



**LAW ENFORCEMENT CANDIDATE SCHOLARS' PROGRAM
SACRAMENTO STATE
FOUNDED IN 2016**

**STUDENT
HANDBOOK**

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1. LETTER TO STUDENTS/VERIFICATION FORM

Dear Students,

Welcome to the Law Enforcement Candidate Scholars' (LECS) Program! The LECS program is the first of its kind in the country and as its founder, I designed the LECS program to be directly in line with former President Obama's Task Force on 21st Century Policing, which states "Law enforcement agencies should strive to create a workforce that contains a broad range of diversity...to improve understanding and effectiveness in dealing with all communities." My own experience blends an extensive career as a law enforcement officer, teaching criminal justice in higher education and scholarship in educational leadership and public policy. For these reasons, I chose to specifically address graduation success in higher education, increased inclusion in law enforcement employment, and many of the social and cultural concerns identified in communities across the state of California and the nation. For students in the LECS program, one of the more remarkable features of the program is the partnership offered with selected law enforcement agencies throughout the state, allowing Sacramento State students to receive an exclusive and transformational education that serves as an effective pathway for them to fulfill their dreams of a career in law enforcement. Another emphasis is on preparing and transforming students to become equity-minded sworn law enforcement officers. In fact, the LECS program not only enriches the lives of Sacramento State women and men, but it also develops positive habits of mind in their social development as they journey toward future success at the University and beyond.

Please take the time to read the information included in the LECS Student Handbook. If you have any questions regarding the information please feel free to contact LECS staff at lecs@csus.edu. After you have finished reading the information in this handbook, please sign the verification form below and return it to the LECS Program staff.

Best wishes,

Dr. Shelby Moffatt, Ed.D.

Director, Law Enforcement Candidate Scholars' Program

Please return this signed page to the LECS program within one week of receiving this handbook.

LECS Student Handbook Verification Form:

I have read the LECS Student Handbook and agree to refer to and abide by the rules and procedures and to refer to the LECS program should questions arise.

Date: _____

Name: _____

Signature: _____

2. INTRODUCTION

The Criminal Justice Division at California State University, Sacramento (“Sacramento State”) is recognized as one of the best in the nation. In fact, it is considered the largest Criminal Justice program west of the Mississippi river and second largest program in the nation. Sacramento State is also the seventh most diverse university west of the Mississippi and recently received a Seal of *Excelencia* as a Hispanic Serving Institution. However, current data suggests that a substantial number of Criminal Justice and other majors are not graduating in a timely manner, especially underrepresented students. Likewise, students are not sufficiently career-ready and are encountering difficulty finding employment, particularly in law enforcement careers. The Law Enforcement Candidate Scholars’ (LECS) program was created specifically to address higher education completion rates, improved community relations with law enforcement and employment issues in a 21st century economy that are critical matters of concern throughout the state of California and the nation.

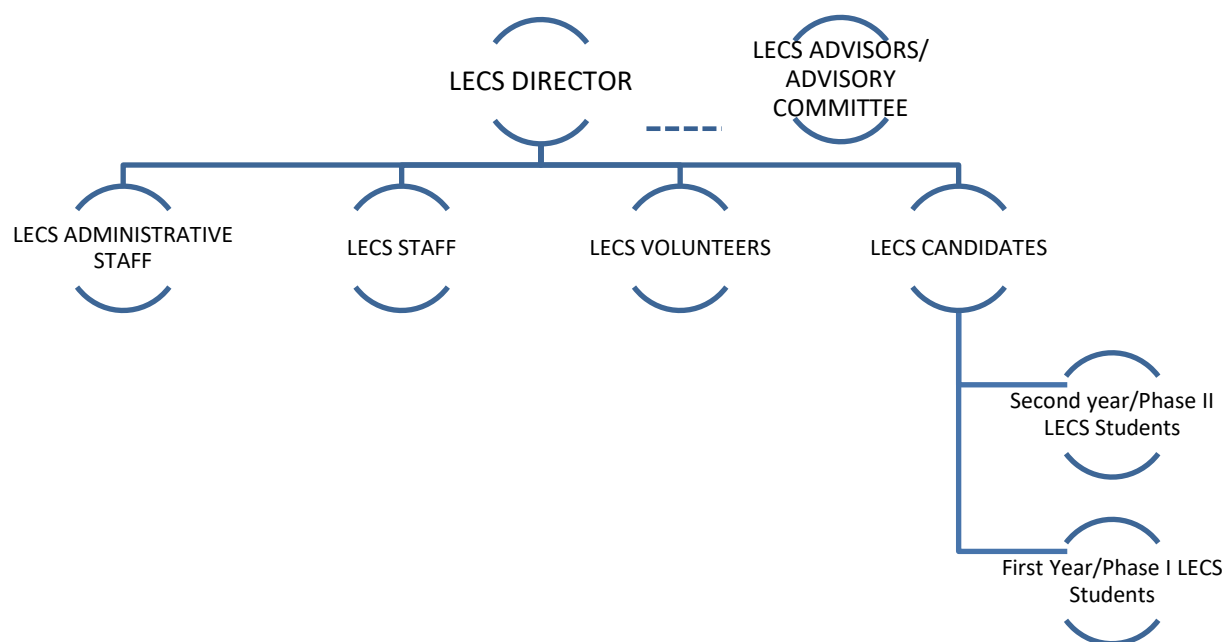
The LECS program addresses the following core values aligned with Sacramento State’s values: Student Success; Scholarship and Research; Inclusion and Diversity; Social and Cultural Competence; Community Engagement; Integrity; and Accountability. The LECS program is partnered with state and local law enforcement agencies that share the same values as Sacramento State and are committed to the health and safety of its neighboring communities. This innovative collaboration with law enforcement allows LECS students unique opportunities to be introduced to and engage law enforcement officers and their agencies up close and personal, while preparing them for the rigors of becoming future law enforcement academy cadets and eventually leading to sworn law enforcement officer positions in the state of California.

The LECS program is designed as a one or two-year program with a cohort that begins each fall. In the two phase program, first year LECS program students engage in scholastic course work, cultural competency and career readiness training, theoretical and real-world leadership application along with physical fitness training to address the needs of law enforcement agency recruitment and hiring and communities being served. In the second phase, LECS students also participate in an Academic Internship program facilitated by the partnering law enforcement agencies that open windows of opportunity, while preparing each student for some of the challenges that law enforcement officers may regularly encounter. Students who are eligible for the one-year LECS program must pass the written, fitness and background investigation on their first and only attempt. One-year LECS program students are usually senior class level students who graduate in the spring semester. Ultimately, it is the responsibility of the LECS Director, program staff and facilitators as well as each LECS student to prepare, organize and be ready to invest in a long-term commitment to the program, Sacramento State, the partnering agencies and the community.

3. LECS ORGANIZATIONAL OPERATIONS CHART

The LECS program is organized and administered in a manner consistent with most organizational systems that follow a hierarchical leadership model. The LECS management team is composed of one LECS Director. In addition, LECS Staff (Instructors associated with the program); along with LECS Administrative Staff (other staff, including student assistants), LECS Volunteers and LECS Candidates (students) comprise the program. Second year or Phase II LECS students will have seniority over first year or phase one LECS candidates.

The LECS Advisory Committee advises and assists the Director in implementing the LECS program at Sacramento State and also facilitates liaison to other stakeholder groups with an interest and role in the program.



4. LECS MISSION, PURPOSES AND GOALS

A. Mission Statement

Sacramento State's LECS program is an educational and professional partnership project that works directly with local law enforcement to:

- build bridges with the community
- provide academic and leadership development
- prepare and transform students to become sworn law enforcement officers in the Sacramento region and throughout the state of California

B. LECS Program Purposes

The LECS program is designed to address graduation and retention rates in higher education for traditional and historically underrepresented students at Sacramento State, along with recruitment, hiring and inclusion gaps that currently exist in some law enforcement agencies. The LECS program also focuses attention upon legislative (i.e. public policy) and community relations concerns associated with local and state of California law enforcement agencies. The LECS program is in line with several long-range strategic goals of Sacramento State, including enhancing student learning and success, building enduring partnerships with public service organizations and committing to community engagement that strengthens and enriches the region.

C. LECS Goals

The LECS program provides various educational and leadership activities for students that address the following internal and external outcomes and initiatives:

- Address Student Success and Completion of Law Enforcement Candidate Scholars
- Increase Career Readiness of Law Enforcement Candidate Scholars
- Enhance Community Engagement/Partnerships
- Increase Inclusion and Diversity in Law Enforcement
- Increase Social and Cultural Competency in Law Enforcement Candidate Scholars
- Obtain Legislative Support and Policy Implementation to Support LECS Program
- Research Effectiveness of Program on Student Success and Diversity in Law Enforcement
- Increase Financial Support for the LECS Program and Students
- Develop Alumni Support
- Develop Volunteer Support

D. LECS Program Outcomes Assessment

The program uses research and data for basic assessment of LECS program goals. Tools for assessing overall LECS program outcomes include, but are not limited to, annual student and law enforcement agency partner program evaluation surveys (i.e. satisfaction, self-

assessment of learning, support, etc.), qualitative and quantitative measurements, and LECS student graduation and retention rates.

See the LECS Workshop Learning Domain Assessment section of this handbook for more information on Learning Outcomes Assessment. Quality of student work/portfolios may be assessed through the *LECS Learning Outcomes Values Rubric*. Electronic resources (e.g. Canvas learning management system) may be used to share resources, address whether students are meeting learning outcomes, to help students develop self-assessment skills, to chart improvement of LECS students' knowledge and skills over time and to identify areas where advising, mentoring and additional support services might benefit the students.

To assess the longer-term effects of the LECS program, data is collected on LECS student performance from POST law enforcement academies, along with student recruitment and placement in law enforcement careers. Data is disaggregated by demographic data and collected in coordination with partnering agencies to determine if the program is helping to enhance inclusion in law enforcement agency staffing.

The results of the program evaluation are used to measure the effectiveness of the LECS program, services and operations and to make programmatic changes and improvements, if needed. The LECS Director and LECS Advisory Committee will use the results of the assessments to propose changes consistent with the program's goals, the Criminal Justice department and Sacramento State's policies and procedures. Any proposed program changes take into account evaluations and feedback from multiple sources, including the LECS Advisory Committee.

E. LECS Philosophy and Core Values

The LECS program desires to serve students through mentorship, motivation, mutual respect and personal engagement, in which both the students and the leaders pursue an atmosphere of trust, friendship, accountability and community navigated by the following LECS' principles:

- Leadership
- Education
- Diversity and Inclusion
- Commitment
- Innovation

F. LECS Teaching Strategies

All instructors associated with the LECS program embrace innovative and inclusive methods of teaching as tools to inspire and empower LECS students. LECS instructors not only communicate to their students, but help them to develop necessary critical thinking skills, problem solving techniques, and the ability to apply these skills in their own personal lives and in a future law enforcement setting. Ideally, LECS instructors create a learning environment that is a transformative experience, where LECS students feel personally changed by their participation in the program. Mentorship, respect, care and positive engagement expressed by the LECS

instructors allow LECS students to meet the desired needs and expectations they have set for themselves.

One of the goals of the LECS instructors is to impart a sense of exploration of issues and ideas to the students during their participation in the LECS program. The LECS program focuses on arming students with approaches, strategies and models they will need to be agents of change as future law enforcement officers. Moreover, it is the responsibility of the LECS instructors to introduce, practice and demonstrate concepts and evidence into their learning that exposes LECS students to a variety of learning domains needed for well-prepared law enforcement candidate scholars. Because the LECS program is grounded in strong moral and ethical leadership values and principles, LECS instructors will create positive learning environments that are founded on tolerance and acceptance in the program. It is the hope of LECS leaders that every LECS student will reflect upon and openly share their views and opinions, despite whatever they perceive to be their strengths and weaknesses. The LECS program will foster a sense of community and development of mutual respect among faculty, staff and students and afford students the opportunity to abandon any preconceived ideas developed prior to their participation in the program. Ultimately, there is the expectation that LECS students will be encouraged to socially interact with other students, law enforcement officers and the community on a professional level both inside and outside of the classroom setting. Moreover, LECS students will be expected to maintain a professional image while participating in the program, and to act, both privately and during program activities, in such a manner as to bring honor upon the LECS program.

G. Role of Staff or Facilitator

The LECS experience is designed to offer structured and hands-on activities for students to obtain more than information found in a textbook. The LECS program is a compilation of dynamic learning workshops for students who are enthusiastic, work as a team, but are also individuals seeking to find a noble profession in a law enforcement career. The LECS staff and facilitators from both Sacramento State and partnering law enforcement agencies spend a great deal of time preparing, motivating, mentoring, and teaching students with the intention of helping them to reach their goal as a law enforcement officer. All staff and facilitators assigned to the various learning domains will be courteous, respectful and engaging, using current teaching strategies and skills that reflect the professionalism of a law enforcement officer or leader. LECS staff and facilitators will also strive to assist students to critically think independently in their decision-making as they grow “from scholars to officers” and develop toward becoming a well-prepared transformational law enforcement officer. Additionally, because LECS students will be expected to solve real-life scenarios, LECS staff and facilitators will be instructing students on various subjects, including social and cultural competency, communications, substantive and procedural law and administration of justice to name a few. By the end of each learning domain, based on written and physical performance testing, LECS students will be well-prepared and well-versed in a number of categories leading to their success in the LECS program. See *LECS Learning Outcomes Values Rubric* for further details.

5. SUMMATIVE LEARNING OUTCOMES FOR THE LECS PROGRAM

The following student learning outcomes have been identified for the LECS program components:

LECS Program Learning Outcomes:

Upon completion of this course the student should be able to:

1. Develop an understanding of organizational leadership theories, styles, and techniques.
2. Develop the ability to organize and conduct and lead teams.
3. Develop and improve the candidate's ability to communicate with others through a variety of formats and styles.
4. Acquire a basic understanding of human psycho-social factors and their relationship to the effective leadership of groups and individuals.
5. Acquire basic conflict resolution and mediation skills.
6. Critically examine ones' own leadership behavior as it relates to his/her social world.
7. Better understand oneself as a leader or member of a group.
8. Develop intercultural knowledge, competence and respect for those who are different from oneself and work collaboratively with those from diverse cultural backgrounds.
9. Develop ethical reasoning and decision-making about right and wrong conduct.
10. Demonstrate critical thinking, written and oral communication skills.
11. Civically engage with diverse communities while making a difference in the civic life of our communities.
12. Reflect on how lifelong learning skills are incorporated into one's future careers and personal development.
13. Explain the role of race, ethnicity, social identities, and culture in shaping attitudes toward justice institutions.
14. Develop cultural and communication competence needed for a successful law enforcement career.

LECS Learning Domain Workshops:

1. Recognize the nobility of policing and identify attributes, leadership skills and behavior of an exemplary law enforcement officer. Identify ways to address the challenges of a law enforcement career and demonstrate the ability to identify problems and propose alternative solutions to effectively problem solve, communicate and make ethical decisions required in law enforcement.
2. Identify mechanisms for addressing culturally competent communication through civic engagement with community members, leaders and the general public, problem solving and communications skills. Describe how contemporary community perceptions of law enforcement have been shaped by historical relations between law enforcement and diverse communities.
3. Identify the application process and format for the POST Law Enforcement Academy pre-employment application process. Demonstrate reading comprehension, writing and oral communication skills.

4. Demonstrate analytical and writing proficiency skills required to pass the Peace Officer Standards & Training Entry-Level Law Enforcement Test Battery (PELLETB) for all POST-certified California law enforcement academies and to respond appropriately to writing assignments.
5. Assess the strengths and weaknesses of oral and auditory communication and interviewing skills which are required to pass the law enforcement oral interview process.
6. Demonstrate proficiency in physical fitness skills offered in POST-certified law enforcement academies using various training apparatuses (e.g. obstacle course).
7. Demonstrate and perform defensive, pursuit and emergency driving skills using a law enforcement driving simulator in a controlled test environment under mock conditions.
8. Demonstrate proficiency using radio frequency (RF) simulated firearms with a Force Options Training Simulator (FOTS) or FireArms Training Simulator (FATS) or other simulation activities to measure cognitive and ethical decision-making, communication, and situational awareness skills needed in law enforcement.
9. Demonstrate and perform defensive tactics training used in law enforcement academies and multiple California law enforcement agencies.

LECS Academic Internship

1. Explain the structure and goals of the agency
2. Describe how internship fits within the organizational structure
3. Explain the history and development of the agency
4. Identify internal and external factors influencing agency function and role
5. Explain how placement has shaped student's understanding of public safety
6. Relate experience in agency to organizational/leadership theory

6. LECS ORIENTATION

The first semester of the LECS program begins with the orientation process for newly selected LECS students. During their induction into Phase I, LECS students will use this time to meet their new classmates and staff, learn the rules and operation of the program, and develop cohesion within their cohort. The orientation portion is a time for team-building and camaraderie. The purpose of the orientation is to teach new LECS students about the meaning of the LECS program. New LECS students should not be concerned about what they may or may not know; because part of the LECS program is teaching students to take what they already know and build upon it by teaching them what they need to know.

7. OVERVIEW OF LECS CURRICULUM

The LECS program is divided into two main phases: the Leadership/Criminal Justice/Workshop Learning Domains and Academic Internship/Field Experience portion. See *LECS Roadmap* below for further details on the program.



Included in Phase 1 (junior classmen) is the orientation of new LECS students, a foundational Criminal Justice Leadership course (may be taken concurrently) and the career development and performance-based Learning Domain Workshops identified as LECS 10-100. After the orientation process is completed, LECS students will partake in 10 LECS Workshop Learning Domains that are repeated over the course of two academic semesters (approximately a 32-week period) consisting of oral, written, physical and cognitive exercises and instruction. These workshops are all pass/fail (P/F). The Academic Internship/Field Experience evaluation in Phase II (senior level) will commence after LECS students successfully complete all requirements in Phase I. The following Workshop Learning Domains are required in Phase I of the program:

Workshops Offered:

Orientation	LECS Program Orientation
LECS 10	Leadership in law enforcement & Field Experience Training
LECS 20	Communication and Cultural Competence Training
LECS 30	POST Law Enforcement Academy Pre-Employment Application Process
LECS 40	POST Entry-Level Law Enforcement Test Battery (PELLETB) Preparation/Exam
LECS 50	Oral Interview Preparation and Backgrounds
LECS 60	Physical Agility Training/Testing
LECS 70	Defensive Driving & Simulator Training
LECS 80	De-escalation Force Options Training
LECS 90	Defensive Tactics Training
LECS 100	Report Writing
LECS Event	LECS Culminating Event/Academic Internship Orientation

Course Descriptions:

LECS Orientation– The LECS Orientation gives candidates the opportunity to meet and greet their LECS cohort for the first time. The Orientation serves as a platform to introduce the LECS Director, staff, personnel, community guests and representatives from the partnering law enforcement agencies. Candidates will be introduced to and interact specifically with their law enforcement agency cohorts during various group activities (i.e. the “Challenge Course” facilitated by Peak Adventures on campus), team building, fitness training and learning sessions throughout the day. Candidates will also learn the value of the mission of the LECS program and other important objectives that make up the ideal future law enforcement cadet.

LECS 10: Leadership in Law Enforcement & Field Experience Training– All officers who have regularly engaged members of the communities they serve can testify that their learning pathway is greatly enhanced with each year of social and cultural experience acquired in the field. Therefore, LECS students will learn up close and personal from a variety of sworn law enforcement officers about the nuances, skills and tactics, ethical leadership, behavior and character it takes to be a professional law enforcement officer. During the course, LECS students will partake in facility tours and other activities with the selected partnering agency’s officers to aid them with gaining experience as well as an appreciation for the law enforcement career itself. LECS students will also be introduced to a wide range of law enforcement leaders from Chiefs to officers, who will offer their experience and leadership expertise on topics such as, community relations, peace officer responsibilities in the community and also the nobility of the law enforcement career. This course requires 8 hours of career development training and practice.

LECS 20: Communication & Cultural Competence Training– Due to changing demographics, law enforcement officers are coming into contact more often with diverse and multicultural communities. Therefore, applying effective interpersonal communication and understanding a diversity of perspectives are essential skills required of 21st century law enforcement officers. LECS students will meet and engage citizens representing various community groups in a number of forums that focus on diversity and cultural competence. Throughout the course, LECS students will enhance their social, cultural and interpersonal communication skills by directly listening and addressing many of the concerns voiced by members of a particular community (i.e. racial/ethnic minorities, LGBTQ, women, elderly, disability and religious communities). The course will focus on understanding, tolerance and relationship-building between law enforcement and the richly diverse communities that are served throughout the northern California region. Upon completion of the program, LECS students will come away with enhanced skills to better prepare them in their future law enforcement careers. This course requires 8 hours of career development training and practice.

LECS 30: Peace Officer Standards & Training (POST) Pre-Employment Application Process – Applications are tedious and often complicated, but still require strict attention to detail; thus LECS students will be assisted in the preparation of the POST pre-employment application process. LECS students will be given information on the application and hiring process, examples, advice and helpful hints to aid them in the completion of a well-prepared and

carefully thought out pre-employment application for their future employers. Depending upon the agency, candidates will complete their work using a computer or paper application. This course requires 4 hours of career development training and practice.

LECS 40: Peace Officer Standards & Training (POST) Entry-Level Law Enforcement Test Battery (PELETB) Preparation or SPD Entry Exam—California law enforcement agencies require all cadets to pass a PELETB examination or something similar (based on individual agency standards with a minimum T-score of 45 or 48) before entering a police academy. LECS students will be mentored and tested in each phase of the either type of entry exam (i.e. writing, spelling, vocabulary and reading) during the program. LECS students will be given a practice exams (if needed) and later given the opportunity to take an official exam facilitated and scored by one of the partnering law enforcement agencies. **All LECS candidates must pass the PELETB or SPD entry exam before moving on to the Academic Internship portion in Phase II of the LECS program.** Failure to pass the PELETB or SPD entry exam before the start of the Academic Internship portion in Phase II of the program will result in possible disqualification from the program. This course requires approximately 8 hours of career development training and practice.

LECS 50: Oral Interview Preparation and Backgrounds—One of the more challenging phases for many law enforcement applicants to pass is the oral interview and backgrounds. In addition, departments may require oral interviews for promotional opportunities. The LECS workshop will prepare students in basic skills and concepts used in general employment interviews. Students will participate in interpersonal exercises that develop listening and cognitive skills. Students will also participate in mock interviews using scenarios taken from real-life law enforcement situations, while giving and receiving constructive criticism from their classmates and instructors. This course requires 4 hours of career development training and practice. Additional mock interviews can be scheduled at the campus Career Center.

LECS 60: Physical Agility Training/Testing—Physical fitness is a required and essential function of law enforcement agencies, particularly those partnering in the LECS program. All LECS students will be required to actively engage in a number of fitness skills (e.g. push-ups, sit-ups, burpees, a life-like dummy drag, a 99-yard obstacle course, a chain link fence and solid fence climb, a 500 yard run, and more) and complete each skill with a score of PASS. LECS students **MUST** be in good physical health prior to participating in the program. During all physical fitness training, students will be required to wear appropriate athletic shoes and clothing. At the conclusion of the physical agility testing phase, LECS students must successfully complete every mandatory physical agility test element offered in the course with a score of PASS. This course requires a minimum of 24 hours of career development training and additional practice.

LECS 70: Defensive Driving & Simulator Training—Using state of the art virtual reality driving simulators, LECS students will perform basic and complex driving techniques giving them a virtual real car road experience in a variety of driving situations. Candidates may also be afforded the opportunity to drive with an officer on the Safety Course in police vehicles. All students will be taught by professional instructors using simulator and real vehicles. Candidates will be required to wear standard safety gear while operating moving vehicles. Workshop

instruction will focus on driver techniques and various driving conditions that law enforcement officers are regularly required to perform in the course of their duty. This course requires approximately 8 hours of career development training and practice.

LECS 80: De-escalation/Force Options Training –Firearms and de-escalation training and simulation is one of the best ways to engage, develop and evaluate potential law enforcement officers. Using inert firearms controlled by Radio Frequency (RF) that are directed at portable or permanent video screen monitors, LECS students will experience stressful real-life scenarios all while operating in a safe and controlled environment. LECS students will be trained in use of force and cognitive decision-making that involves realistic law enforcement situations (i.e. domestic violence, mental health, drunkenness and juveniles to name a few). Facilitated by professional instructors, virtual reality simulators will allow the LECS students to develop stronger verbal and situational awareness skills during their virtual reality training. This course requires approximately 8 hours of career development training and practice.

LECS 90: Defensive Tactics Training –The protection and safety of neighboring communities across America continues to be at the forefront of law enforcement; this is why LECS students will be professionally instructed in defensive tactics and skills of arrest, control and baton using current techniques and methods offered by their partnering law enforcement agencies. Additionally, LECS students will be instructed in the implementation of how, when, where and why to use various types of apparatus, with practical application through real-life scenarios. Students will be required to wear athletic clothing and when necessary, safety gear during this portion of their training. This course requires approximately 4 hours of career development training and practice.

LECS 100: Report Writing– Being able to clearly and professionally document information gathered in the field in law enforcement is crucial for all law enforcement officers. For this reason, LECS students will learn how information is organized for clarity and justice and based on facts. LECS students will be given information on content of written reports as well as how information such as identification of parties, victim/witness statements, crime scene specifics, officer actions, and other information is documented, using recommended grammar and writing mechanics. This course requires approximately 4 hours of career development training and practice.

LECS Culminating Event/Academic Internship Orientation–This day is technically the last day of workshops used to assess the candidate’s progress in the LECS program. Therefore, if candidates are successful in completing the previous workshop assessments/tests and have received a recommendation of Pass from both the LECS Director and their partnering agency, candidates will then be given the opportunity to move into Phase II of the LECS program, the Academic Internship. If candidates are unable to complete Phase I in a timely manner, they will be disqualified from continuing further in the program.

8. LECS WORKSHOP LEARNING DOMAIN ASSESSMENT

The LECS program workshop learning domains are designed to prepare students to be knowledgeable of the requirements of the law enforcement career, physically fit, and culturally responsive to the needs of the community and personnel within a given law enforcement organization. Structured learning platforms using oral, auditory, kinesthetic and cognitive teaching methods in the form of lectures, presentations, hands on instruction, group activities, videos, guest speakers, and field experiences are used to engage students. The LECS workshops are a combination of basic and specialized training, hands-on practical activities and meaningful endeavors that assist the students, sponsoring law enforcement agencies and community. The LECS program adheres to strict requirements described by Peace Officer Standards and Training (POST) and utilized in a majority of California law enforcement academies.

Reflective essays, mock interviews, presentations, written examinations and physical fitness agility testing are used to assess LECS students' learning outcomes and strengths and weaknesses throughout their duration in the program. LECS students are urged to predict and later look back upon their overall performance through self-evaluative writing assignments at the beginning and end of their tenure in the program. In addition, LECS students are asked to identify social and cultural challenges and barriers found in law enforcement and the communities served, addressing intercultural knowledge and issues such as implicit bias using written narratives. Ultimately, students apply their decision-making skills learned from LECS workshop learning domains and consider short term and long term consequences, alternatives and solutions to many ethical issues and conflicts law enforcement officers are often confronted with through writing and oral communication.

LECS students' writing assignments and oral communications will be assessed using the *LECS Learning Outcomes Values Rubric*, which is derived from AAC&U's Value Rubric Project and includes written and oral communication, problem solving, civic knowledge and engagement, intercultural knowledge and competence, and ethical decision-making. LECS students are also evaluated for participation and oral communication skills by program staff through observation and questions and answers during discussions in the workshops and other activities, utilizing the *LECS Learning Outcomes Rubric*.

A. *LECS Workshop Learning Outcomes*

The LECS program learning outcomes are aligned with key Sacramento State Baccalaureate Learning Goals and values such as:

- *Intellectual and Practical Skills*, including: inquiry and analysis, critical, philosophical, and creative thinking, **written** and **oral communication**, quantitative literacy, information literacy, teamwork and **problem solving**, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- *Personal and Social Responsibility (Values)*, including: **civic knowledge and engagement** - local and global, **intercultural knowledge and competence**, **ethical reasoning** and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

Upon completion of the Law Enforcement Candidate Scholars' (LECS) program workshop learning domains, LECS students will be able to demonstrate the following learning outcomes (*event schedules and activities subject to change*).

Topic/Workshop	Assessment	Learning Outcomes
LECS ORIENTATION	Identify students and introduce them to staff	N/A
LECS 10: Leadership in Law Enforcement & Field Experience Training Learning Domain	Participation; Reflective essay*	Recognize the nobility of policing and identify attributes, leadership skills and behavior of an exemplary law enforcement officer. Identify ways to address the challenges of a law enforcement career and demonstrate the ability to identify problems and propose alternative solutions to effectively problem solve, communicate and make ethical decisions required in law enforcement.
LECS 20: Communication & Cultural Competence Training Learning Domain	Participation; Reflective essay*	Identify mechanisms for addressing culturally competent communication through civic engagement with community members, leaders and the general public, problem solving and communications skills. Describe how contemporary community perceptions of law enforcement have been shaped by historical relations between law enforcement and diverse communities.
LECS 30: POST Law Enforcement Academy Pre-Employment Application Process Learning Domain	Practice Pre-employment application	Identify the application process and format for the POST Law Enforcement Academy pre-employment application process. Demonstrate reading comprehension, writing and oral communication skills.
LECS 40: Peace Officer Standards & Training (POST) Entry-Level Law Enforcement Test	Practice PELLETB exam	Demonstrate analytical and writing proficiency skills required to pass the Peace Officer Standards & Training Entry-Level Law Enforcement Test Battery (PELETTB) for all POST-certified California law enforcement

Topic/Workshop	Assessment	Learning Outcomes
Battery (PELETB) or SPD Entry Exam Preparation Learning Domain		academies and to respond appropriately to writing assignments.
LECS 50: Oral Interview Preparation Learning Domain	Mock interviews using scenarios from real-life law enforcement situations*	Assess the strengths and weaknesses of oral and auditory communication and interviewing skills which are required to pass the law enforcement oral interview process.
LECS 60: Physical Agility Training/ Testing Learning Domain	Practice physical agility skills test	Demonstrate proficiency in physical fitness skills offered in POST-certified law enforcement academies using various training apparatuses (e.g. obstacle course).
LECS 70: Defensive Driving Simulator Training Learning Domain	Practical defensive driving skills test	Demonstrate and perform defensive, pursuit and emergency driving skills using a law enforcement driving simulator in a controlled test environment under mock conditions.
LECS 80: De-escalation Force Options Simulator Training Learning Domain	Practical situational skills test	Demonstrate proficiency using de-escalation techniques with simulated firearms with a Force Options Training Simulator (FOTS) or FireArms Training Simulator (FATS) or other simulation activities to measure cognitive and ethical decision-making, communication, and situational awareness skills needed in law enforcement.
LECS 90: Defensive Tactics Training Learning Domain	Practical situational skills test	Demonstrate and perform defensive tactics training used in law enforcement academies and multiple California law enforcement agencies.
LECS 100: Report Writing	Practice writing using law enforcement situations *	Demonstrate analytical and writing proficiency skills required to write investigative reports and respond appropriately to writing assignments.

*Refer to LECS Learning Outcomes Values Rubric

B. LECS LEARNING OUTCOMES VALUES RUBRIC

Developed in consultation with the AAC&U VALUE Rubric (<https://www.aacu.org/value-rubrics>) and Sacramento State FYE Learning Outcomes Rubric.

Value	4 (High Intermediate)	3 (Low Intermediate)	2 (Emerging)	1 (Novice/Fail)
Civic Knowledge and Engagement "...working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make the difference" (Ehrlich, 2000)	Demonstrates evidence of adjustment in values because of working within a diversity of communities; reflective insights on experience in civic-engagement activities; has clear civic identity and commitment to public action	Reflects on how own values differ from the diversity of communities; reflective insights on experience in civic-engagement activities; has a growing sense of personal civic identity and commitment to public action	Awareness that own values are different from other communities but has little curiosity; civic-engagement involvement generated from course requirements rather than own civic identity; begins to describe how actions can benefit others	Expresses values as an individual, but is resistant or indifferent to what can be learned from a diversity of communities; does not connect civic-engagement experiences to own civic identity; shows little commitment to future public action
Ethical Decision Making "...reasoning about right and wrong human conduct; requires students to be able to assess their own ethical value and the social context of problems ..."	Analyzes in detail both core ethical beliefs and origins of beliefs with clarity; can apply ethical perspectives to an ethical question independently and accurately and is able to consider full implications	Analyzes in detail both ethical core beliefs and origins of beliefs; can independently apply ethical perspectives to an ethical question accurately but is unable to consider full implications	States both core ethical beliefs and origins of beliefs; can recognize and apply ethical perspective but application is inaccurate and limitations and implications are not addressed	Does not demonstrate ethical self-awareness of both core beliefs and origins of beliefs; is unable to independently apply ethical perspectives and cannot state limitations of different perspectives

Value	4 (High Intermediate)	3 (Low Intermediate)	2 (Emerging)	1 (Novice/Fail)
Intercultural Knowledge and Competence "... a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, 2008)	Articulates insights into own cultural rules and biases and a complex understanding of cultural differences in communication; able to suspend judgment in valuing interactions with culturally different others and recognize feelings of another cultural group	Recognizes new perspectives about own cultural rule and biases and begins to recognize cultural differences in communication; begins to suspend judgment and show openness to interact with others from another cultural group	Identifies own cultural rules and biases and partial understanding of cultural differences; expresses openness to most interactions with culturally different others; has difficulty suspending judgment but is aware and willing to change	Shows minimal awareness of own cultural rules and biases; States minimal interest in learning about other cultures; has minimal understanding of cultural differences in communication; has difficulty suspending judgment and is unaware
Oral Communication "...prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change..."	Is organized, clear and cohesive; language choices are compelling and appropriate; speaker appears polished and confident; delivery strongly supports presentation	Clear and consistent organization, language choices are thoughtful and appropriate, speaker appears comfortable; delivery techniques make presentation interesting	Organization is intermittently observable; language choices partially support effectiveness and are appropriate; delivery is understandable, but speaker appears tentative	Organization is not observable; language choices are unclear and not appropriate; delivery techniques detract from understandability; speaker appears uncomfortable
Problem Solving "...the process of designing, evaluating, and implementing a strategy to answer an	Proposes and implements solutions that indicate deep comprehension of problem; evaluation of problem deeply	Proposes and implements solutions that indicate adequate comprehension of problem and evaluation of	Proposes and implements solutions that briefly address the problem; evaluation of problem ignores relevant	Demonstrates a limited ability to directly address the problem; evaluation of solutions is superficial;

Value	4 (High Intermediate)	3 (Low Intermediate)	2 (Emerging)	1 (Novice/Fail)
open-ended question or achieve a desired goal"	and thoroughly addresses multiple contextual factors	problem addresses contextual factors in a surface manner	contextual factors such as ethical and cultural dimensions and lacks depth	
Written Communication "...development and expressing of ideas in writing"	Demonstrates thorough understanding of context and purpose for writing; uses compelling content; demonstrates skillful use of sources; language skillfully communicates to readers and is virtually error-free	Demonstrates adequate understanding of context and purpose for writing; uses appropriate and relevant content; demonstrates consistent use of sources; uses straightforward language; has few errors	Begins to demonstrate awareness of context and purpose for writing; uses appropriate content; attempts to use sources to support ideas; uses language that generally conveys meaning but writing may include errors	Demonstrates minimal awareness of context and purpose for writing; uses appropriate content in parts of work; demonstrates attempt to use sources; uses language that sometimes impedes meaning due to errors

9. LECS ACADEMIC INTERNSHIP

The professional preparation and career readiness of a law enforcement officer candidate is maintained and enriched by the willingness of the partnering law enforcement agency to mentor and teach LECS students who desire careers in law enforcement. The second phase of the LECS program is comprised of the Academic Internship. Only LECS students who successfully complete all of the requirements previously agreed to in Phase I, pass background checks required in coordination with law enforcement partners and receive written authorization from one of the partnering law enforcement agencies may progress into Phase II. The LECS Academic Internship is important for a number of reasons:

- LECS students receive academic-related work experience (paid and unpaid)
- LECS students receive professional training while obtaining their undergraduate degree
- LECS students receive law enforcement work experience from mentors who are experts in their fields
- LECS students receive skills needed to succeed in the law enforcement field and beyond
-

A. Scheduling of Academic Internship Assignments

LECS students are given an Academic Internship assignment from one of the partnering law enforcement agencies based on available tasks and activities and students' skills and competencies. Academic Internships may not necessarily conform to work schedules, carpools, or student preference. The purpose of having the Academic Internship out in the field is to increase the student's exposure to real-life law enforcement experiences, to build leadership experience, and to network with law enforcement officers and fellow students. The experience will also enhance students' career readiness and ability to complete the requirements needed to apply for a law enforcement academy and become sworn law enforcement officers. Research also suggests that internships help students adapt to expectations and make an easier transition from school to the criminal justice workplaces. Internships can also have effects on students' attitudes and ability to handle stress and conflict in the future. LECS students should be prepared for a number of assignments to be offered by the partnering law enforcement agencies.

All LECS students placed in an Academic Internship will maintain an average of 4 to 10 hours per week minimum in a law enforcement setting. Time in the Academic Internship begins with the LECS student's first assignment. It is recommended that students plan ahead to prevent any potential problems that may be aware of or arise to remain in compliance with this policy. All LECS Academic Internship scheduling will be conducted through the LECS program and partnering law enforcement agencies to meet LECS course requirements and objectives. Law enforcement partnering agencies have full discretion to determine whether to accept a particular student into the Academic Internship portion of the LECS program, even if Phase I was successfully completed by a student.

B. Supervision of LECS students in the Academic Internship

All LECS students are supervised by the Director of the LECS program or Sacramento State faculty representative. Students who are involved in the Academic Internship portion of the program will also be supervised by a representative of one of the partnering law enforcement agencies. Because most of the work done by students participating in the Academic Internship is performed off campus, LECS students are supervised in the presence of a law enforcement agency instructor, who monitors them as they execute various skills and assignments. Law enforcement instructors and staff will regularly inform the Academic interns of the agency protocol before any assignments are given, in line with the University's Academic Internships and Service Learning policy. Students will be given an orientation to the site, an introduction to staff, a description of the characteristics of and risks associated with the site's operation, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students will be working and how they will track their time. This information will also be detailed in a Site Agreement in place for the agency. On occasion, the LECS Director or representative will conduct an onsite visit to observe LECS students in a field setting.

C. LECS Student Responsibilities in the Academic Internship

LECS students are expected to represent Sacramento State, the LECS program, the partnering law enforcement agencies and the community in a positive and professional manner. The LECS student's appearance is to be consistent with the LECS Dress Code policy during all attended functions on and off campus. The conduct of the LECS student is to be consistent with that expected of a leader, a professional and a Sacramento State student. Student requirements may also be detailed in the Academic Internships and Service Learning Site Agreement. See University Academic Internships and Service Learning Policy at www.csus.edu/cec.

10. GRADING POLICIES

A. LECS Workshop Learning Domains

The intent of the workshop learning domains is to create small learning communities that involve instruction through mentorship, social and cultural engagement and career and leadership development. All students are graded PASS or FAIL based on the LECS program Learning Outcomes Values Rubric and practice skills tests outlined in LECS WORKSHOP LEARNING DOMAIN ASSESSMENT section of this Handbook. This assessment format allows the Director and other staff to identify students who are making progress while participating in the LECS program workshops. Good standing is receiving a score of PASS in all learning domain coursework and no disciplinary action in place or pending. Electronic portfolios may be used to chart improvement of LECS students' knowledge and skills over time and to identify areas where advising, mentoring and additional support services might benefit the students.

B. LECS Academic Internship

Once a LECS student successfully passes their second criminal background check with the partnering law enforcement agency, passes the PELLETB or SPD entry examination and successfully completes all nine of the workshop learning domains in Phase I of the program, the LECS student may be invited to participate in Phase II (the Academic Internship) of the LECS program. The Academic Internship is PASS, FAIL or INCOMPLETE. A PASS is given when the agency liaison gives the LECS student a satisfactory evaluation for their performance and the student has turned in all assignments on time. A FAIL is when agency liaison gives the LECS student an unsatisfactory evaluation for their performance and the student has not turned in assignments in a timely manner. An INCOMPLETE is given when the LECS student is unable to finish the internship due to disqualification, academic, medical reasons or other. LECS students are required to meet on campus with the LECS Director for advising and a progress report during the second phase of the program. The Director will also be assessing LECS students on scholastic grades and mentoring students on professionalism and ethics.

Since internships are at the discretion of the agency, students should be reminded that even after successful completion of Phase I (Workshop Learning Domains) of the LECS program, they

will not be guaranteed selection into the Academic Internship portion of the program. LECS students will also not be guaranteed a position into a partnering agency's law enforcement academy based solely on their performance in Phase I and Phase II of the LECS program. LECS students must still obtain verbal and written authorization from the partnering agency to determine whether or not approval as an Academic Intern or selection into their law enforcement academy will be granted subject to availability of open positions.

B. LECS Internship & Grading

C. Academic Honesty

The LECS program expects LECS students to adhere to the highest ethical standards in the scholastic, workshop and Academic Internship settings. Any student suspected of gaining an unfair advantage in a course (e.g. cheating on an exam, plagiarism, handing in work that is not one's own) will be reported, per University policy, to the Student Conduct Officer in the Office of the Vice President of Student Affairs. It is the student's responsibility to review the University policy and procedures on academic honesty. Please visit the following web link to learn how academic dishonesty is defined and the procedure related to violation of this policy: <http://www.csus.edu/umanual>. Please also review the following sections of this Handbook referring to the LECS Code of Conduct. The Sacramento State library provides an online course and information about plagiarism. The LECS Director recommends that students review the guidelines for academic plagiarism: <http://csus.libguides.com/plagiarism>.

11. LECS ENROLLMENT AND ADMISSION

A. LECS Admission Criteria

Admission criteria and application processes are delineated on the LECS program website (www.csus.edu/hhs/lecs). Space in the LECS program is reserved for students who pass the LECS application and pre-screening process (screening criteria may include full-time student in junior/senior standing, three essays (maximum of 400 words each), 2.5 or above G.P.A., U.S. Citizen or Permanent Resident, meet minimum requirements for California Peace Officer certification, pass a criminal background check and an oral interview and approval of agency). The LECS program has an allotted number of seats every year for each cohort and is a highly competitive program. Students retain their spaces in the program if they follow the regular curricular progression in phases one and two (successful completion of each Learning Domain in the sequence offered and participation in the Academic Internship with a score of PASS).

No student who applies to the LECS program (whether accepted or denied) shall be discriminated on the basis of race, ethnicity, national origin, gender, sex (including gender identity and sexual orientation), age (40 or older), disability or veteran status (<https://www.eeoc.gov/laws/practices/>).

12. LECS PROGRAM ELIGIBILITY

To ensure the safety of students, staff and instructors, and to meet contractual obligations with the partnering law enforcement agencies, LECS students are required to have a criminal background check, approved application, interview process and health exam (i.e. heart, blood pressure, lungs, kidneys and other body parts) prior to being recommended to the sponsoring agency for being accepted into the LECS program, pending agency approval.

A. Background Check

All LECS students are required to submit to a criminal background check. Admitted students must also agree that the results of their background check may be made available to the LECS program's partnering law enforcement agencies. Students will be advised of any identified issues impacting their eligibility for placement into the LECS program and potentially with the partnering law enforcement agencies prior to making their decision to enroll.

The LECS Director and law enforcement partnering agencies have full discretion to determine whether to accept a particular student as a law enforcement candidate based on their initial background check. **Law enforcement partnering agencies may also require additional background checks at the time of enrollment.** Additionally, law enforcement partnering agencies may deny access to a potential LECS student based on offenses that may or may not appear on their criminal record, even those which may have occurred as long as seven or more years ago. The law enforcement partnering agencies will not approve students for participation in the LECS program for a variety of convictions including, but not limited to:

- Murder
- Rape
- Robbery
- Burglary
- Arson
- Sexual Offense/Sexual Assault
- Aggravated Assault
- Firearms
- Felony possession/possession for sale of narcotics
- Domestic Violence/Spousal Abuse
- Weapons charges
- Felony DUI
- Motor Vehicle Theft
- Other felonies
- Threats

If a student is denied placement into the LECS program as a result of their background check, students may reapply for the upcoming LECS program cohort if the original problems that resulted in their denial have been remedied. Students are only allowed one denial when reapplying to the LECS program. If an accepted student takes a leave of absence for more than four consecutive weeks during a semester, they may need to submit to a new background check prior to re-enrollment.

B. Drug and Alcohol Policy

In the law enforcement profession, it is not tolerated to be under the influence of drugs or alcohol. Prior to acceptance into the LECS program, students who are chosen to participate must be drug free. LECS program students participating in any activities conducted on or off campus in the “Course of the Program” (i.e. a workshop learning domain or the Academic Internship), must be drug and alcohol free. Course of the Program includes transportation to and from an activity as well. Law enforcement partnering agencies have full discretion to determine whether to accept a particular student into the Academic Internship portion of the LECS program, even if Phase I was successfully completed by a student. LECS students found to be using drugs or alcohol while participating in the program will be immediately dismissed.

C. Health

Incoming LECS students will be required to submit a health examination prior to participating in the LECS program and to have a current complete (within the previous 12 months) health/physical examination yearly thereafter. Potential LECS students will need to make arrangements to do a health exam at the WELL or by their personal physician or current college health services.

13. LECS STUDENT SERVICES

A. Student Assistance and Mentoring

LECS students who require assistance regarding issues or concerns that may arise during their participation in the program should first communicate with the LECS staff member or instructor leading the particular learning domain for advisement. If the concern involves the staff or instructor, or their solution is not satisfactory, then the student may seek out the Director or designee. If a LECS student requires more than a verbal conference, a written complaint is considered appropriate for any concerns a student may have that involves the LECS program. To file a formal complaint with the program, please see the section on student complaint procedures within this Handbook.

The LECS program provides additional mentoring and coaching to students to assist them in meeting their academic and career goals. Student conferences are a necessary part of the teaching and learning process. The LECS program thoughtfully uses these formal or informal sessions for mentoring, peer support, student evaluations, feedback, and problem-solving. Students who participate in the LECS program are required to meet with a peer mentor, staff member or the Director for a conference and/or feedback. LECS students will either meet with a peer mentor one-on-one or during the course of an evaluation, a staff member, instructor, the Director or other persons as needed. Conferences are scheduled during each semester as needed (based on student concerns, student progress and performance).

If personal issues should arise (i.e. home, work or school-related, social, emotional, physical, etc.), and the student is unable to keep their scheduled appointment, he or she should immediately notify the staff member who is to be in attendance. All LECS students may request written feedback when a student conference is held. The written feedback is designed to promote clarity and provide guidance for the student.

B. Student Complaint Procedures

A student grievance is when a student claims that a violation, misapplication, or misinterpretation of a University policy, procedure, or practice has occurred. A student filing a grievance should follow University policy and procedure for Complaints.

<https://www.csus.edu/umannual/student/stu-0110.htm>

Should a condition exist that a student believes is in violation of the rules, procedures, policies, or the standards of the university, it is important that he/she bring it to the attention of the appropriate individual or office. An attempt at an informal resolution should be the first action taken by the aggrieved party. If an informal resolution is not possible, then the aggrieved party should file a written complaint with the LECS Program Director.

In the College of Health and Human Services (HHS), unresolved student complaints may be brought to the Dean or the Dean's delegate. The student will be entitled to present evidence and documentation to substantiate the complaint. The complaint must be specific and factual. The Dean or Dean's delegate may request additional relevant information or documentation from the student, instructors, staff, or other persons, and shall render a decision in writing. The decision may find that the violation was not proven, that the issue be returned to the LECS program for resolution, or that a specific remedy be granted. If an informal resolution is not possible then the written complaint should be submitted for consideration.

C. LECS COVID-19 Safety Plan

Maintaining the health and safety of all employees and students is the top priority at Sacramento State. The following protocols are guided by CDC (Center for Disease Control), OSHA, and Sacramento County Public Health recommendations, and are expected to help clarify employee actions related to potential transmission of a contagious disease.

The purpose is to: Protect yourself and others; Minimize the spread of the COVID-19 virus from an infected person to others; and Reduce the exchange of respiratory aerosols/droplets through contact with others.

These supplemental protocols remain in place until further notice. Questions should be directed to the Director of the LECS program or other public health staff.

The LECS Program has implemented the following safety measures to reduce the risk of COVID-19 transmission and comply with Sacramento State and the Guidance for Institutions of Higher Education:

Training: All employees are required to take COVID-19 Return to Campus Safety training before they can return to campus. Training is available on CSU Learn. To access the training: <https://www.csus.edu/administration-business-affairs/internal/your-hr/organizational-learning-development/csu-learn.html>

- The official title is Sacramento State COVID-19 Safety Training. If needed, it can be searched for.
- Go to: https://csu.sumtotal.host/Core/dash/home/Home_Sacramento (you may need to enter your Sac State credentials) or click on CSU Learn in the Employee Center on My SacState.
- Click on Assigned Learning (lower left corner).
- On the next screen, click START in the Sacramento State COVID-19 Safety Training and take the training.

REQUIRED PROTOCOLS: The following are required for all employees.

Self-Screening for COVID Symptoms: Prior to coming to work, all employees must self-screen for the following symptoms: Fever of 100.4 F or above, or symptoms like alternating chills and sweating; or Cough, trouble breathing, shortness of breath or wheezing; or Sore throat; or Muscle aches; or Loss of smell or taste, or a change in taste; or Nausea, vomiting or diarrhea; or Headache. Employees who have any symptoms listed above must inform their manager/appropriate administrator that they are exhibiting one/some of these symptoms, contact their medical provider for advice, and not report to work. Employees who develop these symptoms during the work day will be sent home. Employees who develop these symptoms and/or test positive for COVID-19 understand that they are required to disclose this information to their employer¹ and not return to work until testing negative.

Physical Distancing: Employees will maintain a minimum of 6 feet distance from others (including vendors, students, faculty, staff, and coworkers) whenever reasonably possible. Avoid office gatherings, break rooms, and unnecessary visitors in the workplace. Tasks that require working within six (6) feet of another individual for more than a few minutes will be evaluated by EH&S in advance to determine appropriate PPE and protocols. Call EH&S at (916) 278-2020 for assistance.

Workplace specific details for distancing: • No indoor activities • Outdoor activities can be performed while maintaining social distancing. Respiratory Etiquette The primary route of transmission is through droplets which are created during talking, coughing, and sneezing. People can get infected when these droplets enter the eyes, nose, or mouth. Employees are reminded to wear face coverings and to cover their coughs and sneezes using a tissue or upper sleeve.

Face Coverings: Not equivalent to N95 respirators in that they do not protect you from airborne contaminants that are respirable, they do, however, reduce the amount of particulate everyone releases when sneezing, coughing, talking and simply breathing. Acceptable face coverings

include any mask, bandana, or scarf that: Covers the nose and mouth openings; Fits snugly against the face with secured ties/ear loops; Includes at least two layers of fabric; Allows breathing without restriction; Can be laundered/machine dried without damage or change to the shape; and Professionally represents the University, (i.e., are Sac State issued, solid in color, or simple patterned only). Graphics, images, wording, or logos are acceptable if authorized by the LECS director. In accordance with the guidance provided by the California Department of Public Health (CDPH) employees are required to wear an acceptable face covering when working in indoor locations on campus, whether or not six (6) foot physical distancing is possible “or” when working outdoors where six (6) foot physical distancing is not possible. Individuals who need to remove their face covering for eating, drinking, or personal hygiene will do so where physical distancing permits. Employees may wear their personal face coverings brought from home, meeting the conditions above, or those provided by the university.

Hygiene: Employees do not come to work when they are sick. All employees will wash hands frequently with soap and water for at least 20 seconds, or, use hand sanitizer (w/minimum 60% alcohol content) when soap and water are not available. EHS will provide hand sanitizer to employees. Employees will avoid touching eyes, nose, or face. Employees will cover coughs/sneezes with disposable tissues. If disposable tissues are not available, use the inside of your elbow to cover coughs/sneezes. Employees are aware that a face covering does not change the requirement to cover your cough or sneeze. Sanitization Each office/shop/lab will identify the high touch locations in the workplace, determine an appropriate cleaning schedule and assign the task to an individual. Employees will sanitize their break/lunch spaces with approved/provided sanitizer and paper towels before and after use. Sanitize shared equipment (e.g. computer keyboards, mice, appliances, etc.) with approved/provided sanitizer and paper towels each morning and after each use. Employees must use hand sanitizer before using computers/shared equipment. Sanitize shared carts/equipment/computers with approved/provided sanitizer and paper towels before and after use. • Note: Employees must not spray cleaner directly on computer keyboards or electronic interface panels. Spray sanitizer on a paper towel first, then wipe. Workplace specific details for sanitation: • Lunch and breaks will be taken outdoors while maintaining distancing • Any shared equipment will be sanitized after use

LECS Event Related Safety

1. Students will review the CDC safety guidelines and CSU Learn COVID-19 safety training online prior to attending a LECS Orientation or any LECS related event.
2. All students when checked in at a LECS related event will adhere to all safety rules and regulations such as using clear distancing marked with tape, chalk or cones to manage lines and maintain social distancing 6 feet apart.
3. Students will remain in squads of no greater than 12 individuals consistent with Physical Distancing Guidelines.
4. All students will be asked to sanitize their hands when they check in at an event. Hand sanitizer will be provided or available at a check-in table and in specific locations.
5. All students/guests will be encouraged to wear their own cloth face covering. Disposable masks will be provided to them by LECS if they have no mask.

6. At check-in, the cohort will be directed to a spot on the field, which will be marked or they will be directed to stand/sit 6 feet apart.
7. Upon check-in, each student will be asked if they have experienced COVID-19 symptoms in the past two weeks and participants will have their temperatures taken.
8. Students will complete the COVID-19 Self-Assessment prior to coming to campus or attending a LECS related event.
9. Students with fever or chills, cough, shortness of breath or difficult breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea like symptoms will be sent home and they will be asked to submit the COVID-19 Illness/Exposure Report Form to SHCS
<https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/>
10. Students will remain outdoors for breaks and lunch. Restroom use will be limited to no more than 2 individuals at any time. Students will be advised to use the restroom before they arrive. Students will only be allowed to use restrooms one or two persons at a time in Yosemite Hall or other facilities and all security measures will remain in effect (e.g. requiring use of hand sanitizer upon return, maintain social distancing, dispose of trash carefully, etc.). Students will have access to water and/or other refreshments outdoors.
11. When equipment/supplies are passed out (no contact), students will be asked to retrieve their own supplies to take with them. Ideally supplies will be placed in bags and staff will use gloves when handling them.
12. After handing out equipment/supplies, staff will disinfect tables and other equipment used by LECS using cleaner/disinfectant wipes. Students will wash hands thoroughly or use hand sanitizer prior to consuming food/beverage.

Additional LECS COVID-19 Outdoor Safety Measures

1. When engaged in activities that require exertion, i.e., running, students will be spaced at least 15' behind the runner in front of them.
2. Activities requiring contact within 6' of another person will be kept to the least amount of time. Face coverings will be worn.
3. LECS staff will monitor communications from campus regarding wildfire smoke. Exertion will be decreased when AQI approaches 150. If the AQI reaches 200, some activities may be curtailed.

D. Other Student Services

Career Center

The Career Center, located in Lassen Hall 1013, telephone (916) 278-6231, provides proactive and comprehensive career services to all University students through career development, experiential learning, resume development, and other services. The professional staff provides events, workshops and career counseling to our diverse student population, and partners with employers who value performance in an inclusive environment.

Counseling and Psychological Services (CAPS)

Located in The Well, 2nd Floor, (916) 278- 6461, Counseling and Psychological Services (CAPS) helps students cope with stress or troubling personal problems that may interfere with their academic success. Everyday problems such as work stress, financial concerns, illness, family pressure, and relationship issues can be distracting, making it difficult to concentrate on coursework. CAPS provides individual and couples counseling, psychiatry, workshops and crisis intervention, along with social work internships.

Financial Aid and Scholarships

The Financial Aid and Scholarship Office in the Student Service Center helps students search for, apply, receive and maintain eligibility for various types of financial aid. Financial aid education is offered through individual counseling, campus marketing activities and group presentations. Staff also undertakes research and resolution of individual student issues. Lassen Hall, 1000 or call (916) 278-6554.

Peer and Academic Resource Center (PARC)

The PARC creates a support system in which students are united for a common cause of excellence and student success. This is accomplished through several services provided to students such as supplemental instruction courses, workshops, and tutoring in various subjects (drop-in or by appointment at the Peer and Academic Resource Center (PARC) in Lassen Hall, 2200, telephone (916) 278-6740.

Services for Students with Disabilities

The College of Health and Human Services (HHS) and Sacramento State are committed to assisting students with disabilities in attaining their educational and vocational goals. Students have the responsibility of making their needs known and disclosing any particular issues they may anticipate. Accommodations and services are determined based on available documentation and an interactive collaboration with students. If you have a disability, including a pregnancy related temporary disability, please contact Student Services with Disabilities (SSWD) in Lassen Hall, room 1008, telephone (916) 278-6955, or email to sswd@csus.edu to initiate the accommodations process.

Smarthinking

Smarthinking is an online tutoring system that enables students to get the help they need 24-hour a day, 7 days a week. Tutoring sessions are available in areas such as writing, reading, mathematics, science, business, Spanish, computers and technology, and English for speakers of other languages (ESOL).

E. Student Responsibilities as Leaders

LECS students are groomed to be leaders. A leader sets the pace for any organization. This leadership trait is reflected in the way a leader acts with others and how they are seen. The public actions of a LECS student reflect upon the entire LECS program. LECS students will be regularly mentored and assisted with course work and social and cultural etiquette in both the workshop learning domains and the Academic Internship during their time in the LECS program.

Even though the **LECS Student Handbook** is an assistive and instructive tool to guide LECS students in program matters, LECS students still have individual responsibilities that are required of them during their tenure in the LECS program. For instance, LECS students are responsible for **Punctuality**; being on time to meetings, turning in assignments, attending each workshop learning domain and the Academic Internship. LECS students are responsible for **Preparation**; being organized and ready for school, assignments and duties, upcoming events and attending all required functions. LECS students are responsible for **Respect to Others**; being mutually respectful and eliminating prejudice, stereotypes, discrimination and vulgarity to name a few. Respect also includes helping fellow classmates or notifying staff members ahead of time of any issues or concerns that may impact another staff member, student or community member's actions on or off campus. Most importantly, LECS students are responsible for **Self-Respect**; conducting themselves in a professional manner at all times. LECS students make themselves desirable candidates for future careers in law enforcement because of their professional conduct and appearance, discipline, motivation and positive attitude. These are character traits that LECS students are expected to continue after graduating from the program.

F. Course CRJ198

New LECS Students starting each fall semester will be enrolled in CrJ198 (Co-Curricular Course) for LECS students only. CrJ198 is a 3-unit credited co-curricular course comprised of LECS workshop Learning Domains 10-100.

G. Certificate of Academic Achievement

Upon successful completion of the LECS program, students will receive an Academic Certificate of Achievement (pending approval) and/or Completion acknowledging their successful participation in the LECS program.

15. LECS PHYSICAL FITNESS REQUIREMENTS

A. Physical Fitness and Good Health

Good health is needed to complete the physical fitness portion of the LECS program. Students selected to participate in the LECS program must be physically fit to participate in a number of physical activities and challenges that are required in law enforcement academies. Some of these skills include running, jumping, lifting and pulling, individually and as a team. Physical

fitness training is embedding into the LECS curriculum in order to prepare LECS students for the rigors of future law enforcement academy training. All LECS students are required to fill out a waiver form to participate fully in the program activities. LECS staff, campus officials and law enforcement understand the positive effects gained from proper nutrition and physical activity which also promotes healthy lifestyles for LECS students. LECS students will participate in physical fitness training not only for health, but for prevention of illness and injury as well. In order to remain in good standing in the LECS program, all candidates from all active cohorts will participate in weekly workouts.

B. Exceptions

Candidates who are employed on or off campus, working in the LECS internship (where schedules cannot be changed) or are Physically Unable to Perform (PUP) (see *Injuries*), will be exempt from participating in the Friday LECS fitness workouts. If a candidate's absence requires a temporary or permanent exemption, candidates must notify the LECS Director or designee in writing of their absence from the fitness workouts. If the exemption is based on a work-related issue, candidates should workout at one of the partnering agency's facilities and during designated workout days and times.

C. Injuries

LECS candidates who incur physical injuries during a LECS fitness workout will be treated immediately and evaluated for level of medical attention that may be needed. In the case of illness or injury occurring to a student on campus, Police Department personnel may transport the student from the site to the Student Health Center if the student's condition makes such action appropriate. If an injury occurs at an off-campus event related to the LECS program, LECS candidates must notify the LECS Director or designee immediately or when he or she is able to do so. University-related injuries have to be reported to the Workers' Compensation Office within 24 hours of receiving information.

All LECS candidates who incur injuries and are unable to participate in the physical fitness portion of the program will be placed on the Physically Unable to Perform (PUP) list until candidates have notified the LECS Director or designee that they have been cleared in writing by a physical or other licensed medical professional. Students who have a medical condition that requires treatment by a doctor need to notify the LECS Director of doctors' restrictions. Students who are pregnant will also need to notify the LECS Director and should request pregnancy accommodations and leave of absence following the guidance of the Office of Equal Opportunity through the Office of Services to Students with Disabilities.

16. LECS CODE OF CONDUCT: ACTIONS AND ATTITUDES OF SUCCESSFUL CANDIDATES

A. LECS Honor Code

The LECS Honor Code requires that each candidate is respectful and courteous at all times. LECS students are expected to behave and perform to high disciplinary and academic standards that are established by the LECS Program Director and aided by team leaders. Candidates do not lie, cheat, or steal, nor tolerate those who do. Candidates are courteous, while respecting the convictions and customs of others. The LECS Program adopts the Hornet Honor Code as its own. The simple words of this code describe the minimum standard of ethical behavior for a LECS candidate. Accordingly, every LECS candidate is expected to be guided by strong ethical principles, to strive to live far above an acceptable minimum standard. Violation of the Honor Code may result in disqualification from the program.

Hornet Honor Code:

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet Family feel a strong sense of belonging.

As Hornets, we will:

- *Promote an inclusive campus and community.*
- *Listen and respect each other's thoughts, interests, and views.*
- *Value diversity and learn from one another.*
- *Engage daily with mutual trust, care, and integrity.*
- *Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct.*
- *Be proud to be Sac State Hornets.*

B. University Code of Conduct

As members of the Sacramento State community, students in the LECS program are responsible for familiarizing themselves with the University Policy Manual Student Code of Conduct.

www.csus.edu/umanual.

C. Attitude and Respect for Authority

The proper attitude displayed by a LECS student is one marked by their willing support for the LECS program and its leaders. LECS students are respectful to all administrators, staff, faculty, instructors and guests in their learning environments and to the community. Respect for others is a critical virtue for those involved in the LECS program and the law enforcement field. LECS

students will be preparing to transition into a law enforcement academy culture in which a hierarchical chain of command and demonstrated respect for authority is expected.

D. LECS Cohort Commanders and Sergeants

The Director of the LECS program will appoint Cohort Commanders for each of the partnering agencies (CHP and SPD). The role of the Cohort Commander is to lead and mentor LECS Candidates during their tenure in the LECS program. Commanders are responsible for maintaining order, discipline and an esprit de corps within the Cohort. Commanders will attempt to resolve problems that may arise within the Cohort. Commanders within each Cohort will also be responsible for selecting exemplary Candidates to be assigned as Sergeants to assist them. Sergeants will be given direction from their Commanders, who will receive regular updates and briefings from the LECS Director. Sergeants will immediately notify their Commanders of Candidate absences, LECS or campus rule violations or other law-related policies that could result in discipline or dismissal from the LECS program.

E. Etiquette and Courtesy

LECS students are expected to routinely demonstrate professional and common courtesy and be familiar with proper etiquette and respect to persons and property. LECS students will also seek out opportunities to introduce themselves to LECS staff and others who they come into contact. LECS students will affirm the value of others they meet on a daily basis.

F. Disciplined Behavior and Performance

Successful law enforcement professionals are disciplined people. They are usually easy to identify. These professional persons are always in the right place, presenting themselves in the right way at the right time. There is nothing which detracts from the professional image more than poor behavior, which is why LECS students consciously display exceptional courtesy and respectful behavior in the performance of their duty as a scholar and a member of this program. All LECS students are expected to demonstrate through positive attitude and good behavior, an unselfish willingness to assist others and are dedicated to the ideals of the LECS program. LECS students will conduct themselves professionally through academic excellence, leadership with a disciplined and ethical core.

G. Academic Excellence and Exemplary Performance

The primary mission of each LECS student is the demonstration of scholastic success in the classroom and exemplary performance in the field. There must be no question about the quality of work on or off campus, nor must there be any question regarding the effort put forth by a student who represents the LECS program and Sacramento State.

H. Fighting and/or Assault

Any LECS student, who attempts or threatens with unlawful force or violence to do bodily harm to another person, whether or not the attempt or threat is consummated, may be found guilty of assault. For disciplinary purposes surrounding the LECS program, any form of fighting and/or threat to fight is grounds for dismissal from the LECS program.

I. Falsely Accusing Another

Good character and professionalism are key components at the foundation of the LECS program. LECS students who deliberately and wrongfully attempt to destroy the reputation of a fellow student or another person through the use of deceit, false pretense or misrepresentation may be dismissed from the program.

J. Sexual Harassment and Discrimination

Sexual Harassment is unacceptable behavior and will not be tolerated in any form. Sexual Harassment signals a lack of respect for another human being and is a violation of state and federal law. Any LECS student, either male or female, who feel they are being harassed in any manner should report the incident to the LECS Director or staff as soon as possible. The Office of Equal Opportunity (OEO) reviews and investigates campus complaints of sexual harassment and sexual violence. The Title IX coordinator and the OEO staff can offer options and resources, including counseling services, criminal reporting options and interim measures during an incident investigation.

K. Safety

LECS staff and instructors are acutely aware of student safety at all times. Likewise, LECS students should be aware of safety concerns in all areas of LECS workshop learning domains and Academic Internship training. Whether in the classroom or in a field setting, LECS students are responsible for being aware of their surroundings and the actions of others. General campus safety rules apply to each workshop learning domain. LECS students participating in the Academic Internship or other training off of campus will follow general safety guidelines or rules set forth by a partnering law enforcement agency.

If LECS students are using personal vehicles on campus, they should follow the campus parking policy. For LECS students who attend off campus training, valuables should be protected at all times. Sacramento State or the partnering law enforcement agencies cannot be responsible for lost or stolen valuables.

Students will need to complete the CSU Release of Liability Waiver to participate in LECS activities and assume all related risks, both known or unknown, of participation in the activity, including travel to, from and during the Activity: www.calstate.edu/EO/EO-1051-wavier.pdf.

L. Cell Phone Policy

LECS students are exceptional because they understand that poor leadership begins with a lack of focus and distractions from team members in learning and working environments. Ineffective leadership encourages disruptive and destructive behavior that undermines authority and the effectiveness of those who lead, administer and teach the meaning of professionalism, ethics and leadership. Distracting behavior also brings discredit to the LECS program and Sacramento State. This is why distracting cell phones and other electrical devices (i.e. laptops, iPod, iPad, etc.) may not be used in workshop learning domains or during the Academic Internship unless expressly approved as part of the training. This includes texting, photography, recording or other uses while classes and LECS activities are in session.

In addition, students will not use their cell phones or other electrical devices to receive or respond to calls or other messaging modalities during LECS classes and activities. LECS students will only be allowed use of their cellular phones or other electrical devices outside of the learning area with permission from LECS staff. LECS instructors will have contact numbers to notify students if emergencies arise. If it is determined that LECS students are intentionally violating the cell phone policy or did not receive express permission from a LECS staff member, the students' actions may result in dismissal from the program.

M. LECS Student Files

The LECS office will maintain electronically secured personnel files on each LECS student in the program. All students will have emergency contacts (i.e. phone numbers of emergency contacts) on file at the University. Information will be maintained for up to one year after students leave the program.

16. DRESS CODE POLICY

The approved uniform for LECS students (identified as a Class A uniform) for certain LECS program activities will be a short-sleeved Polo shirt with the LECS logo insignia displayed over the left breast plate. First year or Phase I LECS students will wear a green colored Polo shirt. Second year or Phase II LECS students will wear a black colored Polo shirt to designate their seniority in the program. These shirts will be worn on selected days, during the workshop learning domains, ceremonies and on specified days during the academic internship and special events at various locations in the community. The importance of presenting a neat, clean and disciplined appearance regardless of time, place and circumstances cannot be overemphasized. Each LECS student should assume that they may be contacted on campus by University faculty, fellow students, community members or their sponsoring law enforcement agency, and must be prepared for on the spot meetings and conversations to discuss the LECS program.

LECS students will also have a second uniform shirt (identified as Class B uniform). This shirt is a short-sleeved cotton-blend T-shirt with the LECS logo, worn by both first year and second year

LECS students for any outdoor events or physical fitness activities. This is similar to what will be expected in the law enforcement academies.

There will be no other uniform or variance accepted, unless prior approval is given. Students who fail to meet the dress code, hygiene, and appearance policies may be asked to leave the workshop learning domains or Academic Internship. Students who cannot achieve compliance with the dress code will be dismissed from the program. If a garment is worn under the Polo shirt or T-shirt due to weather or concealment of tattoos, the garment must be of a thin material and dark blue or black in color. In addition, all LECS students will be required to wear a photo ID badge any time they leave the campus in uniform to attend an event or are participating in the Academic Internship, unless the internship site has another approved ID badge or uniform requirement. Students will be scheduled to have pictures taken for their laminated badge.

A. Recommended Grooming Standards

Students should be mindful that when in uniform and participating in the LECS Program activities, they are representatives of Sacramento State and are encouraged to present themselves accordingly. Furthermore, partnering law enforcement agency academies have strict guidelines related to grooming requirements. In line with agency standards, hair is to be clean, groomed, and off the face. Long hair is to be restrained. Hair ornaments should be very conservative in style and basic in color. Hairstyle should be conservative. Beards/mustaches are to be well maintained with regular grooming. Otherwise, the male student is to appear cleanly shaven. Fingernails should be short, clean and manicured. Only clear or light colored nail polish is appropriate. Personal hygiene is also important. Students are expected to wear appropriate deodorant, bathe thoroughly and prevent body and mouth odor. Students who smoke are to be aware that odor of smoke on clothing and breath may be offensive.

Smoking will not be allowed during the workshop learning domains or Academic Internships. Chewing material in the form tobacco is not permitted while in uniform. Jewelry should be limited to wedding or engagement rings and small stud earrings. LECS students should consider leaving all jewelry at home. No jewelry may be worn on uniforms except the photo ID LECS badge. Excessive jewelry and body piercing is not acceptable. Students must comply with the dress code of the law enforcement agency if it is more restrictive than the dress code for the LECS program. Perfume or cologne is acceptable unless they are participating in an activity at a site with a fragrance-free policy. Cosmetics should contribute to a conservative, natural and well-groomed appearance. Tattoos that are distracting may need to be concealed, since some law enforcement agencies require tattoos be concealed. Students in these agencies will be expected to comply with the law enforcement agency policy.

17. ATTENDANCE

A. Workshop Learning Domain Absences

Professionalism is a hallmark of the LECS program. LECS students are taught to be leaders and possess a high level of responsibility and excellent attendance; these are all characteristics which employers value. In cases of tardiness, absence, leaving early, walking out of a workshop learning domain without LECS staff permission or refusing to participate in a workshop or other LECS activity, students will be subject to disciplinary action by the LECS Director that may result in dismissal from the LECS program. Absences that are not medical, family or emergency related are not tolerated. Therefore, LECS students will adhere to the following steps listed below:

- If a LECS student is or needs to be tardy, notify the LECS staff immediately
- If a student must leave a workshop learning domain or fitness workout early, notify the LECS staff immediately
- If the student will be absent, notify the LECS staff prior to the beginning of the workshop learning domain
- If a LECS student refuses to participate in LECS workshops or other activities they will be subject to discipline or dismissal

LECS students are only allowed a maximum of two instances of tardiness or absences. The third instance of student tardiness or absence may result in dismissal from the LECS program.

B. Academic Internship Tardiness, Absences & Grading

The Academic Internship portion of the LECS program enables students the opportunity for actual work experience under the guidance of a law enforcement instructor. These experiences are designed to teach LECS students the importance of professionalism, work ethics and accountability. LECS students must attend all Academic Internship meetings with their law enforcement agency and other scheduled activities on assigned days and time.

LECS students are not permitted to attend any unscheduled visits at law enforcement agencies unless authorized by the LECS program and agency. Students unable to successfully complete internship sessions as a part of the Academic Internship will not meet LECS program objectives and will not graduate from the LECS program. LECS students will not be held responsible when cancellations are initiated from the partnering law enforcement agency, the LECS program or due to inclement weather.

In cases of tardiness or absence from either the workshop learning domains or the Academic Internship, LECS students must leave a message on the LECS Director's voice mail (916-278-5157) or send an email to lecs@csus.edu informing of the tardiness or absence or any other related issue. Any student arriving late or leaving early from an Academic Internship must

accurately report their time of arrival. Law enforcement staff will verify a LECS student's attendance. The LECS Director will be notified by the partnering law enforcement agency staff and the LECS student immediately, when a student is sent home early from an Academic Internship. Students should expect periodic visits from the Director and LECS staff during Academic Internships.

Messages to the LECS Director should include: student's name and a brief explanation of the reason for the tardiness or absence. The LECS Director will not return calls or respond to emails regarding absences. However, the Director's voice mail system will automatically time stamp the message. Failure to report or notify the Director about tardiness or absence prior to the start of the workshop learning domain or Academic Internship will result in disciplinary action up to dismissal from the LECS program.

Academic Internship grades are Pass/Fail (Credit/No Credit). LECS Students are required to complete all assignments offered by the partnering law enforcement agencies and perform satisfactorily to receive a passing grade. Students who do not complete all of the requirements in the Academic Internship or do not meet all of the requirements (Pass the PELLETB and the PAT exams) requested by the partnering agencies will not receive a passing grade and subsequently will receive a grade of Incomplete "I" or a grade of Withdrawal "W".

C. Emergency Leave of Absence

In the event a student must take an emergency leave of absence (LOA), during the LECS program, the student should immediately contact the LECS Director to inform of their situation and to obtain official written approval for the LOA.

18. WITHDRAWAL/DROP ON REQUEST AND RE-ADMISSION POLICY

Note that the decision to withdrawal or Drop On Request (DOR) from the LECS program has serious implications. Students will not be allowed re-admission into the same cohort they started in the program. Additionally, withdrawing from the University will also impact the students' ability to continue in the program. If a student is contemplating withdrawing from the LECS program or the University, it is recommended that they meet with the LECS Director before doing so.

A. Drop On Request from the LECS Program

A student who withdraws from the LECS program while in good standing within the LECS program (i.e. passing all workshop learning domains and the Academic Internship at the time of the withdrawal) is required to meet with the LECS Director. The LECS Director will look at each individual situation on a case by case basis. LECS candidates will be required to sign a DOR form upon leaving the program. In addition, all LECS Candidates will turn in their Green or Black Polo shirts and their athletic attire as well. DOR must also be submitted and confirmed in writing.

B. Re-admission into the LECS Program

Re-admission is defined as any student previously enrolled in the LECS program. The LECS Director will not consider any former student for re-entry who has exited the LECS program more than once. All students applying for re-admission into the LECS program must meet the following criteria before being considered for the LECS program applicant pool. Students wanting re-entry into the LECS program must file a new application. This can be done only after a minimum of 1 semester has passed between exit from the program and point of re-entry into the program. For example, if the exit occurs in May of a current year, the earliest point of re-entry would be in the fall of the following year.

The LECS Director and Admissions Committee will interview re-entry applicants. Placement of a re-entry applicant is limited to available space. Re-entry applications are considered based on previous academic, physical fitness and social skills performance. Placement into the applicant pool does not guarantee re-entry into the LECS program. All accepted re-entry applicants are placed into the pool of applicants competing for placement into the first semester or Phase I of the LECS program. No former LECS student who withdrew from the program will automatically be allowed back into the LECS program because of previous status alone.

19. SOCIAL MEDIA/MEDIA POLICY

A. Use of Social Media

Social media is an important tool being used in 21st century law enforcement. Social media may be utilized in the LECS program for educational related purposes to promote the effectiveness and significance of this innovative program, but still subject to the restrictions set forth in this policy. These restrictions are intended to ensure compliance with legal and regulatory restrictions and privacy and confidentiality agreements in place at Sacramento State and at the partnering law enforcement agencies.

Social media includes items such as blogs, podcasts, discussion forums and social networks (i.e. ***Facebook, Twitter, YouTube, Tik Tok, GroupMe, Snap Chat, Instagram, Pinterest, etc.***). Professional and appropriate use of social media allows the LECS staff and instructors to enhance the educational experience of students enrolled in the LECS program. The purpose of this policy is to promote responsible use of social media as it pertains to educating LECS students. In addition, University technology resources will also be used to promote the core mission of the LECS program and used in a manner that protects the integrity and performance of our technology resources.

LECS staff members accept the responsibility that future law enforcement officers need to be educated in how to include social media as part of their job duties. It is important that LECS students understand how to interact and collaborate with members of law enforcement and the community using technology, while gaining knowledge and experience with social media as well. Ultimately advantages of using social media can include creating greater opportunities

with law enforcement, the community, and alumni and student success. Any violation by LECS Candidates, staff or persons directly affiliated with the LECS program that improperly use, display, promote, participate in, transmit or move social media images or video not becoming of the LECS program and University social media policies will be immediate grounds for dismissal from the LECS program.

Media Relations:

Part of your training as a future law enforcement officer involves talking with the media i.e. tv, print and social media. Because law enforcement is a regular focus of the media, you must always be prepared when engaging someone who wants to write a story. Many organizations include a Public Information Officer to communicate critical information. If you are contacted by the someone who identifies as the media, please contact the Director of the LECS program, who will work with the Public Information Officer/University Communications to coordinate. Important point: Always remember, there is no such thing as off the record! Everything is reportable.

B. Posting on Non-Sacramento State Sites

LECS students must abide by Sacramento State confidentiality policies when posting on private or non-educational sites. Students should be careful when expressing views to identify those views as personal and not, necessarily the views of the LECS program. Students are expected to conduct themselves in a manner that positively reflects on the LECS program whenever posting on non-university sites. Because of the partnership between the LECS program and law enforcement agencies, LECS students are expected to be respectful and avoid posting material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to a fellow classmate, student, campus member, community member or law enforcement officer.

C. Visual/Audio Image Release

Your photo, video, or sound recording may be taken at LECS program activities for use in non-print and print media presentations, e.g. photographs, film, sound recordings, web site, and future and emerging media at the California State University, Sacramento. A release form will be provided to LECS students to (a) copyright the media in the name of the Board of Trustees of California State University, (b) to use, re-use, publish and re-publish the media in whole or in part, individually or in conjunction with other photographs or images, in any medium, for commercial or educational purposes, (c) to place said photographs, films, or sound recordings on its Web and/or Internet site, and understand that the same will be available for world-wide distribution on the Internet computer network and (d) to release and discharge the university, its successors and assigns, its officers, employees and agents, and, members of the Board of Trustees of the California State University from any and all claims and demands arising out of or in connection with the use of such photographs, film, tape, or sound recordings including but not limited to any claims for defamation or invasion of privacy.

20. QUESTIONS AND FEEDBACK

If you have any questions or feedback regarding the information in the handbook, please feel free to contact LECS staff at lecs@csus.edu.