

**Course Outline**

**COURSE:** JLE 143                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Summer 2020                      **CURRICULUM APPROVAL DATE:** 04/14/2020

**SHORT TITLE:** BAS POL ACAD LEV II

**LONG TITLE:** Basic Police Academy Modular, Level II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
8	18	Lecture:	4	72
		Lab:	12	216
		Other:	0	0
		Total:	16	288

**COURSE DESCRIPTION:**

This course is certified by the commission on Peace Officer Standards and Training (POST) and meets the content and hour requirements established by POST for Level II Reserve Peace Officers. This course also includes mandated field trips to cover all the material. This course combined with Level I and Level III certificates meet the regular basic academy requirements. (280 hours) **PREREQUISITE:** Completion of POST Basic Police Academy Modular Level III course Completion of POST Level II course entry requirements Medical insurance Valid California drivers license DOJ clearance per Penal Code 13511.5

**PREREQUISITES:**

Completion of JLE 142, as UG, with a grade of C or better.

**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:**

By the end of this course, a student should:

1. Apply proper shooting techniques including daylight/night handgun use.
2. Analyze the role of law enforcement in society including ethics and leadership, community relations, persons with disabilities and community awareness.
3. Define and assess crime elements related to crimes against property and crimes against persons, evidence collection, and compose and evaluate investigative crime reports.
4. Select and demonstrate appropriate principles and procedures of use of force concepts and arrest and control techniques.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 04/14/2020

### **I. Leadership, Professionalism and Ethics**

Students will demonstrate ethical standards and professionalism during class assignments.

- a. Benefits of Ethical Behavior
- b. Consequences of unprofessional and/or unethical conduct.
- c. Ethical decision making strategies

Lab content:

Lecture and lab content are coordinated to provide lecture and hands-on activities at the same time.

### **II. Policing in the Community**

Students will summarize crime prevention concepts during written assignment.

1. Recognize the crime elements required to arrest for:
  - a. Tactical Communication Skills
  - b. Community

Partnerships

- c. Peace Officers Interactions with the Public
- d. Crime risks and crime prevention concepts
- e. Developing trust with the public

### **III. Property Crimes**

Students

will study the elements required to arrest for crimes related to theft, and correctly classify these crimes as misdemeanors or felonies during role play scenarios.

- a. Theft
- b. Burglary
- c. Vehicle theft
- d. Receiving Stolen Property
- e. Arson
- f. Possession of a Fire Bomb
- g. Vandalism

### **IV. Crimes Against Persons/ Death Investigations**

Students

will identify the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies during role play exercises.

1. Recognize the crime elements required to arrest for:

- a. Battery
- b. Assault with a deadly weapon
- c. Kidnapping
- d. False Imprisonment
- e. Robbery
- f.
- Carjacking
- g. Child Abduction
- h. Murder/attempted murder
- i. Manslaughter

V. General Crimes Statutes

Students will identify the elements

required to arrest for crimes related to disorderly conduct, and to correctly categorize these crimes as misdemeanors or felonies during class exercises.

1. Recognize the crime elements required to arrest for:

- a. Lewd conduct
- b. Invasion of privacy
- c. Prostitution
- d. Public intoxication

VI. Controlled Substance

Students will identify components of a clandestine lab during class exercises.

- a. Discuss the impact of drugs on the body
- b. Methods for taking drug / entering the body
- c. Categories of controlled substances
- d. General indicators of use
- f. Crime elements
- g. Clandestine labs

VII. Laws of Arrest

Students will

identify the appropriate conduct during consensual encounters and detentions.

- 1. Recognize appropriate conduct during a consensual encounter
  - a. Requesting information
  - b. Interviewing witnesses at the scene of a crime or accident
  - c. Conversing casually
  - d. Disseminating information

2. Differentiate between a detention and a consensual encounter

- a. Detention requires reasonable suspicion of criminal activity
- b. A detention leads the person to believe he or she is not free to leave
- c. A consensual encounter requires no legal justification as long as officers are in a place they have a right to be

3. Differentiate between arrest and detention

- a. Arrest: taking into custody
- b. Detention: a stop, limited in scope, intensity and duration that would cause a reasonable person to believe he or she is not free to leave

VIII. Search and Seizure

Students will identify their responsibility, and potential for liability in the areas of search and seizure law.

1. Recognize probable

cause to search and its link between Fourth Amendment protections and search and seizure law

a. Probable cause is required by constitution in order to obtain a search warrant

b. Enough credible information to provide fair probability that the object the police officers seek will be found

2. Recognize how probable

cause serves as a basis for obtaining a search warrant

a. Fourth Amendment states warrants require probable cause

b. Fair probability the object peace officers seek will be found

at place searched

c. Officer training, experience and collective knowledge

IX. Presentation of Evidence

Students will identify types of evidence during role playing scenarios.

1. Identify four types of evidence

a. Testimonial

b. Real

c. Demonstrative

d. Circumstantial

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

a. California Evidence Code 352

b. Exclusionary Rule

c. Opinion and expert testimony

d. Privilege

e. Credibility of witnesses

X. Investigation Report Writing

Students will compose written investigative reports

that are well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

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

a. What?

b. When?

c. Where?

d. Who?

e. How?

f. Why?

2. Explain the legal basis for requiring investigative reports

a. State and federal statutes mandate law enforcement agencies report certain events and incidents

- b. Report must describe the nature and character of each crime, note all particular circumstances of that crime, and include all supplemental information pertaining to the suspected criminal activity.
- 3. Apply appropriate actions for taking notes during a field interview
  - a. At the scene of an event or incident,
  - b. When interviewing persons (e.g., victims, witness, suspects, etc.),
  - c. Whenever an officer wishes to record specific facts for inclusion in the report
  - d. Any time the officer wishes to remember specific details at a later time

#### XI. Use of Force

Students will list and

demonstrate the use reasonable force to affect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code in class exercises.

- 1. Discuss reasonable force as stated by law
  - a. How much and what kind of force a peace officer may use in a given circumstance
- 2. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
  - b. Subject's requirement to submit to arrest without resistance
  - c. Peace officer's authority to use reasonable force during a detention or arrest
- 3. Define the term "force option"
  - a. Force options are choices identified to a peace officer in each agency's policy documentation.

#### XII. Patrol Techniques

Students must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions during role play exercises of situational and tactical awareness and provide appropriate response.

- 1. Officer Safety
- 2. Select appropriate actions for peace officers who are conducting security checks
  - a. Cover as much area as possible
  - b. High crime risk
  - c. Vary patrol patterns
  - d. Investigative tactics and equipment
- 3. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
  - a. Checking all personal equipment
  - b. Acquiring any necessary information and

materials/supplies

c. Inspecting each piece of equipment issued at beginning of shift

d. Mental preparation

### XIII. Vehicle Pullovers

Students will complete a written list and demonstrate the inherent risks involved when conducting a vehicle pullover in order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others during role play exercises.

1. Describe the three basic categories of vehicle pullovers, to include:

a. Traffic enforcement pullover

b. Investigative pullover

c. High-risk pullover

d. Officer Safety

2. Demonstrate safety techniques when initiating a vehicle pullover, including:

a. Selecting an appropriate location

3. Apply appropriate procedures for exiting the patrol unit

a. Complete radio transmissions prior to activating emergency lights

b. Undo and clear seatbelt prior to coming to complete stop

c. Place vehicle in park

### XIV. Crimes in Progress

Students will organize, plan and execute specific arrival, approach, communication, and search tactics during role playing exercises.

1. Explain the importance of wearing soft personal body armor while on patrol

a. Single most effective piece of safety equipment that a peace officer can utilize

b. Proper fit

c. Maintained and cleaned

2. Discuss the elements

of a tactical approach to a crime in progress

including:

a. Nature of the crime

b. Use and nonuse of warning lights and siren

c. Appropriate

communication to agency

d. Uses cover and concealment upon arrival

3. Demonstrate effective officer actions for the safe and tactical response to crimes in

progress involving:

a. Shots fired

2. Burglaries

3. Robberies

a. Importance of body armor

b. Deaths/assaults on peace officers

c. Fatal errors analysis

d. Respond effectively and safely to a crime in progress

- e. Crime scene perimeters
- f. Demonstrate effective officer actions for the safe and tactical response to crimes in progress

#### XV. Domestic Violence

Students will recognize the crime elements required to arrest for corporal injury, criminal threats and stalking.

1. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:

- a. Willful infliction of corporal injury
- b. Criminal threats
- c. Stalking
- d. Malicious destruction of telephone, telegraph, cable television, or electrical lines
- e. Preventing or dissuading a witness or a victim from testifying

2. Identify the differences between the types of court orders to include:

- 1. Criminal protective/stay-away orders
- 2. Emergency Protective Orders
- 3. Restraining orders

#### XVI. Investigation

Students will outline the total

range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime during role play exercises and a written report.

- 1. Identify the goal of a criminal investigation
  - a. Establish existence of criminal violation
  - b. Identify and arrest the suspect
  - c. Gather and present evidence in a court of law
- 2. Perform the steps of a preliminary criminal investigation, including:
  - a. Proceed safely to the scene
  - b. Determine need for emergency medical services and aid any injured persons
  - c. Verify that a crime, if any, has occurred
  - d. Identify and arrest the suspect(s), if appropriate
- 3. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
  - a. Photograph evidence
  - b. Diagram location and position of items of evidence
  - c. Take notes
  - d. Wear appropriate clothing
- 4. Identify the purpose of collecting control/known samples

- a. Establish link between a piece of evidence and a person or a crime scene
- b. Exclude all other similar objects

#### XVII. Arrest and

##### Control Techniques/Defensive Tactics

Students will demonstrate the application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject during class exercises.

1. Demonstrate principles of defensive tactics, to include:
  - a. Awareness
  - b. Balance
  - c. Control
2. Describe parts of an officer's body that are most vulnerable to serious injury
  - a. Face / throat / head / neck
  - b. Heart / kidneys / spine / groin
  - c. Joints
3. Describe parts of an officer's body that may be used as personal weapons for self defense or to overcome resistance by a subject
  - a. Head
  - b. Hands
  - c. Arms
  - d. Legs
  - e. Feet
4. Discuss a peace officer's justification to use controlling force on a subject
  - a. Subject's display of aggressive or assaultive behavior
  - b. Physical size of subject
  - c. Need for immediate control

#### XVIII. Firearms/Chemical Agents

Students will demonstrate competency in basic handgun shooting principles using a handgun, while wearing body armor and duty equipment.

1. 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 is beyond it before firing the firearm
2. Explain basic safety guidelines to be followed at a firing range
  - a. Entering the firing range
  - b. On the firing line



- c. Handguns are unholstered
- 3. 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
- 4. 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
- 5. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
  - a. OC (oleoresin capsicum)
  - b. CN (chloroacetophenone)
  - c. CS (ortho-chlorobenzylidene-molononitrile)

#### XIX. Crimes Against the Justice System

Students will study the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.

- 1. Recognize the crime elements required to arrest for:
  - a. Intimidating witnesses or victims
  - b. Threats of retaliation
  - c. Violating a court order
- 2. Recognize the crime classification as a misdemeanor or felony.
- 3. Recognize the crime elements required to arrest for:
  - a. Providing a false identity to a peace officer
  - b. Falsely reporting a criminal offense

#### XX. Cultural Diversity / Discrimination

Students will compare and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

- 1. Define the terms:
  - a. Culture
  - b. Cultural diversity
- 2. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
  - a. Enhanced officer safety

- b. Increased personal and ethical satisfaction
  - c. Career survival
  - d. Improved quality of service provided
  - e. Enhanced community support and improved public trust
3. Explain the historical and current cultural composition of California.
- a. Preconceived or over-simplified generalization
  - b. Involving negative, or positive beliefs
  - c. About another group

#### XXI. Stress management

Students must examine and recognize the impacts of stress on the individual, the profession and the community.

- 1. Understand the signs and symptoms of stress
  - a. Manifestations and symptoms of stress
- 2. Recognize and identifying stress
  - a. Critical incident stress
  - b. Environmental stress

#### XXII. Professional Orientation

Students will

study the course guidelines and policies of the Basic Course as governed by the Commission on Peace Officer Standards (POST) and the Academy.

- a. Orientation to surroundings and academy expectations
- b. Professional success

#### XXIII. Drill and Inspection

- a. Proper grooming standards
- b. Proper uniform standards
- c. Basic military formation commands and maneuvers

#### XXIV. Testing

Students must pass all of the required standards, tests, quizzes and skills demonstrations required by POST.

- a. POST tests
- b. Academy Test

#### **METHODS OF INSTRUCTION:**

Lecture, discussion and demonstration will serve as the medium of instruction. Audio-visual aids will be utilized as they facilitate meaningful instruction. Regular assignments will be made for out-of-class study and research. Individual guidance will be provided as required.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 140

Assignment Description:

Reading POST Student Workbook

Written Homework: Autobiography, Community Policing report, Search and Seizure report, Use of Force report

Learning domain review including Sexual Harassment, Discrimination, Professionalism and Ethics

Maintain Uniform Standards

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 25.00 %

Complete investigation reports to be graded by instructor using POST standards.

Problem-solving assignments

Percent of total grade: 25.00 %

Resolve simulated law enforcement situations efficiently and professionally, to be evaluated by instructor using POST standards.

Skill demonstrations

Percent of total grade: 25.00 %

Students will participate in scenario testing to be evaluated by the instructor using POST standards.

Objective examinations

Percent of total grade: 25.00 %

Range Safety Exam POST Learning Domain Exam Spelling Exam Radio Code Quizzes

**REPRESENTATIVE TEXTBOOKS:**

Recommended Representative Textbooks

California Penal Code Book. California : State of California,2020.

Reading Level of Text, Grade: 12

California Peace Officers Standards and Training . POST Workbook and Learning Domains . California : POST ,2020.

POST required material

Reading Level of Text, Grade: 12

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200730

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:

CSU Crosswalk Course Number:

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: CCC000617131

Sports/Physical Education Course: N

Taxonomy of Program: 210550