



Common Course Number: CJK0211

UNITS

Unit 1 Criminal Justice System in Florida

General Outcome:

1.0 The student shall: comprehend the major components of the criminal justice system, their responsibilities, functions, and roles.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1. Given a request, identify the responsibility of law enforcement.
- 1.2. Given a request, identify the function of a state law enforcement agency.
- 1.3. Given a request, identify the functions of a county law enforcement agency.
- 1.4. Given a request, identify the function of a municipal law enforcement agency.
- 1.5. Given a request, identify the major components of the court system.
- 1.6. Given a request, define the role of the judge.
- 1.7. Given a request, define the role of the prosecution.
- 1.8. Given a request, define the role of the defense.
- 1.9. Given a request, define the role of the clerk of the court.
- 1.10. Given a request, define the role of the court administrator.
- 1.11. Given a request, identify the purpose of probation, parole, and community control.
- 1.12. Given a question about an organization, define goals and objectives.
- 1.13. Given a request, define the term organization.
- 1.14. Given a request, define the term "chain of command".
- 1.15. Given a question about an organization, identify the purpose of organizational structure.



Common Course Number: CJK0211

- 1.16. Given an organization, describe "up and down" communication.
- 1.17. Given an organization, describe lateral communication.
- 1.18. Given an organizational structure, identify the communication of the organization.
- 1.19. Given a question about an organization, identify how an organization functions.
- 1.20. Given a request, define structure of an organization.
- 1.21. Given a question about organizational structure, define sub-units.
- 1.22. Given an organizational chart, identify the structural levels of an organization.
- 1.23. Given a question about organizational structure, define "delegation of authority".
- 1.24. Given an organizational chart, identify the positions considered to be command level.
- 1.25. Given a request, identify why a chain of command should be followed.
- 1.26. Given an organizational structure and chart, identify the chain-of-command for a specific level.
- 1.27. Given the chain of command for an organization, demonstrate following the chain of command.
- 1.28. Given statements regarding chain of command, identify the one that is most accurate.



Common Course Number: CJK0211

Unit 2 Constitutional Law

General Outcome:

2.0 The student shall: comprehend the different types of law in America, the purposes and key aspects of the Articles of the U.S. Constitution, the Bill of Rights, and the Florida Constitution. The student shall comprehend how case law directs a law enforcement officers actions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1. Given a law enforcement situation, identify applicable laws.
- 2.2. Given a request, identify types of law in America.
- 2.3. Given a request, define Constitutional Law.
- 2.4. Given a request, define Case Law.
- 2.5. Given a request, identify the historical roots of the American Legal System.
- 2.6. Given a request, define Statutory Law.
- 2.7. Given a request, define Criminal Law.
- 2.8. Given a request, define Ordinance Law.
- 2.9. Given a request, define Civil Law.
- 2.10. Given a law enforcement situation, determine the proper steps to uphold the law.
- 2.11. Given a request, identify basic concepts incorporated in the U.S. Constitution.
- 2.12. Given a request, identify the importance of the Constitution for law enforcement officers.
- 2.13. Given a request, identify the amendments to the Constitution that are of importance to law enforcement.
- 2.14. Given a request, define the 1st Amendment.
- 2.15. Given a request, define the 2nd Amendment.



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Common Course Number: CJK0211

- 2.16. Given a request, define the 4th Amendment.
- 2.17. Given a request, define the 5th Amendment.
- 2.18. Given a request, define the 6th Amendment.
- 2.19. Given a request, define the 8th Amendment.
- 2.20. Given a request, identify the supremacy of the Constitution over other types of law.
- 2.21. Given a request, identify the Fourteenth Amendment to the Constitution.
- 2.22. Given a request, identify that the Florida Constitution exists and that it generally parallels the United States Constitution.
- 2.23. Given a request, identify how case law directs a law enforcement officer's actions.
- 2.24. Given a request, identify the purposes of the Articles of the Constitution.
- 2.25. Given a request, identify the purpose of the Amendments to the Constitution.
- 2.26. Given a request, identify what is known as the "Bill of Rights."
- 2.27. Given a request, identify what actions an officer may take based on mere suspicion.
- 2.28. Given a request, identify how probable cause differs from mere suspicion.
- 2.29. Given a request, define mere suspicion.
- 2.30. Given a situation, identify the limitations the law places on conducting a stop.
- 2.31. Given a request, define reasonable suspicion.
- 2.32. Given a request, identify when to use probable cause where police conduct is concerned.
- 2.33. Given a need to conduct a search, identify that searches should be conducted by means of a warrant when applicable.
- 2.34. Given a situation, identify items that may legally be searched for and seized under given conditions.



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Common Course Number: CJK0211

- 2.35. Given a request, define the types of legally authorized searches.
- 2.36. Given a request, identify additional conditions which must be present for a strip search to occur.
- 2.37. Given a request, identify the restrictions concerning a strip search.
- 2.38. Given a request, identify three types of possession.
- 2.39. Given a request, identify the motor vehicle exception to the search warrant requirement.
- 2.40. Given a request to identify searches unique to schools, identify school locker searches.
- 2.41. Given an incident involving a crime with confiscation of evidence, property, search of person or place or detainment of a person, determine whether the situation meets the criteria of probable cause.
- 2.42. Given a law enforcement situation involving various types of law, apply the identified law that guides the actions of the officer.
- 2.43. Given a situation, the Florida Statutes, a municipal/county code or ordinance book, and agency policy, locate applicable laws or standards.
- 2.44. Given the Florida Statutes, a municipal/county code or ordinance book, or an agency policy manual, locate a specific law, ordinance, or policy.
- 2.45. Given a situation, identify a possible criminal act to classify.
- 2.46. Given a request, identify that the Florida Statutes are divided into numerical chapters and sections corresponding to categories and individual crimes.
- 2.47. Given a possible criminal situation, identify relevant facts for use in classifying the situation as criminal or non-criminal.
- 2.48. Given a possible criminal situation, identify the applicable law.
- 2.49. Given a situation involving a criminal violation, identify the classification and category of the criminal offense.
- 2.50. Given a request, define non-criminal violation.



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number: CJK0211

- 2.51. Given a request, define municipal/county ordinance violation.
- 2.52. Given a request, identify the component elements of possible criminal violations.
- 2.53. Given a situation involving a criminal offense, identify the elements of the crime.
- 2.54. Given a situation, determine if the acts comply with the component elements of the crime.
- 2.55. Given a situation, determine if a crime has been committed.
- 2.56. Given a situation, determine whether the situation or act meets the criteria for a criminal offense or ordinance violation.
- 2.57. Given a request, define intent.
- 2.58. Given a request, identify the categories of intent.
- 2.59. Given a situation, determine required criminal intent.
- 2.60. Given a situation, determine any applicable limitations to criminal responsibility or officer authority.
- 2.74. Given a request, identify legal limitations to criminal responsibility.
- 2.75. Given a request, identify jurisdictional limitations on officer authority.
- 2.76. Given a request, identify all persons related to an incident involving a crime.
- 2.77. Given a request, define witness.
- 2.78. Given a request, define victim.
- 2.79. Given a request, define suspected perpetrator.
- 2.80. Given a criminal act, identify the criteria for criminal responsibility.
- 2.81. Given a request, define principle in the first degree.
- 2.82. Given a request, describe the punishment for principle in the first degree.
- 2.83. Given a request, identify "accessory after the fact".
- 2.84. Given a request, define "accessory after the fact".



Common Course Number: CJK0211

- 2.85. Given a request, describe the punishment for "accessory after the fact".
- 2.86. Given a request, identify "attempt".
- 2.87. Given a request, define "attempt".
- 2.88. Given a request, describe the punishment for "attempt".
- 2.89. Given a request, identify "solicitation".
- 2.90. Given a request, define "solicitation".
- 2.91. Given a request, describe the punishment for "solicitation".
- 2.92. Given a request, define "conspiracy".
- 2.93. Given a request, describe the punishment for "conspiracy".
- 2.94. Given a request, determine each suspect's type of criminal participation based on the facts.
- 2.95. Given a request, compare the criteria for type of participation from the Florida Statutes to the suspect's actions.
- 2.96. Given a request, identify legal terms and definitions.
- 2.98. Given a request, identify the types of officer liability.
- 2.99. Given a request, identify that an officer may be prosecuted both civilly and criminally for the same act.
- 2.100. Given a request, define civil liability.
- 2.101. Given a request, define tort.
- 2.102. Given a request, define intentional tort.
- 2.103. Given a request, identify examples of intentional torts.
- 2.104. Given a request, define negligence.
- 2.105. Given a request, define simple negligence.



Common Course Number: CJK0211

- 2.106. Given a request, define gross negligence.
- 2.107. Given a request, identify the elements of negligence.
- 2.108. Given a request, identify the types of civil damages that can be awarded in a civil trial.
- 2.109. Given a request, define civil rights violations.
- 2.110. Given a request, define criminal civil rights violations.
- 2.111. Given a request, define criminal liability.
- 2.112. Given a request, define non-criminal civil rights violations.
- 2.113. Given a request, identify when an officer may be subject to administrative discipline.
- 2.114. Given a request, define agency discipline.
- 2.115. Given a request, define state certification discipline.
- 2.116. Given a request, identify how an officer is affected if found civilly or criminally liable.
- 2.117. Given a request, identify the impact of a civil or criminal conviction on an officer's employment or family.
- 2.118. Given a request, define direct agency liability.
- 2.119. Given a request, define vicarious liability.
- 2.120. Given a request, identify actions that could result in civil and criminal liability.
- 2.121. Given a request, identify statutory immunity considerations.
- 2.122. Given a request, identify the effect of the "Sovereign Immunity Law", Section 768.28, Florida Statutes, in state civil actions.
- 2.123. Given a request, identify legal representation and payment of judgments by employers.
- 2.124. Given a request, identify effects of Chapter 111, Florida Statutes, "Public Officers", in civil and criminal actions.
- 2.125. Given a request, identify how officers can minimize risk of liability.



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number: CJK0211

- 2.126.** Given a request, identify the provisions contained in the Florida Statutes directing law enforcement officers' use of force.
- 2.127.** Given a request a request, define perjury based on Florida statutes.
- 2.128.** Given a request to identify unethical behavior, describe privileged communications based on Florida Statutes.
- 2.129.** Given a request, identify two types of privileged communication.
- 2.130.** Given a request, identify privileged communication resulting from relationship as provided in Chapter 90, Florida Statute.
- 2.131.** Given a request, identify legal issues involved in disseminating confidential information for non-law enforcement purpose.
- 2.132.** Given a request, identify conflict of interest based on Florida statute.
- 2.133.** Given the Florida Statutes, a municipal/county code or ordinance book, or an agency policy manual, locate a specific law, ordinance, or policy.
- 2.134.** Given statements regarding the use of legal resources, identify the one that is most accurate.
- 2.135.** Given a situation regarding the use of legal resources, identify the most likely outcome.
- 2.136.** Given a situation, the Florida Statutes, a municipal/county code or ordinance book, and agency policy, locate applicable laws or standards.



Common Course Number: CJK0211

Unit 3 Criminal Justice Values and Ethics

General Outcome:

3.0. The student shall: comprehend all aspects of ethics and values, and Florida laws affecting ethics and values.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1.** Given a discussion of ethics, describe the relationship between ethics and professionalism.
- 3.2.** Given a request, identify legal issues involved in disseminating confidential information for non-law enforcement purpose.
- 3.3.** Given a situation, identify questions that should be considered when deciding whether a gratuity is being offered.
- 3.4.** Given a request, define gratuity.
- 3.5.** Given a request, define perjury based on Florida Statutes.
- 3.6.** Given a request, define bribery.
- 3.7.** Given a request, identify conflict of interest based on Florida Statute.
- 3.8.** Given a request, identify misuse of position of authority based on Florida Statutes.
- 3.9.** Given a discussion of ethics, identify how public perception defines unethical behavior.
- 3.10.** Given a discussion of ethics, identify portions of the Officer's Code of Ethics.
- 3.11.** Given a discussion of ethics, identify portions of the Canons of Police Ethics.
- 3.12.** Given a discussion of ethics, identify portions of the Standards for Conduct.
- 3.13.** Given a request to identify ethical guidelines for assessing behavior, identify guidelines based on the Law Enforcement Code of Ethics and the Canons of Police Ethics.
- 3.14.** Given a discussion of ethics, identify questions an officer should ask to determine if behavior is ethical.



Common Course Number: CJK0211

- 3.15. Given a discussion of ethics, identify questions an officer should ask to determine if public perception might see behavior as unethical.
- 3.16. Given a situation, identify whether officer behavior could be considered or interpreted as unethical.
- 3.17. Given a decision to be made, identify decision making assessment processes.
- 3.18. Given a situation requiring a decision to be made regarding officer behavior, apply a decision making assessment tool to determine the most ethical response available to the officer.
- 3.19. Given a decision to be made, identify the Principled Reasoning model.
- 3.20. Given a decision to be made, apply the Principled Reasoning model.
- 3.21. Given a situation requiring a decision regarding officer behavior, select an ethical behavior for the situation.
- 3.22. Given a situation regarding ethical decision making, identify the most likely outcome.
- 3.23. Given statements regarding ethical decision making, identify the one that is most accurate.



Common Course Number: CJK0211

Unit 4 Communication and Interpersonal Skills

General Outcome:

4.0 The student shall: comprehend general concepts about communication and how learned perceptions affect communication with the public.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1. Given a subject involved in a communication with law enforcement, identify appropriate interpersonal skills for the officer to use.
- 4.2. Given an interpersonal communications situation, identify role of communications in gathering accurate information from a suspect, witness or victim.
- 4.3. Given an interpersonal communication situation, use interpersonal communication skills to address concerns of individual and obtain necessary information.
- 4.4. Given a definition for courtesy, define courtesy.
- 4.5. Given the importance of public support for law enforcement, and the benefits of being courteous, state courtesy's place in criminal justice work.
- 4.6. Given a situation involving an officer and members of the public, identify benefits of being courteous.
- 4.7. Given a situation involving an officer and members of the public, identify the importance of public support for law enforcement and how officer courtesy can contribute to that support.
- 4.8. Given a situation involving an officer and members of the public, identify the importance of retaining public support.
- 4.9. Given an interaction between an officer and members of the public, choose behaviors that convey courtesy.
- 4.10. Given a situation that is non-adversary, identify verbal methods for conveying courtesy.
- 4.11. Given a situation that is non-adversary and verbal methods for conveying courtesy, identify methods used to demonstrate courtesy and respect to the public.
- 4.12. Given a situation that is non-adversary, identify non-verbal methods for conveying courtesy.



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number: CJK0211

4.13. Given a situation that is non-adversary and verbal and non-verbal methods for conveying courtesy, identify behavior appropriate to help improve attitudes toward law enforcement.

4.14. Given a situation that is non-adversary and methods for conveying courtesy, identify methods for conveying courtesy while maintaining officer safety.

4.15. Given a role-play situation that is non-adversary, apply courtesy techniques.

4.16. Given statements regarding courtesy, identify the one that is most accurate.

4.17. Given a situation regarding courtesy, identify the most likely outcome.



Common Course Number: CJK0211

Unit 5 Mental Retardation

General Outcome:

5.0 The student shall: recognize indicators of mental retardation effectively deal with such disabled persons.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

5.1. Given a request, define retardation.

5.2. Given a request, identify the statutes that define retardation.

5.3. Given a situation involving persons with possible limitations on understanding due to age, physical or mental impairment, identify the ability to understand a request or statement due to limitations of the person.

5.4. Given a situation involving a person with mental retardation, identify resources available to assist the officer.



Common Course Number: CJK0211

Unit 6 Mental Illness

General Outcome:

6.0 The student shall: recognize signs and symptoms of mental disorders and effectively deal with such disabled persons.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1. Given a request, define mental disorder.
- 6.2. Given a request, identify several medical conditions with symptoms that mimic mental illness.
- 6.3. Given a request, identify the symptoms of mental illness that are reduced or eliminated by medications.
- 6.4. Given a request to identify ways to determine appropriate interventions, identify the questions to ask when responding to assess a call involving a person with possible mental illness.
- 6.5. Given a request, identify ways to determine appropriate interventions for a person with mental illness.
- 6.6. Given an incident involving a mentally ill person, identify the importance of reviewing questions to ask family, witnesses, and persons in crisis.
- 6.7. Given a request to identify ways to determine appropriate interventions, identify the Triage Process as it relates to dealing with persons with mental illness.
- 6.8. Given a request, identify the necessary documentation needed after invoking the Baker Act when dealing with persons with mental illnesses.
- 6.9. Given a question about the rights of persons with mental illness, describe the criteria for Involuntary Examination by invoking the Baker Act.
- 6.10. Given a request, identify the necessary documentation needed after invoking the Marchman Act when dealing with a person who is under the influence of a substance.
- 6.11. Given a request, identify the criteria for protective custody under the Marchman Act.
- 6.12. Given statements regarding treatment and care of mental illness, identify the one that is most accurate.



Common Course Number: CJK0211

- 6.13.** Given a situation regarding treatment and care of mental illness, identify the most likely outcome.
- 6.14.** Given a situation involving a person with mental illness, identify the rights of a mentally ill person.
- 6.15.** Given a request to identify ways to determine appropriate interventions, identify that it is important that law enforcement officers promote the most appropriate resolution to a crisis situation.
- 6.16.** Given a situation involving a person with a mental illness, identify the Counsel, Release, or Refer option for law enforcement officers.
- 6.17.** Given a crisis situation requiring initiation of Baker or Marchman Act process, identify the nearest receiving (Baker Act) or treatment (Marchman Act) facility designated by the Department of Children and Families.
- 6.18.** Given a crisis situation and a person to interview, initiate Baker Act or Marchman Act process if criteria exist.
- 6.19.** Given a person in a crisis situation requiring services, identify services/agencies that are appropriate for the individual.



Common Course Number: CJK0211

Unit 7 Alcohol and Substance Abuse

General Outcome:

7.0 The students shall: be able to identify general characteristics of substance abuse and dependency and common associated problems.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

7.1. Given a request, identify the criteria for protective custody under the Marchman Act.

7.2. Given a request, identify the procedure for invoking Marchman Act when dealing with a person who is under the influence of a substance.

7.3. Given a request, identify reasons why people use drugs.

7.4. Given a request, define "substance use", "substance abuse", and "substance dependence".

7.5. Given a request, define terms that relate to substance use.

7.6. Given a request, identify characteristics of substance abuse.

7.7. Given a request, identify characteristics of substance dependence.

7.8. Given a request, identify common problems associated with substance abuse.

7.9. Given a request, identify some factors contributing to substance dependence.

7.10. Given a request, identify the indicators of an individual under the influence of drugs or alcohol.

7.11. Given a request, identify ways drugs are taken.

7.12. Given a type of drug (including Alcohol), identify how fast an effect will typically occur.

7.13. Given a request, identify possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).



Common Course Number: CJK0211

7.14. Given a request, identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).

7.15. Given a request, identify factors which influence drug effects.

7.16. Given a request, identify symptoms of illness that resemble intoxication.

7.17. Given a request, identify the steps to take when encountering a subject possibly under the influence of drugs (including alcohol).

7.18. Given a request to describe resources available to the officer when working with people who are substance abusers, describe the role of treatment as a factor in reducing future use, with a particular focus on the role of drug courts.



Common Course Number: CJK0211

Unit 8 Physical Disabilities

General Outcome:

8.0 The students shall: be able to identify what is and what is not acceptable when dealing with disabled persons.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1. Given a request, identify the rights of a person who is deaf or hard of hearing.

8.2. Given a request, identify that individuals who are hearing impaired should have the proper restriction designation on their Florida driver license.

8.4. Given a request to determine appropriate interventions, identify available services, products, and resources for persons who are deaf or hard of hearing.

8.5. Given a question about disabilities, identify that service dogs are also used for the hearing impaired and the mobility impaired.

8.6. Given a request, identify ways in which an officer may assist the mobility of someone who is blind or visually impaired.

8.7. Given a request, identify procedures an officer should follow when dealing with a blind victim of a crime.

8.8. Given a situation regarding observations made by a witness who is blind, identify that a person who is blind could aid in a criminal investigation.

8.9. Given a request to determine appropriate interventions, identify available referral services/resources for people with visual impairments.



Common Course Number: CJK0211

Unit 9 Criminal Street Gangs

General Outcome:

9.0 The students shall: be able to identify known criminal street gangs or extremist groups operating in the area.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1. Given a request, define criminal street gang.
- 9.2. Given a request, identify how the state law addresses the problem of criminal street gangs, their members, and associates.
- 9.3. Given a request, define gang alliance.
- 9.4. Given a request, identify characteristics of Florida gang members.
- 9.5. Given a request, identify gang membership structure.
- 9.6. Given a request, identify common motives for gang membership.
- 9.7. Given a request, identify common gang related gang-related symbols, graffiti, colors, signs and tattoos.
- 9.8. Given statements regarding criminal street gangs, identify the one that is most accurate.
- 9.9. Given a situation regarding criminal street gangs, identify the most likely outcome.
- 9.10. Given a request, identify gang alliances and various gangs active in Florida.
- 9.11. Given a request, identify attributes of an officer who is effective in dealing with juveniles.
- 9.12. Given a request, identify resources available to assist the officer when dealing with street gangs.
- 9.13. Given a gang related gang-related situation, identify how to deal with the gang.



Common Course Number: CJK0211

- 9.10. Given a situation, follow proper guidelines for suspects with special rights, such as juveniles.
- 9.11. Given a request, identify types of extremists known to be currently active in Florida.
- 9.12. Given a request, identify at least three extremist motivational factors.
- 9.13. Given a question about extremist groups, identify the law enforcement response to extremist groups in non-investigative situations.
- 9.14. Given a request, identify the Florida statutes that address terrorism and terrorist activities.
- 9.15. Given a request, identify how Florida addresses hate crimes in statutes.
- 9.16. Given statements regarding extremist groups, identify the one that is most accurate.
- 9.17. Given a situation regarding extremist groups, identify the most likely outcome.
- 9.18. Given a request, identify the types of extremist groups and their motivation and objectives.



Common Course Number: CJK0211

Unit 10 Responding to the Elderly

General Outcome:

10.0 The students shall: be able to communicate and respond effectively to the elderly.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 10.1.** Given a request, identify characteristics of the elderly population.
- 10.2.** Given information about aging, identify the issues related to an aging population.
- 10.3.** Given statements regarding the aging process, identify the one that is most accurate.
- 10.4.** Given a situation regarding an aged person, identify the most likely outcome.
- 10.5.** Given a question about aging, identify physiological changes related to the aging process.
- 10.6.** Given a request, identify the common types of crimes committed against the elderly.
- 10.7.** Given a request, identify the three types of elder abuse.
- 10.8.** Given a request, identify the provisions of Chapter 415 of the Florida Statutes.
- 10.9.** Given a request, identify the extent of elder abuse.
- 10.10.** Given a request, identify the provisions of Chapter 825 of the Florida Statutes.
- 10.11.** Given a request, identify two crimes against the elderly that are considered forms of abuse.
- 10.12.** Given statements regarding crimes against the elderly, identify the one that is most accurate.
- 10.13.** Given a situation regarding crimes against the elderly, identify the most likely outcome.



Common Course Number: CJK0211

- 10.14.** Given a request, identify how to determine a person's ability to understand a request or statement when the person is elderly.
- 10.15.** Given a situation involving persons with limitations on understanding based on age, identify the appropriate interview adjustments to make based on this type of limitation.
- 10.16.** Given a request, describe guidelines for officers when responding to concerned elderly persons.
- 10.17.** Given statements regarding responses and resources for the elderly, identify the one that is most accurate.
- 10.18.** Given a request to identify ways to determine appropriate interventions, identify resources that may provide assistance to the elderly.



Common Course Number: CJK0211

Unit 11

Note Taking

General Outcome:

11.0 The students shall: be able to take notes for effectively documenting a situation.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

11.1. Given a note-taking situation, identify the basic facts to include in notes.

11.2. Given a note-taking situation, identify non-relevant information.

11.3. Given a request, define note taking.

11.4. Given a note-taking situation, identify the kinds of information entered into a notebook.

11.5. Given a discussion on note taking, identify the issues to keep in mind when using notes in court.

11.6. Given a note-taking situation, identify the uses of notes.

11.7. Given a note-taking situation, select the correct information to record into notes.

11.8. Given a note-taking situation, identify how to title and date each page in a notebook.

11.9. Given a note-taking situation, identify what tools to use in note taking.

11.10. Given a note-taking situation, identify the type of writing which best facilitates note taking.

11.11. Given a note-taking situation, identify the importance of recording the correct spelling and accurate numbers in notes.

11.12. Given a note-taking situation, identify the appropriate use of sketches.

11.13. Given a note-taking situation, identify common abbreviations to use in note taking.

11.14. Given a note-taking situation, identify what is considered timely for recording notes.



Common Course Number: CJK0211

11.15. Given a note-taking situation, identify why it is important to alternate between listening and writing.

11.16. Given a note-taking situation, identify how to organize notes.

11.17. Given a note-taking situation, identify what is considered timely for recording notes.

11.18. Given a note-taking situation, a notebook and pen, demonstrate writing notes quickly and legibly.

11.19. Given statements regarding taking field notes, identify the one that is most accurate.

11.20. Given a situation, identify the additional descriptions that may be required to clarify the basic facts.



Common Course Number: CJK0211

Unit 12

Report Writing

General Outcome:

12.0 The students shall: be able to take notes for effectively documenting a situation.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 12.1.** Given the purposes of reports, identify examples of operational reports.
- 12.2.** Given a request to provide a report, identify the purposes of reports.
- 12.3.** Given a request to provide a report, identify the readers of reports.
- 12.4.** Given a request to provide a report, select the correct report form to use.



Common Course Number: CJK0211

Unit 13

Interviewing

General Outcome:

13.0 The students shall: be able to identify the elements of an effective interview and demonstrate techniques of an effective interview.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

13.1. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants to interview, identify the best time to conduct the interview.

13.2. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, determine when to interview.

13.3. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, define witness.

13.4. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, define suspect.

13.5. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, define victim.

13.6. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, define complainant.

13.7. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, define informant.

13.8. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify the five classifications of interviewee (s).

13.9. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify the classification of selected interviewee(s).

13.10. Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, determine who to interview.



Common Course Number: CJK0211

- 13.11.** Given an incident requiring an interview, identify the primary responsibilities of the interviewer in an interview.
- 13.12.** Given an incident requiring an interview, identify what to review in preparation for an interview.
- 13.13.** Given an incident requiring an interview, identify the primary factors that influence the success of an interview.
- 13.14.** Given an incident requiring an interview, identify who, what, when, where, why, and how.
- 13.15.** Given an incident requiring an interview, select what questions to ask during the interview.
- 13.16.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify characteristics of possible interviewee(s).
- 13.17.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify the factors that influence the order of interviews.
- 13.18.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify post scene versus at scene interviewee(s).
- 13.19.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, identify the location of the interview.
- 13.20.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, select a location for the interview.
- 13.21.** Given statements regarding preparing for an interview, identify the one that is most accurate.
- 13.22.** Given a situation regarding preparing for an interview, identify the most likely outcome.
- 13.23.** Given an incident or a crime with witnesses, suspects, victims, complainants, or informants, prepare for an interview.
- 13.24.** Given an incident or a crime requiring an interview, identify how to avoid contaminating interviewee(s) accounts.



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Common Course Number: CJK0211

13.25. Given an incident or a crime requiring an interview, identify what are considered to be effective interview techniques.

13.26. Given an incident or a crime requiring an interview, identify elements of the beginning of the interview.

13.27. Given an incident or a crime requiring an interview, identify elements of the main portion of the interview.

13.28. Given an incident or a crime requiring an interview, identify methods for dealing with emotions.

13.29. Given an incident or a crime requiring an interview, identify factors used to determine witness credibility.

13.30. Given an incident or a crime requiring an interview, identify the common signs of deception.

13.31. Given an incident or a crime requiring an interview, identify elements of closing the interview.

13.32. Given an incident or a crime requiring an interview, identify the basic elements of the interview process.

13.33. Given statements regarding conducting an interview, identify the one that is most accurate.

13.34. Given a situation regarding conducting an interview, identify the most likely outcome.

13.35. Given an incident or a crime requiring an interview, demonstrate effective interview techniques.

13.36. Given a completed interview, identify major methods of documenting the interview.

13.37. Given a completed interview, identify the appropriate place to file the interview.

13.38. Given statements regarding documenting an interview, identify the one that is most accurate.

13.39. Given a situation regarding documenting an interview, identify the most likely outcome.



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number: CJK0211

- 13.40.** Given a completed interview, document the interview.
- 13.41.** Given a completed interview, identify if the interview achieved the desired results.
- 13.42.** Given a completed interview, identify if the information gained is admissible in court.
- 13.43.** Given a completed interview, evaluate the effectiveness of the interview.



Common Course Number: CJK0211

Unit 14

Taking Statements

General Outcome:

14.0 The students shall: be able to determine when to take a formal statement and demonstrate how to take a formal statement.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 14.1.** Given a need to take statements, explain the request for statement to the participant, witness, or suspect and information required from him/her.
- 14.2.** Given a need to take statements, identify an appropriate location based upon type of interview and special requirements.
- 14.3.** Given a need to take statements, separate persons from each other.
- 14.4.** Given a need to take statements, ask participant, witness, or suspect to prepare a written statement or give an oral recorded statement.
- 14.5.** Given a need to take statements, give oath when necessary.
- 14.6.** Given a need to take statements, identify when oath is necessary.
- 14.7.** Given a need to obtain a sworn statement, identify how to give oath for sworn statement.
- 14.8.** Given a statement, notarize statement according to Florida law.
- 14.9.** Given a statement, identify Florida law authorizing officer to notarize statement.
- 14.10.** Given a need to take a statement, identify types of assistance persons might require in making a statement.
- 14.11.** Given a statement, identify what to do if a person is unable to sign statement.
- 14.12.** Given a need to take statements, assist person, if required, using a witness to document the assistance.
- 14.13.** Given a statement, identify what to do if a person is unwilling to sign statement.



Common Course Number: CJK0211

Unit 15 Officer Safety and Survival Skills

General Outcome:

15.0 The students shall: identify sources of officer dangers and demonstrate preventative measures.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

15.1. Given a request, identify how training affects officer reactions under stress.

15.2. Given various law enforcement job duties, identify when fatal confrontations are likely to erupt.

15.3. Given law enforcement national statistics, identify known fatal errors that have killed experienced law enforcement officers.

15.4. Given a request, identify major areas that seem to be factors leading to officer deaths.

15.5. Given law enforcement responses to incidents, identify known fatal errors that have killed experienced law enforcement officers.

15.6. Given an incident, identify what are safety hazards to the officer.

15.7. Given a situation, identify the officer safety equipment that an officer should obtain to remain safe.

15.8. Given statements regarding officer safety, identify the one that is most accurate.

15.9. Given a situation regarding officer safety, identify the most likely outcome.

15.10. Given a situation, identify importance of observation of potential safety hazards from people or surroundings.

15.11. Given a request, define cover.

15.12. Given a request, define concealment.

15.13. Given an incident with safety hazards, identify ways to prepare for an emergency situation.

15.14. Given the stress of the law enforcement job, identify what an officer can do to combat fatigue.



Common Course Number: CJK0211

Unit 16 Crisis Intervention

General Outcome:

16.0 The students shall: demonstrate appropriate responses to citizens in crisis, using rules of officer safety.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 16.1.** Given a crisis situation, identify location/address of situation.
- 16.2.** Given a crisis situation, identify the need to communicate location to dispatcher.
- 16.3.** Given a crisis situation, identify number of people involved.
- 16.4.** Given a crisis situation, identify if backup is necessary.
- 16.5.** Given a crisis situation, identify the need to notify dispatch of situation observed.
- 16.6.** Given a crisis situation and a radio, notify communications center on arrival.
- 16.7.** Given crisis situation, identify effects of proximity on officer safety.
- 16.8.** Given a crisis situation, identify the need to position self safely according to officer safety techniques.
- 16.9** Given a crisis situation, identify use of verbal command or physical techniques to separate person(s).
- 16.10.** Given a crisis situation with suspects, victims and witnesses, identify how to maintain control of the scene.
- 16.11.** Given statements regarding a crisis management call, identify the one that is most accurate.
- 16.12.** Given a situation regarding a crisis management call, identify the most likely outcome.
- 16.13** Given a crisis situation, separate person from others/crowd if necessary.
- 16.14** Given a crisis situation, identify signs of anger.



Common Course Number: CJK0211

- 16.15 Given a possible crisis situation, identify a crisis.
- 16.16. | Given a crisis situation, identify types of crisis.
- 16.17. Given a crisis situation, identify behaviors of persons in crisis.
- 16.18. Given a crisis situation, identify person(s) in crisis.
- 16.19. Given a crisis situation, identify persons involved in the crisis.
- 16.20. Given a crisis situation, determine if anyone is injured.
- 16.21. Given a crisis situation, provide first aid/call for an ambulance if anyone is injured.
- 16.22. Given a crisis situation, gather information and identification.
- 16.23. Given a crisis situation, identify others in the area by gathering initial information and identification.
- 16.24. Given a crisis situation and a person to interview, identify techniques that may be used to calm a person.
- 16.25. Given a crisis situation and a person to interview, identify techniques that may be used to stabilize the situation.
- 16.26. Given a crisis situation and a person to interview, identify techniques that may be used to diffuse anger.
- 16.27. Given a crisis situation, identify how to obtain information from subjects involved in a dispute conflict.
- 16.28. Given a crisis situation and a person to interview, identify interview-questioning techniques appropriate for a person in crisis.
- 16.29. Given a crisis situation and a person to interview, determine questions to ask if crime occurred.
- 16.30. Given a crisis situation and a person to interview, ask questions regarding the incident.
- 16.31. Given statements regarding identification of a crisis, identify the one that is most accurate.



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Common Course Number: CJK0211

- 16.32.** Given a situation regarding identification of a crisis, identify the most likely outcome.
- 16.33.** Given a crisis situation, interview the person to identify the problem.
- 16.34.** Given statements regarding a completed crisis management call, identify the one that is most accurate.
- 16.35.** Given a crisis situation, identify if the situation is abusive.
- 16.36.** Given a person in a crisis situation, identify if the person needs to be removed from the situation.
- 16.37.** Given a crisis situation, determine if a referral to another agency would help to serve or protect the individual.
- 16.38.** Given a crisis situation, identify if law enforcement can assist by providing referral(s) to citizen(s).
- 16.39.** Given a person in a crisis situation, identify the type of service that matches the requirements of the citizen.
- 16.40.** Given a crisis situation, identify referral requirement for persons with mental disabilities in crisis or suicide risks, according to Florida Statutes.
- 16.41.** Given a person in a crisis situation, identify when referrals are required by Florida Statutes.
- 16.42.** Given a crisis situation and interviewing notes, identify need for services based on interviewing notes.
- 16.43.** Given a crisis referral service and a resource directory or telephone book, identify how to determine the referral process to follow.
- 16.44.** Given a crisis situation requiring a referral, identify the referral agency that handles that type of referral.
- 16.45.** Given a person in crisis needing a referral, identify referral services available in the community to provide the necessary service.
- 16.46.** Given a request for a referral service, locate the services in telephone book or resource directory.



Common Course Number: CJK0211

16.47. Given a request, define resource directory.

16.48. Given a need for a referral resource directory, locate the referral process in the resource directory.

16.49. Given a crisis situation and a referral for additional services, identify referral process to initiate by following the local referral procedures.

16.50. Given a person in a crisis situation, identify types of referral services the officer might use in making a referral.

16.51. Given a situation regarding a completed crisis management call, identify the most likely outcome.

16.52. Given a person in a crisis situation, provide for appropriate transportation or transport if person needs to be removed from the situation.

16.53. Given a completed response to a crisis situation, notify family members of action taken and options available to the family.

16.54. Given information about a crisis situation, document incident in a report.

16.55. Given a responsibility to prepare a report on a crisis intervention incident, identify proper report to be completed.



Common Course Number: CJK0211

Unit 17 Community Oriented Policing

General Outcome:

17.0 The students shall: apply community oriented policing principles and the problem-solving model SARA to law enforcement work.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

17.1. Given examples of Community Oriented Policing definitions, identify Herman Goldstein's definition of Community Oriented Policing.

17.2. Given Community Oriented Policing as an approach to policing, identify the goal of the approach established by the Community Policing Consortium.

17.3. Given examples of traditional and Community Oriented Policing, identify the conceptual differences between the two approaches to policing.

17.4. Given a request, define "community partnership" as used in Community Oriented Policing.

17.5. Given a request, define "problem-solving" as used in Community Oriented Policing.

17.6. Given Community Oriented Policing as an approach to policing, identify the guiding values of Community Oriented Policing.

17.7. Given Community Oriented Policing as an approach to policing, identify the core components of Community Oriented Policing.

17.8. Given Community Oriented Policing as an approach to policing, identify the benefits of community partnerships and problem solving.

17.9. Given statements regarding the philosophy of Community Oriented Policing, identify the one that is most accurate.

17.10. Given Community Oriented Policing as an approach to policing, identify the principles that should be incorporated into the officer's job.

17.11. Given an example of a Community Oriented Policing problem, identify advantages the officer might gain by involving the community in problem solving.

17.12. Given a request, identify the elements of problem-solving as used in SARA.



Common Course Number: CJK0211

- 17.13.** Given a request, define "problem" as used in Community Oriented Policing.
- 17.14.** Given Community Oriented Policing as an approach to policing, identify community members who can be used in forming collaborative partnerships.
- 17.15.** Given Community Oriented Policing as an approach to policing, identify ways in which community partners can be used to aid in long-term problem solving.
- 17.16.** Given an example of a Community Oriented Policing problem, identify the types of community partnerships and resources that must be developed for long-term problem solving.
- 17.17.** Given Community Oriented Policing as an approach to policing, identify ways to incorporate the principles of community oriented policing into the officer's job.
- 17.18.** Given Community Oriented Policing as an approach to policing, identify common sources of information on problems that are available to the officer.
- 17.19.** Given statements regarding problem solving, identify the one that is most accurate.
- 17.20.** Given a situation regarding problem solving, identify the most likely outcome.
- 17.21.** Given Community Oriented Policing as an approach to policing, conduct the job of a law enforcement officer by incorporating the principles of Community Oriented Policing.
- 17.22** Given statements regarding community assessment, identify the one that is most accurate.
- 17.23** Given an assigned area, identify why it is important for a criminal justice officer to know the composition of the community.



Common Course Number: CJK0211

Unit 18 SECURE Approach to Law Enforcement

General Outcome:

18.0 The students shall: apply the problem-solving model SECURE in a law enforcement response.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

18.0. Given the acronym SECURE, identify what each letter represents.

18.1. Given a request, define SECURE.

18.2. Given an incident for response, identify the component questions for each letter of SECURE.

18.3. Given a request, identify when to use the SECURE problem solving model.

18.4. Given an incident for response, identify how to implement the problem-solving process.

18.5. Given statements regarding SECURE, identify the one that is most accurate.

18.6. Given a situation regarding SECURE, identify the most likely outcome.



Common Course Number: CJK0211

Unit 19 Hazardous Materials Awareness Level

General Outcome:

19.0 The students shall: demonstrate the appropriate hazardous materials awareness-level actions for law enforcement officers.

Specific Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

19.1. Given an incident involving hazardous materials, identify the role of the first responder at the awareness level.

19.2. Given an incident involving hazardous materials, identify the significance of having established local plans with regard to responding to hazardous materials emergencies.

19.3. Given an incident involving hazardous materials, identify the duty to act requirements that apply to public safety employees.

19.4. Given an incident involving hazardous materials, identify that there are six characteristic signs (clues) as to the presence of hazardous materials.

19.5. Given an incident involving hazardous materials, identify a hazardous material by class, name or identification number.

19.6. Given an incident involving hazardous materials, demonstrate the ability to identify the classes of hazardous materials.