Course Outline

COURSE: JLE 107  DIVISION: 50  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2016  CURRICULUM APPROVAL DATE: 09/28/2015

SHORT TITLE: BASIC ACADEMY REQUAL

LONG TITLE: Basic Academy Requalification

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 1.1</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: 6.6</td>
<td>118.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: 0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 7.7</td>
<td>138.6</td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:

The Commission on Peace Officer Standards and Training (POST) certifies this 137 hour course of training. It meets the content and hour requirement established by POST for re-qualification of former officers who have not been working as full time enforcement officers in California for a period exceeding three (3) years. PREREQUISITE: Basic Certificate or Equivalent

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
   L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
   02 - Lecture and/or discussion
   03 - Lecture/Laboratory
   04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:
1. Demonstrate required competency as determined by the Commission on Peace Officer Standards and Training including firearms qualification, defensive tactics and techniques and cognitive assessment on various learning domains

10/2/2015
2. Recognize the importance of Leadership, Professionalism and Ethics, and how they relate to the profession, the department, the officer, and the community.
Measure: Role Playing, Performance
PLO:
ILO: 1, 2, 4
GE-LO:
Year assessed or anticipated year of assessment: 2014

3. Examine community policing and its effect on the community including department effectiveness, addressing crime and community problems and improving community relations.
Measure: Role Playing, Demonstration
PLO:
ILO: 2, 6
GE-LO:
Year assessed or anticipated year of assessment: 2014

4. Identify the impact of crime on direct and indirect victims including emotion reactions, physical reactions, resource and referral support and police perception
Measure: Written Assignments
PLO:
ILO: 2, 3, 7
GE-LO:
Year assessed or anticipated year of assessment: 2014

5. Recognize elements, classifications and definitions involving crimes against persons and crimes against property.
Measure: Written Reports
PLO:
ILO: 1, 2, 3
GE-LO:
Year assessed or anticipated year of assessment: 2014

6. Practice components of a safe and tactically sound vehicle stop.
Measure: Demonstration Performance
PLO:
ILO: 2, 3, 4
GE-LO:
Year assessed or anticipated year of assessment: 2014

7. Demonstrate and apply approved techniques for searching, maintaining control and arresting subjects.
Measure: Performance
8. Identify circumstances and conditions when a peace officer can use reasonable, nonlethal and lethal force.
Measure: Oral and Written Reports

9. Identify the requirements and exceptions regarding hearsay testimony.
Measure: Performance, Role Playing

10. Examine California statutes relative to operating police vehicles including rules of the road, pursuit operation, emergency responses and agency specific policy requirements
Measure: Performance Written Report

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/28/2015
2 Hours
I. Leadership, Professionalism & Ethics
Students will define leadership for law enforcement.
A. Why leadership is important
1. Define leadership
2. Universal components of leadership
3. Discuss the officer as a leader
4. Discuss the leader as a follower
B. Relationship between public trust and a peace officer’s ability to perform their job
1. Community, agency, and other peace officers’ expectations of a peace officer’s conduct
2. Benefits of professional and ethical behavior to the community, agency and peace officer
C. Problem solving/Decision-Making
1. Analyzing situations and implementing plans through one’s actions to solve problems.
2. Using verbal or physical skills to determine the appropriate resolution to a situation.

10/2/2015 3
3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
D. Stress Tolerance and Emotional Regulation
1. Maintaining self-control and making timely, rational decisions in stressful situations.
E. The duties of a peace officer as described in the Law Enforcement Code of Ethics
1. Ethical Standards
2. Unethical or unprofessional conduct
6 Hours
II. Policing in the Community
Students will identify the essential components of community policing.
A. Essential components of community policing
1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources
B. Community policing goals:
1. Reducing/preventing crime
2. Increasing community
C. Peace officer responsibilities in the community:
1. Maintaining order
2. Enforcing the law
3. Preventing crime
4. Delivering service
5. Educating and learning from the community
6. Working with the community to solve problems
D. Proactive and reactive policing
1. Adhering to all levels of the law
2. Fair and impartial enforcement
3. Knowing the patrol beat or area of responsibility
E. Discuss government expectations of law enforcement and peace officers
2 Hours
III. Victimology
Students will describe the direct and indirect victims of a crime
A. Guidelines for interviewing a victim
1. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
2. Communication – The use of effective verbal and non-verbal skills
B. Legal Authority/Individual Rights
1. Laws and constitutional rights governing consensual encounters, detentions and arrests.
8 Hours
VI. Crimes Against Persons/Death Investigations
Students will recognize crime classifications as a misdemeanor or a felony.
A. Crime elements required to arrest for:
1. Battery
2. Assault with a deadly weapon or by means of force
3. Elder or dependent adult abuse
4. Kidnapping
5. False imprisonment
6. Child abduction without custodial right
7. Robbery
8. Carjacking
B. Crime classifications as a misdemeanor or felony
C. Police officers first arriving at a scene involving a death
  1. Initial actions
  2. Sources of information
  3. Establishing the elements of the crime
  4. Physical evidence considerations
D. Information that should be obtained and documented when conducting an investigation involving the death of a child
  1. Initial actions
  2. Sources of information
  3. Indications that a SIDS death has occurred
  4. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers
  5. Establish community resources that may assist parents and/or child care workers involve
6 Hours
V. Crimes Against Children
Students will recognize the crime elements required to arrest for child endangerment.
A. Crime elements required to arrest for:
  1. Child harm, injury, or endangerment
  2. Physical abuse of a child
  3. Lewd or lascivious acts with a child
  4. Annoying or molesting children
  5. Possession of child pornography
  6. Unlawful sexual intercourse
B. Identify
  1. The professional occupations required to report suspected child abuse
  2. A peace officer’s responsibility for maintaining the confidentiality of the reporting party
  3. The required documentation when investigating crimes against children
  4. Specific law enforcement reporting requirements
C. Physical and behavioral indicators of:
  1. Physical child abuse
  2. Physical neglect of a child
  3. Emotional child abuse
D. Legal basis for entry without a warrant to protect a minor
E. Exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
4 Hours
VI. Sex Crimes
Students will identify the crime elements required to arrest for rape and assault with intent to commit rape.

A. Crime elements required to arrest for:
   1. Rape
   2. Assault with intent to commit rape and other crimes specified in Penal Code section 220
   3. Indecent exposure
   4. Oral copulation
   5. Penetration with a foreign object
   6. Sodomy
   7. Sexual battery

B. Victim Interview
   1. Set a positive tone for the victim interview
   2. Questions to be asked during the victim interview
   3. Identify the purpose of a medical/legal exam
   4. Types of evidence to be collected from the crime scene, victim and suspect

C. Penal Code Section 209
   1. The requirements for sex offender registration under Penal Code Section 290
   2. Violations of Penal Code Section 290

4 Hours

VII. Juvenile Law and Procedures

Student will identify the conditions when admonishment of a juveniles rights is not required.

A. Roles and responsibilities regarding the protection of rights of juveniles under California law.
   1. Peace officer’s responsibility for the safety of a juvenile and the general public
   2. Conditions when admonishment of a juvenile’s rights is or is not required
   3. Conditions when a peace officer must seek a waiver of a juvenile’s rights

B. When there is an absence of appropriate parental care and control, the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public
   1. Sources of peace officer authority to take a juvenile into temporary custody
   2. Options available to a peace officer for the disposition of a juvenile case
   3. Conditions under which a juvenile may become a dependent of the court
   4. Situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
   5. Situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
   6. Welfare and Institutions Codes 206, 207, 207.1 and 208
   7. Guidelines requiring the separation and segregation of dependent minors, status offenders, and wards within a facility
   8. Appropriate level of confinement for the purposes of temporary custody
   9. The need for preventing all contact between juveniles and adult prisoners within a facility

4 Hours

VIII. Controlled Substances

Students will recognize the category, common names and symptoms of drugs listed in this course.

A. How drugs can affect normal behavior
1. Impact of drugs on the body
2. Probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses
3. Category, common name(s), symptoms, physical properties and packaging of the following controlled substances:
   1. Stimulants
   2. Hallucinogens
   3. Narcotic Analgesics
   4. Cannabis
   5. Depressants
   6. Inhalants
   7. Dissociative Anesthetics (Phencyclidine)
4. How the following substances are introduced into the body and general indicators of use:
   1. Stimulants
   2. Hallucinogens
   3. Narcotic Analgesics
   4. Cannabis
   5. Depressants
   6. Inhalants
   7. Dissociative Anesthetics (Phencyclidine)
5. Crime elements required to arrest for:
   1. Possession of drug paraphernalia
   2. Being under the influence of a controlled substance
   3. Possession of a controlled substance
   4. Possession of a controlled substance for sale
   5. Transporting/selling/furnishing, etc. of a controlled substance
   6. Cultivating or harvesting marijuana
   7. Manufacturing a controlled substance
   8. Possession of precursor chemicals for manufacturing
6. Clandestine Laboratories
   1. Characteristics of a clandestine laboratory
   2. Types of clandestine laboratories
   3. Required safety precautions when securing a clandestine laboratory
7. IX. Laws of Arrest
   Students will identify the levels of force and when it is appropriate to use force during role playing exercises.
   A. Consensual encounters:
   1. Appropriate conduct during a consensual encounter
   2. Conduct that may elevate a consensual encounter
   3. Consequences of elevating a consensual encounter
   B. Temporary Detention
   1. Differentiate between a detention and a consensual encounter
   2. Recognize reasonable suspicion
   3. Appropriate peace officer actions during a detention
   4. The scope and conditions for warrantless searches and seizures during a detention
   5. Conditions where the use of force or physical restraint is appropriate during a detention
C. Statutory Rules of Arrest
1. Probable cause to arrest
2. Elements of a lawful arrest
3. Information that must be given to an arrested person
4. Elements of a warrantless arrest for a misdemeanor
5. Elements of a warrantless arrest for a felony
6. Elements of a warrant arrest
7. Requirements for entry to make an arrest
8. The authority for a private person arrest and the peace officer’s duty in response to a private person arrest
9. Conditions under which the use of force or physical restraint is appropriate during an arrest
10. Statutory requirements for the disposition of an arrested person
11. The exception to the powers to arrest

D. Miranda Procedures
1. The purpose of the Miranda warning
2. Recognize when Miranda warnings must be given
3. Identify the proper administration of Miranda warnings
4. Recognize the impact of invoking either the right to remain silent or the right to counsel
5. Recognize the types of Miranda waivers
6. Recognize the exception to the Miranda rule

E. Admissible evidence while ensuring the constitutional rights of all individuals.
1. Differentiate between an interview and interrogation
2. The purpose of an interrogation
3. Differentiate between an admission and confession
4. The conditions in which a confession or admission may be admissible in a court of law.

X. Search and Seizure
Students will recognize how the exclusionary rule applies to a peace officer’s collection of evidence.

A. Search and Seizure Law
1. Constitutional protections guaranteed by the Fourth Amendment
2. Identify the concept of reasonable expectation of privacy
3. Probable cause to search and its link between Fourth Amendment protections and search and seizure law
4. How the exclusionary rule applies to a peace officer’s collection of evidence

B. The rules and requirements for obtaining and executing a search warrant
1. How probable cause serves as a basis for obtaining a search warrant
2. Appropriate actions for securing an area pending issuance of a search warrant
3. The time limitations for serving a search warrant
4. Recognize elements for compliance with knock and notice requirements when serving a search warrant

10/2/2015
5. Recognize the Nexus Rule application while conducting an authorized search

C. Legal Requirements to Lawfully search and seize evidence without a search warrant
   1. Recognize why a plain view seizure does not constitute a search
   2. Recognize the legal requirements for seizure of items in plain view
   3. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
   4. Recognize the scope and necessary conditions for conducting types of warrantless searches

5. Probation/parole searches

D. Fourth Amendment's warrant requirement
   1. Recognize the scope and necessary conditions for conducting types of motor vehicle search

E. Search or the seizure of evidence that involves intrusion into a subject's body
   1. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body
   2. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
   3. Recognize the conditions necessary for legally obtaining blood samples
   4. Recognize the conditions for legally obtaining the following nonintrusive bodily evidence
      a. Fingerprints
      b. Handwriting samples

F. Due process rights involving a subject's identification
   1. Identify the importance of a peace officer's neutral role during an identification procedure
   2. The officer's actions before and during an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
      a. Field showup
      b. Photographic spread
      c. Custodial lineup

2 Hours

XI. Presentation of Evidence

Students will recognize the requirements and exceptions for admitting hearsay evidence.

A. Writing complete, accurate and reliable witness reports in accordance with Penal Code 872(b), Proposition 115.
   1. Requirements and exceptions for admitting hearsay evidence.

C. Presenting You as Professional, Credible, and Convincing Witnesses.
   1. Identify peace officer responsibilities regarding pretrial preparation
   2. Identify aspects of a case that officers should review prior to giving testimony
   3. Identify factors related to an officer's appearance that can influence how an officer's testimony is received by the court
   4. Identify appropriate actions for receiving and answering questions as a witness
   5. Identify appropriate responses when an officer who is testifying is unsure of or does not know the answer to a question asked by an attorney
   6. Identify appropriate responses when asked to give an opinion while testifying

6 Hours

XII. Vehicle Operations

10/2/2015
Students will identify emergency response (Code 3) driving demands a high level of concentration and instant reactions.

A. Emergency response (Code 3) driving demands
1. Identify the objectives of emergency response driving
2. Recognize the statute governing peace officers when operating law enforcement vehicles in the line of duty.

8 Hours

XIII. Use of Force
Students will document the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer during class exercises.

A. Use of force.
1. Discuss reasonable force as stated by law
2. Components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
3. Legal framework establishing a peace officer's authority during a legal arrest
4. Circumstances set forth in the California Penal Code when a peace officer has the authority use force
5. Discuss the level of authority agency policies have regarding the use of force by a peace officer

B. Reasonable use of force compared to threat, resistance and other circumstances
1. Define the term “force option”
2. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
3. Recognize force options and the amount of force peace officers may use based on the subject's resistance
4. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
5. Discuss the importance of effective communication when using force

C. Authority, responsibility, and liability regarding the use of deadly force as authorized by law.
1. Identify the legal standard for the use of deadly force
2. Identify the factors required to establish sufficiency of fear for the use of deadly force
3. Recognize facts an officer should consider when determining whether or not to use deadly force
4. Discuss the role of agency policies regarding the use of deadly force
5. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable

D. Use of force reports
1. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency.

E. Safely taking control of a dangerous situation.
1. Discuss factors that can affect a peace officer's response when threatened with danger.
2. Give examples of acceptable techniques for managing anger
3. Describe the benefits of ongoing physical and mental training for peace
officers involving the use of force.

F. Recognize the consequences of using unreasonable force, and legal and ethical responsibilities
   1. Explain the legal and administrative consequences associated with the use of unreasonable force
   2. Explain an agency’s potential liability associated with the use of unreasonable force
   3. Explain the consequences of an officer’s failure to intervene when unreasonable force is used by another peace officer
   4. Discuss immediate and delayed intervention techniques
   5. Discuss factors that may inhibit peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

8 Hours

XIV. Patrol techniques
Students will identify information officers must generate during a crime broadcast.
A. Safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.
   1. Distinguish between the roles and responsibilities of contact and cover officers
   2. Select appropriate actions officers should take to maintain their own safety and the safety of others
   3. Discuss information an officer should include when generating a crime broadcast
   4. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
   5. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject

4 Hours

XV. Vehicle Pullovers
Students will demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle.
A. Techniques for conducting tactically sound vehicle pullovers
   1. Safety techniques when initiating a vehicle pullover
   2. Appropriate actions for the safe and tactical placement of the patrol unit
   3. Apply appropriate procedures for exiting the patrol unit
   4. Appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
   5. The advantages and disadvantages of a driver side approach, a passenger side approach and a non approach to a target vehicle
   6. The appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
   7. The process for conducting a vehicle stop.
   8. The appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle
   9. Appropriate procedures for checking the validity and authenticity of a
driver’s license or other form of personal identification

B. Situations involving high levels of risks in order to apply appropriate
tactical actions during a vehicle pullover.
1. Officer safety precautions that should be taken during any high-
risk vehicle pullover
2. Appropriate actions for cover officers who are called to assist the
primary officer during a high-risk vehicle pullover
3. Tactics for conducting a safe and effective high-risk vehicle
pullover
4. Officer safety considerations when searching the target vehicle.

8 Hours

XVI. Crimes in Progress
Students will demonstrate officers actions for the safe and tactical response involving violent suspects
during role playing exercises.
A. Responsibility when responding to a crime in progress is to protect their safety and
that of others.
1. The importance of wearing soft personal body armor while on patrol
2. Distinguish between officer safety and officer survival.
B. Responding effectively and safely to a crime in progress
1. The elements of a tactical approach to a crime in progress.
2. Explain the primary purposes for establishing crime scene perimeters
3. Appropriate actions when conducting a search for suspects.
C. The planning and execution of specific arrival, approach, communication, and search
tactics.
Planning and patience are critical to achieving safe and successful outcomes.
1. Effective officer actions for the safe and tactical response to
crimes in progress involving:
2. Effective officer actions for the safe and tactical response.
involving:
3. Rapid deployment to a deadly encounter (Active shooter)
D. Officer ambush/sniper attacks
E. Factors an officer should consider before becoming involved in any law enforcement
action while off-duty.

4 Hours

XVII. Domestic Violence
Students will identify the physical and emotional issues that can affect victims of domestic violence.
A. Legal definitions, terminology and applicable Penal Code sections as well as an
understanding of how to classify the crimes that may lead to arrests.
1. The definition of domestic violence for legal mandates (Penal Code
section 13700)
2. The definition of domestic violence for weapons seizure (Penal Code
section 12028.5)
3. Crime elements required to arrest a suspect for crimes as applied to domestic
violence incidents.
B. Domestic violence causes tremendous physically and/or emotionally harm to victims
and society as a whole current law affords peace officers greater opportunity to assist
victims, and provides protection and education to help stop the cycle of violence.
1. Common characteristics of a victim and a batterer

10/2/2015 12
2. A peace officer’s role in reducing domestic violence
C. Responding to a domestic violence call
1. The initial process for responding to a domestic violence call
2. Under what circumstances an arrest should be made
3. Physical evidence to be collected
4. Procedures for seizing firearms
5. Resources available for victim protection
D. Court order involving domestic violence
1. The differences between the types of court orders
2. The validity of a restraining order
3. Purpose for obtaining an Emergency Protective Order
4. How to enforce a court order
E. Domestic Violence Investigation
1. What information needs to be documented in a report
2. How the peace officer can provide support for the victim
4 hours
18. Missing Persons
Students will explain the statutory requirements for accepting a missing person report.
A. Legal and professional obligations when responding to a missing person’s investigation.
1. The statutory definition of a Missing person or child
2. The missing person statutes as specified in the California Penal Code and California Welfare and Institutions Code
B. Obtaining sufficient and accurate information from the reporting party.
1. Statutory requirements for accepting a missing person report
2. Describe information that should be obtained, and steps taken by the initial responder of a report of a missing person.
3. The conditions that influence the level of law enforcement response to a report of a missing person.
C. Preliminary investigation improves the chances of a missing person being located quickly and safely.
1. Areas that should be included in an initial search for a missing person
2. How search considerations for a child might vary from those of an adult
3. A peace officer’s primary responsibilities when responding to an abduction of child by a parent/family member
4. Circumstances related to custody dispute situations when an officer may take a child into Protective custody
5. Penal code notification requirements when peace officers locate a missing person.
4 hours
19. Traffic Enforcement
Students will recognize, by common name and Vehicle Code section, violations involving driving under the influence.
A. Principles of traffic law set forth in the Vehicle Code to carry out responsibilities in traffic enforcement.
1. The relevance of traffic enforcement to public safety and quality of life within a community.
2. The organization of information within the California Vehicle Code
B Authority under the law and manage traffic effectively.
1. Discuss Vehicle Code laws governing arrest
2. Differentiate between mandatory and optional appearances before a magistrate
3. Vehicle Code section(s) violations involving failure to obey the lawful orders of a peace officer or designated employee
C. A peace officer’s legal authority to remove vehicles
D. Laws regarding driving under the influence of alcohol and/or drugs.
1. The common name and Vehicle Code section(s), violations involving the possession of alcoholic beverages in a motor vehicle
2. Explain the meaning of the phrase “under the influence”
3. Vehicle Code section(s), violations involving driving under the influence
4. Medical conditions that may cause a person to appear intoxicated
5. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a field sobriety test
6. Demonstrate field sobriety tests that may be used to determine impairment, to include:
   a. Horizontal Gaze Nystagmus (HGN)
   b. One-Leg Stand (OLS)
   c. Walk & Turn (WAT)
4 hours
20. Preliminary Investigation
Students will identify the steps of a preliminary criminal investigation during role play exercises.
A. Criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of evidence at the scene of a crime.
1. The goal of a criminal investigation
2. The steps of a preliminary criminal investigation, including:
3. Actions peace officers may employ to preserve possible evidence at a crime scene
4. The primary purpose of conducting an initial survey of a crime scene.
5. Criteria for allowing crime scene photographs to be admitted as evidence by the court.
6. Elements to be included on a crime scene diagram
B. General guidelines for the collection, packaging, and processing of physical evidence to ensure that each piece of evidence is admissible in a court of law.
1. Precautions that should be taken prior to collection and removal of physical evidence from a crime scene
2. Purpose of collecting control/known samples
3. The primary reason for establishing a chain of custody record
4. Information that should be noted on a chain of custody record
5. Three forms of fingerprint impressions that may be found at a crime scene
6. The basic steps for developing latent fingerprints
7. General guidelines for collecting and processing physical evidence that may be located at a crime scene
8 hours
21. Arrest Methods/ Defensive Tactics
Students will demonstrate an approach to safely and effectively conduct a person search during class exercises.

A. Awareness and respond appropriately when confronted by a potential hazard or threat.

1. Principles of defensive tactics, to include, awareness, balance, control
2. 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 for self defense or to overcome resistance by a subject

C. Always allow for a margin of safety while maintaining a position of advantage during person searches

1. Factors to consider when approaching a subject and conducting a plain view search
2. An approach to safely and effectively conduct a person search
3. Locations where weapons and/or contraband can be concealed on a subject’s body
4. Agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
5. Cover officer responsibilities
6. Cover officer responsibilities during a search of a subject

D. Taking control of a subject and to justify actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

1. A peace officer’s justification to use controlling force on a subject
2. Advantages and limitations a peace officer should consider when applying
3. Advantages and limitations a peace officer should consider when performing a takedown technique

E. Proper methods of restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints)

1. The purpose of using restraint devices on a subject
2. Potential hazards when using handcuffs as a restraint device
3. The correct positioning of handcuffs on a subject

F. Firearm retention

1. Factors involved in retaining a peace officer’s firearm
2. The basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
3. A peace officer’s tactical considerations when confronted by an armed subject

G. Peace officers must know that an impact weapon is a force option.

1. A peace officer’s legal authority for using an impact weapon
2. Circumstances when a peace officer is justified in using an impact weapon
3. Discuss the use of verbal commands during a confrontation

H. Safety hazards and appropriate procedures when transporting prisoners.

1. Common transporting procedures that maximize officer safety and prevent prisoner escape
2. Safe and secure positioning of a prisoner in an officer’s vehicle

8 hours

22. Firearms/ Chemical Agents

Students will list the basic safety guidelines to be followed at a firing range in a written exam.

A. Peace officers must know and practice all procedures for the safe handling of all
firearms while on and off duty
1. Four fundamental rules of firearms safety
2. Basic safety guidelines to be followed at a firing range
3. Describe the safety precautions for proper storage of firearms
B. Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively
1. The basic information about a semiautomatic pistol and magazine.
2. Cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
C. Describe the basic information about a revolver.
D. Describe the basic information about shotguns.
E. Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.
1. The guidelines for the safe handling of ammunition
2. The primary components of firearm cartridges
3. The chain of events that takes place when a projectile is discharged from a cartridge
4. Primary components of a shotgun shell
F. Fundamental skills of firing firearms
1. The proper steps for drawing and holstering
2. Elements to accurately shoot a firearm.
3. Types of malfunctions and demonstrate clearing methods for:
H. Terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.
1. The statutory requirements for the possession and use of chemical agents
2. Four methods used to deploy chemical agents
3. Environmental and physical conditions that can impact the effectiveness of a chemical agent
4. Guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
5. Decontamination procedures that should be followed after a chemical agent has been used
6. The physiological and psychological effects chemical agents used by peace officers.
7. Proper procedures peace officers should follow when using gas masks.
2 hours
23. People with Disabilities
Students will state the intent of the Americans with Disabilities Act of 1990.
A. Laws protecting the rights of people with disabilities.
1. Intent of the Americans with Disabilities Act of 1990
2. Role of peace officers when interacting with a person with a disability
3. State and local resources available to people with disabilities
B. Recognizing developmentally disabled persons based on behavioral cues and other indicators.
1. The intent of the Lanterman Developmental Disabilities Service Act
2. The term developmental disability
3. General behavioral indicators associated with all developmental disabilities.
4. Behavioral indicators specifically associated with the developmental disabilities.
5. Appropriate peace officer actions during field contacts with people with developmental disabilities

C. Causes and nature of mental illness in order to determine if an individual is gravely disabled or dangerous
   1. Define the term mental illness
   2. The categories of mental illness
   3. Behavioral indicators that may be generally associated with people affected by mental illness
   4. Indicators officers may use to help determine if a person affected by a mental illness is a danger to self or others
   5. Appropriate tactical actions when responding to a call involving a person with a mental illness
   6. The intent of the Lanterman-Petris-Short Act (Welfare and Institutions Code section 5150)
   7. Behavioral indicators that may lead an officer to believe a person may be a danger.
   8. Differentiate between courses of action for peace officers when dealing with a person who appears to be affected by a mental illness.
   9. Peace officers actions when a person affected by mental illness does not meet detention under the Welfare and Institutions Code section 5150

2 hours

24. Gang Awareness
Students will describe identifying characteristics and crime trends associated with criminal street gangs.

A. Indicators of gang involvement / activity.
   1. Statutory requirements for designating a group as a criminal street gang
   2. Safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
   3. Indicators of gang territory and communications

B. Types of criminal street gangs
   1. Identifying characteristics and crime trends associated with criminal street gangs

C. Outlaw motorcycle gangs and prison gangs
   1. Identifying characteristics and crime trends associated with organized crime.

4 hours

25. Crimes Against the Justice System
Students will list the crime elements required to arrest for crimes that obstruct law enforcement in their duties.

A. Crime elements required for arrests
   1. Intimidating witnesses or victims Penal Code 136
   2. Threats of Retaliation Penal Code 140
   3. Violating a Court order Penal Code 166

B. Crime elements required to arrest for crimes that obstruct law enforcement in their duties
   1. Resisting, delaying or obstructing a public officer, police officer or emergency medical technician
   2. Threatening a public officer
3. Attempting / Disarming an officer
4. Escape / Attempting Escape
5. Attempting to or rescuing any person from prison, jail, camp or officer
6. Lynching

4 hours

26. Weapons Violations

Students will recognize the crime elements required to arrest for possession of a prohibited weapon.

A. Elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize crimes as misdemeanors or felonies.
   1. Crime elements required to arrest for:
      a. Possession of a prohibited weapon
      b. Possession of an illegal knife
      c. Unlawful possession of tear gas weapon or chemical agent

2. Recognize the crime classification as a misdemeanor or felony

B. Elements of a crime
   1. Crime elements required to arrest for:
      a. Carrying a firearm in a public place or within a vehicle
      b. Possession of a deadly weapon with intent to assault another person
      c. Possession of a loaded firearm with intent to commit a felony
      d. Alteration or removal of identifying marks from a firearm

2. Crime classification as a misdemeanor or felony

3. Crime elements required to arrest for possession of:
   a. A firearm by a convicted felon, narcotic addict, or other restricted persons
   b. A firearm by a person convicted of a specified misdemeanor
   c. An unauthorized weapon in a prohibited location

4. Recognize the crime classification as a misdemeanor or felony

C. Probable Cause
   1. Crime elements required to arrest for, drawing, exhibiting, or unlawful use of a deadly weapon.
   2. Crime elements required to arrest for, and classification of unlawful discharging of a firearm
   3. Classification of crimes related to unlawful use of weapons as misdemeanors or felonies.

4 hours

27. Hazardous Materials Awareness

Students will recognize the guidelines for safely assessing and approaching a hazardous materials incident.

A. Hazardous materials incidents

B. Indicators of a hazardous materials incident including, but not limited to:
   1. National Fire Protection Association 704 (NFPA)
   2. Placards / Labels
   3. Physical Indicators
   4. Witnesses or involved parties
   5. Container(s)
   6. Victim / Injuries

C. Sources of information of materials present at a hazardous incident, including, but not limited to:
1. Emergency Response Guide (ERG)
2. Material Safety Data Sheets (MSDS)
3. Shipping papers
4. Other documents

D. Safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.
   1. Guidelines for safely assessing and approaching a hazardous materials incident
   2. Factors to consider when establishing a perimeter around a hazardous materials incident
   3. Types of control zones at a hazardous materials incident
   4. Information that should be communicated to dispatch from the scene of an incident.
   5. Procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)

2 hours

28. Cultural Diversity/ Discrimination

Students will discuss the legal considerations peace officers should take into account related to racial profiling during class exercises.

A. Stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.
   1. Define the term stereotype
   2. The dangers of relying on stereotypes to form judgments or to determine actions
   3. Define the term prejudice
   4. Define the term discrimination
   5. Define the term racial profiling
   6. The legal considerations peace officers should take into account related to racial profiling
   7. The impact of racial profiling
   8. Landmark events in the evolution of civil and human rights
   9. Key indices peace officers should recognize and respect that make up evolving culture among a community
   10. The obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

B. Hate Crimes
   1. Legal definition of a hate crime based on the Penal Code
   2. Classify the crime and the elements required to arrest
   3. Legal rights and remedies available to victims of hate crimes based on federal law and civil code
   4. The impact of hate crimes on victims, the victims' families, and the community
   5. The indicators of hate crimes
   6. Considerations when investigating and documenting incidents involving possible hate crimes

C. State the legal definition of sexual harassment
   1. Federal and state laws dealing with sexual harassment
   2. Legal remedies available to a victim of sexual harassment
3. Behaviors that constitute sexual harassment
4. The protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
5. Methods for responding to sexually offensive or unwanted behavior

METHODS OF INSTRUCTION:
Lecture, discussion and demonstration will serve as the medium of instruction. Individual guidance will be provided as required.

METHODS OF EVALUATION:
The types of writing assignments required: 20% - 25%
Essay exams
The problem-solving assignments required: 20% - 30%
Homework problems
Lab reports
Quizzes
Exams
The types of skill demonstrations required: 20% - 25%
Performance exams
The types of objective examinations used in the course: 20% - 25%
Other: Student Workbooks
Other category: 0% - 0%
None

REPRESENTATIVE TEXTBOOKS:
Recommended:
California Penal Code Book Current Edition
California Vehicle code Book Current Edition 2014
Crimes in Progress Book Current Edition 2014
POST Workbooks Current Edition
First Aid & CPR Books Current Edition

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
   Transferable CSU, effective 200230
UC TRANSFER:
   Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: JLE
CSU Crosswalk Course Number: 107
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: B
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456115
Sports/Physical Education Course: N
Taxonomy of Program: 210550