

## MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. **COURSE TITLE:** Advanced Law Enforcement – P.C. 832 (ROP)
  
2. **CBEDS TITLE:** Law Enforcement
  
3. **CBEDS NUMBER:** 5847
  
4. **JOB TITLES:**
  - Federal and state law enforcement agencies
  - Municipal Police
  - County Sheriffs
  - Correctional Officers
  - Private Investigators
  - Private Sector/Security Guards
  - Dispatchers- Emergency Medical Services
  - Military Personnel/Police
  - Executive Protection Agents

5. **COURSE DESCRIPTION:**

This course is designed to prepare students for entry-level positions in the field of Law Enforcement, Security, and Executive Protection. Students will study criminal behavior from arrest through the trial, conviction, and incarceration. The course will cover the aspects of law enforcement departments and their SOP's as well, security companies and private security detail teams.

The class will consist of a combination of lectures, hand-on activities, guest speakers, and field trips design to assist the student in developing the attitudes, and career opportunities related to the field of law enforcement, security, and executive protection.

6. **HOURS:** up to 180 hours

7. **PREREQUISITES:**

8. **REVISION DATE:** New Course

9. COURSE OUTLINE:

a. CONTENT AREA SKILLS:

i. EXPECTED STUDENT OUTCOMES

ii. HOURS OF INSTRUCTION

**COURSE OUTLINE**

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	C P
<b>Instruction will include:</b>	<b>Student will be able to:</b>			
1. LD # 17 (Presentation Of Evidence)	<ol style="list-style-type: none"> <li>Understand the role of evidence in a criminal trial and the various types of evidence that could be introduced in a proceeding.</li> <li>Understand the criteria for admitting evidence, how evidence can be excluded and proposition 8.</li> <li>Understand the importance of lawful subpoena.</li> <li>Identify exceptions of the hearsays rule.</li> </ol>	6		
2. LD # 18 (Investigative Report Writing) PART 1	<ol style="list-style-type: none"> <li>Introduction to investigative report writing, importance of good note taking.</li> <li>Fundamental content elements of report writing mechanics of a good report.</li> </ol>	15	2	
3. LD # 18 (Investigative Report Writing) PART 2	<ol style="list-style-type: none"> <li>Demonstrate proper English, Grammar, Spelling And Punctuation in writing a police report.</li> <li>Write 2-3 police reports regarding various crimes.</li> </ol>	17	4	
4. LD # 20 (Use of Force) PART 1	<ol style="list-style-type: none"> <li>Understand what reasonable force is and under what authority gives enforcement to right to use force.</li> <li>Understand the different force options, level of resistance and tactical communication.</li> <li>Reasons for using lethal force.</li> <li>Documenting the use of force to prevent criminal and civil liability.</li> </ol>	10		
5. LD # 20 (Use of Force) PART 2	<ol style="list-style-type: none"> <li>Recognize the emotional aspects of the use of force.</li> <li>Intervention and the use of excessive force.</li> <li>Understand the consequences of unreasonable force.</li> </ol>	10		

6. LD # 30 (Preliminary Investigations) PART 1	<ol style="list-style-type: none"> <li>1. Establish a crime scene to preserve, photograph and collect evidence.</li> <li>2. Draw crime scene sketches and diagrams.</li> <li>3. Use proper evidence collection techniques.</li> <li>4. Retrieve latent fingerprints from certain surfaces.</li> <li>5. Courtroom testimony</li> </ol>	10		
7. LD #30 (Preliminary Investigations) PART 2	<ol style="list-style-type: none"> <li>1. Investigating crimes against persons.</li> <li>2. Death investigation</li> </ol>	10		
8. LD # 30 (Preliminary Investigations) PART 3	<ol style="list-style-type: none"> <li>1. Child abuse investigations.</li> <li>2. Investigating property crimes.</li> </ol>	10		
9. LD # 30 (Preliminary Investigations) PART 4	<ol style="list-style-type: none"> <li>1. Hands on practical regarding a crime scene and the collections of the evidence.</li> </ol>	10		
10. LD # 33 (Arrest &Control Techniques) PART 1	<ol style="list-style-type: none"> <li>1. Introductions to weaponless searches.</li> <li>2. Be able to properly search a suspect.</li> <li>3. Understand the responsibility of the searching officer vs. the cover officer.</li> <li>4. Understand officer safety issues when transporting prisoners.</li> </ol>	10		
11. LD # 33 (Arrest & Control Techniques)	<ol style="list-style-type: none"> <li>1. Demonstrate Proper technique when applying</li> </ol>	10		
12. LD # 33 (Arrest &Control Techniques) PART 3	<ol style="list-style-type: none"> <li>1. Demonstrate proper weapon retention and takeaway techniques.</li> <li>2. Use the police baton in an approved manner.</li> </ol>	10		
13. LD # 34 (First Aid & CPR)	<ol style="list-style-type: none"> <li>1. To be instructed on and then demonstrate proper first aid and CPR techniques.</li> </ol>	12	4	
14. LD # ( Crimes Against the justice System)	<ol style="list-style-type: none"> <li>1. Identify and Classify crimes that obstruct the judicial process, obstruction of a law enforcement officer, bribery and false information to a police officer and crimes against the public peace.</li> </ol>	7		
15. LD # 42 (Cultural Diversity/Discrimination)	<ol style="list-style-type: none"> <li>1. Recognize the different cultures and ethnicity in California.</li> <li>2. Understand the common prejudices and discrimination in today's law enforcement fields.</li> </ol>	6		

16. Role Play & Scenarios	<ol style="list-style-type: none"> <li>1. Students will be given several different crimes scene scenarios and be able to apply all verbal and physical skills in order to effect s mock arrest and/or investigations.</li> <li>2. Students will effectively conduct a pedestrian check, vehicles, traffic stop and high risk encounters.</li> <li>3. Students will effectively interrogate a suspect after the mock arrest.</li> </ol>	10		
17. Ride Along Participation	<ol style="list-style-type: none"> <li>1. Students will participate on one ride along program with a law enforcement agency of their choice.</li> <li>2. Students while write a small 1-2 page paper on their experience while on the ride -along.</li> </ol>	7		
		<b>170</b>	<b>10</b>	

**TOTAL: 180 Hours**

## 9 COURSE OUTLINE:

### b) CAREER PERFORMANCE STANDARDS

- i) EXPECTED STUDENT OUTCOMES
- ii) HOURS OF INSTRUCTION

## COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>1. Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics               <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>▪ Sexual harassment laws</li> <li>▪ Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p><b>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment:               <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>2. Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul>	<p><b>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>3. Thinking and Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills</li> <li>▪ Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<p><b>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</b></p> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	<p><b>Integrated in content area skills</b></p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<p><b>Instruction will include:</b></p> <p>4. <b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<p><b>Student will be able to:</b></p> <p>4. <b>Understand principles of effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p>5. <b>Occupational Safety</b></p> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<p>5. <b>Understand occupational safety issues, including avoidance of physical hazards</b></p> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<b>6. Employment Literacy</b> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<b>6. Understand career paths and strategies for obtaining employment.</b> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	<b>Integrated in content area skills</b>
<b>7. Technology Literacy</b> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<b>7. Understand and adapt to changing technology.</b> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	<b>Integrated in content area skills</b>

**10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS**

**a. ARTICULATION:**

**b. VOCATIONAL CREDIT:**

**c. ACADEMIC CREDIT:**

**d. INSTRUCTIONAL STRATEGIES:**

**e. INSTRUCTIONAL MATERIALS:**

**f. CERTIFICATES:**