

COURSE SYLLABUS

CJLE 1506 (5:3:8)

BASIC PEACE OFFICER I

Law Enforcement Technology

Department of Professional Services & Energy

Technical Education Division

SOUTH PLAINS COLLEGE

Levelland Campus

Evening Academy 2017/18

Campus: Levelland, Texas

COURSE SYLLABUS

COURSE TITLE: **CJLE 1506, BASIC PEACE OFFICER I**
(CIP Code 43.0107)

INSTRUCTORS: **Kenny 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:

Fitness & Wellness and Stress Management—Unit 1

- Describe the importance of fitness and wellness in the law enforcement profession.
- Identify healthy nutritional strategies.
- Develop a personal nutrition plan.
- Be aware of the causes and effects of stress in the lives of peace officers.
- Identify emotional and physical symptoms of stress.
- Identify the extent of alcohol and drug abuse in the workplace and in law enforcement.
- Explain the consequences of personal use of alcohol and drugs.
- Discuss the responsibilities of officers to co-workers when substance abuse threatens the safety and efficiency of the department.
- Develop personal strategies for the positive management of stress.
- Describe the role of attitude and perception in stress management.
- Recognize stress-reduction techniques.
- Discuss psychological reactions that officers often experience following a shooting incident.

Professional Policing—Unit 2:

- Develop knowledge of the development and influence of police service models and styles.
- Describe significant historical events that have influenced policing in the United States.
- Describe the historical development of police service models or styles.
- Describe the evolution of policing in Texas.
- List the requirements of licensees in Texas under selected sections of the current Commission rules.
- Explain the traditional police service model.
- Define “community policing” and explain this service model.

- Understand the organization's role in society and police organizational issues.
- Interpret the police organization's role in society.
- Recognize the values of the police providing quality customer service.
- Analyze the characteristics of traditional (formal) and police organizational structure and police subculture (informal).

Professionalism and Ethics—Unit 3

- Discuss the concept of professionalism.
- Discuss the characteristics of professionalism.
- Discuss the law Enforcement Code of Ethics.
- Discuss ethical dilemmas in law enforcement.
- Discuss the differences between physical and moral courage.
- Discuss title 8 of the Texas Penal Code in relationship to an officer's behavior.
- Identify and explain relevant federal criminal law in relationship to an officer's behavior.
- List civil penalties for sexual harassment and inappropriate officer conduct.

The U.S. and Texas Constitutions and the Criminal Justice System—Unit 4

- Explain the basis of the U.S. Constitution and Bill of rights, including special emphasis on the freedom of individuals and human rights.
- Define *Writ of Habeas Corpus*.
- Recall the main concepts of Articles 2 and 3 of the constitution.
- Identify and analyze personal and organizational values of the police role in relation to the Constitution and Bill of Rights.
- Identify and discuss rights enumerated in Constitutional Amendments I, IV, V, VI, VII, IX, X and XIV.
- Identify and analyze personal and organizational values of the police role in relation to the Constitution and Bill of rights.
- Discuss and defend an individuals' right proclaimed under Article 1 of the Constitution of the State of Texas.
- Explain Article 17 of the State constitution as it relates to the ever-evolving nature of the document.
- Outline the structure and role of the criminal justice system.
- Explain how the three components of the criminal justice system directly impact each other.
- Identify the difference between civil and criminal law.
- Identify the civil and criminal courts and their jurisdiction.

Force Options—Unit 17

- Develop a basic understanding of, respect for, and actual application of the legal authority pertaining to the rights of peace officers and citizens

regarding the use of force and means that officers can use to de-escalate potential threats.

- Define the “use of Force” and associated terms.
- Explain the legal authority for the use of force.
- Discuss the civil liability of officers and legal remedies available to citizens when excessive and/or unnecessary force is used.
- Describe psychological aspects of the use of force.
- Determine the deciding factors for use of force when effective an arrest.
- Identify the most common types of shooting incidents involving peace officers.
- Identify the most frequent types of resistance encountered by law enforcement officers.
- Identify moral considerations and forces affecting an officer’s decision to use deadly force.
- List and discuss force options available to peace officers.
- Identify the principal considerations in applying a “use of force” continuum.
- Discuss the impact of an officer’s professional presence.
- Describe aspects of communication strategies used when dealing with the public.
- Identify elements that an officer must recognize and control in every encounter.
- Identify some helpful “tools” used in redirecting someone’s behavior using verbal persuasion.
- Recognize criteria relating to a professional peace officers’ use of force.
- Identify typical procedures that are followed after an officer-involved shooting.
- Identify the possible consequences that may arise from improper or excessive use of force.
- Identify factors that the courts use to determine if unreasonable force was used in a case.

Civil Process and Liability, Unit 11

- Understand the liability assumed resulting from improper acts or failure to act during daily law enforcement duties and in the execution of civil processes.
- Recognize that peace officers and the entity that employs them are liable for improper acts likely resulting in civil action.
- Understand the difference between civil and criminal process.
- Identify the major differences between civil and criminal law.
- Define the most common terms used in civil process.
- Define the most common Latin terms used in civil process.
- Understand the procedure and methods for a civil action.
- Identify the methods for a civil suit.

- Identify the person authorized to serve process and their duties under the Texas Rules of Civil Procedure (TRCP).

Arrest, Search, and Seizure—Unit 7

- Define the term *arrest*, and identify conditions for arrest.
- Recall the circumstances for warrantless arrests.
- Describe procedures for obtaining a warrant of arrest, and identify the process for arresting with a warrant.
- Define *suspicion*, and identify appropriate responses to suspicious circumstances.
- Define *probable cause*, and identify related elements.
- Define *temporary detention*, list the elements required for temporary detention, and describe lawful action to be taken for temporary detention.
- Define *frisk* and its purpose, and describe circumstances when frisking is permitted.
- Distinguish who and what may be frisked and what may be seized during a frisk.
- Define *search*, and identify the categories of evidence for which a search may be conducted.
- Describe the circumstances that justify a lawful search.
- Explain the legal authority of a search warrant.
- Explain how the exclusionary rule is applied.

Heath and Safety Code—Controlled Substances Act—Unit 13

- Define terms contained in the Texas Controlled Substance Act.
- Identify the six major categories of controlled substances.
- Identify penalty groups for manufacture, delivery, and possession of controlled substances.
- Identify the elements necessary to establish the offense relating to the possession and delivery of controlled substances or simulated controlled substances.
- Define terms relating to dangerous drugs.
- Identify commonly abused dangerous drugs.
- Identify methods of drug abuse.
- Identify symptoms commonly associated with drug abuse.
- Identify penalties for possession, delivery, and manufacture of dangerous drugs and for forging or altering a prescription.
- Discuss the use of uncorroborated testimony and its effect in drug cases.
- Identify procedures to be followed in the seizure and destruction of dangerous drugs.
- Identify terms relating to volatile chemicals and abusable glues and aerosol paints.

- Discuss summary forfeiture as it pertains to abusable glue, aerosol paints, and inhalant paraphernalia.
- Identify procedures for qualifying and using informants in conducting investigations related to controlled substance and dangerous drug violations.
- Identify and discuss methods for conducting surveillance of suspected drug violators.
- Identify equipment and its importance when conducting clandestine drug investigations.
- Identify proper procedures and possible hazards associated with clandestine lab investigations.
- Identify common places of concealment of controlled substances and dangerous drugs on or in persons, places, or things.
- Discuss the incidence of drug interdiction and identify common characteristics of drug smugglers and their vehicles.
- Discuss appropriate interview techniques, and identify factors contributing to probable cause in drug investigation.
- Identify methods of identifying suspected controlled substances and dangerous drugs.

Criminal Investigation—Unit 29

- Define *criminal investigation*.
- Identify the tools of the criminal investigator.
- List the goals of the criminal investigation.
- Identify the duties of the officer conducting the preliminary investigation.
- Define *corpus delicti* and discuss its significance in the criminal investigation process.
- Define *evidence*, and discuss its legal significance.
- Define *reasonable doubt*, and discuss its significance in criminal cases.
- List five qualifications of an investigator.
- Identify and discuss various types of property offenses and characteristics of these type of crimes.
- Recognize and identify the characteristics of a street thief.
- Explain what is meant by the “gray-market vehicle.”
- Identify the term “salvage switch,” and describe how it works.
- Identify some common problems of dealership inventory control.
- Identify some problems with car rental agencies (civil and criminal violations).
- Recognize some conditions of a vehicle that might lead an officer to suspect it to be stolen.
- Recognize some indicators that lead an officer to believe the vehicle is stolen after it has been stopped and observed.
- Describe procedures for determining whether a vehicle has been impounded or repossessed in reported auto theft cases.

- Identify the various types of offenses against people and the characteristics of these types of crimes.
- Identify and discuss general preliminary investigatory procedures to be followed when dealing with crimes against property.
- Identify and discuss general preliminary investigatory procedures to be followed when dealing with crimes against people
- Define autopsy, and discuss its value in homicide investigations.
- Define common terms that relate to homicide investigations, and discuss their significance.
- Identify typical laboratory and other procedures useful in furthering criminal investigations.
- List and describe procedures to be taken on arrival at the scene.
- Describe procedures for identifying a victim in case of serious bodily injury or death.
- Identify the available special units that may be called to the scene.
- Identify information that should be made known to other officers.
- Discuss the legal authority to protect the crime scene, and establish the perimeters.
- Describe procedures for securing the crime scene.
- Discuss the objectives in conducting a crime scene search.
- Identify potential problems in conducting a crime scene search.
- Discuss factors to be considered when choosing a search pattern and demonstrate methods of crime scene search.
- Describe procedure involved in implementing a crime scene search.
- Determine circumstances under which additional investigative and technical personnel should be called to conduct a crime scene search and when officers may vacate the scene.
- Identify when evidence may and may not be used.
- Identify procedures to be followed in photographing a crime scene. Discuss the value of crime scene sketches.
- Demonstrate the proper methods for crime scene documentation.
- Identify and demonstrate methods for preparing a crime scene sketch.
- Identify types of crime scene sketches.
- Explain “chain of custody.”
- Describe and use procedures for establishing chain of custody.
- Categorize the type of evidence to be collected for the type of offense committed.
- Demonstrate safe methods for preserving evidence in its original condition.
- Apply procedures for obtaining information from victims, complainants, and witnesses.
- Explain the legal basis for law enforcement’ responsibilities in ensuring victims’ rights.
- Describe victim liaison and its duties.
- Summarize legal requirements for providing the victims written notice.

- Explain rights granted to victims of crime.
- Discuss the value to law enforcement of effective assistance to victims.
- Explain the legal requirements for conducting interviews.
- Describe and practice the techniques used in conducting an interview.
- List reasons for search during booking procedures, and demonstrate search procedures.
- Describe and practice the proper manner of detailed recording and securing of prisoner's property.
- Describe and practice proper procedure to record all necessary booking data on a prisoner and vehicle impound information.
- Identify processes by which stolen and wanted information may be retrieved.
- Identify procedures to follow when prisoner and/or officer may have suffered bodily injury.
- Identify the results of a proper booking process.
- Identify and discuss the benefits of professional courtroom demeanor and appearance.
- Explain and employ the steps used to refresh memory in preparation for testimony.
- Demonstrate proper demeanor when called to testify.
- Discuss and use techniques for presenting effective testimony.
- Demonstrate responses to questions within the limits of known information, rather than speculation.
- Explain the procedure for excluding witness from the courtroom.
- Recognize and give examples of courtroom tactics by defense attorneys.
- Demonstrate the ability to testify effectively and to critique the testimony of others.
- Discuss the value of a properly prepared case folder.
- Identify and prepare the type of documentary information included in a case folder and in a prosecution summary.
- Discuss the necessity of properly prepared case files.

TCOLE Rules Overview – Unit 33

- Discuss the TCOLE mission as it pertains to the establishment of standards and its enforcement of such.
- Identify how TCOLE rules are organized
- Identify the Commission rules concerning basic licensing standards
- Identify the Commission rules concerning training requirements
- Identify the Commission rules concerning reporting training
- Explain the purpose and completion requirements of the following statutory required forms: L1, L2, L3, F5, and the F5R.
- Explain TCOLE training mandates and their relationship to the training cycle.
- Explain the process of license suspension
- Explain the process of revocation of a license

- Explain the process of reporting an arrest
- Explain the process of an F-5 appeal
- Discuss the significance of the Texas Peace Officers' Memorial and the National Law Enforcement Memorial

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 “C” 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>TCLEOSE UNIT #</u> | <u>HOURS</u> |
|---|-----------------------|--------------|
| ORIENTATION | N/A | 2 |
| FITNESS, WELLNESS & STRESS MANAGEMENT | 1 | 14 |
| PROFESSIONAL POLICING | 2 | 10 |
| PROFESSIONALISM & ETHICS | 3 | 8 |
| U.S. & TEXAS CONSTITUTIONS, BILL OF RIGHTS, AND CRIMINAL JUSTICE SYSTEM | 4 | 12 |
| TCLEOSE RULES OVERVIEW | 33 | 3 |

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|-----------------------------|----|-----------|
| FORCE OPTIONS | 17 | 24 |
| CIVIL PROCESS | 11 | 8 |
| HEALTH and SAFETY CODE | 13 | 12 |
| ARREST, SEARCH, and SIEZURE | 7 | 28 |
| CRIMINAL INVESTIGATION | 27 | <u>44</u> |
| Total Hours: | | 165 |