shells
- l. Correlation to the distance traveled by the shot and the size of the shot pattern
- m. The three ways shot placement can stop a threat, to include:
- n. Central nervous system
- o. Critical blood loss iii. Psychological
- p. Components that may prevent problems and that should be examined during a routine safety inspection
- q. Materials, equipment, and environment needed to properly clean firearms
- r. Routine procedures for cleaning firearms
- s. The following elements are needed to accurately shoot a firearm: i. Grip ii. Stance iii. Breath control

iv. Sight alignment/sight picture v. Trigger control vi. Follow-through

- a. Types of malfunctions and clearing methods for:
 - i. Semiautomatic pistols
 - ii. Revolvers
 - iii. Shotguns
- b. Limitations officers may encounter when shooting under low light/nighttime conditions
- c. Conditions an officer may face when in a combat situation
- d. Steps officers can take to prepare themselves for the extreme stress of combat
- e. Statutory requirements for the possession and use of chemical agents
- f. Four methods used to deploy chemical agents
- g. Environmental and physical conditions that can impact the effectiveness of a chemical agent
- h. Guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
- i. Decontamination procedures that should be followed after a chemical agent has been used
- j. Physiological and psychological effects of each of the following chemical agents used by law enforcement officers: i. OC (oleoresin capsicum) ii. CN (chloroacetophenone)
- iii. CS (ortho-chlorobenzylidene-malononitrile)
- a. Proper procedures peace officers should follow when using gas masks, to include: i. Inspection and proper fit ii. Cleaning and storage

1. Crimes Against the Justice System
 - a. Crime elements required to arrest for:
 - b. Intimidating witnesses or victims
 - c. Threats of retaliation iii. Violating a court order
 - d. 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 iv. Disarming an officer
 - v. Removing any weapon, other than a firearm, from an officer vi. Attempting to remove a firearm from a public officer
 - vii. Attempting to escape or escaping from the custody of a peace officer viii. Attempting to escape or escaping from a prison or other place of confinement ix. Attempting to escape or escaping from a county or city jail x. Attempting to rescue or rescuing xi. Lynching
 - a. Crime classification as a misdemeanor or a felony
 - b. Crime elements required to arrest for:
 - i. Providing a false identity to a peace officer ii. Falsely reporting a criminal offense iii. Falsely reporting an emergency iv. Falsely reporting a destructive device
 - a. Crime classification as a misdemeanor or a felony
 - b. Crime elements required to arrest for:
 - i. Unlawful assembly ii. Refusal to disperse
17. Cultural Diversity/Discrimination
 - a. Terms
 - i. Culture ii. Cultural Diversity
 - a. Personal, professional and organizational benefits of valuing diversity within the community and law enforcement organizations c. Historical and current cultural composition of California
 - d. Racial Profiling, including the:
 - i. Conceptual definition ii. Legal definition
 - e. Legal considerations peace officers should take into account related to racial profiling, including: i. California Penal Code Section 13519.4 ii. Fourth Amendment iii. Fourteenth Amendment iv. Current case law
 - v. Criminal profiling vs. racial profiling
 - f. Impact of racial profiling on the:
 - i. Individual citizens
 - ii. Community iii. Officer
 - iv. Criminal justice system
 - a. Landmark events in the evolution of civil and human rights
 - b. Key indices peace officers should recognize and respect that make up evolving culture among a community
 - c. Obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
 - d. Strategies for effective communication within a diverse community, including: i. Verbal communication ii. Active listening iii. Nonverbal communication
 - e. Positive officer behaviors during contacts with members of a cross-cultural community
 - f. Articles of faith that can be interpreted as a weapon, including:
 - i. Identification of the article
 - ii. Proper handling of and respect for the article
 - a. Legal definition of a hate crime based on the Penal Code
 - b. Crime classification and the elements required to arrest for:
 - i. Desecrating religious symbols ii. Interfering with religious freedom iii. Terrorizing another
 - iv. Interfering with an individual's civil rights
 - Legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
 - Impact of hate crimes on victims, the victims' families, and the community q. Indicators of hate crimes
 - r. Considerations when investigating and documenting incidents involving possible hate crimes s. Legal definition of sexual harassment
 - a. Federal and state laws dealing with sexual harassment to include: i. Title VII ii. Government Code Section 12940 et. Seq. iii. Concept of Quid Pro Quo iv. Concept of hostile work environment v. Current case law
 - b. Legal remedies available to a victim of sexual harassment
 - c. Behaviors that constitute sexual harassment, including: i. Verbal ii. Physical iii. Visual iv. Written material v. Sexual favors
 - vi. Threats
 - vii. Hostile work environment viii. Force
 - a. Mandated sexual harassment complaint process guidelines
 - b. Protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
 - c. Methods for responding to sexually offensive or unwanted behavior

Lab Outline

Classroom lecture and discussion of all applicable state laws, concepts, and investigative techniques to follow:

1. Skills training/testing in use of firearms through a qualification course of fire
 - A. Safety
 - B. Security
 - C. Tactical Weapons

1. Skills training/testing in the application of arrest and control techniques
 - i. Steps
 - ii. Preserve crime scene evidence
 - iii. Precautions
 - iv. Chain of custody
 - v. Basic steps for developing latent fingerprints
- B. Arrest & Control/Baton
 - i. Vulnerable to serious injury
 - ii. Restraint devices
 - iii. Securing officers firearm
- i. Safely maintain control of firearm in physical conflict
- ii. Tactical considerations when confronted by armed subject
 - vi. Tactical considerations for disarming subject
- Firearms/Chemical Agents
 - iii. Firearms safety
 - iv. Safety guidelines at range
 - v. Decontamination procedures
 - vi. Physiological and psychological effects of chemical agents
 - iii. Safety in storage of firearms
 - iv. Shot pattern
 - vii. Gas masks
- D. Crimes against the Justice System
 - i. Crime elements required to arrest

1. Scenario based crime incidents
 - i. Safety
 - ii. Search for suspects
 - a. Shots fired
 - b. Burglaries
 - c. Robberies
 - d. Barricaded suspects/hostages
 - e. Violent suspects
 - f. Active Shooter
 - g. Officer ambush/sniper
 - h. Officer down
 - i. Suspicious persons
 - iii. Tactical Response
- A. Crimes in progress

1. Scenario based traffic stops
 - A. Vehicle pullovers
 - i. Traffic enforcement pullover
 - ii. Investigative pullover
 - iii. High risk pullover
- iv. Safety

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