**1. COURSE TITLE:** Basic Law Enforcement I

**2. CATALOG- PREFIX/COURSE NUMBER COURSE SECTION :** CJUS 1102

**3. PREREQUISITES:** Acceptance into Basic Peace Officer Training Academy

**4. COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**

**5. CREDIT HOURS:** 9 **LECTURE HOURS:** 2

 **LABORATORY HOURS:** 7 (21 contact hours) **Observation Hours:** 0

**6. FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***

**7. COURSE DESCRIPTION:**

This course covers the first half of 728 + hour Basic Peace Officer Training Academy. Basic Law Enforcement I and II provide the student with the fundamentals of entry-level peace officer training for employment as a law enforcement officer. The student will learn the technical and social skills needed to perform in the area of law enforcement. There is an increasing demand for better educated law enforcement personnel so the successful student can expect job opportunities as a peace officer. This program is offered in conjunction with the Greenfield Police Department. This is a state certifying academy and is conducted under the guidelines mandated by the Ohio Peace Officer Training Commission and the Ohio Attorney General’s Office.

**8. LEARNING OBJECTIVES:**

Upon completion, the student will:

1. Explain the relationship between a Student Performance Objective and a test question.
2. Explain the ultimate reason for law enforcement training.
3. List a peace officer’s main goals.
4. Explain items to consider when exercising discretion.
5. Explain the factors necessary for the commission of a crime.
6. State the core concepts of community policing.
7. Recognize considerations for off duty situations.
8. State the purposes of the Bill of Rights.
9. Describe the major components of the criminal justice system.
10. List the goals of sentencing.
11. Distinguish the concepts of lawful actions and police legitimacy.
12. Identify three resulting judgments of police legitimacy in action that translate into positive results.
13. Determine when it is permissible for citizens to film police.
14. Identify the relationship between race, genetics, and physical characteristics.
15. Identify the connection between in-groups, out-groups, and police legitimacy.
16. Differentiate the types of racism.
17. Identify the components of bias.
18. Differentiate bias-based profiling and criminal profiling.
19. Explain explicit biases and implicit biases.
20. Differentiate the two modes of thinking (i.e., Systems 1 and 2).
21. Identify strategies to counter implicit biases.
22. Identify the two-pronged approach to procedural justice.
23. Recognize the community bank account concept as it relates to procedural justice.
24. Apply the four core principles/pillars of procedural justice.
25. Explain the generally accepted ethical responsibilities of peace officers.
26. List external and internal influences on behavior.
27. Explain the Continuum of Compromise.
28. Explain the steps in the decision-making model and the application of PLUS filters.
29. Recognize the tenets of the Below 100 program.
30. Identify the uses of field notes.
31. Identify the types of information to be recorded in field notes.
32. Recognize the guidelines to be followed when taking field notes.
33. Identify the essential questions answered in a report.
34. Identify the requirements of a well written report.
35. List the general elements of a crime.
36. Define the culpable mental states “purposely,” “knowingly,” “recklessly,” and

“negligently.”

1. Identify the R.C. 2923.02 offense of Attempt to Commit an Offense according to its

elements.

1. Identify the R.C. Chapter 2903 offense in the example according to the elements of that offense.
2. Identify the R.C. Chapter 2905 offense in the example according to the elements of that offense.
3. Define the term sexual conduct.
4. Define the term sexual contact.
5. Define the term sexual activity.
6. Identify the R.C. Chapter 2907 offense in the example according to the elements of that offense.
7. Identify the R.C. Chapter 2919 offense in the example according to the elements of that offense.
8. Identify objective evidence of a crime being motivated by hate or bias.
9. Identify the R.C. Chapter 2927 offense in the example according to the elements of that offense.
10. Recognize all elements of the select R.C. Chapter 2913 offense.
11. Recognize all elements of the select R.C. Chapter 2911 offense.
12. Recognize all elements of the select R.C. Chapter 2909 offense.
13. Identify the R.C. Chapter 2917 offense in the example according to the elements of that offense.
14. Identify the R.C. Chapter 2921 offense in the example according to the elements of that offense.
15. Identify the R.C. Chapter 4301 offense in the example according to the elements of that offense.
16. Identify the R.C. 4507.30 offense of Prohibitions according to the elements of that

offense.

1. Describe what the term deadly weapon means.
2. Describe what the term firearm means.
3. Describe what the term handgun means.
4. Describe what the term semi-automatic firearm means.
5. Describe what the term sawed-off firearm means.
6. Describe what the term dangerous ordnance means.
7. Identify the R.C. Chapter 2923 offense in the example according to the elements of that offense.
8. Identify the R.C. 2921.36 offense of Illegal Conveyance of Weapons, Drugs, or Other

Prohibited Items Onto Grounds of Detention Facility or Institution according to the

elements of that offense.

1. Identify the R.C. Chapter 2907 offense in the example according to the elements of that offense.
2. Describe the purpose of the Fourth Amendment to the United States Constitution.
3. Describe the relationship between the degrees of suspicion and the responses allowed by the Constitution.
4. Determine when a person is considered to be seized.
5. Explain when an officer can use the rationale from Terry to detain a person.
6. Describe, under Terry, what is required of an officer to make an investigatory stop.
7. Describe the considerations an officer should be mindful of when conducting a Terry

 stop.

1. Describe the requirements that must be established before a Terry pat down/frisk.
2. Explain the plain feel doctrine.
3. Identify the evidentiary standard on which to base an arrest.
4. Describe when the elements of probable cause to arrest are satisfied.
5. Identify sources of information that can be used to establish probable cause to make an arrest.
6. Identify what, in the absence of consent or exigent circumstances, an officer must do

 before entering a private residence to make an arrest.

1. Identify when an officer may make a warrantless, nonconsensual entry into a private

 residence in order to make an arrest.

1. Explain the concept of hot/fresh pursuit.
2. Describe the basis to legally seize evidence.
3. Explain the difference between a full search, limited search, and an inventory.
4. Describe the nature of the facts required to support probable cause to conduct a search.
5. Describe the criteria needed to establish the plain view exception to the search warrant requirement.
6. Differentiate curtilage from open fields.
7. Identify the keys in determining whether a consent search is valid.
8. Describe the three broad categories of exigent circumstances.
9. Identify the area an officer may search incident to a lawful arrest.
10. Identify the factors that will determine the reasonableness of the length of time involved in a motor vehicle detention.
11. Identify when an officer may conduct a protective search of a motor vehicle for weapons.
12. Identify when an officer may search a motor vehicle and the containers within it.
13. Explain the factors considered in determining if an inventory of a motor vehicle is

reasonable.

1. Describe the relevant factors used in determining if force was reasonable.
2. Explain the differences between active and passive resistance.
3. Describe when handcuffing may be considered unreasonable force.
4. Describe when use of a chemical weapon may be considered unreasonable force.
5. Describe the difference between reasonable and unreasonable force when using

electrical weapons.

1. Explain the civil liability considerations associated with using force against those with

diminished capacity/mental illness.

1. List circumstances when an officer may use deadly force to achieve a seizure.
2. Explain the variables an officer should use to assess the presence of an imminent threat.
3. Explain officer liability when responding to emergency calls.
4. Explain the necessary steps in preparing for court.
5. List the general rules for effective courtroom testimony.
6. Explain ways to counter common defense attorney tactics.
7. Identify traditional and non-traditional media.
8. Identify the similarities and differences between traditional and non-traditional media.
9. Identify reasons for establishing effective communications with the media.
10. List guidelines an officer should follow when interacting with the media.
11. List the four dimensions of a whole person and the focus of each that, collectively, contribute to a person’s effectiveness.
12. Identify all elements of the offense of Domestic Violence per R.C. 2919.25.
13. Identify the categories of persons who fall within the meaning of family or household member.
14. Recognize the four elements that should be used to determine the primary physical aggressor in a domestic violence incident.
15. Identify which protection order would be applicable in a given scenario.
16. Identify the characteristics of a crisis state.
17. List the causes of compromised coping capacity.
18. List the factors that coupled with mental illness produce the greatest increase in the

potential for violence.

1. Describe the difference between traditional encounters and special populations

encounters.

1. Describe eight techniques of active listening.
2. Use LEAPS and its five basic communication tools that assist in generating compliance.
3. Distinguish the EAR Model’s three phases of a crisis encounter.
4. Identify the tactics and behaviors to avoid while engaging in de-escalation.
5. Use the Loss Model to recognize the nature of a person’s crisis.
6. Describe the lethality assessment to determine a person’s suicidal intent.
7. Determine when each of the typical dispositions for resolving a crisis intervention
8. incident is appropriate.
9. Identify the practical and legal considerations when taking a person into emergency

custody.

1. Describe the types of child abuse.
2. Identify the conditions under the Ohio Revised Code that allow a peace officer to remove a child from his/her caregiver.
3. Describe information an officer should document and provide when making a referral to a children’s services agency.
4. Identify the considerations to be made when investigating a missing child or adult and when recovering a victim of human trafficking.
5. Identify the responsibilities of a law enforcement agency in a missing child case.
6. Describe the actions that, upon arrival at the scene, the initial officer assigned to the report of a missing child shall take.
7. Explain what the officer should do if the initial missing child investigation is complete and the child is not found.
8. Describe the information an officer should gather during a preliminary interview in a family abduction missing child case.
9. Explain why it is an officer’s responsibility to investigate all aspects of the runaway’s life.
10. Explain why the closure stage provides an important opportunity for law enforcement.
11. Describe the interviewing process, including the types of questions to be asked, of a returned runaway child.
12. Determine when the criteria are met for activating an AMBER Alert.
13. Determine when the criteria are met for activating an Endangered Missing Child Alert.
14. State the period within which a law enforcement agency must enter into NCIC

information regarding a missing person, 21 years of age or older, if foul play is suspected.

1. Determine when the criteria are met for activating an Endangered Missing Adult Alert.
2. Determine when the criteria are met for activating a Blue Alert.
3. Describe who is at risk for being trafficked.
4. Describe the two types of human trafficking included in Ohio’s trafficking in persons law.
5. Describe the mindset of a victim of human trafficking.
6. Assess red flag indicators of human trafficking.
7. Explain how to interview a human trafficking victim.
8. Describe the process for arresting a juvenile.
9. Describe when federal and Ohio juvenile holding violations occur.
10. Explain the Attorney General’s Office produced pamphlet titled *Ohio Crime Victims’*

*Rights: Helping Crime Victims Rebuild Their Lives.*

1. Describe the Ohio statutory rights provided to victims of crime.
2. Describe to whom victims’ rights are extended under the Ohio Constitution.
3. List the rights provided to victims of crime by the Ohio Constitution.
4. Describe the types of primary and secondary injuries that a victim may suffer.
5. Explain the four core needs most victims have after a crime has been committed.
6. Identify practical and sensitive responses to the four core needs of crime victims.
7. Differentiate consent, compliance, and coercion.
8. Describe reasons a victim may delay or fail to report a rape or sexual assault.
9. Discuss preliminary sexual assault victim interview considerations and techniques.
10. Identify the four primary firearms safety rules.
11. Explain the cycle of fire.
12. Demonstrate loading the semi-automatic pistol.
13. Demonstrate unloading the semi-automatic pistol.
14. Demonstrate proficiency on the qualification standards.
15. Demonstrate loading the shotgun.
16. Demonstrate unloading the shotgun.
17. Demonstrate proficiency on the qualification standards.
18. Describe the Smith System approach to driving.
19. Explain the importance of safety belts and other occupant protection devices.
20. Explain the dynamics of steering.
21. List the acceptable hand movements for steering methods.
22. Explain the dynamics of braking.
23. Describe acceptable backing methods.
24. Determine the route an officer should select when responding to an emergency.
25. Describe how to clear an intersection.
26. Describe ways to reduce injury or property damage when a collision is imminent.
27. Identify factors to consider when determining to initiate a vehicle pursuit.
28. Identify the primary considerations for discontinuing a vehicle pursuit.
29. Identify alternatives to a continued vehicle pursuit.
30. Demonstrate the apex driving event.
31. Demonstrate the controlled braking driving event.
32. Demonstrate the controlled weave driving event.
33. Demonstrate the dynamics park driving event.
34. Demonstrate the evasive maneuver driving event;
35. Demonstrate the fast back driving event.
36. Demonstrate the interchange of traffic lanes driving event.
37. Demonstrate the pursuit turns driving event.
38. Demonstrate the reverse curves driving event.
39. Demonstrate the shuffle steering driving event.
40. Demonstrate the principles of body alignment.
41. Demonstrate the principles of subject approach and control.
42. Demonstrate the principles of strikes.
43. Demonstrate the principles of takedowns.
44. Demonstrate the principles of handcuffing.
45. Demonstrate the principles of ground defense.
46. Demonstrate the principles of environmental weapons.
47. Demonstrate the principles of escapes from body locks and hold releases.
48. Demonstrate the principles of weapon retention.
49. Demonstrate the principles of weapon encounter defenses.
50. Demonstrate ethical decision making and critical thinking in a practical application scenario.
51. Demonstrate principles of transitioning to an impact weapon.
52. Demonstrate principles of transitioning from an impact weapon to another force option.
53. Demonstrate principles of strikes with an impact weapon.
54. Demonstrate principles of using an impact weapon in a clinch/body lock situation.
55. Demonstrate principles of impact weapon retention.
56. Demonstrate principles of using an impact weapon in a ground defense situation.
57. Demonstrate principles of arrest and control techniques with an impact weapon.
58. Demonstrate ethical decision making and critical thinking in a practical application scenario.

**9. ADOPTED TEXT(S):**

 *Blue Courage Participant Guidebook****©***

*Ohio Crime Victims’ Rights: Helping Crime Victims Rebuild Their Lives*

 *Ohio Criminal Handbook*

*Ohio Peace Officer Basic Training Curriculum*

*Ohio Revised Code*

*Traffic Providers Book*

**10. OTHER REQUIRED MATERIALS:**

**Equipment List for OHIO Basic Peace Officer Training Course**

Instructor will provide handouts for topics as needed. A list of items that the student must provide will be provided to each student at the begin of the course. The lead instructor of the topic in which the gear will be used must approve all items before that item can be deployed.

**Class room**

Students will be required to maintain a notebook -1 or more 3 ring binder

Note book paper and writing instrument

2 folders with side pockets

 Earphones with a standard jack for a computer

One or more memory sticks (sometime referred to as a thumb drive)

**Firearms Training**

 Flashlight (Push button on/off switch)

Duty Belt (Pants belt with belt keepers)

Handgun

Shotgun

Thumb break style holster \*\*\*(No Tactical style holsters will be permitted)

3 magazines (Semi-auto) and 2 pouches for duty belt

Eye protection

Ear protection

A minimum of 1800 rounds of handgun ammo

A minimum of 100 rounds of buckshot 12 ga: 25 rounds of 7 ½ or 8 bird shot

A minimum of 50 rounds of 12 ga. 00 or 0000 buck shot\*\*

A minimum of 25 rounds of 12 ga. slugs

Gear bag for firearms equipment

(Note) Ballistic vest will be provident by the academy to students during training exercises.

**Physical Conditioning**

Running Shoes

Proper exercise attire for indoor and outdoor activities

Small exercise mat.

**Subject Control Techniques**

Mouth guard

Loose fitting clothing

Pants shall have belt loops and allow a belt to worn around the waist

Gym shoes with good support

Men: Athletic supporter and cup

Women: Sports Bra (Type that can still be worn if shirt gets ripped.)

Duty belt

Holster and Firearm (no ammo)

Handcuffs and keys (NIJ approved)

Handcuff case.

Leather or weight lifting gloves

Flashlight

**11. GRADING SCALE:**

 Grading will follow the policy outlined in the catalog.

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | **90** | **–** | **100** |
| **B** | **80** | **–** | **89** |
| **C** | **70** | **–** | **79** |
| **D** | **60** | **–** | **69** |
| **F** | **0** | **–** | **59** |

**12. GRADING PROCUEDURES OR ASSESSMENTS:**

Instructors will provide objective tests for each topic. The student’s final grade will result from points earned on cognitive and physical tests, student’s notebook and student’s attendance.

|  |  |  |
| --- | --- | --- |
| Category | Total Points | Percentage of Grade |
| Written Tests | 500 | 25% |
| Practical Exams | 500 | 25% |
| Attendance  | 500 | 25% |
| Notebook | 500 | 25% |
| Total | 2000 | 100% |

**13. COURSE METHODOLOGY OR COURSE FORMAT:**

This course is geared towards adult learning and uses participatory approaches as much as possible. A variety of methodologies will be used, including lecture/presentation, discussions, debates, group work, video discussions, question and answer, demonstrations, practical exercises, hands-on techniques (hands-on practice), small and large group exercises, role play, and scenario-based training simulations.

**14. COURSE OUTLINE:**

 Will be at the discretion of the academy commander. Topics to be covered are:

 1. Administration

 Introduction to Basic Training

 Introduction to Policing

 Fundamentals of the American Justice Systems

 Community Diversity and Procedural Justice

 Ethics & Professionalism

Below 100

Report Writing

 2. Legal Issues

 Legal Basics

 Ohio Revised Code

 Crimes Against People

Crimes Against Property

Crimes Against the Administration of Safety and Justice

Other Offenses

 Arrest, Search, and Seizure

 Civil Liability and Use of Force

 Testifying in Court

 3. Human Relations

 Interacting with the Media

 Blue Courage: The Heart and Mind of the Guardian

 Domestic Violence

 Crisis Intervention

 Child Abuse and Neglect

 The Missing and Human Trafficking

Juvenile Justice System

 Responding to Victim's Needs and Rights

 4. Firearms

 Handguns

 Shotgun

5. Driving

1. Subject Control Techniques

Subject Control Techniques

Impact Weapons

**Sample Course Outline\***

**Basic Law Enforcement I**

Week 1 Introduction to Basic Training

 Introduction to Policing

 Fundamentals of the Criminal Justice System

 Community Diversity and Procedural Justice

Ethics and Professionalism

Week 2 Report Writing

Below 100

Legal Basics

Crimes Against Persons

Week 3 Crimes Against Property

 Crimes Against the Administration of Safety and Justice

 Other Offenses

Week 4 Arrest, Search and Seizure

Week 5 Civil Liability and Use of Force

 Testifying in Court

 Interaction with the Media

 Blue Courage: The Heart and Mind of the Guardian

 Domestic Violence

Week 6 Handgun

 Child Abuse and Neglect

Week 7 Handgun

 Crisis Intervention

Week 8 Handgun

 Crisis Intervention

Week 9 Shotgun

 Juvenile Justice System

Week 10 Driving

 The Missing and Human Trafficking

Week 11 Subject Control Techniques

 Responding to Victims’ Needs and Rights

Week 12 Subject Control Techniques

Week 13 Subject Control Techniques

Week 14 Subject Control Techniques

Week 15 Subject Control Techniques

Week 16 Subject Control Techniques

 Impact Weapons

\*Instructor reserves the right to organize work to meet the objectives of the course.

\* Commander reserves the right to change the date of topics due to availability of resources and weather conditions.

**15. SPECIFIC MANAGEMENT REQUIREMENTS:**

**Students**

Students may not miss class sessions of any topic. Academy applicants must meet stringent entrance requirements as directed by the Attorney General of the State of Ohio. All class meetings will be held on the campus. Firearms, driving, and physical conditioning portions of the academy will be conducted off campus and will require students to provide their own transportation. Students must provide their own firearms, firearms related equipment, ammunition, and safety equipment for firearms training. Students must provide their own clothing and safety gear for physical conditioning and subject control training. Students must pass a physical performed by a medical doctor to participate, must be free of any felony record, crimes of violence, drunk driving, theft, excessive driving record, or have any civil restraining orders or criminal charges pending, or be under the control by the authority of a court or administrative government agency (commonly known as probation or parole). Students must pass a Drug Screen. Students must hold and maintain a valid driver license. Students will be fingerprinted and have their record checked through the Ohio Bureau of Criminal Investigation & Identification and the Federal Bureau of Investigation. Students must be a minimum of 18 years of age by the start of firearms portion of the academy. A physical fitness assessment will be conducted and only students who pass at 60% or higher of the required exit standard will be admitted. Students will receive disciplinary action up to and including removal for failure to maintain a level of conduct outlined in student agreement form and or for failure to maintain a predetermined level of physical fitness outlined in the physical fitness milestone chart.

**Instructors**

Instructors are expected to bear in mind the legal, moral, professional and ethical implications of instructing in a commission-approved program. Instructors are to

follow student-to-instructor and student-to-equipment ratios (if applicable). Use any and all opportunities which may arise during instruction of the required material to point out to the students the legal, moral, professional and ethical responsibilities they will bear to their employers and communities while serving in an official capacity. Understand that this information provided is the minimum standard. Instructors are encouraged to go above the minimum. Incorporate as many principles of adult learning as possible to include Problem Based Learning, Student Centered Learning, active group discussions, scenario activities and other responsible adult learning techniques. Emphasis should be placed on the benefits of ethical behavior and the consequences of unethical

behavior throughout.

**16. Other Information**

**FERPA:** Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**DISABILITIES:** Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431.