

**COURSE SYLLABUS**

**CJLE 1512 (5:3:8)**

**BASIC PEACE OFFICER II**

**Law Enforcement Technology**

**Department of Professional Services & Energy**

**Technical Education Division**

**SOUTH PLAINS COLLEGE**

**Levelland Campus**

**Campus:** Levelland, Texas

## **COURSE SYLLABUS**

**COURSE TITLE:** **CJLE 1512 BASIC PEACE OFFICER II**

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

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**VISION:** **SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE**

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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:

### **11 Asset Forfeiture**

Unit Goal: Forfeiture of seized property.

- 1.1. Identify the requirements established by the legislature in Chapter 1701 Occupations Code for peace officers to be trained on asset forfeiture.
- 1.2. Identify the philosophy behind forfeiture and the extent to which it is appropriate.
- 1.3. Identify definitions of contraband and proceeds.
- 1.4. Identify defenses to forfeiture.
- 1.5. Identify issues regarding pre-seizure planning.
- 1.6. Identify search and methods of seizure.
- 1.7. Identify post seizure procedures.
- 1.8. Identify forfeiture proceedings under 59.04.
- 1.9. Identify other considerations in forfeiture cases.
- 1.10. Explain where the proceeds from seizures go and what the proceeds cannot be used for.

### **12 Identity Theft Crimes**

Unit Goal: Define identity crimes.

- a. Recognize the types of identity crime.
- b. Locate current statistical data regarding identity theft crimes.
- c. Identify types of crimes associated with identity crimes.
- d. Describe the meaning of the terms identifying information and telecommunication access device.
- e. Identify current trends associated with identity crimes.

Unit Goal: Recognize how identity crimes occur.

- f. Identify how identity crime is commonly perpetrated.
- g. Identify techniques used to procure false identification.

Unit Goal: Laws and statutes governing identity crimes.

- h. Identify the federal statutes dealing with identity crimes.
- i. Identify the state statutes dealing with identity crimes.
- j. Define the term “security alert” and list the process of requesting a security alert according to the Texas Business and Commerce Code.
- k. Define the term “security freeze” and list the process of requesting a security freeze according to the Texas Business and Commerce Code.

Unit Goal: Prosecuting identity crimes.

- l. List information needed for an identity crime offense report.
- m. Identify the governmental and business entities that are notified in identity crimes.

Unit Goal: Identity Crimes Prevention.

- n. Identify techniques to educate victims and the public on identity crime.
- o. List guidelines for personal protection against identity crime.
- p. List the steps to take if identity crime occurs.

### **13 Consular Notification**

Unit Goal: Duties and responsibilities of the officer regarding consular notification.

- a. Identify the provisions of consular notification as per the Vienna Convention on consular notification and bilateral treaties.
- b. Identify the steps to be taken when a foreign national is arrested.
- c. Identify the purpose of the Vienna Convention on consular notification treaty and bilateral treaties.
- d. Identify the forms of access a consular official may have to an arrested foreign national.
- e. Demonstrate the use of the consular notification, access handbook, and access reference card.

### **14 Civil Process**

Unit Goal: Civil law procedures, consequences associated with law enforcement duties, and vocabulary associated with civil law action.

- a. Identify possible imposed liabilities for improper acts by the officer and the outcomes occurring in that course of action.
- b. Describe the difference between civil and criminal law.
- c. Describe the differences and penalties between general contempt of court and constructive contempt of court.

Unit Goal: How courts are established and their jurisdictions.

- d. Identify the constitutionally, and legislatively created courts of Texas.
- e. Identify the general court jurisdiction of Texas.
- f. Describe civil actions, procedures, and process.

## **Module D: Illegal Substances and Special Regulations**

### **15 Health and Safety Code and Controlled Substance Act**

Unit Goal: Texas laws pertaining to the Health and Safety Code and controlled substances.

- a. Define the following terms contained in the Texas Controlled Substances Act, Health & Safety Code (HSC).
- b. Identify the six major categories of controlled substances.
- c. Using the appropriate resource, identify penalty groups for manufacture delivery, and possession of controlled substances, simulated controlled substances, controlled substance analogues, and other controlled substances offenses.
- d. Identify enhancements that may affect the punishment one receives for violating the Texas drug laws.
- e. Identify the procedures to be followed in the seizure and destruction of controlled substance property.
- f. Define the following terms pertaining to dangerous drugs.
- g. Identify commonly abused drugs.
- h. Identify common paraphernalia that may indicate substance usage.
- i. Discuss the elements of following violations related to possession, delivery, and manufacture of dangerous drugs and for forging or altering a prescription.

Unit Goal: Enforcement requirements for the Texas Compassionate-Use program, Hemp and Hemp products.

- j. Identify the Texas Compassionate-Use program.
- k. Define Marijuana and Hemp.
- l. Discuss methods of identifying suspected controlled substances and dangerous drugs.
- m. Identify the procedures to be followed in the seizure and destruction of dangerous drugs.

Unit Goal: Narcotic interdiction/ investigation techniques and procedures.

- n. Identify the incidence of drug interdiction and common characteristics of drug smugglers and their vehicles.
- o. Identify factors contributing to probable cause in drug investigation and appropriate interview techniques.
- p. Identify and explain the common places of concealment of controlled substances and dangerous drugs on or in persons, places, and things.
- q. Identify the use of uncorroborated testimony and its effect in drug cases.

### **16 Alcoholic Beverage Code**

Unit Goal: Utilization of the provisions of the Texas Alcohol Beverage Code.

- a. Define the following terms from the Alcoholic Beverage Code.
- b. List the duties of peace officers as related to the Alcoholic Beverage Code.
- c. List the items that may be listed for a search warrant, who may issue the warrant, and explain the difference between a search and an inspection.
- d. Identify the offense and its punishment.
- e. List the legal hours of sale and/or consumption of alcoholic beverages as well as the penalty for violations.
- f. Differentiate between criminal and administrative actions.

## **Module E: Family, Children, and Victims of Crime**

### **17 Sexual Assault and Family Violence**

Unit Goal: Victims, trauma response, and barriers to reporting

- 17.1 List the dynamics of sexual assault.
- 17.2 Classify barriers that victims/survivors must overcome to report.
- 17.3 Classify types of marginalized victim/survivor groups.

Unit Goal: Law enforcement actions

- 17.4. Classify basic assumptions of a trauma-informed approach.
- 17.5. Describe how to build rapport with the victim/survivor.
- 17.6. Discuss the victim's/survivor's legal rights after an assault.
- 17.7. List things to know and what to expect during a medical forensic exam.
- 17.8. Outline the elements of report writing for sexual assault.
- 17.9. Identify resources and other considerations when serving victims/survivors from marginalized communities.

Unit Goal: Additional resources

- 17.10. Identify the role and responsibilities for sexual assault response teams.

Unit Goal: Family violence

- 17.11. Discuss how victims might be affected by family violence.
- 17.12. Identify common characteristics of family violence offenders.
- 17.13. Describe the cycle of violence phases.
- 17.14. Discuss the types of abuse often occurring in incidences of family violence.
- 17.15. List examples of some barrier's victims face when attempting to leave an abusive relationship.

Unit Goal: Legal issues pertaining to family violence.

- 17.16. Identify offenses and statutes that refer to family violence.
- 17.17. Define family violence terms related to Title 4 of the Family Code, protective orders, and family violence.
- 17.18. Explain the application procedure for a protective order.

- 17.19. Describe the protective order court hearing process.
- 17.20. Discuss the meaning of a protective order and the consequences of violating it.
- 17.21. Discuss conditions of bond in family violence cases.
- 17.22. Discuss the recommended steps in handling family violence calls involving temporary ex parte protective orders, protective orders, and magistrate's order for emergency protection.
- 17.23. Identify the legal requirements relating to medical treatment and medical examinations of a child.
- 17.24. Identify the legal requirements for taking possession of a child in an emergency.
- 17.25. Discuss family violence situations and describe procedures for conducting preliminary investigations.
- 17.26. Give examples of community resources and referrals.

## **18. Missing and Exploited Children**

Unit Goal: Abduction

- 18.1 Based on their role as a first responder, investigator, or supervisor, by the end of this section the participant will be able to determine specific steps to take upon receiving a report of a missing child while considering factors such as child history, individuals at the scene, evidence collection, search procedure and available resources.

Unit Goal: Attempted Abductions

- 18.2 The participant will recognize state legal requirements in the reporting of attempted abductions as well as review the stages of initial response to the scene of a missing child.

Unit Goal: Children Displaced by Disaster

- 18.3 By the end of this section, the participant will be able to predict challenges in the reunification of children with their guardians that take place before, during, and after the disaster as well as give examples of potential preventative and response solutions.

Unit Goal: Runaways

- 18.4 After completing this section, the participant will be able to differentiate when reporting youth runaway cases is legally required as well as correlate youth runaway populations and risks for potential harm or exploitation.

Unit Goal: Missing from Care

- 18.5 By the end of this section, the participant will be able to articulate conditions that may lead children to go missing from care as well as the manners in which offenders specifically target this population.

Unit Goal: Children with Special Needs

- 18.6 Upon completing this section, the participant will be able to organize an appropriate response to the scene of a missing child with special needs based on best practices for recovery and available resources.

Unit Goal: Sexual Exploitation of Children

- 18.7 By the end of this section, the participant will be able to identify risks posed to children for sexual exploitation, potential offenses related to child sexual exploitation, and grooming techniques commonly used by offenders.

Unit Goal: Child Pornography

- 18.8 After reviewing this section, the participant will be able to utilize resources designed to combat the child pornography industry as well as relate data pertaining to offender demographics and behaviors.

Unit Goal: Online Solicitation

- 18.9 Upon review of this section, the participant will be able to contrast the dynamics of teen and youth communication trends with the increased risk for offenders to manipulate young people.

Unit Goal: Sexual Offenders

- 18.10 Upon completion of this section, the participant will be able to calculate the prevalence of sexual offending in the state of Texas based on registry data as well as formulate multiple outlets for resources in sexual offender investigations.

Unit Goal: Child Sex Trafficking

- 18.11 By the end of this section, the participant will be able to specify methods used by traffickers to locate and manipulate potential victims as well as categorize trafficking crimes according to available state criminal provisions.

## **19 Child Alert Check List**

Unit Goal: Child Safety Check Alert List (CSCAL) law.

- 19.1 Discuss the purpose of the list.  
19.2 Provide some differences between a missing person report and CSCAL.  
19.3 Discuss the update to Family Code §261.301 Investigation of Report.

Unit Goal: Encounters with persons listed on the Child Safety Check Alert List.

- 19.4 List steps they must perform upon encountering a person listed on the CSCAL.  
19.5 Describe the authority law enforcement has to temporarily detain a child and child's family for the purposes of assessing the well-being of that child.  
19.6 Describe proper placement and release of a child.

Unit Goal: Reporting

- 19.7 Describe what information must be reported to the Department of Family and Protective Services and to the Texas Crime Information Center.

## **20 Victims of Crime**

Unit Goal: Psychological, social, and economic impact of crime from a victim's standpoint.

- 20.1 Identify the elements that encompass a crisis reaction.
- 20.2 Identify phases of a victim's reaction to crime (crisis).
- 20.3 Discuss the ripple effect of crime victimization.
- 20.4 Identify and discuss victim trauma and intervention techniques(s).
- 20.5 Discuss the potential for secondary victimization by the criminal justice system and how to avoid it.
- 20.6 Conduct an appropriate death notification.

Unit Goal: Recognize statutory responsibilities relating to victims' rights.

- 20.7 Identify the legal basis of law enforcement's responsibilities to victims' rights.
- 20.8 Identify crime victim liaisons and their duties.
- 20.9 Summarize legal requirement for providing victims written notice.
- 20.10 Explain rights granted to victims of crime.
- 20.11 Identify four (4) outcomes of effective assistance to victims.

## **21 Human Trafficking**

- 21.1 Describe the concept of human trafficking from a domestic and global perspective.
- 21.2 Discuss definitions and key terminology associated with human trafficking.
- 21.3 List the different forms of human trafficking including sex trafficking, sex tourism, child pornography and CSEC, familial trafficking, labor trafficking, debt bondage, and trafficking via the internet.
- 21.4 Discuss modern trafficking patterns with a focus on domestic systems.
- 21.5 Discuss the factors giving rise to human trafficking cases including public awareness and preventative programs.
- 21.6 Explain the characteristics of human trafficking victims and offenders, the stages of recruitment and exploitation, and examples of vulnerable victim populations.
- 21.7 Discuss the art of control over victims including document control, violence, psychological manipulation, isolation, and supervision.
- 21.8 Explain the invisibility of victims and the difficulty identifying and interacting with the victim of human trafficking.
- 21.9 Explain the observational and investigative cues to help identify trafficked victims including behavioral cues from both adults and children.
- 21.10 Discuss how to identify trafficking offenders based on specified indicators.
- 21.11 Explain the different roles a trafficker may take in Texas trafficking cases or less organized trafficking situations.

- 21.12 Explain terminology that may be encountered during an investigation or when engaging with a possible victim of sexual exploitation.
- 21.13 Discuss case management and interagency cooperation to aide with investigations.
- 21.14 Describe the victim-centered approach in investigations involving community organizations.
- 21.15 Discuss best practices during an investigation in youth cases through a coordinated, multi-disciplinary team response by engaging with children's advocacy centers in Texas.
- 21.16 Discuss national and international perspectives concerning efforts to end human trafficking including tiers involved in the Trafficking Persons Report each year and the efforts to comply with the Trafficking Victims Protection Act.
- 21.17 Explain the threshold requirements for eligibility of victim benefits and services and how it affects what you do as an officer.
- 21.18 Describe victim protection under the Trafficking Victims Protection Act.
- 21.19 Identify recent changes in human trafficking laws including the most recent reauthorization of the TVPA.
- 21.20 Discuss the Texas statute on human trafficking and other related statutes that could be relevant to a human trafficking case.
- 21.21 Discuss the importance of victim service providers and the need for cooperative relations between law enforcement and victim service providers.
- 21.22 Summarize the types of victim service providers available including those specifically in Texas.
- 21.23 List victim service requirements as defined by legal parameters including an interpreter, medical needs, housing, and access to legal information.
- 21.24 Explain the importance of inter-agency collaboration with a focus on a multi-disciplinary team approach.
- 21.25 Discuss the importance of seeking help from the community and communicating correct information to the public regarding trafficking.
- 21.26 Explain the importance of a proactive response to human trafficking including the current coalitions in Texas.
- 21.27 Discuss challenges and barriers to effective investigations of human trafficking.
- 21.28 Discuss selected human trafficking case studies.

### **23 Intoxicated Driver (SFST)**

Unit Goal: Demonstrate and apply a working knowledge of the detection, apprehension, and arrest of the intoxicated driver.

- 22.1. Successful completion of the National Highway Traffic Safety Administration (NHTSA) SFST Course.
- 22.2. Discuss the chemical tests.
- 22.3. Recognize and prepare necessary forms concerning the intoxicated driver.
- 22.4. Identify the laws allowing dangerous drivers to borrow motor vehicles and forfeiture.

## 29 Crisis Intervention Training (1850)

Unit Goal Exploration of the topic of mental health to include de-escalation and crisis intervention techniques.

- 29.1 Discuss the origins of Crisis Intervention Training (CIT).
- 29.2 Discuss the problem of mental health crisis as it pertains to law enforcement.
- 29.3 Discuss SB 1849 and the legislative mandates that resulted.
- 29.4 Reiterate the goal of CIT.
- 29.5 Explain CIT's impact on community relations.
- 29.6 Define the meaning of "crisis" as it pertains to CIT.
- 29.7 List several potential causes for a mental health crisis.
- 29.8 Develop an increased awareness of mental illness and the adversity that surrounds a mental health diagnosis.
- 29.9 Define "insanity" and discuss how the term is defined in Texas.
- 29.10 Explore the concept of 'normal' versus 'abnormal' behavior.
- 29.11 Review national and statewide statistics related to mental health, physical health, and the prevalence of these issues in the population.
- 29.12 Explore several reasons why many people do not seek treatment for mental illness.
- 29.13 Explore the concept of 'stigma.'
- 29.14 Describe the role and complications of psychotropic medications.
- 29.15 Describe some of the reasons people stop taking medications.
- 29.16 Dispel common myths regarding mental illness.
- 29.17 Review various mental illnesses and the impact such illnesses can have on a person's life.
- 29.18 Identify behaviors associated with personality disorders.
- 29.19 Identify behaviors associated with mood disorders.
- 29.20 Identify behaviors associated with thought disorders.
- 29.21 Identify symptoms associated with the ingestion specific types of drugs and controlled substances.
- 29.22 Identify symptoms and behaviors associated with cognitive disorders.
- 29.23 Explore the causes of traumatic brain injury (TBI).
- 29.24 Describe the symptoms and behaviors associated with dementia and Alzheimer's Disease.
- 29.25 Identify methods most effective in talking to someone with dementia.
- 29.26 Describe developmental disorders, and recognize the symptoms and behaviors associated with autism spectrum disorders.
- 29.27 Define the term 'intellectual disability' and discuss what that means in terms of law enforcement interaction.
- 29.28 Distinguish the degrees of intellectual disability.
- 29.29 Discuss effective communication methods for individuals that have an intellectual disability.
- 29.30 List some of the causes of Post-Traumatic Stress (PTSD).
- 29.31 Recognize symptoms and behaviors of an individual experiencing PTSD.
- 29.32 Discuss the effects of trauma on veterans.
- 29.33 Define a moral injury.
- 29.34 Define survivor's guilt.
- 29.35 Recognize the symptoms and behaviors of PTSD in a veteran.

- 29.36 A. Use the techniques to build rapport with veterans or others experiencing PTSD
- B. Describe the relationship between Inter-Personal Violence (IPV) and PTSD.
- 29.37 Discuss the statistics and terminology of suicide and suicide prevention.
- 29.38 Recognize symptoms and behaviors that indicate an increased suicide risk.
- 29.39 List protective factors against suicide.
- 29.40 Use a suicide risk assessment.
- 29.41 Assist an individual to name and contact personal support resources.
- 29.42 Discuss statistics and trends in law enforcement suicide.
- 29.43 Discuss ways to change current mental health culture.
- 29.44 Discuss a variety of advanced modes of communication to assist in dealing with someone in a crisis and be able to display them in interaction and role play.
- 29.45 Discuss and be able to effectively utilize an initial Three-Point Assessment.
- 29.46 Discuss and utilize the ‘5 Universal Truths of Human Interaction’
- 29.47 Implement tactics for gaining trust and building rapport.
- 29.48 Define the 80/20 rule.
- 29.49 Discuss the LEAPS model of communication, be able to list its components, and demonstrate proficiency in its use.
- 29.50 List and describe the crisis intervention skills involved in communicating with people experiencing mental illness.
- 29.51 Identify examples of ‘I’ statements versus “you” statements.
- 29.52 Define the terms tactical transparency
- 29.53 Discuss options for responding appropriately to verbal abuse.
- 29.54 Define the term “deinstitutionalization” and discuss the criminal justice system and its relationship with those suffering from mental illness.
- 29.55 Explore the relationship between homelessness, mental illness, and victimization.
- 29.56 Explore legal considerations for police intervening in a mental health crisis, and learn about the provisions that pertain to law enforcement duties in the Health and Safety Code.
- 29.57 Read, fill out, and demonstrate proper implementation of a police officer emergency detention.
- 29.58 Discuss transportation options and officer safety.
- 29.59 Define the term ‘diversion’ and discuss programs and options for avoiding the incarceration of those experiencing mental illness.
- 29.60 Discuss Mental Health Court as a form of diversion.
- 29.61 Discuss community and referral resources and options within his/her respective geographical area.

### **30 Traumatic Brain Injury (TCOLE 4066)**

Unit Goal: Defining a brain injury.

- 30.1. Discuss the definition of brain injury.
- 30.2. Describe an Acquired Brain Injury (ABI).
- 30.3. Describe a Traumatic Brain Injury (TBI).
- 30.4. Describe a Non-Traumatic Brain Injury.

- 30.5. Compare traumatic and non-traumatic brain injuries.
- 30.6. Appraise the prevalence of brain injuries.
- 30.7. Examine the assorted causes of Traumatic Brain Injury (TBI).
- 30.8. Apply the leading causes of traumatic brain injury in the U.S. to a pie chart of percentages of causes.
- 30.9. Examine the assorted causes of non-traumatic brain injury.
- 30.10. Differentiate populations with brain injury risk.
- 30.11. Discuss the reality of brain injury.
- 30.12. Discuss examples of historical persons who suffered with brain injury.
- 30.13. Classify brain injury types with the accompanied severity factor.
- 30.14. Recognize the significance of a “mild” brain injury.

Unit Goal: The effects of brain injury/the functions of the brain.

- 30.15. Categorize the functions of the brain.
- 30.16. Inventory the three categories of change that develop as a result to a brain injury.
- 30.17. Discuss the differences in the brain injury recovery process.

Unit Goal: From knowledge to action

- 30.18. List the various health issues associated with a brain injury that a first responder will come in contact.
- 30.19. Inventory brain injury prevention strategies in children.
- 30.20. Inventory brain injury prevention strategies in older adults.
- 30.21. Inventory brain injuries during a motor vehicle accident.
- 30.22. Discuss the importance of wearing a helmet during sports activities.
- 30.23. Identify the signs and symptoms of a brain injury.
- 30.24. Apply course knowledge to case study scenario.
- 30.25. Review effective communication techniques.
- 30.26. Express reasons why appropriate communication is necessary when interacting with a person with a brain injury.
- 30.27. Distinguish “unmet needs” of a person living with a brain injury.
- 30.28. Arrange a listing of resources to utilize when working with individuals with brain injury.
- 30.29. Examine the impact a law enforcement officer has when interacting with the public.

### 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>
Asset Forfeiture	11	4
Identity Crimes	12	4
Consular Notification	13	1
Civil Process	14	4
Health and Safety Code and Controlled Substance Act	15	12
Alcoholic Beverage Code	16	4
Sexual Assault and Family Violence	17	12
Missing and Exploited Children	18	8
Child Alert Check List	19	1
Victims of Crime	20	10
Human Trafficking	21	4
Intoxicated Driver (SFST)	23	24
Crisis Intervention Training	29	40
Traumatic Brain Injury	30	2
TOTAL:		130