

Course Outline

COURSE: JLE 142 **DIVISION:** 50 **ALSO LISTED AS:**

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

SHORT TITLE: BAS ACAD LEV III

LONG TITLE: Basic Police Academy Modular Level III

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	18	Lecture:	2.11	37.98
		Lab:	7	126
		Other:	0	0
		Total:	9.11	163.98

COURSE DESCRIPTION:

This is a 164 hour course is certified by the Commission on Peace Officers Standards and Training (POST) and meets the content and hour requirements established by POST for Level III Reserve Police Officers. This course also includes mandated field trips to cover all the material. This course combined with current PC 832 certificate, Level I and Level II certificates meet the regular basic academy Application process including medical clearance, proof of medical insurance, DMV history and DOJ Firearms Clearance.

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:

By the end of this course, a student should:

1. Demonstrate principles of arrest methods, defensive tactics and discuss use of force and factors that can affect a peace officer's safety.
2. Demonstrate the skills to accurately shoot a firearm, and vehicle operation techniques to POST standards, and describe environmental and physical conditions that can impact the effectiveness of a chemical agent.
3. Compose an investigative report describing the elements of a crime, collection of evidence, and supplemental information pertaining to the suspected criminal activity.

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

Curriculum Approval Date: 04/14/2020

I. History, Professionalism, Career, Ethics (38 Hours)

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

- A. Define leadership
 1. The practice of influencing people, while using ethical values and goals, to produce intended change
 2. Discuss Leadership Competencies
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
 1. Community expectations
 2. Agency and individual officer's expectations
 3. Commonality and conflicts of expectations

Lab Content:

II. Criminal Justice (4 Hours)

System

Students will study and summarize the constitutional rights of all individuals within the United States, and the role of the criminal justice system has in protecting those rights in class exercises and written assignments.

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments.
 1. Right to a speedy trial
 2. Freedom of speech
- B. List the primary federal, state, and local law enforcement agencies within the criminal justice system
 1. U. S. Department of Homeland Security
 2. Federal Bureau of Investigation (FBI)
 3. Drug Enforcement Administration (DEA)
 4. U. S. Marshal Service
 5. Youth and Adult Correctional Agency

III. Community Relations (2 Hours)

Student Performance Objective: 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. Define community policing
 1. Community Policing is both an organizational and a personal philosophy that promotes police / community partnerships and proactive problem solving to:
 2. Address causes of crime
- B. Identify the components that comprise communities
 1. Families

2. Individuals
3. Neighborhoods

IV. Introduction to Criminal Law (4 Hours)

Students must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable during role play exercises.

- A. Identify the relationship among:
 1. Constitutional law
 2. Statutory law
 3. Case law
- B. Identify the basic elements common to all crimes
 1. Commission of a prohibited act, or an omission of a required act
 2. Presence of a designated state of mind (intent)
- C. Identify the basic elements required of an attempt to commit a crime
 1. Intent to commit that crime
 2. A direct, but ineffectual, act done toward its commission

V. Laws of Arrest (8 Hours)

Students will identify the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests during written assignments.

- A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S.

Constitution and related California

Constitution sections:

1. Fourth Amendment
2. Fifth Amendment
3. Sixth Amendment
4. Fourteenth Amendment
- B. Recognize appropriate conduct during a consensual encounter
 1. Requesting information
 2. Interviewing witnesses at the scene of a crime or accident
 3. Conversing casually
 4. Disseminating information
- C. Differentiate between a detention and a consensual encounter
 1. Detention requires reasonable suspicion of criminal activity
 2. A detention leads the person to believe he or she is not free to leave
 3. A consensual encounter requires no legal justification as long as officers are in a place they have a right to be
- D. Differentiate between arrest and detention
 1. Arrest: taking into custody
 2. 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

VI. Search and Seizure (8 hours)

Students will identify their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures during class assignments and role play exercises.

- A. Recognize probable cause to search and its link between Fourth Amendment

protections and search and seizure law

1. Probable cause is required by constitution in order to obtain a search warrant
2. Enough credible information to provide fair probability that the object the police officers seek will be found
- B. Recognize how probable cause serves as a basis for obtaining a search warrant
 1. Fourth Amendment states warrants require probable cause
 2. Fair probability the object peace officers seek will be found at place searched
 3. Officer training, experience and collective knowledge
- C. Recognize why a plain view seizure does not constitute a search
 1. Officer sees item in plain view
 2. From a place the officer has a lawful right to be
 3. No search has taken place

VII. Presentation of Evidence (4 hours)

Students will describe the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody during class assignments.

- A. Recognize relevance as it pertains to the admissibility of evidence
 1. Relevant evidence means evidence, including evidence relevant to the credibility of a witness or hearsay declarant, having any tendency in reason to prove or disprove any disputed fact that is of consequence to the determination of the action. (Evidence Code Section 210)

B. Identify four types of evidence

1. Testimonial
2. Real
3. Demonstrative
4. Circumstantial

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

1. California Evidence Code 352
2. Exclusionary Rule
3. Opinion and expert testimony
4. Privilege
5. Credibility of witnesses

VIII. Report Writing (20 hours)

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. Explain the legal basis for requiring investigative reports

1. State and federal statutes mandate law enforcement agencies report certain events and incidents
2. 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.

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

1. At the scene of an event or incident,

2. When interviewing persons (e.g., victims, witness, suspects, etc.),
 3. Whenever an officer wishes to record specific facts for inclusion in the report
 4. Any time the officer wishes to remember specific details at a later time
- C. Summarize the primary questions that must be answered by an investigative report
1. What?
 2. When?
 3. Where?
 4. Who?
 5. How?
 6. Why?

IX. Vehicle Operations (16 Hours)

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. Determine a safe distance when following another vehicle
1. Space cushion
 2. A safe minimum following distance is at least three seconds of time between vehicles.
- B. Discuss how reaction time lapse affects vehicle stopping distance
1. Average driver?s perception time
 2. Average driver?s reaction time
 3. Speed of vehicle
- C. Identify the objectives of emergency response driving
1. Objective of emergency response driving is to get to the scene of an emergency quickly and safely

X. Use of Force (8 hours)

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

XI. Traffic Enforcement/DUI (4 Hours)

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

A. Explain the relevance of traffic enforcement to:

1. Public safety and quality of life within a community
2. Legally establish probable cause for accomplishing general law enforcement objectives.

B. Explain the organization of information within the Vehicle Code

1. Definitive sections
2. Procedural sections
3. Authoritative sections

4. Punitive sections

XII. Accident Investigation (4 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. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision

1. Fleeing vehicles/persons
2. Existence of hazardous materials
3. Conditions related to the collision

B. Demonstrate appropriate

peace officer actions when managing a vehicle collision scene, including:

1. Caring for injured and involved parties
 2. Protecting the collision scene
 3. Collecting and preserving evidence
- C. Distinguish between a skid mark and a tire impression
1. Skid marks
 2. Tire Impressions

XIII. Presentation of Evidence (2 hours)

Students will describe the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody during class assignments.

A. Recognize relevance as it pertains to the admissibility of evidence

1. Relevant evidence means evidence, including evidence relevant to the

credibility of a witness or hearsay declarant, having any tendency in reason to prove or disprove any disputed fact that is of consequence to the

determination of the action. (Evidence Code Section 210)

B. Identify four types of evidence

1. Testimonial
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admissibility of evidence:

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3. Opinion and expert testimony
4. Privilege
5. Credibility of witnesses

XIV. Custody (2 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. The definition of custody

1. Custody refers to the immediate care or charge of an arrested person.

B. Recognize general responsibilities an officer has for the care and custody of an arrested person

1. Assuring there is a lawful basis for custody
2. Protecting constitutional and statutory rights of the arrested person
3. Maintaining care, custody and safety
4. Maintaining officer and public safety
5. Facilitate the processing of the arrested person into a detention

facility

XV. Arrest and Control Techniques/Defensive Tactics (16 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. Demonstrate principles of defensive tactics, to include:

1. Awareness
2. Balance
3. Control

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

1. Face / throat / head / neck
2. Heart / kidneys / spine / groin
3. Joints

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

1. Head
2. Hands
3. Arms
4. Legs
5. Feet

D. Discuss a peace officer's justification to use controlling force on a subject

1. Subject's display of aggressive or assaultive behavior
2. Physical size of subject
3. Need for immediate control

XVI. First Aid and C.P.R. (8 Hours)

Students will identify the primary responsibilities of peace officers as EMS First Responders at a medical emergency

- A. Identify the primary responsibilities of peace officers as EMS First Responders at a medical emergency

1. Ensuring officer safety as well as the safety of ill or injured individuals and the public

B. Recognize precautions peace officers should take to ensure their own personal safety when responding to a medical emergency

1. Use of Personal Protective Equipment (PPE)

2. Universal

Precautions

3. Personal preventive measures

C. Perform procedures for clearing an obstruction from the airway of a conscious and unconscious:

1. Adult

2. Child

3. Infant

4. Pregnant or obese individual

D. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, including:

1. Ventilation duration

2. Pulse location

3. Compression depth

4. Compression rate

XVII. Firearms/Tear Gas (4 Hours)

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

A. State the four fundamental rules of firearms safety

1. Treat all firearms as if they are loaded

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

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

4. Be sure of the target and what is beyond it before firing the firearm

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

1. Entering the firing range

2. On the firing line

3. Handguns are unholstered

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

1. Primary components and their functions

2. Steps for loading/unloading

3. Steps for rendering the semiautomatic pistol safe

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

1. Firing

2. Unlocking

3. Extracting

4. Ejecting

5. Cocking

6. Feeding

7. Chambering

8. Locking

E. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:

1. OC (oleoresin capsicum)
2. CN (chloroacetophenone)
3. CS (ortho-chlorobenzylidene-molononitrile)

XVIII. Information Systems (2 hours)

Students will discuss the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the CLETS network

1. Authorized access
2. Mobile access
3. Confidentiality
4. CLETS information
5. Confirmation of CLETS information
6. Failure to confirm information

B. Recognize crimes involving unlawful access or use of a law enforcement computer system

1. Any person who knowingly accesses and without permission

XIX. Crimes Against the Justice System (2 hours)

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

A. Recognize the crime elements required to arrest for:

1. Intimidating witnesses or victims
2. Threats of retaliation
3. Violating a court order

B. Recognize the crime classification as a misdemeanor or felony.

C. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer
2. Falsely reporting a criminal offense
3. Falsely reporting an emergency
4. Falsely reporting a destructive device

XX. Cultural Diversity (4 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. Define the terms:

1. Culture
2. Cultural diversity

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

1. Enhanced officer safety
2. Increased personal and ethical satisfaction
3. Career survival
4. Improved quality of service provided
5. Enhanced community support and improved public trust

C. Explain the historical and current cultural composition of California.

- D. Define the term stereotype
 - 1. Preconceived or over-simplified generalization
 - 2. Involving negative, or positive beliefs
 - 3. About another group

XXI. Adult Learning Theory (2 hours)

Students will the concepts and principles of adult learning theory to better prepare for the learning environment of the basic police academy.

- A. Identify types of learning
 - 1. Behavioral
 - 2. Cognitive
 - 3. Psychomotor
- B. Recognize strategies designed to enhance learning success
 - 1. Motivation
 - 2. Barriers
 - 3. Cognitive and physical performance
 - 4. Personal study habits
 - 5. Time management

XXII. Professional Orientation (1 hour)

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. Discuss standards, policies and procedures related to the course
 - 1. POST

Instructional Format

- B. Orientation to surroundings and academy expectations
 - 1. Tour of the Academy grounds
 - 2. Mission of the Basic Course
 - 3. Physical, intellectual and emotional demands

- B. Discuss effective strategies that students may use to create academy and professional success

- 1. Study groups
- 2. Team support
- 3. Family support
- 4. RTO and academy staff
- 5. College

XXIII. Drill and Inspection

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

- A. Formations
- B. Marching Drill and Inspection

XXIV. POST Testing (6hours)

- A. POST Written Tests
 - 1. Learning Domain Testing
- B. POST Skills 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: 80

Assignment Description:

Written:

Students will complete weekly written investigative reports during classroom scenario training, to be evaluated by the instructor using POST standards.

Required Outside Hours:

Assignment Description:

Reading:

Students will review California Penal Codes, and Learning Domains to prepare for weekly quizzes to be graded by instructor using POST standards.

Required Outside Hours:

Assignment Description:

Students will clean and maintain weapons to ensure safety, uniform preparation and quiz preparation

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Compose weekly investigation reports, graded by instructor using POST standards.

Problem-solving assignments

Percent of total grade: 25.00 %

Demonstrate during multiple scenarios proper arrest and control techniques, and proper use of force, evaluated by instructor using POST standards.

Skill demonstrations

Percent of total grade: 25.00 %

Demonstrate proper slow speed defensive driving techniques, and five range shooting sessions to POST standards, evaluated by instructor

Objective examinations

Percent of total grade: 25.00 %

POST learning domain exam Firearms exam Defensive driving exam

REPRESENTATIVE TEXTBOOKS:

POST. POST Workbook and Learning Domains . Sacramento, CA: 2020.

Reading Level of Text, Grade: 12

Recommended Representative Textbooks

California Penal Code. California : Gould Publications,2020.

Reading Level of Text, Grade: 12

California Vehicle Code. California : Gould Publications,2020.

Reading Level of Text, Grade: 12

Law Texts and prepared handouts First Aid and CPR Books, American Heart Association, 2018 or most current edition

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: CCC000146736
Sports/Physical Education Course: N
Taxonomy of Program: 210550