

## The Community Police Academy

Fall 2020

### COURSE INFORMATION

The UC Santa Cruz Police Department's Community Police Academy is a 10-week course (October 1, 2020, to December 11, 2020), that provides community members with an inside view of law enforcement practices, and specifically the operations of the UC Santa Cruz Police Department. For Fall 2020, the course will be delivered via Canvas and Zoom in both synchronous and asynchronous instruction format.

In line with the Department's Community Oriented Policing objectives, participants have the opportunity to meet and build relationships with the men and women of the UC Santa Cruz Police Department – from the chief, to the police officers and student ambassadors.

### INSTRUCTOR INFORMATION

Nader Oweis, Chief of Police, [noweis@ucsc.edu](mailto:noweis@ucsc.edu) (831) 459-2231

Mary Garcia, Lieutenant, [mgarciapd@ucsc.edu](mailto:mgarciapd@ucsc.edu) (831) 459-5756

Course Name	Zoom Days/Times	Location
MERR-99F-01	Thursdays/5:15-7:15 pm	Zoom link (See sidebar menu in Canvas Course)

#### Course Enrollment Instructions:

Go to "**My Student Center**" on your UCSC Portal

Under the "**Academics**" section, click "**Enroll**"

On the "**Add**" page, enter **13688** into the class number box.

The name of the class is MERR 99F-01

2 Units of Independent Study. **You must select the pass/no pass option.**

### LEARNING OUTCOMES

In this course instructors will:

1. Model real policing experiences through video scenarios and simulations
2. Instruct on the parameters of law enforcement from a legal perspective
3. Identify the legal, privacy, and ethical issues related to law enforcement
4. Review theoretical constructs commonly used to analyze case law to determine policy and procedure in law enforcement
5. Explain the process by which officers conduct themselves, including the technology and tools used by law enforcement

Students will be able to:

1. Apply procedural knowledge to correctly respond to incidents within the criminal justice framework
2. Correlate existing laws with policing practices that establish legal, respectful and inclusive engagement with the public
3. Articulate the legal framework relating to law enforcement policies, procedures, and practices in given difficult policing scenarios
4. Engage in conversations about ethical and moral issues related to policing in a university environment

## **PREREQUISITES/COREQUISITES**

*None*

## **REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY**

A computer with access to the internet required. All course readings are linked to the Canvas course modules.

## **COMMUNICATION**

**Office Hours:** Via Zoom (see sidebar Zoom link) or phone call, Tuesdays 10am-11am, Thursdays 3:30pm-4:30pm, by appointment via email until further notice due to current conditions.

See Instructor Emails listed above: Expect a response to your emails and phone calls within 48 hours, Monday through Friday 8am-6pm.

## **ASSIGNMENTS & ASSESSMENT**

All assignments and projects will be submitted by the due dates to Chief Oweis unless pre-approved accommodations are made with the instructors.

## **1. Participation - 25% of grade**

Discussion Board: A percentage of your grade is based on your posts on the Discussion Boards. If you are required to post on the discussion board, it will be clearly indicated in that week's assignment. You must post at least three times to each discussion board unless otherwise indicated in the assignment description. One post should be your response to the questions posed in the discussion board. The other two posts should be a thoughtful response to another student's post, with the discussion post guidelines in mind.

**In order to receive credit, you must post your response to the posted discussion board questions by Sunday at midnight PST of the assigned week. In addition, you must post a response to two student's posts by Tuesday at midnight PST.**

Posts should be a minimum of 100 words - Posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion. A response such as "I agree with," or "I liked what" is not considered a substantive post and will not be counted for course credit.

Students are expected to answer questions posed to them by other students and are expected to read everyone's posts. The instructor can easily tell whether a student is reading the posts of others by questions going unanswered, when posed either by peers or by the instructor. If the course instructor and peers pose questions to students that go unanswered on the discussion board, the assumption will be made that the student did not read the post and points may be deducted from the discussion score for not answering questions.

Enthusiastic agreement and respectful disagreement with others in the class is expected. Disrespect will not be acceptable communication on the discussion boards and severe final course grade reduction will be the consequence if it occurs. **Learning to accurately communicate values, attitudes, and emotions about important issues is a crucial part of personal and professional development, particularly when viewpoints and perspectives differ.** We can learn and grow from each other even when we disagree. Posts should use correct grammar, punctuation and vocabulary appropriate for a university level course. Misuse of the discussion boards will not be tolerated

**2. Homework – 25% of grade.** Reflections require individual written reflections on class topics and discussions require thoughtful analysis of the topics and comments that are done outside of our live Zoom sessions.

**3. Mid-Term Paper – 25% of grade** You are to submit a 3-5 paper that discusses the impact of what you have learned during weeks 1-4 in the lectures, required readings, and through the class exercises.

Your assignment must follow APA format and all sources must be appropriately cited. The content must be double-spaced and in Arial 12 point font. ***This assignment***

***is due at the beginning of class on Week 5.*** You must submit the assignment in-person. Each page should have your name and student ID. Please number each page of the assignment.

### **Evaluation Criteria –**

Each assignment must consider the **impact** the topic had on your understanding of the law, your perception of police procedure, and incorporate weekly specific class topics. This is **not** a summary of each class topic, but rather a concise brief of the knowledge gained. The student must provide evidence supporting or challenging their initial and final knowledge/outcome relating to the class topic. Within the assignment, students should consider utilizing reference material not provided in class.

All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity

### **4. Final Presentation – Group Project 25% of grade**

Students taking the course for 2 units will work in assigned groups and must develop a PPT presentation that is no longer than 10 slides (including the cover slide and final reference slide). Hence, a total of 8 content slides highlighting their research and discussion, which will be presented in the final class. The total length of the presentation must not be more than 10 minutes, and each student must present on the slides. The last slide should list the references in APA formatting that were used.

The presentation needs to address a specific contemporary problem facing law enforcement, specifically the UC Santa Cruz Police Department, and **must** include information from the required reading in either outlining the problem, the solution, or both. The problem addressed should be listed on the first or second slide. The problem should be divided into sub-questions or sub-parts. More information will be available during the 5th and 6th weeks when meeting with Lieutenant Garcia or Chief Oweis.

### **Evaluation Criteria –**

The PowerPoint Presentation will minimally include the following: **Overview, Depth, and Conclusion.** The following items will be highly valued in the grading of this project:

**Overview:** Includes history, any particular background, significant timelines, and philosophical perspectives; Any relevant ideologies, characteristics, or developments of such ideologies. This section is expected to demonstrate the student's specific understanding of the topic in question.

**Depth:** This section must provide specific and relevant issues related to the student's particular area of research. This section is expected to demonstrate the student's specific and in-depth understanding of the topics.

All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.

\*Disclaimer regarding Audio or Video Recording: All communications, whether written or oral, between students and faculty or staff during classes, academic exercises, or advising sessions are considered private communications, and shall not be recorded or disseminated without the prior express written consent of the Chief of Police.

## GRADING POLICY

Participation is expected in all live Zoom meetings and we expect you to turn in your assignments on or before the Canvas due dates. Think of the online and in-person-via-Zoom requirements of this course as a conversation. Without your active participation in the online and in-person-via-Zoom aspects of the course, we cannot create this dialogue and this dialogue is the backbone of our course and your education in general.

If you have extenuating circumstances that prevent you from participating on the dates and times indicated in the syllabus and Canvas assignments, then please reach out to us directly via email so that we can work together to set up a solution. All assignments will be scored with a zero if they remain incomplete for more than one week without authorization.

## INSTRUCTOR FEEDBACK

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments.](#)

### COURSE SCHEDULE

Week	Activities	Readings
One	<ol style="list-style-type: none"><li>1. Chief Oweis: Introduction to Police Department/ Expectations</li><li>2. Law Enforcement Hiring Process</li><li>3. Discussion Post: Law Enforcement Ethics (Code of Ethics)</li><li>4. Reflection Post: <a href="#">Code of Ethics</a></li></ol>	<a href="#">Bridging the Gap</a> <a href="#">Police Academies</a>

	<p>5. Discussion in class: Community Engagement</p> <p>6. Required Videos:</p> <p>Police Academy Experience:</p> <p><a href="#">City of Sacramento Police Department</a></p> <p>After the Police Academy:</p> <p><a href="#">What its like to be a Police Officer: City of Sacramento Police Department Officer B. Cato</a></p> <p>Discussion in class: <a href="#">UCSC Police Department website</a> tour and improvements</p> <p>1. Resource: <a href="#">UCSC Student Conduct</a></p>	<p><a href="#">President's Task Force on Policing</a></p>
Two	<p>1. Pre-Quiz: Fourth Amendment (Live, in class)</p> <p>2. Watch and Discuss: What is your next step? <a href="#">(Video and Scenario 1)</a></p> <p>3. Watch and Discuss: What is your next step? <a href="#">(Video and Scenario 2)</a></p> <p>4. Discussion Post: Searches by Private Citizens</p>	<p><a href="#">Non-Police Searches</a></p> <p><a href="#">Heien v. North Carolina</a></p> <p>Optional Reading: Search and Seizure Case Law (via Canvas)</p>
Three	<p>1. In-class discussion:</p> <p>Watch: <a href="#">UCI Dean Erwin Chemerinsky</a></p> <p>2. Discussion Post:</p> <p>Watch: <a href="#">Freedom Forum Institute President Gene Policinski</a></p> <p>3. Discussion group</p> <p>4. Visit <a href="#">UCSC: Exercising Free Speech</a>. Read the content as instructed in Canvas</p>	<p>ONLY Pages 93-103 (UC Santa Cruz) of the <a href="#">UC Robinson Edley Report</a></p> <p><a href="#">Tinker v. Des Moines School District Summary</a></p>

Four	<ol style="list-style-type: none"> <li>1. Discussion Post: Reasonable Use of Force</li> <li>2. Video and Scenario Activity #3</li> <li>3. Reflection Post: Learning Experience</li> </ol>	<ul style="list-style-type: none"> <li>• Required Reading Before Class: <ul style="list-style-type: none"> <li><a href="#">California Penal Code Section 835a</a></li> <li><a href="#">Officer Involved Shootings: Implications for the Officer's Involved and the Investigators</a></li> <li><a href="#">Excessive Shots and Falling Assailants a look at OIS subtleties</a></li> <li><a href="#">UCSC Police Department: Use of Force Policy</a> (scroll down)</li> </ul> </li> </ul> <p>Optional Reading: Use of Force Case Law (in Canvas)</p>
Five	<p>Please complete the following this week:</p> <ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>1. Midterm paper due</li> <li>2. Required watch: <a href="#">PBS: Armed in America</a></li> <li>3. Discussion in class on traffic stops</li> <li>4. Discussion Post: OIS and In-Custody Deaths</li> <li>5. Video and Scenario Activity #4</li> <li>6. Optional Reading: Traffic Stop Case Law</li> </ol> </li> </ol>	<p>Optional Reading: Traffic Stops Case Law (in Canvas)</p>
Six	<ol style="list-style-type: none"> <li>1. Required reading before coming to class to prepare for the discussion</li> <li>2. HW Reflection Post</li> <li>3. Participate in class for the guest speaker session</li> <li>4. Participate in the brainstorming and topic review sessions in class</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">UCSC Student Conduct Code</a></li> <li>• <a href="#">UCSC: Exercising Free Speech</a> as instructed in module</li> </ul>

Seven	<ol style="list-style-type: none"> <li>1. Required watch: “Waking in Oak Creek” before coming to class to prepare for the discussion</li> <li>2. Required watch: Memphis Police video before coming to class to prepare for the discussion</li> <li>3. Required Reading: Definitions, Laws, Policies, and UCSC Reporting Hate website before coming to class to prepare for the discussion</li> <li>4. Participate in class with the discussion on Hate Crimes</li> <li>5. Be present in class</li> <li>6. Participate in the breakout groups for presentation progress</li> </ol>	<p>In Canvas module, Definitions, Laws, Policies, and UCSC Reporting Hate website before coming to class to prepare for the discussion</p>
Eight	<ol style="list-style-type: none"> <li>1. Participate in the in-class session with guest speaker, Professor John Childs.</li> <li>2. After class, complete the reflection post regarding our guest speaker.</li> <li>3. Participate in break out group session to work on your project.</li> </ol>	<p>Optional Reading:  <a href="#">Ban on Sales of Firearms</a>  <a href="#">Marijuana Card Holders</a></p>
Nine	<ol style="list-style-type: none"> <li>1. Respond to the discussion post regarding Body Worn Cameras and privacy</li> <li>2. Prior to class, read the required readings</li> <li>3. Participate in the in-class discussion</li> <li>4. In-Class Time Allocated for Group Presentation Work</li> </ol>	<p><a href="#">UCSCPD Body Worn Video Policy</a>  <a href="#">Studies on Body Worn camera</a>  <a href="#">Body Camera Accountability</a></p> <p>Optional Reading:  Journal Article “Assessing the Impact of Police Body Camera Evidence on the Litigation of Excessive Force Cases” Mitch Zamoff (via Canvas)  <a href="#">California Government Code Section 6254</a></p>
Ten	<ol style="list-style-type: none"> <li>1. Group Presentations</li> <li>2. Community engagement question</li> </ol>	<p>6.</p>

	3. Civil Disobedience and protests on campus 4. Role of Police on campus 5. Parting Words of Wisdom – Chief Oweis	
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## FINAL EXAM DATE AND TIME

There will be no final exam in this course. Instead, your participation, reflection, discussion, mid-term and final presentation will be scored throughout the quarter and makeup 100 % of your course grade.

## ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

## ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

## PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). We are committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. We ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

## TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

## DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold

diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

## **CONTENT ADVISORY**

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

## **STUDENT SERVICES**

### [Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### [Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### [Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### [Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

### On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.