

COURSE SYLLABUS

CJLE 1506 (5:3:8)

BASIC PEACE OFFICER IV

Law Enforcement Technology

Department of Professional Services & Energy

Technical Education Division

SOUTH PLAINS COLLEGE

Levelland Campus

Campus: Levelland, Texas

COURSE SYLLABUS

COURSE TITLE: **CJLE 1524, BASIC PEACE OFFICER IV**
(CIP Code 43.0107)

INSTRUCTORS: **Kenton Burns and SPC Law Enforcement Technology Staff**

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VISION: SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. **GENERAL COURSE INFORMATION:**

- A. Course Description: This class is basic preparation for a new peace officer. This course may be offered only by institutions Licensed as a Police Academy by the Texas Commission on Law Enforcement (TCOLE). All students must complete academy application processes. Admission to South Plains College does not guarantee admission to the police academy. SPC's Academy License Number is: 511249.
- B. TCOLE RULES 215.15 AND 217.1: Each student must meet all requirements stated in TCOLE Rules 215.15 (Enrollment Standards and Training Credit) and 217.1 (Minimum Standards for Initial Licensure) to be admitted to the academy and seek licensure to become a Texas Peace Officer. For a complete set of current rules see also <http://www.tcole.texas.gov> which is the TCOLE Web Site. (Note: Completion of the academy does not make the graduate a "Texas Peace Officer." Graduates must be commissioned by a law enforcement agency and meet all other employment criteria as required by the employing agency.) Applicants to the academy are screened and must meet TCOLE standards prior to admission. Failure to meet these standards will result in the student being immediately dropped from the class and program of study. During "Orientation" at the beginning of this course, students will receive an Academy Rules and Regulations, as well as

information relative to academy procedures that serve as basic requirements for the course of study and criteria necessary for a student to remain in good standing in the academy. A student must acknowledge receipt of this information and abide by the academy rules as directed by the Academy coordinator. Violation of any rule may subject the student to dismissal from the police academy.

- II. Course Learning Outcomes: Topics in this list of learning outcomes may be reassigned to different sections of the academy outline as necessitated for organization of the academy; in this event, outcomes of the assigned topics will be allocated to and from this list to the scheduled courses. The academy will ensure that all topics are covered within the four assigned courses. Topics covered in the assigned courses will afford students opportunity to acquire knowledge, skills, and understanding of the following:

25 Verbal Communication/Public Interaction

Unit Goal: Explore effective techniques of utilizing verbal communication/public interaction.

- 25.1 Discuss the critical nature of effective verbal communication and the crucial components of paralinguistic, kinesics, and empathetic techniques.
- 25.2 Define authoritative and authoritarian.
- 25.3 Discuss why most arrests are made without physical force.
- 25.4 Define crises.
- 25.5 Define emotional intelligence (EQ) and recognize three essential elements of communication and four components of connection.
- 25.6 Discuss how the human brain is usually programmed to answer a question.
- 25.7 Identify components of active listening.
- 25.8 Explain why it is not advantageous to be emotionally triggered by a citizen's use of profanity.
- 25.9 Define empathy.
- 25.10 Define paraphrasing.
- 25.11 Explain the concept that one cannot win an argument.
- 25.12 Explain the power of personalized respect.
- 25.13 Explain how names signify recognition and respect.
- 25.14 Define "nonverbal" and paralinguistic communication.
- 25.15 Identify each of the six (6) Principles of Persuasion.
- 25.16 Identify the five (5) Universal Truths.
- 25.17 Identify common communication blunders.
- 25.18 Identify a simple pattern of communication, to utilize in awkward situations,

26 Spanish

Unit Goal: Hispanic culture and demonstration in proficiency of selected phrases in Spanish, as determined by local requirements.

- 26.1 List reasons for Spanish training of law enforcement officers.

- 26.2 Discuss Hispanic culture.
- 26.3 List common Spanish words and phrases that would signal danger or impending danger.
- 26.4 Recite common Spanish words or phrases that would assist an officer in the investigation and identification of suspects and witnesses.
- 26.5 Recite common Spanish phrases that will assist the officer conducting field interviews and traffic stops.
- 26.6 Recite common Spanish phrases that will assist the officer conducting accident investigations.
- 26.7 Demonstrate proficiency using common Spanish phrases for command and control.
- 26.8 Demonstrate proficiency using common Spanish phrases for arrests.

27 De-escalation Strategies (TCOLE 1849)

Unit Goal: Explain the purpose and focus of a de-escalation training: to improve the response of officers to incidents that involve persons in crisis, who are behaving erratically, emphasizing that public and officer safety are at the heart of this training process.

- 27.1. Describe the key principles of the Critical Decision-Making Model (CDM).
- 27.2. Explain each of the five steps of the CDM.
- 27.3. Articulate the benefits of the CDM.
- 27.4. Use the CDM to describe the actions of a police officer handling a critical incident, through a video case study.

Unit Goal: Incidents involving persons in crisis can have significant consequences. The ability to better evaluate the situation, slow the situation down, and de-escalate the situation whenever possible are needed skills for the officer first to arrive at the incident. Being able to lay the groundwork for a safe and successful conclusion is key.

- 27.5. Successfully identify behaviors associated with a person experiencing behavioral crisis.
- 27.6. Recognize principles and best practices for effectively responding to a person in behavioral crisis.
- 27.7. Use some common tips and techniques for engaging and making a connection with a person in behavioral crisis.
- 27.8. Describe and recognize the value of the emotional–rational thinking scale.

Unit Goal: Today's police officers have better equipment and technology than ever before, but the fact remains that nearly every encounter between a police officer and a member of the public starts and ends with words. Officers are safer and more effective when they use communication skills to their tactical advantage. The goal is to obtain voluntary compliance and resolve a situation without the use of force.

- 27.9. Use a range of communications skills to their tactical advantage.

- 27.10. Explain the concepts and importance of active listening and demonstrate the use of key active listening skills.
- 27.11. Explain how non-verbal communications affect interactions with others and demonstrate the use of key non-verbal communications skills.
- 27.12. Demonstrate key verbal communications skills that are critical to defusing tense situations and gaining voluntary compliance.
- 27.13. Develop and use a variety of alternatives to hostile-sounding phrases

Unit Goal: No two critical incidents are exactly the same, it is not possible to teach officers a standard set of tactics that can be applied to every situation. There is no one-size-fits-all approach. But key concepts can be learned and applied. Through practice these sound tactical considerations can be applied to most non-firearms incidents.

- 27.14. Demonstrate critical pre-response and response requirements for critical incidents.
- 27.15. Explain use of the Critical Decision-Making Model (CDM) in responding to and managing a critical incident.
- 27.16. Demonstrate and explain key tactical expectations and roles when responding to critical incident as a team.
- 27.17. Explain concepts such as “tactical pause,” “distance + cover = time,” and “tactical repositioning.”
- 27.18. Participate in an effective after-action review (AAR) of a critical incident.
- 27.19. Use the CDM to explain key post-response expectations following a critical incident.

Unit Goal: Through videos and scenario case-studies officers will integrate the preceding curriculum and the concepts covered to recognize critical incidents and how to respond effectively, how to use communication skills appropriately, and how to use operational safety tactics designed for critical incidents.

- 27.20. Review the key concepts covered in previous unit goals.
- 27.21. Discuss the use of the Critical Decision-Making Model (CDM) in managing and resolving a critical incident.
- 27.22. Demonstrate their ability to put concepts into practice through successful completion of scenario-based training exercises.

28 Force Options Theory

Unit Goal: Legal authorities pertaining to peace officers’ use of force.

- 28.1. Define and analyze the following terms relating to use of force.
- 28.2. Explain the legal authorities for the use of force.
- 28.3. Evaluate and explain the justification(s) for use of force.
- 28.4. Discuss the concepts regarding use of force.
- 28.5. Describe psychological aspects of the use of force.

- 28.6. Identify the deciding factors for use of force when affecting an arrest.
- 28.7. Identify moral considerations and forces affecting an officer's decision to use deadly force.

Unit Goal: Various force options or alternatives available to peace officers.

- 28.8. *List and discuss force options available to peace officers.*
- 28.9. *Identify the principal considerations in applying use of force.*
- 28.10. *Discuss the impact of an officer's professional presence.*
- 28.11. *Identify the various aspects of communication strategies used when dealing with the public.*
- 28.12. *Identify elements that an officer must recognize and control in every encounter.*
- 28.13. *Identify some helpful "tools" used in redirecting someone's behavior using verbal persuasion.*
- 28.14. *Identify communication strategies used when dealing with violence and assault calls.*
- 28.15. *Recognize criteria relating to a professional peace officer's use of force.*
- 28.16. *Identify typical procedures that are followed after an officer-involved shooting.*

Unit Goal: Unreasonable force and the possible consequences when excessive force is used.

- 28.17. Identify the possible consequences that may arise from improper or excessive use of force.
- 28.18. Define Crew Resource Management (CRM).
- 28.19. Describe the benefits of using CRM.
- 28.20. Discuss how the CRM model applies to law enforcement.
- 28.21. Demonstrate how to utilize CRM in the field.
- 28.22. Analyze factors that the courts use to determine if unreasonable force was used in a case.

36 Radio Communications/LTFA/Amber-Silver Alert

Unit Goal: Key terminology and procedures necessary to communicate effectively via Public Safety Radio.

- 36.1. Identify key terms and the various services provided in public safety.
- 36.2. Explain the officer's basic role as it relates to initiating the state's emergency response during disasters.
- 36.3. Identify protocol for consistent radio communication and laws that govern the use of the radio.

Unit Goal: Alerts that are available through the Texas Department of Public safety and the criteria.

- 36.4. Discuss the goal of the Alert Program State Network.
- 36.5. State the criteria for requesting an America's Missing: Broadcast Emergency Response (AMBER) Alert.
- 36.6. State the criteria for requesting a Silver Alert.
- 36.7. State the criteria for requesting a Blue Alert.
- 36.8. State the criteria for request an Endangered Missing Persons Alert.
- 36.9. State the procedures for requesting an Alert.
- 36.10. Describe the use of and difference between NCIC and TCIC.

37. Civilian Interaction Training

Unit Goal: History and training requirements

- 37.1. Discuss the Community Safety Education Act (SB 30, 85th Regular Session).
- 37.2. Discuss the required law enforcement training requirements under the Community Safety Education Act.
- 37.3. Review of the Seven Step Violator Contact method.
- 37.4. Identify expectations of officer demeanor on traffic stops.

Unit Goal: Proper civilian behavior during a traffic stop.

- 37.5. Explain how uncertainty and ignorance may lead to unnecessary tension during traffic stops.
- 37.6. Explain how civilians are being taught to act on traffic stops.
- 37.7. Describe visual or audio recording of traffic stops.

38. Interacting with Deaf and hard of Hearing

Unit Goal: Interacting with drivers who are deaf or hard of hearing.

- 38.1. Define the terms “deaf” and “hard of hearing” as defined by Section 81.001 of the Texas Human Resource Code.
- 38.2. Discuss appropriate techniques utilized to interact with drivers who are deaf or hard of hearing.
- 38.3. Identify practical suggestions for more effectively communicating with drivers who are deaf or hard of hearing.
- 38.4. Discuss the communication impediment program.
- 38.5. Distinguish what situations require an interpreter per student role-play.

Unit Goal: Deaf and hard of hearing specialty license plates.

- 38.6. Describe how to identify specialty license plates issued to individuals who are deaf or hard of hearing in the State of Texas.

39. Canine Encounters

Unit Goal: Texas state animal laws

- 39.1. Define terms utilized in the Texas Penal Code concerning laws pertaining to animals
- 39.2. List examples of animal offenses per the Texas Penal Code.
- 39.3. Discuss the range of punishment for animal cruelty and its defense to prosecution.
- 39.4. Discuss terms and conditions utilized in the Texas Health and Safety Code concerning laws pertaining to animals.
- 39.5. Identify factors that determine if a dog is considered dangerous.
- 39.6. Review the requirements for an owner with a dangerous dog.

Unit Goal: Canine behavior

- 39.7. Define the word “ethology.”
- 39.8. Describe how at least two of a dog’s body parts are used in communication.
- 39.9. Describe a dog’s body language using a visual depiction.
- 39.10. List at least four types of dog aggression.

Unit Goal: Non-lethal tools/methods/resources to defend against canine attack

- 39.11. Describe the usage of on-scene awareness when approaching a situation involving a canine call.
- 39.12. Describe the utilization of common tools carried by law enforcement in the non-lethal control of canines.
- 39.13. Identify tools of opportunity (items found at the scene).
- 39.14. Demonstrate humane methods in approaching, controlling, and subduing canines.

Unit Goal: Conflict Avoidance, De-escalation, and Use of Force Continuum Principles.

- 39.15. Identify canine conflict avoidance techniques.
- 39.16. Demonstrate the usage of canine conflict avoidance techniques.
- 39.17. Discuss de-escalation techniques in working with canine calls.
- 39.18. Demonstrate the usage of canine de-escalation techniques.
- 39.19. Examine the use-of-force continuum principal.
- 39.20. List what should be done if deadly force must be used.

Unit Goal: Surviving an attack

- 39.21. Describe other methods for handling a canine.
- 39.22. Demonstrate the method of muzzling a dog.
- 39.23. Discuss additional techniques to use to survive a canine attack.

Unit Goal: Other animals in the State of Texas.

- 39.24. Identify other common animal encounters.

40. Emergency Medical Assistance

Unit Goal: Providing emergency medical assistance pending arrival of medical support.

- 40.1. Discuss the legal aspects of providing emergency medical assistance.
- 40.2. Identify the essential principles of trauma patient assessment.
- 40.3. Demonstrate emergency aid procedures for effective bleeding control.
- 40.4. Demonstrate emergency aid procedures for burns.
- 40.5. Demonstrate the emergency aid procedures for treatment of shock.
- 40.6. Demonstrate the emergency aid procedures for broken bones and severe sprains.
- 40.7. Demonstrate the emergency aid procedures for choking and rescue breathing emergencies.
- 40.8. Complete course in CPR.

- 40.9. Demonstrate the emergency aid procedures for victims of diabetic emergencies, strokes, and seizures.
- 40.10. Explain emergency aid procedures for childbirth.
- 40.11. Identify universal precautions for preventing transmission of communicable diseases.
- 40.12. Demonstrate the emergency aid procedures for illness related to exposure to the elements.
- 40.13. Demonstrate the emergency aid procedures for overdoses.
- 40.14. Identify factors associated with treatment of different cultures in emergency medical assistance.

TCOLE Course # 3322- Patrol Rifle

- 1.0 Demonstrate proficiency in use of commonly assigned patrol rifles
- 2.0 Demonstrate proficiency in skills of rifle including qualification courses
- 3.0 Demonstrate proficiency in cleaning and caring for rifle

TCOLE Course # 2053- Batons (all)

- 1.0 Demonstrate proficiency in use of "ASP" model batons as a less lethal option in force options
- 2.0 Demonstrate proficiency in skills of using and performing properly with batons

III. GENERAL COURSE INFORMATION/REQUIREMENTS:

- A. Course Competencies: Upon successful completion of this course, each student will have demonstrated through comprehensive examinations, with a score of 80% or better, a competent understanding of specific elements listed in objective required in this course. Any motor skill competency will meet minimum course evaluations and receive a Pass/Fail grade.
- B. Academic Integrity: It is the goal of the SPC Law Enforcement faculty to foster a spirit of complete honesty and a high standard of integrity in education and training endeavors. It is a serious offense for any student to present as his or her own work that he or she has not honestly performed; such action renders the offender liable to serious consequences that may include suspension from the academy. Students should refer to the SPC General Catalog policy regarding consequences for cheating and plagiarism. (See "Academic Integrity" as well as "Student Conduct" sections in the college catalog.) If any student has a question as to whether he or she may work with other students on any assignments, **SEEK GUIDANCE FROM THE INSTRUCTOR** to ascertain whether or not the student is in compliance with course guidelines.
- C. Verification of Workplace Competencies. Successful completion of this course meets one of the TCOLE mandated requirements that permit a student to take the state License Examination to be a Texas Peace Officer. A student who successfully passes the state's examination does not become a peace officer until he or she is employed by an official law

enforcement/criminal justice organization empowered to commission a peace officer in the state of Texas. Successful passing score on the state licensure examination is one of many employment criteria that permit a person to seek employment with law enforcement agencies.

- D. The SPC Police Academy Handbook: Each Academy student is provided an Academy Handbook that contains Rules and Regulations. The Handbook is considered a part of the Syllabus as if written in this document.
- E. Attendance Policy: The South Plains College attendance policy is stated in the General Catalog. In addition, the SPC Police Academy Handbook includes additional requirements that meet TCOLE policies and the “Handbook” is to be followed in details outlined therein. Punctual and regular attendance in class is required of all law enforcement students. Each student is responsible for all class work covered while she or he was not in class. At the discretion of the instructor, a student may complete make-up work assignments for unavoidable absences. An instructor uses discretion to administer an “X” or “F” grade when a student has excessive absences. In the event a student is not able to complete course work, she or he is expected to take initiative to initiate a student withdrawal notice that results in grade of “W” when completed before the last college “drop date.” All students must complete or remain in compliance with TCOLE and academy requirements. (Note: See “Academy Rules and Regulations, Standard for Student Dismissal From Class/Program.” Police Academy attendance standards are in full force and effect as if written in this Syllabus.)
- F. Assignment Policy: All required work must be turned in “on-time” in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is DUE ON THE CLASS PERIOD ASSIGNED BY THE INSTRUCTOR. Late work generally is not acceptable; however, special consideration is subject to instructor discretion for exceptional circumstances. The instructor has sole discretion whether the exception is cleared and whether or not the make-up work is acceptable.
- G. Accommodations: South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age (SPC Equal Opportunity Policy—General Catalog). Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities who wish to request accommodations in such case should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services coordinator on the Levelland Campus at (806) 894-9611, ext. 2529.

- H. Diversity Statement: Instructors in the program will establish and support an environment that values and nurtures individual and group differences and encourage engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. Promoting diversity and intellectual exchange will not only mirror society as it is, but also model society as it should and can be so that each person may live in harmony with others.

IV. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

- A. Grading Policy/Procedures/or Other Methods of Evaluation: An accumulative point system will be utilized to determine the final grade that the student will receive for the class. Each student must make a grade of “B” or better in order to continue to the next class in the sequence. Skill classes that require “demonstration of procedures” (driving, handgun qualification, defensive tactics, etc.) will be graded as “Pass/Fail” only and will not receive a point evaluation score. However, each student **MUST** receive a “Pass” grade in each tactic/procedure in order to pass the entire course; failure to pass a skill assessment will result in a grade of “F” for the entire course regardless of any other course grades or point accumulation. As long as the student in skill classes receive a “PASS” score for each required competency, the following scale will be used to calculate the final grade based on the accumulation of all other points earned through testing scores:
- 90% or better of all possible points = A
 - 80%-89% of all possible points = B

(Note: Any student that receives a grade below “B” will not be permitted to proceed to the next session of the police academy and will be dropped from the academy. See also “Academy Rules and Regulations, Grade Policy” which are in full force and effect as if written in this Syllabus.)

- B. Textbook and Other Materials:
- TEXAS CRIMINAL AND TRAFFIC LAW MANUAL, Most Recent Edition (Bi-Annually revised to reflect most recent law), Lexis Nexis/Gould Publications.
 - Accident Investigator’s Template, Northwestern University, Traffic Institute
 - Athletic Gym trousers and top; athletic shoes
 - Towel and toiletries following workout

C. Course Outline:

<u>TOPIC</u>	<u>TCOLE UNIT #</u>	<u>HOURS</u>
Written Communication	24	16
Spanish	26	16
De-escalation Strategies	27	8
Force Options Theory	28	28
Radio Communications/Amber-Silver Alert/TCIC-TLETS	36	16
Civilian Interaction Training	37	2
Interacting with Deaf and Hard of Hearing	38	4
Canine Encounters	39	4
Emergency Medical Assistance	40	16
Patrol Rifle	3322	24
Baton (All)	2053	8
TOTAL:		142