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Basic Course Information

Semester:	Spring 2021	Instructor Name:	Eddie Madueno
Course Title & #:	AJ 164 – RBC Modular Format Module I	Email:	eddie.madueno@imperial.edu
CRN#	21401	Webpage (optional):	N/A
Classroom:	3201	Office #:	3207 B
Class Dates:	Jan. 5 – June 10, 2021	Office Hours:	Tuesday, Wednesday & Thursday 1700-1800 and Saturday 1700-1800 by appointment only.
Class Days:	Tuesday, Wednesday, Thursday, Saturday & some Sunday's	Office Phone #:	760-355-6340
Class Times:	1800-2200 Tues-Thurs & 0700-1700 Sat. and Sun.	Emergency Contact:	Rhonda Ruiz 760-355-6280
Units:	17.50		

Course Description

Designed to satisfy Regular Basic Course Modular Format Level I. Training standards are set forth by the Commission on Peace Officer Standards and Training (P.O.S.T.). Includes law, patrol techniques, arrest and control, use of force, investigative report writing, cultural diversity, firearms and chemical agents, presentation of evidence, weapons law, crimes against children, juvenile law, controlled substances, ABC law, emergency vehicle operations, domestic violence, traffic enforcement, accident investigation, lifetime fitness, gangs, etc. and required state exams. Supply fee may be charged. Designed to prepare student to be hired by a law enforcement agency as a Level I Reserve Officer or full-time Peace Officer in the State of California. (Formerly AJ 164)

Course Prerequisite(s) and/or Corequisite(s)

POST 162 No felony or domestic violence convictions. Valid California Driver's License. All students entering Regular Basic Course Modular Format Level I class must acquire a DOJ Clearance letter or be employed by a sponsoring law enforcement agency prior to first day of class. DOJ Clearance letters are invalid after 90 days. Passing scores on the PELLETB test and the P.O.S.T. Work Sample Test Battery (Physical Fitness Test).

Student Learning Outcomes

- LD-9 Correctly identify the proper procedures when handling Crimes Against Children and Children as Victims of Crime. (ILO2, IL04)
- LD-10 Properly identify the elements, or Corpus of the Crime in Sexual Assault investigations, such as Rape, Sodomy, Oral Copulation, Sexual Battery, and Sexual Assault. (IL02, IL04)

3. LD-19 Demonstrate the safe and proper way to drive, park and maneuver an Emergency Vehicle over a prescribed State Certified Driving Course at tested speeds and lighting conditions. (IL02, IL03, IL05)
4. LD-20 Identify the legal requirements and limitations when using force, and the elements of the Use of Force Continuum. (ISL01, ISL04, ISL05)
5. LD-25 Correctly identify the State Mandated Procedure for handling Domestic Violence related cases, to include: Spousal Battery, Spousal Rape, Abandonment, Emergency Protective Orders and the use of Shelters. (IL02, IL04)

Course Objectives

1. VICTIMOLOGY/CRISIS INTERVENTION -LEARNING NEED a. Peace officers must deal effectively and considerately with victims, and protect their rights. b. Peace officers need to understand the psychological trauma experienced by crime victims. c. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime. d. Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.
2. CRIMES AGAINST CHILDREN - LEARNING NEED a. To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. b. The ability to arrest and successfully prosecute depends on the development of probable cause. c. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies. d. The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime. e. Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited. f. Ensuring the safety of a child victim is a peace officer's primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.
3. SEX CRIMES -LEARNING NEED a. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies. b. The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim. c. To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures. Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.
4. JUVENILE LAW AND PROCEDURES - LEARNING NEED a. Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law. b. Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public. c. Peace officers must recognize that Welfare and Institutions Code sections 206, 207, 207.1 and 208 provide the basis for regulations established for the confinement of juveniles in adult detention facilities. d. Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.
5. CONTROLLED SUBSTANCES - LEARNING NEED a. Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct. To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses. b. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as misdemeanors or felonies. c. Peace officers need to be able to recognize the existence of an illegal manufacturing and or cultivating site for controlled substances based on observations upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal cannabis cultivation.
6. ABC LAW -LEARNING NEED a. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies. b. The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.
7. INVESTIGATIVE REPORT WRITING - LEARNING NEED a. A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case. b. Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.
8. VEHICLE OPERATIONS - LEARNING NEED a. Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits. b. Peace officers must recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions. c. All officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of officers and the public. d. Peace officers must be

- proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.
9. **USE OF FORCE -LEARNING NEED** a. Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.
 10. **PATROL TECHNIQUES - LEARNING NEED** a. To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions. b. To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.
 11. **VEHICLE PULLOVERS - LEARNING NEED** a. Peace officers must recognize the inherent risks involved when conducting a vehicle pullover in order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others. b. Peace officers must understand the techniques for conducting tactically sound vehicle pullovers. c. Peace officers must recognize situations involving high levels of risks in order to apply appropriate tactical actions during a vehicle pullover. d. Peace officers must make appropriate safety and tactical adjustments when conducting pullovers involving vehicles other than passenger cars and pickup trucks.
 12. **CRIMES IN PROGRESS -LEARNING NEED** a. Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others. b. To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics. Some types of crimes in progress require officers to plan and execute specific arrival, approach, communication, and search tactics. Planning and patience are critical to achieving safe and successful outcomes. c. To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.
 13. **HANDLING DISPUTES/CROWD CONTROL - LEARNING NEED** a. When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved. b. Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating. c. Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute. d. Peace officers must have a clear understanding of the individual's rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights. e. Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.
 14. **DOMESTIC VIOLENCE - LEARNING NEED** a. To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code sections as well as an understanding of how to classify the crimes that may lead to arrests. b. Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. c. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence. d. When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved. e. When there is a court order involving domestic violence, it must be verified and enforced following specific procedures. f. A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.
 15. **UNUSUAL OCCURRENCES - LEARNING NEED** a. To protect the public, peace officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation. b. Responding to unusual occurrences, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively. c. Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.
 16. **MISSING PERSONS - LEARNING NEED** a. Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons investigation. b. Peace officers need to know how to obtain sufficient and accurate preliminary information from the reporting party. c. Peace officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.
 17. **TRAFFIC ENFORCEMENT - LEARNING NEED** a. Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement. b. Peace officers need to recognize their authority under the law and manage traffic effectively. c. Peace officers must know the elements of the laws governing motor vehicles and pedestrians. d. Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.
 18. **TRAFFIC COLLISION INVESTIGATIONS - LEARNING NEED** a. Peace officers need to know how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene. b. To accurately determine the events and factors associated with a collision, peace officers must recognize the types and importance of evidence likely to be available at a collision scene. Evidence collected at a collision scene can be rendered useless or inadmissible if it is not properly documented. c. Peace officers must recognize and follow standardized documentation formats for traffic collisions to ensure that the evidence they collect is understandable and usable by other officers, and other agencies.

19. CRIME SCENES, EVIDENCE AND FORENSICS - LEARNING NEED a. Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.
20. LIFETIME FITNESS - LEARNING NEED a. Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties. b. Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury. c. Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness. d. Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.
21. ARREST METHODS/DEFENSIVE TACTICS - LEARNING NEED a. For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat. b. Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage. Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation. c. Peace officers must know the advantages of the use of a Carotid Restraint Control Hold, the risks involved, the follow-up procedures, and safety precautions. d. The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects. e. Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject. f. Peace officers must know that an impact weapon is a force option.
22. FIREARMS/CHEMICAL AGENTS - LEARNING NEED a. Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty. b. Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.
23. PEOPLE WITH DISABILITIES - LEARNING NEED a. Peace officers must understand that there are laws protecting the rights of people with disabilities. b. In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with developmental disabilities. c. In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people affected by physical disabilities. d. Peace officers must become familiar with the causes and nature of mental illness in order to determine if an individual is gravely disabled or dangerous.
24. GANG AWARENESS - LEARNING NEED a. Peace officers must know the indicators of gang involvement in order to assess and respond to gang-related criminal activity. b. Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity. c. Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.
25. WEAPONS VIOLATIONS - LEARNING NEED a. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies. b. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies. c. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies. d. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies. e. Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.
26. Terrorism Awareness – LEARNING NEED a. Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups, and potential targets. b. Peace officers must become familiar with their role in preventing/detering terrorism. c. Peace officers must recognize the types and significance of critical infrastructure. d. Peace officers must have a basic understanding of the intelligence cycle and the intelligence resources available to them.
27. ACTIVE SHOOTER - LEARNING NEED a. Peace Officer must know the protocol for tactical response to school and community violence

Textbooks & Other Resources or Links

- California Commission on Peace Officer Standards and Training Regular Basic Course Learning Domains are promulgated twice a year. They are reviewed and available for current students through a security agreement with Kinkos and available at the Imperial Valley College Bookstore. These Learning Domain/Textbooks are not retained at the end of the semester and

new Learning Domain/Textbooks will be available at the beginning of each semester class. This is to ensure that only current information is presented to the students.

- California Commission on POST Learning Domains 4, 9, 10, 11, 12, 13,18,19, 20, 21,22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 35, 37, 38, 40, 43
- California Evidence Code
- California Vehicle Code Book
- Department of Transportation Emergency Response Guide
- Peace Officer's Edition of the California Penal Code ISBN: 978-1- 4224-9799-9

State of California Basic Collision Investigation Manual

Course Requirements and Instructional Methods

Discussion

Concepts and Learning goals are discussed in the classroom to enhance the students understanding of that particular concept.

Group Activity

Life Time Fitness activities that include group runs, exercise programs, team obstacle course events and sport/game activities are designed to improve the overall fitness of the student and to emphasize the Team Concept utilized in Professional Law Enforcement.

Individual Assistance

As needed by the student when having difficulty with a skill or subject.

Lecture

Presentation of lectures and discussions on course content topics to introduce the students to the vocabulary and nomenclature associated with law enforcement and the criminal; justice system.

Simulation/Case Study

Scenario and time based evaluations of the participants' physical and critical thinking skills as required by the State of California Peace Officers Standards and Testing (POST) to demonstrate proficiency of the course content.

Field Trips

Visits to the County Jail, Shooting Ranges and the County Coroners Office are designed to enhance the students experience and overall knowledge of the industry.

Community Service

Public Service activities expose the student to the concepts of Public Service and are greatly encouraged.

Audio Visual

Movies, PowerPoint Presentations, 3-D projections, etc.

Demonstration

Each new skill requirement is demonstrated prior to the implementation of this skill by the student. All safety considerations are identified prior to the students participation.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Letter grade only

Anticipated Class Schedule/Calendar

The academy meets Tuesday, Wednesday, Thursday, Saturday and some Sunday's. You are expected to be in class each day on time and prepared for the day. You are required to bring all of your equipment and gear, along with PT gear to include a towel.

Class schedule is posted on Canvas.

*****Tentative, subject to change without prior notice*****

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
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Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

5. **WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
6. **BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
7. **BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

[Required language.] Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test

information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Services for Students

[Suggested Language.] Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[Learning Services](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

[Required language.] Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S)

office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

[Required language.] Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

[Required language.] The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student

equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

[Required language.] Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

[Required language.] Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.