

**Course Outline**

**COURSE:** JLE 144                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 11/24/2014

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

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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
13	18	Lecture:	4.5	81
		Lab:	25.7	462.6
		Other:	0	0
		Total:	30.2	543.6

**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 I Reserve Police Officers. This course combined with Level III and Level II certificates meets the regular basic academy requirements. (544 hours)  
**PREREQUISITE:** Successful completion of POST Level I course entry requirements; POST entry reading and writing exam; Academy physical agility test; Medical insurance; Valid California Drivers License; Medical exam clearance by a licensed physician; DOJ clearance per Penal Code 13511.5; BAM III, BAM II

**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, Emergency Vehicle Operations, psychomotor testing and cognitive assessment on various learning domains.

Measure: Class discussion, skill demonstration, POST test

PLO:

ILO: 2,3,1,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. Recognize the importance of Leadership, Professionalism and Ethics and how they relate to the profession, the department, the officer, and the community.

Measure: Class discussion, quizzes

PLO:

ILO: 1,2,6

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. Identify how the U.S. Constitution applies to the actions and conduct of peace officers.

Measure: Class discussion, quizzes

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

4. Examine community policing and its effect on the community including department effectiveness, addressing crime and community problems and improving community relations.

Measure: Class discussion, role play, quizzes

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. Identify the impact of crime on direct and indirect victims including emotion reactions, physical reactions, resource and referral support and police perception.

Measure: Class discussion, written assignments, quizzes

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

6. Recognize elements, classifications and definitions involving crimes against persons and crimes against property.

Measure: Class discussion, role play, quizzes

PLO:

ILO: 1,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

7. Describe when a minor may be taken into custody for violations of law, truancy, runaway and neglect, and the requirements for peace officers when dealing with minors in these situations.

Measure: Class discussion, written assignments, quizzes

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

8. Identify crimes related to narcotic and alcohol use and recognize physical symptoms of influence.

Measure: Class discussion, role play, quizzes

PLO:

ILO: 1,2,5

GE-LO:

Year assessed or anticipated year of assessment: 2014

9. Recognize a peace officers role and legal responsibility when conducting person stops including consensual encounters, detentions and arrests.

Measure: Class discussion, role play, test

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

10. Use effective communication, both orally and writing, when constructing crime reports, testifying in court and presenting information to peers, superiors and the community.

Measure: Class discussion, role play, Test

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

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

Curriculum Approval Date: 11/24/2014

4 Hours

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

Students will define in writing why peace officers should exemplify the highest moral and ethical standards both on and off duty.

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

3 Hours

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

Students will study and examine community policing and its effect on the community including department effectiveness, addressing crime and community problems and improving community relations.

- a. Community Orientated Policing and Leadership

9 Hours

### **III. Victimology/Crisis Intervention**

Students will demonstrate knowledge and understanding of constructive strategies in crisis intervention. The student will demonstrate the psychological implications pertaining to victimization.

- a. Direct victims of a crime
- b. Emotional and physical reactions
- c. Five phases of a victim contact

2 Hours

#### IV. Property Crimes

The student will identify the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. Students will study the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies during learning activities.

- a. Theft
- b. Burglary
- c. Appropriation of lost property
  - c. Vehicle theft
  - e. Receiving Stolen Property
  - f. Arson

h. Vandalism

2 Hours

#### V. 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.

- a. Assault Battery
- b. Assault with a deadly weapon
- c. Robbery

6 Hours

#### VI. Crimes Against Children

Students will officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action during class exercises.

1. Recognize the crime elements required to arrest for:
  - a. Child harm, injury, or endangerment
  - b. Physical abuse of a child
  - c. Lewd or lascivious acts with a child
  - d. Annoying or molesting children
2. Discuss physical and behavioral indicators of:
  - a. Physical child abuse
  - b. Physical neglect of a child
  - c. Mental Suffering
  - d. Sexual child abuse
3. Demonstrate effective officer actions for conducting an interview with a child victim of abuse
  - a. Control the interview conditions / environment
  - b. Build rapport
  - c. Use appropriate communication techniques
  - d. Gather information

6 Hours

#### VII. Sex Crimes

Students will list the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies during role play exercise and written assignments.

- a. Crime elements

b. Rape

4 Hours

VIII. Juvenile Law Procedures

Students will identify 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 during class exercises

- a. Officer's responsibility for the safety of a juvenile
- b. Conditions when admonishment of a juvenile's rights is or is not required
- c. Absence of appropriate parental care and control
- d. Guidelines for secure detention

12 Hours

IX. Controlled Substance

Students must be able to recognize and identify the category of drug presented during class assignments.

- 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.. Clandestine labs

2 Hours

X. A. B. C. Law

Students will identify the elements required to arrest for violations of ABC law, and to categorize these crimes during class assignments.

- a. Elements required to arrest for violations of ABC law
- b. ABC investigative techniques

4 Hours

XI. Presentation of Evidence

The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand.

- 1. Courtroom Demeanor
  - a. Preparation and Testimony
  - b. Review your report
  - c. dress and attire
  - d. speech and body language
  - e. confidential information and public places
- 2. Questioning Styles
  - a. Badgering/belligerent questioning
  - b. Offensive questioning
  - c. Friendly questioning
  - d. Condescending questioning
  - e. Hearsay questioning and testimony at a preliminary hearing

36 Hours

XII. 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

- a. State and federal statutes
- b. Characteristics of an effective investigative report
- c. Field notes
- d. Field interview

e. Elements in investigative reports

32 Hours

XIII. Vehicle Operations

Students must demonstrate proficiency in the operation of police vehicles including proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

- a. Defensive driving principles and techniques
- b. Emergency response
- c. Vehicle pursuit
- d. Vehicle operation

12 Hours

XIV. 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.

- a. Reasonable use of force
- b. Force options and importance of training
- c. Communication
- d. Deadly force

16 Hours

XV. 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.

- a. Fundamental elements of patrol
- b. Patrol Strategies
- c. Officer Safety
  - d. One- and two officer units
- e. Procedures and techniques of radio communication
- f.. Personal equipment and supplies
- g. Effective tactics for initiating a foot pursuit

17 Hours

XVI. Vehicle Stops

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 written assignments and role play exercises.

- a. Officer safety
  - b. Patrol officer positioning
- c. Traffic enforcement stops
- d. Investigative stops
- e. Techniques for conducting tactically sound vehicle stops
- f. Methods of approach

18 Hours

XVII. Crimes in Progress

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

- 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

#### XVIII. Handling Disputes/Crowd Control

8 Hours

Students will explain ways to keep peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved during class assignments.

- a. The responsibilities of peace officers at the scene of a dispute
- b. Community expectations
- c. Officer safety

#### XIX. Domestic Violence

10 Hours

Students will document how to effectively carry out their responsibilities; peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code sections as well as an understanding of how to classify the crimes that may lead to arrests during written assignment.

- a. Domestic Violence legal mandates
- b. Crime elements and classification
- c. Criminal threats
- d. Stalking
- e. Spousal Rape
- f. Recognizing characteristics of the batterer

#### XX. Unusual Occurrences

4 Hours

Students will explain how to protect the public, peace officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation during class assignments.

- a. Identify unusual occurrences
- b. Responsibilities of the first responding officer on the scene
- c. Initial assessment
- d. Establishing a perimeter / protecting the incident location

#### XXI. Missing Persons

4 Hours

Students will identify their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing person's investigation during class assignments.

- a. Definition of missing person
- b. Requirements for accepting a missing person report
- c. Amber Alert
- d. Conditions that influence the level of law enforcement response to a report of a missing person
- e. State Mandates

#### XXII. Traffic Enforcement

18 Hours

Students will identify the elements of the laws governing motor vehicles and pedestrians during class assignments.

- a. Relevance of traffic enforcement
- b. Probable cause
- c. Vehicle Code
- d. Vehicle Code laws governing arrest
- e. Suspended or revoked license
- f. Vehicle registration requirements
- g. Driving under the influence

h. Field sobriety test

### XXIII. Accident Investigation

14 Hours

Students will discuss how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene during class assignments.

- a. Primary objectives
- b. Emergency response
- c. Scene safety hazards
- d. Field interviews
- e. Documentation
- f. Skid mark
- g. Measurement devices
- h. Area of impact
- i. Collision sketch
- j. Factual diagram

### XXIV. Crime Scenes, Evidence and Forensics

15 Hours

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.

- a. Steps of a preliminary criminal investigation
- b. Evidence Collection and Preservation
  - c. Types of Evidence
- d. Photographs
- f. Chain of custody
- g. Finger printing

### XXV. Custody

8 Hours

Students will examine their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights during class assignments.

- a. Definition of custody
- b. General responsibilities
- c. Officer liability
- d. Legal commitment to custody
- e. Cruel or unusual treatment of prisoners

### XXVI. Lifetime Fitness

56 Hours

Students will apply methods for evaluating and managing their physical fitness for a healthy lifestyle necessary for safely and effectively performing peace officer duties.

- a. Elements of a personal physical fitness program
- b. Evaluating personal fitness
- c. Physical conditioning
- d. Nutritional planning
- e. Injuries
- f. Techniques for stress management

### XXVII. Arrest Methods/Defensive Tactics

32 Hours

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.



- a. Force option selection and application
- b. Reasonable force and target selection
- c. Restraint devices
- d. Agency policies
- e. Weapon retention
- f. Prisoner transporting procedures
- g. Arrest methods and search

#### XXVIII. Firearms / Chemical Agents

16 Hours

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

- a. Four fundamental rules of firearms safety
- b. Agency policies
- c. Basic safety guidelines to be followed at a firing range
- d. Firearm Storage
- e. Firearms and Leadership in Law Enforcement
- f. Shotguns
- g. Safe handling of ammunition
- h. Inspect, clean, and care for firearms
- i. Drawing and holstering
- j. Basic handgun shooting/combat shooting / low light/night time shooting
- k. Statutory requirements for the possession and use of chemical agents
- l. Methods used to deploy chemical agents
- m. Environmental and physical conditions that can impact chemical agents

#### XXIX. People with Disabilities

6 Hours

Students will discuss the laws protecting the rights of people with disabilities during class exercises.

- a. Define the term mental illness
- b. Categories of mental illness
- c. Recognize indicators officers may use to help determine if a person affected by a mental illness
- d. Dangerous or gravely disabled people
- e. Standards for determining pc 5150
- f. Communications requirement

#### XXX. Gang Awareness

8 Hours

Students will identify indicators of gang involvement in order to assess and respond to gang-related criminal activity.

- a. State statutory requirements for designating a group as a criminal street gang
- b. Indicators of gang territory and communication
- c. Officer safety
- d. Identifying Characteristics
- e. Types of criminal street gangs
- f. Organized Crime
- g. Gang Structure

#### XXXI. Weapons Violation

4 Hours

Students will identify the elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies during role play and written exercises.

- a. Possession of prohibited weapons
- b. Possession of firearms by restricted persons
- c. Crime elements required to arrest for weapon violations

#### XXXII. Hazardous Materials Awareness

4 Hours

Students will examine the risks presented by hazardous materials and their role in responding to hazardous materials incidents during class exercises.

- a. Identify a hazardous materials incident
- b. Risks and specific challenges
- c. Roles and responsibilities of a First Responder
- d. Identify the primary pathways in which a hazardous material can enter the human body

#### XXXIII. Cultural Diversity/Discrimination

6 Hours

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

- a. Recognize the complexities of cultural diversity
- b. Culture as a social environment
- c. Define the term racial profiling
- d. Obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices
- f. Racial profiling
- g. Sexual Harassment

#### XXXIV. Emergency Management

16 Hours

Students will describe and become familiar with what terrorist threats are; the definitions, tactics, groups and potential targets.

- a. Definition of terrorism
- b. Terrorist groups
- c. Department of Homeland Security threat levels
- d. Terrorism indicators and counter terrorism measures
- e. The Incident Command System (ICS)
- f. State of California Standardized Emergency Management System (SEMS)

#### XXXV. Special Operations Orientation

3 Hours

Students will study the need to understand their role and responsibility during tactical situations where special operations may be utilized to control a critical or unusual incident.

- a. First responder considerations when responding to the scene of a critical incident
- b. Situations that require special police operations or response

#### XXXIV. Professional Orientation

6 Hours

Students will identify their role and responsibility as a student in the Basic Police Academy and how that responsibility relates to the law enforcement profession.

- a. Course guidelines and policies of the Basic Course as governed by the Commission on Peace Officer Standards (POST)
- b. Role and responsibility as a student

XXXV. Drill and Inspection

11 Hours

Students will demonstrate how to properly wear the peace officer uniform in a manner that reflects professionalism and pride.

- a. Basic military commands
- b. Basic facing commands
- c. Basic marching drills

31 Hours

XXXVI. Scenario Skills

- a. Mock patrol - simulated live events
- b. Active shooter

71 Hours

XXXVII. Testing

**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.

**METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 30 %

Written Homework

Reading Reports

Lab Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 25 % to 45 %

Homework Problems

Field Work

Lab Reports

Quizzes

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 40 %

Class Performance/s

Field Work

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 35 %

Multiple Choice

True/False

Matching Items

Other: Skills Demonstration

**REPRESENTATIVE TEXTBOOKS:**

Recommended:

POST Workbooks, Published by POST, 2014

PC 832 Sourcebook, LawTech Publishing Co. Ltd., San Clemente, CA, 2014

California Penal Code Book, Gould Publications, Longwood FL, 2014

California Vehicle Code Book, LawTech Publishing Co., Ltd. San Clemente, CA 2014

ABC Enforcement Manual, State Dept of Alcoholic Beverage Control, 2014

Reading level of text, Grade: 12 Verified by: Doug Achterman

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

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: 144

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: CCC000456127

Sports/Physical Education Course: N

Taxonomy of Program: 210550