Course Information

Division: Social Sciences
Course Number: AJS 115
Title: Basic Peace Officer Academy I
Credits: 15
Developed by: Steve Johnson
Lecture/Lab Ratio: 15 Lecture/0 Lab
Transfer Status:

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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (100 Questions/100 Points)
Semester Taught: Upon Request
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
This course is designed to provide a student with the first semester of study toward receiving Peace Officer state certification through the Arizona Peace Officer Standards and Training Board. A cumulative comprehensive final examination must be passed to move on to AJS215 and obtain the certification.

Description
An approved AzPOST Peace Officer Academy designed to train a regular or reserve officer for State certification. Students must be sponsored by an approved law enforcement agency, or admitted through open enrollment, in accordance with all current Arizona Peace Officer Standards and Training Board guidelines. All students must first be admitted to the academy to enroll in the course. Refer to the Administration of Justice AAS Degree curriculum for a listing of courses that, upon academy graduation, are fulfilled toward the Administration of Justice AAS or AA Degrees.

Supplies
None
Competencies and Performance Standards

1. Analyze the components of the Criminal Justice System.
   
   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Identify the three (3) branches of government and the function and responsibilities of each.
   b. Identify the purposes and general conditions of parole and probation.
   c. Identify the functions and responsibilities of law enforcement, judicial, and corrections.
   d. Explain the differences between criminology and criminal justice.
   e. Identify and describe the major sources of crime data.
   f. Provide an overview of the Criminal Justice System.

   Performance Standards
   
   Competence will be demonstrated:
   
   o by completion of online quizzes and examinations
   o through Internet Web based computer assignments
   o through an objective cumulative final exam

   Criteria - Performance will be satisfactory when:
   
   o Learner describes ways that law enforcement, judicial and corrections interact.
   o Learner identifies the differences between parole and probation.
   o Learner identifies how criminal justice crime data is gathered and analyzed.
   o Learner describes to which each of the following positions belong: judges, prosecuting attorneys, defense attorneys, probation officers, parole officers, correctional officers, and police/sheriff and victim/witness services.
   o Learner explains the differences between criminal justice and criminology.

2. Characterize the history of policing in America.
   
   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Identify the various levels of law enforcement in America with emphasis placed upon Arizona.
   b. Discuss the historical development of the police in England and America.
   c. Describe the importance of private security in the criminal justice system and how it relates to public law enforcement.
   d. Describe different types of police corruption that has been apparent through the years.
   e. Identify factors that influence the police use of discretion.
   f. Discuss the key principles associated with the reforms implemented by Sir Robert Peel.
   g. Discuss the evolution of law enforcement.

   Performance Standards
   
   Competence will be demonstrated:
   
   o by completion of online quizzes and examinations
   o through completion of Internet Web based computer assignments
   o through an objective cumulative final exam

   Criteria - Performance will be satisfactory when:
3. Examine the aspects of local, state, and federal law enforcement.

Learning objectives
What you will learn as you master the competency:

a. Identify the four (4) categories of law enforcement in Arizona.
b. Discuss the primary functions, jurisdiction, and responsibilities of the most common Federal agencies.
c. Discuss the primary functions, jurisdiction, and responsibilities of the most common State agencies.
d. Discuss the primary functions, jurisdiction, and responsibilities of the most common County agencies.
e. Discuss the primary functions, jurisdiction, and responsibilities of the most common Local agencies.
f. Identify the statutes and authority that Arizona law gives to police officers.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam

Criteria - Performance will be satisfactory when:

- Learner discusses the functions, jurisdiction, and responsibilities of Federal agencies.
- Learner discusses the functions, jurisdiction, and responsibilities of State agencies.
- Learner discusses the functions, jurisdiction, and responsibilities of County agencies.
- Learner discusses the functions, jurisdiction, and responsibilities of the Local agencies.
- Learner identifies the legal concepts of peace officer authority as contained in ARS 13-3871.
- Learner identifies the legal concepts of Indian police powers as contained in ARS 13-3874.
- Learner identifies the legal concepts of cross-certification of federal peace officers.

4. Discuss general police management and supervisory principles and techniques.

Learning objectives
What you will learn as you master the competency:

a. Identify the definition of “chain of command.”
b. Identify the definition of “span of control.”
c. Discuss the usage of general problem solving steps as used in law enforcement.
d. Identify the working relationship between the first line officer and the supervisor.

**Performance Standards**

*Competence will be demonstrated:*
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam

**Criteria - Performance will be satisfactory when:**
- Learner discusses the differences between management and supervision.
- Learner identifies how chain of command is used in law enforcement.
- Learner identifies how span of control is used in law enforcement.
- Learner summarizes problem solving as identifying the problem, analyzing the problem, developing alternatives, and selecting a solution.
- Learner characterizes how a first line officer can assist their supervisor in their mutual roles.

5. Support the high moral, ethical and performance standards required of law enforcement personnel in Arizona.

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify examples of gratuities and bribes.
b. Identify examples of the problems associated with an officer's acceptance of gratuities.
c. Identify the purpose for and responsibilities of the Arizona Peace Officer Standards and Training Board (AzPOST).
d. Identify the causes for revocation, suspension, and denial of a peace officer's certification by AzPOST.
e. Describe the important considerations associated with an officer's discretion in enforcing the law.

**Performance Standards**

*Competence will be demonstrated:*
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion

**Criteria - Performance will be satisfactory when:**
- Learner discusses the differences between a gratuity and a bribe.
- Learner summarizes how citizens may offer a gratuity to a police officer to benefit the citizen at a later date.
- Learner summarizes how citizens may attempt to bribe a police officer to not fulfill their oath of office.
- Learner describes ways that officers create their own problems by accepting gratuities.
- Learner discusses the reason AzPOST monitors the training and performance of police officers.
- Learner identifies conduct that can result in official action being taken by AzPOST.
6. **Identify the basic concepts, phrases, and definitions needed to study criminal law.**

*Learning objectives*

*What you will learn as you master the competency:*

- a. Identify alternatives to prosecution.
- b. Identify examples of the difference between "spirit of the law" and "letter of the law."
- c. Identify examples of persons who are legally incapable of committing a crime per ARS Title 13, Chapter 5.
- d. Identify the classifications of felonies and misdemeanors.
- e. Identify the limitations for prosecution.
- f. Identify examples of terms defined in ARS 13-105.
- g. Identify the provisions of law with regard to the suspension of the civil rights of convicted felons per ARS 13-904.
- h. Identify examples of who may be held criminally liable (parties to offenses) per ARS 13-101-306.
- i. Identify the provisions of law with regard to offenses committed in school safety zones per ARS 13-609.

*Performance Standards*

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion

*Criteria - Performance will be satisfactory when:*

- Learner discusses how officers may initiate alternatives to prosecution.
- Learner summarizes when and how an officer may adhere to the "spirit of the law" rather than the "letter of the law."
- Learner discusses why certain persons are legally incapable of committing a crime.
- Learner summarizes the purposes of prosecution and how it affects public safety.
- Learner describes the legal terms in ARS Title 13 needed to know by police officers.
- Learner discusses how certain persons may be a "party to the crime."
- Learner describes "Drug Free School Zones" and "Gun Free School Zones."
- Learner participates in an instructor-led discussion as to how police officers can be held both civilly and criminally liable for their actions.

7. **Characterize the conditions under which an officer or citizen may make an arrest.**

*Learning objectives*

*What you will learn as you master the competency:*

- a. Identify the purposes and procedures for warrants.
- b. Identify examples of conditions under which a private person may make a lawful arrest.
- c. Identify the limitations to officer discretion.
d. Identify the requirements of both arrest and search warrants.
e. Identify examples of the information that an officer is required to provide to a person who is being arrested.
f. Identify the differences between a long form complaint and an arrest.
g. Identify what constitutes entrapment.
h. Identify the legal requirements for a parole/probation arrest.
i. Identify the parameters of when deadly physical force may lawfully be used.
j. Identify the parameters of when physical force may lawfully be used.

Performance Standards

Competence will be demonstrated:
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion

Criteria - Performance will be satisfactory when:
- Learner describes how all arrest warrants must be confirmed prior to warrant service.
- Learner describes how a person does not need to be a U.S. citizen to make a lawful citizen's arrest.
- Learner participates in an instructor-led discussion identifying the legal requirements for an officer entering a premise by force.
- Learner describes how law and the existence of departmental policies and procedures affect their use of discretion.
- Learner describes the time of day or night that an arrest may be made.
- Learner discusses what information is needed to be provided by the officer to the arrestee on a search warrant.
- Learner discusses why it is sometimes better to seek a long form complaint rather than make a probable cause arrest.
- Learner summarizes ways in which officers create situations for a successful entrapment defense.
- Learner describes how a parole or probation officer may lawfully arrest a person.
- Learner participates in an instructor-led discussion to establish probable cause for an arrest.
- Learner participates in an instructor-led discussion to determine when physical and/or deadly physical force may lawfully be used.

8. Analyze the constitutional requirements, statutes, and case law on search and seizure.

Learning objectives

What you will learn as you master the competency:
- Identify examples of the conditions under which a lawful search with a warrant may be made.
- Identify the grounds for issuance of a search warrant.
- Identify examples of the most commonly found search concepts per case law.
- Identify the requirements and procedures for obtaining, executing, and returning a search warrant.
e. Discuss probable cause as it exists in relationship to searches.
f. Discuss reasonable suspicion as it exists in relationship to searches.
g. Identify examples of situations/circumstances which do not require a search warrant.
h. Discuss the definition and purposes of the "exclusionary rule."
i. Identify the requirements and scope of both a lawful stop and a lawful frisk under the case of Terry v. Ohio.

**Performance Standards**

**Competence will be demonstrated:**
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion AND simulated situation in which a "stop and frisk" is appropriate and lawful

**Criteria - Performance will be satisfactory when:**
- Learner discusses the legal grounds of when officers can conduct lawful searches with a warrant.
- Learner summarizes how to properly obtain a search warrant.
- Learner describes search concepts per case law.
- Learner identifies the procedures for both obtaining and then returning a search warrant within 5 days.
- Learner describes how an officer may legally search for evidence.
- Learner discusses "probable cause" during a verbal description when police action may or may not exist to search.

9. Define the rules of evidence applicable to law enforcement.

**Learning objectives**

**What you will learn as you master the competency:**

a. Identify what tests an items of evidence must successfully pass before it may be admitted into any criminal court.
b. Identify the purposes of the Rules of Evidence.
c. Identify the purposes of offering evidence in court.
d. Identify the differences of proof between criminal and civil cases.
e. Identify the exceptions to the Hearsay Rule of evidence.
f. Identify what constitutes hearsay.
g. Identify the procedures for the service and execution of summonses and subpoenas.
h. Identify the terminology and general rules pertaining to repossessions.
i. Describe the criminal justice process from arrest to final disposition.

**Performance Standards**

**Competence will be demonstrated:**
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam

**Criteria - Performance will be satisfactory when:**
Learner discusses how evidence must have been legally obtained.
Learner describes how evidence is used in court.
Learner discusses how criminal cases must be proven "beyond a reasonable doubt."
Learner discusses how civil cases must be proven "by a preponderance of evidence."
Learner summarizes exceptions to the hearsay rule.
Learner describes what statements are by definition not hearsay.
Learner defines privileged communication, circumstantial evidence, and direct evidence.
Learner describes the differences between a summons and subpoena.
Learner discusses the ramifications of "civil litigation."
Learner identifies the general rules pertaining to the legal repossession of property.
Learner identifies the time limits associated with each phase of the criminal justice process.
Learner discusses the jurisdiction and primary responsibility of courts in the Arizona court system.
Learner discusses the jurisdiction and primary responsibility of courts in the Federal court system.

10. Discuss the distinctions between juvenile and adult law and procedures.

Learning objectives
What you will learn as you master the competency:

a. Identify the fundamental objective of the Juvenile Justice System.
b. Identify the jurisdiction of the Juvenile Court, including automatic transfers.
c. Explain adjudication alternatives available to the Juvenile Court.
d. Identify the requirements for completing and processing referrals.
e. Explain the purpose and nature of juvenile hearings.
f. Identify juvenile adjudication options.
g. Identify examples of situations in which juveniles must be segregated from other prisoners.
h. Identify examples of situations in which there is a legal duty to secure medical aid for a sick or injured juvenile who is in custody.
i. Identify examples of situations in which a minor sexual assault victim may give consent to a medical examination.
j. Identify the responding officer's responsibility with regard to taking a minor's statement concerning an alleged sexual offense or physical abuse involving or witnessed by the minor.
k. Identify the rights that are guaranteed for a juvenile.
l. Identify the factors that should be considered when determining the proper course of action with respect to a juvenile offender.
m. Identify the circumstances under which an officer must lawfully take a juvenile into temporary custody.

Performance Standards
Competence will be demonstrated:

— by completion of online quizzes and examinations
— through completion of Internet Web based computer assignments
through an objective cumulative final exam

- Through participation in an instructor-led discussion AND simulated situation of an offense committed by a juvenile to determine the most appropriate course of action to be taken including alternatives.

**Criteria - Performance will be satisfactory when:**

- Learner describes the proper procedures and techniques necessary to detail and refer juveniles.
- Learner summarizes the jurisdiction of the Juvenile Court.
- Learner describes the role and responsibilities of Child Protective Services/DES.
- Learner identifies the purpose and nature of juvenile phases.
- Learner discusses why juveniles and adults must be segregated from each other.
- Learner discusses why juveniles and adults must not be transported without a sight and sound barrier.
- Learner explains how to secure medical aid for sick or injured minors in custody.
- Learner explains how to gain a minor sexual assault victim's consent to a medical examination.
- Learner describes how to take a minor's statements concerning abuse.
- Learner summarizes the rights afforded juveniles - including all adult rights.
- Learner describes how and when parents/guardians need to be notified when a juvenile is taken into custody.
- Learner lists examples of violations related to the sale, possession, or use of alcohol by juveniles.
- Learner describes what officers must consider when deciding to charge juveniles.
- Learner describes alternatives to custody for juvenile offenders.
- Learner describes the most appropriate course of action to be taken by an officer for an alleged offense.

**11. Define the most frequently used sections of Arizona Revised Statutes Title 13.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify the statutory language of criminal law.

b. Identify examples of property-related crimes.

c. Identify examples of person-related crimes.

d. Identify the elements of commonly encountered crimes.

e. Identify the definitions most often used by officers in ARS Title 13.

f. Identify the common crime names and classifications found in ARS Title 13.

g. Identify from a dangerous instrument or deadly weapon scenario if a crime occurred.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion of an offense committed.
12. **Describe the types, purposes, and techniques of police patrol.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify the basic preventive patrol procedures.

b. Identify the duties that a field officer must perform in order to properly prepare for a patrol shift.

c. Identify the patrol techniques for minimizing the possibility of an officer entering an ambush "set-up."

d. Identify the procedures for properly approaching a helicopter.

e. Identify the patrol vehicle operations that increase the effectiveness of crime detection.

f. Identify the tactics for maximizing officer safety when conducting field interviews of suspects.

  
g. Identify the methods of improving observation skills.

h. Identify the factors that contribute to "command presence."

i. Identify the techniques for properly and safely conducting all phases of a high risk vehicle stop.

j. Identify the procedures and techniques for handling crimes in progress.

k. Identify the fundamental techniques for controlling hostile and non-hostile crowds.

l. Identify the initial responder's role at a hazardous materials incident.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in patrol and how to effectively handle them
- through handling simulated situations of patrol topics while using the proper techniques and procedures for officer safety

**Criteria - Performance will be satisfactory when:**
Learner describes the importance of various patrol procedures.
Learner describes how to physically and mentally prepare for shift.
Learner summarizes the formal and informal methods of performing surveillance.
Learner describes how silhouetting makes an officer an easy target.
Learner describes the tactical steps to be immediately taken during a sniper fire situation.
Learner describes how to avoid an ambush.
Learner lists what to do and what not to do when encountering a plainclothes officer.
Learner describes how to approach a helicopter in the field.
Learner describes setting up a safe helicopter landing zone.
Learner demonstrates the proper procedures for conducting a field interview.
Learner describes how to drive at a slow speed to increase crime detection.
Learner demonstrates how to conduct a safe vehicle search.
Learner describes the most commonly used methods of patrol.
Learner demonstrates the procedures for conducting business and residential checks.
Learner describes how to improve observation skills.
Learner describes how to present a professional image and "command presence."
Learner demonstrates how to properly conduct a pre-shift vehicle inventory.
Learner demonstrates the techniques for stopping a vehicle as a primary and secondary officer.
Learner demonstrates how to control hostile and non-hostile crowds.

13. **Identify the considerations and procedures for handling domestic disputes and managing crisis situations, including mental illness.**

*Learning objectives*

*What you will learn as you master the competency:*

- a. Identify the factors to consider when responding to a domestic violence incident or crisis.
- b. Identify an officer's authority and responsibility per ARS 13-3601 at a domestic violence incident.
- c. Identify the services most commonly provided by resource agencies to victims of domestic violence.
- d. Identify the process and purpose for the issuance of an order of protection and emergency order of protection.
- e. Identify a peace officer's authority and enforcement authority regarding court orders per ARS 13-2810.
- f. Identify the advantages of separating parties at a family dispute.
- g. Demonstrate a tactically sound and safe approach, entry, and resolution of a domestic violence situation.

*Performance Standards*

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations
encountered in domestic violence and crisis situations

- through handling simulated situations of domestic violence and crisis situations while using the proper techniques and procedures for officer safety

**Criteria - Performance will be satisfactory when:**

- Learner describes how to consider factors affecting the cycle of violence at family disputes.
- Learner describes how to take appropriate action at a domestic violence incident.
- Learner summarizes what resources are available to victims and suspects.
- Learner details the differences between an order of protection and an emergency order of protection.
- Learner describes how to handle and enforce court orders.
- Learner describes how separating the parties and prevent them from attacking each other.
- Learner demonstrates how to use proper contact and cover.

14. **Analyze the procedures and techniques for handling crimes in progress.**

**Learning objectives**

What you will learn as you master the competency:

a. Identify the tactical responsibilities of the primary unit responding to a crime in progress.

b. Identify the information that is needed to be obtained when responding to an officer request for assistance.

c. Identify the procedures and tactics for handling an armed situation.

d. Identify the procedures and tactics for handling a burglary-in-progress call.

e. Identify the procedures and tactics for handling a robbery-in-progress call.

f. Identify the procedures and tactics for handling a prowler call.

g. Identify the factors to be noted upon arrival at the scene of a potential arson.

h. Identify the capabilities of dog units.

i. Identify the steps involved in an outdoor and indoor search for a suspect or suspects.

j. Identify the procedures and tactics for handling a building search.

k. Identify the procedures and tactics for handling a hostage situation.

l. Identify the tactical considerations for securing the scene of a crime-in-progress.

**Performance Standards**

Competence will be demonstrated:

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in crimes-in-progress
- through handling simulated situations of crimes-in-progress while using the proper techniques and procedures for officer safety

**Criteria - Performance will be satisfactory when:**

- Learner describes how officer safety is the responsibility of the primary unit.
- Learner describes how information must be obtained quickly for officer safety.
Learner describes the appropriate use of cover and concealment when responding to an armed situation.

Learner summarizes how to use a quick and silent approach to respond to a burglary-in-progress.

Learner demonstrates how to apprehend the suspects in a robbery-in-progress.

Learner demonstrates how to handle a prowler call.

Learner describes how to note important events and persons when arriving at a potential arson.

Learner summarizes how dog units can be used in law enforcement.

Learner describes how to search an outdoor and indoor area for suspects.

Learner demonstrates how to handle a hostage situation call.

Learner describes how to safely respond to silent and audible alarms.

Learner describes the proper criteria to consider when responding to a crime-in-progress.

Learner demonstrates the appropriate procedures and tactics for handling a crime-in-progress.

Analyze the procedures and techniques for handling impaired driver cases.

Learning objectives
What you will learn as you master the competency:

a. Identify the presumptions associated with different blood alcohol levels.

b. Identify that a person arrested for DUI must be informed of his/her right to obtain an independent blood alcohol test.

c. Explain why probable cause does or does not exist for a possible DUI violation.

d. Identify driving behaviors commonly exhibited by persons who are under the influence of alcohol or other drugs.

e. Identify the arresting officer's license suspension requirements and responsibilities associated with a driver whose blood alcohol level is at or above 0.08.

f. Identify violations with respect to the consumption of alcoholic beverages in a motor vehicle.

g. Identify the obligations of the arrested person and the arresting officer under the implied consent to test provisions.

h. Identify the elements of "driving or in actual physical control" while under the influence of intoxicating liquor or drugs.

i. Identify that impairment means "the person's ability to operate a motor vehicle is impaired to the slightest degree."

j. Demonstrate the ability to conduct field sobriety tests.

k. Identify indicators of impairment for the field sobriety tests.

l. Identify the circumstances under which an officer may lawfully obtain a blood sample.

m. Identify the non-alcohol or drug-related factors that may affect an individual's ability to operate a motor vehicle.

n. Demonstrate the ability to handle a simulated impaired driver situation.

o. Demonstrate the ability to complete a proper DUI report resulting from the simulated impaired driver situation.

Performance Standards
Competence will be demonstrated:
- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in impaired driver situations
- through handling simulated situations of impaired driver situations while using the proper techniques and procedures for officer safety

Criteria - Performance will be satisfactory when:
- Learner describes the presumptions of blood alcohol levels.
- Learner describes how all DUI suspects must be informed of his/her right to obtain an independent blood sample.
- Learner describes what probable cause is in relation to a DUI.
- Learner describes the most commonly exhibited behaviors of DUI.
- Learner describes how no persons in a vehicle can have an open alcoholic beverage.
- Learner describes how a suspected DUI driver must consent to be tested when probable cause exists.
- Learner summarizes how a driver can be in actual physical control of the vehicle.
- Learner explains "impairment to the slightest degree."
- Learner demonstrates the standard field sobriety tests.
- Learner explains the factors of impairment with each field sobriety test.
- Learner describes how an officer may require a breath, blood, or urine test for determining DUI.
- Learner explains the factors that may affect a person's ability to operate a motor vehicle.
- Learner demonstrates the procedures and tactics for safely conducting a DUI situation.
- Learner demonstrates the ability to properly complete a DUI report from a mock DUI.

16. Describe the proper attitude and techniques essential in dealing effectively with traffic violators.

Learning objectives
What you will learn as you master the competency:

a. Demonstrate the proper procedures for conducting a traffic violation stop.

b. Identify the acceptability of different forms of driver identification.

c. Identify hazards to an officer when approaching on foot a vehicle stopped for a traffic violation.

d. Identify the proper procedures for safely stopping, approaching and contacting the occupants of a vehicle at night.

e. Demonstrate the proper procedures and tactics for stopping an "unconventional vehicle."

f. Identify the hazards of failing to closely watch the movements of the occupants in a vehicle before and during the vehicle stop.

h. Identify examples of common types of vehicle stops.

g. Identify legal considerations for stopping a suspicious vehicle.

i. Identify the procedures for interacting with a traffic violator.
Performance Standards

Competence will be demonstrated:

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in traffic violator situations
- through handling simulated situations of traffic violator situations while using the proper techniques and procedures for officer safety

Criteria - Performance will be satisfactory when:

- Learner describes techniques for stopping a violator.
- Learner explains the proper forms of driver identification.
- Learner describes the dangers when approaching a vehicle on foot.
- Learner explains the difference between a night and day traffic stop.
- Learner demonstrates the procedures and tactics for stopping an unconventional vehicle.
- Learner describes that not watching the movements of the occupants can result in them being attacked.
- Learner explains reasons for recording the license number of a stop.
- Learner summarizes the characteristics of common vehicle stops.
- Learner describes the legal considerations of stopping a suspicious vehicle.
- Learner demonstrates the proper procedures when interacting with a traffic violator.
- Learner explains why traffic laws do not have to be enforced to the letter of the law all the time.
- Learner demonstrates how to properly complete a traffic citation properly, legibly and quickly.

17. Demonstrate the proper procedures for traffic collision investigations.

Learning objectives

What you will learn as you master the competency:

a. Identify the information which should be exchanged between parties to a motor vehicle accident.

b. Identify the liability that may result from failure to properly handle an accident scene.

c. Identify when an Arizona traffic report form must be completed.

d. Demonstrate the ability to properly complete a traffic accident form.

e. Identify the definitions of commonly used traffic collision terms.

f. Identify how to convert feet per second to speed in miles per hour.

g. Identify how to calculate speed in miles per hour from the coefficient of friction and the length of a skid.

h. Identify indicators of area of impact on the roadway.

i. Identify the "responding" and "reporting" procedures that are unique for hit-and-run collisions which have just occurred.

j. Demonstrate the ability to perform basic traffic collision investigation duties under simulated field conditions.
**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in traffic collision investigations
- through handling simulated situations of basic traffic collision investigations while using the proper techniques and procedures for officer safety

**Criteria - Performance will be satisfactory when:***

- Learner describes what information must be exchanged between parties.
- Learner describes when officer liability may result from traffic collision investigations.
- Learner demonstrates how to properly complete a traffic accident form.
- Learner defines common traffic collision terms.
- Learner demonstrates how to convert feet per second to miles per hour and vice versa.
- Learner demonstrates how to calculate speed in miles per hour from a given coefficient of friction and length of a skid.
- Learner describes common indicators of area of impact on the roadway.
- Learner explains the procedures for both responding to and reporting a hit-and-run collision.
- Learner demonstrates the ability to investigate a basic traffic collision.
- Learner demonstrates the ability to prepare a collision diagram of the scene from a mock traffic collision.

18. **Define the most frequently used sections of Title 28 of the Arizona Revised Statutes as used by police officers.**

**Learning objectives**

*What you will learn as you master the competency:*

- Identify the provisions of Title 28 law for instructor permits and temporary driver's licenses.
- Identify the provisions of Title 28 law for endorsements to driver's license requirements.
- Identify the provisions of Title 28 law for passing a stopped school bus which has its red lights flashing.
- Identify the provisions of Title 28 law for issuing temporary plates.
- Identify the provisions of Title 28 law for dealer's special license plates.
- Identify the provisions of Title 28 law for issuance and terms of temporary plates.
- Identify the provisions of Title 28 law for reporting and inspecting stolen vehicles.
- Identify the provisions of Title 28 law for throwing or dropping objects from an overpass.
- Identify when traffic laws apply to persons.
- Identify the provisions of Title 28 law for altering a motor vehicle serial number or identification number.
- Identify the commonly used Title 28 definitions.
- Identify the elements of the most commonly encountered Title 28 violations that peace officers enforce.
**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through completion of Internet Web based computer assignments
- through an objective cumulative final exam
- through participation in an instructor-led discussion concerning ethical situations encountered in ARS Title 28 enforcement

**Criteria - Performance will be satisfactory when:**

- Learner describes the provisions of common Arizona Transportation Laws.
- Learner explains that traffic laws apply to persons riding animals or driving animal-drawn vehicles.
- Learner describes the elements of common Arizona Transportation Laws.
- Learner defines the Title 28 definitions in ARS 28-101.
- Learner defines the Title 28 definitions in ARS 28-602.
- Learner demonstrates an ability to identify if a violation has occurred from an example and when using a copy of ARS Title 28.

**Types of Instruction**

Classroom Lecture/Discussion Presentation

Multimedia

Simulated or Actual Work Experience

**Grading Information**

**Grading Rationale**

Each instructor does NOT have the flexibility to develop their own evaluative procedures, or to ever deviate from the same. The following parameters will be used by all instructors due to the curriculum mandates established by the Arizona Peace Officer Standards and Training Board.

1. A Pre-Test MUST be administered to EACH student during the first 2 weeks of class. It will NOT count toward the student's grade.

2. The comprehensive final examination and Post-Test will be the same test. By AzPOST mandate, the student MUST score at least 70% or higher to graduate from AJS115 and move on to AJS215.

3. Quizzes during the semester must total a cumulative/overall 70% or higher for the student to stay in the academy.

4. Students must score at least a 70% or higher in each Block Examination during the semester to stay in the academy. One re-take of the Block Exam will be allowed as described in the Academy Rules & Regulations Manual.

5. Other proficiency activities will be graded on a PASS/FAIL basis as mandated by the AzPOST proficiency skills criteria.

6. Extra credit of any kind will NOT be given to students in AJS115.

7. A letter cumulative grade will be recorded ONLY for the purpose of deciding student awards at graduation. A letter grade will NOT be recorded as a student's final grade in records. Only a PASS or FAIL grade.

**Grading Scale**

P  70% - 100% on all examinations toward the final grade.

F  69% and below on all examinations toward the final grade.
P  Meeting AzPOST criteria on proficiency skills during practicals
F  Not meeting AzPOST criteria on proficiency skills during practicals