

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

\_\_\_\_\_ Transfer Course  X  A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** AJ50 POST Perishable Skills

**UNIT VALUE:** .5

**MINIMUM NUMBER OF SEMESTER HOURS:** 24

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** Must be an active full time peace officer or active reserve peace officer and currently employed by a law enforcement agency.

**COREQUISITE:** None.

**RECOMMENDED PREPARATION:** Law enforcement field experience.

**SCOPE OF COURSE:**

A POST–approved perishable skills course for active full time peace officers or active reserve peace officers that are currently employed by a law enforcement agency. This course covers tactical firearms, driver training/awareness, arrest and control, tactical communications, and interpersonal communications skills. This course meets the POST Continuing Professional Training (CPT) requirements. *Credit/no credit only.*

**SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

1. Demonstrate knowledge of their individual Department Use of Force/Firearms Policy.
2. Identify the tactical analysis key points related to tactical firearms as reported in the POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (1994 to present).
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of-fire, to include:

- A. Judgment and Decision Making
  - B. Weapons Safety
  - C. Basic Presentation Technique
  - D. Fundamentals of Shooting
  - E. Target/Non-Target Identification
  - F. Speed, Accuracy and Effectiveness under stress and movement conditions
  - G. Shot Placement: Stopping Power Multiple rounds
4. Demonstrate knowledge of their individual Department Arrest and Control Policy.
  5. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques.
  6. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
    - A. Judgment and Decision Making
    - B. Officer Safety
    - C. Body Balance, Stance, and Movement
    - D. Searching/Handcuffing Techniques
    - E. Control Holds/Takedowns
    - F. De-escalation, Verbal Commands
    - G. Effectiveness under Stress Conditions
  7. Demonstrate knowledge of their Driver Training/Awareness skills and techniques.
  8. Demonstrate a minimum standard of psychomotor skills with every technique and exercise, to include:
    - A. Judgment
    - B. Decision Making
    - C. Defensive Driving
    - D. Basic Driving Principles
    - E. Policy, Legal and Moral Issues
    - F. Vehicle Dynamics
  9. Demonstrate knowledge of the basic components of communication skills and techniques.
  10. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective interpersonal communication.
  11. Demonstrate knowledge of the skills needed to effectively deal with difficult people.
  12. Demonstrate a minimum standard of interpersonal communication skills with every technique and exercise, to include:
    - A. Listening/Persuasion
    - B. Judgment and Decision Making
    - C. Officer Safety
    - D. De-escalation, Verbal Commands
    - E. Effectiveness under Stress Conditions
  13. Demonstrate knowledge of the basic components of communication skills and techniques.
  14. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective tactical communication.
  15. Demonstrate knowledge of the skills needed to effectively deal with difficult people.
  16. Demonstrate a minimum standard of tactical communication skills with every technique and exercise, to include:
    - A. Listening/Persuasion

- B. Judgment and Decision Making
- C. Officer Safety
- D. De-escalation, Verbal Commands
- E. Effectiveness under Stress Conditions

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

### **TACTICAL FIREARMS**

#### **I. INTRODUCTION/ORIENTATION**

- A. Introduction, Registration, and Orientation
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
- C. Weapons Safety Orientation, Review of Range and Shooting Safety Rules (Pre-range weapons unloading procedures and lunch/extended break reload/unload rules)
  - 1. All Weapons are to be considered loaded
  - 2. Never point the muzzle at anything you are not willing to shoot at
  - 3. Keep finger off trigger until you are ready to fire
  - 4. Be sure of your target and background
  - 5. Range and Tactical Safety
    - a. Follow Range Rules
    - b. Follow Instructor commands
    - c. Strict Weapon Discipline and Muzzle Control
    - d. No Lasering of personal body parts
    - e. Movement and Reloading only on Double Action
  - 6. Review of Range Safety Rules
    - a. Cover primary elements as a checklist with students
    - b. Local emergency/first aid procedures to include radio/telephone procedures, closest medical facility

#### **II. LETHAL FORCE OVERVIEW**

- A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
- B. Civil Implications of using Force/Lethal Force
- C. Report Writing and Preliminary Investigation Overview

#### **III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY**

- A. Use of Force Options
  - 1. Lethal Force within the spectrum of force options
  - 2. Verbal, Hands, Less than Lethal, Lethal Force
  - 3. Escalation and De-escalation Process
- B. Department Policy (May differ from agency to agency)
  - 1. Reasonable Cause to believe
  - 2. Imminent Threat

3. Death or Great Bodily Injury
  4. Fleeing Violent Felon Specifications
  5. Other policy areas and issues
- C. Supporting Case Law
1. Tennessee vs. Garner
    - a. Deadly Force
    - b. Fleeing Felon
  2. Graham vs. Conner
    - a. Reasonable Force

#### IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

- A. 1994/2001 Reports
- B. Vital Statistics from LEOKA Reports
- C. Conclusive Tactical Analysis
  1. Low Light Conditions
  2. 5 **B** 10 feet
  3. 2 rounds
  4. 2 seconds
  5. Officer Accuracy: averages 10-20 %
  6. Use of Cover
  7. Summary **B** Overview

#### V. FUNDAMENTALS OF SHOOTING

- A. Stance
  1. Strong, Balanced Ready Position
  2. Isosceles or Weaver
- B. Grip
  1. Strong, Effective two-handed grip
  2. Isometric Pressure
- C. Sight Picture
  1. Sight Alignment
  2. Eye Focus - Front Sight Tip
- D. Trigger Control
  1. Press.....
  2. Straight back, steady pressure
- E. Breathing
  1. Controlled
  2. Fire on exhale
- F. Recovery **B** Follow through
  1. All elements work together
  2. Handle recoil
  3. Controlled movement back on target

#### VI. FIVE COUNT PISTOL PRESENTATION

- A. Count One
  1. Good Grip
  2. Holster Unsnapped
  3. Support hand/arm into chest position

- B. Count Two
  1. Draw
  2. De-cocker Off
  3. Pistol is rocked up and forward
  4. Wrist is positioned above holster
  5. Forearm parallel to ground
  6. Trigger finger is indexed
- C. Count Three
  1. Punch Pistol outward
  2. Into support hand
  3. Isometric Tension
  4. Low Ready Positioning
- D. Count Four
  1. Pistol raised to eye level
  2. Eye focus to front sight
  3. Sight alignment/sight picture is verified
- E. Count Five
  1. Finger on Trigger
  2. Press
  3. Maintain sight alignment
- F. Target Recognition and Analysis
  1. Did I hit?
  2. Did it Work?
  3. Low Ready **B** Count Three
  4. Assess the Threat
  5. Scan
  6. Reassess
  7. De-cock to Double Action
  8. Tactical Reloading
- G. Re-holstering
  1. ONLY when the tactical situation warrants
  2. Reverse of the draw count
  3. Count Two
  4. Support hand/arm into chest position
  5. Additional Scan and Assessment
  6. Quick and Effective Holstering
  7. Eyes remaining forward on threat

## VII. DRILLS AND COURSES-OF-FIRE

- A. Range Orientation and Safety Briefing (Second range safety, and command sequence)
- B. All Courses emphasize:
  1. Weapons Safety
  2. Muzzle and Fire Discipline
  3. Fundamentals of Shooting
  4. Five Count Presentation
- C. Warm up Course
  1. 8 rounds into the 10 ring at 15 yards (Precision Shooting)
  2. 2 times
- D. Combat Reload Exercise/Weapons Clearing
  1. Tactically reloading (Bringing handgun back up to full capacity)

2. When shooting has stopped
  3. Move to Cover
  4. De-cock/Double Action
  5. Proper grip of fresh magazine
  6. Strip and replace in-gun magazine
  7. Used magazine in pocket, not pouch
  8. Practice and Proficiency demonstration
- E. Flashlight Shooting Exercise
1. Carries (define)/Tactical
  2. Alternate flashlight shooting techniques
  3. Safety precautions
  4. Dry fire practice
  5. Reloading
    - a. Move to one knee/cover
    - b. Placing flashlight behind the knee
- F. Weapon Malfunction Exercise (split class into two groups)
1. Group 1, Failure to Fire
    - a. Clearance Drill **B** Tap, Roll, and Rack
      - (1) Practice with Dummy rounds
      - (2) With Live Mags
    - b. Live Fire, 5 times
  2. Group 2, Double Feed
    - a. Clearance Drill **B** Lock, Drop, Rack, Load
      - (1) Practice with Dummy rounds
      - (2) With Live Mags
    - b. Live Fire, 5 times
- G. Ball and Dummy Drills
1. 3 Mags with mix of 5 live rounds, 3 dummy rounds
  2. Proper Clearance
  3. 7 yard line, 6 magazines
- H. Failure to incapacitate suspect (Drugs/Body Armor) Drills
1. Theory
    - a. Target the brain, turn off the neurological switch
  2. Shot Placement
    - a. Ocular, AT $\cong$
  3. 7 yard line, 2, and 2
    - a. 2 magazines
    - b. With tactical loading/reloading
- I. Double Tap Drill
1. Shot Placement
    - a. Optimum 4 $\cong$  spread
    - b. Upper Thoracic Cavity
  2. Stopping Power
    - a. Maximum Shock **B** Stopping Power
    - b. Vs. Bleeding Out
      - (1) Major artery - up to 12 seconds
  3. Controlled Pair
    - a. Sight Picture, Smooth Trigger Pull
    - b. 7 Yard line and out
    - c. 2 magazines
  4. Accelerated Pair

- a. Flash sight picture/Front sight
  - b. 5 B 7 yards and closer
  - c. Double Taps emphasizing speed and accuracy
  - d. 2 magazines
- J. Spread Fire Course
- 1. Threat Assessment/Threat Prioritization
    - a. Threat ID
    - b. Threat type, lethality, and range
    - c. Highest threat prioritization
  - 2. 3 Targets at the 7 yard line, 2 rounds each, 3 times
    - a. 2 magazines
    - b. With tactical reloads

## ARREST AND CONTROL

### I. SAFETY ORIENTATION AND WARM-UP

- A. Review of Safety Policies and injury precautions
- B. Students will participate in warm-up/stretching exercises

### II. USE OF FORCE POLICIES AND LEGAL ISSUES

- A. Case Law Update, report documentation and policy
  - 1. Tennessee v Garner
  - 2. Graham v Connor
  - 3. Forrester v San Diego
  - 4. Long Beach v Long Beach POA
  - 5. Status of Pepper Spray Cases (Humboldt Co., etc.)
- B. Local Policies

### III. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE

- A. Suspect attacks officer
- B. Locking resistance
- C. Going limp. (Should not use term passive resistance)
- D. Resisting with apparatus (Chaining to objects, using large pipes with arms locked inside).
- E. Use of pain compliance/pressure point/distraction techniques
- F. Mental conditioning for arrest control-Color-coding:
  - 1. White = relaxed frame of mind
  - 2. Yellow = general awareness, minimum level of awareness, uniform
  - 3. Orange - specific awareness, 75%-25% theory, checklist of six (75% on the individual or situation, 25% still on general surroundings)
    - a. Check-list of six used on initial approach with subject to include: Hands, cover, weapons, associates, escape routes, and footing and balance. balance, officer's ability to stay on his/her feet
  - 4. Red = fight or flight

### IV. PHYSICAL CONDITIONING

- A. Three Biggest Disablers
  - 1. Heart Attacks
  - 2. Lower Back and Knee Injuries
  - 3. Peptic ulcers
- B. How to Reduce Individual Risk to Above Disablers
  - 1. Nutrition
  - 2. Life threatening physical altercations, 90 seconds of explosive endurance

V. BODY BALANCE/STANCE & MOVEMENT FROM POSITION OF INTERVIEW AND FIGHTING STANCE

Footwork Review:

- A. Forward shuffle
- B. Rear shuffle
- C. Normal pivot
- D. Shuffle right and left
- E. Pivot right and left
- F. Progressive pivot
- G. Shuffle pivot
- H. How to fall to the ground safely and assume a fighting position
- I. Access to equipment on duty belt while in a fighting stance and on the ground

VI. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/HANDCUFFING DE-ESCALATION, VERBAL COMMANDS

- A. Overview on restraint devices and need to double lock and check for tightness
  - 1. Suspect cannot be handcuffed due to injuries
    - a. First Aid - Suspect injured, wounds, fractures
    - b. Special circumstances (i.e. Pregnant females)
    - c. Complaint of pain should be documented
    - d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency
- B. Unknown Risk Handcuffing techniques
  - 1. Low Profile twist-lock
    - a. Verbal commands
    - b. Twist lock control
    - c. Handcuffing
  - 2. Standing Modified Search, to a rear wrist lock and handcuffing
  - 3. Takedown from standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact wpn., chem. agent, etc.) on duty belt.
- C. High risk prone or kneeling, to a prone control and handcuffing.
  - 1. High risk kneeling
    - a. Verbal commands
    - b. Low profile twist lock
    - c. Search
    - d. Handcuffing
  - 2. High risk prone
    - a. Verbal commands
    - b. Prone control
    - c. Search
    - d. Handcuffing

## DRIVER TRAINING/AWARENESS

### I. BASIC DRIVING PRINCIPLES

#### A. Weight Transfer

1. Weight distributed between front and rear wheels
2. Engine location has greater part of weight distribution
3. Types of weight transfer
  - a. Lateral: Side to side
  - b. Longitudinal: Front to rear/Rear to front
4. Lateral transfer created when vehicle turned left/right
5. Longitudinal transfer created when:
  - a. Braking B Rear/front
  - b. Accelerating B Front/rear
  - c. Decelerating B Rear/front
6. Can't be eliminated in a moving vehicle
7. Minimized by good driving techniques and smooth operation

#### B. Steering Control

1. Seating position
  - a. Driver Comfort
  - b. Efficient vehicle control
  - c. Wrist break over top of steering wheel
  - d. Seated 12" from air bag
  - e. Adjust mirrors
2. Steering method - Two hand shuffle steering
  - a. Hand position at 9 and 3 or 8 and 4
  - b. Hands do not leave steering wheel
  - c. Maximizes steering accuracy
  - d. Safer and more effective recovery
  - e. Minimizes weight transfer
  - f. Minimizes air bag deployment injury
3. Steering method "B"Backing
  - a. Body rotated to right
  - b. Right hand placed on right headrest
  - c. Vision directed over right shoulder
  - d. Left hand on steering wheel at twelve o'clock position
  - e. Press left leg against bottom of steering wheel for stability
  - f. Left foot braced on floorboard

#### C. Roadway Position

1. Definition: The position of the vehicle on the roadway that maximizes speed with minimum steering and risk of loss of vehicle control while negotiating a turn
  - a. AKA "B" Driving line
2. Driving advantages
  - a. Minimize and control weight transfer
  - b. Minimize steering input
  - c. Smoother vehicle operation
  - d. Maximum speed through turns in the safest manner
3. Driving points in a turn

- a. Entry (Point #1)
- b. Apex (Point #2)
- c. Exit (Point #3)

## II. LEGAL AND MORAL ASPECTS

- A. California Codes
  1. 17001 CVC
  2. 17004 CVC
  3. 17004.7 CVC
  4. 21052 CVC
  5. 21055 CVC
  6. 21056 CVC
  7. 21057 CVC
  8. 21806 CVC
  9. 21807 CVC
  10. 22350 CVC
- B. Case law
- C. Agency policy
- D. Moral aspects

## III. DEFENSIVE DRIVING

- A. Defensive Drivers
  1. Avoid collisions regardless of right-of-way
  2. React properly to hazards
  3. Maintain a professional attitude
- B. Dangerous Driver Attitudes
  1. Overconfidence
  2. Self-righteousness
  3. Impatience
  4. Preoccupation
- C. Collision Avoidance
  1. Space cushion
  2. Intersections
  3. Maintain high visual horizon
  4. Consider steering to the rear of a conflict vehicle
  5. Backing
  6. Lane changes
  7. Blind spots
- D. Occupant Safety Devices
  1. Safety belts
  2. Supplemental Restraint System (air bags)
- E. Vehicle Dynamics
  1. Rear wheel cheat
  2. Front-end swing
  3. Over steer
  4. Under steer

## IV. MANEUVERING COURSE EXERCISES

- A. Offset Lane Exercise

- B. Turn-Around Maneuver Exercise
- C. Steering Course Exercise
- D. Driveways

## TACTICAL COMMUNICATIONS

### I. COMMUNICATION ELEMENTS

- A. Content = 7-10% - Has little power to persuade or convince  
Voice = 33-40%
- B. Other Non-Verbal = 50-60% - presence

### II. INAPPROPRIATE COMMUNICATION

- A. How you feel about someone has nothing to do with your job
- B. "SHOWTIME"
- C. Never use words which rise readily to your lips
- D. You are a PEACE OFFICER - Where you go, there should be PEACE!
- E. The Art of Representation - Power Principle
  1. As ego goes UP, power and safety goes DOWN
  2. As ego goes away, power and safety RISE
  3. You must DISAPPEAR to have influence over others

### III. LISTENING SKILLS

- A. The opposite of talking should be listening, but it's really waiting to interrupt!
- B. The four steps in active listening
  1. Open
  2. Hear Initially
  3. Interpret
  4. Act Appropriately

### IV. PERSUASION - THE FOUR APPEALS

- A. Practical
- B. Personal
- C. Rational
- D. Ethical

### V. DEALING WITH DIFFICULT/DOMINATING PEOPLE

- A. Three kinds of people
  1. Nice - Cooperate the first time
  2. Difficult - 9 out of 10 will cooperate after the 3<sup>rd</sup> or 4<sup>th</sup> time
  3. Non-Truthful - back stabber
- B. Deflectors - How to handle verbal abuse
- C. Three principles
  1. Say what you want, DO what I say
  2. I've got the last ACT: You've got the last word
  3. Re-spect vs. Respect

- D. Separate attitude from behavior. Focus only on behavior.

VI. INTERPERSONAL-OFFICER TO: OFC/SUSPECT/CITIZEN

- A. Tactical Empathy
  - 1. The way I see the problem
  - 2. The way you see the problem
  - 3. The way I see the problem through you
- B. How would you want a family member treated?

VII. CLASS EXERCISE/TESTING/REMEDIATION

- A. Class exercise - students role playing with difficult people
- B. Written test - see attached

**INTERPERSONAL COMMUNICATIONS**

I. INTRODUCTION

- A. Registration
- B. Course Overview
- C. Course Goals
  - 1. Safety - yours and theirs
  - 2. Enhanced professionalism
  - 3. Decrease in complaints
  - 4. Decrease in liability
  - 5. Lessen personal stress
- D. Course Objectives

II. INSTRUCTIONAL RESOURCES

- A. George Thompson's Verbal Judo, history and background (tactical communication)
- B. Maine State Trooper Traffic Stop video and discussion

III. TACTICAL COMMUNICATION ROLE WITHIN THE USE OF FORCE SCALE

- A. Professional presence
- B. Verbalization
- C. Hands/Control holds
- D. Chemical agents
- E. Impact Weapons
- F. Electronic Weapons
- G. Less Lethal Weapons
- H. Lethal Force

IV. COMMUNICATION ELEMENTS

- A. Content = 7-10% - has little power to persuade or convince
- B. Voice = 33- 40%
  - 1. Tone = Attitude - 90% of complaints in P.D. are tone related

2. Pace = slow/fast vs. pitch
  - a. **I NEVER SAID HE STOLE THE MONEY**
3. Other Non-Verbals = 50 - 60% = presence

V. PROFESSIONAL/NON-PROFESSIONAL/INAPPROPRIATE LANGUAGE

- A. Separate attitude from behavior. Focus only on behavior
- B. You are a PEACE OFFICER
- C. Re-spect vs. Respect

VI. FIVE TYPES OF QUESTIONING TECHNIQUES

- A. Fact Finding - Who, What, Where, When, Why and How
- B. General - Open-ended. What's the matter.
- C. Direct - Yes or No
- D. Leading - Putting words in other's mouths
- E. Opinion Seeking - Is there some way we can handle this?

VII. TACTICAL-OFFICER TO: OFFICER/SUSPECT/CITIZEN

- A. Greeting
- B. ID self/dept.
- C. Reason for stop
- D. Any justified reason?
- E. Driver's license
- F. Registration and Insurance
- G. Decision
- H. Close

VIII. INTENTIONAL/UNINTENTIONAL CONTACT  
ESCALATION VS. DE-ESCALATION

- A. The Five Step Hard-Style
  - Ask
  - Set Context
  - Present Options
  - Confirmation
  - Act
- B. SOLER
  - Square off
  - Open posture
  - Looking Interested
  - Eye Contact
  - Relaxed

IX. OFFICER SAFETY - S.A.F.E.R. CONCEPT

- A. Security
- B. Attack
- C. Flight
- D. Excessive Repetition
- E. Revised Priorities

X. CLASS EXERCISE/STUDENT EVALUATION/TESTING

- A. Evaluate students role playing the tactical 8-step
- B. Evaluate student's role-playing the 5-step hard style

**REQUIRED READING:**

Various handouts provided by the instructor.  
Agency specific policy on shooting, defensive tactics and driving.  
County-wide pursuit policy.

**SUGGESTED READING:**

None.

**REQUIRED WRITING:**

None.

**OUTSIDE ASSIGNMENTS:**

None.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

### TACTICAL FIREARMS

20%	Safety Examination	
20%	Nomenclature Examination	
20%	Legal Aspect Examination	
40%	Performance Scores	
	Pistol	80%
	Shotgun	20%

### ARREST AND CONTROL

Application and student demonstration of techniques. The student will demonstrate each tactic and the hazards of its use and the first-aid method that is necessary if the technique is applied.

30%	Physical Conditioning Examination
30%	Legal Aspects Examination
30%	Physical Demonstrations of Each Tactic and the Hazards of its use
10%	Participation

### DRIVER TRAINING/AWARENESS

1. Given an exercise test that requires the student to drive a law enforcement vehicle, the student will demonstrate the ability to accurately steer the vehicle including:
  - a. Proper hand position
  - b. Maintaining control of the vehicle
2. Given an exercise test that requires the student to drive a law enforcement vehicle, the student will demonstrate the ability to accurately steer the vehicle in reverse including maintaining:
  - a. Steering position
  - b. Steering control
  - c. Minimal front-end swing
  - d. Speed control
  - e. Visual awareness of obstacles
  - f. Smoothness and coordination
2. Given an exercise test that requires the student to drive a law enforcement vehicle, the student will demonstrate the ability to accurately steer the vehicle that is skidding including:
  - a. Steering control
  - b. Proper use of throttle
  - c. Smoothness and coordination
  - d. Speed judgment
  - e. Brake application
  - f. Weight transfer
4. Given an exercise test that requires the student to drive a law enforcement vehicle, the student will demonstrate a threshold braking technique including:
  - a. Maintaining rolling friction
  - b. Maximum braking
  - c. Retaining steering control

5. Given an exercise test that requires the student to drive a law enforcement vehicle, the student will demonstrate the ability to safely drive and control the vehicle while under emergency conditions including proper:

- a. Brake application
- b. Steering control
- c. Use of throttle
- d. Roadway position
- e. Speed judgment
- f. Use of radio
- g. Use of lights and siren

40% Legal Aspects of Emergency Vehicle Driving

40% Driving Practical Closed Course Examination

20% Pursuit Liability (County-Wide Pursuit Policy)

#### TACTICAL COMMUNICATIONS

60% Written Examination Covering Topics Discussed In Class

40% Participation

#### INTERPERSONAL COMMUNICATIONS

60% Written Examination Covering Topics Discussed In Class

40% Participation

#### **IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 4

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable: 58161 C

**CONTACT PERSON:** Thomas B. Plotts X1707

**SIGNATURES ON FILE:**