# PROGRAM NAME: Law enforcement Academy Authoring Team contact: Scott Donaldson

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**GUIDELINES**

**Time Frames:**

1. **Scope**:

The time frame of program review is five years, including the year of the review.

Data being reviewed for any item should go back the previous four years, unless not available.

1. **Deadline Dates**:

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

1. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:** Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

1. **Sources**: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are
2. aware is encouraged.
3. **Examples of Evidence Statements**:
4. Poor example: Core values are integrated into coursework. (Not verifiable)
5. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
6. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**THE PROGRAM REVIEW PORTAL** can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Please address any further questions regarding Program Review to the Institutional Effectiveness office (effectiveness@collin.edu, 972.599.3102 or 972.985.3714)

Section I. Are We Doing the Right Things?

Executive Summary:

The mission of the Collin College Law Enforcement Academy (CCLEA) is to provide the highest quality law enforcement instruction to its clients and to ensure at all times that the standards and requirements of the Texas Commission on Law Enforcement Officers Standards and Education are met or exceeded.

 To prepare the student mentally, morally, emotionally and physically to enter and successfully complete a law enforcement agency’s Field Training Officer program. The CCLEA will:

* Provide the highest quality training possible.
* Provide a learning environment with consideration for safety.
* Maintain a well-disciplined academic environment, resulting in highly disciplined graduates.
* Provide a learning environment that is free from discrimination based on race, sex, religion, age, national origin, color, disability, veteran status, or any other basis protected by law.

**WHAT DOES YOUR PROGRAM DO?**

* 1. Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

**Philosophy and Purpose Statement**

Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:

* Academic courses in the arts and sciences to transfer to senior institutions.
* Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
* Continuing adult education programs for academic, professional, occupational and cultural enhancement.
* Developmental education and literacy programs designed to improve the basic skills of students.
* A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
* Workforce, economic, and community development initiatives designed to meet local and statewide needs.
* Other purposes as may be directed by the Collin Board of Trustees and/or the laws of the State of Texas.

**ACCREDITATION**

Collin College was granted full accreditation as a licensed Law Enforcement Academy by the Texas Commission on Law Enforcement (TCOLE) in 1990. The staff and faculty of the academy are committed to the success of each individual who attends this program.

The successful completion of the TCOLE Basic Peace Officer Course (BPOC) is required in order to become a licensed Peace Officer in the State of Texas. The BPOC program prepares the student to sit for the licensure examination administered by TCOLE. The cadet who successfully completes this program makes application to TCOLE for licensure; upon successful completion of the course and upon employment (or as a reserve officer) by a Texas Law Enforcement Agency. Completion of the program of study does not guarantee employment.

**Marketable Skills**

**Collin College Law Enforcement Basic Peace Officer Course Certificate**

* Demonstrate proficiency in firearms, defensive tactics and emergency vehicle operations.
* Demonstrate proficiency in de-escalation techniques.
* Demonstrate proficiency in initial investigations and crime scene management.
* Demonstrate proficiency in offender interactions.
* Demonstrate proficiency in crisis intervention for mentally ill and emotionally disturbed persons.
* Demonstrate an understanding of constitutional law, criminal law, and the criminal justice system.
* Demonstrate proficiency in the laws of arrest, search and seizure.
* Demonstrate proficiency in use of force options.
* Demonstrate proficiency in arrest procedures.
* Demonstrate an understanding of professional police practices.
* Demonstrate an understanding of illegal substances and special regulations.
* Demonstrate an understanding of victims of crime.
* Demonstrate proficiency in patrol operations.
* Demonstrate proficiency in emergency medical assistance.
* Demonstrate an understanding of all hazards training.

**Collin College Basic County Corrections Course Certificate**

* Demonstrate an understanding of TCOLE and academy rules overview.
* Demonstrate an understanding in facility oversight and concepts.
* Demonstrate an understanding in human relations.
* Demonstrate an understanding in mental health, de-escalation techniques and suicide.
* Demonstrate an understanding in intake procedure.
* Demonstrate an understanding in classification.
* Demonstrate an understanding in inmate services.
* Demonstrate an understanding in inmate health care.
* Demonstrate an understanding in facility security protocols.
* Demonstrate an understanding in legal responsibilities.
* Demonstrate proficiency in defensive tactics.
* Demonstrate an understanding in documentation process.

**Collin College Basic Telecommunications Certificate**

* Demonstrate an understanding of the Telecommunicator’s role and responsibilities in public safety.
* Demonstrate an understanding of communication resources and confidentiality.
* Demonstrate an understanding of telecommunication systems and technology.
* Demonstrate an understanding of basic communication skills.
* Demonstrate an understanding of call classification and procedures.
* Demonstrate an understanding of radio communication techniques.
* Demonstrate an understanding of liability and legal issues.
* Demonstrate an understanding of stress management.

 The Collin College Law Enforcement Academy offers certification course for Basic Peace Office, Basic Correctional Officer, and Telecommunicator. The Collin College Law enforcement Academy offers intermediate core course for incumbent offers wishing to obtain their Intermediate Peace Offer License. The Collin College Law Enforcement Academy offers a variety of continuing education courses that serve all members of the criminal justice system. Graduates of our certificate programs are eligible to work statewide. This includes but is not limited to Police Departments, Sheriff Offices, 9-11 and other emergency communication centers.

 Since moving to the Public Safety Training Center in September of 2018, the Collin College Law Enforcement Academy has served a multitude of criminal justice agencies. This includes 226 Texas Police agencies, 82 Texas County Offices, 7 Texas State Agencies, and 13 Federal agencies. 25 Law Enforcement Agencies have sent us cadets for the Basic Peace Officer Course. 5 Cities and Sheriff’s Offices have sent us officers for Basic Correctional officer certification. Officers from 22 different states have visited the Law Enforcement Academy for training.

The Collin College Law Enforcement Academy is regulated by the THECB and Texas Commission on Law Enforcement.

## 2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:**
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (either 2020 Vision or the 2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

 The Collin College Law Enforcement Academy has made major changes over the last five years, none more important than the opening of the public safety center. Being relocated to a designated area specific for police and fire training has afforded the opportunity to expand training. Police cadets are now able to train in a controlled environment allowing them to carry their equipment during the academy. Reality based force on force training is now integrated throughout the academy. In-service course offerings have increased due to outside host agencies utilizing the training center. Facility usage has grown tremendously over the last three years. The Basic Correctional Officers have a dedicated room for classroom lecture and are able to utilize the defensive tactics room for their training.

 Below are examples of testimonials from stakeholders gathered for a 1 year Public Safety Training Center Update provided to the Executive Leadership Team.

*“The Collin County Sheriff’s Office sends our Deputy Sheriff and Detention Officer candidates to the Collin College Law Enforcement Academy for the basic training they need to begin their careers in law enforcement. We do this because we are confident in the training and insight the CCLEA provides. Further, our Deputies take advantage of the outstanding facilities at the Public Safety Training Center to enhance their training and professional development. We are thankful for the quality training services that we receive from Scott and his staff and look forward to continuing this relationship in the future.”*

 *~ Collin County Sheriff Jim Skinner*

*“The new Collin College Public Safety Training Center has been a tremendous success in its first year of operation.  It has not only served as a much-needed resource in the North Texas area, but is a model for training centers around the nation.  The law enforcement side of the Center is ably led by Scott Donaldson and his knowledgeable staff.  The courses are full of students and the demand for more training is high.  The Collin College Public Safety Training Center is well positioned to become the premier training academy in Texas.  The McKinney Police Department highly values our partnership with the Training Center.”*

 *~ Chief Greg Conley, McKinney Police Department*

*“(Collin College was) able to provide a state-of-the-art facility with classrooms as well as an indoor firearms range that provided an optimum teaching and learning environment,”*

 *~ Lonny Haschell, Public Information Officer for the Texas Department of Public Safety.*

The Law Enforcement Academy has emphasized cross training and ensuring daily operational tasks and training can continue in the absence of a staff member. This includes scheduled topic specific meetings to ensure Law Enforcement Academy professional development is delivered to staff.

These are just a few examples of how the Law Enforcement Academy is supporting the 2020-2025 Collin College Strategic Plan.

**STRATEGIC GOALS 2020-2025**

* Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.
* Develop and implement strategies to become a national exemplar in program and student outcomes.
* Create and implement comprehensive integrated pathways to support student transitions.
* Develop and implement a comprehensive staffing and succession model.
* Develop a coordinated and systematic approach to engage external stakeholders.

## 3. Why we do the things we do: Program relationship to student demand

##  Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students.

Enrollment numbers for the Basic Peace Officer Course and Basic Correctional Officer course continue to remain steady. Enrollment numbers for continuing education in service course remain steady also and continue to follow the Texas Commission on Law Enforcement training cycle.

Many Collin County agencies are experiencing population growth. This will result in the need for police agencies to expand their manpower. This will most likely result in an increase of demand for the Basic Peace Officer Course. Current proposed legislation also may require the need to train municipal jail officers which could result in a large demand for the Basic Correctional Officer Course.

Current proposed legislation will most likely result in the need for new mandated training which could result in a large increase in demand on continuing education in-services course.

The addition of numerous legislatively mandated courses in the new Basic Peace Officer course could result in a decrease in enrollments for these specific courses.

The topic of disproportionate enrollment is challenging to analyze for the law enforcement academy. Nearly every student that we serve is sent to us by their employer. These agencies maintain and practice their own philosophy and hiring procedures. The Law Enforcement Academy almost never gets to decide on the selection process of students for courses. The fact is, law enforcement is still a male dominated workforce. The Law Enforcement Academy does, however, conduct outreach programs and often hosts tours to community members and stakeholders to showcase the facility. Tours have included Lewisville ISD Police Explorers, Celina ISD, Leadership North Texas, Leadership McKinney, The Association for Learning Environments, and Oklahoma City Metro Technology Centers.

[*Note from Collin College Institutional Research: Due to the nature of CE programs, the Law Enforcement Academy’s students typically do not declare majors, as recorded in the Banner Student data system. This limits the availability of accurate, representational estimates about the demographic properties of Law Enforcement’s students.-David Liska, Institutional Effectiveness Data Coordinator 2/4/21*]

Facility usage is expected to continue to grow over the next five years.

 It is difficult to track numbers for the last five years due to the move to the public safety training, change in leadership, increase number in fulltime staff and a revamping of all operations. However, a comparison of numbers for the first year at the Public Safety Training Center provides the following data:

Law Enforcement Academy 2018 v 2019

* 82% increase in Basic Peace Officer students
* 15% increase in Basic Correctional Officer students
* 75.5% increase in In-service students
* 76.9% increase in course offerings

This resulted in an overall 44.4% increase in contact hours and a total revenue increase of 138.5%

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates.**

**Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, Burning Glass, O-Net, Texas LMI**

The almost certain police reform and legislatively mandated training will result in an increase in the need for continuing education course offerings. The heavy growth in population across the county and North Texas Regions will result in the need for more police officers and Basic Correctional Officers. This will result in the demand for more of these course offerings. This provides implications to the program over the next five years. Data obtained from JobsEQ (Collin County), O\*NET, and Workforce Solutions of North Central Texas note:

Careers in Law Enforcement Police/Sheriff’s Patrol Officers Average Salary: $74,400

Job Growth: 19.3%. Job growth is projected from 2020-2027.

The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary.

There are numerous competing programs in the area. Collin College Law Enforcement Academy has achieved the reputation of being a premier college based law enforcement academy and is the training location of choice for several agencies. Non-college based academies are also in the area. They have the advantage of not being held to THECB rules, however, are not able to provide the lower tuition that college based academies can.

Currently the Basic Peace Officer course has maintained high enrollment numbers and often has a waiting list for the class. In-service course numbers have remained steady to continue to flow with the mandated training cycle required by TCOLE. The Basic Correctional Officer course numbers have remained steady. Possible legislation could result in a higher need for municipal jailers in the area.

100% of the Basic Peace Officer and Basic Correctional Course students found related employment with six months of graduation.

Section II. Are We Doing Things Right?

**5. How effective is our curriculum, and how do we know?**

1. **Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

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| **Basic Peace Officer Course** | **FY08** | **FY17** | **FY18** | **FY19** | **FY20** | **FY21** |
| **ENROLLMENT** |  | **56** | **17** | **31** | **52** | **23** |
| **PART-TIME BPOC** |  |  |  |  |  |  |
| **FULL-TIME** |  | **56** | **17** | **31** | **75** | **23** |
| **INDIVIDUAL**  |  | **7** | **6** | **4** | **0** | **0** |
| **EMPLOYED WITH AGENCY** |  | **49** | **11** | **27** | **75** | **0** |
| **COMPLETERS** |  | **41** | **34** | **47** | **48** | **21** |
| **STUDENTS TOOK LICENSING EXAM** |  | **41** | **34** | **47** | **48** | **21** |
| **Total TCOLE FIRST FAILED EXAMINE** |   | 0 | 0 | 0 | 0 | 0 |
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1. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: TCOLE measures licensure in three year cycles. Attached is a copy of the Academy Pass Rate Previous 3 Fiscal Years

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|  | Jailer License |
|  | FY 2018 | 5 | 83 | 81 | 77 | 81 | 95.062 |
|  | FY 2019 | 4 | 68 | 68 | 65 | 68 | 95.588 |
|  | FY 2020 | 3 | 55 | 54 | 48 | 52 | 88.889 |
|  | Totals/Average | 12 | 206 | 203 | 190 | 201 | 93.596 |
|  | Peace Officer License |
|  | FY 2018 | 2 | 34 | 34 | 33 | 34 | 97.059 |
|  | FY 2019 | 3 | 47 | 47 | 47 | 47 | 100.000 |
|  | FY 2020 | 1 | 27 | 27 | 27 | 27 | 100.000 |
|  | Totals/Average | 6 | 108 | 108 | 107 | 108 | 99.074 |

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1. **Retention Standard: 78% of students enrolled in program courses on the start date should still be enrolled on the last class day (grades of A through F).**Basic Peace Officer Course retention rate is 96.79%
Basic Correctional Officer retention is 98.54%

**B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Contact Hour Standard: There are no more than 779 contact hours in the program plan.**Number of contact hours in the program plan:
* Basic Peace Officer Course775 hours.
* Basic Correctional Officer Course 120 hours.
1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers:
* There were 191 Basic Peace Officer Course completers in last five years.
* There were 322 Basic Correctional Officer Course completers in the last five years.

**C. Make a case with evidence that the program curriculum is current.**

Both the Basic Peace Officer Course and Basic Correctional Officer course have mandated curriculum that is required by the Texas Commission on Law Enforcement. The current Basic Peace Officer Course state mandated training is 696 hours. The Collin College Law Enforcement Academy currently offers a 775 hours course, 79 additional hours of training.

***Current Texas Commission on Law Enforcement Basic Peace officer Course mandated curriculum:***

Module A Introduction/Orientation

1. Administrative/Departmental Overview

Module B Professional Police Practices

1. Professionalism and Ethics

Unit Goal: Understand and respect professionalism as it applies to law enforcement.

* 1. Discuss the concept of professionalism.
	2. Discuss the characteristics of professionalism.

Unit Goal: Understand and accept the crucial role of ethics as related to professionalism

* 1. Discuss the Law Enforcement Code of Ethics
	2. Discuss ethical dilemmas in law enforcement.
	3. Discuss the differences between physical and moral courage.

Unit Goal: Understand the civil and criminal laws related to unethical behavior of peace officers.

1.6 Discuss Title 8 of the Texas Penal Code in relationship to an officer’s behavior.

1.7 Explain relevant federal criminal law in relationship to an officer’s behavior.

 1.8 List civil penalties for sexual harassment and inappropriate officer conduct.

1. **Professional Policing**

Unit Goal: To develop a knowledge of the development and influence of the evolution of police service models and styles.

* 1. Describe significant historical events that have influenced policing in the United States.
	2. Describe the historical development of police service models or styles
	3. Describe the evolution of policing in Texas.
	4. List the requirements of licensees under selected sections of the current Commission Rules.
	5. Explain the traditional police service model.
	6. Define “community policing” and explain this service model.

Unit Goal: To increase the understanding of the organization's role in society and police organizational issues.

* 1. Interpret the police organization’s role in society.
	2. Recognize the values of providing quality police customer service.
	3. Analyze the characteristics of traditional (formal) police organizational structure and police subculture (informal).
	4. Discuss the concept of Crime Stoppers and the function of the organization.
1. **Fitness, Wellness, and Stress Management**

Unit Goal: Demonstrate an understanding of basic fitness and wellness concepts related to the ability to perform law enforcement job tasks and to maintain a high level of fitness and wellness.

* 1. Describe the importance and relevance of health habits, fitness and wellness to

 the law enforcement profession.

* 1. Identify the guidelines and principles of a safe exercise program
	2. Identify the principles of an exercise program
	3. Identify FITT guidelines for thresholds of fitness training related to

 cardiovascular, strength, anaerobic and flexibility training.

* 1. Identify the components of an exercise program
	2. Identify safety measures for fitness training

Unit Goal: Demonstrate an understanding of nutrition concepts required to maintain a high level of performance, fitness and wellness.

* 1. Describe the relationship between nutrition and performance
	2. Identify healthy nutritional strategies.

Unit Goal: Be aware of the causes and effects of stress in the lives of peace officers.

* 1. Explore types of stress related to the law enforcement profession.
	2. Identify the emotional and physical symptoms of the stress response physiology

 of stress

* 1. Identify common stressors of peace officers

Unit Goal: Develop personal strategies for the positive management of stress

* 1. Recognize strategies to manage stress
	2. Identify ways to reduce stress through relaxation

Unit Goal: Explain what happens physically and psychologically when confronted with survival stress, critical incident stress or post-traumatic stress disorder.

* 1. Discuss what happens physically and psychologically when confronted with

 survival stress and explore ways to positively channel these changes

* 1. Discuss physical and psychological effects of Critical Incident Stress and Critical

 Incident Stress (CIS) Definition

* 1. Explore ways to prepare and assist yourself or someone else cope with a critical

 incident with minimum of pain and scarring

* 1. Discuss Post Traumatic Stress Disorder

Unit Goal: Increase awareness of signs and intervention strategies for suicide amongst police officers.

* 1. Increase awareness of prevalence of suicide
	2. Recognize common signs of suicidal thoughts and behavior
	3. Identify strategies to assist a coworker contemplating suicide

Unit Goal: Become aware of the problems, symptoms, and responses to substance abuse in law enforcement

* 1. Identify the extent of alcohol and drug abuse in the law enforcement work place
	2. Explain myths and realities of alcoholism
	3. Discuss signs and symptoms of drug / alcohol abuse and the personal

 consequences of personal use

* 1. Discuss responsibilities an officer has to a co-worker when substance abuse

 threatens the safety and efficiency of the department.

* 1. Discuss consequences of steroid abuse
1. **TCOLE Rules**

Unit Goal: Explore the form and structure behind the Texas Commission on Law Enforcement (TCOLE) Rules

* 1. Define the TCOLE mission as it pertains to the establishments of standards and its enforcement of such.
	2. Discuss the History and importance of TCOLE
	3. List how the TCOLE rules are organized
	4. Identify the criteria for TCOLE Rules concerning basic training and enrollment standards.
	5. Identify the criteria for Continuing Education for Licensees and explain the 24-month training unit and the 48-month training cycle.
	6. Identify the Proficiency Certificate Requirements.
	7. Identify the requirements for attempting a licensing exam.
	8. Identify the actions taken by the Commission against a licensee.
	9. Explain the process of reporting a licensee arrest.
	10. Discuss the significance of the Texas Peace Officers’ Memorial and the National Law Enforcement Memorial
1. **Multiculturalism and Human Relations**

Unit Goal: To increase awareness of the role of multiculturalism in law enforcement.

* 1. Discuss the definitions, key concepts, and origins of prejudice.
	2. Identify forms of prejudice.
	3. Discuss personal prejudices.
	4. Define key functions of discrimination.

Unit Goal: To increase the awareness of the importance of human relations in law enforcement.

* 1. Evaluate and discuss the importance of not allowing personal prejudices to affect

 professional behavior.

* 1. Discuss the value of, respect for, and sensitivity to the feelings and needs of others.
	2. Discuss the public’s perceptions of and attitudes toward peace officers.
	3. Discuss cross-cultural communication and its tie to conflict resolution.
1. **Racial Profiling (TCOLE 3256)**

Unit Goal: The student will be able to identify the legal aspects of racial profiling.

6.1 Identify the legislative requirements placed upon peace officers and law

 enforcement agencies regarding racial profiling.

6.2 Discuss Supreme Court decisions and other court decisions involving appropriate

 actions in traffic stops.

Unit Goal: The student will be able to identify logical and social arguments against racial

 profiling.

 6.3 Identify logical and social arguments against racial profiling.

Unit Goal: The student will be able to identify the elements of both inappropriate and

 appropriate traffic stops.

 6.4 Identify elements of a racially-motivated traffic stop.

**Module C Constitutional Law, Criminal Law, and the Criminal Justice System**

1. **US, Texas Constitution, and Rights**

Unit Goal: Discuss the rights of citizens in the US Constitution, the Texas Constitution, and the Texas Code of Criminal Procedure

 7.1 Discuss the provisions of the US Constitution, Bill of Rights, the Texas Constitution,

 and the rights set out in Chapter I of the CCP

 7.2 Outline the structure and role of the Criminal Justice System.

 7.3 Explain how the three components of the criminal justice system directly affect each

 other.

 7.4 Identify the differences between civil and criminal law.

 7.5 Identify the civil/criminal courts and their jurisdiction.

* 1. Identify who are magistrates and their duties
1. **Penal Code**

Unit Goal: The student will identify the organization, general provisions, and definitions of the Texas Penal Code. Given a scenario, the student will properly identify the offense, elements of that offense, offense category, punishment, and any exceptions to that

offense as defined in the Texas Penal Code.

 8.1 Describe the organization of the PC

 8.2 Define the General Provisions of the PC.

 8.3 Define and differentiate between Exception, Defense and Affirmative Defense

 8.4 Describe the components of a penal code offense

 8.5 Identify when one person is Criminally Responsible for Conduct of Another and

 General defenses to Criminal Responsibility.

 8.6 Classify offenses and their punishment.

 8.7 Identify appropriate enhancements

 8.8 Identify and apply the elements of offenses as they relate to inchoate offenses

 8.9 Define and apply offenses involving unlawful killing of another

 8.10 Define and apply the elements of offenses involving unlawful restraint and

 kidnapping

 8.11 Define and apply offenses involving unlawful concealment and/or transportation of

 persons

 8.12 Describe and apply sexual offenses

 8.13 Define and apply the elements of assaultive offenses against persons

 8.14 Define and apply the elements of offenses against the family

 8.15 Define and apply the elements of crimes against property

 8.16 List and apply the elements of robbery

 8.17 List and apply the elements of offenses involving illegal entry

 8.18 Describe and apply the elements of offenses involving the illegal acquisition of

 property

 8.19 Explain and apply the elements of crimes involving fraud

 8.20 Define exploitation and apply the elements of the offense

 8.21 Define and apply the elements of technology crimes that use computers

 8.22 Explain telecommunication crime and apply the elements of these crimes

 8.23 Define and apply the elements of offenses of bribery and corrupt influence8.24 List

 and apply the elements of offenses involving perjury and falsification

 8.25 Define the offenses against government operations and apply their elements

 8.26 List the elements of offenses involving governmental abuse and apply those

 elements

 8.27 Define offenses against the public order, list and apply their elements

 8.28 Define the offenses involving prostitution and apply the elements of those crimes

 8.29 List and apply the elements of crimes against public decency

 8.30 List and apply the elements of weapons offenses, define prohibited weapons and

 firearms

 8.31 List and apply the elements of gambling offenses

 8.32 Define offenses involving illegal use of tobacco

 8.33 Define intoxication, list and apply the elements of offenses involving intoxication

 8.34 Define organized crime and list the elements needed for these crimes

1. **Code of Criminal Procedure**

Unit Goal: This unit covers those sections of the CCP that are not covered in other sections.

 9.1 Discuss the statutory authority for administration of criminal procedure as

 Enumerated by the Texas Code of Criminal Procedure (CCP).

 9.2 Identify who are peace officers.

 9.3 List the duties of peace officers.

 9.4 Discuss Family violence prevention duties

 9.5 List the duties of officers relating to threats of injury or death to persons or damage

 to property.

 9.6 List the duties of officers relating to suppression of riots and other disturbances.

 9.7 List the duties of officers relating to protective orders for victims of sexual assault.

1. **Arrest, Search, and Seizure**

Unit Goal: Understand the legal authorities as they pertain to the role of the peace officer and the rights of citizens regarding arrest.

 10.1 Define terminology associated with arrest.

 10.2 Discuss the three classifications of interactions between peace officers and persons

 10.3 Discuss actions a law enforcement officer can take having “mere suspicion”

 10.4 Identify the necessary conditions for arrest.

 10.5 Discuss Probable Cause and Arrest without Warrant:

 10.6 Discuss the issues surrounding custodial statements.

 10.7 Describe the basic criteria for obtaining, executing and returning an arrest warrant.

 10.8 Describe the basic criteria for Warrantless Search

 10.9 Describe the basic criteria for Search Warrant.

 10.10 Discuss the difference between no knock search warrant vs knock and announce

 warrant

 10.11 Describe the basic court documents required to charge.

 10.12 Explain the bail procedure

1. **Asset Forfeiture (TCOLE 3277)**

Unit Goal: The student will be able to demonstrate an understanding in the area of forfeiture of seized property.

* 1. Identify the requirements for officers as to asset forfeiture training as established

 by the legislature in Chapter 1701 Occupations Code.

* 1. Identify the philosophy behind forfeiture and the extent to which it is appropriate.
	2. Identify definitions of contraband and proceeds
	3. Identify defenses to forfeiture.
	4. Identify issues regarding pre-seizure planning
	5. Identify search and methods of seizure
	6. Identify post seizure procedures.
	7. Identify forfeiture proceedings under 59.04
	8. Identify other considerations in forfeiture cases

1. **Identity Crimes (TCOLE 3277)**

Unit Goal: Defining Identity Crimes

 12.1 Recognize the types of identity crime.

 12.2 Provide a definition of identity crime.

 12.3 Identify types of crimes associated with identity crimes.

 12.4 List personal and financial identifiers.

 12.5 Identify current trends associated with identity crimes.

Unit Goal: The student will be able to recognize how identity crimes occur.

 12.6 Identify how identity crime is commonly perpetrated.

 12.7 Identify techniques used to procure false identification.

Unit Goal: Laws and statutes governing identity crimes

 12.8 Identify the federal statutes dealing with identity crimes.

 12.9 Identify the state statutes dealing with identity crimes.

 12.10 Define the term “security alert,” according to the Business Code.

 12.11 Define “security freeze,” according to the Business Code.

Unit Goal: Prosecuting Identity Crimes

 12.12 List information needed for an ID crime offense report.

 12.13 Identify the governmental and business entities that are notified in identity crimes.

Unit Goal: The student will be able to recognize techniques for educating victims and the public on identity crime prevention.

 12.14 Identify techniques for educating victims and the public on identity crime.

 12.15 List guidelines for personal protection against identity crime.

 12.16 List the steps to take if identity crime occurs.

1. **Consular Notification**

Unit Goal: The student will understand the duties and responsibilities of the officer regarding consular notification.

 13.1 Identify the provisions of consular notification as per the Vienna Convention on

 Consular Notification and bilateral treaties.

 13.2 Identify the steps to be taken when a foreign national is arrested.

 13.3 Identify the purpose of the Vienna Convention on Consular Notification treaty and

 bilateral treaties.

 13.4 Identify the forms of access a consular official may have to an arrested foreign

 national.

 13.5 Demonstrate use of the Consular Notification, Access Handbook, Consular

 Notification, and Access Reference Card.

1. **Civil Process**

Unit Goal: Obtain basic knowledge of civil law procedures, consequences associated with law enforcement duties, and vocabulary associated with civil law action.

 14.1 Identify possible imposed liabilities for improper acts by the officer and the outcomes

 occurring in that course of action

 14.2 Describe the difference between civil and criminal law.

 14.3 Describe the differences and penalties between general contempt of court and

 constructive contempt of court.

Unit goal: The student will be able to identify how courts are established and their jurisdictions.

 14.4 Students will be able to identify the constitutionally, and legislatively created courts

 of Texas.

 14.5 Identify the general court jurisdiction of Texas.

 14.6 Describe civil actions, procedures and process.

**Module D Illegal Substances and Special Regulations**

1. **Health and Safety Code and Controlled Substance Act**

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

 15.1 Define the following terms contained in the Texas controlled Substances Act,

 Health & Safety Code (HSC).

* 1. Identify the six major categories of controlled substances.
	2. Using the appropriate resource, identify penalty groups for manufacture,

 delivery, and possession of controlled substances, simulated controlled

 substances,

 controlled substance analogues, and other controlled substance offenses

* 1. Identify Enhancements that may affect the punishment one receives for

 violating the Texas drug laws.

* 1. Define the following terms pertaining to dangerous drugs.
	2. Identify commonly abused drugs.
	3. Identify common paraphernalia that may indicate substance usage.
	4. Discuss the elements of following violations related to possession, delivery, and

 manufacture of dangerous drugs and for forging or altering a prescription.

* 1. Identify the use of uncorroborated testimony and its effect in drug cases.
	2. Identify the procedures to be followed in the seizure and destruction of

 dangerous drugs.

 Unit Goal: The student will know narcotic investigation techniques and procedures.

 15.11 Identify and explain the common places of concealment of controlled substances

 and dangerous drugs on or in persons, places, and things.

 15.12 Identify the incidence of drug interdiction and common characteristics of drug

 smugglers and their vehicles.

 15.13 Identify appropriate interview techniques and factors contributing to probable

 cause in drug investigation.

 15.14 Discuss methods of identifying suspected controlled substances and dangerous

 Drug

1. **Alcoholic Beverage Code**

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

 16.1 Define the following terms from the Alcoholic Beverage code

 16.2 List the duties of peace officers as related to the Alcoholic Beverage Code

 16.3 List the items that may be listed for a search warrant, who may issue the warrant,

 and explain the difference between a search and an inspection

 16.4 Identify the offense and its punishment

 16.5 List the legal hours of sale and/or consumption of alcoholic beverages as well as the

 penalty for violations

 16.6 Differentiate between criminal and administrative actions.

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

1. **Family Violence, Child Victims, and Related Assaultive Offenses**

Unit Goal: Understanding the dynamics of family violence.

 17.1 Discuss how victims might be affected by family violence.

 17.2. Identify common characteristics of family violence offenders

 17.3. Describe the cycle of violence phases.

 17.4. Discuss the types of abuse often occurring in incidences of family violence.

 17.5. List examples of some barriers victims face when attempting to leave an abusive

 relationship.

Unit Goal: To enable the student to recognize the legal issues pertaining to family violence.

 17.6. Identify offenses and statutes that refer to family violence.

 17.7. Define family violence terms related to Title 4 of the Family Code; Protective Orders

 and Family Violence.

 17.8. Explain the application procedure for a protective order.

 17.9. Describe the protective order court hearing process.

 17.10. Describe the protective order and the consequences of violating it

 17.11. Discuss Conditions of Bond in family violence cases.

 17.12. Discuss the recommended steps in handling family violence calls involving

 temporary ex parte protective orders, protective orders, and magistrate’s order for

 emergency protection.

Unit Goal: To enable the student to recognize the legal issues pertaining to family violence.

 17.13. Identify the legal requirements relating to medical treatment and medical

 examinations of a child.

 17.14. Identify the legal requirements for taking possession of a child in an emergency.

 17.15. Discuss family violence situations and describe procedures for conducting

 preliminary investigations.

 17.16. Give examples of community resources and referrals

1. **Missing and Exploited Children (TCOLE 3275)**

Unit Goal: Abduction

 18.1: Based on their role as a first responder, investigator or supervisor, by the end of this

 section the participant will be able to determine specific steps to take upon

 receiving

 a report of a missing child while considering factors such as child history, individuals

 at the scene, evidence collection, search procedure and available resources.

Unit Goal: Attempted Abductions

 18.2 The participant will recognize state legal requirements in the reporting of attempted

 abductions as well as review the stages of initial response to the scene of a missing

 child.

Unit Goal: Children Displaced by Disaster
 18.3: By the end of this section, the participant will be able to predict challenges in the

 reunification of children with their guardians that take place before, during, and

 after the disaster as well as give examples of potential preventative and response

 solutions.

Unit Goal: Runaways

 18.4: After completing this section, the participant will be able to differentiate when

 reporting youth runaway cases is legally required as well as correlate youth runaway

 populations and risks for potential harm or exploitation.

Unit Goal: Missing from Care

 18.5: By the end of this section, the participant will be able to articulate conditions that

 may lead children to go missing from care as well as the manners in which offenders

 specifically target this population.

Unit Goal: Children with Special Needs

 18.6: Upon completing this section, the participant will be able to organize an appropriate

 response to the scene of a missing child with special needs based on best practices

 for recovery and available resources.

Unit Goal: Sexual Exploitation of Children

 18.7: By the end of this section, the participant will be able to identify risks posed to

 children for sexual exploitation, potential offenses related to child sexual

 exploitation, and grooming techniques commonly used by offenders.

Unit Goal: Child Pornography

 18.8: After reviewing this section, the participant will be able to utilize resources designed

 to combat the child pornography industry as well as relate data pertaining to

 offender demographics and behaviors.

Unit Goal: Online Solicitation

 18.9: Upon review of this section, the participant will be able to contrast the dynamics of

 teen and youth communication trends with the increased risk for offenders to

 manipulate young people.

Unit Goal: Sexual Offenders

 18.10: Upon completion of this section, the participant will be able to calculate the

 prevalence of sexual offending in the state of Texas based on registry data as well as

 formulate multiple outlets for resources in sexual offender investigations.

Unit Goal: Child Sex Trafficking

 18.11: By the end of this section, the participant will be able to specify methods used by

 traffickers to locate and manipulate potential victims as well as categorize

 trafficking crimes according to available state criminal provisions.

**19.Child Alert Check List**

Unit Goal: The Child Safety Check Alert List law (CSCAL) has existed since 2005. All peace officers should be familiar with the CSCAL and the purpose of the list.

 19.1 Discuss the purpose of the list.

 19.2 Provide some differences between a missing person report and CSCAL.

 19.3 Discuss the update to Family Code §261.301 Investigation of Report.

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

 19.4 List steps they must perform upon encountering a person listed on the CSCAL.

 19.5 Describe the authority law enforcement has to temporarily detain a child and

 child’s family for the purposes of assessing the well-being of that child.

 19.6 Describe proper placement and release of a child.

Unit Goal: When an officer encounters a child or person listed on the Child Safety Alert Check List, they must complete proper reporting.

 19.7 Describe what information they must report to the Department of Family and

 Protective Services and to the Texas Crime Information Center.

1. **Victims of Crime**

Unit Goal: Identify the psychological, social, and economic impact of crime from a victim’s standpoint.

 20.1 Identify the elements that encompass a crisis reaction.

 20.2 Identify phases of a victim’s reaction to crime (crisis).

 20.3 Discuss the ripple effect of crime victimization.

 20.4 Identify and discuss victim trauma and intervention techniques(s)

 20.5 Discuss the potential for secondary victimization by the criminal justice system and

 how to avoid it.

 20.6 Conduct an appropriate death notification.

Unit Goal: The student will be able to recognize statutory responsibilities relating to victims’ rights.

 20.7 Identify the legal basis of law enforcement’s responsibilities to victims’ rights.

 20.8 Identify crime victim liaisons and their duties.

 20.9 Summarize legal requirement for providing victims written notice.

 20.10 Explain rights granted to victims of crime.

 20.11 Identify 4 outcomes of effective assistance to victims.

1. **Human Trafficking**

Unit Goal: To increase the law enforcement communities awareness of the issue of human trafficking through the exposure of information including: victim identification, investigation, rescue and prosecution considerations, referral and service providers availability, the critical need for development of a coordinated community response, and the inter-connectivity of state, federal, and global human trafficking concerns.

* 1. Describe the concept of Human Trafficking from a global perspective
	2. Discuss definitions of the term human trafficking, based on international and U.S.

 laws

* 1. List the different forms of human trafficking
	2. Summarize the history of human trafficking
	3. Discuss modern trafficking patterns
	4. Discuss the factors giving rise to human trafficking
	5. Explain the stages of human trafficking
	6. Describe characteristics predominant in the identification of offenders, victims,

 and Consumers

* 1. Discuss the Art of Control Over Victims
	2. Explain the invisibility of victims and the difficulty identifying the victim of human

 trafficking

Unit Goal: Investigative Considerations

* 1. Explain the observational and investigative cues to identify trafficked victims
	2. Discuss how to identify trafficking offenders based on specified indicators
	3. Explain the differences in trafficker roles
	4. Discuss case management and interagency cooperation which can aide in

 investigation

* 1. Describe victim-centered approach in investigations
	2. Discuss best practices in investigations

Unit Goal: Legal Issues:

* 1. Discuss national and international perspectives concerning efforts to end human

 trafficking

* 1. Explain threshold requirements for eligibility of victim benefits and services
	2. Describe victim protections under the law
	3. List recent changes in human trafficking laws
	4. Discuss the Texas statute on human trafficking

Unit Goal: Victim Service Providers

* 1. Discuss the importance of victim service providers
	2. Summarize the types of victim service providers
	3. List victim service requirements as defined by legal parameters

Unit Goal: The Collaborative Approach

* 1. Explain the importance of inter-agency collaboration
	2. Discuss the importance of seeking help from the community
	3. Discuss human trafficking case studies
	4. Explain the importance of a proactive response to human trafficking
	5. Discuss challenges and barriers to effective investigations of human trafficking

**Module F Traffic Regulation**

1. **Traffic Code/Crash Investigation**

Unit Goal: Students will explore Transportation Code Laws, crash investigation, and methods of traffic control.

* 1. Discuss traffic laws contained in the Transportation Code (TC) and their

 applications.

* 1. Define the following terms in the TC.
	2. Define the following terms in the TC, as it relates to traffic, traffic areas, and traffic

 control.

22.4 Define the various miscellaneous terms listed in Chapter 541, TC.

22.5 Define dispose and litter in accordance with the Texas Health and Safety Code.

22.6 Explain the required obedience and the effect of the TC.

22.7 Identify who may and who may not be licensed to drive in the state of Texas, and

 the types and classes of licenses that exist under Texas statutes, and understand

 the restrictions thereon.

22.8 Discuss traffic signs, signals, and markings.

22.9 Given a driving situation, determine if a traffic law is violated as it applies to

 Chapter 545, Subchapter B, TC.

22.10 Given a driving situation, determine if a violation exists, as it applies to Chapter 545,

 Subchapter C, TC.

22.11 Given a driving situation, determine if a violation exists as it applies to Chapter 545,

 Subchapter D, TC.

22.12 Given a driving situation, determine if a violation exists as it applies to Chapter 545,

 Subchapter F, TC.

22.13 Given a driving situation, determine if a violation exists as it applies to Chapter 545,

 Subchapter G, TC.

22.14 Given a driving situation, determine if a violation exists as it applies to Chapter 545,

 Subchapter H, TC.

22.15 Given a driving situation, determine that a violation exists as it applies to Chapter

 545, Subchapter I, TC.

22.16 Identify legal requirements of operating emergency vehicles.

22.17 Given a driving situation, determine if a violation exists as it applies to vehicle

 equipment standards and maintenance.

22.18 Recognize the regulations relating to operation in municipalities and certain

 counties.

22.19 Recognize the regulations relating to pedestrians.

21.20 Discuss the regulations relating to arrest, and charging procedures, notices and

 promises to appear.

22.21 Examine the Drivers Responsibility Program

22.22 Given a driving situation determine if a violation exists as it applies to the operation

 of motorcycles.

22.23 Given a driving situation, determine if a violation exists as it applies to the operation

 of off-highway vehicles.

22.24 Review the regulations related to privileged parking.

22.25 Describe the regulations related to abandoned motor vehicles.

22.26 Discuss the requirement for registration of vehicles.

22.27 Describe the regulations regarding liability insurance for motor vehicles and financial

 responsibility.

22.28 Given a situation involving warning signs and devices, determine if a violation of law

 exists.

22.29 Review regulations related to the removal of injurious materials and wrecked or

 damaged vehicles from the highway.

22.30 Discuss the concept of Implied Consent.

21.31 Illustrate a working knowledge of the laws, methods, and techniques relative to

 crash investigation to include when and where the TC applies in crash investigation.

22.32 Apply the procedures for responding to and managing the crash scene.

22.33 Describe procedures for interviewing driver, complainant, and witnesses.

22.34 Identify and apply methods of measuring the crash scene and collecting any physical

 evidence.

* 1. Recognize the Texas Peace Officer Crash Report CR3
	2. Compile methods of traffic crash management and investigation

22.37 Control and direct traffic in a safe and legal manner.

22.38 Describe the legal authority to establish effective traffic flow based on situational

 priorities.

22.39 Review directing/controlling traffic while using appropriate positioning, signals, and

 equipment.

1. **Intoxicated Driver (SFST)**

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

23.1 Successful completion of the National Highway Traffic Safety Administration

 (NHTSA) SFST Course

23.2 Discuss the Chemical Tests

23.3 Recognize and prepare necessary forms concerning the intoxicated driver.

23.4 Identify the laws allowing dangerous drivers to borrow motor vehicles and

 forfeiture.

**Module G Communication/Language**

1. **Written Communication**

Unit Goal The student will demonstrate effective written communication skills.

24.1 Identify the Components of a Sentence:

24.2 Identify the process of writing complete sentences.

  24.3 Recognize sentence clarity problems and correct them.

24.4 Discuss the appropriate use of punctuation.

24.5 Describe the critical nature of effective field notes.

24.6 Demonstrate observation and descriptive skills.

24.7 List the types of information that should be entered into the officer’s field

 notebook.

24.8 List questions to be answered in field notes to complete a report.

24.9 Discuss the uses and essential characteristics of police reports.

23.10 List the eight essential criteria of a good police report.

24.11 List the common types of police reports.

24.12 Identify the difference between chronological and categorical ordering in report

 writing.

24.13 List the three basic kinds of information necessary in police reports.

24.14 Identify the importance of separating fact from opinion in police reports.

24.15 Identify the statutory authority relating to confidentiality of sex offense victims

1. **Verbal Communication/Public Interaction**

Unit Goal: Students will explore effective techniques of utilizing verbal communication/public interaction

* 1. Discuss the critical nature of effective verbal communication and the crucial

 components of paralinguistic, kinesics, and empathetic techniques

25.2 Define authoritative and authoritarian.

25.3 Discuss why the majority of arrests are made without physical force.

25.4 Define crises.

25.5 Define emotional intelligence (EQ) and recognize 3-essential elements of

 communication and 4-components of Connection.

25.6 Discuss how the human brain is usually programmed to answer a question.

25.7 Identify components of active listening.

25.8 Explain why it’s not advantageous to be emotionally triggered by a citizen’s use of

 profanity.

25.9 Define empathy.

25.10 Define paraphrasing.

25.11 Explain the concept that one cannot win an argument.

25.12 Explain the power of personalized respect.

25.13 Explain how names signify recognition and respect.

25.14 Define “nonverbal” and paralinguistic communication.

25.15 Identify each of the 6 Principles of Persuasion.

25.16 Identify the 5 Universal Truths.

25.17 Identify common communication blunders.

25.18 Identify a simple pattern of communication, to utilize in awkward situations,

1. **Spanish**

Unit Goal: Discussion of Hispanic culture and demonstration in proficiency of selected phrases in Spanish, as determined by local requirements.

* 1. List reasons for Spanish training of law enforcement officers.
	2. Discuss Hispanic culture
	3. List common Spanish words and phrases that would signal danger or impending danger.
	4. Recite common Spanish words or phrases that would assist an officer in the

 investigation and identification of suspects and witnesses:

* 1. Recite common Spanish phrases that will assist the officer conducting field

 interviews and traffic stops.

* 1. Recite common Spanish phrases that will assist the officer conducting accident

 investigations

26.7 Demonstrate proficiency using common Spanish phrases for command and control.

26.8 Demonstrate proficiency using common Spanish phrases for arrests.

**Module H Use of Force**

1. **De-escalation Strategies (TCOLE 1849)**

Unit Goal: Explain the purpose and focus of a de-escalation training: to improve the response of officers to incidents that involve persons in crisis, who are behaving erratically, emphasizing that public and officer safety are at the heart of this training process.

27.1 Describe the key principles of the Critical Decision-Making Model (CDM)

27.2 Explain each of the five steps of the CDM

* 1. Articulate the benefits of the CDM
	2. Use the CDM to describe the actions of a police officer handling a critical incident,

 through a video case study

Unit Goal: Incidents involving persons in crisis can have significant consequences. The ability to better evaluate the situation, slow the situation down, and de-escalate the situation whenever possible are needed skills for the officer first to arrive at the incident. Being able to lay the groundwork for a safe and successful conclusion is key.

* 1. Successfully identify behaviors associated with a person experiencing behavioral

 crisis

* 1. Recognize principles and best practices for effectively responding to a person in

 behavioral crisis.

* 1. Use some common tips and techniques for engaging and making a connection with

 a person in behavioral crisis

27.8 Describe and recognize the value of the emotional–rational thinking scale

Unit Goal: Today’s police officers have better equipment and technology than ever before, but the fact remains that nearly every encounter between a police officer and a member of the public starts and ends with words. Officers are safer and more effective when they use communication skills to their tactical advantage. The goal is to obtain voluntary compliance and resolve a situation without the use of force.

* 1. Use a range of communications skills to their tactical advantage.
	2. Explain the concepts and importance of active listening and demonstrate the use

 of key active listening skills.

* 1. Explain how non-verbal communications affect interactions with others and

 demonstrate the use of key non-verbal communications skills.

* 1. Demonstrate key verbal communications skills that are critical to defusing tense

 situations and gaining voluntary compliance.

* 1. Develop and use a variety of alternatives to hostile-sounding phrases

Unit Goal: No two critical incidents are exactly the same, it is not possible to teach officers a standard set of tactics that can be applied to every situation. There is no one-size-fits-all approach. But key concepts can be learned and applied. Through practice these sound tactical considerations can be applied to most non-firearms incidents.

* 1. Demonstrate critical pre-response and response requirements for critical

 incidents.

* 1. Explain use of the Critical Decision-Making Model (CDM) in responding to and

 managing a critical incident.

* 1. Demonstrate and explain key tactical expectations and roles when responding to a

 critical incident as a team.

* 1. Explain concepts such as “tactical pause,” “distance + cover = time,” and “tactical

 repositioning.”

* 1. Participate in an effective after-action review (AAR) of a critical incident.
	2. Use the CDM to explain key post-response expectations following a critical

 incident.

Unit Goal: Through videos and scenario case-studies officers will integrate the preceding curriculum and the concepts covered to recognize critical incidents and how to respond effectively, how to use communication skills appropriately, and how to use operational safety tactics designed for critical incidents.

27.20 Review the key concepts covered in goals 2-5.

27.21 Discuss the use of the Critical Decision-Making Model (CDM) in managing and

 resolving a critical incident.

27.22 Demonstrate their ability to put concepts into practice through successful

 completion of scenario-based training exercises

1. **Force Options Theory**

Unit Goal: The student will have an understanding of the legal authorities pertaining to peace officers’ use of force.

* 1. Define and analyze the following terms relating to use of force.
	2. Explain the legal authorities for the use of force.

28.3 Evaluate and explain the justification(s) for use of force.

* 1. Discuss the concepts regarding use of force.

28.5 Describe psychological aspects of the use of force.

28.6 Identify the deciding factors for use of force when affecting an arrest.

 28.*7 Identify moral considerations and forces affecting an officer's decision to use*

 *deadly force.*

*Unit Goal: The student will be aware of various force options or alternatives available to peace officers.*

28.8 List and discuss force options available to peace officers.

28.9 Identify the principal considerations in applying a use of force.

28.10 Discuss the impact of an officer’s professional presence.

28.11 Identify the various aspects of communication strategies used when dealing with

 the public.

28.12 Identify elements that an officer must recognize and control in every encounter.

28.13 Identify some helpful “tools” used in redirecting someone’s behavior using verbal

 persuasion.

28.14 Identify communication strategies used when dealing with violence and assault calls

28.15 Recognize criteria relating to a professional peace officer’s use of force.

28.16 Identify typical procedures that are followed after an officer-involved shooting.

Unit Goal: The student will understand the factors basic to unreasonable force and the possible

consequences when excessive force is used.

28.17 Identify the possible consequences that may arise from improper or excessive use of

 force.

28.18 Analyze factors that the courts use to determine if unreasonable force was used in a

 case.

**Module I Special Populations**

1. **CIT (1850)**

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

* 1. Discuss the origins of Crisis Intervention Training
	2. Discuss the problem of mental health crisis as it pertains to law enforcement
	3. Discuss SB 1849 and the legislative mandates that resulted.
	4. Reiterate the goal of CIT.
	5. Explain CIT’s impact on community relations.
	6. Define the meaning of “crisis” as it pertains to CIT.
	7. List several potential causes for a mental health crisis.
	8. Develop an increased awareness of mental illness and the adversity that surrounds

 a mental health diagnosis.

* 1. Define “insanity” and discuss how the term is defined in

 Texas.

* 1. Explore the concept of ‘normal’ versus ‘abnormal’ behavior.
	2. Review national and statewide statistics related to mental health, physical health,

 and the prevalence of these issues in the population.

* 1. Explore several reasons why many people do not seek treatment for mental illness.
	2. Explore the concept of ‘stigma.’
	3. Describe the role and complications of psychotropic medications.
	4. Describe some of the reasons people stop taking medications.
	5. Dispel common myths regarding mental illness.
	6. Review various mental illnesses and the impact such illnesses can have on a

 person’s life.

* 1. Identify behaviors associated with personality disorders.
	2. Identify behaviors associated with mood disorders.
	3. Identify behaviors associated with thought disorders.
	4. Identify symptoms associated with the ingestion specific types of drugs and

 controlled substances.

* 1. Identify symptoms and behaviors associated with cognitive disorders.
	2. Explore the causes of traumatic brain injury (TBI).
	3. Describe the symptoms and behaviors associated with dementia and Alzheimer’s

 Disease.

* 1. Identify methods most effective in talking to someone with dementia.
	2. Describe developmental disorders, and recognize the symptoms and behaviors

 associated with Autism Spectrum Disorders.

* 1. Define the term ‘intellectual disability’ and discuss what that means in terms of law

 enforcement interaction.

* 1. Distinguish the degrees of intellectual disability.
	2. Discuss effective communication methods for individuals that have an intellectual

 disability.

* 1. List some of the causes of Post-Traumatic Stress.
	2. Recognize symptoms and behaviors of an individual experiencing PTSD.
	3. Discuss the effects of trauma on veterans.
	4. Define a moral injury.
	5. Define survivor’s guilt.
	6. Recognize the symptoms and behaviors of PTSD in a veteran.
	7. Use the techniques to build rapport with veterans or others experiencing PTSD.

29.36B Describe the relationship between Inter-Personal Violence (IPV) and PTSD

* 1. Discuss the statistics and terminology of suicide and suicide prevention.
	2. Recognize symptoms and behaviors that indicate an increased suicide risk.
	3. List protective factors against suicide.
	4. Use a suicide risk assessment.
	5. Assist an individual to name and contact personal support resources.
	6. Discuss statistics and trends in law enforcement suicide.
	7. Discuss ways to change current mental health culture.
	8. Discuss a variety of advanced modes of communication to assist in dealing with

 someone in a crisis, and be able to display them in interaction and role play.

* 1. Discuss and be able to effectively utilize an initial Three-Point Assessment.
	2. Discuss and utilize the ‘5 Universal Truths of Human Interaction’
	3. Implement tactics for gaining trust and building rapport.
	4. Define the 80/20 rule
	5. Discuss the LEAPS model of communication, be able to list its components, and

 demonstrate proficiency in its use.

* 1. List and describe the crisis intervention skills involved in communicating with

 people experiencing mental illness.

* 1. Identify examples of ‘I’ statements versus ‘you’ statements.
	2. Define the terms tactical transparency
	3. Discuss options for responding appropriately to verbal abuse.
	4. Define the term “deinstitutionalization” and discuss the criminal justice system

 and its relationship with those suffering from mental illness.

* 1. Explore the relationship between homelessness, mental illness, and victimization.
	2. Explore legal considerations for police intervening in a mental health crisis, and

 learn about the provisions that pertain to law enforcement duties in the Health

 and Safety Code.

* 1. Read, fill out, and demonstrate proper implementation of a Police Officer

 Emergency Detention.

* 1. Discuss transportation options and officer safety.
	2. Define the term ‘diversion’ and discuss programs and options for avoiding the

 incarceration of those experiencing mental illness.

* 1. Discuss Mental Health Court as a form of diversion.
	2. Discuss community and referral resources and options within his/her respective

 geographical area.

1. **Traumatic Brain Injury (TCOLE 4066)**

Unit Goal: Discussion concerning what is brain injury?

30.1 Discuss the definition of brain injury

30.2 Describe an Acquired Brain Injury (ABI).

30.3 Describe a Traumatic Brain Injury (TBI)

30.4 Describe a Non-Traumatic Brain Injury

30.5 Compare traumatic and non-traumatic brain injuries

30.6 Appraise the prevalence of brain injuries

30.7 Examine the assorted causes of Traumatic Brain Injury (TBI)

30.8 Apply the leading causes of traumatic brain injury in the U.S. to a pie chart of

 percentages of causes

30.9 Examine the assorted causes of Non-traumatic Brain Injury

30.10 Differentiate populations with brain injury risk

30.11 The reality of Brain Injury

30.12 Discuss examples of historical persons who suffered with brain injury

30.13 Classify Brain Injury types with the accompanied severity factor

30.14 Recognize the significance of a “mild” brain injury

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

30.15 Categorize the functions of the brain

30.16 Inventory the three categories of change that develop as a result to a brain injury

30.17 Discuss the differences in the brain injury recovery process

Unit Goal: From knowledge to action

30.18 List the various health issues associated with a brain injury that a first responder

 will come in contact

30.19 Inventory brain injury prevention strategies in children

30.20 Inventory brain injury prevention strategies in older adults

30.21 Inventory brain injuries during a motor vehicle accident

30.22 Discuss the importance of wearing a helmet during sports activities

30.23 Identify the signs and symptoms of a brain injury

30.24 Apply course knowledge to case study scenario

30.25 Review effective communication techniques

30.26 Express reasons why appropriate communication is necessary when interacting

 with a person with a brain injury.

30.27 Distinguish “unmet needs” of a person living with a Brain Injury

30.28 Arrange a listing of resources to utilize when working with individuals with brain

 injury

30.29 Examine the impact a law enforcement officer has when interacting with the

 public

**Module J Arrest Procedures**

1. **Arrest and Control**

Unit Goal: Demonstrate knowledge and skills of strategies of defense.

31.1 Identify the three basic concepts of weaponless strategies.

31.2 Identify methods of weaponless defense.

31.3 In a dynamic controlled violence scenario, demonstrate techniques of weaponless

 defense taught in class.

31.4 Identify methods of weapons defense.

 31.5 In a dynamic controlled violence scenario, demonstrate techniques of weapons

 defense.

 31.6 Identify basic concepts of weapons retention

 31.7 In a dynamic controlled violence scenario, demonstrate techniques for weapons

 retention.

 31.8 Identify the differences between deadly and non-deadly use of force.

 Unit Goal: Demonstrate knowledge and skills of the physical process of arrest.

31.9 Identify factors influencing an officer’s discretionary authority in arrest and non-

 arrest situations.

 31.10 Identify risk factors and appropriate response.

 31.11 Evaluate the advantages of the various methods of approaching, confronting, and

 interviewing the suspect.

31.12 Explain methods of applying handcuffs and other restraining devices.

31.13 Demonstrate techniques of applying handcuffs and other restraining devices.

31.14 Explain methods of the physical search of suspects.

31.15 Demonstrate techniques of physical search of suspect.

31.16 Explain methods of escorting and transporting suspects.

31.17 Demonstrate techniques of escorting and transporting suspects.

 30.18 Demonstrate the ability to affect an arrest.

**Module K Investigations**

1. **Criminal Investigations**

Unit Goal: The student will have a working knowledge of the goals and objectives of criminal investigation.

* 1. Define Criminal Investigation.
	2. Identify the tools of the criminal investigator.
	3. List the goals of a criminal investigator
	4. Discuss the legal significance of evidence.
	5. Discuss the significance of proof beyond a reasonable doubt in criminal cases.
	6. List the characteristics of an investigator.

Unit Goal: The student will have a working knowledge of crimes against property and persons and characteristics of these crimes.

* 1. Discuss various types of property offenses and characteristics of these types of

 crimes.

32.8 Identify the characteristics of a street thief.

32.9 Explain what a “salvage switch” is and how it works.

32.10 Identify some common problems of dealership inventory control.

32.11 Identify some problems with car rental agencies (civil vs. criminal violations).

32.12 Identify some conditions of a vehicle that might lead an officer to suspect it to be

 stolen.

32.13 Identify some indicators that lead an officer to believe the vehicle is stolen after it

 has been stopped and observed.

32.14 Describe procedures for determining whether a vehicle has been impounded or

 repossessed in reported auto theft cases.

32.15 Identify the various types of offenses against persons and the characteristics of

 these type crimes.

Unit Goal: The student will obtain a working knowledge of basic preliminary investigatory procedures associated with various crimes.

32.16 Discuss the general procedures for conducting field identifications (show-ups) at the

 time of initial investigations.

32.17 Discuss general preliminary investigatory procedures to be followed when dealing

 with crimes against property.

32.18 Discuss general preliminary investigatory procedures to be followed when dealing

 with crimes against persons.

32.19 Identify the elements of the continuing or follow-up investigation, to include the

 introduction of various line-ups

Unit Goal: The student will obtain a working knowledge of forensic procedures and terminology related to homicide investigation.

32.20 Discuss the definition of “autopsy” and autopsy’s value in homicide investigations.

32.21 Discuss the significance of homicide investigation terms.

Unit Goal: To increase the student’s understanding of, respect for and actual application of the tasks required in conducting a criminal investigation.

32.22 Describe procedures to be taken upon arrival at the scene.

32.23 Describe procedures for identifying victim in case of serious injury or death.

32.24 Identify the available special units which may be called to the scene.

32.25 Identify information that should be made known to other officers.

32.26 Discuss the legal authority to protect the crime scene and establish the perimeters.

32.27 Describe procedures for securing the crime scene.

32.28 Discuss the objectives in conducting a crime scene search.

32.29 Identify the potential problems in conducting a crime scene search.

32.30 Demonstrate the selection and use of crime scene search methods.

31.31 Describe procedures involved in implementing a crime scene search.

32.32 Determine circumstances under which additional investigative and technical

 personnel should be called to conduct a crime scene search and when officers may

 vacate the scene.

32.33 Identify when evidence may and may not be used.

32.34 Identify the procedures to be followed in photographing a crime scene.

32.35 Discuss the value of crime scene sketches.

32.36 Describe the proper procedures for crime scene documentation.

32.37 Demonstrate methods for preparing a crime scene sketch.

32.38 Explain chain of custody.

32.39 Use procedures for establishing chain of custody.

32.40 Categorize the type of evidence to be collected for the type of offense committed.

32.41 Discuss safe methods for preserving evidence in original condition.

32.42 Apply procedures for obtaining information from victims, complainants and

 witnesses

Unit Goal: To recognize the components of and the differences between interviewing complainants/witnesses, victims and suspects.

32.43 Explain the legal requirements for conducting interviews.

32.44 Practice the techniques used in conducting an interview.

Unit Goal: To develop a basic understanding of the officer’s responsibility in the booking process.

32.45 List the reasons and procedures for search during booking.

32.46 Practice proper manner of detailed recording and securing of prisoner’s property.

31.47 Practice proper procedure to record all necessary booking data on a prisoner and

 vehicle impound information.

32.48 Identify the processes by which stolen and wanted information may be retrieved.

32.49 Identify procedures to follow when a prisoner and/or officer may have suffered

 bodily injury.

31.50 Identify results of a proper booking process.

Unit Goal: To prepare the student to be an effective courtroom witness.

32.51 Discuss the benefits of professional courtroom demeanor and appearance.

32.52 Employ the steps used to refresh memory in preparation for testimony.

31.53 Demonstrate proper demeanor when called to testify.

32.54 Describe methods of court procedure.

32.55 Use techniques for presenting effective testimony.

32.56 Discuss responses to questions within the limits of known information without

 speculation.

32.57 Explain the procedure for exclusion of witnesses from the courtroom.

32.58 Give examples of courtroom tactics used by defense attorneys.

32.59 Demonstrate the ability to testify effectively and to critique the testimony of

 others.

Unit Goal: To develop proficiency in the case management process.

32.60 Describe the reasons for case management.

32.61 Discuss the value of a properly prepared case folder.

32.62 Review the type of documentary information included in a case folder and in a

 prosecution summary.

32.63 Identify the necessity of properly prepared case files.

1. **Juvenile Offenders**

Unit Goal: The student will know the statutory authority and requirements for conducting investigations involving juveniles.

* 1. Identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile

 investigations.

33.2 Define specific terms relating to juvenile proceedings.

33.3 Define delinquent conduct; conduct indicating a need for supervision

33.4 Identify the legal requirements pertaining to a waiver of rights and requirements for

 admissibility of statements given by FC 51.09 and 51.095.

33.5 Identify the legal requirements on places and conditions of detention

33.6 Identify the legal restrictions on fingerprinting and photographing a child and

 administering a polygraph examination.

33.7 Identify the legal requirements for taking a child into custody.

33.8 Identify the legal requirements for release or delivery to court.

33.9 Identify the legal requirements for the release of a child brought before the court or

 delivered to a detention facility.

33.10 Identify the legal requirements for a detention hearing without a jury if the child is

 not released

33.11 Identify the legal requirements for disposition without referral.

33.12 Identify the rights and duties of parents.

33.13 Identify the legal requirements for investigation of report of child abuse or neglect.

 33.14 Identify the legal requirements relating to medical treatment and medical

 examination of a child.

33.15 Identify the legal requirements for taking possession of a child in an emergency.

33.16 Discuss Child Advocacy Centers (CACs)

33.17 Identify law enforcement’s legal requirement to notify schools upon arrest and/or

 referral to juvenile court

Unit Goal: The student will know the statutory authority and requirements for conducting investigations involving missing children, and missing persons.

33.18 Learn the legal definitions for a missing person or a missing child.

33.19 Learn the function of the State Missing Persons Clearinghouse (SMPC) and the

 required report forms.

33.20 Learn what the law enforcement requirements are once the child is reported

 missing to law enforcement.

33.21 Learn what steps are taken in a missing child investigation

33.22 Learn what records are confidential under the Texas Missing Persons and Missing

 Children’s Act.

33.23 Learn the proper steps to activate the Statewide AMBER Alert System.

Unit Goal: The student will understand the nature of juvenile issues related to youth involvement in gangs.

33.24 Identify the five domains of risk factors for youth joining gangs.

33.25 Discuss three important points associated with youth gang involvement

**Module L Vehicle Operation**

1. **Professional Police Driving**

Unit Goal: The student will acquire an understanding of an officer’s and agency’s legal obligations and liabilities when operating a vehicle.

34.1. Define an “authorized emergency vehicle.”

34.2. Identify the exemption requirement regarding the use of red light and siren.

34.3. Discuss that an officer operating a law enforcement vehicle under non-emergency

 conditions is subject to the same “rules of the road” as any other driver.

34.4. Identify the conditions under which an officer or law enforcement agency may be

 held liable for deaths, injuries, or incidents of property damage that occur while in

 an emergency vehicle being operated under emergency conditions.

34.5. Identify the issues that are usually addressed by a law enforcement agency’s pursuit

 policy.

34.6. Identify the effectiveness and limitations of emergency equipment and vehicle

 equipment.

34.7. Identify the three basic objectives of a pre-shift vehicle safety inspection.

34.8. Identify the components of a pre-shift vehicle inspection.

34.9. Identify the techniques of proper vehicle operation.

34.10. Identify the proper steering techniques for various aspects of vehicle operation.

34.11. Identify the following components of “defensive driving.”

34.12. Identify the factors which may contribute to traffic collisions

34.13. Explain what the circadian rhythm is, and why it affects safe driving.

34.14. Identify the reasons why “fatigue” is a physiological condition which poses a threat

 to safe driving.

34.15. Identify the following driving movements or activities most frequently contributing

 to law enforcement collisions.

34.16. Identify the advantages of using seat (safety) belts when driving a vehicle.

34.17. Identify traffic conditions that affect safe vehicle operation.

34.18. Identify the conditions which influence the overall “stopping distance” of a vehicle.

34.19. Identify the effects of speed upon a turning vehicle.

34.20. Identify, in the proper sequence, the components that make up total stopping

 distance.

34.21. Develop proficiency and demonstrate his ability, through a series of driving courses,

 to control a vehicle under acceleration, maneuvering, and braking conditions

**Module M Patrol Operation**

**35 Patrol Skills**

Unit Goal: To provide an understanding of the importance and methods of patrol function and preparation.

35.1. List the patrol functions.

35.2. Identify the methods of mental and physical preparation.

35.3. Identify basic safety awareness tactics.

Unit Goal: To provide an awareness of the hazards a peace officer may encounter when on patrol.

35.4 Determine the various kinds of hazards encountered while on patrol.

Unit Goal: To provide understanding of the various concepts and different techniques of patrol.

35.5 Identify the two types of problem area patrols.

35.6 Identify the advantages of the six different patrol modes.

35.7 Discuss the various patrol methods

Unit Goal: To provide an understanding of the various concepts and techniques used when confronting pedestrians and conducting field interviews.

35.8 Demonstrate a proper pedestrian stop.

35.9 Demonstrate techniques used while interviewing persons during field operations.

35.10 Discuss the use of the field inquiry.

Unit Goal: Demonstrate proper vehicle positioning per agency policy (Traffic Stops)

35.11. Define vehicle stop:

35.12 Discuss the phases of traffic stops

35.13 Describe the three general categories for vehicle stops:

* 1. Demonstrate the four basic positions for the patrol unit:
	2. Review the 8-step tactical vehicle stop:
	3. Explain the 7 basic tactics for making contact with the violator
	4. Demonstrate the 12 ambush zones:
	5. Discuss Case laws as they relate to Traffic Stops
	6. List the five responses that can happen to an officer if fired upon:

Unit Goal: To provide an understanding of the various concepts and techniques used to assess risk in calls for service.

35.20 Identify the procedures for safe responses to crimes in progress calls.

35.21 List the procedures for safe building searches.

35.22 Identify the procedures for safe response to incidents involving explosive devices.

35.23 Explain procedures for the safe response to an active shooter by the first

 responders

35.24 Establish an immediate action plan tactics.

35.25 Review a proper team formation of the diamond formation or linear (T) formation

 type.

35.26 Define terms related to crowd management.

35.27 Discuss procedures for responding to crowd control situations.

Unit Goal: To prepare the student to maintain the peace and safeguard lives and property during situations calling for crowd management.

35.28 Define selected types of crowds and mobs.

35.29 List the elements of the offenses relevant to crowd control.

35.30 Identify factors of responding to crowd control situations.

Unit Goal: To develop an understanding of, and appreciation for, the unique opportunities available through effective public service.

35.31 List the goals of public service.

35.32 Identify the consequences of public service.

35.33 Identify different methods designed to enhance public service.

35.34 Identify community resources that can be used for assistance in emergencies.

Unit Goal: Recognize the value of the crime prevention function and perform crime prevention activities.

35.35 Define the role of law enforcement in providing crime prevention services to the

 public.

35.36 Identify methods to gain citizen involvement in crime prevention.

35.37 List the elements of a crime prevention program.

Unit Goal: The student will understand the duties and responsibilities of the officer regarding consular notification.

35.38 Identify the provisions of consular notification as per the Vienna Convention on

 Consular Notification and bilateral treaties.

35.39 Identify the steps to be taken when a foreign national is arrested.

35.40 Identify the purpose of the Vienna Convention on Consular Relations (VCCR) treaty

 and bilateral treaties.

35.41 Identify the forms of access a consular official may have to an arrested foreign

 national.

35.42 Demonstrate use of the Consular Notification and Access Handbook and the

 Consular Notification and Access Reference Fax sheets/card.

36 **Radio Communications/LTFA/Amber-Silver Alert**

Unit Goal: Understand the key terminology and procedures necessary to communicate effectively via Public Safety Radio.

* 1. Identify key terms and the various services provided in public safety.
	2. Explain the officer’s basic role as it relates to initiating the state’s emergency

 response during disasters.

* 1. Identify protocol for consistent radio communication and laws that govern the use

 of the radio.

Unit Goal: Identify the four types of Alerts that are available through the Texas Department of Public safety and the criteria for each.

36.4 Discuss the goal of the Alert Program State Network

36.5 State the criteria for requesting an America’s Missing: Broadcast Emergency

 Response (AMBER) Alert.

36.6 State the criteria for requesting a Silver Alert.

36.7 State the criteria for requesting a Blue Alert.

36.8 State the criteria for request an Endangered Missing Persons Alert.

* 1. State the procedures for requesting an Alert.
	2. Describe the use of and difference between NCIC and TCIC.

**37 Civilian Interaction Training (TCOLE 30418)**

Unit Goal: History and Training Requirements

* 1. Discuss the Community Safety Education Act (SB 30, 85th Regular Session)
	2. Discuss the required law enforcement training requirements under the Community

 Safety Education Act

37.3 Review of the Seven Step Violator Contact

37.4 Identify expectations of officer demeanor on traffic stops.

Unit Goal: Proper civilian behavior during a traffic stop

37.53.1 Explain how uncertainty and ignorance may lead to unnecessary tension during

 traffic stops

37.6 Explain how civilians are being taught to act on traffic stops

37.7 Describe visual or audio recording of traffic stops

**38 Interacting with Deaf and hard of Hearing (TCOLE 7887)**

Unit Goal: Procedures for Interacting with Drivers who are Deaf or Hard of Hearing.

38.1 Define the terms “Deaf” and “Hard of hearing” as defined by Section 81.001 of the

 Texas Human Resource Code

* 1. Discuss appropriate techniques utilized to interact with drivers who are deaf or

 hard of hearing.

* 1. Identify practical suggestions for more effectively communicating with drivers who

 are deaf or hard of hearing.

* 1. Discuss the communication impediment program
	2. Distinguish what situations require an interpreter per student role-play

Unit Goal: Deaf and hard of hearing Specialty License Plates.

* 1. Describe how to identify specialty license plates issued to individuals who are deaf

 or hard of hearing in the State of Texas.

1. **Canine Encounters (TCOLE 4065)**

Unit Goal: Texas State Animal Laws

39.1 Define terms utilized in the Texas Penal Code concerning laws pertaining to animals

39.2 List examples of animal offenses per the Texas Penal Code

39.3 Discuss the range of punishment for animal cruelty and its defense to prosecution

39.4 Discuss terms and conditions utilized in the Texas Health and Safety Code

 concerning laws pertaining to animals

39.5 Identify factors that determine if a dog is considered dangerous

39.6 Review the requirements for an owner with a dangerous dog

Unit Goal: Recognizing and Understanding Canine Behavior

39.7 Define the word “ethology”.

39.8 Describe how at least two of a dog’s body parts are used in communication

39.9 Describe a dog’s body language using a visual depiction

39.10 List at least four types of dog aggression

Unit Goal: Non-lethal tools/methods/resources to avoid and defend against canine attack

39.11 Describe the usage of on-scene awareness when approaching a situation involving a

 canine call

39.12 Describe the utilization of common tools carried by law enforcement in the non-

 lethal control of canines

39.13 Identify tools of opportunity (items found at the scene)

39.14 Demonstrate humane methods in approaching, controlling, and subduing canines

Unit Goal: Conflict Avoidance, De-escalation, and Use of Force Continuum Principles

39.15 Identify Canine Conflict Avoidance Techniques

39.16 Demonstrate the usage of Canine Conflict Avoidance techniques

39.17 Discuss De-escalation techniques in working with canine calls

39.18 Demonstrate the usage of Canine De-escalation techniques

38.19 Examine the Use-of-Force Continuum Principal

38.20 List what should be done if deadly force must be used

Unit Goal: Other Techniques and Surviving an Attack

39.21 Describe other methods for handling a canine

39.22 Demonstrate the method of muzzling a dog

39.23 Discuss additional techniques to use to survive a canine attack

Unit Goal: Other Animals in the State of Texas

38.24 Identify other common animal encounters

**Module N Medical**

1. **Emergency Medical Assistance**

Unit Goal: The student will know the procedures and skills necessary to provide emergency medical assistance pending arrival of medical support.

40.1 Discuss the legal aspects of providing emergency medical assistance

40.2 Identify the essential principles of trauma patient assessment

40.3 Demonstrate emergency aid procedures for effective bleeding control.

40.4 Demonstrate emergency aid procedures for burns.

40.5 Demonstrate the emergency aid procedures for treatment of shock.

40.6 Demonstrate the emergency aid procedures for broken bones and severe sprains.

40.7 Demonstrate the emergency aid procedures for Choking and Rescue breathing

 emergencies.

40.8 Complete course in CPR

40.9 Demonstrate the emergency aid procedures for victims of diabetic emergencies,

 strokes, and seizures.

40.10 Explain emergency aid procedures for childbirth.

40.11 Identify universal precautions for preventing transmission of communicable diseases.

40.12 Demonstrate the emergency aid procedures for illness related to exposure to the

 elements.

40.13 Demonstrate the emergency aid procedures for overdoses

40.14 Identify factors associated with treatment of different cultures in emergency medical assistance.

**Module O Weapons**

1. **Firearms**

Unit Goal: Student will understand basic safety rules/safety procedures and use of firearms on a firing range.

 41.1 Discuss nomenclature and safety precautions necessary when handling firearms.

Unit Goal: The Student will identify/understand the fundamental techniques of marksmanship.

41.2 Demonstrate the fundamentals of marksmanship.

41.3 Provide working knowledge of carrying and use of back-up and off-duty weapons.

41.4 Demonstrate proficiency in the use of firearms at the following distances.

41.5 Identify TCOLE qualification requirements

41.6 Identify procedures/proficiency in weapon maintenance by cleaning and inspecting

 weapons

**Module P All Hazards Training**

1. **HazMat Awareness/ICS**

Unit Goal: When given a scenario involving a hazardous situation the student will be able to safely recognize the immediate hazard and effectively perform the first-responder role focusing on preservation of life safety.

42.1 Define term “hazardous materials” or HAZMAT

42.2 Discuss chemical materials

42.3 Discuss biological hazards.

42.4 Discuss radioactive materials/nuclear radiation and its types

42.5 Discuss explosive materials.

42.6 Define the following basic toxicology terms.

42.7 Identify common routes of exposure for CBRNE materials.

42.8 Describe the potential effects of a CBRNE incident.

42.9 Describe the basic procedures for safeguarding lives at a CBRNE event using the RAIN

 acronym.

42.10 Identify sources to obtain on-site information about hazardous materials being

 transported

42.11 Discuss Personal Protective Equipment (PPE) and decontamination

42.12 Describe the National Incident Management System (NIMS) and Incident Command

 System (ICS) and their anticipated role in the management matrix.

* 1. Describe the Incident Command System

**Module Q End of Course Review**

***Current Texas Commission on Law Enforcement mandated curriculum for the Basic Correctional Officer Course:***

**Module 1: Introduction**

**Module 2: TCOLE and Academy Rules Overview**

**2.1.0 Unit Goal: Summarize TCOLE and academy rules required for basic licensure, testing requirements, and form completion.**

**2.1.1 Learning Objective:** Discuss the TCOLE mission as it pertains to the establishment of standards and its enforcement of such.

* + 1. **Learning Objective:** Identify how TCOLE rules are organized.
		2. **Learning Objective:** Identify the TCOLE rules concerning basic licensing standards.
		3. **Learning Objective:** Identify the TCOLE rules concerning training requirements.

**2.1.5 Learning Objective:** Identify the TCOLE rules concerning reporting training.

**2.1.6 Learning Objective:** Explain the purpose and completion requirements of the following statutory required forms: L1, L2, L3, F5, and the F5R.

**2.1.7 Learning Objective:** Explain TCOLE training mandates and their relationship to the training cycle.

**2.1.8 Learning Objective:** Explain the process of license suspension.

* + 1. **Learning Objective:** Explain the process of revocation of a license.

**2.1.10 Learning Objective:** Explain the process of reporting an arrest.

**2.1.11 Learning Objective:** Explain the process of an F5 appeal.

**2.1.12 Learning Objective:** Discuss Law Enforcement Achievement Awards and eligibility for awards given by TCOLE.

**2.1.13 Learning Objective:** Discuss the significance of the Texas Peace Officers’ Memorial and the National Law Enforcement Memorial.

**Module 3: Facility Oversight and Concepts**

* 1. **Unit Goal:** Summarize the state regulatory agencies that are statutorily charged with oversight of jailers, facilities, and jail concepts.
		1. **Learning Objective:** Describe the duties and responsibilities of the Texas Commission on Law Enforcement (TCOLE).
		2. **Learning Objective:** Describe the duties and responsibilities of the Texas Commission on Jail Standards (TCJS).
		3. **Learning Objective:** Identify three primary construction concepts of jails.
		4. **Learning Objective:** Identify two primary supervision styles utilized in jails.
		5. **Learning Objective:** Identify the role of jailer(s) in effectively supervising inmates.
		6. **Learning Objective**: Discuss staff-inmate relations.
		7. **Learning Objective:** Define jail climate.

**Module 4: Human Relations**

**4.1.0** **Unit Goal:** Summarize the importance of ethical judgment and behavior in the criminal justice system.

**4.1.1 Learning Objective:** Define ethics**.**

**4.1.2 Learning Objective:** Discuss basic social ethical concepts.

**4.1.3 Learning Objective:** List typical misconceptions about ethics.

**4.1.4 Learning Objective:** List standards of conduct.

**4.1.5 Learning Objective:** List the principles of public service.

**4.1.6 Learning Objective:** Apply ethical decision-making tools.

**4.2.0 Unit Goal:** Summarize the issues involved concerning sexual harassment at a jail facility.

**4.2.1 Learning Objective:** Define sexual harassment.

**4.2.2 Learning Objective:** Identify two types of sexual harassment.

**4.2.3 Learning Objective:** List federal laws that prohibit sexual harassment.

**4.2.4 Learning Objective:** List state laws that prohibit sexual harassment

**4.2.5 Learning Objective:** Describe common examples of sexual harassment.

**4.3.0 Unit Goal:** Summarize the process of promoting cultural awareness at a jail facility.

**4.3.1 Learning Objective:** Define concepts of prejudice.

**4.3.2 Learning Objective:** Discuss who is prejudiced.

**4.3.3 Learning Objective:** Identify functions of prejudice.

**4.3.4 Learning Objective:** Describe some basic beliefs or attitudes harbored by most prejudiced persons.

**4.3.5 Learning Objective:** List some forms of prejudice.

**4.4.0 Unit Goal:** Develop an increased awareness of stress and stress-related issues for jailers.

**4.4.1 Learning Objective:** Explain concepts of human relations.

**4.4.2 Learning Objective:** Explain personal prejudices that can impact professional behavior**.**

**4.4.3 Learning Objective:** Explain the need for sensitivity as a part of professional behavior.

**4.5.0 Unit Goal:** Develop an increased awareness of stress and stress-related issues for jailers.

**4.5.1 Learning Objective:** Describe contributing factors of stress for jailers.

**4.5.2 Learning Objective:** Define stress.

**4.5.3 Learning Objective:** Identify sources stress for inmates.

**4.5.4 Learning Objective:** Identify sources of jailer stress.

**4.5.5 Learning Objective:** Explain the outcome of stress.

**4.5.6 Learning Objective:** Identify stress management techniques.

**4.5.7 Learning Objective:** Identify stress reduction techniques.

**4.5.8 Learning Objective:** Define communication.

**Module 5: Mental Health, De-escalation Techniques, and Suicide**

**5.1.0** **Unit Goal:** Summarize mental impairments and effective responses and the impact of individuals with mental impairments within the jail system.

**5.1.1 Learning Objective:** Define the term “Mental Health.”

**5.1.2** **Learning Objective:** Define the term “Mental Illness.”

**5.1.3 Learning Objective:** List five prominent categories of mental illness.

**5.1.4 Learning Objective:** Define a mood disorder.

**5.1.5** **Learning Objective:** Identify prevalent behaviors associated with the two most common mood disorders encountered by jailers.

**5.1.6 Learning Objective:** Define schizophrenia.

**5.1.7 Learning Objective:** Identify the characteristics of schizophrenia.

**5.1.8 Learning Objective:** Define dementia.

**5.1.9 Learning Objective:** Identify the symptoms of dementia.

**5.1.10 Learning Objective:** Define anxiety disorders.

**5.1.11 Learning Objective:** Identify the characteristics of anxiety disorders.

**5.1.12 Learning Objective:** Define eating disorders.

**5.1.13 Learning Objective:** Identify common eating disorders.

**5.1.14 Learning Objective:** Define the term substance use disorders /co-occurring disorders.

**5.1.15 Learning Objective:** List the symptoms of substance withdrawal.

**5.1.16 Learning Objective:** List the symptoms of substance withdrawal and associated risk factors related to substance withdrawal.

**5.1.17 Learning Objective:** Define psychosis.

**5.1.18 Learning Objective:** Identify the two most common experiences related to psychosis.

**5.1.19 Learning Objective:** Identify characteristics of a person in psychosis.

**5.1.20 Learning Objective:** Define excited delirium.

**5.1.21 Learning Objective:** Identify the symptoms of excited delirium.

**5.1.22 Learning Objective:** Identify appropriate responses to excited delirium.

**5.1.23 Learning Objective:** Define personality disorder.

**5.1.24 Learning Objective:** Identify the three most common personality disorders.

**5.1.25 Learning Objective:** Identify the characteristics of personality disorders.

**5.1.26 Learning Objective:** Define intellectual and developmental disorders and distinguish major differences between mental illness and intellectual and developmental disabilities.

**5.1.27 Learning Objective:** Identify the characteristics associated with intellectual and developmental disorders.

**5.1.28 Learning Objective:** Identify the differences between mental illness and intellectual and developmental disabilities.

**5.1.29 Learning Objective:** Define trauma.

**5.1.30 Learning Objective:** Define Post-Traumatic Stress Disorder (PTSD).

**5.1.31 Learning Objective:** Identify causes of Post-Traumatic Stress Disorder (PTSD).

**5.1.32 Learning Objective:** Identify symptoms of Post-Traumatic Stress Disorder (PTSD).

**5.1.33 Learning** **Objective:** Identify triggers of Post-Traumatic Stress Disorder (PTSD).

**5.1.34 Learning Objective:** Define Traumatic Brain Injury (TBI).

**5.1.35 Learning Objective:** Recognize and identify signs of Traumatic Brain Injury (TBI).

**5.1.36 Learning Objective:** Define delirium.

**5.1.37 Learning Objective:** Recognize medical conditions in which delirium may present itself.

**5.1.38 Learning Objective:** Identify symptoms of delirium.

**5.2.0 Unit Goal**: Summarize barriers to de-escalation and techniques to overcome those barriers.

**5.2.1 Learning Objective:** Define crisis as related to mental health.

**5.2.2 Learning Objective:** Discuss practices for de-escalation/communication techniques for the management of individuals in crisis.

**5.2.3 Learning Objective:** Recognize the concepts of the de-escalation paradox.

**5.2.4** **Learning Objective:** Identify local resources and partnerships to assist with individuals in crisis and in need of supportive services.

**5.3.0** **Unit Goal:** Be able to screen for suicide risk and follow up with questions and actions necessary when an individual is identified as a suicide risk.

**5.3.1 Learning Objective:** Discuss the seriousness of the suicide problem in jails nationally and in Texas.

**5.3.2 Learning Objective:** Explain common myths and accompanying facts about suicide.

**5.3.3 Learning Objective:** Be able to list risk factors and signs and symptoms of potential suicides.

**5.3.4 Learning Objective:** Utilize the Screening Form for Suicide and Medical/Mental/ Developmental Impairments and the Continuity of Care Query (CCQ).

**5.3.5 Learning Objective:** Recognize potential hazards and risk factors associated with physical structures and assigned housing.

**5.3.6 Learning Objective:** Identify methods for responding to a potentially suicidal inmate.

**5.3.7 Learning Objective:** Explain methods for responding to a suicidal inmate.

**Module 6: Intake Procedures**

**6.1.0 Unit Goal:** Summarize an inmate’s admission process into a jail facility.

**6.1.1 Learning Objective:** Identify pertinent Code of Criminal Procedure (CCP) statutes.

**6.1.2 Learning Objective:** Identify pertinent Penal Code statutes related to the custody of inmates.

**6.1.3 Learning Objective:** List the different types of credentials required before receiving an inmate.

**6.1.4 Learning Objective:** List methods for obtaining an inmate’s identification.

**6.1.5 Learning Objective:** Explain requirements for updating an inmate’s status.

**6.2.0 Unit Goal:** Summarize the process of identifying incoming inmates.

**6.2.1 Learning Objective:** List the requirements for identifying inmates.

**6.2.2 Learning Objective:** List the requirements for preparing identification photographs.

**6.2.3 Learning Objective:** Explain considerations for taking a useable set of fingerprints.

**6.2.4 Learning Objective:** Identify the proper method of taking prints

**6.3.0 Unit Goal:** Perform general intake procedures.

**6.3.1 Learning Objective:** Discuss establishing an inmate’s file.

**6.3.2 Learning Objective:** List methods for checking existence of wants and warrants.

**6.3.3 Learning Objective:** Define a “detainer.”

**6.3.4 Learning Objective:** List methods for informing an inmate of bonding procedures.

**6.3.5 Learning Objective: S**ummarize phone call procedures for inmates.

**6.4.0 Unit Goal:** Summarize the process of maintaining an inventory of inmate property.

**6.4.1 Learning Objective:** Identify the requirements of inventorying inmate property.

**6.4.2 Learning Objective:** Identify guidelines for specific inmate property.

**6.4.3 Learning Objective:** Identify methods for completing an inventory form.

**6.5.0 Unit Goal:** Summarize maintaining inmate money accounts and commissary procedures.

**6.5.1 Learning Objective:** Identify the requirements for establishing an inmate money account.

**6.5.2 Learning Objective:** Define the purposes of an inmate money account.

**6.5.3 Learning Objective:** Identify the method of receiving money into an inmate’s money account.

**6.5.4 Learning Objective:** Identify the steps for verifying funds in an inmate account.

**6.5.5 Learning Objective:** Identify minimum standards applicable to commissary.

**6.5.6 Learning Objective:** Explain considerations of commissary privileges.

**6.5.7 Learning Objective:** Identify the methods of distributing inmate commissary purchases.

**6.5.8 Learning Objective:** Identify other uses for commissary funds.

**6.6.0 Unit Goal:** Summarize the process of issuing inmate clothing, personal hygiene, and bedding.

**6.6.1 Learning Objective:** Identify TCJS requirements for issuing and storing clothing.

**6.6.2 Learning Objective:** Identify TCJS requirements for personal hygiene supplies.

**6.6.3 Learning Objective:** Identify TCJS requirements for inmate showers.

**6.6.4 Learning Objective:** Identify TCJS requirements for compelling haircuts.

**6.6.5 Learning Objective:** List TCJS requirements for issuing laundering of bedding and linens.

**6.6.6 Learning Objective:** Identify the TCJS requirements for cleaning and storage of mattresses.

**6.7.0 Unit Goal:** Recognize the basic requirements of orientating an inmate into a jail system.

**6.7.1 Learning Objective:** Recognize the requirements for explaining the facility’s rules and regulations to the inmate

**6.7.2 Learning Objective:** Explain methods of processing persons of foreign nationality.

**Module 7: Classification**

**7.1.0 Unit Goal:** Summarize issues involving security threat groups.

**7.1.1 Learning Objective:** Define security threat groups.

**7.1.2 Learning Objective:** List criteria for confirming criminal street gang membership.

**7.1.3 Learning Objective:** List warning signs of gang activity.

**7.1.4 Learning Objective:** Identify various criminal street gangs.

**7.2.0 Unit Goal:** Summarize the process of classifying inmates.

**7.2.1 Learning Objective:** Define objective classifications.

* + 1. **Learning Objective:** Factors that shall be considered in classification.

**7.2.3 Learning Objective:** Describe approved classification instruments.

**7.2.4 Learning Objective:** Define the three custody levels.

**7.2.5 Learning Objective:** List advantages for using an Objective Jail Classification System.

**7.2.6 Learning Objective:** Identify key components of an Objective Jail Classification System.

**7.2.7 Learning Objective:** Identify the two approved jail classification methods.

**7.2.8 Learning Objective:** Identify a composite of information useful for classifying an inmate.

**7.2.9 Learning Objective:** Identify risk factors which may impact housing.

**7.2.10 Learning Objective:** Identify methods for assigning inmates to cell according to classification.

**7.2.11 Learning Objective:** List methods for reviewing a master roster of inmates during cell assignments.

**7.2.12 Learning Objective:** Define requirements regarding reclassification.

**7.2.13 Learning Objective:** Identify reasons for updating inmate records.

**7.2.14 Learning Objective:** Define trustee.

**7.2.15 Learning Objective:** Identify methods of determining the eligibility of an inmate for a trustee assignment.

**7.2.16 Learning Objective:** Identify legal requirements regarding work assignments.

**7.2.17 Learning Objective:** Define child.

**7.2.18 Learning Objective:** Define procedures used when encountering a suspected juvenile.

**Module 8: Inmate Services**

**8.1.0** **Unit Goal:** Summarize the process of overseeing inmate activities.

**8.1.1 Learning Objective:** Identify mandatory inmate activities

**8.1.2 Learning Objective:** Identify the legal requirements of maintaining current daily activity reports.

**8.1.3 Learning Objective:** Identify methods for issuing physical recreational equipment to inmates.

**8.1.4 Learning Objective:** Identify methods for supervising inmate physical recreational activity.

**8.1.5 Learning Objective:** Identify methods for documenting physical recreational activities.

**8.1.6** **Learning Objective:** Identify circumstances in which segregating inmates from general population during recreational activities is recommended.

**8.1.7 Learning Objective:** Summarize the importance of searching inmates entering and leaving the recreation area.

**8.1.8 Learning Objective:** Identify methods of supervising library operations.

**8.1.9 Learning Objective:** Identify reasons for examining the credentials of persons providing religious services.

**8.1.10 Learning Objective:** Identify methods for supervising religious activities.

**8.1.11 Learning Objective:** Explain the importance of reviewing an inmate’s qualifications prior to work assignment.

**8.1.12 Learning Objective:** Identify reasons for observing inmate work activity.

**8.1.13 Learning Objective:** Identify methods of inspecting an area to be supervised when guarding inmates outside of jail.

**8.2.0 Unit Goal:** Summarize procedures related to food services.

**8.2.1 Learning Objective:** Identify methods for ensuring meal-serving areas are clean and secure.

**8.2.2 Learning Objective:** Explain the importance of recording the number of meals served.

**8.2.3 Learning Objective:** Explain the TCJS requirements for meal service.

**8.2.4 Learning Objective:** Explain the importance of ensuring the exact amount of meals and utensils are provided.

**8.2.5 Learning Objective:** Explain the importance of conducting random searches of food for contraband.

**8.2.6 Learning Objective:** Identify methods for selecting inmates to perform kitchen operations.

**8.2.7 Learning Objective:** Explain the importance of prohibiting physical contact between kitchen workers and general inmate population.

**8.2.8 Learning Objective:** List examples of dangerous tools.

**8.2.9 Learning Objective:** Identify the procedures for controlling dangerous tools.

**8.3.0** **Unit Goal:** Summarize requirements involving inmate visitations.

**8.3.1 Learning Objective:** Explain the requirements of a visitation plan.

**8.3.2 Learning Objective:** List some methods of identifying an inmate being visited.

**8.3.3 Learning Objective:** Identify methods for establishing the identity of visitor(s) entering and leaving the facility.

**8.3.4 Learning Objective:** Identify situations requiring officers to conduct pat-down searches on visitors.

**8.3.5 Learning Objective:** Identify procedures for supervising a visit.

**8.3.6 Learning Objective:** Identify information necessary to document visits

**8.3.7 Learning Objective:** Identify reasons to search a visiting room.

**8.4.0 Unit Goal:** Summarize requirements and procedures involving inmate correspondence (mail and telephone calls).

**8.4.1 Learning Objective:** Distinguish between privileged and non-privileged mail.

**8.4.2 Learning Objective:** Identify methods for collecting, distributing and inspecting correspondence.

**8.4.3 Learning Objective:** Identify procedures and documentation required when rejecting inmate correspondence.

**8.4.4 Learning Objective:** Identify methods for delivering emergency messages to inmates.

**8.4.5 Learning Objective:** Identify methods of allowing inmates to make telephone calls.

**Module 9: Inmate Health Care**

**9.1.0 Unit Goal:** Summarize the process and issues of maintaining an inmate’s health folder.

**9.1.1 Learning Objective:** List legal requirements of providing health services to inmates.

**9.1.2 Learning Objective:** List the TCJS requirements of health records.

**9.1.3 Learning Objective:** Identify documents which are required to be maintained in an inmate’s health record.

**9.1.4 Learning Objective:** Identify reasons for reporting inmate injuries.

**9.1.5 Learning Objective:** Identify the reasons for consulting with medical personnel concerning medication.

**9.1.6 Learning Objective:** List methods for identifying an inmate to receive medication.

**9.1.7 Learning Objective:** Identify some methods for administering medication.

**9.1.8 Learning Objective:** Identify some methods for maintaining an inventory of all medication.

**9.1.9 Learning Objective:** List some methods of documenting medical treatment.

**9.1.10 Learning Objective:** Identify some methods of conducting medical, dental, and mental services for inmates.

**9.1.11 Learning Objective:** List reasons for conducting a medical, dental, or mental health examination on an inmate.

 **9.1.12 Learning Objective:** List the legal requirements of health records confidentiality.

**9.2.0 Unit Goal:** Summarize important considerations of communicable diseases.

**9.2.1 Learning Objective:** Define communicable disease.

**9.2.2 Learning Objective:** Identify occupational risks to jailers.

**9.2.3 Learning Objective:** Identify selected sections of HSC Chapter 81 - Communicable Diseases.

**9.2.4 Learning Objective:** Identify methods of transmission for communicable diseases.

**9.2.5 Learning Objective:** Identify airborne diseases.

**9.2.6 Learning Objective:** Identify some forms of diagnostic and test procedures for TB.

**9.2.7 Learning Objective:** Define the requirements for TCJS 273.7 - Tuberculosis Screening Plan.

**9.2.8 Learning Objective:** Identify direct contact infectious diseases.

**9.2.9 Learning Objective:** Define sexually transmitted diseases.

**9.2.10 Learning Objective:** Identify the most common sexually transmitted diseases.

**9.2.11 Learning Objective:** Define vector-borne diseases.

**9.2.12 Learning Objective:** Identify disease carrying vectors.

**9.2.13 Learning Objective:** Identify contagious infections.

**9.2.14 Learning Objective:** Identify strategies to prevent the spread of pathogens.

**9.2.15 Learning Objective:** Identify specific preventative measures taken in jail environments to prevent the spread of communicable diseases.

**Module 10: Facility Security Protocols**

**10.1.0 Unit Goal:** Summarize facility security and supervision issues.

**10.1.1 Learning Objective:**  Identify the areas (based on facility design) requiring supervision and inspection.

**10.1.2 Learning Objective:** Explain how to deal with physical and situational conditions in a facility.

**10.1.3 Learning Objective:** Explain circumstances that warrant an inspection of the physical features of a facility.

**10.1.4 Learning Objective:** Identify the process taken upon discovering a security breach.

**10.1.5 Learning Objective:** List reasons for reporting security breaches and unsound security practices.

**10.1.6 Learning Objective:** Identify TCJS requirements for observation of inmates.

**10.1.7 Learning Objective:** Identify types and methods for conducting inmate counts.

**10.1.8 Learning Objective:** Identify the documentation required for inmates.

**10.1.9Learning Objective:** Explain the importance of controlling keys.

**10.1.10 Learning Objective**: Explain important considerations of maintaining a record of facility keys.

**10.1.11 Learning Objective:** Identify precautions when using facility keys.

**10.1.12 Learning Objective:** Identify potentially dangerous tools assigned to trustees.

**10.1.13 Learning Objective:** Identify methods of issuing tool and safety equipment to inmates.

**10.1.14 Learning Objective:** Explain the importance of checking weapons in/out of a facility.

**10.1.15 Learning Objective**: Identify methods for checking weapons in/out of a facility.

**10.1.16 Learning Objective**: Identify methods of supervising outside (public) personnel working inside the facility.

**10.1.17 Learning Objective**: Identify the methods of conducting vehicle searches entering/leaving a secure area of a jail facility.

**10.2.0 Unit Goal:** Summarize the process of searching

**10.2.1 Learning Objective:** Define search.

**10.2.2 Learning Objective:** List the types of inmate searches.

**10.2.3 Learning Objective:** Identify legal considerations for searching inmates.

**10.2.4 Learning Objective:** List methods for verifying the gender of incoming inmates.

**10.2.5 Learning Objective:** Describe the procedures for conducting an inmate pat search**.**

**10.2.6 Learning Objective:** Describe the procedures for conducting a strip search.

**10.2.7 Learning Objective:** Describe the procedures for performing a cavity search.

**10.2.8 Learning Objective:** Describe special considerations for searches.

**10.3.0 Unit Goal:** Summarize the process of searching for contraband.

**10.3.1 Learning Objective:** Define contraband.

**10.3.2 Learning Objective:** List reasons for documenting discovery of contraband.

**10.3.3 Learning Objective:** Identify the necessity of conducting regular and irregular cell searches.

**10.3.4 Learning Objective:** List the guidelines, administratively and/or criminally for documenting contraband items.

**10.3.5 Learning Objective:** Describe the methods for conducting a search of inmates and their housing area.

**10.4.0 Unit Goal:** Summarize emergency procedures for jail facilities.

**10.4.1 Learning Objective:** Define disturbance.

**10.4.2 Learning Objective:** Explain the importance of attempting to defuse disturbances.

**10.4.3 Learning Objective:** Identify circumstances which may cause a disturbance.

**10.4.4 Learning Objective:** Describe circumstances involving disturbances where it is appropriate to contact a supervisor**.**

**10.4.5 Learning Objective:** Define emergency.

**10.4.6 Learning Objective:** Identify procedures to follow when responding to emergencies.

**10.4.7 Learning Objective:** Identify life safety equipment items.

**10.4.8 Learning Objective:** Identify circumstances that warrant movement or evacuation of facility in case of fire.

**10.5.0 Unit Goal:** Summarize issues dealing with hostage situations.

**10.5.1 Learning Objective:** Identify situations that might result in a hostage situation.

**10.5.2 Learning Objective:** Identify different profiles of hostage takers.

**10.5.3 Learning Objective:** Identify motivations in a hostage situation.

**10.5.4 Learning Objective:** Identify the two phases of response to a hostage situation.

**10.5.5 Learning Objective:** List information that first responders need to obtain during a hostage situation.

**10.5.6 Learning Objective:** Identify survival tactics for those individuals taken hostage.

**10.5.7 Learning Objective:** Identify effects on the hostage after the situation is over.

**10.6.0 Unit Goal:** Summarize critical issues when dealing with uncooperative and/or violent inmates.

**10.6.1 Learning Objective:** Define an uncooperative inmate

**10.6.2 Learning Objective:** Identify characteristics of a violent inmate.

**10.6.3 Learning Objective:** Identifyreasons why inmates are uncooperative or violent.

**10.6.4 Learning Objective:** Identify circumstances of security risks and need for backup personnel.

**10.7.0 Unit Goal:** Summarize the process of transporting inmates.

**10.7.1** **Learning Objective:** Identify radio procedures.

**10.7.2 Learning Objective:** Identify methods of transporting inmates out of a secure facility.

**10.7.3 Learning Objective:** List skills necessary of jailers transporting inmates in vehicles.

**10.7.4** **Learning Objective:** Identify the proper procedures for application of belly chains and leg irons for transporting inmates.

**10.7.5 Learning Objective:** Identify methods of transporting inmates to court.

**10.7.6 Learning Objective:** Identify circumstances concerning jury trials.

**10.7.7 Learning Objective:** Identify methods of transporting an inmate out-of-county.

**10.7.8 Learning Objective:** List special circumstances that require transporting inmates.

**10.7.9 Learning Objective:** Demonstrate the application of belly chains and leg irons for transporting inmates.

**Module 11**

**11.1.0** **Unit Goal: S**ummarize legal aspects of using force.

**11.1.1 Learning Objective:** Define force.

**11.1.2 Learning Objective:** Discuss legal use of force for jailers according to Texas statutes.

**11.1.3 Learning Objective:** Identify the use of force options.

**11.1.4 Learning Objective**: Identify the levels of the inmate’s behavior

**11.1.5 Learning Objective:** Discuss the relationship between Use of Force law and force options.

**11.2.0 Unit Goal:** Summarize issues involving the rights of inmates.

**11.2.1 Learning Objective:** Define a right.

**11.2.2 Learning Objective:** Identify the constitutional rights inmates possess.

**11.2.3 Learning Objective:** Identify the statutory rights of an inmate under Texas law.

**11.2.4 Learning Objective:** Define privilege.

* 1. **Unit Goal:** Summarize the process of handling grievances.

**11.3.1 Learning Objective:** Explain some considerations of inmate grievances.

**11.3.2 Learning Objective**: List the four valid grievance reasons.

**11.3.3 Learning Objective:** Identify the process involved in grievance procedures.

**11.4.0 Unit Goal:** Summarize the disciplinary process within a jail.

**11.4.1 Learning Objective:** Explain how inmates are familiarized with the rules and regulations of the facility.

**11.4.2 Learning Objective:** Identify forms of discipline prohibited by TCJS (283.1.4).

**11.4.3 Learning Objective:** Identify forms of discipline accepted by TCJS for both minor and major infractions. (TCJS 283.1(1) and (2))

**11.4.4 Learning Objective:** Identify methods for documenting inmate disciplinary behavior.

**11.4.5 Learning Objective:** Explain the functions of an inmate disciplinary board.

**11.4.6 Learning Objective:** Explain procedures for due process rights of inmates.

**11.5.0 Unit Goal: S**ummarize liability issues for jail personnel.

**11.5.1 Learning Objective:** List circumstances constituting federal civil rights violations by jail personnel.

**11.5.2 Learning Objective:** List violations/possible charges of state criminal law by jail personnel.

**11.5.3 Learning Objective:** Identify circumstances, which subject jail personnel to civil liability.

**11.5.4 Learning Objective:** List circumstances, which reduce civil liability for jail personnel.

**11.5.5 Learning Objective:** List civil liabilities of supervision.

**11.5.6 Learning Objective:** Identify areas which may reduce civil liability of supervision.

**11.6.0 Unit Goal:** Identify inmate con games

**11.6.1 Learning Objective:** Identify the characteristics of an inmate set-up.

**11.6.2 Learning Objective:** Recognize the manipulation tactics of inmate(s).

**11.6.3 Learning Objective:** Identify the types of staff.

**11.6.4 Learning Objective:** Recognize the phases of a set-up.

**11.6.5 Learning Objective:** Recognize the warning signs of inmate con games.

**11.6.6 Learning Objective:** Describe fundamental ways to avoid a set-up.

**Module 12: Defensive Tactics**

**12.1.0 Unit Goal:** Summarize and demonstrate methods of basic defensive tactics.

**12.1.1 Learning Objective:** Demonstrate the interview stance position.

**12.1.2 Learning Objective:** Demonstrate the defensive stance position.

**12.1.3 Learning Objective:** Demonstrate tactical movement from the defensive stance.

**12.1.4 Learning Objective**: Demonstrate blocking techniques.

**12.1.5 Learning Objective**: Demonstrate different strike techniques.

**12.1.6 Learning Objective:** Demonstrate the basic escort position.

**12.1.7 Learning Objective:** Demonstrate escort positions for uncooperative inmates.

**12.1.8 Learning Objective:** Demonstrate a straight-arm-bar technique.

**12.1.9 Learning Objective:** Demonstrate handcuffing techniques from various positions

**Module 13: Documentation Process**

**13.1.0 Unit Goal:** Summarize the process of conducting internal investigations.

**13.1.1 Learning Objective:** Identify inmates who violate a facility rule.

**13.1.2 Learning Objective:** Identify methods for securing and protecting physical evidence.

**13.1.3 Learning Objective:** Identify the process of handling administrative rule violations.

**13.1.4 Learning Objective:** Define chain of custody.

**13.1.5 Learning Objective:** Identify the purpose of following a chain of custody:

**13.1.6 Learning Objective:** Identify methods for investigating injured inmates.

**13.1.7 Learning Objective:** Identify procedures for investigating a death in custody.

**13.2.0 Unit Goal:** Summarize key report writing skills and basic grammatical rules.

**13.2.1 Learning Objective:** Identify the reasons to write a report.

**13.2.2 Learning Objective:** Identify methods for preparing investigative reports.

**13.2.3 Learning Objective:** Identify sources of information for written reports.

**13.2.4 Learning Objective:** Identify what information is appropriate content for a written report.

**13.2.5 Learning Objective:** Identify inappropriate content for a written report.

**13.2.6 Learning Objective:** Identify the appropriate sequence of information in written reports.

**13.2.7 Learning Objective:** Identify the elements of a complete report.

**13.2.8 Learning Objective:** Identify the elements of a case summary sheet.

**13.2.9 Learning Objective:** Identify methods of proofreading reports.

**13.2.10 Learning Objective:** Demonstrate observation and descriptive skills.

**13.2.11 Learning Objective:** Demonstrate the ability to write a report.

**13.2.12 Learning Objective:** Demonstrate the ability to proofread a report.

**13.3.0 Unit Goal: S**ummarize some issues encountered during courtroom testimony.

**13.3.1 Learning Objective:** Identify professional demeanor and appearance when appearing in court.

**13.3.2 Learning Objective:** Identify methods for testifying in court.

**13.3.3 Learning Objective:** Identify proper demeanor when called to testify.

**13.3.4 Learning Objective:** Identify the different types of examination.

**13.3.5 Learning Objective:** Identify steps to achieve positive verbal communication and body language.

**13.3.6 Learning Objective:** Identify techniques to utilize when being questioned.

**13.3.7 Learning Objective:** Discuss tactics used by defense attorneys.

**13.4.0 Unit Goal:** Summarize the process involving inmate release.

**13.4.1 Learning Objective:** Define release.

**13.4.2 Learning Objective:** Identify some types of releases.

**13.4.3 Learning Objective:** Define a conditional release.

**13.4.4Learning Objective:** Identify types of conditional releases.

**13.4.5 Learning Objective:** Define intermittent sentencing.

**13.4.6 Learning Objective:** Differentiate between various types of bonds.

**13.4.7 Learning Objective:** Identify the requisites of a bond.

**13.4.8 Learning Objective:** Identify regulations for depositing moneys received for bail bonds.

**13.4.9 Learning Objective:** Identify methods for reviewing bond applications.

**13.4.10 Learning Objective:** Identify methods for recording changes in bond amount or conditions.

**13.4.11 Learning Objective:** Identify circumstances in which an agency may place a hold on an inmate who is making bond.

**13.4.12 Learning Objective:** List the importance of comparing bond application to the court document setting bail.

**13.4.13 Learning Objective:** Discuss the requirements for bail.

**13.4.14 Learning Objective:** Identify some methods of documenting monetary amounts of bonds required and received.

**13.4.15 Learning Objective:** Identify some methods for verifying eligibility of surety executing bail bond.

**13.4.16** **Learning Objective:** Explain the importance of comparing bond application to court document setting bail to insure the bail amount is correct.

**13.4.17 Learning Objective:** Recognize the necessity of informing bonding agent of conditions of a bond.

**13.4.18 Learning Objective:** Explain the importance of checking for new wants and warrants before releasing an inmate.

**13.4.19 Learning Objective:** Identify some methods for verifying a warrant and placing a detainer on inmate.

**13.4.20 Learning Objective:** Explain the importance of reviewing transfer and release documents for completeness and accuracy.

**13.4.21 Learning Objective:** Identify some methods of verifying the identity of a person picking up an inmate.

**13.4.22 Learning Objective:** List some methods for making a positive identification of an inmate being released.

**13.4.23 Learning Objective:** Explain the importance of documenting the type of release when an inmate leaves the facility.

**13.4.24 Learning Objective:** Identify some methods for returning an inmate’s property upon release.

**13.4.25 Learning Objective:** Identify some methods for dressing-out inmates being released for court or transfer.

**13.4.26** **Learning Objective:** Explain the importance of updating a roster with current inmates.

**13.4.27** **Learning Objective:** Explain the importance of reviewing court lists.

**13.4.28 Learning Objective:** Explain statutory notification requirements according to state law and department policy.

**Module 14: End of Course Review**

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? 12 (8 non-public members and 4 public members).

**Non-public Members**

Assistant Chief Kevin McCoy, (Chair), Carrollton Police Department
Assistant Chief Steven Asher, Collin County Sheriff's Office

Chief Greg Conley, McKinney Police Department

Alyse Ferguson, Chief Attorney of the Collin County Mental Health Managed Counsel Program

Chief Max Geron, Rockwall Police Department
Chief Brian Harvey, Allen Police Department

Chief Anthony Henderson, Wylie Police Department
Chief Doug Kowalski, Prosper Police Department

**Public Members**

Joe Cordina, Retired USAF
Lisa Hermes, President and CEO of the McKinney Chamber of Commerce
Kim Walton, Vice President of Communications North Texas Commission

Dr. Gere' Feltus, Family Physician

2. How many employers attended the last two meetings? October 30, 2020 – 8 present / March 31, 2020 (Zoom) – 7 present

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)? The advisory committee has made recommendations to greatly enhance our programs. Some topic items that have been addressed include:

* Solidifying 80% as the pass/fail measure for written examinations in the BPOC.
* Solidifying three failed written test as the standard for dismissal from the program.
* Solidifying that all objectives for a course must be successfully completed in order to receive credit. No partial credit to be given.
* The carrying of firearms throughout the program to better familiar students with their equipment and increase mental memory training.
* A physical fitness assessment requirement for Basic Peace Officer Course independent applicants.
* An approved list of disqualifiers for Basic Peace Officer independent applicants.

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

* + The introduction of stress vest training to increase reality based stress inoculation training.
	+ The approval to begin exploring a stackable course to lengthen the hours of the Basic Peace Officer Course adding advanced training.
	+ The introduction of Taser certification into the Basic Peace Officer Course.

### E. Make a case with evidence that the program is well managed.

 The Basic Peace Officer course is limited to 30 students per class. Average class size has been steady around 26 students.

The Basic Correctional Officer Course is limited to students per class. Average class size has been steady around 20 students.

The Law Enforcement Academy does not have any courses that have a pass rate below 75%. Regardless, full time coordinators analyze each course outcomes and identifies the learning objectives that have the lowest success rate on the state licensing exams.

Contact hours taught by full-time program coordinators:

* Bryan Russell approximately 725 hours per course in BPOC
* Peter Hoh approximately 550 hours per course in BPOC 176 in-service
* LeRoy Fuentes approximately 550 hours per course 176 in-service
* Jackie Carter 60 hours per course

**Student Satisfaction Evidence**

COLLIN COLLEGE LAW ENFORCEMENT ACADEMY

BASIC PEACE OFFICER COURSE

COURSE EVALUATION SUMMARY

July 2018 thru October 2020

4 Courses Conducted

Rated as: 5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor

1. Workshop objectives were clearly stated --------------------------------------------- 5.0

2. Objectives stated were met--------------------------------------------------------------- 4.95

3. Content was relevant to my personal/professional goals/job-------------------- 4.95

4. Material was well organized-------------------------------------------------------------- 4.90

5. Group discussion and small group activities were effective---------------------- 4.97

6. Training materials contributed significantly to understanding-------------------- 4.97

7. Overall rating of the course--------------------------------------------------------------- 4.95

COLLIN COLLEGE LAW ENFORCEMENT ACADEMY

BASIC CORRECTIONAL OFFICER COURSE

COURSE EVALUATION SUMMARY

February 2016 thru October 2020

21 Courses Conducted

Rated as: 5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor

1. Workshop objectives were clearly stated --------------------------------------------- 4.7

2. Objectives stated were met--------------------------------------------------------------- 4.8

3. Content was relevant to my personal/professional goals/job-------------------- 4.7

4. Material was well organized-------------------------------------------------------------- 4.8

5. Group discussion and small group activities were effective---------------------- 4.8

6. Training materials contributed significantly to understanding-------------------- 4.7

7. Overall rating of the course--------------------------------------------------------------- 4.8

**6. How effectively do we communicate, and how do we know?**

1. **Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

A review of all program literature was completed by staff. One major discrepancy that was located was the fact that our Basic Peace Officer Course was listed in the catalog as a credit course. The Law Enforcement Academy does not offer the course for credit. In January 2021 a CAB proposal was sent to deactivate the credit portion of the Basic Peace Officer course and to remove it from the catalog. On January 13th, 2021 the proposal was heard by CAB and they approved the deactivation and removal from the catalog. All program literature now provide an accurate representation of the program and support our recruitment, retention and completing plans.

**B. Describe the process used to keep all program literature (course descriptions, award plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.**

Staff consistently monitors and updates course descriptions and catalog entries. In fact, catalog changes have been approved by CAB in January 2021 as mentioned above. Electronic site is monitored consistently to make sure course offering are accurate and up t date and consistent with College literature and sites.

**C. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, policies, course syllabi, program handouts, program tuition costs and additional fees, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

### Program Literature Review Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URLs, brochures, handouts, etc.) | Date of Last Review/Update |  | Responsible Party |
| Training Calendar | [2020 Collin College Law Enforcement Training Schedule – Google Docs](https://docs.google.com/document/d/18Wa9iTW7OFxS5r0sHnil6-SiCKyGaKtOWe0r2YK9YMk/edit#heading=h.b52xwcx3a5gx) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry Blevins  |
| Program Tuition | [Basic Police Academy – Collin College](http://www.collin.edu/department/lawenforcement/bpo.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry Blevins |
| Advisory Board Members  | [Advisory Board Members – Collin College](http://www.collin.edu/department/lawenforcement/advisorymembers.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
| Hotel Information  | [Hotel Information – Collin College](http://www.collin.edu/department/lawenforcement/hotel.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
|  |  |  |  |  |
| Basic Peace Officer Application Process | [Basic Police Academy – Collin College](http://www.collin.edu/department/lawenforcement/bpo.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
| Career Opportunities  | [Career Opportunities – Collin College](http://www.collin.edu/department/lawenforcement/careeropportunities.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
| TCOLE Training Requirements  | [TCOLE Training Requirements – Collin College](http://www.collin.edu/department/lawenforcement/tcoletrainingrequirements.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
| Meningitis Vaccination  | [Meningitis Vaccination Requirements – Collin College](http://www.collin.edu/department/lawenforcement/meningitis.html) | December 2020 | Y CurrentY AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |
| New Public Safety Training Center | [Public Safety Training Center – YouTube](https://www.youtube.com/watch?v=Kyobzd-vhs4&feature=youtu.be) | December 2020 | Y Currenty AccurateY RelevantY Available | Terry BlevinsScott DonaldsonBryan Russell  |

## 7. How well are we leveraging partnership resources and building relationships, and how do we know?

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes.**

### Partnership Resources Table

|  |  |  |
| --- | --- | --- |
| Partner | Description (See Points to Consider) | How is it Valuable to the Program? |
| Over 225 municipal agencies have utilized the LEA for training | Officers attending in need of continuing education in-service courses and facility usage.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. |
| Over 80 county agencies have utilized the LEA for training | Officers attending in need of continuing education in-service courses and facility usage.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. |
| 20 States have utilized the LEA for training  | Officers attending in need of continuing education in-service courses and facility usage.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| 7 state agencies have utilized the LEA for training | Officers attending in need of continuing education in-service courses and facility usage.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| 13 federal agencies have utilized the LEA for training | Officers attending in need of continuing education in-service courses and facility usage.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| 1. agencies have utilized the LEA for Basic Correctional Officer training
 | Officers need mandated course to maintain TCOLE licensure.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| 25 agencies have utilized the LEA for Basic Peace Officer Course training. | Cadets need mandated course to obtain TCOLE certification as a Texas Peace Officer.  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| City of McKinney  | In MOA partnership with Collin College for the construction and usage of the Public Safety Training Center  | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| City of Allen  | In MOA partnership with Collin College for the construction and usage of the Public Safety Training Center | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| Third Part Billing Agreements with over 445 agencies. | Officers need mandated courses to maintain TCOLE licensure. | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |
| Facility Usage agreements with over 20 agencies.  | Officers need a facility for firearms, defensive tactics and reality based training. | Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.Promote innovation and diversify revenue streams |



Law Enforcement Officers from 22 different states and Washington D.C. and the U.S. Virgin Islands

have visited the Law Enforcement Academy for training.

8. What professional developmental opportunities add value to your program? Provide a List of professional development activities employees have participated in since your last program review**.**

 **Employee Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Program | Professional Development Summary | How is it Valuable to the Program? |
| Scott Donaldson  | Director | \*see attached  | Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain TCOLE licensure and certifications.  |
| Bryan Russell  | Training Coordinator  | \*see attached | Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain TCOLE licensure and certification.  |
| Peter Hoh | RBTC/DT Coordinator  | \*see attached | Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain certifications.  |
| Leroy Fuentes | Range Master Coordinator  | \*see attached | Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain certifications.  |
| Jackie Carter | Police Instructor  | \*see attached | Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing.  |
| Shonda Satterfield  | Division Secretary  | \*see attached | Operational effectiveness and improved office management/customer service.  |

\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the service unit or student success.**

**Equipment/Technology Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Significant Pieces of Equipment | Description (i.e. Special Characteristics) | Meets Needs (Y or N):Current For Next 5 Years | Analysis of Equipment Utilization |
| Movable walls | Movable wall in the reality based training center.  | Y | N | Wear and tear will require the replacement of the movable walls. Research has already began exploring the option of a track system when the replacement is complete.  |
| Driving Track | Driving track on location to be used by Police and Fire for mandated driving training. Other potential CE courses could also be implemented  | N | N | We currently have to rely on Allen PD and Frisco PD to complete the required driving learning objective. Our program is in jeopardy if either Allen or Frisco decided to stop allowing usage of their facility.  |
| Defensive Tactics Mat  | The padded defensive tactics mat will need replaced due to wear and tear. | Y | N | The current mat is not designed for police defensive tactics training and does mot meet all needs. When a new mat is installed we need to research and ensure the appropriate one is selected.  |
| Obstacle Course  | Obstacle course to be implanted into reality based training and advanced leadership courses.  | N | N | SWAT and advanced SWAT courses and testing require the need of an obstacle course. Other in service course and objectives found in the Basic Peace Officer could benefit from an obstacle course also. This would allow advanced realistic training to our students.  |

### Financial Resources Table

|  |  |  |  |
| --- | --- | --- | --- |
| Source of Funds(i.e. college budget, grant, etc.) | Meets Needs (Y or N):Current For Next 5 Years | For any no in columns 2 or 3, explain why | For any no in columns 2 or 3, identify expected source of additional funds |
| College Budget  | Y | N | The additional of at least 1 full time Coordinator will be needed to offer more sections. We consistently have a waiting list for our courses and will need to expand offerings to meet stakeholders needs.  | Budget will need to be increased to support the hiring of additional full timer staff.  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Section III. Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
	2. **Overall improvements to your program**

N/A

The Law Enforcement Academy has not completed a CIP or program review in the past. This is the first time this process is being completed.

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.
NOTE: Please contact Institutional Effectiveness if you need assistance filling out the CIP tables.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**Results expected in this program(e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301) | **B. Measures**Instruments/processes used to measure results(e.g. surveys, end of term class results, test results, etc.) | **C. Targets**Level of success expected(e.g. 80% success rate, 25 graduates, etc.) |
| Staff will work with facilities to update firing range equipment to ensure proper safety. | Completion of identified projects to ensure proper maintenance and safety are fully installed.  | 100% |
| Students will successfully pass all skills and scenario based training in the Basic Peace Officer Course and newly implemented Advanced Basic Peace Office Course.  | Test results, practical exercises, qualifications, pass/fail demonstrations | 90% |
|   |    |    |
|  |  |  |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcomes** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural-Functional theories; increase student retention in your program).

**B. Measures** -Instruments/processes used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Targets** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do? Implementation of the action plan will begin during the next academic year.

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |
| --- |
| 1. **Outcome #1**

Staff will work with facilities to update firing range equipment to ensure proper safety. |
| 1. **Measure (Outcome #1)**

Completion of identified projects to ensure proper maintenance and safety are fully installed. | 1. **Target (Outcome #1)**

100% |
| 1. **Action Plan (Outcome #1)**

Law Enforcement Academy staff will work with facilities to identify updates needed to the firing ranges. Staff and facility will work with appropriate engineers and architects to obtain quotes and ensure building integrity. Approved vendors will complete approved projects.  |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |
| --- |
| 1. **Outcome #2**

Students will successfully pass all skills and scenario based training in the Basic Peace Officer Course |
| 1. **Measure (Outcome #2)**
 | 1. **Target (Outcome #2)**

90% |
| 1. **Action Plan (Outcome #2)**

Basic Peace Officer Students will successfully pass: Firearms, Defensive Tactics, Police Emergency Driving, Standardized Field Sobriety Testing Certification, Taser Certification, Patrol Scenarios and Oleoresin Capsicum Spray Certification  |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**
* Program Review Reports will be evaluated by the Leadership Team;
* Reports will be posted on the intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the department.
1. **Program responses to the Program Review Steering Committee recommendations received by July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

***Professional Development, Associations, Organizations & Memberships***

***Scott Donaldson***

International Law Enforcement Educators and Trainers Association Conference / Presentation – 2018

Stress Management – 2019

Cultural Awareness – 2019

Body Worn Camera – 2019

Civil Disturbance & Riot Control – 2019

2019 Forum on Criminal Justice – 2019

Management/Supervision Seminar – 2019

Community and Technical Colleges Law Enforcement and Public Safety Training Fly-in Conference – 2019

Civilian Interaction Training – 2019

2020 International Association of Chiefs of Police Officer Safety and Wellness Symposium – 2020

Eyewitness Evidence/Identification – 2020

National Criminal Justice Association Policy Summit and Board Meeting – 2020

Officer's Emotional Survival – 2020

Sexual Assault/Violence – 2020

86th Legislative Session Legal Update – 2020

Suicide Prevention – 2020

National Criminal Justice Association Conference – 2020

Leadership Styles – 2020

Certificate in Health and Wellness for Public Safety, The Kansas Law Enforcement Training Center – 2020 – 2021

***Associations, Organizations & Memberships***

National Criminal Justice Association

**The Center for American and International Law**Institute for Law Enforcement Administration

Texas Municipal Police Association

Texas Tactical Peace Officers Association

National Tactical Officer Association

International Association of Directors of Law Enforcement Standards and Education

International Law Enforcement Educators and Trainers Association

Police Executive Research Forum

Texas Police Chiefs Association

International Association of Chiefs of Police

International Association of Campus Law Enforcement Administrators

National Sheriffs' Association

Sheriffs' Association of Texas

Texas Police Association

FBI-Law Enforcement Executive Development Association

The International Association of Law Enforcement Firearms Instructors

***Bryan Russell***

De-escalation – 2018

Annual Firearms Qualification – 2018

Traffic Incident Management Instructor – 2019

Texas Commission on Law Enforcement Conference – 2019

Traumatic Brain Injury Course – 2019

3186 Legislative Update – 2019

Civilian Interaction – 2019

Annual Firearms Qualification – 2019

Taser Instructor – 2020

***Associations, Organizations & Memberships***

**The Center for American and International Law**Institute for Law Enforcement Administration

Texas Tactical Peace Officers Association

National Tactical Officer Association

International Association of Directors of Law Enforcement Standards and Education

International Law Enforcement Educators and Trainers Association

Texas Police Chiefs Association

International Association of Campus Law Enforcement Administrators

***Peter Hoh***

KRAV MAGA Law Enforcement Instructor – 2019

TCOLE Conference – 2019

Simunition Scenario Instructor and Safety – 2019

Tactical Mindset – Defense Against Edged Weapons – 2019

Taser CEW Instructor – 2020

Resetting the Clock – 2020

Sabre (OC) Instructor Course – 2020

AXON Online Conference – 2020

***Associations, Organizations & Memberships***

**The Center for American and International Law**Institute for Law Enforcement Administration

International Association of Directors of Law Enforcement Standards and Education

International Law Enforcement Educators and Trainers Association

International Association of Campus Law Enforcement Administrators

Police Officers Research Association

National Association Police Officers

***Leroy Fuentes***

Texas Commission on Law Enforcement Conference – 2018

TECC Instructor Course Recert – 2018

American Red Cross Instructor Cert. – 2019

Red Dot Instructor Class – 2019

Simmunition Instructor – 2019

Stress Vest Operator Course – 2020

Saber OC Instructor – 2020

***Associations, Organizations & Memberships***

**The Center for American and International Law**Institute for Law Enforcement Administration

National Tactical Officer Association

International Association of Directors of Law Enforcement Standards and Education

International Law Enforcement Educators and Trainers Association

International Association of Campus Law Enforcement Administrators

National Rifle Association

**National Law Enforcement Firearms**Instructors**Association.**

***Jackie Carter***

***Associations, Organizations & Memberships***

National Sheriffs' Association

Sheriffs' Association of Texas

***Shonda Satterfield***

Concur Training – 2019

New Training Coordinators Texas Commission on Law Enforcement Training – 2019

Introduction to Accounting – 2019

Beginning Keyboarding – 2019

Introduction to Computing – 2019

Intermediate Keyboarding – 2019

Speed & Accuracy – 2019

Word Processing – 2020

Introduction to Spreadsheets-EXCEL – 2020

Proofreading & Editing – 2020

Records & Information Management – 2020

**Course Enrollment Number May 2019-December 2020**

|  |  |  |
| --- | --- | --- |
|  **Courses** |  **Date** | **Students Registered**  |
|  |  |  |
| NTOA Supervising Patrol Critical  | 5/1/2019 | 31 |
| Tactical Narcotics | 5/6/2019 | 10 |
| Basic Correctional Officer | 5/6/2019 | 16 |
| Basic Instructor | 5/6/2019 | 11 |
| Intermediate Crime Scene | 5/7/2019 | 20 |
| Plano Police SWAT | 5/8/2019 | 21 |
| Firearms Proficiency #75810 | 5/10/2019 | 8 |
| Firearms Proficiency #75812 | 5/13/2019 | 5 |
| De-escalation | 5/13/2019 | 15 |
| Firearms Proficiency #75814 | 5/14/2019 | 6 |
| Glock Armor | 5/14/2019 | 36 |
| Intermediate Child Abuse | 5/14/2019 | 13 |
| Firearms Proficiency #75822 | 5/14/2019 | 5 |
| Firearms Proficiency #75816 | 5/15/2019 | 9 |
| Firearms Proficiency #75823 | 5/16/2019 | 6 |
| Firearms Proficiency #75824 | 5/16/2019 | 4 |
| Identity Crimes  | 5/17/2019 | 4 |
| Crisis Intervention Training | 5/20/2019 | 37 |
| Civil Process Law | 5/20/2019 | 17 |

|  |  |  |
| --- | --- | --- |
|  **Courses** |  **Date** | **Students Registered**  |
|  |  |  |
| Intermediate Crime Scene | 6/3/2019 | 17 |
| Intermediate Short Course | 6/4/2019 | 7 |
| Legal Update  | 6/10/2019 | 13 |
| Field Training Officer | 6/10/2019 | 27 |
| Court Security Officer | 6/11/2019 | 16 |
| De-escalation #77552 | 6/17/2019 | 19 |
| Basic Instructor #77523 | 6/17/2019 | 16 |
| Writ Specialist Class | 6/18/2019 | 8 |
| Basic Instructor #77525 | 6/24/2019 | 5 |
| Deaf/Hard of Hearing & Canine Encounters  | 6/25/2019 | 35 |
|  |  | **163** |

|  |  |  |
| --- | --- | --- |
|  **Courses** |  **Date** | **Students Registered**  |
|  |  |  |
| Frontline Crisis Response - Peer Support  | 7/8/2019 | 16 |
| Federal Law Enforcement Training Center | 7/8/2019 | 12 |
| Intermediate Crime Scene | 7/8/2019 | 20 |
| Health,Fitness, & Nutrition for LE  | 7/9/2019 | 16 |
| Patrol Tactical Procedures | 7/10/2019 | 4 |
| Sexual Assault Response and Investigations | 7/12/2019 | 47 |
| Intermediate Arrest,Search & Seizure  | 7/15/2019 | 11 |
| New Supervisor | 7/15/2019 | 19 |
| NCIS | 7/15/2019 | 13 |
| Civil Process Law | 7/15/2019 | 12 |
| Tactical Emergency casualty Care & Bleeding Control  | 7/19/2019 | 9 |
| De-escalation | 7/22/2019 | 14 |
| Legal Law Update | 7/22/2019 | 10 |
| Texas DPS #77729 | 7/22/2019 | 19 |
| Basic Correctional Officer Course | 7/22/2019 | 23 |
| Crime of Human Trafficking | 7/23/2019 | 7 |
| Basic Civil Process 3131 | 7/23/2019 | 4 |
| Civil Process Law | 7/23/2019 | 4 |
| Texas DPS #77730 | 7/24/2019 | 17 |
| Intermediate Use of Force | 7/25/2019 | 11 |
| Basic Criminal Investigations  | 7/29/2019 | 15 |
| Advanced Patrol Carbine | 7/30/2019 | 3 |
| Legal Law Update | 7/30/2019 | 5 |
| Plano PD SWAT | 7/31/2019 | 22 |
|  |  |  |
|  |  | **81** |
| **Courses** | **Date** | **Students Registered**  |
|  |  |  |
| Patrol Tactical Procedures # 77775 | 8/5/2019 | 7 |
| Patrol Tactical Procedures # 77776 | 8/5/2019 | 6 |
| Cybercrime Certification  | 8/5/2019 | 8 |
| Intermediate Short Course | 8/5/2019 | 8 |
| Intermediate Crime Scene | 8/5/2019 | 12 |
| Court Security Officer | 8/6/2019 | 5 |
| Patrol Rifle | 8/12/2019 | 3 |
| Stress Management  | 8/12/2019 | 12 |
| TCIS/TLETS Mobile Operator | 8/12/2019 | 6 |
| TCIC/TLETS Less Than Full Accress | 8/12/2019 | 12 |
| Intermediate Spanish | 8/12/2019 | 18 |
| TCIC/TLETS Full Access | 8/12/2019 | 1 |
| Deaf/Hard of Hearing & Canine Encounters | 8/19/2019 | 31 |
| Basic Instructor | 8/19/2019 | 13 |
| De-escalation | 8/19/2019 | 11 |
| Intermediate Crime Scene | 8/19/2019 | 33 |
| ATF Patrol Tactics | 8/21/2019 | 20 |
| Legal Law Update  | 8/27/2019 | 2 |
| Intermediate Child Abuse | 8/27/2019 | 10 |
| SFST Refreaher  | 8/27/2019 | 15 |
| Trauma & Aftermath | 8/30/2019 | 50 |
|  |  |  |
|  |  | **283** |
| **Courses**  | **Date** | **Students Registered**  |
|  |  |  |
| Patrol Rifle  | 9/9/2019 | 9 |
| Field Training Officer | 9/9/2019 | 12 |
| Civil Process Law | 9/9/2019 | 3 |
| Firearms #70868 | 9/9/2019 | 4 |
| Firearms #70877 | 9/10/2019 | 10 |
| Firearms #70871 | 9/11/2019 | 5 |
| Firearms #70873 | 9/12/2019 | 9 |
| Firearms #70875 | 9/13/2019 | 6 |
| De-escalation  | 9/16/2019 | 12 |
| Basic Instructor  | 9/16/2019 | 14 |
| Legal Law Update #3186 (#70885) | 9/17/2019 | 12 |
| Legal Law Update #3186 (#70886) | 9/17/2019 | 13 |
| Legal Law Update #3186 (#70889) | 9/19/2019 | 14 |
| Legal Update #3186 & Civilian | 9/23/2019 | 16 |
| Crisis Intervention Training | 9/23/2019 | 31 |
| Firearms Instructor | 9/23/2019 | 8 |
|  |  |  |
|  |  | **178** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Low Light Handgun Tactics | 10/3/2019 | 1 |
| Legal Law Update #3186/Civilian Interaction #30418 | 10/3/2019 | 55 |
| Patrol Tactical Procedures #70977 | 10/7/2019 | 14 |
| Intermediate Crime Scene | 10/7/2019 | 20 |
| Tactical Emergency Casualty Care & Bleeding Control  | 10/10/2019 | 8 |
| Basic Instructor  | 10/14/2019 | 12 |
| De-escalation | 10/14/2019 | 19 |
| Patrol Tactical Procedures #70978 | 10/14/2019 | 7 |
| Basic Peace Officer ( I,II,IIII,V, V) | 10/14/2019 | 30 |
| Intermediate Short Course | 10/15/2019 | 13 |
| Legal Update #3186 & Civilian #70688 | 10/16/2019 | 24 |
| Nortex Swat  | 10/18/2019 | 17 |
| Patrol Tactical Procedures #70980 | 10/21/2019 | 8 |
| Mental Health Officer  | 10/21/2019 | 31 |
| Intermediate Child Abuse | 10/22/2019 | 7 |
| Legal Update #3186 & Civilian #70689 | 10/28/2019 | 56 |
| Crash Reconstruction from Video Evidence | 10/28/2019 | 8 |
| Basic Correctional Officer | 10/28/2019 | 25 |
|  |  |  |
|  |  |  |
|  |  | **355** |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| De-escalation #71029 | 11/4/2019 | 17 |
| UT Southwest Firearms #71069 | 11/4/2019 | 5 |
| Frontline Crisis Response | 11/4/2019 | 17 |
| Urban Rifle School #71028 | 11/4/2019 | 6 |
| Intermediate Crime Scene | 11/4/2019 | 18 |
| Special Investigate Topics  | 11/5/2019 | 8 |
| UT Southwest Firearms #71083 | 11/5/2019 | 9 |
| UT Southwest Firearms #71084 | 11/6/2019 | 9 |
| TCIC/TLETS Mobile Operator #71036 | 11/6/2019 | 13 |
| TCIC/TLETS Mobile Operator #71032 | 11/6/2019 | 19 |
| TCIC/TLETS Full Access #71033 | 11/6/2019 | 8 |
| UT Southwest Firearms #71086 | 11/7/2019 | 10 |
| Legal Law Update #3186 #71100 | 11/7/2019 | 7 |
| UT Southwest Firearms #71087 | 11/8/2019 | 6 |
| Legal Update #3186 & Civilian #71041 | 11/11/2019 | 24 |
| Crisis Intervention Training | 11/11/2019 | 43 |
| Prosper PD Patrol Practical Procedures | 11/11/2019 | 6 |
| Legal Law Update #3186 #71101 | 11/12/2019 | 6 |
| Legal Law Update #3186 #71102 | 11/13/2019 | 6 |
| Firearms Instructor | 11/18/2019 | 12 |
| New Supervisor #71043 | 11/18/2019 | 17 |
| Basic Instructor  | 11/18/2019 | 15 |
| Deaf/Hard of Hearing & Canine Encounters | 11/19/2019 | 33 |
| Legal Law Update #3186 #71103 | 11/19/2019 | 10 |
| Intermediate Use of Force | 11/21/2019 | 10 |
| Collin County Mental Health Symposium  | 11/21/2019 | 48 |
|  |  | **382** |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| NTOA SWAT Command II | 12/3/2019 | 19 |
| Intermediate Crime Scene  | 12/2/2019 | 19 |
| Trauma Affected Veterans | 12/9/2019 | 11 |
| Intermediate Spanish | 12/9/2019 | 13 |
| Bureau of Alcohol Tobacco Firearms | 12/9/2019 | 24 |
| De-escalation  | 12/16/2019 | 37 |
| Basic Instructor  | 12/16/2019 | 16 |
| Basic Criminal Investigations | 12/16/2019 | 18 |
| SFST Refesher  | 12/17/2019 | 5 |
| Fairview PD #73736 | 12/18/2019 | 8 |
| Fairview PD #73737 | 12/18/2019 | 7 |
|  |  |  |
|  |  | **177** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Intermediate Crime Scene | 1/6/2020 | 15 |
| Basic Instructor | 1/6/2020 | 8 |
| Trauma Informed Sexual Assault #73816 | 1/13/2020 | 10 |
| De-escalation | 1/13/2020 | 39 |
| Intermediate Child Abuse | 1/14/2020 | 5 |
| Trauma Informed Sexual Assault # 73827 | 1/20/2020 | 10 |
| Trauma Informed Sexual Assault # 73828 | 1/21/2020 | 8 |
| Advanced De-escalation  | 1/27/2020 | 12 |
| Trauma Informed Sexual Assault #73829 | 1/28/2020 | 8 |
|  |  |  |
|  |  | **115** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Civil Process Law | 2/3/2020 | 14 |
| Active Attack Integrated Response # 73941 | 2/3/2020 | 7 |
| Basic Correctional Officer Course | 2/3/2020 | 22 |
| Urban Rifle School | 2/10/2020 | 9 |
| Legal Update #3186 & Civilian  | 2/10/2020 | 5 |
| Firearms Instructor | 2/10/2020 | 6 |
| Crisis Intervention Training  | 2/10/2020 | 43 |
| Active Attack Integrated Response # 73930 | 2/11/2020 | 24 |
| De-escalation | 2/20/2020 | **7** |
| PLET Patrol Tactics | 2/21/2020 | 12 |
| McKinney PD Firearms #73961 | 2/24/2020 | 6 |
| Crime of Human Trafficking  | 2/24/2020 | 5 |
| DPS Firearms #74044 | 2/24/2020 | 7 |
| DPS Firearms #74043 | 2/24/2020 | 15 |
| Collin County Sheriff's Office #73960 | 2/24/2020 | 11 |
| SFST Refresher #73841 | 2/25/2020 | 11 |
| Fair and Impartial Policing  | 2/25/2020 | 18 |
| Advanced Search and Seizure  | 2/28/2020 | 12 |
|  |  |  |
|  |  | **234** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Basic Criminal Investigations | 3/2/2020 | 9 |
| New Supervisor | 3/2/2020 | 16 |
| Intermediate Crime Scene | 3/2/2020 | 24 |
| Allen Operative Medical Training | 3/2/2020 | 8 |
| Legal Law Update | 3/3/2020 | 8 |
| Active Shooter | 3/6/2020 | 9 |
| De-escalation | 3/9/2020 | 22 |
| Allen Patrol Tactics | 3/9/2020 | 9 |
| Basic Instructor | 3/9/2020 | 12 |
| UT Southwestern  | 3/10/2020 | 5 |
| Simunition Scenario  | 3/10/2020 | 14 |
| Drug ID | 3/16/2020 | 23 |
| TCIC/TLETS Less Than Full | 3/16/2020 | 1 |
| TCIC/TLETS Full Access | 3/16/2020 | 1 |
| TCIC/TLETS Mobile Operator | 3/16/2020 | 17 |
| Officer Involved Shooting  | 3/19/2020 | 8 |
|  |  |  |
|  |  | **186** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Basic Peace Officer Course | 6/1/2020 | 22 |
| Collin College Defensive Tactics | 6/17/2020 | 14 |
| Active Shooter #75548 | 6/22/2020 | 16 |
| Active Shooter #75549 | 6/25/2020 | 20 |
|  |  |  |
|  |  | **72** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Civil Process Law #70802 | 8/31/2020 | 7 |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| De-escalation #70765 | 9/14/2020 | 15 |
| Crisis Intervention Training #70767 | 9/14/2020 | 18 |
| Deaf/Hard of Hearing& Canine Encounters | 9/15/2020 | 19 |
| Basic Peace Officer Academy | 11/18/2020 | 1 |
| Special Investigate Topics  | 9/21/2020 | 6 |
| New Supervisor | 9/21/2020 | 11 |
| NCIS | 9/21/2020 | 8 |
| Collin College ALERRT | 9/30/2020 | 12 |
|  |  | **90** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Collin College ALERRT  | 10/1/2020 | 13 |
| Court Security Officer | 10/5/2020 | 12 |
| Intermediate Crime Scene | 10/5/2020 | 15 |
| Mental Health Officer | 10/5/2020 | 17 |
| Allen PD Patrol Rifle | 10/6/2020 | 4 |
| Firearms Instructor  | 10/12/2020 | 6 |
| Legal Law Update | 10/12/2020 | 7 |
| McKinney PD | 10/12/2020 | 9 |
| McKinney PD | 10/13/2020 | 5 |
| Intermediate Child Abuse | 10/13/2020 | 5 |
| De-escalation | 10/19/2020 | 16 |
| Basic Instructor | 10/19/2020 | 7 |
| Civil Process Law | 10/19/2020 | 17 |
| Allen PD Patrol Rifle | 10/19/2020 | 4 |
| Allen PD Patrol Rifle | 10/26/2020 | 4 |
| Writ Specialist | 10/26/2020 | 21 |
| Undercover Techniques & Survival for Narcotic Officers | 10/27/2020 | 18 |
| Basic Correctional Officer Course | 10/26/2020 | 15 |
| First Line Supervision | 10/27/2020 | 16 |
| Intermediate Use of Force | 10/29/2020 | 11 |
|  |  | **222** |

|  |  |  |
| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| Deaf/Hard of Hearing & Canine Encounters | 11/2/2020 | 14 |
| Urban Rifle School (71071) | 11/2/2020 | 1 |
| Urban Rifle School (71109) | 11/2/2020 | 5 |
| TCIC/TLETS Less Than Full Access | 11/4/2020 | 8 |
| Allen PD Patrol Rifle | 11/4/2020 | 6 |
| TCIC/TLETS Mobile Operator (71074) | 11/5/2020 | 20 |
| TCIC/TLETS Full Access (71073) | 11/5/2020 | 7 |
| De-escalation | 11/9/2020 | 18 |
| Mobile Field Force Instructor | 11/9/2020 | 15 |
| Crisis Intervention Training | 11/9/2020 | 17 |
| Basic Instructor | 11/9/2020 | 8 |
| Deaf/Hard of Hearing & Canine Encounters (71108) | 11/11/2020 | 3 |
| Deaf/Hard of Hearing & Canine Encounters (71137) | 11/11/2020 | 1 |
| Basic Peace Officer I,II,III,IV, and V | 11/17/2020 | 23 |
| SFST Refresher  | 11/17/2020 | 4 |
|  |  |  |
|  |  |  |
|  |  | **150** |

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| --- | --- | --- |
| **Courses**  |  **Date** | **Students Registered**  |
|  |  |  |
| ALERRT (71162) | 12/1/2020 | 8 |
| ALERRT (71163) | 12/2/2020 | 11 |
| Basic Instructor  | 12/7/2020 | 12 |
| SFST Refresher | 12/8/2020 | 11 |
| Firearms Instructor | 12/8/2020 | 6 |
| New Supervisor | 12/8/2020 | 16 |
| Allen PD Patrol Rifle | 12/9/2020 | 3 |
| SFST Refresher | 12/10/2020 | 11 |
|  |  | **78** |

***Texas Agencies that have utilized the Law Enforcement Academy September 2018 – Current***

|  |
| --- |
| ***City***  |
|   |
| Addison PD  |
| Allen Fire |
| Allen ISD PD |
| Allen PD |
| Anna ISD PD |
| Anna PD |
| Aransas Pass PD |
| Argyle PD |
| Arlington PD |
| Aubrey PD |
| Austin College PD |
| Azle PD |
| Balch Springs Marshal Office  |
| Balch Springs PD |
| Bartonville PD |
| Baylor Scott & White Public Safety  |
|  |
| Bedford PD |
| Bellaire PD |
| Bells PD |
| Beverly Hills PD |
| Boerne PD |
| Bonham PD |
| Brenham PD |
| Bridgeport PD |
| Brookshire PD |
| Brownsville PD |
| Burkburnett PD |
| Burleson Fire Department  |
| Caddo Mills PD  |
| Canyon PD |
| Carrolton Fire Department  |
| Carrolton PD |
| Castle Hills PD |
| Castroville PD |
| Cedar Hill Fire Department  |
| Cedar Hill PD |
| Cedar Park PD  |
| Celeste PD |
| Celina PD |
| Cockerll Hill PD |
| Cockrell Hill Fire Marshals Office  |
| Coffee City PD |
| College Station PD |
| Colleyville FD  |
| Colleyville PD |
|  |
| Collin County Community College PD |
| Collinsville PD |
| Commerce PD |
| Community ISD PD |
| Coppell PD  |
| Corinth PD |
| Corsicana Fire Department  |
| Corsicana ISD PD |
| Corsicana PD  |
| Crandall PD  |
| Criswell College PD |
| Cuney PD |
| Cyprus-Fairbanks ISD |
| Dallas Area Rapid Transit PD |
| Dallas City Marshal's Office |
| Dallas County Community College PD |
| Dallas County Hospital Distrcit PD |
| Dallas ISD PD |
| Dallas PD |
| Dallas Theological Seminary PD |
| Dension PD |
| Denton Fire Department |
| Denton PD |
| Desoto Fire Rescue |
| Desoto PD  |
| DFW Airport DPS |
| Duncanville PD |
| Eastfield Academy  |
| Ector PD |
|  |
| Edgewood PD |
| Elgin PPD |
| Emory PD |
| Euless PD  |
| Eustace Police  |
| Fairview PD |
| Farmers Branch Marshals Office |
| Farmers Branch PD |
| Fate DPS |
| Flower Mound Fire Department  |
| Flower Mound PD |
| Forney PD |
| Fort Worth City Marshal's Office |
| Frisco PD |
| Ft. Worth PD |
| Gainesville PD  |
| Garland FD |
| Garland Marshal's Office |
| Garland PD |
| George West PD |
| Grand Saline PD |
| Grapevine PD |
| Grayson College PD |
| Greenville PD |
| Gun Barrel City PD |
| Gunter PD |
| Hallettsville PD |
| Harper ISD PD |
| Heath DPS |
|  |
| Hereford PD |
| Hickory Creek PD |
| Highkland Park DPS |
| Highland Park ISD  |
| Highland Village PD |
| Honey Grove PD |
| Howe ISD PD |
| Howe PD |
| Hurst PD |
| Hutchins PD |
| Irving Fire Dept |
| Irving PD |
| Jefferson PD |
| Josephine PD |
| Justin PD |
| Kaufman PD |
| Keller PD  |
| Kemp PD |
| Kenedy Police Department  |
| Killen PD  |
| Lake Dallas PD |
| Lake Worth PD |
| Lancaster ISD |
| Lancaster PD |
| Laredo ISD |
| Leonard PD |
| Little Elm PD |
| Longview PD  |
| Lubbock Police PD |
|  |
| Magnolia PD |
| Mansfield ISD PD  |
| Marlin PD |
| McKinney Fire Department  |
| McKinney Marshal's Office |
| McKinney PD |
| Melissa PD |
| Mesquite PD |
| Methodist Medical Center PD |
| Midland PD  |
| Midlothian PD  |
| Midwestern State University PD |
| Mineral Wells PD |
| Mt. Pleasant ISD PD |
| Murphy PD |
| Naples PD |
| New Boston PD |
| North Central Texas College PD |
| North Lamar ISD PD |
| North Texas Job Corps Center |
| Northeast PD |
| Northlake PD |
| Oak Point PD |
| Oak Ridge PD |
| Ore City PD |
| Pantego PD |
| Parker PD |
| Pasadena PD  |
| Pearland PD |
|  |
| Pilot Point PD |
| Plano PD |
| Pottsboro PD |
| Princeton PD |
| Propser ISD PD |
| Prosper FD |
| Prosper PD |
| Rains ISD PD |
| Reno PD |
| Richardson FD |
| Richardson Fire Marshals Office  |
| Richardson PD |
| Richland Hills PD  |
| Rockwall PD |
| Rowlett City Marshal's Office |
| Rowlett PD |
| Royse City PD |
| Sachse PD |
| Saginaw PD |
| San Antonio PD |
| Sanger PD |
| Savoy PD |
| Seagoville PD |
| Seagraves PD |
| Shenandoah PD |
| Sherman PD |
| Southern Methodist University PD |
| Southmayd PD |
| Springtown PD |
|  |
| Stinnett PD |
| Sulpher Springs PD |
| Sunnyvale Fire Department  |
| Tarleton State Univeristy PD |
| Tarrant County College PD |
| Teague PD |
| Terrell ISD  |
| Terrell PD |
| Texas A&M College Station  |
| Texas A&M Commerce PD |
| Texas Health PD |
| Texas Health Presbyterian Hospital Dallas DPS |
| Texas Southern University PD |
| Texas Woman's University PD |
| The Colony PD |
| Tioga PD |
| Tom Bean PD |
| Trinity Valley College PD |
| Trophy Club PD |
| TSTC-Sweetwater DPS |
| University of Texas System Police |
| University Park Fire  |
| University Park PD |
| UNT PD |
| Valley View PD |
| Van Alstyne PD |
| Waco Fire Department |
| Waco ISD PD |
| Waco PD  |
|  |
| Weatherford PD |
| Weslaco PD |
| West Tawakoni PD |
| Westworth Village PD  |
| Whitesboro PD |
| Wilmer PD |
| Winnsboro PD  |
| Wolfe City PD |
| Wylie Fire Marshal |
| Wylie PD |

***Texas County Agencies that have utilized the Law Enforcement Academy September 2018 – Current***

|  |
| --- |
| ***County*** |
|   |
| 112TH JUDICIAL DIST. ATTY.’S OFFICE |
| Bexar County Constable PCT 1 |
| Bexar County Constable PCT 4 |
| Bowie County Sheriff’s Office  |
| Brazos County Sheriff’s Office |
| Collin County Constable PCT 1 |
| Collin County Constable PCT 2 |
| Collin County Constable PCT 3 |
| Collin County Constable PCT 4 |
| Collin County Court at Law #6 |
|  |
| Collin County Dist. Atty’s Office |
| Collin County Probate Court  |
| Collin County Sheriff’s Office |
| Cooke County Sheriff’s Office |
| Coryell County Sheriff’s Office |
| Dallas County Constable PCT 1 |
| Dallas County Constable PCT 2 |
| Dallas County Constable PCT 3 |
| Dallas County Constable PCT 4 |
| Dallas County Constable PCT 5 |
| Dallas County Marshal |
| Dallas County Sheriff’s Office |
| Delta County Sheriff’s Office  |
| Denton County Constable PCT 1 |
| Denton County Constable PCT 2 |
| Denton County Constable PCT 3 |
| Denton County Constable PCT 4 |
| Denton County Constable PCT 5 |
| Denton County Constable PCT 6 |
| Denton County Dist. Attys Office |
| Denton County Fire Marshal’s Office |
| Denton County Sheriff’s Office |
| Denton County Water District  |
| Ector County Sheriff’s Office  |
| Ellis County DA Office  |
| Fannin County Atty’s Office |
| Fannin County Sheriff’s Office  |
| Fort Bend Sheriff’s Office  |
| Franklin County Constable |
|  |
| Franklin County Sheriff’s Office |
| Franklin County Water District |
| Freestone County Sheriff’s Office |
| Grayson County Sheriff’s Office  |
| Gregg County Sheriff’s Office |
| Harris County DA’s Office |
| Harris County Seriff’s Office |
| Hemphill County Sheriff’s Office |
| Hidalgo County Sheriff’s Office |
| Hill County Sheriff’s Office  |
| Hopkins County Sheriffs Office  |
| Hunt County Constable PCT 1 |
| Hunt County Homeland Security |
| Hunt County Sheriff’s Office  |
| Johnson County Constable PCT 2 |
| Johnson County Constable PCT 4 |
| Johnson County Sheriff’s Office |
| Kaufman Count Constable PCT 2 |
| Kendall County Sheriff’s Office |
| Kerr County Sheriff’s Office |
| Lamar County Sheriff’s Office  |
| Llano County Sheriff’s Office |
| McLennan County Sheriff’s Office |
| Navarro County Sheriff’s Office |
| Panola Country Constable PCT 1 |
| Parker County Constable PCT 4 |
| Parker County Dist. Atty’s Office  |
| Potter County Sheriff’s Office |
| Rains County Sheriff’s Office |
|  |
| Red River County Sheriff’s Office  |
| Rockwall County Constable PCT 4 |
| Rockwall County Constable PCT 4 |
| Rockwall County JP Precinct 2  |
| Rockwall County Sheriff’s Office |
| Smith County Sherrif’s Office |
| Somerville County Sheriff’s Office |
| Tarrant County Constable PCT 2 |
| Tarrant County Constable PCT 3 |
| Titus County Sheriff’s Office |
| Travis County Sheriff’s Office |
| Upton County 112th  |
| Van Zandt County Constable PCT 2 |
| Wichita County Sherrif’s Office |
| Wise County Constable PCT 4 |
|  |

***Texas State Agencies that have utilized the Law Enforcement Academy September 2018 – Current***

|  |
| --- |
| ***State*** |
|   |
| Brazos River Authority  |
| Office of the Attorney General  |
| TABC |
| Texas Dept of Criminal Justice - OIG  |
| Texas DPS |
|  |
| Texas Juvenile Justice Department - OIG |
| Texas Parks & Wildlife |

***Federal Agencies that have utilized the Law Enforcement Academy September 2018 – Current***

|  |
| --- |
| ***Federal***  |
|   |
| ATF SRT 3 |
| FBI |
| NCIS REACT  |
| OIG FDIC |
| U.S Army CID |
| United States Secret Service  |
| US Postal Inspection Service |
| US Probation & Pretrial Services |
| Department of Veteran Affairs  |
| Department of Homeland Security - ICE |
| US Department of Housing and Urban Dev |
| United States Federal Reserve  |
| United States Customs & Border Protection  |

***Agencies that have sent cadets to the Basic Peace Officer Course September 2018 – Current***

|  |
| --- |
| ***BPOC*** |
|   |
| Carrollton PD |
| Collin College  |
| Collin County Sheriff's Office  |
| Corinth PD |
| Denison PD |
| Fairview PD |
| Farmers Branch PD |
| Flower Mound PD |
| Gainsville PD  |
| Garland FD |
| Grayson County Sheriff's Office |
| Heath DPS |
| Howe PD |
| Lewisville PD |
| Little Elm PD |
| McKinney FD |
| Paris PD |
| Rockwall County Sheriff's Office |
| Rockwall PD |
| Sherman PD |
| The Colony PD |
|  |
| University Park PD |
| UT Southwestern Medical PD |
| Wylie FD |
| Wylie PD |

***Agencies that have sent cadets to the Basic Correctional Officer Course September 2018 – Current***

|  |
| --- |
| ***BCOC*** |
|   |
| City of Plano  |
| Collin County Sheriff's Office  |
| Grayson County Sheriff's Office |
| Rockwall County Sheriff's Office  |
| City of Wylie |

***Agencies that have hired independent cadets after graduating the Basic Peace Officer Course September 2018 – Current***

|  |
| --- |
| ***BPOC Hired***  |
|   |
| Allen PD |
| Bonham PD (Res) |
| Collin County SO |
|  |
| Comanche PD |
| Frisco PD |
| Little Elm PD |
| Richardson PD |
| Royse City PD |
| Wylie PD |
|   |