



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

CMS Criminal Justice Defensive Tactics

COURSE NUMBER:

CJK 0051V

COURSE DESCRIPTION (with prerequisites):

A Basic Law Enforcement Academy course that deals with the minimal force necessary to overcome resistance to arrest, or control of violent behavior. Demonstration of officer presence, communication skills, falling techniques, use of restraint devices, physical frisk, searches, transporter techniques, take down maneuvers, pressure points, counter moves, escape and ground defense techniques, and prison transport. Demonstrate proficiency in the use of intermediate weapons, defense against edged weapons, and handgun retention. 80 clock hours.

NAME(S) OF INSTRUCTORS:

Program Availability

EFFECTIVE ACADEMIC YEAR:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

No textbook or course materials are required to purchase for this course.

**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, phippenw@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

See Below*** CJK 0031V, First Responder, is an approved course by FDLE for the purpose of Law Enforcement Certification and Corrections Certification

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS			
COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CJK 0051V	DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES	LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT

<p>See Below***1. Identify the legal sources that address use of force issues. 2. Identify that levels of subject T resistance may increase or decrease without going through intermediate levels. 3. Identify that the levels of officer response may increase or decrease without going through intermediate levels depending on the resistance from the subject. 4. Identify that there is always an option to escalate or disengage at any time. 5. Identify ability as it relates to response to resistance. 6. Identify opportunity as it relates to response to resistance. 7. Evaluate the constantly changing potential for harm presented by both subjects and the surroundings. 8. Identify how to gather as much information as possible to determine the potential for harm. 9. Identify the minimum reactionary gap distance when the officer has visual control of the subject hands. 10. Identify the danger zone. 11. Given an aggressive subject, demonstrate the ready stance. 12. Given an aggressive subject, demonstrate the offensive ready stance. 13. Given an attacking, demonstrate how to evade an approaching threat. 14. Demonstrate applicable verbal direction. 15. Given a situation where you are pushed from behind or tripped, demonstrate a front fall. 16. Demonstrate a side fall. 17. Complete a rear fall while giving loud, clear, concise verbal commands. 18. Demonstrate a forward roll. 19. Given a standing subject, apply handcuffs to the subject. 20. Identify the proper working mechanisms and nomenclature of handcuffs and the handcuff key. 21. Given a kneeling subject, apply handcuffs to the subject. 22. Given a subject to be transported, apply waist chains. 23. Given a subject, approach, identify and verbally control the subject to be transported. 24. Given a subject to transport, apply leg irons to the subject. 25. Position the subject with verbal commands. 26. Given a subject, conduct a frisk. 27. Given a handcuffed subject to search, perform a custodial search. 28. Given a subject to be searched in an institution, perform an institutional search. 29. Given a subject to be searched in an institution, perform an unclothed, institutional search. 30. Given a subject demonstrating passive physical resistance or greater, demonstrate the escort position. 31. Given a subject resisting the escort position, demonstrate a bent wrist transporter. 32. Given a subject resisting the escort position, demonstrate the finger lock transporter. 33. Given a resisting subject in the escort position, demonstrate a hammer lock transporter. 34. Given a subject resisting the escort position, demonstrate the shoulder lock transporter. 35. Given a subject resisting the escort position, demonstrate a straight arm bar take down. 36. Given a subject who is grabbing you, demonstrate an outside wrist take down. 37. Given a resisting subject in a hammer lock transporter, demonstrate a hammer lock take down. 38. Given a resisting subject in a shoulder lock transporter, demonstrate a shoulder lock take down. 39. Given a resisting subject, who grabs you with both hands, demonstrate a hip roll take down. 40. Given a resisting subject, who grabs you with one hand, demonstrate a leg sweep. 41. Given a resisting subject with a handcuff on one wrist, and a handcuff key, demonstrate a take-down of the handcuffed subject. 42. Given a subject demonstrating passive physical resistance or greater, demonstrate the pressure point under the jaw technique. 43. Given a subject demonstrating passive physical resistance or greater, demonstrate the hollow behind the collarbone technique. 44. Given an advancing subject, demonstrate a redirection technique. 45. Given a subject attacking with an overhead strike, demonstrate a high forearm block. 46. Given an attacking subject, demonstrate a vertical punch. 47. Given an attacking subject, demonstrate a hammer fist strike. 48. Given an attacking subject, demonstrate a forearm strike. 49. Given an attacking subject, demonstrate a front elbow strike. 50. Given an attacking subject, demonstrate a knee strike. 51. Given an attacking subject, demonstrate a front kick. 52. Given a subject demonstrating active physical resistance or greater, demonstrate a shin scrape. 53. Given a subject who has you in a front extended choke, demonstrate how to escape from a front extended choke. 54. Given a subject who has you in a headlock, demonstrate how to escape. 55. Given a subject who has knocked you to the ground, demonstrate leg defense techniques. 56. Given a resistant subject on his or her hands and knees on the ground, demonstrate how to break the subject down. 57. Given a restrained subject, in a police vehicle, demonstrate how to remove him or her from the vehicle. 58. Given a baton, demonstrate a proper draw with the strong hand to the ready position. 59. Identify the parts of the baton. 60. Given a subject facing you, holding onto the muzzle of your handgun, demonstrate the cradle retention technique. 61. Given a subject, pointing a handgun at your chest, demonstrate a front disarming technique. 62. Given a situation involving chemical agents, identify the chemical agents. 63. Identify five different deployment systems of chemical agents. 64. Given a situation involving chemical agents, identify that chemical agents are non-lethal and the effects will dissipate over time.</p>	<p>COR Outcome 1: Students demonstrate mastery of Correctional Officer knowledge and skills.</p> <p>COR Outcome 2: Demonstrate safety skills appropriate for employees in a Correctional Officer work setting.</p> <p>COR Outcome 3: Apply critical thinking and problem solving proficiency as appropriate for employees in a Correctional Officer work setting.</p> <p>COR Outcome 4: Exhibit interpersonal and ethical skills as appropriate for employees in a Correctional Officer work setting.</p> <p>COR Outcome 5: Exhibit leadership, organizational, and professional skills appropriate for employees in a Correctional Officer workplace.</p>	<p>L, SD, S CK, T</p>	
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**** Assessment Codes**

<p>T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam</p>	<p>RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital</p>	<p>Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board</p>	<p>BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition</p>
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

Lecture is the primary method of instruction. Students are expected to be attentive and are encouraged to ask questions. Lectures will come primarily from the textbook in formats that may include power point presentations, white board illustrations, videos, and web-based technologies and student discussion on specific topics. |

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.