

P.O.S.T. BASIC ACADEMIC TRAINING PROGRAM

Revised December 8, 2006, Effective July 1, 2007

MINIMUM REQUIRED HOURS

392	Academic
62	Arrest Control
44	Driving
52	Firearms
550	TOTAL

I. INTRODUCTION TO CRIMINAL JUSTICE REQUIRED HOURS 24

A. Criminal Process (Required Minimum Hours: 8)

General Learning Goal: The student must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship, and the role of the criminal justice system protecting those rights.

Specific Performance Outcomes:

1. The student will recognize the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later Amendments.
2. The student will recognize how the following amendments to the U.S. Constitution apply to the actions and conduct of peace officers:
 - a. First Amendment
 - b. Fourth Amendment
 - c. Fifth Amendment
 - d. Sixth Amendment
 - e. Eighth Amendment
 - f. Fourteenth Amendment
3. The student will identify and compare and contrast the three components of the criminal justice system.
 - a. Law Enforcement
 - b. Courts (prosecution)
 - c. Corrections
4. The student will identify the major goals of the criminal justice system:
 - a. Guarantee due process and equal justice;
 - b. Reduce crime, fear of crime, and public disorder;
 - c. Protection of life and property;
 - d. Enforcement of laws;
 - e. Improve the quality of life

5. The student will explain the interrelationships of the components of the criminal justice system with the legislative, judicial, and executive processes.

6. The student will explain the impact of changing needs within the community in relationship to the criminal justice system.

Required Source Material:

United States Constitution - Bill of Rights

Recommended Source Material:

Introduction to Criminal Justice, Joseph Senna & Larry Siegel, Wadsworth Thomson Publishers

Criminal Justice, James A. Fagan, Pearson Education, Inc.,

Criminal Justice: Introductory Cases & Materials, Kaplan, Skolnick, Feeley, Thomson-West.

B. Judicial Process (Required Minimum Hours: 4)

General Learning Goal: The student will describe and explain the organization and operation of the judicial process and the role of law enforcement in this process.

Specific Performance Outcomes:

1. The student will explain the primary responsibilities of the following:
 - a. Federal supreme, appellate, and district courts;
 - b. State supreme, appeals, and district courts;
 - c. County and municipal courts;
 - d. Attorneys-prosecuting and defense, public defenders.

2. The student will explain and define the following terms as they relate to the judicial process in criminal cases:
 - a. Arrest
 - b. Bail
 - c.. Arraignment
 - c. Preliminary hearing
 - d. Indictment
 - e. Plea bargaining
 - f. Trial
 - g. Disposition

3. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall criminal justice system.

Required Source Material:

C-2

CRS Title 16 Articles 2,3,4,5,

Recommended Source Material:

Colorado Courts at a Glance, www.cobar.org

Colorado Peace Officer's Legal Source Book, Section 12

Introduction to Criminal Justice, Senna and Siegel, Wadsworth Publishers Criminal Justice, James Fagan, Pearson Education publishers. Criminal Justice: Introductory Cases & Materials, Kaplan, Skolnick, Feeley, Thomson-West.

C. Law Enforcement Organizations (Required Minimum Hours: 2)

General Learning Goal: The student will understand that law enforcement is not the function of police and sheriff agencies alone. There are many other federal, state, and local agencies that make up the law enforcement component of the criminal justice system.

Specific Performance Outcomes:

1. The student will identify and explain the primary purpose and function of federal, state, and local agencies within the law enforcement component of the criminal justice system including:

a. Federal. Federal Bureau of Investigation; Drug Enforcement Administration; Bureau of Alcohol, Tobacco, Firearms and Explosives; Bureau of Citizenship and Immigration Services; U.S. Marshal's Office; U.S. Postal Inspector; Secret Service; Department of Homeland Security and Internal Revenue Service.

b. State. Department of Public Safety; Colorado Attorney General's Office; Department of Revenue; Department of Motor Vehicles; Department of Natural Resources; Campus Police Departments; and Department of Corrections.

c. Local. Municipal Police Agencies; Sheriff's departments; Department of Social Services; and local probation offices.

2. The student will identify the objectives of the law enforcement component of the criminal justice system.

3. The student will recognize examples of positions held by individuals who work within the law enforcement component of the criminal justice system.

Recommended Source Material Only:

Department of Justice Web-Sites

Department of Homeland Security Web-Sites

D. NCIC/CCIC (Required Minimum Hours: 2)

General Learning Goal: The student will explain the purpose and use of the NCIC/CCIC System and how the system assists criminal justice agencies.

Specific Performance Outcomes:

1. The student will identify the basic capabilities of the CCIC/NCIC systems, and the purpose of each query.
2. The student will explain the process on how the NCIC/CCIC system operates.
3. The student will view the various masks utilized by the NCIC/CCIC system.
4. The student will be able to describe and discuss the limitations and restrictions on accessibility and release of criminal justice information and any associated penalties.

Recommended Source Material Only:

CCIC Training Manual.

E. Law Enforcement Ethics and Anti Bias Policing

(Required Minimum Hours: 8)

General Learning Goal: The student will be able to identify the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community

Specific Performance Outcomes:

1. The student will be able to identify the expectations of a peace officer as it relates to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will be able to describe the importance of ethical conduct.
3. The student will be able to paraphrase the Law Enforcement Code of Ethics and describe how it pertains to their profession and their personal life.
4. The student will be able to identify the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community.
5. The student will be able to describe the consequences of unethical/unprofessional conduct to the peace officer, department and community, and explain why an officer should respond to a co-worker's unprofessional conduct.
6. The student will be able to define culture and cultural diversity.
7. The student will be able to identify personal, professional and organizational benefits of valuing diversity within the community and law enforcement.

8. The student will be able to define:

- a. Stereotype
- b. Prejudice
- c. Discrimination

Recommended Source Material Only:

Police Ethics, The Corruption of Noble Cause, John P. Crank and Michael A. Caldero.

State of Colorado Demographics – U.S. Census

Diversity Iceberg

Arresting Police Video

Case Studies – Facilitation Format

a. Being in the Wrong Neighborhood

b. Driving the Wrong Car

c. Suspicious Car Character and Cops, Patrick V. Murphy

II. BASIC LAW REQUIRED HOURS 80

A. Arrest, Search & Seizure (Required Minimum Hours: 12)

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to arrest, search and seizure.

Specific Performance Outcomes:

1. The student will describe and explain rules, elements and provisions of Colorado Revised Statutes, Title 16, and Articles 1, 2, and 3.

2. The student will explain the laws and court decisions as they pertain to the basic principles of search and seizure law:

- a. Fourth Amendment protections
- b. Reasonable expectation of privacy
- c. Reasonable suspicion vs. Probable cause

3. The student will be able to explain the laws and court decisions for warrant searches and seizures:

- a. Fourth Amendment requirements
- b. Probable cause
- c. Affidavits in support of warrant searches
- d. Execution of a search warrant

4. The student will be able to explain the laws and court decisions for warrantless searches and seizures:

- a. Plain view searches
- b. Warrantless searches in general
- c. Pat-Down frisk searches
- d. Consent searches
- e. Exigent circumstance searches
- f. Searches incident to arrest

g. Probation/parole searches

5. The student will be able to explain the laws and court decisions for searches and seizures involving motor vehicles:

- a. Probable cause searches of vehicles
- b. Plain view searches of vehicles
- c. Consent searches of vehicles
- d. Searches of vehicles incident to custodial arrests
- e. Searches of vehicles as instrumentalities
- f. Vehicle inventory searches

6. The student will be able to explain the laws and court decisions for searches and seizures involving bodily intrusions:

- a. Warrant requirement for bodily intrusion searches and seizures.
- b. Warrantless bodily intrusion searches and seizures
- c. Use of force during bodily intrusion searches and seizures

7. The student will be able to explain the laws and court decisions regarding identification procedures:

- a. Field show-ups
- b. Photographic arrays
- c. Custodial lineups

Required Source Material:

Colorado Peace Officer's Legal Source Book, Sections 2-9 & 11.

Recommended Source Material:

Colorado Peace Officers Handbook, Criminal Procedural Guidelines and Officer Field Manual Officer's Search and Seizure Handbook and Officer's Arrest Handbook, John A. Stephen, Lexis Publishing

B. Interrogations and Confessions (Required minimum hours: 2)

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to interrogations and confessions of criminal defendants.

Specific Performance Outcomes:

1. The student will explain the laws and court decisions as they pertain to statements in an interview/interrogation:

- a. Voluntariness
- b. Knowingly
- c. Duress, Coercion, and Trickery
- d. Witnesses
- e. Miranda Considerations (5th Amendment)

f. Escobedo Considerations (6th Amendment)

Required Source Material:

Colorado Peace Officers Legal Source Book, Chapter 9

Recommended Source Material:

Introduction to Criminal Justice, Senna and Siegel, Wadsworth Publishers

Criminal Justice, James Fagan, Pearson Publishing.

Criminal Justice: Introductory Cases & Materials, Kaplan, Skolnick, Feeley, Thomson-West

C.. Rules of Evidence: (Required minimum hours: 4)

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to the rules of evidence.

Specific Performance Outcomes:

1. The student will describe and explain Rules 4 and 41 of the Colorado Rules of Criminal procedure.
2. The student will explain the purpose of offering evidence.
3. The student will be able to distinguish between evidence and proof.
4. The student will be able to identify four major types of physical evidence.
5. The student will be able to categorize evidence as direct or circumstantial.
6. The student will be able to explain the purpose of the rules of evidence.
7. The student will be able to describe the criteria for admitting evidence.
8. The student will be able to identify circumstances, which may cause evidence to be excluded.
9. The student will be able to define the hearsay rule.
10. The student will be able to explain the requirements and expectations for admitting evidence for:
 - a. spontaneous statements
 - b. admissions and confessions
 - c. dying declarations
 - d. records and officer testimony

Required Source Material:

Colorado Peace Officers Legal Source Book, Chapters 11 and 14

Recommended Source Material:

Colorado Rules of Evidence

D. Colorado Criminal Code and Related Federal Statutes (Required Minimum Hours: 32)

General Learning Goal: The student will have basic understanding and knowledge of the Colorado Criminal Code and applicable violations of the United States Code.

Specific Performance Outcomes:

1. The student will be able to identify elements of Colorado Criminal violations.
2. The student will be able to distinguish between criminal and purely civil violations.
3. The student will be able to identify the principles of Criminal Culpability. (18-1, Article Part 5)
4. The student will be able to understand, as applicable to statutes:
 - a. Rights of defendants (18 – 1, Article Part 4)
 - b. Definitions (18-1-901)
 - c. Legal Accountability, and Complicity (18-1, Article Part 6)
 - d. Justification and Exemptions from Criminal Responsibility (18-1, Article Part 7) to include Use of Force by peace officers (18-1-707)
 - e. Responsibility (18-1, Article part 8)
 - f. Inchoate offenses (18-2 Article Part 1)
5. The student will be able to identify the elements of crimes, and to distinguish between felony and misdemeanor/petty offenses, of the following offenses:
 - A. Crimes Against Persons
 1. Homicide and Related Offenses (18-3, Article Part 2)
 2. Assaults (18-3, Article Part 2)
 3. Kidnapping (18-3, Article Part 3)
 4. Unlawful Sexual Behavior (18-3-401 through 18-3-405.5)
 - B. Crimes against Property
 1. Arson (18-4, Article Part 1)
 2. Burglary (18-4, Article Part 2)
 3. Robbery (18-4-301 through 18-4-303)
 4. Theft (18-4, Article Part 4)
 5. Trespass, Tampering, Criminal Mischief (18-4-501 through 18-4-515)
 - C. Fraud
 1. Forgery and related offenses (18-5-101 through 18-5-110, 18-5-113)
 2. Fraud by check (18-5-205, 206)
 3. Financial Transaction Device Crime (18-5, Article Part 7)
 4. Issuance of a Bad Check (18-5-512)
 - D. Offenses Involving Family Relationships

1. Incest (18-6-301 – 18-6-302)
2. Child Abuse (18-6-401)
3. Sexual Exploitation of Children (18-6-403)
4. Harboring a minor (18-6-601)
5. Contributing to the Delinquency of a minor (18-6-701)
6. Domestic Violence (18-6, Article Part 8)
- E. Wrongs to At- Risk Adults (18-6.5-102 through 18-5-103)
- F Prostitution
 1. Adult (18-7-201 through 18-7-205)
 2. Child (18-7-401 through 18-7-406)
- G. Public Indecency (18-7-301 through 18-7-302)
- H. Sexual Conduct in Penal Institutions (18-7-701)
- I. Governmental Operations
 1. Obstruction of Public Justice (18-8, Article Part 1)
 2. Escapes (18-8-208)
 3. Bribery (18-8-302)
 4. Abuse of Public Office (18-8-404, 18-8-405)
 5. Tampering with Evidence (18-8-610)
 6. Victim and Witness Protection (18-8-704 through 18-8-707)
- J. Offenses against Public Peace, Order and Decency (18-9, Article Part 1)
- K. Cruelty to Animals (18-9, Article Part 2)
- L. Communications (18-9-306.5)
- M. Offenses Related to Firearms (18-12, Article Part 1)
- N. Permits to Carry Handguns (18-12, Article Part 2)
- O. Miscellaneous Offenses (18-13-101, 18-13-104, 18-13-107, 18-13-121, 18-13-122)

6. The student will have a knowledge and understanding of applicable Federal Statutes.

- a. Limitation of enforcement authority
- b. Federal Firearms Statutes:
 1. Possession by a Prohibited Person: 18 U.S.C., Section 922(g) and (n)
 2. Sell, give or dispose to a Prohibited Person: 18 U.S.C., Section 922(d)
 3. Use, or carry or possess during a Crime of Violence in Drug Trafficking: 18 U.S.C. Section 924 (c)
 4. Stolen Firearms and Ammunition: 18 U.S.C., Section 922 (j) and (u)
 - 5 Transfer to those under 21: 18 U.S.C., Section 922(b)(1)

6. Transfer to Juveniles: 18 U.S.C., Section 922(b)(1) through (x)

Required Source Material Only:

Colorado Revised Statutes

United States Code Title 18

E. Colorado Children's Code (Required Minimum Hours: 8)

General Learning Goal: The student will analyze the Children's Code, cite and explain the major provisions relative to the tasks of peace officers and learn procedures from arrest through investigations, charging, conviction, and sentencing.

Specific Performance Outcomes:

1. The student will identify how a juvenile is taken into custody and what steps are taken after he/she is taken into custody.
2. The student will explain the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
3. The student will list the various charging options available with the juvenile system, including how and when juvenile offenders can be prosecuted as adults.
4. The student will learn the procedures, which are followed after the case has been filed, and what sentencing options are available.
5. The student will learn what juvenile offender information and records may be released.
6. The student will explain the neglect and dependence section of the code relating to:
 - a. Abuse and neglect definitions
 - b. Mandatory reporting requirements
 - c. Evidence of abuse - color photographs and X-rays
 - d. Protective custody

Required Source Material Only:

Colorado Revised Statutes, Title 19

F. Legal Liability (Required Minimum Hours: 8)

General Learning Goal: The student will identify criminal charges and civil causes of action that may result from the improper performance of police duties.

Specific Performance Outcomes:

1. The student will describe the provisions of law as they pertain to peace officers as delineated in C.R.S. Title 18, Article 8, Part 8.

2. The student will explain the difference between civil and criminal liability.
3. The student will identify, describe, and provide examples of the following types of civil actions:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
4. The student will identify and provide examples of state and Federal charges that may result from improper police actions.
5. The student will examine the provisions of CRS 18-8-801 to 804, and explain the reporting requirements contained therein.
6. The student will distinguish between “quid pro quo” and “hostile work environment” sexual harassment.
7. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery
 - b. Deposition
 - c. Vicarious liability
 - d. Governmental immunity

Required Source Material Only:

*FBI/Department of Justice Civil Rights Program
 “Civil Rights and Criminal Justice: Primer on Sexual Harassment”
 Colorado Peace Officer’s Legal Source Book, Section 16
 Title VII of the Civil Rights Act of 1964
 29 C.F.R. Section 1604.11
 Title 42 USC section 1983
 Title 18 USC Section 241
 Title 18 USC Section 242
 C.R.S. 24-10-101 through 24-10-114.5
 C.R.S. 18-8-801 through 18-8-804*

G. Liquor Code (Required Minimum Hours: 2)

General Learning Goal: The student will identify and explain violations of the Liquor and Beer Code.

Specific Performance Outcomes:

1. The student will identify and explain the elements of and restrictions imposed in Colorado Revised Statutes, Title 12, Article 46 and Article 47, and the Colorado Code of Regulations specifically:

(Colorado Beer Code)

- a. 12-46-103, Definitions
- b. 12-46-106, Lawful Acts

(Colorado Liquor Code)

- c. 12-47-103, Definitions

- d. 12-47-901, Unlawful Acts
- e. 12-47-902, Testing for intoxication by law enforcement officers
- f. 12-47-903, Violations-Penalties
- g. 12-47-904, Duties of inspectors and Police Officers

(Classes of Licenses)

- h. 12-47-401+

Colorado Code of Regulations

- 2. The student will explain and discuss peace officer enforcement procedures for Code (Colorado Code of Regulations [CCR]) Violations.
- 3. The student will recognize the types of personal identification, which constitute an acceptable verification of age. [CCR 47-912]
- 4. The student will identify and explain the different types of Colorado Retail Liquor/Beer Licenses and Permits as described in Colorado Revised Statutes, 12-47-401.

Required Source Material:

Colorado Revised Statutes 12-46-101 through 107 and 12-47-101 through 907.

Recommended Source Material:

Colorado Peace Officer's Handbook (Data Legal)

H. Controlled Substances (Required Minimum Hours: 2)

General Learning Goal: The student will identify and explain violations of the Uniform Controlled Substance Act of 1992.

Specific Performance Outcomes:

- 1. The student will explain the definitions of controlled substances as described in C.R.S. 18-18-102.
- 2. The student will understand and explain the schedules of controlled substances as defined in Colorado Revised Statutes, Title 18, Article 18, Part 2, specifically:
 - a. 18-18-203(1)
 - b. 18-18-204(1)
 - c. 18-18-205(1)
 - d. 18-18-206(1)
 - e. 18-18-207(1)
- 3. The student will be familiar with the specific controlled substance offenses as defined in Colorado Revised Statutes, Title 18, Article 18, Part 4, specifically:
 - a. 18-18-404 through 18-18-430

Required Source Material:

CRS 18-18-101 through 18-18-432

Recommended Source Material:
Colorado Peace Officer's Handbook (Data Legal)
Colorado Peace Officer's Statutory Source Book (CPPA)

I. Courtroom Testimony (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate an ability to communicate facts to a judge or jury through court testimony.

Specific Performance Outcome:

1. The student will demonstrate an officer's responsibilities in preparation for testimony at trial to include handling of evidence and review of all written reports and personal notes.
2. The student will demonstrate the proper courtroom demeanor while testifying in court, to include attire, attitude, posture, answering questions, courtroom procedures, and conclusion of testimony

Required Source Material Only:

Colorado Peace Officer's Legal Source Book, Chapter 14

J. Identity Theft (Required Minimum Hours: 2)

General learning goal: The student will have a basic understanding and knowledge of the problem of identity theft and be able to share this knowledge with citizens.

Specific Performance Outcomes:

1. The student will be able to define Identity Theft.
2. The student will be able to identify the means by which identities are stolen.
3. The student will be able to explain ways to prevent identity theft to include Social Security Number issues.
4. The student will be able to explain steps in the reporting of identity theft and how victims can minimize losses.
5. The student will be able to explain steps businesses can take to protect their customers from identity theft.
6. The student will have a general knowledge of State and Federal Criminal and Civil violations that are applicable to identity theft.

Recommended Source Material Only:

Federal Trade Commission
<http://www.consumer.gov/idtheft>
www.consumer.gov/idtheft

III. HUMAN RIGHTS AND VICTIM'S RIGHTS / Required Hours 28

A. Victim's Rights (Required Minimum Hours: 4)

General Learning Goal: The student will explain the laws relating to victim rights and community resources available for crime victim's services.

Specific Performance Outcomes:

1. The student will be able to identify the legal basis of law enforcement's responsibilities to victim's rights.
2. The student will be able to summarize legal requirements for providing victim's written notice.
3. The student will be able to explain rights granted to victims of crime.
4. The student will be able to define law enforcement responsibilities to victims of crime.
5. The student will be able to define the district attorney's responsibilities to victims of crime.

Required Source Material Only:

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304

Colorado Constitutional Amendment 16a (Victim's Rights)

B. Domestic Violence (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate the ability to effectively assess and intervene in domestic violence incidents.

Specific Performance Outcomes:

1. The student will demonstrate an understanding of:
 - a. Duty to report
 - b. Mandatory arrest
 - c. Victim's rights
 - d. Injury identification and documentation
 - e. Victim/witness interviews
 - f. Fast Track system
 - g. Safe houses
 - h. Restraining orders, including out-of-state orders
 - i. Stalking and harassment
 - j. Predominant aggressor
 - k. Domestic violence dynamics
 - l. Witness intimidation
 - m. Children's issues

2. Through the use of field exercises, demonstrate proper and effective response to domestic violence incidents.

3. The student will demonstrate the ability to document the event in a written report.

Required Source Material:

CRS 18-6-800.3 through CRS 18-6-803.8

Recommended Source Material:

Colorado Coalition Against Domestic Violence publication

“Domestic Violence – A coordinated Response Through Community Policing” (CRCPI)

Colorado Peace Officers Handbook

Colorado Revised Statutes

C. Ethnic Intimidation and Hate Crimes (Required Minimum Hours: 6)

General Learning Goal: The student will identify and discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Specific Performance Outcomes:

1. The student will identify and explain the elements of the crime and classifications of Ethnic Intimidation, C.R.S. 18-9-121.
2. The student will explain the importance of prompt and broad police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice which should include the:
 - a. Impact of hate crimes upon their victims
 - b. Meaning and causes of prejudice
 - c. Relationship between stereotyping and prejudice
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will learn the roles of the officer responding to a hate crime incident.
6. The student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim’s families, and the community.

Required Source Material Only:

FBI/Department of Justice Civil Rights Program

Colorado Revised Statutes, 18-9-121

Title 42 USC Sections 1981 and 1982

Title 42 USC Section 1985(3)

D. Interaction with Special Populations (Required Minimum Hours: 2)

General Learning Goal: The student will understand the laws protecting the rights of persons with disabilities in order to serve all individuals to whom the law apply.

Specific Performance Outcomes:

1. The student will describe and explain behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
2. The student will identify the key provisions that impact on law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including:
 - a. C.R.S. 27-10-102 and 27-10-105.
 - b. Americans with Disabilities Act
3. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
4. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
5. The student will define the role of a peace officer when interacting with a person with a disability.

Required Source Material Only:

Colorado Revised Statutes, 27-10-101 and 27-10-105
Americans with Disabilities Act

E. Risk Assessment Response (Required Minimum Hours: 8)

General Learning Goal: To train knowledgeable peace officers who can identify persons with mental illness and to handle situations involving persons with mental illness properly.

Specific Performance Outcomes:

1. The student will learn how de-escalation of emotion reduces the likelihood of further violence through the use of “verbal containment” which may allow safe, successful resolution of potentially violent incidents.
2. The student will be able to identify behaviors of psychological disorders and the relationship between disorders and non-responsive contacts.

3. The student will be able to demonstrate and employ the Threshold Assessment and Response Procedure (isolate, contain, assess, respond) when responding to persons in crisis.
4. The student will be able to identify appropriate communication skills for dealing with people in crisis.
5. The student will be able to classify risk factors for suicide and homicide in crisis situations.

Recommended Source Material Only:

Colorado Regional Community Policing Institute, Crisis Intervention Training

IV. COMMUNITY INTERACTION REQUIRED HOURS 12

A. Community Policing (Required Minimum Hours: 2)

General Learning Goal: The student will develop a working definition of community policing and the necessary elements for implementation of community policing practice and philosophy.

Specific Performance Outcomes:

1. The student will compare and contrast community policing with historical policing models and identify the merits of each.
2. The student will define community policing, identifying core components, and evaluate the effectiveness of community policing philosophies and strategies on crime and disorder.
3. The student will analyze roles of the organization and the line officer in community policing.

Recommended Source Material Only:

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz.
Understanding Community Policing: A Framework for Action

B. Problem Solving (Required Minimum Hours: 4)

General Learning Goal: The student will become familiar with problem solving policing and demonstrate an application of the SARA problem-solving model.

Specific Performance Outcomes:

1. The student will demonstrate skill in identifying problem solving opportunities for the line officers.
2. The student will define the SARA problem model components, Scanning, Analysis, Response and Assessment, and the elements necessary for each step.
3. The student will apply the crime triangle as a means of problem analysis for recurring problems of crime and disorder and

- recognize that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time, space, in the absence of capable guardians for that target.
4. The student will distinguish problem-solving responses that are preventative in nature, not dependent on the use of the criminal justice system, and engage other public agencies, the community and private sector to reduce crime and disorder.

Recommended Source Material Only:

Community Policing, A Contemporary Perspective

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers

Using Analysis for Problem Solving - A guidebook for Law Enforcement

Problem Solving Tips - A Guide to reducing crime and Disorder through Problem Solving Partnerships

Tackling Crime and Other Public Safety Problems: Case Studies in Problem Solving.

C. Community Partnership (Required Minimum Hours: 2)

General Learning Goal: The student will recognize community partnerships as an integral component in community policing and problem solving. The student will define the components necessary for productive partnerships.

Specific Performance Outcomes:

1. The student will identify the benefits and collaboration fundamentals for community, government, and police reducing crime and disorder.
2. The student will identify how to build and sustain productive partnerships for problem solving.

Recommended Source Material Only:

Understanding Community Policing: A Framework for Action

Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships.

D. Crime Prevention (Required Minimum Hours: 4)

General Learning Goal: The student will recognize the components of crime prevention and explore established methods of crime prevention.

Specific Performance Outcomes:

1. The student will identify the components (risk identification and removing and/or reducing the risk) and identify the roles of community and law enforcement within each component.
2. The student will recognize the role of community and police in reducing crime, the fear of crime, and social disorder.

3. The student will demonstrate an understanding of CPTED through application of the principles of natural access control, natural surveillance and territorial reinforcement in a residential environment.

Recommended Source Material Only:

Community Policing: A Contemporary Perspective.

Broken Windows

Crime Prevention Through Environmental Design and Community Policing, NIJ - Research in action, 1966

V. PATROL PROCEDURES REQUIRED HOURS 114

A. Patrol Observation and Perception (Required Minimum Hours: 4)

General Learning Goal: The student will analyze and interpret information gathered during patrol operations, differentiate between proactive and reactive patrol and demonstrate different patrol methods.

Performance Outcomes:

1. Differentiate between proactive and reactive patrol.
2. Recognize the factors that can affect patrol officer's perception skills.
3. Identify various information sources and evaluate how to use them effectively.
4. Experiment with the use of information sources in a problem-solving exercise.
5. Differentiate between the strengths and weaknesses of different methods of patrol.
6. Recognize and determine effective course of action or patrol strategy when encountering suspicious or criminal circumstances.
7. Recognize and interpret how the influence of time of day and day of the week impact crime trends and formulate a plan of action for response based on the trends.
8. Document observations in a written report.

Recommended Source Material Only:

Tactical Edge (Calibre Press)

Street Survival (Calibre Press)

Police Operations Theory and Practice (Thomson Wadsworth)

Police Patrol Operations and Management (Prentice-Hall)

B. Officer Survival (Required Minimum Hours: 8)

General Learning Goal: The student will understand the mental, physical and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. Examine the circumstances in which peace officers are killed in order to recognize the elements involved in police combat confrontations.
2. Assess techniques for mental and physical preparation necessary to respond to and recover from a critical incident.
3. Demonstrate knowledge of threat assessment and tactical thinking.
4. Demonstrate an understanding of the importance of tactical readiness through:
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Identify the thought process involved in an armed confrontation.
6. Identify, discuss and utilize the “triad of tactical thinking.”
7. Evaluate the “Deadly Errors” and the “Fatal Tendencies” for maintaining officer survival.

Recommended Source Material Only:

Street Survival (Calibre Press)

Tactical Edge (Calibre Press)

Tactics for Criminal Patrol (Calibre Press)

“Annual Report of Law Enforcement Officers Killed & Assaulted” (FBI)

C. Pedestrian Contacts (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Specific Performance Outcomes:

1. Demonstrate the ability to legally and safely approach a pedestrian or suspect while alone or with another officer through the use of field-based scenarios.
2. Evaluate signs of deception when attempting to identify subjects.
3. Recognize emotional and physical behavioral warning signs and how to react to them.
4. Demonstrate knowledge of tactical and legal considerations during pedestrian contact scenarios.
5. Assess the inherent dangers of foot pursuits and explain the tactics that will reduce the risk of assault during a foot pursuit.
6. Demonstrate the proper utilization of an offensive and defensive posture.
7. Document the contact in an accurate written report.

Recommended Source Material Only:

Street Survival (Calibre Press)

Tactical Edge (Calibre Press)

Tactics for Criminal Patrol (Calibre Press)

D. Gangs (Required Minimum Hours: 4)

General Learning Goal: The student will understand the formation of modern street gangs and the means for determining if an individual is a member of a gang.

Specific Performance Outcomes:

1. Understand the reasons for the existence of a street gang.
2. Understand current gang trends.
3. Demonstrate proper officer safety tactics when dealing with gang members.
4. Identify and utilize resources for gathering gang intelligence.
5. Utilize several methods for determining gang involvement.
6. Through the use of field exercises, students will demonstrate proper skills for intervening with street gang members.

Recommended Source Material Only:

Police Operations Theory and Practice (Thomson Wadsworth)
Criminal Investigations (Thomson Wadsworth)

E. Vehicle Contacts (Required Minimum Hours: 12)

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high risk contacts, and how to determine the appropriate tactics for each type of contact.

Specific Performance Outcomes:

1. Examine the set-up of unknown risk and high risk traffic contacts using appropriate tactics and officer safety.
2. Demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
3. Through the use of practical exercises, demonstrate the ability to select the appropriate tactics and resources to utilize based upon the environment and circumstances of the contact.

Recommended Source Material Only:

Street Survival (Calibre Press)
The Tactical Edge (Calibre Press)
Tactics for Criminal Patrol (Calibre Press)
Police Operations Theory and Practice (Thomson Wadsworth)

F. Vehicle Searches (Required Minimum Hours: 8)

General Learning Goal: The student will recognize and demonstrate the elements and tactics necessary to conduct a legal, safe and effective search of a vehicle.

Specific Performance Outcomes:

1. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations.
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches
2. Through field exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior, identifying common hiding places for contraband
3. The student will demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

Criminal Investigations (Thomson-Wadsworth)

Street Survival (Calibre Press)

Tactical Edge (Calibre Press)

Police Operations Theory and Practice (Thomson Wadsworth)

G. Building Searches (Required Minimum Hours: 12)

General Learning Goal: The student will understand and demonstrate knowledge of tactics needed to properly, thoroughly and safely search and clear buildings using all available resources.

Specific Performance Outcomes:

1. Demonstrate knowledge of various building search tactics.
2. Through field exercises, demonstrate the ability to adapt searching techniques to various search scenarios.
3. Demonstrate the proper application of various
 - Street Survival (Calibre Press)*
 - Tactical Edge (Calibre Press)*
 - Police Operations Theory and Practice (Thomson Wadsworth)*

G. Building Searches (Required Minimum Hours: 12)

General Learning Goal: The student will understand and demonstrate knowledge of tactics needed to properly, thoroughly and safely search and clear buildings using all available resources.

Specific Performance Outcomes:

1. Demonstrate knowledge of various building search tactics.
2. Through field exercises, demonstrate the ability to adapt searching techniques to various search scenarios.
3. Demonstrate the proper application of various equipment used in building searches.
4. Demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

The Tactical Edge (Calibre Press)

Street Survival (Calibre Press)

Police Operations Theory and Practice (Thomson Wadsworth)

Criminal Investigations (Thomson Wadsworth)

H. Handling In-Progress Calls (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate knowledge of hazards involved with in-progress calls and describe proper procedures in responding to and handling the calls safely.

Specific Performance Outcomes:

1. Demonstrate knowledge of the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
2. Through field exercises, demonstrate and explain tactical considerations involved in handling in-progress calls.
3. Demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

Street Survival (Calibre Press)

Tactical Edge (Calibre Press)

“Annual Report of Law Enforcement Officers Killed and Assaulted” (FBI)

I. Civil Disputes (Required Minimum Hours: 2)

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and intervene in a non-criminal dispute.

Specific Performance Outcomes:

1. Differentiate between criminal matters and civil disputes.
2. Demonstrate the officer safety techniques required to safely handle a civil dispute.
3. Demonstrate understanding of the practical and legal issues commonly encountered in a civil dispute.
4. Display knowledge of conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. Differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. landlord-tenant disputes
 - b. liens
 - c. restraining orders
 - d. child custody disputes
 - e. repossessions
 - f. bail bondsman issues

Recommended Source Material Only:

Colorado Civil Process (Howard Rosenberg, County Sheriffs of Colorado) Police Field Operations (Prentice-Hall)

J. Crowd Control (Required Minimum Hours: 4)

General Learning Goal: The student will demonstrate knowledge of the behavior of crowds and appropriate law enforcement response to large group activities, including: lawful assemblies, civil disobedience and large scale disturbances and riots.

Specific Performance Outcomes:

1. Demonstrate understanding of constitutional guarantees governing the rights of citizens to engage in group activities, including lawful demonstrations.
2. Display understanding of the psychological influences on crowds and the warning signals of civil disobedience.
3. Explain the tactics and procedures for utilizing mobile field force.
4. Through field exercises, demonstrate the tactics required to control an unruly crowd, including a demonstration of crowd control formations.

Recommended Source Material Only:

Police Operations Theory and Practice (Thomson Wadsworth)

Police Field Operations (Prentice-Hall)

Police Patrol Operations and Management (Prentice-Hall)

National Tactical Officer's Association (N.T.O.A.)

K. Hazardous Materials (Required Minimum Hours: 8)

General Learning Goal: The student will recognize a hazardous materials incident and demonstrate understanding of the responsibilities of first responders.

Specific Performance Outcomes:

1. Describe what hazardous materials are and display an understanding of their types, classes and risks.
2. Demonstrate proper safety tactics for handling a hazardous materials incident.
3. Through field exercises, display understanding of the procedures to be utilized on a hazardous materials scene, including the implementation of the Incident Command System.

Recommended Source Material Only:

Response Guidebook (D.O.T.)

2003 Hazardous Materials Awareness Program (I.S.F.S.I.)

Hazardous Materials for Responders (I.F.S.T.A.)

Hazardous Materials Response & Operations Delmar/Thomson

Learning Hazardous Materials Field Guide Delmar/Thomson

L. Area Searches and Perimeters (Required Minimum Hours: 2)

General Learning Goal: The student will demonstrate understanding of how to set up a search perimeter and safely conduct a search for suspects.

Specific Performance Outcomes:

1. Demonstrate knowledge of the principles involved in setting up a perimeter and formulating search plans for locating a suspect.
2. Through field exercises, demonstrate the ability to set up a perimeter and conduct an area search utilizing appropriate resources, tactics and officer safety measures.

Recommended Source Material Only:

Criminal Investigations (Thomson Wadsworth)

Police Operations Theory and Practice (Thomson Wadsworth)

Tactical Edge (Calibre Press)

Street Survival (Calibre Press)

M. Special Weapons and Tactics (S.W.A.T.) (Required Minimum Hours: 4)

General Learning Goal: The student will demonstrate understanding of the makeup and role of a S.W.A.T. or tactical team.

Specific Performance Outcomes:

1. Assess the needs when a SWAT team should be utilized in a tactical situation.
2. Compare and contrast the different positions in a SWAT team and their roles during a tactical situation.
3. Evaluate what equipment is specialized to a SWAT team and how it is utilized.
4. Demonstrate the ability to prepare an action plan for a tactical situation from a patrol officer perspective with safety being the primary factor.

Recommended Source Material Only:

A Guide to the Development of Special Weapons and Tactics Teams (John A. Kolman)
FBI Crisis Negotiations
N.T.O.A.
IACP SWAT Supervisor and Manager Training Manual
SWAT Battle Tactics (Pat Casino and John McSweeney)

N. Hostage – Taking and Crisis Negotiations (Required Minimum Hours: 4)

General Learning Goal: The student will demonstrate understanding of the responsibilities of a first responder at a hostage-taking or barricaded gunman incident.

Specific Performance Outcomes:

1. Demonstrate understanding for the need for intelligence-gathering and tactical planning at an incident scene.
2. Demonstrate understanding of perimeter and containment responsibilities and explain the philosophy governing that mission.
3. Identify what the Stockholm Syndrome is, and explain its affect on the victim of a hostage situation.
4. Analyze the role of a SWAT team and a crisis negotiation unit in a hostage situation.

Recommended Source Material Only:

N.T.O.A.
FBI Hostage Rescue Course
IACP Advanced Hostage Rescue Course
IACP SWAT Supervisors and Managers Training Course

O. Rapid Emergency Deployment (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate through a practical exercise, an understanding of the philosophy of Rapid Emergency Deployment and the tactics required when responding to crises involving imminent threat to life.

Specific Performance Outcomes:

1. Identify the type of incidents that prompted the development of the Rapid Emergency Deployment procedures.
2. Explain the concept of Rapid Emergency Deployment and the criteria required for Rapid Emergency Deployment to be implemented.
3. Demonstrate the individual tactics and team tactics involved in Rapid Emergency Deployment to successfully resolve a crisis situation.
4. Describe what actions or traits an active shooter may display.
5. Identify the type of incidents that could require the application of Rapid Emergency Deployment tactics and those, which would not.
6. Explain the four phases of the Rapid Emergency Deployment procedure.

Recommended Source Material Only:

Lakewood Police Department Rapid Deployment Training

Los Angeles Police Department Rapid Deployment Training Seminar

N.T.O.A. Hostage Rescue Procedures – Immediate Action Lesson Plan

P. Law Enforcement Role in Terrorism (Required Minimum Hours: 8)

General Learning Goal: The student will demonstrate understanding of the concept of terrorism and how it may include the use of weapons of mass destruction. The student will demonstrate an understanding that terrorism prevention is the responsibility of all law enforcement officers at the local, state and federal level; and demonstrate an understanding of and how to access state and federal intelligence databases.

Specific Performance Outcomes:

1. Display understanding of the general concepts of terrorism.
2. Display comprehension of what constitutes a terrorist incident.
3. Demonstrate comprehension of what constitutes a WMD incident, and the various agents and their effects that may be encountered by first responders.
4. Demonstrate knowledge of the tactics required for a safe response, including notification of other agencies and awareness of the potential for “secondary” or entrapment devices.
5. Identify terrorism-related responsibilities of various local, state and federal agencies.
6. Identify the law enforcement officer roles and responsibilities in the intelligence process.
7. List and identify local, state and federal intelligence databases and how to access them.
8. Describe applicable federal and state laws relevant to terrorism and intelligence gathering.

9. Articulate constitutional issues and other legal considerations that apply to collecting and reporting intelligence information regarding terrorism.

Recommended Source Material Only:

Emergency Response to Terrorism (U.S.D.O.J.)

Central National Medical Response Team

The Counterterrorism Handbook by CRC Press

Terrorism Handbook by Thomson Delmar Learning

Defending the Homeland: Issues for State and Local Law Enforcement

Preparing for Terrorism - An Emergency Services Guide - (Thomson - Delmar Learning)

Terrorism: An Introduction, 2002 Update - (Wadsworth Publishing)

State and Local Anti-Terrorism Training, Terrorism Training for Law Enforcement, Bureau of Justice Assistance, Institute for Intergovernmental Research.

**Q. National Incident Management System/Incident Command System
(Required Minimum Hours: 8)**

General Learning Goal: The student will demonstrate an understanding of the operational need for the National Incident Management System and the Incident Command System as they pertain to the law enforcement function and handling major incidents.

Specific Performance Outcomes:

1. Demonstrate an understanding of the organizational structure of the National Incident Management System (NIMS) and Incident Command System (ICS).
2. Develop an understanding of the principles and features of NIMS and ICS.
3. Demonstrate an understanding of the organizational structure of NIMS and ICS.
4. Develop an understanding of incident facilities, resources, common responsibilities and the principles and features of NIMS and ICS.
5. Understand the role of law enforcement in NIMS and ICS.
6. Demonstrate an understanding of NIMS and ICS through a practical exercise.

Recommended Source Material Only:

National Incident Management System, United States Department of Homeland Security, March 2004.

I-200 Incident Command System, National Training Curriculum, National Wildfire Coordinating Group.

R. Bio-hazards Awareness (Required Minimum Hours: 2)

General Learning Goal: The student will demonstrate awareness of various biohazard threats and the measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. Identify, recognize and relate to law enforcement duties various infectious agents and how exposure to them may occur.
2. Demonstrate the ability to apply safety measures, including protective equipment, to mitigate or prevent exposure to biohazards.
3. Display knowledge of appropriate post-exposure management procedures.

Recommended Source Material Only:

Bloodborne Pathogen Standards (OSHA)

The Counterterrorism Handbook by CRC Press

Terrorism Handbook by Thomson Delmar Learning

Preparing for Biological Terrorism (Thomson Delmar Learning)

Defending the Homeland: Issues for State and Local Law

Enforcement (Wadsworth Publishing)

Terrorism: An Introduction, 2002 Update (Wadsworth Publishing)

VI. TRAFFIC CONTROL (Required Hours 42)

A. Traffic Code (Required Minimum Hours: 10)

General Learning Goal: The student will describe and explain the elements of traffic code violations as defined in C.R.S. Title 42.

Specific Performance Outcomes:

1. The student will recognize elements of traffic code violations as defined in D.R.S. Title 42, Articles 2, 3, & 4, specifically:
 - Article 2 – Drivers' License
 - Part 1: Drivers' License
 - 42-2-101 C.R.S.: Licenses for drivers required
 - 42-2-115 C.R.S.: License, permit, or identification card to be exhibited on demand.
 - 42-2-119 C.R.S.: Notices – change of address or name
 - 42-2-136 C.R.S.: Unlawful possession or use of license
 - Part 2: Habitual offenders
 - 42-2-206 C.R.S.: Driving after revocation prohibited
 - 42-2-138 C.R.S.: Driving under restraint – penalty
 - Part 3: Identification Cards
 - Part 4: Commercial Drivers Licenses
 - Article 3 – Registration and Taxation

- 42-3-103 C.R.S.: Registration required – exemptions
- 42-3-123 C.R.S.: Number of plates to be attached
- 42-3-124 C.R.S.: Expiration – temporary, new, and old plates – reflectorized plates
- 42-3-133 C.R.S.: Violation of registration provisions – penalty
- Article 4: – Regulation of Vehicles and Traffic

Part 1: Traffic Regulations

- 42-4-107 C.R.S.: Obedience to police officer
- 42-4-108 C.R.S.: Public officer to obey provisions – exceptions for emergency vehicles

Part 2: Equipment

- 42-4-235 C.R.S.: Commercial Vehicle/DPS Regulations

Part 6: Signals – Signs – Markings

Part 7: Rights-of-way

Part 8: Pedestrians

Part 9: Turning - Stopping

Part 10: Driving – Overtaking – Passing

Part 11: Speed Regulations

Part 12: Parking

Part 14: Other offenses

Part 15: Motorcycles

Part 16: Accidents and accident reports

- 42-4-1601 C.R.S.: Accidents involving death or personal injuries – duties

- 42-4-1602 C.R.S.: Accident involving damage – duty

- 42-4-1603 C.R.S.: Duty to give notice, information, and aid

- 42-4-1604 C.R.S.: Duty upon striking unattended vehicle or other property

- 42-4-1605 C.R.S.: Duty upon striking highway fixtures or traffic control devices

- 42-4-1606 C.R.S.: Duty to report accidents

- 42-4-1607 C.R.S.: When driver unable to give notice or make written report

Part 19: School bus Requirements

- 42-4-1903 C.R.S.: School buses-stops-signs-passing

2. The student will recognize the existence of the model traffic code, as adopted by local governments.

Required Source Material Only:

Colorado Revised Statutes, Title 42, Articles 2, 3, and 4 specifically

B. Traffic Direction (Required Minimum Hours: 4)

General Learning Goal: The student will have an understanding of vehicle and pedestrian traffic direction and regulation.

Specific Performance Outcomes:

1. The student will be able to explain the motor vehicle law governing traffic direction.
2. The student will be able to select proper positioning to maximize visibility while minimizing hazards to the officer.
3. The student will recognize the correct methods of giving the basic traffic direction signals of: stop, start, and turn in both day and night time conditions.
4. The student will actively participate in a mock traffic direction scenario(s) for a minimum of 15 minutes as an individual and 10 minutes as a team.

Recommended Source Material Only:
IACP Training Key Number #279

C. Traffic Accident Investigation (Required Minimum Hours: 16)

General Learning Goal: The student will have developed the knowledge and skills to distinguish, interpret and collect evidence at the scene of an accident involving a motor vehicle.

Specific Performance Outcomes:

1. The student will be able to identify the correct definition for a fatal, injury, and property damage accident.
2. The student will be able to determine if an occurrence is actually an accident.
3. The student will be able to recognize the proper meaning of traffic way, point of perception, evasive action, reaction time, reaction distance, point of no escape, key event, road, roadway, encroachment, initial contact, maximum engagement, and disengagement.
4. Given a situation, determine if and what assistance would be required.
5. The student will be able to recognize the duties and responsibilities of the coroner at an accident scene.
6. The student will be able to identify the accident scene perimeter and point of impact.
7. The student will be able to choose those things that can be used to identify the point of impact, final vehicle position, and vehicle path of travel.
8. The student will be able to recognize a description of the different types of debris and its significance in determining point of impact.
9. The student will be able to identify any given skidmark from a description.
10. Given a practical exercise, be able to draw the following in a notebook: POI, roadways, vehicle final positions, traffic control devices, debris, and skidmarks.
11. The student will be able to recognize what to photograph at an accident scene.

12. The student will be able to use the traffic template for calculations and to do an accident diagram.
13. The student will demonstrate the ability to accurately and properly complete a state of Colorado accident report form.

Recommended Source Material Only:

Accident Investigation Manual

Investigating Officer's Traffic Accident Report Manual

Investigator's Traffic Accident Report

D. D.U.I. (Required Minimum Hours: 12)

General Learning Goal: The student will explain the elements of the offense of Driving While Under the Influence of Alcohol, Controlled Substances or any other drug.

Specific Performance Outcomes:

1. The student will explain the Express Consent law and identify the elements of D.U.I. as contained in C.R.S. 42-4-1301 through 42-4-1304.
2. The student will be able to recognize typical vehicle maneuvers and human indicators symptomatic of DUI that are associated with initial observation of vehicles in operation.
3. The student will be able to recognize typical reinforcing maneuvers and indicators that come to light during the stopping sequence.
4. The student will be able to recognize typical clues of alcohol and drug influence during face-to-face contact with DUI subjects
5. The student will be able to appropriately administer and interpret divided attention psychophysical tests for pre-arrest screening.
6. The student will be able to choose appropriate descriptive terms to convey relevant observations of DUI evidence.
7. The student will be able to write clear, descriptive narrative DUI arrest reports.

Required Source Material:

CRS 42-4-1301 through 42-4-1304

Recommended Source Material:

Colorado Peace Officer's Statutory Source Book, Chapter 11

D.U.I. Enforcement Manual for the State of Colorado

Standard Field Sobriety Testing

VII. INVESTIGATIVE PROCEDURES REQUIRED HOURS 56

A. Preliminary Investigations (Required Minimum Hours: 4)

General Learning Goal: The student will understand procedures for conducting a basic crime scene investigation.

Specific Performance Outcomes:

1. The student will describe information to be obtained when responding to a crime scene.
2. The student will describe and demonstrate, as the initial peace officer arriving on a crime scene, the following:
 - a. If a crime has been committed and type of crime
 - b. Immediate action to be taken and proper notifications to be made
 - c. Procedures necessary to establish a crime scene perimeter and protect the scene
 - d. Procedures necessary to locate and isolate witnesses

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

Police Field Operations, Thomas Adams, Prentice-Hall Paramount.

B. Crime Scene Search (Required Minimum Hours: 2)

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Specific Performance Outcomes:

1. The student will identify basic principle search techniques including, but not limited to: grid, strip, spiral or other systematic techniques designed to discover relevant evidence both in an indoor and outdoor setting.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

C. Crime Scene Documentation (Required Minimum Hours: 12)

General Learning Goal: The student will understand

Specific Performance Outcomes:

1. The student will describe information to be obtained when responding to a crime scene.
2. The student will describe and demonstrate, as the initial peace officer arriving on a crime scene, the following:
 - a. If a crime has been committed and type of crime
 - b. Immediate action to be taken and proper notifications to be made

- c. Procedures necessary to establish a crime scene perimeter and protect the scene
- d. Procedures necessary to locate and isolate witnesses

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

Police Field Operations, Thomas Adams, Prentice-Hall Paramount.

B. Crime Scene Search (Required Minimum Hours: 2)

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Specific Performance Outcomes:

1. The student will identify basic principle search techniques including, but not limited to: grid, strip, spiral or other systematic techniques designed to discover relevant evidence both in an indoor and outdoor setting.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

C. Crime Scene Documentation (Required Minimum Hours: 12)

General Learning Goal: The student will understand the correct recording, sketching, and photography techniques of processing a crime scene.

Specific Performance Outcomes:

1. The student will explain and/or demonstrate basic crime scene photography techniques, to include the three views of the crime scene and camera positions.
2. The student will explain and/or demonstrate basic crime scene note taking techniques, to include recorded narrative; detailed sequence of events; and evidence handling documentation.
3. The student will explain and/or demonstrate the ability to do an indoor and outdoor crime scene sketch utilizing the methods of measurement such as triangulation, base line, or rectangular coordinates; the information contained in a legend; and the value of crime scene sketches relative to photographs.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

D. Identification and Collection of Evidence (Required Minimum Hours: 10)

General Learning Goal: The student will recognize the different types of physical evidence, identify their value in a criminal investigation and demonstrate effective procedures for evidence collection and preservation.

Specific Performance Outcomes:

1. The student will describe the value of more commonly encountered evidentiary items found at a crime scene including but not limited to:
 - a. Latent fingerprints
 - b. Bullets
 - c. Shell casings
 - d. Tool Marks
 - e. Hair and fibers
 - f. Documents
 - g. Body fluids
2. The student will describe and/or demonstrate effective methods and techniques for collecting evidence including but not limited to:
 - a. Maintaining admissibility through chain of custody
 - b. Marking, packaging and documenting custody
 - c. Safely preserving evidence
 - d. Locating, dusting, photographing and lifting latent fingerprints

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

E. Interview and Interrogation Techniques (Required Minimum Hours: 6)

General Learning Goal: The student will be familiar with legally acceptable interview and interrogation techniques.

Specific Performance Outcomes:

1. The student will define the differences between an interview and an interrogation.
2. The student will understand the practical problems encountered during interview/interrogation situations.
3. The student will know what conditions or actions impact the “Voluntariness” of statements made by suspects.

4. The student will know the importance of statements from both hostile and friendly witnesses.

Recommended Source Material Only:

Colorado Peace Officer's Legal Source Book, Section 9
Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

F. Identification of Suspects (Required Minimum Hours: 4)

General Learning Goal: The student will understand the more common methods and sources of information used to identify suspects.

Specific Performance Outcomes:

1. The student will be able to identify sources of information, which would aid in identifying and locating suspects or witnesses to include but not limited to:
 - a. Field identification
 - b. Mug shots
 - c. Photo identification line-ups
 - d. Physical line-ups
 - e. Modus operandi
 - f. Police and other agency files
 - g. Composite drawings/sketches
 - h. Informants

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing
Colorado Peace Officer's Legal Source Book, Section 10

G. Major Case Considerations (Required Minimum Hours: 18)

General Learning Goal: The student will understand the procedures for conducting a basic investigation of a major case.

Specific Performance Outcomes:

1. The student will identify the procedures to be followed at the scene of a major case, including but not limited to:
 - a. Robbery
 - b. Assault
 - c. Sex offenses
 - d. Crimes against children
 - e. Death investigations
 - f. Burglary
 - g. Fraud/White Collar Crime
 - h. Computer related crime

- i. Arson
2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.
3. The student will demonstrate investigative techniques at a mock crime scene.

Recommended Source Material Only:

Colorado SIDS Program Handout, Family Support & Community Education
Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing

VIII. COMMUNICATIONS REQUIRED HOURS 36

A. Report Writing (Required Minimum Hours: 24)

General Learning Goal: The student will understand the basic requirements of report writing.

Specific Performance Outcomes:

1. The student will identify the importance, purpose and format for investigative notes.
2. The student will identify the characteristics of effective police reporting and what types of reports may be required.
3. The student will demonstrate the ability to write a clear, complete, and concise report.
4. The student will become familiar with proper keyboarding techniques as they apply to police report writing and data entry needs.
5. The student will demonstrate the ability to observe scenario situations and transfer their observations into an accurate written format.

Recommended Source Material Only:

Police Field Operations, Thomas Adams, Prentice-Hall Paramount.
Criminal Investigations, Bennett and Hess, Thomas Wadsworth Publishing
Just the Facts, Michael Biggs, Pearson Prentice-Hall Publishing
Colorado Peace Officer's Legal Source Book, Section 13

B. Stress Management (Required Minimum Hours: 4)

General Learning Goal: The student will understand the concept of stress and its sources.

Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance.
2. The student will identify stress management techniques.
3. The student will explain and discuss how stress reduction and communication techniques will enhance family and work related relationships.

Recommended Source Material Only:

Police Field Operations, Thomas Adams, Prentice-Hall Paramount.
Emotional Survival for Law Enforcement, Kevin M. Gilmartin, Ph.D., Gilmartin-Harris and Associates, Inc. Tucson, AZ (video series).
Managing Police Stress, Wayne D. Ford, Ph.D., The Management Advantage.

C. Verbal Communication Techniques (Required Minimum Hours: 8)

General Learning Goal: The student will understand effective communication techniques for dealing with human interaction.

Specific Performance Outcomes:

1. The student will explain and discuss effective techniques for communicating with individuals or groups.
2. The student will describe effective techniques for diffusing conflict through the use of verbal communication.

Recommended Source Material Only:

Verbal Judo: The Gentle Art of Persuasion, George Thompson, Ph.D., William Morrow Production, NY.
Crisis Intervention—Contemporary Issues for On-site Interviewers, James E. Hendricks, Ph.D., Charles C. Thomas Publishers LTD.