

BASIC ACADEMIC TRAINING PROGRAM

Effective July 1, 2024

MINIMUM REQUIRED HOURS

Academic	378
Arrest Control	62
Driving	44
Firearms	72
TOTAL	556

I. INTRODUCTION TO CRIMINAL JUSTICE

REQUIRED HOURS: 16

A. Criminal Process

Required Minimum Hours: 4

General Learning Goal: The student will learn the basic purpose, roles, and responsibilities of the three major components of the criminal justice system – law enforcement, the courts, and corrections.

Specific Performance Outcomes:

1. The student will examine the purposes of the criminal justice system:
 - a. Guarantee due process and equal justice through application of laws (LE/courts)
 - b. Reduce crime, fear of crime, and public disorder (LE)
 - c. Protect life and property (LE)
 - d. Enforce laws (LE)
 - e. Protect the community from individuals who have committed crimes (Corrections)
2. The student will define due process as it relates to the criminal justice process.

3. The student will examine the basic purpose, role, and responsibilities of law enforcement.
4. The student will examine the basic purpose, role, and responsibilities of a court system. (Note: This is only an overview as the Court system will be discussed in detail in the Judicial Process class).
5. The student will examine the basic purpose, role, and responsibilities of the correctional system.
6. The student will discuss the interrelationships of the major components of the criminal justice system.
7. The student will distinguish between the different jurisdictions of federal, state, county, municipal and tribal law enforcement agencies.

Recommended Source Material:

Criminal Justice, Fagin (Prentice Hall), 2006

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing), 6th ed., 2004

Introduction to Criminal Justice, Larry J. Siegel and John L. Worrall, Cengage Learning; 16th edition (January 1, 2017)

The Importance of the Criminal Justice System and Today's Professionals, <https://www.goodwin.edu/enews/importance-of-the-criminal-justice-system/>

B. Judicial Process

Required Minimum Hours: 4

General Learning Goal: The student will learn the organization and operation of the judicial process as it relates to an entry-level law enforcement officer.

Specific Performance Outcomes:

1. The student will differentiate the basic functions of trial courts and appellate courts related to criminal case proceedings.
2. The student will describe the relationship between municipal, state and federal courts as related to criminal case proceedings
3. The student will identify which trial court will have jurisdiction to adjudicate criminal charges in most circumstances regarding each of the following criminal violations:
 - a. Colorado state law violations involving only misdemeanor offenses;
 - b. Colorado state law violations involving felony offenses;
 - c. Colorado state law violations involving only traffic offenses or civil infractions;
 - d. Violations of municipal code or ordinance; and
 - e. Violations of federal law or regulations.
4. The student will differentiate a peace officer's role in the initiation of charges for misdemeanor offenses from felony offenses.
5. The student will explain the initial court process after a custodial arrest to include:
 - a. The time deadline for an offender to appear before a court after arrest;
 - b. The factors used to determine types of bonds, amount of bail, and bond conditions; and
 - c. The factors considered by courts when issuing protection orders.
6. The student will explain the basic stages of the court process in a felony case:
 - a. Preliminary hearing

- b. Arraignment
 - c. Pre-trial motions
 - d. Trial
 - e. Sentencing
 - f. Appeals
7. The student will explain other ways criminal cases may be resolved through the court system.
8. The student will explain the primary responsibilities of:
- a. Prosecution
 - b. Defense
 - c. Judges
 - d. Juries

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 12 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Revised Statutes Title 16, Articles 2,3,4, and 5

Recommended Source Material:

Colorado Courts at a Glance (Colorado Judicial Branch)

<https://www.courts.state.co.us/Courts/Education/Brochures.cfm>

C. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 8

General Learning Goal: The student will understand the importance of professional, ethical, and unbiased conduct to the officer, department, and community.

Specific Performance Outcomes:

1. The student will identify the ethical 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 describe the importance of ethical conduct as it relates to the restrictions on accessing and releasing criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. Using the Law Enforcement Code of Ethics, the student will analyze situations that may be encountered on the job that present conflicting values in exercising their authority as officers.
4. The student will identify the characteristics of an ethical officer.
5. The student will describe the consequences of unethical/unprofessional conduct to the peace officer, department, and community.
6. The student will explain why an officer should respond to a co-worker's unprofessional conduct to include the duty to report excessive use of force and the duty to intervene.
7. The student will summarize the impact of the landmark case decision in *Brady v Maryland* (1963) on law enforcement and the consequences of failure to comply with these duties and requirements.
8. The student will define:
 - a. Diversity
 - b. Stereotype

- c. Prejudice
 - d. Discrimination
9. The student will identify personal, professional, and organizational benefits of valuing diversity within the community and law enforcement.
 10. The student will discuss situations illustrating the intersection of race, gender, and disability, and their impact on law enforcement.
 11. The student will examine cultural biases and beliefs regarding people with disabilities.

Recommended Source Material:

Arresting Police Video, Included in the “POST Anti-Bias Train the Trainer” materials

Case Studies – Facilitation Format

- a. *Being in the Wrong Neighborhood*
- b. *Driving the Wrong Car*
- c. *Suspicious Car*

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

CBI-Misuse of CCIC Data Handout, FACs and PowerPoint (Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

Driving While Black, Included in the “POST Anti-Bias Train the Trainer” materials *Police Ethics: The Corruption of Noble Cause*, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census

<http://www.census.gov/quickfacts/table/PST045215/08>

Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability

Improving Police Interactions with People with Disabilities

<https://www.aapd.com/improving-police-interactions-with-people-with-disabilities/>

Media Coverage of Law Enforcement Use of Force and Disability,
https://rudermanfoundation.org/white_papers/media-coverage-of-law-enforcement-use-of-force-and-disability/

Think Change Talks: Breaking the Barrier of Disability Bias,
<https://thinkchange.training/disability-bias/>

Think Change Talks: Breaking the Barrier of Disability Bias
Discussion Guide, <https://www.flipsnack.com/thinkchange/breaking-the-barrier-of-disability-talks-discussion-guide/full-view.html>

Think Change Talks: The Intersection of Race and Disability,
<https://thinkchange.training/intersection-race-disability/>

II. BASIC LAW

REQUIRED HOURS: 68

A. Constitutional Law

Required Minimum Hours: 18

General Learning Goal: The student will have a basic understanding of the rights guaranteed by the U.S. and Colorado Constitutions and the legal rules and guidelines that govern the conduct and actions of law enforcement officers protecting these rights.

1. Basic Constitutional Principles

Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will explain the historical context and foundations of the U.S. Constitution and the purpose of the Bill of Rights.
- b. The student will identify the rights and guarantees found in the following Amendments to the U.S. Constitution:
 - (1) First Amendment
 - (2) Fourth Amendment
 - (3) Fifth Amendment

- (4) Sixth Amendment
 - (5) Eighth Amendment
 - (6) Fourteenth Amendment
- c. The student will compare the freedoms and rights afforded to individuals under the Colorado State Constitution and Amendments to the U.S. Constitution identified above.

Required Source Material:

United States Constitution, including Amendments

Colorado State Constitution, including Amendments

2. Arrest, Search & Seizure

Required Minimum Hours: 12

Specific Performance Outcomes:

- a. The student will explain the basic principles of search and seizure law:
- (1) The scope and applicability of the Fourth Amendment
 - (2) Reasonable expectation of privacy
 - (3) Probable cause
 - (4) Presumption that warrantless search is unconstitutional
 - (5) What constitutes a search
 - (6) What constitutes a seizure
 - (7) Exclusionary rule

Landmark cases: Mapp v. Ohio, 367 U.S. 643 (1961); Florida v. Jardines, 569 U.S. 1 (2013); Riley v. California, 573 U.S. 373 (2014)

- b. The student will explain the laws and landmark court decisions for warrant searches and seizures:
 - (1) Fourth Amendment requirements including particularity (place) and particularity (items or property to be seized).
 - (2) Probable cause requirement and issues, including reliability, corroboration, and staleness.
 - (3) Affidavits in support of warrant searches including misstatements and omissions, exculpatory information, role of legal counsel, and role of judge.
 - (4) Execution of a search warrant
 - (5) Colorado Revised Statute sections 16-3-301, 303, 304, 305 and 306; and Colorado Rule of Criminal Procedure 41.

- c. The student will explain the laws and landmark court decisions for warrantless searches and seizures:
 - (1) Consent searches
 - (2) Exigent circumstance searches
 - (3) Plain View Doctrine
 - (4) Searches incident to custodial arrest
 - (5) Searches incident to non-custodial arrest
 - (6) Inventory/caretaking function searches

- d. The student will explain the laws and landmark court decisions for searches and seizures involving motor vehicles:
 - (1) Protective search for weapons during investigatory stop
 - (2) Probable cause searches of vehicles
 - (3) Consent searches of vehicles, including C.R.S. section 16-3-310
 - (4) Searches of vehicles incident to custodial arrests

- (5) Vehicle inventory searches-
- (6) Vehicles as instrumentalities

Landmark cases: Carroll v. United States, 267 U.S. 132 (1925); Arizona v. Gant, 556 U.S. 332 (2009)

- e. The student will explain the laws and landmark court decisions for searches and seizures involving persons:
 - (1) Consensual Encounters
 - (2) Investigatory Stops/Detentions, including C.R.S. section 16-3-103
 - (3) Arrest, including C.R.S. sections 16-3-101, 102, 104, 105 106; and 16-3-201 and 202.

Landmark cases: Terry v. Ohio, 392 U.S. 1 (1968); Chimel v. California, 395 U.S. 752 (1969); Pennsylvania v. Mimms, 434 U.S. 106 (1977); Rodriguez v. United States, 575 U.S. 348 (2015)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 2-through 10
[Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Peace Officers Handbook with Search and Seizure, Latest edition. Blue360 Media.

Colorado Revised Statutes

Colorado Rules of Criminal Procedure, Rule 41

3. The Legal Aspects of Interview and Interrogation
Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will distinguish between an interview and an interrogation.

- b. The student will apply the laws and court decisions as they pertain to statements in an interview/interrogation:
 - (1) Voluntariness
 - (2) Knowingly
 - (3) Duress, Coercion, and Trickery
 - (4) Witnesses
 - (5) Miranda Considerations (U.S. Const. – 5th Amendment)
 - (6) Escobedo Considerations (U.S. Const. – 6th Amendment)
- c. The student will explain the value of taking statements from both hostile and friendly witnesses.
- d. The student will explain how techniques may differ when interviewing or interrogating people with disabilities and the atypical reactions that may result.

Landmark Cases: *Miranda v. Arizona*, 384 U.S. 436 (1966); *Escobedo v. Illinois*, 378 U.S. 478 (1964); *Gideon v. Wainwright*, 372 U.S. 806 (1963); *Mincey v. Arizona*, 437 U.S. 385 (1978); *Brewer v. Williams*, 430 U.S. 387 (1977)

Required Source Material:

Colorado Peace Officers Legal Source Book, Section 9 (Colorado District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes

Recommended Source Material:

Understanding Police Interrogation: Confessions and Consequences, William Douglas Woody and Krista D. Forrest, et. al., 2020

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

4. Legal Issues of Eyewitness Identification (Due Process Clause)

Required Minimum Hours: 2

Specific Performance Outcomes:

- a. The student will explain the laws and landmark court decisions regarding identification procedures:
 - (1) Field show ups, including C.R.S. section 16-1-110
 - (2) Photographic arrays, including C.R.S. section 16-1-109
 - (3) Custodial lineups

Landmark cases: Manson v. Brathwaite; 432 U.S. 98 (1977)

Required Source Material:

State of New Jersey v. Henderson, 27 A.3d 872 (2011) (review of scientific studies regarding eyewitness identification procedures).

Colorado Peace Officer Legal Sourcebook, Chapter 10 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Peace Officer's Handbook (current edition - Blue360° Media).

B. Colorado Criminal Code

Required Minimum Hours: 32

General Learning Goal: The student will have a basic understanding of the Colorado Criminal Code so as to be able to correctly identify violations and apply current criminal statutes in a variety of commonly encountered situations.

Specific Performance Outcomes:

- 1. The student will locate current Colorado Criminal Code statutes in more than one resource, including digital-based resources.

2. The student will explain the Principles of Criminal Culpability. (18-1-501, 502 and 503 C.R.S.)
3. The student will explain, as set forth in the applicable statutes:
 - a. Rights of defendant (18-1-402, 403, 405(1), 406(1), 407 C.R.S.)
 - b. Definitions (18-1-901 C.R.S.)
 - c. Legal Accountability and Complicity (18-1-601 – 605 C.R.S.)
 - d. Justification and Exemptions from Criminal Responsibility (18-1-701 through 712 C.R.S.)
 - e. Responsibility (18-1-801, 802(2), and 804 C.R.S.)
 - f. Inchoate offenses (18-2-101; 18-2-201; 18-2-301 C.R.S.)
4. For the following offenses, the student will distinguish between felony, misdemeanor and petty offenses and will identify the elements of, and any aggravating or mitigating factors or circumstances that may specifically apply to, the offense. The student is not required to identify the specific offense classification (e.g., class 1, 2, 3, 4, 5 or felony or class 1 or misdemeanor), and is not required to understand or apply the sentencing terms, conditions, or provisions, if any, that are specific to the offense:
 - a. Crimes Against Persons
 - (1) Homicide and Related Offenses (18-3-101 through 106 C.R.S.)
 - (2) Assaults (18-3-201 through 206 and 208 C.R.S.)
 - (3) Kidnapping (18-3-301 through 306 C.R.S.)
 - (4) Unlawful Sexual Behavior (18-3-401, 402, 404, 405, 405.3, 405.4, 405.6, 405.7, and 18-3-412.5 C.R.S.)
 - (5) Stalking (18-3-601 and 602 C.R.S.)
 - b. Offenses Against Property

- (1) Arson (18-4-101 through 105 C.R.S.)
 - (2) Burglary (18-4-201 through 205 C.R.S.)
 - (3) Robbery (18-4-301 through 18-4-303 C.R.S.)
 - (4) Theft (18-4-401, 406, 414 and 415 C.R.S.)
 - (5) Motor vehicle theft (18-4-409 and 409.5 C.R.S.)
 - (6) Trespass, Tampering, Criminal Mischief (18-4-501, 502, 503, 504, 505, 506 and 512 C.R.S.)
- c. Offenses Involving Fraud
- (1) Forgery and related offenses (18-5-101, 102, 104, 110 and 113 C.R.S.)
 - (2) Fraud by check, (18-5-205 C.R.S.)
 - (3) Identity Theft and Related Offenses (18-5-702; 18-5-901 through 905 C.R.S.)
- d. Offenses Involving Family Relations
- (1) Incest (18-6-301 and 18-6-302 C.R.S.)
 - (2) Child Abuse (18-6-401 C.R.S.)
 - (3) Sexual Exploitation of a child (18-6-403 and 404 C.R.S.)
 - (4) Harboring a minor (18-6-601 C.R.S.)
 - (5) Contributing to the delinquency of a minor (18-6-701 C.R.S.)
 - (6) Domestic Violence (18-6-800.3, 801.5, 801.6, 803.5 and 803.6 C.R.S.)
- e. Wrongs to At-Risk Adults (18-6.5-102, 103 and 108 C.R.S.)
- f. Public Indecency (18-7-301 through 302 C.R.S.)
- g. Governmental Operations
- (1) Obstruction of Public Justice (18-8-102 through 105, 110, 111, 111.5, 112, 114 and 116 C.R.S.)
 - (2) Escapes and Offenses Relating to Custody (18-8-201, 203, 204, 204.1, 204.2, 206, 208, 208.1, 211 and 212 C.R.S.)

- (3) Bribery (18-8-302 C.R.S.)
 - (4) Abuse of Public Office (18-8-404 and 405 C.R.S.)
 - (5) Tampering with physical evidence (18-8-610 C.R.S.)
 - (6) Victims and Witnesses Protection (18-8-704 through 706 and 707 C.R.S.)
 - h. Offenses against Public Peace, Order and Decency
 - (1) Public Peace and Order (18-9-101 – 106, 111, 112, 116.5, 117, 119 and 121 C.R.S.)
 - (2) Cruelty to Animals (18-9-202 C.R.S.)
 - (3) Offenses Involving Communications (18-9-306.5 C.R.S.)
 - i. Offenses Relating to Firearms and Weapons
 - (1) Firearms and Weapons – General (18-12-101, 102, 103, 104, 105, 105.5, 106, 106.5, 107.5, 108 and 108.5 C.R.S.)
 - (2) Permits to Carry Concealed Handguns (18-12-203 and 204 C.R.S.)
 - (3) Large-Capacity Ammunition Magazines (18-12-302 C.R.S.)
 - j. Miscellaneous Offenses (18-13-101, 107, 109, 109.5, 121 and 122 C.R.S.)
 - k. Controlled Substance Offenses (18-18-403.5, 404, 405, 412, 415 and 428).
5. With respect to the Schedules found in Part 2 of the Uniform Controlled Substances Act (18-18-203 through 207 C.R.S.), the student will explain:
- a. The factors used to determine in which Schedule a particular controlled substance is listed.
 - b. The specific Schedule in which the following controlled substances are listed:
 - (1) Cocaine

- (2) Fentanyl
- (3) Heroin
- (4) Methamphetamine

Required Source Material:

Colorado Revised Statutes

Colorado Jury Instructions – Criminal

C. Crimes Involving Children

Required Minimum Hours: 6

General Learning Goal:

The student will understand that two distinct systems with different goals and procedures have responsibilities for investigating neglected or dependent children and investigating delinquent acts committed by juveniles. Students will understand the basic responsibilities and duties imposed on law enforcement officers when investigating crimes involving children and will be able to identify risk factors and indicators of harm to children that may be observed during such an investigation.

Specific Performance Outcomes:

1. The student will identify the primary governmental agency responsible for legal proceedings involving neglected or dependent children and the primary purposes of the Children’s Code as set forth in C.R.S. section 19-1-102(1).
2. When provided with applicable fact patterns, the student will determine which fact patterns would support a finding that a child is neglected or dependent as defined in C.R.S. sections 19-3-102(1)(a) through (g).
3. The student will differentiate between legal proceedings involving neglected or dependent children and legal proceedings

involving juveniles alleged to have committed a delinquent act, including the following:

- a. The civil nature of D&N proceedings; the criminal nature of juvenile delinquency proceedings;
 - b. The role of the County Attorney in D&N proceedings; the role of the District Attorney in juvenile delinquency proceedings;
 - c. The basic types of remedies that may be ordered in a D&N proceeding, from treatment plans-up to termination of parental rights; and the basic types of consequences that may be ordered in juvenile delinquency proceedings, including diversion services, probation, detention and commitment.
4. The student will explain the legal circumstances that allow a child to be taken into temporary custody without an order of the court as identified in C.R.S. section 19-3-401(1)(a) and (b).
 5. The student will explain the broad scope of the types of persons required to report suspected child abuse or neglect. C.R.S. section 19-3-304(2).
 6. The student will explain what observations or events trigger the duty to report suspected child abuse or neglect, the time within which a report is to be transmitted, which agencies may receive a report, and the possible consequences for making a false report or failing to make a report of suspected child abuse or neglect when legally required. C.R.S. section 19-3-304(1); (3.5) and (4).
 7. The student will define a delinquent act.
 8. The student will explain which court has exclusive original jurisdiction in juvenile delinquency cases. C.R.S. section 19-2.5-103.
 9. The student will identify the types of offenses and cases that are excepted from the exclusive original jurisdiction of the juvenile/district court. C.R.S. section 19-2.5-103.

10. The student will explain the responsibilities of an officer after taking a juvenile into temporary custody with respect to notification of the screening team. C.R.S. section 19-2.5-303(1).
11. The student will explain (1) the advisement requirements, (2) the parental, guardian, or attorney presence requirements, and (3) the need to consider whether a responsible adult had an adverse interest to the juvenile during the custodial interrogation of a juvenile. C.R.S. 19-2.5-203.
12. The student will identify the official responsible for preparing and filing a juvenile petition alleging the juvenile committed a delinquent act.
13. The student will describe the legal requirement and reasons for the sight and sound separation of a juvenile from all adult offenders in any custodial situation.
14. Given various fact patterns the student will determine which factors would support a finding that a child is neglected or abused as defined in C.R.S. sections 18-6-401 and the actions to be taken during the initial response. This will include:
 - a. Identification of injuries with a high, moderate, and low specificity for child abuse (including bruising, fractures, burns and other injuries);
 - b. Identification of risk factors and indicators of abusive head trauma (shaken baby syndrome);
 - c. Identification of risk factors and indicators of Sudden Infant Death Syndrome (SIDS);
 - d. Identification of risk factors and indicators of child sexual abuse to include at a minimum 18-3-405, 18-3-405.3, pattern offenses, and 18-6-403.
15. The student will describe the forensic interview process, its importance, and the procedure used to facilitate this through a child advocacy center.

16. The student will describe the basics of caregiver interviews in child abuse cases, to include timelines, who had access to the child, and description of the mechanism of injury, as well as what to look for on scenes where child abuse is suspected.
17. The student will explain the impact that a child's disability may have on investigating crimes involving the child.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado Revised Statutes, Title 18

Recommended Source Material:

Child Forensic Interviewing Best Practices.
https://www.google.com/url?client=internal-element-cse&cx=015849196504226064512:1xxn2dbqarg&q=https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/248749.pdf&sa=U&ved=2ahUKEwi0u6z9uqiCAxVSmGoFHQ_oAM4QFnoECAgQAg&usg=AOvVaw2 Js8HSejL P2N62eIm_yGc

River Bridge Regional Center Mountain West SANE Alliance (What is a Forensic Examination?) <https://www.riverbridgerc.org/mwsa/>

Jenny, Carole. (2010). *Child Abuse and Neglect: Diagnosis, Treatment and Evidence*. Elsevier Health Sciences.

D. Controlled Substances Introduction to Marijuana

Required Minimum Hours: 2

General Learning Goal: The student will understand violations of Amendments 64 of the Colorado Constitution (Article XVIII, Section 14- Medical use of marijuana for persons suffering from debilitating medical conditions, and Section 16 - Personal use and regulation of marijuana)

Specific Performance Outcomes:

The student will explain:

1. Medical Use of Marijuana (Amendment 20), including:
 - a. CO Const. Article XVIII, Section 14
 - b. Definitions: medical marijuana, the marijuana registry, caregivers, licensed physician, patient
 - c. Amounts: by statute; doctor recommendation, use by minors. Exception from Criminal Law
 - d. Medical use of marijuana for persons suffering from debilitating medical conditions [18-18-406.3 (5)]
 - e. Marijuana Enforcement Division

2. Use and Regulation of Marijuana (Amendment 64), including:
 - a. CO Const. Article XVIII, Section 16
 - b. Definitions
 - c. Federal law considerations
 - d. Differences from medical marijuana
 - e. Grows: Medical and recreational safety hazards, what can be grown, and visibility
 - f. Applicable laws
 - (1) Distribution
 - (2) Distribution to minor
 - (3) Cultivation
 - (4) Possession
 - (5) Open use
 - g. Related Issues
 - (1) Edibles
 - (2) Forms of marijuana
 - (3) Black market/transportation and out of state seizures
 - (4) Internet-based distribution

- (5) Butane extraction
- (6) Impaired driving

3. **Instructor Qualifications:** The coverage of the 2-hour section on marijuana laws, regulations and investigative procedures will be instructed by persons who have successfully completed the 2-day “Marijuana Train-the-Trainer” course as designed by POST, or equivalent experience (Equivalent can be satisfied by 3 years in a full-time marijuana enforcement unit and approval by the POST marijuana curriculum manager. POST marijuana curriculum manager must observe instructor teaching the POST-approved curriculum as part of the approval process.).

Required Source Material

Colorado Revised Statutes 18-18-101 through 18-18-432

Colorado Peace Officer’s Handbook (Lexus Nexis Publishing)

1 CCR 212-1 Rules regarding the sales, manufacturing, and dispensing of medical marijuana (Colorado Department of Revenue, Marijuana Enforcement Division)

1 CCR 212-2, Permanent rules related to the Colorado retail marijuana code (Colorado Department of Revenue, Marijuana C-21 Return to Table of Contents Enforcement Division)

Colorado Peace Officer’s Statutory Source Book

Colorado Department of Public Health and Environment (CDPHE):
<http://www.colorado.gov/pacific/cdphe/law-enforcement-medical-marijuana-registry>

CDPHE: Registry Portal Login

<https://medicalmarijuana.colorado.gov/state-co-entellittrak/> Colorado Department of Agriculture

<https://www.colorado.gov/pacific/agplants/pesticide-use-cannabis-production-information>

Butane Hash Oil Explosion Video (Shortened)

https://www.youtube.com/watch?v=3P_CEXRt010

E. Evidence

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of the fundamental characteristics of admissible evidence, the reasons evidence is excluded, and how officer conduct can affect the admission of evidence.

Specific Performance Outcomes:

1. The student will distinguish between evidence and proof.
2. The student will categorize evidence as direct or circumstantial and recognize that both are acceptable evidence, and neither is necessarily more reliable than the other.
3. The student will describe the basic criteria for admitting evidence; distinguish between evidence that satisfies these criteria and evidence that fails to satisfy these criteria; and will explain how these criteria impact officer conduct and investigation. To be admissible, evidence must be:
 - a. Relevant
 - b. Reliable
 - c. Not unduly prejudicial
 - d. Supported by adequate foundation; and
 - e. Constitutionally obtained
4. The student will identify circumstances, which may cause evidence to be excluded, to include the failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law and Rule 16 of the Colorado Rules of Criminal Procedure, and Brady v. Maryland and its progeny.
5. The student will define hearsay and explain how the hearsay rule applies to the following types of evidence:
 - a. Admissions, confessions and statements of Defendants,

Colorado Rule of Evidence 801(d)(2)(A).

- b. Officer reports, including video and audio material; and
 - c. The hearsay exceptions identified in Rule 803(1) through 803(4).
6. As applicable to peace officers, the student will explain the requirements and expectations for admitting evidence pursuant to Colorado Rules of Evidence 701, 702 and 703 regarding expert witness testimony; will identify the types of testimony from officers defined as expert testimony by court decisions; and will define the requirements for pre-trial disclosure as set forth in Rule 16, Part I.(d)(3) of the Colorado Rules of Criminal Procedure.

Required Source Material:

Colorado Rules of Evidence

Rule 16, Colorado Rules of Criminal Procedure (Colorado Supreme Court)

Recommended Source Material:

Colorado Peace Officers Legal Source Book, Chapters 11 and 14
(Colorado District Attorney's Council/Colorado Attorney General)

F. Legal Liability

Required Minimum Hours: 4

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 explain the difference between civil and criminal liability.
2. The student will provide examples of the following types of civil

actions:

- a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
3. The student will examine the provisions of 13-21-131 C.R.S. (Civil action for deprivation of rights) and identify the types of claims involved and how the actions of a peace officer may affect liability and indemnification.
 4. The student will examine the provisions of 24-31-901 through 906 C.R.S. (Law Enforcement Integrity) and explain:
 - a. A peace officer's obligations with respect to incident recordings and the possible consequences for non-compliance with those obligations (24-31-902 C.R.S.);
 - b. The potential effect on a peace officer's P.O.S.T. certification resulting from criminal charges, civil liability, or internal investigations (24-31-904 C.R.S.); and
 - c. The protections afforded whistleblower officers (24-31-906 C.R.S.)
 5. The student will identify and provide examples of state and Federal criminal charges that may result from improper police actions.
 6. The student will examine the provisions of 18-8-801 to 804 C.R.S. and explain the reporting requirements contained therein.
 7. The student will explain the provisions of 18-1-707 (Use of Force by Peace Officers) and 24-31-905 C.R.S. (Prohibited LE Action in Response to Protests).
 8. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery and discovery methods
 - b. Vicarious liability
 - c. Supervisor liability

- d. Governmental immunity (federal)
- e. Governmental immunity (Colorado, 24-10-106 C.R.S.)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 16 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Revised Statutes 13-21-131

Colorado Revised Statutes 18-8-801 through 18-8-804

Colorado Revised Statutes 24-10-101 through 24-10-114.5

Colorado Revised Statutes 24-31-901 through 24-31-906 Title VII of the Civil Rights Act of 1964

Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

G. Court Testimony

Required Minimum Hours: 4

General Learning Goal: The student will understand the critical role that clear, complete and credible testimony plays in communicating facts to a judge or jury.

Specific Performance Outcome:

1. The student will cite the importance of reviewing reports, personal notes, relevant training, policy, and other legal authority prior to testimony.
2. The student will recognize the ethical obligation to testify truthfully to the facts regardless of personal or professional bias.
3. The student will provide examples of the courtroom strategies used

by prosecuting and defense attorneys and the appropriate responses to those strategies.

4. In a mock court scenario, the student will demonstrate professional courtroom demeanor while testifying in court, to include proper attire, courteous attitude, posture, and courtroom procedures.

Recommendation: The mock court may be scheduled to integrate with Report Writing, Crime Scene Documentation, Traffic Crash Documentation and Major Case Considerations to allow students to testify on their own investigations and reports in multiple contexts.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 14 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

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 identify the legal basis of law enforcement's responsibilities to victim's rights.
2. The student will explain rights granted to victims of crime by the Victim's Rights Act, including but not limited to the legal requirements for providing victims with written notice.
3. The student will define law enforcement responsibilities to victims of crime, including persons with disabilities.

4. The student will recognize the benefits of developing relationships with disability advocacy organizations that can assist throughout the investigation.
5. The student will define the district attorney's responsibilities to victims of crime.

Required Source Material:

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304 also known as the Victims' Rights Act.

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

Colorado Organization for Victims Assistance.

www.coloradocrimevictims.org

B. Domestic Violence

Required Minimum Hours: 8

General Learning Goal: The student will be able to recognize and investigate an act of domestic violence.

Specific Performance Outcomes:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions and Statutes
 - a. Definitions (18-6-800.3 C.R.S.)
 - b. Domestic Violence – evidence of similar transactions (18-6-801.5 (1) C.R.S.)
 - c. Intimate relationship
 - (1) People v. Disher (No. 07SC1088, 224 P 3d 254)
2. Domestic Violence Dynamics
 - a. Victim and offender characteristics
 - b. Power and control
 - c. Understanding trauma

- d. Relationship history
 - e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation
 - (3) Isolation
 - (4) Separation
 - (5) Threats of suicide
 - (6) Weapons
 - (7) Escalation
 - (8) VPO
3. Duties of peace officers (18-6-803.6 C.R.S.)
- a. Developing probable cause
 - b. Evidence collection, documentation, and follow-up
 - (1) Medical release forms
 - c. Predominate aggressor: four prong analysis
 - (1) Any prior complaints of domestic violence
 - (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense
 - (a) Consider offensive vs. defensive injuries
 - d. Dual arrest
 - (1) Shelters and community resources
 - e. Involvement of children
 - (1) Persons required to report child abuse or neglect (19-3-304 C.R.S.)
 - (2) Child abuse (18-6-401 C.R.S.)

4. Protection orders
 - a. Criminal
 - b. Protection order against defendant (18-1-1001 C.R.S.) or by local ordinance
 - c. Civil [Procedure for permanent civil protection orders (13-14-106)]
 - d. Emergency Protection Order (13-14-103 C.R.S.)
 - e. Full faith and credit [Foreign protection orders (13-14-110 C.R.S.)]
 - f. Mandatory arrest probable cause [Crime of violation of a protection order (18-6-803.5 3 (b) C.R.S.)]
 - g. Notice to defendant/restrained party
 - (1) Permission language on the protection order
 - h. Firearms prohibition
 - (1) Criminal (18-1-1001 C.R.S.)
 - (2) Civil (13-4-102 (22) C.R.S.)
 - (3) Domestic violence – sentencing (18-6-801 (8) C.R.S.)
5. Working effectively with advocates
 - a. Law enforcement advocates
 - b. Community based advocates
 - c. Privilege [Who may not testify without consent (13-90-107 (1)(k) C.R.S.)]
 - d. Information, referrals, and support
 - e. Department policy
6. Interviews
 - a. Separate parties
 - b. Interviews of the victim, children, suspect and witnesses
 - c. Evidence based investigation
 - (1) Look for corroborating evidence

- (2) Identify other witnesses
 - d. Prior incidents
 - (1) Evidence of similar transactions (18-6-801.5 C.R.S.)
 - e. Benefits of recording
 - (1) Department policy
 - f. Cultural considerations during the interview
- 7. Special considerations
 - a. Cultural/Religious
 - b. Sexual orientation/identification
 - c. Drugs and Alcohol
 - d. Mental Health
 - e. Person with disabilities and special needs
 - f. Children
 - g. Animal abuse
 - h. Elder Abuse
- 8. Strangulation
 - a. Evidence collection, documentation, and follow-up
 - b. Visible and/or non-visible injuries
 - c. Charging considerations
 - d. Victim interview
 - (1) Questions specific to strangulation
- 9. Stalking (18-3- 602 C.R.S.)
 - a. Definitions
 - (1) Credible threat
 - (2) Repeated
 - b. Serious emotional distress
 - (1) Fear, stress and/or changes made by the victim as a result of the offender's conduct

- c. Investigation
 - (1) Technology
 - (2) Stalking log
- 10. Report writing
 - a. Documenting the factual basis of the domestic violence
 - b. Documenting detailed contact information for all parties
 - c. Department policy
- 11. Officer safety concerns specific to domestic violence calls
 - a. Approaching the scene
 - b. Entering
 - c. Stabilizing
 - d. Awareness
 - e. Arrest
- 12. Witness intimidation

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through 18-6-803.7

Recommended Source Material:

Domestic Violence – A Coordinated Response Through Community Policing [Colorado Coalition Against Domestic Violence (CACDV)] <http://ccadv.org/>

Colorado Peace Officers Handbook, Latest edition. Blue360 Media.

A Typology of Domestic Violence: intimate terrorism, violent resistance, and situational couple violence by Michael P. Johnson

Violence Against Women. Paul Thomas Clements, PhD, RN; Jennifer Pierce-Weeks, RN, SANE-P, SANE-A; Karyn E. Holt, PhD, CNM; A (Publisher: STM Learning, Inc.)

Police and professionals' views and actions relating to domestic violence and women with intellectual disabilities, *Journal of Applied Research in Intellectual Disabilities,* Wiley-Blackwell, 2018. provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315->

C. Bias Motivated Hate Crimes

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. The student will identify the elements and classifications of Bias-Motivated Crimes, 18-9-121 C.R.S.
2. The student will explain the importance of prompt 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, including, but not limited to 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 explain the roles of the officer responding to a hate crime incident.
6. Given fact patterns, 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.

8. The student will explain that CRS 18-9-111 broadened the definition of a bias-motivated hate crime to include physical, cognitive, or mental disability.

Required Source Material:

Colorado Revised Statutes, 18-9-111

Colorado Revised Statutes, 18-9-121

FBI/U.S. Department of Justice Civil Rights Program,

<https://www.justice.gov/hatecrimes>. Sections 1981,1981a, 1982, 1983.

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Interaction with Special Populations

Required Minimum Hours: 8

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 applies.

Specific Performance Outcomes:

1. The student will explain the protections afforded to persons with disabilities under the Americans with Disabilities Act and why they were needed, including but not limited to providing effective communication and reasonable accommodations for people with disabilities.
2. The student will define disability as defined by the Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability.
3. The student will describe 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.

4. The student will identify signs of abuse, neglect, and inadequate care.
5. The student will identify the key provisions that impact law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including, but not limited to:
 - a. Americans with Disabilities Act, Title II
 - b. Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act regarding “disparate impact.”
 - c. Applicable Colorado Statutes
6. 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
7. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
8. The student will describe the types of safety nets, service providers, and resources to assist persons with disabilities, their families, friends, and caregivers.
9. In a practical application, the student will recognize the impact of a peace officer when interacting with a person with a disability.
10. In practical applications, the student will interact with people with disabilities in a variety of commonly encountered situations. Situations will include:
 - a. Auditory disabilities
 - b. Visual disabilities
 - c. Physical disabilities, such as epilepsy

- d. Intellectual and Developmental Disabilities,
- e. Cognitive Disabilities, such as dementia, autism, learning disability, or brain injury.

11. **Instructor Qualifications:** This course should be instructed by persons with a foundation in issues regarding the disability community.

NOTE: Practical applications may include a panel discussion, videos, written scenarios, or role play. It is valuable to include role players with lived experience provided this can be done safely and effectively and to include representatives of the disabled community.

Required Source Material:

Americans with Disabilities Act, www.ada.gov

ADA Update: A Primer for State and Local Governments

[https://www.ada.gov/regs2010/titleII 2010/title ii primer.html#generalnonreq](https://www.ada.gov/regs2010/titleII%2010/title%20ii%20primer.html#generalnonreq)

CRS 24-34-803 Rights of individuals with service animals

Commonly Asked Questions About the Americans with Disabilities Act And Law Enforcement, [https://www.ada.gov/q%26a law.htm](https://www.ada.gov/q%26a%20law.htm)

Recommended Source Material:

Ready San Diego First Responder Access & Functional Needs Training Series

<https://www.youtube.com/playlist?list=PLxNmLzgMtRHPFQ35Z83jvUdFMPmpJDKWh>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

Disability Law History, <https://disabilitylawco.org/resources/disability-law-history>

Service, Therapy, and Emotional Support Animals, 44 Colo. Law. 69 (July 2015).

E. Interacting with Individuals in Mental Health Crisis

Required Minimum Hours: 4

General Learning Goal: To train peace officers who can identify persons with mental illness and handle situations involving persons in crisis effectively.

Specific Performance Outcomes:

1. The student will identify behaviors of mental illness to aid in responding to mental illness related crises.
2. The student will recognize that, in itself, a mental health crisis or disability is not criminal in nature and that a more lasting solution is to divert those persons away from the criminal justice system.
3. The student will recognize behavioral cues that may make it necessary to isolate, contain, and assess a person in crisis, for their own safety.
4. In a practical application, the student will apply verbal and non-verbal strategies when responding to a person in crisis that may allow for de-escalation of emotion and more successful resolutions.
5. The student will identify people with suicidal or homicidal ideations.

Recommended Source Material:

Mental Health First Aid (MHFA)

American Psychological Association Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5)

National Alliance on Mental Illness (NAMI) Resource Guides National Institute on Mental Illness Brochures/Fact Sheets Crisis Intervention Training

Integrating Communications, Assessment and Tactics (ICAT-Police Executive Research Forum)

Columbia-Suicide Severity Rating Scale (C-SSRS),

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

IV. COMMUNITY INTERACTION

REQUIRED HOURS 4

A. Community Policing

Required Minimum Hours: 2

General Learning Goal: The student will learn about community policing and the necessary elements for implementation of community policing practice and philosophy. The student will recognize community partnerships as an integral component in community policing and problem solving.

Specific Performance Outcomes:

1. The student will define community policing, identify core components, and evaluate the effectiveness of community policing philosophies and strategies to reduce crime and disorder.
2. The student will analyze roles of the law enforcement organization and the line officer in community policing.
3. The student will identify how to build and sustain productive partnerships with community advocacy organizations and other resources for problem solving.
4. The student will recognize that a community is not a monolith but is comprised of multiple interests and viewpoints that should be considered and respected.

5. The student will recognize that enforcement action is not always necessary or beneficial to solve a community problem.

Recommended Source Material:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo and Briscoe (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Understanding Community Policing: A Framework for Action (Bureau of Justice Assistance)

Introduction to the Special Issue on policing and the community. Behav. Sci. Law. 2019; 37:633–635. <https://doi.org/10.1002/bsl.2445>, provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Problem Solving/Crime Prevention

Required Minimum Hours: 2

General Learning Goal: The student will learn about problem - oriented policing and how to use a problem-solving model to mitigate the risk of crime in the community.

Specific Performance Outcomes:

1. The student will identify problem solving opportunities for the line officers.
2. The student will apply the crime prevention triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when an offender has the ability, opportunity, and a target.
3. The student will discuss strategies for developing effective partnerships between the police and the community in the problem-solving process.

4. The student will recognize that at-risk populations can be more vulnerable to victimization.
5. Given a series of crime opportunities, the student will create a plan to mitigate the risk using risk management strategies and a problem-solving model.

Recommended Source Material:

ASU Center for Problem-Oriented Policing,
<https://popcenter.asu.edu/content/what-pop>

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice)

Problem Solving Tips – A Guide to Reducing Crime and Disorder Through Problem Solving Partnerships, Schmerler, Perkins, Phillips, Rinehart, Townsend (U.S. Dept. of Justice)
<http://www.cops.usdoj.gov/pdf/e05021544.pdf>

Tackling Crime and Other Public Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Scott (U.S. Dept. of Justice)

Using Analysis for Problem Solving – A Guidebook for Law Enforcement (U.S. Department of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS: 90

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.

Specific Performance Outcomes:

1. The student will differentiate between proactive and reactive

patrol and the strengths and weaknesses of each approach.

2. The student will recognize the factors that can affect patrol officer's perception skills.
3. Using case studies or scenario-based exercises, the student will identify various information sources.
4. Using case studies or scenario-based exercises, the student will determine an effective course of action or patrol strategy when encountering suspicious or criminal circumstances during various times of day and week.

Recommended Source Material:

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing), 2003

The Ultimate Guide: Twenty-first century patrol officers tactical field manual; Fountain, 2020

Street Survival II: Tactics for Armed Encounters, Adams, Marcou and Remsburg Calibre Press 2018

The Tactical Edge: Surviving High Risk Patrol, Remsburg, Calibre Press 2018

The President's Task Force on 21st Century Policing, DC Office of Community Policing Services, 2015

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. The student will examine the circumstances in which peace officers are killed in order to recognize the elements of police combat confrontations.
2. The student will identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - a. Crisis rehearsal
 - b. Positive self-talk
 - c. Physical fitness
 - d. Mental wellness
3. The student will describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.
4. The student will explain the importance of tactical readiness through officer competency and equipment readiness.
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. The student will identify the decision-making process during a use of force.
6. The student will recognize the pre-attack indicators offenders may display prior to an attack on officers.
7. The student will evaluate the "Deadly Errors" and the "Fatal Tendencies" for maintaining officer safety.

Recommended Source Material:

"Annual Report of Law Enforcement Officers Killed & Assaulted", FBI
www.fbi.gov

Street Survival II: Tactics for Armed Encounters, Remsburg, Marcou, Glennon (Calibre Press) 2018

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press) 2018

Deadly Force Encounters (Second Edition), Artwohl, Christensen Officer Down Code 3, Brooks (Motorola Teleprograms Inc)

Force Science Institute

C. Pedestrian Contacts

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. Using field-based scenarios, the student will demonstrate the ability to legally and safely approach a pedestrian or suspect, including people with disabilities while alone or with another officer.
2. The student will distinguish between consensual, reasonable suspicion detention, and Terry stop and frisk.
3. The student will explain contact and cover roles.
4. The student will effectively communicate with a pedestrian or suspect through the use of field-based scenarios, including but not limited to using a conversational versus commanding tone; asking pertinent identification questions, (i.e., name, date of birth, address, phone number), as well as pointed investigative questions.
5. The student will distinguish between behaviors that can be the result of a disability which might be similar to signs of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.

6. During field-based scenarios, the student will recognize signs of deception when in contact with subjects, including but not limited to repeated questions, vague answers, contradictory answers, and provable lies.
7. During field-based scenarios, the student will recognize emotional and physical behavioral warning signs and how to react to them, including but not limited to glances at officer weapon, looking for escape routes, rigid posture, clinched fists, etc.
8. The student will discuss the inherent dangers of foot pursuits, such as tripping, ambush, getting lost, fatigue, etc., and tactics that will reduce the risk of assault during a foot pursuit.
9. The student will demonstrate the proper use of an offensive and defensive posture during role-plays.
10. The student will document the contact in an accurate written report including required demographic information.

Recommendation: Incorporate information from Verbal Communication, ACT, Ethics, and other related courses.

Recommended Source Material:

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

Street Survival II: Tactics for deadly force encounters, Remsberg, Marcou, and Glennon (Calibre Press) 2018

<https://calibrepress.com/2020/10/more-on-preattack-indicators/>
<https://calibrepress.com/2019/07/10-non-verbals-all-officers-should-be-able-to-recognize-interpret/>

C.R.S. 24-31-903

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/national-center-on-criminal-justice-disability/>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Gangs

Required Minimum Hours: 2

General Learning Goal: The student will develop a basic understanding of modern street gangs, gang prevention and enforcement strategies, officer safety when dealing with gang members or associates, and the means for determining if an individual is a member of a gang.

Specific Performance Outcomes:

1. The student will become familiar with the history of street gangs, how and why they are formed, and the psychological, socioeconomic, and sociological motivators for gang membership.
2. The student will recognize local and national gang paraphernalia, clothing, graffiti, and their meaning.
3. The student will cite strategies for gathering gang intelligence.
4. The student will use several methods for determining gang involvement.
5. The student will describe officer safety tactics when confronting or contacting suspected gang members.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho
(Centage Learning)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson
Wadsworth Publishing)

E. Vehicle Contacts, Stops and Searches

Required Minimum Hours: 16

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. The student will recognize the elements and tactics necessary to conduct a legal, safe, and effective search of a vehicle, including the communication necessary to affect a stop and search.

Specific Performance Outcomes:

1. The student will examine the setup of unknown risk and high-risk traffic contacts using appropriate tactics and officer safety.
2. The student will determine how the driver communicates/interacts and what methods of communication are most effective, (i.e., adaptive devices, interpreters, etc.).
3. The student will distinguish between behaviors that are the result of a disability which might be confused with indicators of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
4. In practical exercises, the student will demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
5. In practical exercises, the student will select the appropriate tactics and resources to use based upon the environment and

circumstances of the contact.

6. 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
7. 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
8. The student will document the event in a written report.
9. The student will demonstrate ways to interact with both drivers and passengers with disabilities, including:
 - a. Interacting with someone with an auditory disability during a traffic stop.
 - b. Safely removing a driver or passenger from a vehicle with a physical disability, including both cooperative and uncooperative subjects.
 - c. How to recognize and interact with someone with a cognitive disability.

Required Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Operations Theory and Practice. Latest Edition. Hess,

Orthmann, and Cho. (Cengage Learning)

Recommended Source Material:

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press) 2018

Tactics for Criminal Patrol, Remsberg (Calibre Press) 2018

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

The Ultimate Guide – Twenty First Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques. Fountain. 2020. (Independent Press).

International Association of Chiefs of Police (IACP). Training Key 440: “Police Communications in a Traffic Stop”.

IACP. Training Key 608: “Motor Vehicle Stops and Searches: Brief Summary of Laws”.

IACP. Training Key 527: “Professional Traffic Stops”.

How to Identify Hidden Disabilities, The Arc’s National Center on Criminal Justice and Disability. <https://www.thearcofil.org/national-center-on-criminal-justice-disability/>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

F. Building Searches

Required Minimum Hours: 12

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

Specific Performance Outcomes:

1. In practical applications, the student will demonstrate various building search tactics.

2. Through field exercises, the student will adapt searching techniques to various search scenarios.
3. The student will demonstrate the proper application of various equipment used in building searches.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthman, and Cho (Centage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

G. Handling In-Progress Calls

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. The student will explain 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
 - e. tactical aspects
 - f. control
 - g. containment

- h. isolate and neutralize/reduce threats
2. Through scenarios, the student will demonstrate tactical and legal considerations involved in handling in-progress calls.

Recommendation: Incorporate C.R.S. requirements and search and seizure rules such as probable cause, arrest, search, reasonable suspicion, stop and frisk, ethics and de-escalation techniques in the initial discussions and debriefs for the scenarios.

Recommended Source Material:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI www.fbi.gov

Colorado Peace Officer’s Handbook, Latest edition. Blue360 Media.

Street Survival: Tactics for Armed Encounters, Remsberg, Marcou and Glennon (Calibre Press) Latest Edition

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press) 2018

H. Civil Disputes

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will differentiate between criminal matters and civil disputes.
2. The student will demonstrate the officer safety techniques required to safely handle a civil dispute.
3. The student will discuss the practical and legal issues commonly encountered in a civil dispute.

4. The student will define conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. The student will 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 including where a child is disabled, and one parent can't care for the child
 - e. repossessions
 - f. bail bondsman issues
 - g. disputes regarding disability access and what to do when someone is denied access to a public accommodation (ADA Title III)
6. The student will resolve disputes where there is a disabled or elderly person who cannot be removed or who requires a caretaker.

Recommended Source Material:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg,
District Attorneys Council (CDAC)

Police Field Operations, Adams (Prentice-Hall)

Legal Source book chapter 15

I. Crowd Control

Required Minimum Hours: 6

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. The student will explain the constitutional guarantees governing the rights of citizens to engage in group activities, including lawful demonstrations to include:
 - a. First Amendment rights and limitations related to lawful assembly and freedom of association.
 - b. First Amendment rights and limitations related to types of speech to include threats, fighting words, symbolic speech, and political speech.
 - c. What generally constitutes a traditional public forum?
2. The student will describe the psychological influences on crowds and the warning signals of civil disobedience.
3. The student will explain the tactics and procedures for utilizing mobile field force to include:
 - a. Crowd Dispersal Notifications
 - b. Arrest team utilization
 - c. Protestor devices
4. Through field exercises, the student will demonstrate the tactics required to control an unruly crowd, including crowd control formations.
5. The student will explain the law and procedural requirements associated with:
 - a. § 24-31-905 C.R.S. – Prohibited law enforcement action in response to protests.
 - b. § 18-9-101 C.R.S. – 108.5

Recommended Source Material:

Colorado Revised Statutes

U.S. Const. Amend I.

Colo. Const. Art. II, Section 10

Police Field Operations, Thomas F. Adams, 8th Edition, Copyright 2014. (Pearson)

Police Operations Theory and Practice, Karen M. Hess, Ph.D., Christine H. Orthmann, Henry Lim 6th Edition, 2014. (Thomson Wadsworth Publishing)

Criminal Intelligence Coordinating Council, Recommendations for First Amendment-Protected Events for State and Local Law Enforcement Agencies (U.S. Department of Justice, 2011)

(<https://bja.ojp.gov/library/publications/recommendations-first-amendment-protected-events-state-and-local-law>)

Crowd Management, Law Enforcement Policy Center April 2019 (International Association of Chiefs of Police)

(<https://www.theiacp.org/resources/policy-center-resource/crowd>)

The First Amendment: Freedom of Speech (Thomson Reuters, 2012)

Feiner v. New York, 340 U.S. 315 (1951).

Cohen v. California, 403 U.S. 15, 20 (1971).

United States v. Cruikshank, 92 U.S. 542, 552 (1876).

Brandenburg v. Ohio, 395 U.S. 444 (1969).

Hess v. Indiana, 414 U.S. 105 (1973).

City of Colo. Springs v. 2354 Inc., 896 P.2d 272 (Colo. 1995).

Trades Council v. Harper Constr. Co., 134 Colo. 469, 307 P.2d 468 (1957).

Hague v. Committee for Industrial Organization, 307 U.S. 496 (1939)

J. Hazardous Materials

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will describe the types, classes, and risks of hazardous materials.

2. The student will explain the proper safety tactics for handling a hazardous materials incident.

Recommended Source Material:

Emergency Response Guidebook, U.S. Dept. of Transportation

Hazardous Materials Field Guide, Bevelacqua and Stelp (Cengage Learning)

Hazardous Materials: Regulations, Response & Site Operations, Gantt (Cengage Learning)

K. Area Searches and Perimeters

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will explain the principles involved in setting up a perimeter and formulating search plans for locating people.
2. Through scenarios, the student will set up perimeters and conduct area searches using appropriate resources, tactics, and officer safety measures.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomas Wadsworth Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

L. Response to Hostage and Barricaded Subject Incidents
Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will describe the process of intelligence-gathering and tactical planning at the incident scene.
2. The student will explain perimeter and containment responsibilities and the philosophy governing that mission.
3. The student will describe the impact of crisis stress on victims of a hostage situation and their actions in response to law enforcement.

Recommended Source Material:

Never Split the Difference, Chris Boss, 2016

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

FBI Law Enforcement Bulletin 2014/2011,

<https://leb.fbi.gov/2014/march/crisis-or-hostage-negotiation-the-distinction-between-two-important-terms>

<https://leb.fbi.gov/2011/july/police-negotiations-with-war-veterans-seeing-through-the-residual-fog-of-war>

*Hostage-Taking and Crisis Negotiations and various other resources,
National Tactical Officers Association (NTOA) <http://ntoa.org/>*

*U.S. Department of Justice: Federal Bureau of Investigation (FBI),
Critical Incident Response Group, Crisis Negotiation Unit (CNU) &
Hostage Rescue Team (HRT)*

*U.S. Department of Justice: Federal Bureau of Investigation (FBI), CNU
Database, Hostage Barricade Database System (HOBAS)*

M. Rapid Emergency Deployment

Required Minimum Hours: 16

General Learning Goal: The student will demonstrate, through practical exercises, an understanding of Rapid Emergency Deployment.

Specific Performance Outcomes:

1. The student will identify the type of incidents that prompted the development of the Rapid Emergency Deployment procedures.
2. The student will explain the concept of Rapid Emergency Deployment and the criteria required for Rapid Emergency Deployment to be implemented and the traits an active harmer may display.
3. The student will demonstrate individual and team tactics used in Rapid Emergency Deployment to successfully resolve an active harming incident.
4. The student will contrast the type of incidents that could require the application of Rapid Emergency Deployment tactics and those which would not.
5. The student will successfully complete team and single officer response scenario- based training exercises.

Recommendation: At least 75% of the class should be performance-oriented skill-building and scenarios using the crawl, walk, run approach.

Recommended Source Material:

Advanced Law Enforcement Rapid Response Training Center (ALERRT), study 2000-2013 (U.S. Department of Justice, FBI & Texas State University) <http://alerrt.org/>

A Study of Active Shooter Incidents - Nov 2013 (Federal Bureau of Investigation, Critical Response Group) <https://www.fbi.gov/file-repository/active-shooter-study-2000-2013-1.pdf/view>

Remsberg, C., Marcou, D., Glennon, J. *Street Survival II*. Calibre Press Inc. 2018

Blair, J.P., Nichols, T., Burns, D., Curnutt, J.R. *Active Shooter Event and Response*. CRC Press. 2013

Blair, J.P., Martaindale, M.H. *Evaluating Police Tactics: An Empirical Assessment of Room Entry Techniques*. Anderson Publishing. 2014

N. National Incident Management System/ Incident Command System (NIMS/ ICS)

Required Minimum Hours: 4

General Learning Goal: The student will understand the benefit of the National Incident Management System and the Incident Command System as they pertain to the law enforcement role in handling major incidents.

Specific Performance Outcomes:

1. In the classroom, students will individually complete IS-100.C and IS-700.B and take the certification tests.
2. Using the ICS concepts from the online training, the student will describe the common responsibilities of on- scene personnel and the on-scene resources needed to manage a complex incident.
3. The student will apply ICS in at least one functional exercise.

Required Source Material:

IS-100.C: Introduction to the Incident Command System, ICS 100
<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

IS-700.B: An Introduction to the National Incident Management System
<https://training.fema.gov/is/courseoverview.aspx?code=is-700.b>

Recommended Source Material

IS-200.C: Basic Incident Command System for Initial Response:
National Training Curriculum, National Incident Management System,
FEMA-NIMS Resource Center
<https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c>

O. Biohazards Awareness

Required Minimum Hours: 2

General Learning Goal: The student will understand the common biohazards they may encounter in the course of their duties and the measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. The student will identify common biohazards that may be encountered in the line of duty, such as blood and other bodily fluids, sharps, and hazardous chemicals.
2. The student will recognize the signs and symptoms of exposure to common biohazardous materials and the actions to take if exposed to such substances, including but not limited to the dangers of Fentanyl and other controlled substances.
3. The student will describe the appropriate application of prevention drugs like Narcan/Naloxone.
4. In practical applications, the student will demonstrate the appropriate use of basic personal protective equipment (PPE), including gloves, masks, and eye protection, when handling biohazardous materials.

5. The student will demonstrate the proper procedures for disposing of biohazardous waste, such as sharps containers and biohazard bags.
6. In practical applications, the student will make appropriate decisions to protect themselves and others from harm from biohazard that could be encountered on the job.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.

<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Occupational Safety and Health Administration (OSHA) - Bloodborne Pathogens and Needlestick Prevention:

<https://www.osha.gov/SLTC/bloodbornepathogens/>

Police Executive Research Forum (PERF) - Infectious Diseases and Law Enforcement:

[https://www.policeforum.org/assets/docs/Subject to Debate/STD2017/2017STD_Ch9.pdf](https://www.policeforum.org/assets/docs/Subject_to_Debate/STD2017/2017STD_Ch9.pdf)

National Institute for Occupational Safety and Health (NIOSH)

Fentanyl: Emergency Responders at Risk

<https://www.cdc.gov/niosh/topics/fentanyl/risk.html>

VI. TRAFFIC CONTROL

REQUIRED HOURS 50

A. Traffic Code

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. The student will recognize elements of traffic code violations as defined in 42-2, 3 & 4 C.R.S., specifically:

Article 2 – Drivers’ License

Part 1: Driver’s License

42-2-101 C.R.S.: Licenses for drivers required

42-2-114 C.R.S.: Voluntary disability identifier symbol

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

42-3-202 C.R.S.: Number of plates to be attached

42-3-203 C.R.S.: Standardized plate - rules

42-3-124 C.R.S.: Violation– penalty

Article 4 – Regulation of Vehicles and Traffic

Part 1: Traffic Regulations

42-4-107 C.R.S.: Obedience to police officers

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

Part 2: Equipment

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 purpose of the model traffic code, as adopted by local governments.

Required Source Material:

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

B. Traffic Direction

Required Minimum Hours: 2

General Learning Goal: The student will learn vehicle and pedestrian traffic direction and regulation.

Specific Performance Outcomes:

1. The student will explain the motor vehicle law governing traffic direction.
2. The student will 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 daytime and nighttime conditions.
4. The student will actively participate in a mock traffic direction scenario(s) or actual traffic direction, for a minimum of 15 minutes as an individual and 10 minutes as a team.

C. Traffic Crash Documentation

Required Minimum Hours: 16

General Learning Goal: The student will properly document a crash using the state approved forms.

Specific Performance Outcomes:

1. The student will explain the guidelines regulating the use of the Colorado Department of Revenue Form DR3447.
2. The student will define Traffic Crash.
3. The student will cite specific examples of when to use and when not to use a DR3447 to document a traffic crash.
4. The student will complete a DR3447 for a property damage or injury crash involving non-commercial vehicles.
5. The student will recognize the proper meaning of area of impact, cataclysm, commercial motor vehicle, controlled access highway, crosswalk, driveway access, non-collision fire, first harmful event, gore, highway interchange, intersection, motor vehicle,

non-contact vehicle, non-vehicle, pedestrian, person, private property, road, roadway, traffic unit, and traffic way.

6. The student will recognize the proper meaning of the injury classifications listed on the DR3447.
7. The student will identify the crash scene perimeter and area of impact.
8. The student will choose those things that can be used to identify the area of impact, final vehicle position, and vehicle path of travel.
9. The student will complete a crash diagram, which will document the area of impact, vehicle path of travel, any path of difficulty, debris, roadway, and traffic control devices.
10. The student will measure the area of impact and all paths of difficulty.

Recommended Source Material:

Manual on Classification of Motor Vehicle Traffic Accidents, American National Standards Institute, Inc. (ANSI)

<https://crashstats.nhtsa.dot.gov/>

Investigating Officer's Traffic Accident Report Manual, Colorado Department of Revenue

D. Standard Field Sobriety Testing and D.U.I. Enforcement

Required Minimum Hours: 24

General Learning Goals: The fundamental purpose of this training course is to foster DUI deterrence, (i.e., to dissuade people from driving while impaired by increasing the odds that they will be arrested and convicted). This training will help officers become more skillful at detection and description, make more DUI arrests, and obtain more convictions. These actions will lead to greater DUI deterrence through less impaired driving and fewer crashes, injuries, and deaths.

Specific Performance Outcomes:

Participants will learn to:

1. The student will recognize driving behaviors and other indicators commonly exhibited by impaired drivers.
2. The student will become better detectors and better describers by improving their knowledge, attitudes, and skills in detecting impaired drivers and articulating their observations.
3. The student will develop a better understanding of the tasks and decisions involved in the DUI detection process.
4. The student will recognize the magnitude and scope of DUI-related crashes, injuries, deaths and property loss, and other social aspects of the DUI problem.
5. The student will understand the deterrent effects of DUI enforcement.
6. The student will know and recognize typical clues of alcohol impairment that may be detected during face-to-face contact with DUI suspects.
7. The student will know and perform the appropriate administrative procedures for the divided attention psychophysical tests.
8. The student will know and perform appropriate administrative procedures for the horizontal gaze nystagmus test.
9. The student will know and recognize typical clues of alcohol impairment that may be seen during administration of the SFSTs.
10. The student will understand the DUI prosecution requirements and their relevance to DUI arrest reporting.

Instructor Qualifications: SFST practitioner training must be taught by SFST instructors that meet all requirements of the State of Colorado Standards for the Standard Field Sobriety Instructor Testing (SFST) Program.

Required Source Material:

Colorado Revised Statutes, Title 42

Colorado Standards for the SFST program

[http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field Sobriety test standards.pdf](http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field_Sobriety_test_standards.pdf)

NHTSA 24hr SFST Student Manual

<http://www.coloradodot.info/programs/alcohol-and-impaired-driving/law-enforcement/sfsttraining.html>

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 46

A. Preliminary Investigations

Required Minimum Hours: 4

General Learning Goal: The student will understand procedures for responding to a crime scene, conducting an initial crime scene investigation, interviewing victims, witnesses, and suspects, and conducting a follow up investigation.

Specific Performance Outcomes:

1. The student will describe factors that interfere with accurate reporting of information available prior to arrival on scene and how that may affect their response.
2. As the initial peace officer arriving on a crime scene, the student will determine the following:
 - a. If a crime has been committed, and the type of crime, or if the incident is civil.

- b. Identification of the people on-scene and their role in the incident.
 - c. The immediate action to be taken and what notifications should be made.
 - d. The procedures necessary to establish a crime scene perimeter to protect the primary and any secondary scenes.
 - e. The procedures necessary to locate and isolate witnesses, including conducting a neighborhood canvass and locating any available video.
3. Given a series of fact patterns, the student will describe the actions to be taken from dispatch or observation of an incident though securing the scene and gathering the available information and evidence.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Field Operations, Adams (Prentice-Hall) Latest Edition

B. Crime Scene ~~Search~~ Investigation and Evidence Collection

Required Minimum Hours: 20

General Learning Goal: The student will recognize how to process a crime scene through accurate photography and evidence collection. The student will understand the different types of physical evidence, how to locate evidence and demonstrate effective procedures for its collection and preservation.

Specific Performance Outcomes:

1. The student will identify basic search techniques to discover relevant evidence both in an indoor and outdoor setting.
2. The student will demonstrate basic crime scene photography techniques, to include the three views of the crime scene and

camera positions.

3. The student will demonstrate basic crime scene note taking techniques, to include recorded narrative; detailed sequence of events; and evidence handling documentation.
4. The student will understand the types of physical evidence that can be recovered from a crime scene and be able to locate a resource on how to properly collect and preserve the evidence for analysis.
5. The student will demonstrate effective methods and techniques for collecting evidence, including but not limited to:
 - a. Maintaining admissibility through chain of custody by properly packaging, marking and documenting collected evidence
 - b. Locating, dusting, photographing, and lifting latent fingerprints.
 - c. Locating, photographing, and collecting suspected bodily fluids.
 - d. Locating, photographing, and collecting other physical evidentiary items to include clothes, weapons, and suspected narcotics.
6. The student will describe and/or demonstrate proper collection and retention techniques, practices, and protocols for evidence that may contain Biological or DNA evidence, including but not limited to:
 - a. Additional handling requirements due to increase sensitivity of DNA evidence
 - b. Sources, locations, and limitations of DNA evidence
 - c. The importance of elimination and reference samples
 - d. The role that the Combined DNA Index System (CODIS) has in criminal investigations and how it is used to solve crimes
7. Given a minimum of two crime scenes, the student will

demonstrate investigative techniques, search the scene for pertinent evidence for that specific crime, photograph and sketch the scene, collect evidence, and prepare a written report.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Guidelines for the Documentation, Collection and Preservation of Evidence, Arndt (Colorado Bureau of Investigation)

C. Identification of Suspects

Required Minimum Hours: 2

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 identify sources of information, which would aid in identifying and locating suspects or witnesses to include but not limited to:
 - a. Field identification
 - b. Booking-Photos.
 - c. Photo identification line-ups
 - d. Physical line-ups
 - e. Modus operandi
 - f. Police and other agency files
 - g. Informants

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthman, and Cho (Centage Learning)

Colorado Peace Officer's Legal Source Book, Chapter 10 [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

D. Sexual Assault

Required Minimum Hours: 6

General Learning Goal: The student will understand the complicated dynamics of sexual assault and be prepared to professionally respond to, and investigate, sexual offenses.

Specific Performance Outcomes:

1. The student will discuss:
 - a. Patrol response to Sexual Assault Calls
 - b. Societal influence on Sexual Assault investigations
 - c. Assaults on persons with a disability
 - d. Consent
 - e. Offender Behavior
 - f. Victim Trauma
 - g. Working effectively with Victim Advocates
 - h. Victim Interview
 - i. Evidence Collection
 - j. Forensic Medical Examinations
 - k. Drug Facilitated Sexual Assault
 - l. Suspect Interview
 - m. Follow-up Investigation Considerations
 - n. Rural Considerations (When Applicable)
2. Using victim and sexual assault dynamics, the student will distinguish between recantations, reports that lack sufficient evidence for prosecution, and actual false reports and recognize the need for corroboration.
3. The student will recognize that a cognitive or intellectual disability may prevent a knowing consent.

Required Source Material:

Colorado Revised Statutes

Recommended Source Material:

Colorado Coalition Against Sexual Assault (CCASA), Colorado Reporting Options <http://www.ccasa.org/>

End Violence Against Women International, <http://www.evawintl.org/>

Sexual Assault Investigative Guidelines, [International Association of Chiefs of Police (IACP)]

Sexual Assault Supplemental report form, [International Association of Chiefs of Police (IACP)] <http://www.theiacp.org>

www.ojjdp.ojp.gov. *Child Forensic Interviewing Best Practices*

River Bridge Regional Center Mountain West SANE Alliance (What is a Forensic Examination?) <https://www.riverbridgerc.org/mwsa/>

Trauma Response: Dr. Rebecca Campbell, The Neurobiology of Sexual Assault (there are three parts, this is part 1/3: <https://www.youtube.com/watch?v=khUfN58RUo8>)

E. Major Case Considerations

Required Minimum Hours: 6

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 describe basic investigative techniques to be followed at the scene of a major case, including but not limited to:
 - a. Robbery
 - b. Assault
 - c. Death investigations
 - d. Burglary
 - e. Computer related crime

- f. Arson
 - g. Missing and Murdered Indigenous Relatives
2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.

Required Source Material

POST MMIR Instructor Guide 319.1 Resources (Peace Officer Standards and Training)

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthman, and Cho (Centage Learning)

SIDS and SUID, Centers for Disease Control and Prevention (Dept. of Health and Human Services)

F. Investigative Procedures Capstone

Required Minimum Hours: 8

The intent of this class is to be a capstone course for the basic investigative curriculum. The ideal class should incorporate active learning of instructional content from the Investigative and Patrol Procedures sections of the POST Curriculum. The Investigative Procedures Capstone should focus on applying investigative techniques related to, but not limited to, the following or similar crimes:

1. Robbery
2. Assault
3. Death Investigations
4. Burglary
5. Arson
6. Missing and Murdered Indigenous Relatives

An ideal course should include mock crime scenes and/or in-depth case studies. These should include substantial evaluation by written test, performance rubric or other means; the collection and processing of

evidence; investigative interviews; and written reports detailing the student's investigation and establishing probable cause.

Recommendation: Use the written reports generated in the mock-crime scenes as a foundation for mock court in the Court Testimony course.

VIII. COMMUNICATIONS

REQUIRED HOURS 34

A. Report Writing

Required Minimum Hours: 24

General Learning Goal: The student will understand the basic requirements of written communication in law enforcement.

Specific Performance Outcomes:

1. The student will explain the value of note taking and techniques crucial to writing complete and accurate reports.
2. The student will define the characteristics of effective law enforcement written communication.
3. The student will write clear, complete, concise, and grammatically correct reports on a variety of incidents.
4. The student will write a clear, complete, concise, and grammatically correct arrest affidavit, affidavit in application for a search warrant, and affidavit in support of warrantless arrests.
5. The student will observe scenario situations and transfer their observations into an accurate written format.

Recommendation: Schedule class in four six-hour blocks spaced throughout the academy to incorporate other courses' activities and exercises as material for reports. Requires coordination with other instructors.

Recommended Source Material:

Report Writing for Law Enforcement (Joseph N. Davis, LawTech Publishing Co., Ltd, January 15, 1998)

B. Verbal Communication Techniques

Required Minimum Hours: 8

General Learning Goal: The student will understand effective communication techniques for interacting with people in multiple contexts and with various emotional states and disabilities.

Specific Performance Outcomes:

1. The student will discuss effective techniques for communicating with individuals or groups and the differences between the two.
2. The student will explain how a traumatic experience can adversely impact a person's ability to clearly communicate.
3. The student will use effective techniques for defusing conflict and stress using interpersonal communication in reality-based training.
4. The student will describe the various communication considerations when dealing with diverse populations.
5. The student will describe adaptive verbal and non-verbal de-escalation strategies for people disabilities, including recognizing the need for sign language, interpreters, and interactive communication devices, for example a cell phone.

Recommended Source Material:

Crisis Intervention—Contemporary Issue for On-site Interveners, Dr. Hendricks (Thomas Publishers)

Verbal Judo: The Gentle Art of Persuasion, Dr. Thompson (Quill)

Communicating with People Who are Deaf or Hard of Hearing: ADA

Guide for Law Enforcement Officers,
<https://www.ada.gov/lawenfcomm.htm>

First Responder Tips for interacting with people with dementia,
dementiatogether.org

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

C. Leadership

Required Minimum Hours: 2

General Learning Goal: The students will understand why leadership is an integral component of the law enforcement profession, and the necessity of building future leaders.

Specific Performance Outcomes:

1. The student will describe the personality traits and behaviors desirable in a follower and a leader.
2. The student will explain the different types of power (referent, expert, legitimate, coercive and reward).
3. The student will define the difference between management and leadership.

Recommended Source Material:

Leadership Theory and Practice, Northouse, Ninth Edition, 2021), SAGE Publications Inc.

Leading Up: How to Lead Your Boss So You Both Win. Useem. 2003. (Random House)

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 30

A. Introduction to Wellness

Required Minimum Hours: 2

General Learning Goal: The students will understand why wellness is an integral component of the law enforcement profession, and the necessity of being in good physical condition.

Specific Performance Outcomes:

1. The student will recognize the impact that police work has on a healthy lifestyle.
2. The student will understand diet's impact on wellness.
3. The student will understand the importance of flexibility and the need for stretching as part of a workout routine.
4. The student will understand the importance of good body mechanics to avoid injury during a workout.
5. The student will know what percent of body fat is acceptable (by health standards).

Recommended Source Material:

Cooper Institute Aerobics Program for Total Well Being, Cooper (Bantam Books)

Physical Fitness Assessments and Norms (Cooper Institute)

B. Wellness Lab

Required Minimum Hours: 24

General Learning Goal: The students will be introduced to stretching, resistance, aerobic, and anaerobic fitness training regimens.

Specific Performance Outcomes:

1. The wellness lab will be supervised by an Academy Instructor,

and each session will begin with a stretching and warm-up phase. Training should be broken into 1-hour increments, and each increment will consist of one of the following training sessions:

- a. Resistance training such as CrossFit, weight training, or swimming
- b. Aerobic exercise such as jogging, biking, or swimming
- c. Anaerobic exercise such as sprints or interval training

NOTE: Lab training will consist of a variety of resistance, aerobic, and anaerobic training, not to exclude any of the before mentioned forms of fitness.

C. Stress Management

Required Minimum Hours: 4

General Learning Goal: The student will learn strategies to recognize human responses to stress and apply techniques to manage stress that will assist in making decisions in stressful situations.

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 including decision-making.
2. The student will discuss how stress reduction and communication techniques will enhance family and work-related relationships.
3. The student will identify strategies for managing acute and chronic stress.
4. The student will describe how decision-making is impacted by stress.

NOTE: Ethical Decision Making Under Stress (EDMUS), a 2-day POST Provided Course fulfills these outcomes should an academy

prefer to use that course in lieu of developing their own. If EDMUS is used, all three days are required.

Recommended Source Material Only:

Ethical Decision Making Under Stress, Colorado Department of Law,
Latest Version, Bondaries, Blum Schaefer & Wilson, Fall 2022 / Winter
2023

Emotional Survival for Law Enforcement, Gilmartin (E-S Press)

Managing Police Stress, Ford (The Management Advantage) *Police
Field Operations*, Adams (Prentice-Hall Publishing)

*Trauma Recovery Handbook: A Recovery Guide for Yourself, Your
Colleagues, and Those You Love*, Slover & Tasci (Debra Tasci)

X. TACTICAL/OPERATIONAL MEDICINE

REQUIRED HOURS: 12

A. Tactical Casualty Care - Lecture

Required Minimum Hours - Lecture: 4

General Learning Goal: Students will learn about the different situations they may encounter during their career and will be equipped with the basic knowledge of how to apply life-saving medical aid to themselves and others. This course will focus on tactical situations, such as an active shooter/harmer events, as well as more common operational situations where medical care may be needed, such as traffic crashes or assaults.

NOTE: No advanced, invasive medical interventions (e.g., needle decompression, cricothyroidotomy/surgical airway, etc.) should be taught in the Basic Academy Training. Any basic life support (BLS) skill such as nasopharyngeal airway may be taught if the Academy/Agency understands and assumes all risk and liability in training and potential deployment in the field.

Specific Performance Outcomes:

1. Students will understand when they have a duty to render medical aid per CRS 18-1-707(2)(c).
2. Students will identify and evaluate the different types of settings where medical care may be required:
 - a. Tactical
 - b. Operational
3. The student will distinguish between the Phases of Care:
 - a. Direct threat/hot zone
 - b. Indirect threat care/warm zone
 - c. Evacuation care/cold zone
4. Students will learn to apply the M.A.R.C.H. acronym as a form of rapid assessment in both tactical and operational settings
 - a. **Mass hemorrhage/exsanguination**
 - i. Tourniquets/direct pressure
 - b. **Airway**
 - i. Simple airway maneuvers/Head Tilt-Chin Lift/Recovery Position
 - c. **Respirations**
 - i. Promote Breathing/Sit Up/Chest Seals
 - d. **Circulation**
 - i. Non-life-Threatening Bleeding Control
 - e. **Hypothermia/head injury**
 - i. Hypothermia Prevention > Warming
5. The student will describe the progressive strategy for controlling hemorrhage (PACE).
 - a. Primary – tourniquet
 - b. Alternative – Direct Pressure

- c. Contingency – Wound packing, junctional tourniquets
 - d. Emergency – Manual pressure until transported to definitive care
6. The student will describe when specific airway control techniques should or should not be used.
- a. Protecting own airway
 - b. Head tilt/chin lift (NOT in tactical setting)
 - c. Jaw thrust (NOT in tactical setting)
 - d. Recovery position (Best in tactical setting)
7. The student will describe the tactically relevant indicators of shock and treatment for hypothermia.
- a. Decreased level of consciousness
 - b. Abnormal distal pulse (weak or absent) – pale, cool, sweaty skin
8. The student will describe recognition and management of an open, sucking chest wound including the clinical presentation and management of a tension pneumothorax.
9. Students will learn best practices in using carries and drags for emergent evacuation of the wounded.
10. Students will learn how to use a remote medical assessment in tactical and operational settings where they cannot readily access the wounded.

NOTE: Throughout lecture and following instruction on tourniquet application, instructors will insert tourniquet drills through verbal or visual stimulus, where students must “get off the x,” find cover, and properly apply a tourniquet to themselves or others within 30 seconds.

Recommended Source Material:

Pre-Hospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Pre-hospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning) <http://www.jblearning.com/catalog/9781284041750/>

Tactical Emergency Casualty Care (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<https://www.psglearning.com/catalog/productdetails/9781284483871>

B. Skills Stations and Scenario Based Training

Required Minimum Hours – Skills Stations: 2

Required Minimum Hours – Scenario-Based Training: 6

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete the following skills stations:
 - a. Rapid trauma assessment using MARCH
 - b. Bleeding control by tourniquet and wound packing
 - c. Airway positioning
 - d. Occlusive dressings
 - e. Drags and carries
 - f. Remote medical assessment
2. The student will take part in a minimum of one (1) scenario designed to reinforce self-aid principles of getting off the x, finding cover and properly managing an extremity wound.
3. The student will take part in a minimum of three (3) scenarios designed to simulate actual situations in which medical care will be performed and will demonstrate all skills taught. These scenarios should involve role players with simulated wounds and

bleeding and distractions such as noise, smoke, and impaired vision, etc. all of which combine to enhance the skills application experience. Scenarios should reinforce the differences between tactical and operational settings.

C. Instructor Ratio(s):

Lecture: No ratio limit.

Skills Stations and Scenarios: There must be at least two (2) instructors for any skills station or scenario-based training session involving treatment of others. For self-care scenarios, there must be at least one instructor for every one student (1:1) in the scenario.

D. Instructor Qualifications:

Minimum – Must have successfully completed a Tactical Combat Casualty Care course (TCCC-ASM, TCCC, TECC, TECC-LEO) or equivalent.

Preferred – law enforcement officer with EMT or paramedic certification; firefighter with EMT or paramedic certification; EMT or paramedic; National Association of Emergency Medical Technicians (NAEMT) certified instructor of all levels of TCCC (TCCC-ASM, TCCC, TECC, TECC-LEO)

Recommended Source Material:

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