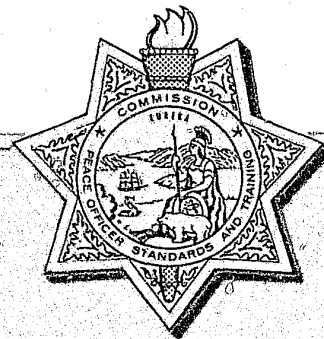


149745

TRAINING SPECIFICATIONS
FOR THE
REGULAR BASIC COURSE
JULY 1993



**THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING
STATE OF CALIFORNIA**

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by
California Commission on Peace
Officer Standards & Training

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

TRAINING SPECIFICATIONS FOR THE
REGULAR BASIC COURSE

JULY 1993

To request additional copies of this publication, contact the

POST Media Distribution Desk
1601 Alhambra Boulevard
Sacramento, CA 95816-7083
(916) 227-4856

Commission on Peace Officer Standards and Training

TABLE OF CONTENTS (Cont.)

	Page
LEARNING DOMAIN 33	
Person Searches, Baton	74
LEARNING DOMAIN 34	
First Aid & CPR	77
LEARNING DOMAIN 35	
Firearms/Tear Gas	80
LEARNING DOMAIN 36	
Information Systems	84
LEARNING DOMAIN 37	
Persons with Disabilities	86
LEARNING DOMAIN 38	
Gangs	88
LEARNING DOMAIN 39	
Crimes Against the Justice System	90
LEARNING DOMAIN 40	
Weapons Violations	92
LEARNING DOMAIN 41	
Hazardous Materials	94
LEARNING DOMAIN 42	
Cultural Diversity	96
APPENDIX A	100

TABLE OF CONTENTS

	Page
FOREWORD	vi
INTRODUCTION	vii
Learning Domain Minimum Hours List	x
LEARNING DOMAIN 1	
History, Professionalism & Ethics	1
LEARNING DOMAIN 2	
Criminal Justice System	3
LEARNING DOMAIN 3	
Community Relations	5
LEARNING DOMAIN 4	
Handling Emotional Situations	7
LEARNING DOMAIN 5	
Introduction to Criminal Law	9
LEARNING DOMAIN 6	
Crimes Against Property	11
LEARNING DOMAIN 7	
Crimes Against Persons	13
LEARNING DOMAIN 8	
General Criminal Statutes	15
LEARNING DOMAIN 9	
Crimes Against Children	17
LEARNING DOMAIN 10	
Sex Crimes	19
LEARNING DOMAIN 11	
Juvenile Law and Procedure	21
LEARNING DOMAIN 12	
Controlled Substances	23
LEARNING DOMAIN 13	
ABC Law	25
LEARNING DOMAIN 15	
Laws of Arrest	27

COMMISSIONERS

Sherman Block
Chairman

Sheriff
Los Angeles County
Sheriff's Department

Marcel L. Leduc
Vice Chairman

Sergeant
San Joaquin County
Sheriff's Department

Cois Byrd

Sheriff
Riverside County
Sheriff's Department

Collene Campbell

Public Member

Jody Hall-Esser

Chief Admin. Officer
City of Culver City

George W. Kennedy

District Attorney
Santa Clara County

Ronald Lowenberg

Chief of Police
Huntington Beach Police Department

Daniel E. Lungren

Attorney General

Raquel Montenegro, Ph.D.

Professor of Education
(Retired)

Manuel Ortega

Chief of Police
Placentia Police Department

Bernard C. Parks

Assistant Chief
Los Angeles Police Department

Devallis Rutledge

Deputy District Attorney
Orange County D.A.'s Office

Lou Silva

Officer
Oakland Police Department

Dale Stockton

Detective Sergeant
Carlsbad Police Department

Norman C. Boehm

Executive Director
Commission on Peace
Officer Standards and Training

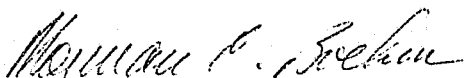
FOREWORD

The increasingly diverse challenges and changing service demands confronting law enforcement demand that the content and instructional methodologies of peace officer training be regularly evaluated and updated. Effective initial training is crucial if an officer is to acquire the critical knowledge, skills, and abilities necessary to render high quality public service.

The objective of this document is to identify the instructional goals, training topics, learning activities, test descriptions, and instructional hour standards that currently comprise the required content of the POST Regular Basic Course.

The Commission sincerely appreciates the efforts and support of the many subject matter experts, core instructors, program coordinators, and academy directors who worked with POST in the development and refinement of these specifications and who participate in regular program maintenance activities. POST also extends gratitude to law enforcement agencies that allowed participation of their officers in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.



NORMAN C. BOEHM
Executive Director

INTRODUCTION

Definitions of terms used to describe testing and training requirements and the requirements for testing and training for the POST Regular Basic Course are described in Commission Procedure D-1 as follows:

1-1. Basic Training Specifications: This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Basic Investigators' Course, Basic Complaint/Dispatcher Course, and Coroners' Death Investigation Course.

Training Content and Methodology

1-2. Requirements for Basic Training Content and Methodology: The minimum standards for basic training are described in sections 1-3 to 1-8. The entire basic course must be completed under the sponsorship of one training presenter unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters. The Law Enforcement Code of Ethics shall be administered to students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Course. Instructional methodology is at the discretion of individual course presenters unless otherwise specified.

1-3. Regular Basic Course Definitions, Requirements, and Content: The terms used to describe testing and training requirements are defined in paragraph 1-3(a). Testing and training requirements are described in paragraph 1-3(b). Content specifications are listed in paragraph 1-3(c). Testing and training requirements are provided in greater detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*. Attendance requirements are contained in Commission Regulation 1055(k).

(a) Definitions of Terms Used to Describe Testing and Training Requirements

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Regular Basic Course learning domain is described in *Training Specifications for the Regular Basic Course - July 1993*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four types of tests are used in the Regular Basic Course:
 - (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.

- (B) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.
 - (D) **Exercise Test.** Any test other than a POST-constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skill required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
 - (6) **Test-Item Security Agreement.** An agreement between a basic course academy and POST that identifies the terms and conditions under which an academy may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (2) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is

performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (3) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (4) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (5) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (6) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.
- (7) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the

use of higher minimum passing scores on POST-constructed knowledge tests.

(c) **Content and Hourly Requirements**

The content of the Regular Basic Course is specified by the learning domains listed below. The minimum hours of instruction that must be allocated to each domain is shown to the right of the domain.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Professionalism & Ethics	6 hours
02	Criminal Justice System	4 hours
03	Community Relations	4 hours
04	Handling Emotional Situations	6 hours
05	Introduction to Criminal Law	6 hours
06	Crimes Against Property	8 hours
07	Crimes Against Persons	8 hours
08	General Criminal Statutes	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	6 hours
12	Controlled Substances	10 hours
13	ABC Law	4 hours
15	Laws of Arrest	12 hours
16	Search & Seizure	12 hours
17	Evidence	8 hours
18	Report Writing	36 hours
19	Vehicle Operations	24 hours
20	Use of Force	8 hours
21	Patrol Procedures	12 hours
22	Vehicle Pullovers	12 hours
23	Crimes in Progress	12 hours
24	Handling Disputes/Crowd Control	12 hours
25	Domestic Violence	8 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic	20 hours
29	Traffic Accident Investigation	12 hours
30	Investigation	31 hours
31	Custody	4 hours
32	Physical Fitness/Officer Stress	40 hours
33	Person Searches, Baton	44 hours
34	First Aid & CPR	21 hours
35	Firearms/Chemical Agents	60 hours
36	Information Systems	4 hours
37	Persons with Disabilities	4 hours
38	Gangs	4 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials	4 hours
42	Cultural Diversity	16 hours
<u>Minimum Instructional Hours</u>		<u>512 hours</u>

The minimum number of hours allocated to testing in the Regular Basic Course are shown below.¹

TEST TYPE	HOURS
Scenario Tests	24 hours
POST-Constructed Knowledge Tests	24 hours
Total Minimum Required Hours	560 hours

¹Time required for exercise testing, learning activities, and physical abilities testing is included in instructional time.

SPECIFICATIONS FOR LEARNING DOMAIN #01: HISTORY, PROFESSIONALISM & ETHICS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **History, Professionalism, and Ethics** are to provide students with:

- A. an understanding of the history of law enforcement as it evolved in the United States and in California;
- B. an understanding of how professionalism, ethics, and moral standards relate to the pursuit of a law enforcement career;
- C. knowledge of the ethical principles embodied in the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*;
- D. the ability to intervene when the behavior of a fellow officer is unethical or unlawful; and
- E. an understanding of the problems created by accepting gratuities or other favors.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. History of law enforcement in the United States and in California
- B. Professionalism and law enforcement
- C. The importance of ethical and moral standards in law enforcement
- D. *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*
- E. Preventing/correcting unethical behavior

- F. Applying the criminal statutes fairly and consistently
- G. Accepting gratuities and other favors

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #1

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on history, professionalism, and ethics.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #02: CRIMINAL JUSTICE SYSTEM

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on the **Criminal Justice System** are to provide students with:

- A. an understanding of the components of the criminal system, their functions and how they interrelate; and
- B. knowledge of the civil rights protected by the United States Constitution, especially those rights that may be compromised by the inappropriate actions of law enforcement officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. The components of the criminal justice system including goals, functions, staffing and interrelationships
- B. Organization of the state court system
- C. Steps involved in processing criminal complaints
- D. Probation and parole
- E. Constitutionally protected rights

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #2

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the criminal justice system.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #03: COMMUNITY RELATIONS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Community Relations** are to provide students with:

- A. an understanding of the roles of law enforcement in the community;
- B. an understanding of community needs and community perceptions of law enforcement;
- C. an appreciation of cultural differences and the skills needed to communicate with members of the community; and
- D. a knowledge of crime prevention techniques and the ability to do a crime prevention surveys.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Roles of law enforcement
- B. Community perceptions of law enforcement
- C. Cultural differences
- D. Community needs for law enforcement services
- E. Communication skills
- F. Crime prevention techniques

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #3

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on community relations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #04: HANDLING EMOTIONAL SITUATIONS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Handling Emotional Situations** are to provide students with:

- A. an understanding of the psychological responses to stress and victimization;
- B. the ability to recognize the symptoms of stress and defuse crisis situations;
- C. a knowledge of the provision of the California crime victims assistance act;
- D. the ability to provide pertinent information to crime victims; and
- E. an understanding of the impact hate crimes have on the community.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Psychodynamics of stress and victimization
- B. Provisions of the California crime victims assistance act
- C. Hate crime and its psychological impact

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #4
- B. An exercise test that requires the student to interview a person playing the role of a crime victim

- C. A scenario test that requires the student to interview a person simulating impaired communications skills due to his or her emotional state

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on handling emotional situations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #05: INTRODUCTION TO CRIMINAL LAW

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Introduction to Criminal Law** is to provide students with knowledge of the concepts and terminology that is needed to understand the California criminal justice system.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between *spirit of the law* and *letter of the law*
- B. Distinction between criminal and civil law
- C. Criminal justice terminology and concepts

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #5

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on introduction to criminal law.

VI. ORIGATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #06: CRIMES AGAINST PROPERTY

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Property Crimes** is to provide students with the ability to recognize when property crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Theft
- B. Defrauding and innkeeper
- C. Appropriation of lost property
- D. Embezzlement
- E. Forgery
- F. Unauthorized entry of property
- G. Burglary
- H. Possession of burglary tools
- I. Alteration of serial numbers
- J. Receiving stolen property
- K. Vandalism
- L. Cruelty to animals

M. Arson

N. Possession of a firebomb

O. Aid, counsel, or procure the burning of property or land

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #6

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on property crimes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #07: CRIMES AGAINST PERSONS

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against Persons** is to provide students with the ability to recognize when person crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extortion
- B. Assault
- C. Battery
- D. Assault with a deadly weapon
- E. Mayhem
- F. Infliction of corporal injury on a spouse of cohabitant
- G. Hate crimes
- H. Robbery
- I. Kidnapping and false imprisonment
- J. Aiding or encouraging a suicide
- K. Murder
- L. Excusable and justifiable homicide

- M. Manslaughter
- N. Conspiracy to deprive a person of a civil right
- O. Deprivation of a civil right under color of law
- P. Elderly and dependent adult abuse

III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #7

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on crimes against persons.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #08: GENERAL CRIMINAL STATUTES

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **General Criminal Statutes** is to provide students with the ability to recognize violations of the statutes, to identify the violations by their common crime names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Attempt to commit a crime
- B. Conspiracy to commit a crime
- C. Solicitation to commit a crime
- D. Disturbing the peace
- E. Disorderly conduct
- F. Public nuisance
- G. Disturbing a public meeting
- H. Obstructing a sidewalk or street
- I. Gambling

III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #8

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on general criminal statutes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #09: CRIMES AGAINST CHILDREN

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes Against Children** is to provide students with:

- A. the ability to recognize crimes against children, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies;
- B. the ability to recognize when an officer can lawfully enter a residence without a warrant to protect an endangered child; and
- C. knowledge of California child abuse reporting requirements.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Child endangerment
- B. Physical abuse of a child
- C. Entry without a warrant to protect an endangered child
- D. Lewd acts upon a child
- E. Annoying or molesting a child
- F. Possession or control of child pornography
- G. Unlawful sexual intercourse
- H. Child abuse reporting requirements

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #9

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on crimes against children.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #10: SEX CRIMES

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Sex Crimes** are to provide students with:

- A. the ability to recognize when sex crimes have been committed, to identify the crimes by their common names, and classify them as either misdemeanors or felonies; and
- B. knowledge of the conditions that require a person to register as a sex offender.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Assault with intent to commit certain felonies
- B. Indecent exposure
- C. Oral copulation
- D. Sodomy
- E. Incest
- F. Registered sex offenders
- G. Rape
- H. Spousal rape
- I. Penetration with a foreign object
- J. Sexual battery

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #10

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on sex crimes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #11: JUVENILE LAW AND PROCEDURE

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Juvenile Law and Procedure** are to provide students with:

- A. an understanding of the purposes of the juvenile court;
- B. knowledge of the scope and authority of the juvenile court;
- C. knowledge of the conditions under which an officer can take a juvenile into custody;
- D. knowledge of a juvenile's constitutional rights;
- E. knowledge of the statutory requirements for segregating juvenile and adult prisoners; and
- F. the ability to recognize the crime of *contributing to the delinquency of a minor*, to identify it by its common name, and to classify it as a misdemeanor.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Purpose of the juvenile court
- B. Authority of the juvenile court
- C. Taking a juvenile into custody
- D. Advising juveniles of their constitutional rights
- E. Segregating juveniles from adult prisoners

F. Contributing to the delinquency of a minor

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #11

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on juvenile law and procedure.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #12: CONTROLLED SUBSTANCES

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Controlled Substances** are to provide students with:

- A. knowledge of the laws relating to the possession, sale, cultivation, manufacture, and transportation of controlled substances;
- B. knowledge of the ways in which different controlled substances are used (e.g., ingested, injected, inhaled);
- C. the ability to recognize controlled substances based on their appearance, odor and packaging; and
- D. the ability to recognize the symptoms associated with the use of different controlled substances.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Laws relating to the possession, sale, cultivation, manufacture and transportation of controlled substances
- B. Methods used to self-administer controlled substances
- C. Appearance, odor, and packaging of controlled substances
- D. Symptom associated with the use of controlled substances

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #12

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **10 hours** of instruction on controlled substances.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #13: ABC LAW

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **ABC Law** is to provide students with the ability to recognize common violations of the Alcoholic Beverage Control Act and to identify violations by their common crime names.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Sale of alcoholic beverages without a license
- B. Unauthorized alcoholic beverages on premises
- C. Furnishing alcoholic beverages to an intoxicated person
- D. Sale of alcoholic beverages after hours
- E. Sale of alcoholic beverages to a minor
- F. Minor in possession of an alcoholic beverage
- G. Minor present inside and "on-sale" premises
- H. Possession of alcohol on school grounds
- I. Minor displaying false identification
- J. Keeping or permitting a disorderly house
- K. Seizure of alcoholic beverages from a private residence

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on ABC law.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #15: LAWS OF ARREST

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Laws of Arrest** are to provide students with:

- A. an understanding of the arrest powers of a peace officer including:
 - 1. the discretion that an officer has in making an arrest
 - 2. limits on an officer's discretion
 - 3. the elements of an arrest
 - 4. daytime and night time arrests
 - 5. the information that an officer must provide to an arrested person
 - 6. treatment of an arrested person after the arrest
 - 7. exceptions to a peace officer's arrest powers
 - 8. civil liability;
- B. the ability to recognize when suspects must be provided their Miranda rights;
- C. knowledge of an officer's responsibility where the arrest was made by a private person;
- D. knowledge of the elements required to establish *reasonable suspicion* and *probable cause*;
- E. knowledge of the general conditions of parole and probation;

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Arrest powers of a peace officer
- B. Miranda rights of detainees
- C. Arrest by a private person
- D. *Reasonable suspicion and probable cause*
- E. General conditions of parole and probation

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #15
- B. An exercise test that requires the student to approach, contact, interview, and interrogate a suspicious person

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on laws of arrest.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #16: SEARCH AND SEIZURE

July 1, 1993

I. INSTRUCTIONAL GOALS

The goal of instruction on **Search and Seizure** is to provide students with an understanding of the protection provided by the United States and California Constitutions against *unreasonable* searches and seizures of people, houses, and personal property.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Conditions under which a search can be made
- B. Use of force to prevent the swallowing of evidence
- C. Conditions under which vomiting can be induced to recover evidence
- D. Procedure for obtaining blood and other body fluid samples
- E. Extracting fingerprint evidence
- F. Collecting handwriting exemplars
- G. Field showups

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #16

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on search and seizure.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #17: EVIDENCE

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Evidence** are to provide students with:

- A. an understanding of the role that evidence plays in a criminal trial;
- B. knowledge of the terminology used by the criminal courts in dealing with different types of evidence; and
- C. knowledge of the rules that must be followed in order for evidence to be introduced at a criminal trial.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between direct and circumstantial evidence
- B. Types of evidence
- C. Purpose of offering evidence
- D. Criteria for admitting evidence
- E. "Rules of evidence" and their purpose
- F. Evidence terminology
- G. Subpoenas
- H. Burden of proof
- I. Exclusionary rule and its purpose
- J. Hearsay rule and its exceptions

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #17

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on evidence.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #18: INVESTIGATIVE REPORT WRITING

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Report Writing** are to provide students with:

- A. an understanding of the various uses of police reports which include:
 - 1. Providing information to investigators, prosecutors, defense attorneys, and other entities
 - 2. Assisting officers in refreshing their memory before testifying
 - 3. Use at preliminary hearings by officers testifying to statements made by victims, witnesses, and other involved parties
 - 4. Use by criminal justice researchers to study and report on the activities of the criminal justice system
 - 5. Documentation of events which involve potential civil liability
- B. the ability to write reports that conform to accepted professional standards of quality (e.g., use of first person, use of active voice, etc.):
- C. the ability to take field notes that include the information needed to complete a crime or incident report (e.g., description of suspects, names of victims, and witnesses, etc.);
- D. the ability to reduce observations and other information to clear, concise, logically organized reports that are relatively free of mechanical writing errors;

While the curricula will provide instruction in improving writing skills, the goals of report writing instruction do **not** include the development of basic writing skills. It is assumed that students bring with them a reasonable command of the English language that permits them to write understandable prose.

II. REQUIRED TOPICS

- A. How crime, incident, and arrest reports are used by the criminal justice system
- B. Notetaking
- C. Characteristics of an acceptable law enforcement report
- D. Organization and structure of report narratives
- E. Anticipating defenses which are likely to be asserted by a suspect
- F. General content requirements of crime, incident, and arrest reports
- G. Elements of clear writing to include:
 - 1. Active voice versus passive voice
 - 2. First person versus third person
 - 3. Concrete concepts versus abstract concepts
 - 4. Facts versus inferences
 - 5. Chronological sequencing of events
- H. Review of basic writing mechanics to include:
 - 1. Spelling
 - 2. Punctuation
 - 3. Grammar
 - 4. Word choice
 - 5. Syntax

III. TEST REQUIREMENTS

The following tests shall be administered:

- A. An exercise test that requires the student to prepare an arrest report as described below.

Given a depiction of an arrest situation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-

developed video, simulation, or scenario, the student will generate an acceptable report in class.

To be of sufficient complexity, the report must reflect an arrest situation which minimally incorporates:

1. Elements of a crime
2. Probable cause to stop
3. Probable cause to search/seize
4. Recovery of evidence
5. Probable cause to arrest
6. Admonishment of the suspect, if appropriate

- B. An exercise test that requires the student to prepare an investigative report as described below.

Given a depiction of a criminal investigation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will generate acceptable report in class.

To be of sufficient complexity, the report must reflect a criminal investigation which minimally incorporates:

1. Elements of a crime
2. Statements of victim(s) and/or witness(es)
3. Pertinent crime scene details
4. Physical evidence

To be considered acceptable, each of the reports must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized, showing a sufficient command of the language to communicate the information
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report.

3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling, and word choice) that significantly diminishes its evidentiary value or usefulness.
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provide with an opportunity to engage in the following learning activities:

- A. Students will be required to generate five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the academy.
- B. The events selected should require reports reflecting a progressive level of difficulty (e.g. from a simple unwitnessed crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)
- C. Each learning activity must incorporate:
 1. Generation of appropriate field notes
 2. Generation of a complete report which includes a narrative component
 3. Formal feedback to the student regarding the quality of the report. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. Fluency and command of the language
- b. Use of active voice

- c. Use of first person
- d. Appropriate sequencing of events
- e. Organization of the report
- f. Inclusion of relevant information
- g. Reference to possible defenses that might be asserted by the suspect
- h. Grammar, punctuation, spelling, word choice and other mechanical elements that adversely impact the evidentiary value of the report

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **36 hours** of instruction on report writing.

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #19: VEHICLE OPERATIONS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Vehicle Operations** are to provide students with:

- A. an understanding of the factors that contribute to traffic collisions and the principles of defensive driving;
- B. knowledge of the effect that speed has on stopping distance and turning radius;
- C. knowledge of the Vehicle Code provisions relating to the operation of an emergency vehicle;
- D. the ability to safely operate a patrol vehicle under emergency conditions (i.e., with red light and siren while responding to a bona fide emergency); and
- E. the ability to conduct a thorough pre-shift vehicle inspection.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Defensive driving
- B. Factors contributing to traffic collisions
- C. High-risk driving maneuvers
- D. Effects of fatigue on driving ability
- E. Use of seat belts
- F. Vehicle dynamics (e.g., stopping distance, turning radius, weight shift, etc.)

- G. Vehicle pursuit policies
- H. Use of emergency warning devices (i.e., red lights and siren)
- I. Vehicle code sections pertaining to the operation of an emergency vehicle
- J. Liability issues
- K. Pre-shift vehicle inspections

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #19
- B. An exercise test that requires the student to regain control of a patrol vehicle experiencing a front-wheel skid and a rear-wheel skid
- C. An exercise test that requires the student to regain control of a patrol vehicle experiencing an all-wheel, locked-brake skid
- D. An exercise test that requires the student to demonstrate positioning, weight transfer, throttle control, braking, and steering while putting a patrol vehicle through a series of maneuvers at the direction of an instructor
- E. An exercise test that requires the student to rapidly displace a patrol vehicle to the right, left, and stop
- F. An exercise test that requires the student to demonstrate threshold braking while entering a turn and while bringing a patrol vehicle to a complete stop
- G. An exercise test that requires the student to operate a patrol vehicle under simulated emergency conditions.
- H. An exercise test that requires the student to operate a patrol vehicle in the simulated pursuit of another vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on vehicle operations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #20: USE OF FORCE

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Use of Force** are to provide students with:

- A. an appreciation of the important role that training plays in preparing students to cope with dangerous situations and to use force appropriately;
- B. an understanding of the liability associated with the use of force;
- C. knowledge of the conditions under which force can be lawfully used by a peace officer;
- D. knowledge of use-of-force options including chemical agents and the baton; and
- E. the ability to make judgments concerning the level of force justified by any given set of circumstances.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. The effects of training on the ability to cope with danger and use force appropriately
- B. Liability associated with the use of force
- C. Laws governing the use of force by a peace officer
- D. Use of less than lethal force
- E. Justifiable homicide and the *sufficiency of fear* requirement

- F. Factors that must be considered in making the decision to use deadly force
- G. Agency policies on the use of deadly force

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #20
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on use of force.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #21: PATROL PROCEDURES

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Patrol Procedures** are to provide students with:

- A. an understanding of how an officer prepares for a patrol shift;
- B. an understanding of the factors that affect an officer's observational skills;
- C. an understanding of how different patrol techniques can be used to prevent crime and apprehend offenders; and
- D. the skills required to perform common patrol tasks such as stopping a pedestrian, making a crime broadcast, and handling field contacts with plainclothes officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime
- B. Patrol techniques for apprehending offenders
- C. Directed enforcement
- D. Foot patrol and motorized patrol
- E. Patrol patterns
- F. Factor affecting perception
- G. Observation skills
- H. Selecting a patrol strategy

- I. Preparing for patrol
- J. Tactics
- K. Field Encounters with plainclothes officers
- L. Pedestrian stops
- M. Crime scene containment
- N. Press access to closed areas
- O. Releasing information to the press

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #21
- B. An exercise test that requires the student to demonstrate the proper mechanical operation of law enforcement radio from a patrol vehicle
- C. An exercise test that requires the student to demonstrated the proper procedures for communicating with a law enforcement radio
- D. An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations
- E. An exercise test that requires the student to observe a scene or activity, and following a short delay, recall what was observed
- F. An exercise test that requires the student to use a patrol vehicle to safely approach pedestrian suspects

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on patrol procedures.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #22: VEHICLE PULLOVERS

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Vehicle Pullovers** is to provide students with the skills needed to make safe, lawful, tactically sound vehicle stops.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle stops
- B. Selecting a location
- C. Getting the driver's attention
- D. Use of the spotlight
- E. Stopping and approaching special-purpose vehicles (e.g., campers and vans)
- F. Searching a vehicle
- G. Contacting the violator
- H. Verifying the validity and authenticity of a driver license
- I. Court procedures for processing a citation
- J. Purpose for violator's signature on citation
- K. Laws governing arrest, citation, and release

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #22
- B. An exercise test that requires the student to conduct a search of a motor vehicle
- C. An exercise test that requires the student to determine the acceptability of various types of identification
- D. An exercise test that requires the student to complete a traffic citation
- E. A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours
- F. A scenario test that requires the student to make a simulated traffic enforcement stop during the hours of darkness
- G. A scenario test that requires the student to make a simulated high-risk stop and safely remove the occupants from the vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on vehicle pullovers.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #23: CRIMES IN PROGRESS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes in Progress** are to provide students with:

- A. the skills needed to search a building or an open area for a suspect;
- B. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- C. the skills needed to respond appropriately to different types of crimes (i.e., burglary, robbery, and prowler);
- D. the skills needed to respond appropriately to different tactical situations (i.e., barricaded suspect, sniper, firebomb, injury, and intoxicated suspect); and
- E. the skills needed to perform the role of primary and cover officer.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Searching a building for suspects
- B. Searching an open area for suspects
- C. General factors affecting an officer's response to a crime in progress
- D. Crime-specific factor's affecting an officer's response to crime-in-progress calls (i.e., burglary, robbery, and prowler)
- E. Responding to specific tactical situations (i.e., barricaded suspect, sniper, firebomb, injury, and intoxicated suspect)
- F. Body armor

- G. Role of the primary and cover officer

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #23
- B. A scenario test that requires the student to respond to three simulated, crime-in-progress call: Prowler, Burglary, and Robbery
- C. A scenario test that requires the student to search a building and an open area for suspects
- D. A scenario test that requires the student to respond to a simulated tactical problem involving either an ambush or a sniper
- E. A scenario test that requires the student to assume the role of cover officer in the simulated investigation or apprehension of one or more suspects

IV. REQUIRED LEARNING ACTIVITIES

Student shall be provided an opportunity to wear body armor while engaged in the following activities:

- A. Demonstrating baton techniques
- B. Shooting a handgun and a shotgun
- C. Taking the POST physical abilities test battery
- D. Taking a scenario test

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on handling crimes-in-progress calls.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #24: HANDLING DISPUTES/CROWD CONTROL

July 1, 1993

I. INSTRUCTIONAL GOALS

The goal^s of instruction on **Handling Disputes** and **Crowd Control** are to provide students with:

- A. an understanding of officers basic responsibilities in handling a dispute;
- B. the skills needed to mediate and resolve disputes;
- C. knowledge of the laws governing certain types of disputes (i.e., disputes involving the repossessions of property and disputes between landlord and tenant);
- D. an understanding of the special circumstances under which law enforcement services can be performed for another agency in response to a request for "mutual aid;" and
- E. an understanding of the principles of crowd management and riot control.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Basic responsibilities of an officer at the scene of a dispute
- B. Tactics for defusing, resolving, mediating disputes
- C. Laws governing repossessions
- D. Laws governing landlord tenant disputes
- E. Mutual aid requests
- F. Principles of crowd management and riot control

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #24
- B. An exercise test that requires the student to participate in the following riot control formations: skirmish line, wedge, diagonal, and column
- C. A scenario test that requires the student to handle a simulated family dispute
- D. A scenario test that requires the student to handle a simulated landlord/tenant dispute

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on handling disputes and crowd control

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #25: DOMESTIC VIOLENCE

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Domestic Violence** are to provide students with:

- A. an understanding of the psychosocial factors, including cultural norms, that influence the frequency and severity of domestic violence;
- B. an understanding of the legislative intent that forms the basis for California domestic violence statutes;
- C. knowledge of the domestic violence statutes and how they are applied by law enforcement officers when they respond to calls involving domestic problems; and
- D. interpersonal and tactical skills needed to safely and effectively handle calls involving domestic problems.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Cultural values that contribute to domestic violence
- B. Impact of alcohol and drug use on domestic violence
- C. Extent and nature of domestic violence
- D. Cycle of violence
- E. Research-based reasons for current domestic violence laws (e.g., the Minnesota study)
- F. Legislative intent
- G. Domestic violence statutes

- H. Court orders
- I. Tenancy issues
- J. Communicating with the perpetrator and the victim
- K. Tactical/safety considerations
- L. Enforcing the law
- M. Assisting victims
- N. Reporting domestic violence

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #25
- B. A scenario test that requires the student to handle a simulated domestic violence incident

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on domestic violence.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #26: UNUSUAL OCCURRENCES

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Unusual Occurrences** is to provide students with the knowledge and skills needed to react appropriately to events such as earth quakes and floods that threaten public safety.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Events that threaten the public safety (e.g., downed electrical wires, broken gas lines, damaged roads, etc.)
- B. Responsibilities during major disasters
- C. Responsibilities at airplane crash sites
- D. Explosive devices
- E. Extinguishing fires
- F. Entering and searching a burning building

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #26

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on unusual occurrences.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #27: MISSING PERSONS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Missing Persons** are to provide students with:

- A. knowledge of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedures, and follow-up actions related to a missing person case;
- B. an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;
- C. an understanding of the need for sensitivity and effective communication skills when handling a missing person case;
- D. knowledge of methods of conducting searches for a missing person;
- E. knowledge of how to conduct a missing person investigation; and
- F. knowledge of the actions required when a missing person is found.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Background and legislative intent underlying missing person law and regulations
- B. Benefits of exhibiting sensitivity during the law enforcement handling of a missing person case
- C. Benefits to law enforcement resulting from a proper and effective response

- D. Determining if a missing person case exists, and if so, classifying the type of missing person event
- E. Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies
- F. Required call priority and response preference associated with a missing person case
- G. Required initial response actions
- H. Factors and situations which influence the nature and extent of a law enforcement response to a missing person case
- I. Methods for locating a missing person and information sources available to investigating personnel
- J. Release requirements associated with dental records, medical records, and photo distribution
- K. Searching for a missing person
- L. Requirements for reporting, investigating and following-up on a missing person cases
- M. Automated information systems related to missing person cases

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #27

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on missing persons.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #28: TRAFFIC

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic** are to provide students with:

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of the traffic laws commonly enforced by patrol officers; and
- C. the skills needed to safely stop and cite traffic law violators;

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Vehicle code definitions
- B. Vehicle registration violations
- C. Unsafe vehicle violations
- D. Hit and run
- E. Traffic control device violations
- F. Right-of-way violations
- G. Failing to yield to an emergency vehicle
- H. Stopping and turning violations
- I. Speeding
- J. Passing a school bus with flashing lights

- K. Stop violations
- L. Equipment violations
- M. Following too close
- N. Public offenses
- O. Unsafe passing violations
- P. Failing to obey an officer's lawful orders
- Q. Unrestrained occupant
- R. Red signal violation
- S. Pedestrian violation
- T. Officer's duties to a DUI suspect
- U. Driving under the influence (DUI)
- V. Possession of an open alcoholic beverage in vehicle
- W. Authority to remove vehicles from a roadway
- X. Traffic direction hand signals
- Y. Traffic direction using a flashlight
- Z. Traffic control devices
- AA. Preparing a storage and impound report

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #28

B. A scenario test that requires the student to conduct a field sobriety test

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **20 hours** of instruction on traffic

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #29: TRAFFIC ACCIDENT INVESTIGATION

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Accident Investigation** are to provide students with:

- A. an understanding of the basic concepts that underlie traffic collision scene management;
- B. the skills needed to manage the scene of a traffic collision;
- C. the knowledge and skills needed to investigate a traffic collision, collect evidence, and determine the cause of the collision; and
- D. the knowledge and skills needed to prepare a traffic collision sketch and report.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Traffic collision scene management
- B. Traffic collision investigation including the collection and preservation of evidence
- C. Preparing a traffic collision sketch
- D. Writing a traffic collision report

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to manage the scene of a simulated traffic collision, investigate the collision, and prepare a report

- B. An exercise test that requires the student to prepare a traffic collision sketch based on a simulated traffic collision scene
- C. An exercise test that requires the student to collect and preserve evidence from a simulated traffic collision scene

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on traffic accident investigation

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #30: INVESTIGATION

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Preliminary Investigation** are to provide students with:

- A. the knowledge and skills needed to conduct a preliminary investigation of specific crimes such as child abuse, burglary, and grand theft;
- B. the knowledge and skills needed to conduct a preliminary investigation and assist survivors of a sudden infant death;
- C. the knowledge and skills needed to provide effective courtroom testimony;
- D. the knowledge and skills needed to identify, preserve, document, and collect physical evidence; and
- E. the knowledge and skills needed to conduct an effective preliminary interview.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Identification, preservation, documentation, and collection of physical evidence including:
 - 1. crime scene search techniques
 - 2. crime scene notes
 - 3. crime scene sketches
 - 4. chain of custody

- B. Initial actions to be taken when conducting a preliminary investigation including:
 - 1. generation of a crime scene broadcast
 - 2. controlling access to a crime scene
- C. Interviewing
- D. Courtroom demeanor and testimony
- E. Sources of information
- F. Initial actions to be taken during a preliminary investigation
- G. Techniques for investigating the following types of incidents:
 - 1. auto theft
 - 2. burglary
 - 3. child abuse, neglect, and sexual exploitation
 - 4. felony assault
 - 5. grand theft
 - 6. homicide
 - 7. kidnapping
 - 8. poisoning
 - 9. robbery
 - 10. sexual assault
 - 11. sudden infant death
 - 12. suicide

13. unattended death

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #30
- B. An exercise test that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch
- C. An exercise test that requires the student to locate latent and plastic prints placed on objects of varying texture and color
- D. An exercise test which requires the student to roll a full set of legible fingerprints on a standard fingerprint card
- E. An exercise test that requires the student to complete "chain of custody" forms
- F. An exercise test which requires the student to identify the types of information and community resources that may assist SIDS survivors
- G. A scenario test that requires the student to conduct a preliminary investigation of a simulated crime scene
- H. A scenario test that requires the student to provide or critique testimony at a simulated criminal trial
- I. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a burglary
- J. A scenario test that requires the student to perform the tasks required of an officer conducting a preliminary investigation of a grand theft
- K. A scenario test that requires the student to perform the tasks required of an officer conducting a preliminary investigation of a felonious assault

- L. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of sexual assault
- M. A scenario which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a homicide
- N. A scenario test that requires the student to perform the tasks required of an officer conducting a preliminary investigation of a suicide
- O. A scenario test that requires the student to perform the tasks required of an officer conducting a preliminary investigation of either child abuse, child neglect, or child sexual exploitation

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a SIDS death
- B. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a kidnapping
- C. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a robbery
- D. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of an unattended death
- E. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of an auto theft
- F. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a poisoning
- G. Participation in a discussion/critique of one or more simulated interview or interrogations

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **31 hours** of instruction on investigation.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #31: CUSTODY

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Custody** are to provide students with:

- A. an understanding of the responsibilities of a custody officer;
- B. an understanding of the custody process including booking and intake; and
- C. knowledge of the laws relating to care, control, and treatment of prisoners including laws governing "strip" searches and laws protecting prisoner's rights.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Assuring that commitment to custody is lawful
- B. An officer's responsibilities during intake
- C. Laws governing the humane treatment of prisoners
- D. Prohibitions against assaulting prisoners
- E. Booking different types of prisoners
- F. Securing weapons before entering jail
- G. Booking sick or injured prisoners
- H. Body and "strip" searches
- I. Constitutional rights of prisoners

J. Prisoner's right to use telephone

K. Prohibition against eavesdropping or recording prisoner's conversations

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #31

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on custody.

VI. ORIGATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #32: PHYSICAL FITNESS/OFFICER STRESS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Physical Fitness/Officer Stress** are to provide students with:

- A. an understanding of the physical and behavioral ailments for which law enforcement officers may be at high risk;
- B. knowledge of techniques for preventing common ailments including heart disease, stomach ulcers, and low-back injuries;
- C. ability to recognize the symptoms of stress to make use of stress reduction techniques;
- D. knowledge of techniques for managing body composition including diet and exercise;
- E. knowledge of physical conditioning principles;
- F. an appreciation for a healthy life style includes a regular program of physical exercise; and
- G. the ability to perform the physically demanding tasks required of a law enforcement officer.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and reducing stress
- B. Physical and behavioral problems common to law enforcement officers
- C. The effects of drug use including alcohol and tobacco

- D. Disease prevention
- E. Body composition management - Diet and exercise
- F. Physical conditioning principles

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #32
- B. The POST-developed physical abilities test or an equivalent test approved by POST

IV. REQUIRED LEARNING ACTIVITIES

The student shall be required to participate in the POST-developed physical conditioning program

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **40 hours** of instruction on physical fitness/officer stress. This includes time spent participating in the POST physical conditioning program.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #33: PERSON SEARCHES/BATON

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Person Searches/Baton** are to provide students with:

- A. an understanding of how to conduct a person search including a search of a member of the opposite sex ;
- B. an understanding of how to use restraint devices ;
- C. an understanding of how to position and transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- E. the ability to use the baton to control a resisting prisoner or suspect; and
- F. the knowledge and skill needed to act as cover officer while another officer searches a suspect.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Conducting a person search
- B. Searching a person of the opposite sex
- C. Providing cover for the officer doing the search
- D. Use of restraint devices
- E. Transporting prisoners

- F. Weaponless defense
- G. Use of the baton

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to act as cover officer for another officer searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a take down
- G. An exercise test that requires the student to demonstrate the carotid restraint
- H. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- I. An exercise test that requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- J. An exercise test that requires the student to demonstrate the use of the baton

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **44 hours** of instruction on person searches and use of the baton.

VI. ORIGINATION DATE

July 1, 1993

Vii. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #34: FIRST AID AND CPR

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **First Aid** and **CPR** is to provide students with the skills and knowledge needed to provide first aid treatment and cardiopulmonary resuscitation in situations likely to be encounter by patrol officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Moving a sick or injured person
- B. Treating open wounds
- C. First aid for specific injuries
- D. Injuries to the bone, muscle, and joint
- E. Alcohol and drug toxicity
- F. Head injuries
- G. Diabetic emergencies
- H. Seizures
- I. Stroke
- J. Sudden unconsciousness
- K. Cardiac and respiratory emergencies
- L. Environmental emergencies

- M. Child birth emergencies
- N. Laws relating to first aid providers

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #34
- B. An exercise test that requires the student to demonstrate techniques for reducing the risk from infectious diseases
- C. An exercise test that requires the student to demonstrate how to bandage different injuries
- D. An exercise test that requires the student to conduct a primary and secondary survey
- E. An exercise test that requires the student to control bleeding
- F. An exercise test that requires the student to demonstrate basic life support techniques
- G. An exercise test that requires the student to demonstrate an understanding of the emergency medical services (EMS) system
- H. An exercise test that requires the student to treat for shock

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **21 hours** of instruction on first aid and CPR.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #35: FIREARMS/TEAR GAS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Firearms** and **Tear Gas** are to provide students with:

- A. an understanding of the operation and nomenclature of semi-automatic and revolver type handguns;
- B. an understanding of the operation and nomenclature of law enforcement shotguns;
- C. knowledge of the effective range and spread of different barrel and load combinations commonly used in law enforcement shotguns;
- D. the ability to use a handgun effectively in combat situations;
- E. the ability to use a shotgun effectively in combat situations; and
- F. the ability to use chemical agents safely and effectively.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Nomenclature and operating characteristics of revolvers and semi-automatic handguns
- B. Nomenclature and operating characteristics of law enforcement shotguns
- C. Care and cleaning of handguns and shotguns
- D. Handgun and shotgun marksmanship
- E. Shooting positions: Handguns and shotguns

- F. Chemical agents
- G. Care and use of gas masks

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to demonstrate loading, unloading, drawing, holstering and clearing malfunctions in a handgun
- B. An exercise test that requires the student to demonstrate loading, unloading, and clearing malfunction in a shotgun
- C. An exercise test that requires the student to demonstrate care and cleaning of handguns
- D. An exercise test that requires the student to demonstrate good handgun shooting technique including stance, grip, breath control, sight alignment, trigger control and follow through
- E. An exercise test that requires the student to will demonstrate the following handgun shooting positions: crouch, point shoulder, barricade, prone, kneeling, and hip
- F. An exercise test that requires the student to demonstrate good shotgun shooting technique including stance, breath control, point aiming, trigger control and follow through
- G. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun course consisting of single and multiple silhouette targets
- H. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets

- I. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun combat range
- J. An exercise test that requires the student to shoot a handgun combat range after being stressed by an anaerobic physical activity and obtain an acceptable score (determined by the academy)
- K. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun combat range
- L. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy) on a shotgun course with single and multiple silhouette targets
- M. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a shotgun course with single and multiple silhouette targets
- N. An exercise test that requires the student to put on, clear, and remove a gas mask

IV. REQUIRED LEARNING ACTIVITIES

The student shall be exposed to a chemical agent

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **60 hours** of instruction on firearms and chemical agents.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #36: INFORMATION SYSTEMS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Information Systems** are to provide students with:

- A. an understanding of the type of information contained in the state and national information systems available to California law enforcement agencies;
- B. knowledge of the minimum information requirements for generating a system inquiry;
- C. an understanding of the laws relating to access and dissemination of information from the system; and
- D. an understanding of the policies and procedures of the Department of Justice governing use of the system.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California Penal Code and California Government Code sections governing access and dissemination of information from the system
- B. Department of Justice policies and procedures governing access, dissemination, and verification of system information
- C. National Crime Information Center (NCIC) policies and procedures governing access, dissemination, and verification of system information
- D. Information services available to law enforcement agencies from the following systems:

1. California Law Enforcement Telecommunications System (CLETS)
 2. Criminal Justice Information System (CJIS)
 3. National Law Enforcement Telecommunications System (NLETS)
 4. National Criminal Information System (NCIC)
- E. The minimum information needed to search the criminal justice database for information about persons, vehicles/vessels, property, and firearms.

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #36

IV. REQUIRED LEARNING ACTIVITIES

Students shall participate in an instructor-led discussion of how to use the criminal justice information system to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the system could be used to retrieve information needed by the investigators. A variety of methods (e.g., videotape depictions or simulations) can be used to present the hypothetical investigation to the students.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on information systems.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #37: PERSONS WITH DISABILITIES

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Persons with Disabilities** are to provide students with:

- A. the ability recognize the hearing and visually impaired and to respond appropriately;
- B. knowledge of the laws relating to the hearing and visually impaired;
- C. the ability to recognize and respond appropriately persons who are subject to detention under Section 5150 of the Welfare and Institutions Code;
- D. the ability to recognize and respond appropriately to persons exhibiting the symptoms of a mental illness;
- E. the ability to recognize and respond appropriately to person exhibiting the symptoms of a developmental disability;
- F. knowledge of the community resources available to persons with a mental illness or developmental disability; and
- G. the ability to recognize the symptoms of postpartum psychoses and respond appropriately.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with the hearing impaired
- B. Recognizing and communicating with the visually impaired
- C. Provisions of law dealing with the hearing and visually impaired

- D. Section 5150 of the Welfare and Institutions Code
- E. Symptoms associated with mental illnesses
- F. Symptoms associated with developmental disabilities
- G. Postpartum psychosis

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #37
- B. A scenario test that requires the student to respond appropriately to a person simulating a mental illness

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on persons with disabilities.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #38: GANGS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Gangs** are to provide students with:

- A. knowledge of the types of gangs common to California;
- B. an understanding of reasons why people join gangs;
- C. an understanding of gang culture;
- D. knowledge of the relationship between gang membership and criminal activity; and
- E. an understanding of the law enforcement methods that are useful in reducing gang activity.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of gangs and examples
- B. How gangs attract and hold members
- C. Gang culture
- D. Gangs and criminal activity
- E. Enforcement methods

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #38

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on gangs.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #39: CRIMES AGAINST THE JUSTICE SYSTEM

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against the Justice System** is to provide students with the ability to recognize when a crime against the justice system has occurred, to identify the crimes by their common crime names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Bribery
- B. Perjury
- C. Impersonation of an officer
- D. Obstruction of an officer's official duties
- E. Filing a false police report
- F. Refusal to join "posse comitatus"
- G. Unlawful assembly
- H. Disobedience to a dispersal order
- I. Rout and riot
- J. Lynching

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #39

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on crimes against the justice system.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #40 WEAPONS VIOLATIONS

July 1, 1993

I. INSTRUCTIONAL GOAL

The goal of instruction on **Weapons Violations** is to provide students with the ability to recognize when a weapons violation has occurred, to identify the crimes by their common names, and to classify them as misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Drawing or exhibiting a firearm
- B. Shooting at an inhabited dwelling
- C. Possession of a switchblade knife
- D. Possession of a deadly weapon
- E. Possession of a firearm by a felon
- F. Carrying a concealed weapon
- G. Carrying a loaded firearm
- H. Altering serial numbers on a firearm
- I. Possession of tear gas
- J. Weapons on school grounds
- K. Exceptions to concealed firearm law
- L. Deadly weapon/Intent to assault

M. Unsafe storage of a firearm

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #40

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on weapons violations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #41 HAZARDOUS MATERIALS

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Hazardous Materials** are to provide students with:

- A. the ability to recognize when a hazardous material incident has occurred;
- B. the knowledge needed to safely handle a hazardous material incident; and
- C. the ability to identify hazardous materials using the *Emergency Response Guidebook* (ERG)

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Indicators of hazardous materials
- B. Precautions to take where hazardous materials may be present
- C. Using the ERG to identify hazardous materials

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #41
- B. An exercise test that requires the student to participate in a "table-top" exercise simulating a hazardous material incident. Based on the simulation, the student must be able to describe the nature of the hazardous incident, identify appropriate safety precautions, explain how

to isolate the scene, and identify the agency that should be contacted for assistance.

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on hazardous material.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

SPECIFICATIONS FOR LEARNING DOMAIN #42: CULTURAL DIVERSITY

July 1, 1993

I. INSTRUCTIONAL GOALS

The goals of instruction on **Cultural Diversity** are to provide students with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the professional benefits of valuing diversity both within a law enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups; and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural

groups. Content is intended to compliment locally-developed training which specifically addresses the history, customs, religious conventions, and core values of cultural groups within the community served.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provided with an opportunity to engage in the following learning activities:

- A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
 2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

- B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping

4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on cultural diversity.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

APPENDIX A

POST BASIC COURSE UNIT GUIDE HISTORY
Revised Learning Domains

DOMAIN NUMBER	DOMAIN DESCRIPTION	REVISED DATE
1	History and Professionalism	7/92
2	Criminal Justice System	7/92
3	Community Relations	7/92
4	Handling Emotional Situations	7/92
5	Introduction to Criminal Law	7/92, 7/93
6	Crimes Against Property	7/92, 7/93
7	Crimes Against Persons	7/92, 11/93
8	General Criminal Statues	7/92, 7/93
9	Crimes Against Children	7/92, 7/93
10	Sex Crimes	7/92, 7/93
11	Juvenile Law and Procedure	7/92, 7/93
12	Controlled Substances	7/92, 7/93
13	ABC Law	7/93
14	Deleted	
15	Laws of Arrest	1/93
16	Search and Seizure	1/94
17	Evidence	1/94
18	Report Writing	3/94
19	Vehicle Operations	1/94
20	Use of Force	7/93
21	Patrol Procedures	7/93
22	Vehicle Pullover	7/93
23	Crimes in Progress	7/93
24	Handling Disputes/Crowd Control	7/93
25	Domestic Violence	3/94
26	Unusual Occurrences	11/93
27	Missing Persons	11/93
28	Traffic	
29	Traffic Accident Investigation	7/93
30	Investigation	7/93
31	Custody	7/93
32	Physical Fitness/Officer Stress	7/93
33	Person Searches, Baton	7/93
34	First Aid and CPR	7/93
35	Firearms/Tear Gas	1/94
36	Information Systems	1/94
37	Persons with Disabilities	7/93
38	Gangs	7/93
39	Crimes Against the Justice System	7/93
40	Weapons Violations	7/93
41	Hazardous Material	1/94
42	Cultural Diversity	1/94