

# BASIC ACADEMIC TRAINING PROGRAM

Effective January 1, 2017

## MINIMUM REQUIRED HOURS

<b>Academic</b>	<b>378</b>
<b>Arrest Control</b>	<b>62</b>
<b>Driving</b>	<b>44</b>
<b>Firearms</b>	<b>64</b>
<b>TOTAL</b>	<b>548</b>

### I. INTRODUCTION TO CRIMINAL JUSTICE

**REQUIRED HOURS: 20**

#### A. Criminal Process

**Required Minimum Hours: 8**

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

**Specific Performance Outcomes:**

1. The student will recognize the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, later Amendments, and enacted federal law.
2. The student will recognize how the following amendments to the U.S. Constitution apply to the actions and conduct of peace officers:
  - a. First Amendment
  - b. Fourth Amendment
  - c. Fifth Amendment
  - d. Sixth Amendment
  - e. Eighth Amendment
  - f. Fourteenth Amendment
3. The student will recognize the freedoms and rights afforded to individuals under the Colorado State Constitution and amendments, and enacted state statutes.
4. The student will identify and compare and contrast the three components of the criminal justice system.

- a. Law Enforcement
  - b. Courts (prosecution and adjudication)
  - c. Corrections
5. The student will identify the major goals of the criminal justice system:
- a. Guarantee due process and equal justice
  - b. Reduce crime, fear of crime, and public disorder
  - c. Protection of life and property
  - d. Enforcement of laws
  - e. Improve the quality of life
6. The student will differentiate between criminal and civil law, and explain the interrelationships of the components of the criminal justice system with the legislative, judicial, and executive processes.
7. The student will explain the impact of changing needs within the community in relationship to the criminal justice system.
8. The student will identify and explain the primary purpose and function of federal, state, and local agencies within the law enforcement component of the criminal justice system including:
- a. Federal: Federal Bureau of Investigation; Drug Enforcement Administration; Bureau of Alcohol, Tobacco, Firearms and Explosives; Bureau of Citizenship and Immigration Services; U.S. Marshal's Office; U.S. Postal Inspection Service; Secret Service; Military Police; and Department of Homeland Security as referenced by each agencies mission statement.
  - b. State: Department of Public Safety; Colorado Attorney General's Office; Department of Revenue; Department of Motor Vehicles; Department of Natural Resources; Campus Police Departments; and Department of Corrections as referenced by each agencies mission statement and/or Colorado Revised Statutes.
  - c. Local: Municipal Police Agencies; Sheriff's departments; Department of Social Services; and local probation offices as defined by Colorado Revised Statutes.

9. The student will identify the objectives of the law enforcement component of the criminal justice system as presented by *Effective Policing and Crime Prevention: A Problem-Oriented Guide for Mayors, City Managers, and County Executives*.
10. The student will recognize examples of positions held by federal, state and local law enforcement officers/agents.
11. The student will identify key concepts regarding multi-jurisdictional task forces (MJTF's) and be presented with information about locally applicable MJTF's.
12. The student will identify components of the mission regarding the Colorado Information and Analysis Center (CIAC).

**Required Source Material:**

*Colorado State Constitution*, as amended  
*United States Constitution* - Bill of Rights

**Recommended Source Material:**

*Criminal Justice*, Fagin (Prentice Hall)  
*Criminal Justice: Introductory Cases & Materials*, Skolnick, Feeley, McCoy (Foundation Publishing)  
*Department of Justice*, [www.justice.gov](http://www.justice.gov)  
*Department of Homeland Security*, [www.dhs.gov](http://www.dhs.gov)  
*Introduction to Criminal Justice*, Joseph Senna & Larry Siegel, Wadsworth Thomson Publishers  
*IACP Training Key 483: Using Civil Remedies to Combat Crime Partnering for America: the FBI with State, Local, Campus and Tribal Law Enforcement Video* (FBI and IADLEST)  
<http://www.theiacp.org/Training-Keys>

**B. Judicial Process**

**Required Minimum Hours: 4**

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

### **Specific Performance Outcomes:**

1. The student will explain the primary responsibilities of the following:
  - a. Federal supreme, appellate, and district courts
  - b. State supreme, appeals, and district courts
  - c. County and municipal courts
  - d. Attorneys-prosecuting and defense, public defenders
  
2. The student will explain and define the following terms as they relate to the judicial process in criminal cases:
  - a. Arrest
  - b. Bail
  - c. Arraignment
  - d. Preliminary hearing
  - e. Indictment
  - f. Plea bargaining
  - g. Trial
  - h. Disposition
  
3. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall criminal justice system.

### **Required Source Material:**

*Colorado Peace Officer's Legal Source Book, Section 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>  
*Criminal Justice*, Fagin (Prentice Hall)  
*Criminal Justice: Introductory Cases & Materials*, Skolnick, Feeley, McCoy (Foundation Publishing)  
*Introduction to Criminal Justice*, Siegel and Worrall (Cengage Learning)

**C. Law Enforcement Ethics and Anti-Bias Policing**

**Required Minimum Hours: 8**

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

**Specific Performance Outcomes:**

1. The student will be able to identify the 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 be able to describe the importance of ethical conduct as it relates to the restrictions on accessibility and release of criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. The student will be able to paraphrase the Law Enforcement Code of Ethics and describe how it pertains to their profession and their personal life.
4. The student will be able to identify the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community.
5. The student will be able to describe the consequences of unethical/unprofessional conduct to the peace officer, department and community, and explain why an officer should respond to a co-worker's unprofessional conduct.
6. The student will be able to define diversity.
7. The student will be able to define:
  - a. Stereotype
  - b. Prejudice
  - c. Discrimination
8. The student will be able to identify personal, professional and organizational benefits of valuing diversity within the community and law enforcement.

**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

*IACP Training Key 475 & 476: Police Ethics, Parts I & II*,

*IACP Training Key 503 & 504: Standards for Police Conduct, Parts I & II*

*IACP Training Key 545: Harassment and Discrimination in the Workplace*

*IACP Training Key 549: Personal Appearance, Off-duty Conduct, Free Speech*

*IACP Training Key 590: Unbiased Policing*

*IACP Training Key 612: Freedom of Speech and the Patrol Officer*

*Police Ethics: The Corruption of Noble Cause*, Crank and Caldero (Lexis Publishing)

<http://www.theiacp.org/Training-Keys>

*State of Colorado Demographics* – U.S. Census

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

## II. BASIC LAW

**REQUIRED HOURS: 70**

### A. Arrest, Search & Seizure

**Required Minimum Hours: 12**

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

**Specific Performance Outcomes:**

1. The student will describe and explain rules, elements and provisions of Colorado Revised Statutes, Title 16, Articles 1, 2, and 3.
2. The student will explain the laws and court decisions as they pertain to the basic principles of search and seizure law:
  - a. Fourth Amendment protections
  - b. Reasonable expectation of privacy
  - c. Reasonable suspicion vs. Probable cause
3. The student will be able to explain the laws and court decisions for warrant searches and seizures:
  - a. Fourth Amendment requirements
  - b. Probable cause
  - c. Affidavits in support of warrant searches
  - d. Execution of a search warrant
4. The student will be able to explain the laws and court decisions for warrantless searches and seizures:
  - a. Plain view searches
  - b. Warrantless searches in general
  - c. Pat-Down frisk searches
  - d. Consent searches
  - e. Exigent circumstance searches
  - f. Searches incident to arrest
  - g. Probation/parole searches
5. The student will be able to explain the laws and court decisions for searches and seizures involving motor vehicles:
  - a. Probable cause searches of vehicles
  - b. Plain view searches of vehicles
  - c. Consent searches of vehicles
  - d. Searches of vehicles incident to custodial arrests
  - e. Searches of vehicles as instrumentalities
  - f. Vehicle inventory searches
6. The student will be able to explain the laws and court decisions for searches and seizures involving bodily intrusions:
  - a. Warrant requirement for bodily intrusion searches and seizures
  - b. Warrantless bodily intrusion searches and seizures
  - c. Use of force during bodily intrusion searches and seizures

7. The student will be able to explain the laws and court decisions regarding identification procedures:
  - a. Field show-ups
  - b. Photographic arrays
  - c. Custodial lineups

**Required Source Material:**

*Colorado Peace Officer's Legal Source Book, Section 2-9 & 11* [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

**Recommended Source Material:**

*Colorado Peace Officers Handbook* (Lexis Nexis Publishing)

<https://store.lexisnexis.com/categories/product/colorado-peace-officers-handbook-skuusSku-us-bundle-22090-epub>

*Officer's Arrest Handbook*, Stephen (Lexis Nexis Publishing)

*Officer's Search and Seizure Handbook* (Lexis Nexis Publishing)

**B. Interrogations, Confessions, and Techniques**

**Required Minimum Hours: 2**

**General Learning Goal:** The student will have a basic understanding of current rules for peace officer conduct as it pertains to interrogations and confessions of criminal defendants. The student will be familiar with legally acceptable interview and interrogation techniques.

**Specific Performance Outcomes:**

1. The student will explain the laws and court decisions as they pertain to statements in an interview/interrogation:
  - a. Voluntariness
  - b. Knowingly
  - c. Duress, Coercion, and Trickery
  - d. Witnesses
  - e. Miranda Considerations (U.S. Const. - 5<sup>th</sup> Amendment)
  - f. Escobedo Considerations (U.S. Const. - 6<sup>th</sup> Amendment)
2. The student will define the differences between an interview and an interrogation.
3. The student will know the importance of statements from both hostile and friendly witnesses.



4. The student will understand the practical problems encountered during interview/interrogation situations.

**Required Source Material:**

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

**Recommended Source Material:**

*Criminal Investigations*, Bennett and Hess (West Publishing)

*Criminal Justice*, Fagin (Prentice Hall)

*Criminal Justice: Introductory Cases & Materials*, Skolnick, Feeley, McCoy (Foundation Publishing)

*Introduction to Criminal Justice*, Siegel and Worrall (Cengage Learning)

**C. Rules of Evidence**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. The student will describe and explain Rules 4 and 41 of the Colorado Rules of Criminal procedure.
2. The student will explain the purpose of offering evidence.
3. The student will be able to distinguish between evidence and proof.
4. The student will be able to identify four major types of physical evidence.
5. The student will be able to categorize evidence as direct or circumstantial.
6. The student will be able to explain the purpose of the rules of evidence.
7. The student will be able to describe the criteria for admitting evidence.

8. The student will be able to identify circumstances, which may cause evidence to be excluded.
9. The student will be able to define the hearsay rule.
10. The student will be able to explain the requirements and expectations for admitting evidence for:
  - a. Spontaneous statements
  - b. Admissions and confessions
  - c. Dying declarations
  - d. Records and officer testimony

**Required Source Material:**

*Colorado Peace Officers Legal Source Book, Chapters 11 and 14*  
(Colorado District Attorney's Council/Colorado Attorney General)  
*Colorado Rules of Criminal Procedure* (Colorado Supreme Court)  
<http://www.lexisnexis.com/hottopics/Colorado/>

**Recommended Source Material:**

*Colorado Revised Statutes, Title 13, Article 25, Rules of Evidence*

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

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

**Specific Performance Outcomes:**

1. The student will be able to identify elements of Colorado Criminal violations.
2. The student will be able to distinguish between criminal and purely civil violations.
3. The student will be able to identify the Principles of Criminal Culpability. (18-1-5 C.R.S.)
4. The student will be able to understand, as applicable to statutes:
  - a. Rights of defendant (18-1-4 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
    - (0) Responsibility (18-2-7 C.R.S.)
    - (1) Responsibility (18-1-8 C.R.S.)
  - e. Inchoate offenses (18-2-1-4 C.R.S.)
5. The student will be able to identify the elements of crimes, and to distinguish between felony and misdemeanor/petty offenses, of the following offenses:
- a. Crimes Against Persons
    - (1) Homicide and Related Offenses (18-3-1 C.R.S.)
    - (2) Assaults (18-3-2 C.R.S.)
    - (3) Kidnapping (18-3-3 C.R.S.)
    - (4) Unlawful Sexual Behavior (18-3- 401 through 18-3-405.6, 412.5 and 412.6 C.R.S.)
  - b. Offenses Against Property
    - (1) Arson (18-4-1 C.R.S.)
    - (2) Burglary (18-4-2 C.R.S.)
    - (3) Robbery (18-4-301 through 18-4-303 C.R.S.)
    - (4) Theft (18-4-401, 405, 406, 407, 409, 412, 414 and 415 C.R.S.)
    - (5) Aggravated motor vehicle theft (18-4-409 C.R.S.)
    - (6) Trespass, Tampering, Criminal Mischief (18-4-501 through 516 C.R.S.)
  - c. Offenses Involving Fraud
    - (1) Forgery and related offenses (18-5-101 through 18-5-110 and 18-5-113 C.R.S.)
    - (2) Fraud by check, Secured Creditor or Debtor (18-5-205 and 206 C.R.S.)
    - (3) Financial Transaction Device Crime (18-5-7 C.R.S.)
    - (4) Issuance of a Bad Check (18-5 512 C.R.S.)
  - d. Offenses Involving the 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 (18-6-8 C.R.S.)
  - e. Wrongs to At-Risk Adults (18-6.5-102, 103 and 108 C.R.S.)

- f. Prostitution
    - (1) Adult (18-7-201 through 205 C.R.S.)
    - (2) Child (18-7-401 through 406 C.R.S.)
  - g. Public Indecency (18-7-301 through 302 C.R.S.)
  - h. Sexual Conduct in Correctional Institutions (18-7-701 C.R.S.)
  - i. Governmental Operations
    - (1) Obstruction of Public Justice (18-8-102-116 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 707 C.R.S.)
  - j. Offenses against Public Peace, Order and Decency (18-9-101 – 106, 111, 112, 116, 116.5, 117, 118, 119, 121 and 124 C.R.S.)
  - k. Cruelty to Animals (18-9-2 C.R.S.)
  - l. Offenses Involving Communications (18-9-306.5 C.R.S.)
  - m. Offenses Relating to Firearms and Weapons (18-12-1 C.R.S.)
  - n. Permits to Carry Concealed Handguns (18-12-2 C.R.S.)
  - o. Miscellaneous Offenses (18-13-101, 104, 107, 121 and 122 C.R.S.)
6. The student will have a knowledge and understanding of applicable Federal Statutes.
- a. Limitation of enforcement authority
  - b. Federal Firearms Statutes:
    - (1) Possession by a Prohibited Person: 18 U.S.C., Section 922(g) and (n)
    - (2) Sell, give or dispose to a Prohibited Person: 18 U.S.C., Section 922(d)
    - (3) Use, or carry or possess during a Crime of Violence in Drug Trafficking: 18 U.S.C. Section 924 (c)
    - (4) Stolen Firearms and Ammunition: 18 U.S.C., Section 922 (j) and (u)
    - (5) Transfer to those under 21: 18 U.S.C., Section 922(b)(1)
    - (6) Transfer to Juveniles: 18 U.S.C., Section 922(b)(1) through (x)

**Required Source Material:**

*Colorado Revised Statutes*  
*United States Code, Title 18*

**E. Colorado Children's Code**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. The student will identify how a juvenile is taken into custody and what steps are taken after they are taken into custody.  
19-2-502 and 507 C.R.S.
2. The student will explain the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
  - a. Jurisdiction, 19-2-104 C.R.S.
  - b. Taking juvenile into custody, 19-2-502 C.R.S.
  - c. Issuance of a lawful warrant taking a juvenile into custody, 19-2-503 C.R.S.
  - d. Fingerprinting-juvenile under arrest-ordered by court, 19-2-503.5 C.R.S.
  - e. Search warrants-issuance-grounds, 19-2-504 C.R.S.
  - f. Search warrants-application, 19-2-505 C.R.S.
  - g. Consent to search, 19-2-506 C.R.S.
  - h. Duty of officer-screening teams-notification-release or detention, 19-2-507 C.R.S.
  - i. Preliminary investigation, 19-2-510 C.R.S.
3. The student will list the various charging options available with the juvenile system, including how and when juvenile offenders can be prosecuted as adults.
  - a. Jurisdiction, 19-2-104 C.R.S.
  - b. Direct filing, 19-2-517 C.R.S.
4. The student will learn the procedures, which are followed after the case has been filed, and what sentencing options are available.
  - a. Student will understand records must be released by their agency's Records Division

- b. Operation of juvenile facilities, 19-1-305 C.R.S.
  - c. School notifications: 19-1- 304(5.5) C.R.S.
  - d. Facilities-control and restraint-liability-duty to pursue runaways, 19-2-404 C.R.S.
5. The student will understand the provisions of the Juvenile Justice and Delinquency Prevention (JJDP) Act and its application regarding custody separation/secure holding for juveniles. The student will understand sight/sound separation from adults and NOT holding juveniles securely for status offenses.
6. The student will explain the neglect and dependence section of the code relating to:
- a. Neglected or dependent child, 19-3-102 (A through G) C.R.S. and Child not neglected-when, 19-3-103 C.R.S.
  - b. Persons required to report child abuse or neglect, 19-3-304 C.R.S.
  - c. Evidence of abuse-color photographs and X-rays, 19-3-306 C.R.S.
  - d. Taking children into custody, 19-3-401 C.R.S.
  - e. Investigative responsibility: Action upon report of intrafamilial, institutional, or third-party abuse-investigations-child protection team-rules, 19-3-308 C.R.S.
  - f. Recorded interviews of child, 19-3-308.5 C.R.S.
  - g. Emergency possession of certain abandoned children: 19-3-304.5 C.R.S.

**Required Source Material:**

*Colorado Revised Statutes, Title 19*

**Recommended Source Material:**

*Colorado's Guide for Implementing the Core Protections of the Juvenile*  
 (Colorado Department of Public Safety, Division of Criminal Justice)  
<http://hermes.cde.state.co.us/drupal/islandora/object/co%3A4572>

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

**Required Source Material:**

*Colorado Peace Officer’s Legal Source Book, Section 16* [Colorado District Attorney’s Council (CDAC)/Colorado Attorney General]

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

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

*FBI/Department of Justice Civil Rights Program*

*“Civil Rights and Criminal Justice: Primer on Sexual Harassment”  
Sexual Harassment, Federal Code of Regulations, 29 C.F.R. Section 1604.11*

*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. Liquor Code

**Required Minimum Hours: 2**

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

### **Specific Performance Outcomes:**

1. The student will identify and explain the elements of and restrictions imposed in Title 12, Article 46 and Article 47, and the Colorado Code of Regulations specifically:
  - a. Colorado Beer Code
    - (1) Definitions (12-46-103 C.R.S.)
    - (2) Lawful acts (12-46-106 C.R.S.)
  - b. Colorado Liquor Code
    - c. Definitions (12-47-103 C.R.S.)
    - (2) Unlawful acts - exceptions (12-47-901 C.R.S.)
    - (3) Testing for intoxication by law enforcement officers (12-47-902 C.R.S.)
    - (4) Violations-penalties (12-47-903 C.R.S.)
    - (5) Duties of inspectors and police officers (12-47-904 C.R.S.)
  - c. Classes of Licenses and Permits
    - (1) 12-47-401 C.R.S.
  - d. Colorado Code of Regulations
2. The student will explain and discuss peace officer enforcement procedures for Code [Colorado Code of Regulations (CCR)] Violations.
3. The student will recognize the types of personal identification, which constitute an acceptable verification of age. (CCR 47-912)
4. The student will identify and explain the different types of Colorado Retail Liquor/Beer Licenses and Permits as described in 12-47-401 C.R.S.

### **Required Source Material:**

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



**Recommended Source Material:**

*Colorado Peace Officer's Handbook* (Lexis Nexis Publishing)

**H. Controlled Substances**

**Required Minimum Hours: 4**

**General Learning Goal:** The student will identify and explain violations of the Uniform Controlled Substance Act of 1992, and Amendments 20 and 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:**

1. The student will explain the definitions of controlled substances as described in 18-18-102 C.R.S.
2. The student will understand and explain the schedules of controlled substances as defined in 18-18-2 C.R.S., specifically:
  - a. Schedule I (18-18-203 C.R.S.)
  - b. Schedule II (18-18- 204 C.R.S.)
  - c. Schedule III (18-18- 205 C.R.S.)
  - d. Schedule IV–Repeal (18-18- 206 C.R.S.)
  - e. Schedule V (18-18- 207 C.R.S.)
3. The student will be familiar with the specific controlled substance offenses as defined in 18-18-4 C.R.S., specifically:
  - a. 18-18-404 through 18-18-430.5 C.R.S.
  - b. Coverage of marijuana statutes will be a minimum of two (2) hours of the four (4) hour minimum requirement.
4. Students will be familiar with 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, red card, and jurisdictional decisions based on House Bill 10-1284
  - 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.

5. Students will be familiar with 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, and growth cycle of marijuana
  - 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
      - (a) Out of state seizures
    - (4) Internet-based distribution
      - (a) Butane extraction
    - (5) Impaired driving

**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*

**Recommended Source Material:**

*Colorado Peace Officer's Handbook* (Lexis 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

Enforcement Division)

<https://www.sos.state.co.us/CCR/NumericalCCRDdocList.do?deptID=19&agencyID=185>

## I. Court Testimony

**Required Minimum Hours: 4**

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

### **Specific Performance Outcome:**

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

### **Required Source Material:**

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

## J. Identity Theft

**Required Minimum Hours: 2**

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

### **Specific Performance Outcomes:**

1. The student will be able to define Identity Theft.
2. The student will be able to identify the means by which identities are stolen.
3. The student will be able to explain ways to prevent identity theft to include Social Security Number issues.
4. The student will be able to explain steps in the reporting of identity theft and how victims can minimize losses.

5. The student will be able to explain steps businesses can take to protect their customers from identity theft.
6. The student will have a general knowledge of State and Federal Criminal and Civil violations that are applicable to identity theft.

**Recommended Source Material:**

*Identity Theft*; Colorado Attorney General's Office  
<http://bit.ly/IDTheftCenter>

*Identity Theft*; Federal Trade Commission  
<https://www.consumer.ftc.gov/features/feature-0014-identity-theft>

### III. HUMAN RIGHTS AND VICTIM'S RIGHTS

**REQUIRED HOURS: 22**

#### A. Victim's Rights

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

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

**Required Source Material:**

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

*Colorado Constitutional Amendment Rights of Victims (Amendment 16a)*

**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
    - (1) Entering
  - b. Stabilizing

- c. Awareness
- d. 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* (Lexis Nexis Publishing)  
<https://store.lexisnexis.com/categories/product/colorado-peace-officers-handbook-skuusSku-us-bundle-22090-epub>

**C. Bias Motivated Hate Crimes**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. The student will identify and explain the elements of the crime and classifications of Bias-Motivated, 18-9-121 C.R.S.
2. The student will explain the importance of prompt and broad police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice which should include the:
  - a. Impact of hate crimes upon their victims
  - b. Meaning and causes of prejudice
  - c. Relationship between stereotyping and prejudice
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will learn the roles of the officer responding to a hate crime incident.



6. The student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim's families, and the community.

**Required Source Material:**

*Colorado Revised Statutes*, 18-9-121

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

<https://www.justice.gov/>

*Title 42, USC*, Sections 1981, 1982, The Public Health and Welfare,

Chapter 21 – Civil Rights, Section 1983

<http://uscode.house.gov/search/criteria.shtml>

**D. Interaction with Special Populations**

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

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

5. The student will define the role of a peace officer when interacting with a person with a disability.

**Required Source Material:**

*Americans with Disabilities Act*, [www.ada.gov](http://www.ada.gov)

**E. Risk Assessment Response**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. The student will learn how de-escalation of emotion reduces the likelihood of further violence through the use of “verbal containment” which may allow safe, successful resolution of potentially violent incidents.
2. The student will be able to identify behaviors of psychological disorders and the relationship between disorders and non-responsive contacts.
3. The student will be able to demonstrate and employ the Threshold Assessment and Response Procedure (isolate, contain, assess, respond) when responding to persons in crisis.
4. The student will be able to identify appropriate communication skills for dealing with people in crisis.
5. The student will be able to classify risk factors for suicide and homicide in crisis situations.

**Recommended Source Material:**

*Crisis Intervention Training* (Colorado Regional Community Policing Institute)

## IV. COMMUNITY INTERACTION

REQUIRED HOURS 4

### A. Community Policing/Community Partnerships

Required Minimum Hours: 2

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

#### **Specific Performance Outcomes:**

1. The student will compare and contrast community policing with historical policing models and identify the merits of each.
2. The student will define community policing, identifying core components, and evaluate the effectiveness of community policing philosophies and strategies on crime and disorder.
3. The student will analyze roles of the organization and the line officer in community policing.
4. The student will identify the benefits and collaboration fundamentals for community government, and police reducing crime and disorder.
5. The student will identify how to build and sustain productive partnerships for problem solving.

#### **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)

## **B. Problem Solving/Crime Prevention**

**Required Minimum Hours: 2**

**General Learning Goal:** The student will become familiar with problem solving policing and demonstrate an application of the SARA problem-solving model. The student will recognize the components of crime prevention and explore established methods of crime prevention.

### **Specific Performance Outcomes:**

1. The student will demonstrate skill in identifying problem solving opportunities for the line officers.
2. The student will define the SARA problem model components, Scanning, Analysis, Response and Assessment, and the elements necessary for each step.
3. The student will apply the crime triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time, space, in the absence of capable guardians for that target.
4. The student will distinguish problem-solving responses that are preventative in nature, not dependent on the use of the criminal justice system, and engage other public agencies, the community and private sector to reduce crime and disorder.
5. The student will recognize the role of community and police in reducing crime, the fear of crime, and social disorder.
6. The student will demonstrate an understanding of Crime Prevention Through Environmental Design (CPTED) through application of principles of natural access control, natural surveillance, and territorial reinforcement in a residential environment.

### **Recommended Source Material:**

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

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

*Crime Prevention Through Environmental Design and Community Policing*, Travis (NIJ Research in Action)

*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: 88**

### A. Patrol Observation and Perception

**Required Minimum Hours: 4**

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

#### **Performance Outcomes:**

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

**Recommended Source Material:**

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

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

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

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

**B. Officer Survival**

**Required Minimum Hours: 8**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

“*Annual Report of Law Enforcement Officers Killed & Assaulted*”, FBI  
[www.fbi.gov](http://www.fbi.gov)

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

*Tactics for Criminal Patrol*, Remsberg (Calibre Press)

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

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

### **Recommended Source Material:**

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

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

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

*Tactics for Criminal Patrol*, Remsberg (Calibre Press)

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

**D. Gangs**

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

1. Understand the reasons for the existence of a street gang.
2. Understand current gang trends.
3. Identify and utilize resources for gathering gang intelligence.
4. Utilize several methods for determining gang involvement.

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West Publishing)

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

**E. Vehicle Contacts**

**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 and demonstrate the elements and tactics necessary to conduct a legal, safe and effective search of a vehicle.

**Specific Performance Outcomes:**

1. Examine the set up of unknown risk and high risk traffic contacts using appropriate tactics and officer safety.
2. Demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.



3. Through the use of practical exercises, demonstrate the ability to select the appropriate tactics and resources to utilize based upon the environment and circumstances of the contact.
4. 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
5. 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
6. The student will demonstrate the ability to document the event in a written report.

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West Publishing)

*The Influence of Officer Positioning on Movement During a Threatening Traffic Stop Scenario*, Lewinski, Dysterheft, Seefeldt, Pettitt [Illinois Law Enforcement Training and Standards Board (ILETSB)]

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

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

*Tactics for Criminal Patrol*, Remsberg (Calibre Press)

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

**F. Building Searches**

**Required Minimum Hours: 12**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West Publishing)  
*Police Operations Theory and Practice*, Hess and Wroblewski (Thomson Wadsworth Publishing)  
*Street Survival: Tactics for Armed Encounters*, Adams, McTernan and Remsberg (Calibre Press)  
*The Tactical Edge: Surviving High Risk Patrol*, Remsberg (Calibre Press)

**G. Handling In-Progress Calls**

**Required Minimum Hours: 8**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*“Annual Report of Law Enforcement Officers Killed & Assaulted”*, FBI  
[www.fbi.gov](http://www.fbi.gov)

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

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

**H. Civil Disputes**

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Colorado Civil Process: Law, Practice and Procedure*, Rosenberg  
[County Sheriffs of Colorado (CSOC)] <http://www.csoc.org/>  
*Police Field Operations*, Adams (Prentice-Hall)

## I. Crowd Control

**Required Minimum Hours: 4**

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

### **Specific Performance Outcomes:**

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

### **Recommended Source Material:**

*Hostage Rescue Procedures and various other resources*, National Tactical Officer's Association (NTOA) <http://ntoa.org/>  
*Police Field Operations*, Adams (Prentice-Hall)  
*Police Operations Theory and Practice*, Hess and Wroblewski (Thomson Wadsworth Publishing)  
*Police Patrol Operations and Management*, Hale (Prentice-Hall)

## J. Hazardous Materials

**Required Minimum Hours: 4**

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

### **Specific Performance Outcomes:**

1. Describe what hazardous materials are and display an understanding of their types, classes and risks.

2. Demonstrate proper safety tactics for handling a hazardous materials incident.
3. Through field exercises, display understanding of the procedures to be utilized on a hazardous materials scene, including the implementation of the Incident Command System.

**Recommended Source Material:**

*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 a search for suspects.

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Criminal Investigations*, Bennett and Hess (West Publishing)  
*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. Special Weapons and Tactics (SWAT)**

**Required Minimum Hours: 2**

**General Learning Goal:** The student will demonstrate understanding of the makeup and role of a SWAT or tactical team.

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*A Guide to the Development of Special Weapons and Tactics Teams*,  
Kolman [National Tactical Officers Association (NTOA)]

Via internet: <http://www.ntoa.org>

*FBI Crisis Negotiations* (Federal Bureau of Investigation)

*IACP SWAT Supervisor and Manager Training Manual* (International  
Association of Chiefs of Police)

*SWAT Battle Tactics*, Casino and McSweeney [National Tactical  
Officers Association NTOA] <http://ntoa.org/swat-standard/>

**M. Hostage-Taking and Crisis Negotiations**

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

1. Demonstrate understanding for the need for intelligence-gathering and tactical planning at an incident scene.
2. Demonstrate understanding of perimeter and containment responsibilities and explain the philosophy governing that mission.
3. Identify what the Stockholm Syndrome is, and explain its effect on the victim of a hostage situation.

4. Analyze the role of a SWAT team and a crisis negotiation unit in a hostage situation.

**Recommended Source Material:**

*California Association of Tactical Officers (CATO)*

<http://www.catonews.org/>

*FBI Hostage Rescue Course (Federal Bureau of Investigation)*

*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/>

*IACP Advanced Hostage Rescue Course [International Association of Chiefs of Police (IACP)]*

*IACP SWAT Supervisor and Manager Training Manual [International Association of Chiefs of Police (IACP)]*

*SWAT Standard For Law Enforcement, Sep 2013, [National Tactical Officers Association (NTOA)]* <http://ntoa.org/swat-standard/>

*Rocky Mountain Hostage Negotiators (RMHN)*

<http://www.rmhnonline.com/>

*Texas Tactical Police Officers Association (TTPOA)*

<https://www.ttpoa.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)*

**N. Rapid Emergency Deployment**

**Required Minimum Hours: 8**

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

**Specific Performance Outcomes:**

1. Identify the type of incidents that prompted the development of the Rapid Emergency Deployment procedures.

2. Explain the concept of Rapid Emergency Deployment and the criteria required for Rapid Emergency Deployment to be implemented.
3. Demonstrate the individual tactics and team tactics involved in Rapid Emergency Deployment to successfully resolve a crisis situation.
4. Describe what actions or traits an active shooter may display.
5. Identify the type of incidents that could require the application of Rapid Emergency Deployment tactics and those, which would not.
6. Explain the four phases of the Rapid Emergency Deployment procedure.
7. Demonstrate an understanding of setting up a Casualty Collection Point as well as Police and Medical functions in a CCP.

**Recommended Source Material:**

*Active Shooter Event Reference Guide (pdf)* (U.S Department of Justice)  
<https://www.fbi.gov/file-repository/active-shooter-event-quick-reference-guide-2015.pdf>

*Active Shooter Recommendations and Analysis for Risk Management*,  
New York Police Department/Counterterrorism Bureau  
[http://www.nyc.gov/html/nypd/html/counterterrorism/active\\_shooter.shtml](http://www.nyc.gov/html/nypd/html/counterterrorism/active_shooter.shtml)

*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>

*Causality Collection Point (CCP): Reference materials*  
Committee for Tactical Emergency Casualty Care:  
[www.c-tecc.org](http://www.c-tecc.org)

FEMA CCP:  
[https://www.usfa.fema.gov/downloads/pdf/publications/active\\_shooter\\_guide.pdf](https://www.usfa.fema.gov/downloads/pdf/publications/active_shooter_guide.pdf)

*Lakewood Police Department Rapid Deployment Training Manual*  
<http://www.lakewood.org/police/>

*Los Angeles Police Department Rapid Deployment Seminar*



<http://www.lapdonline.org/>

*National Emergency Medical Services Education Standards (NAEMT)*

[http://www.naemt.org/education/TCCC/guidelines\\_curriculum](http://www.naemt.org/education/TCCC/guidelines_curriculum)

*National Tactical Officers Association N.T.O.A. Hostage Rescue Procedures, www.ntoa.org*

*Saving lives in the tactical space: Using the 'Casualty Collection Point' (Police One) <http://www.policeone.com/tactical-ems/articles/6140533-Saving-lives-in-the-tactical-space-Using-the-Casualty-Collection-Point/>*

## **O. Law Enforcement Role in Terrorism**

**Required Minimum Hours: 4**

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

### **Specific Performance Outcomes:**

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

8. Describe applicable federal and state laws relevant to terrorism and intelligence gathering.
9. Articulate constitutional issues and other legal considerations that apply to collecting and reporting intelligence information regarding terrorism.

**Recommended Source Material:**

*Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security*, White (Wadsworth Publishing)  
*Emergency Response to Terrorism* (United States Department of Justice) [www.usdoj.gov](http://www.usdoj.gov)  
*Preparing for Terrorism – Public Safety Communicators Guide*, Buck, Buck and Mogil (Cengage Learning)  
*State and Local Anti-Terrorism Training, Terrorism Training Program* (Bureau of Justice Assistance)  
*Terrorism and Homeland Security*, White (Cengage Learning)  
*Terrorism Handbook for Operational Responders*, Armando Bevelacqua and Richard Stilp (Thomson Delmar)  
*The Counterterrorism Handbook*, Bolz Jr., Dudonis and Schulz (CRC Press)

**P. National Incident Management System/ Incident Command System (NIMS/ ICS)**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. Demonstrate an understanding of the organizational structure of the National Incident Management System (NIMS) and Incident Command System (ICS).
2. Develop an understanding of the principles and features of NIMS and ICS.
3. Demonstrate an understanding of the organizational structure of NIMS and ICS.

4. Develop an understanding of incident facilities, resources, common responsibilities and the principles and features of NIMS and ICS.
5. Understand the role of law enforcement in NIMS and ICS.
6. Demonstrate an understanding of NIMS and ICS through a practical exercise.

**Recommended Source Material:**

*I-200 Incident Command System: National Training Curriculum, National Incident Management System*, FEMA-NIMS Resource Center <https://www.fema.gov/national-incident-management-system>

**Q. Biohazards Awareness**

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Bloodborne Pathogen Standards*, OSHA Standards.

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

*Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security*, White (Wadsworth Publishing)

*Preparing for Biological Terrorism, an Emergency Service Guide*, Buck (Thomson Delmar Learning)

*Terrorism and Homeland Security*, White (Cengage Learning)

*Terrorism Handbook for Operational Responders*, Bevelacqua and Stilp (Thomson Delmar)

*The Counterterrorism Handbook*, Bolz Jr., Dudonis and Schulz (CRC Press)

## VI. TRAFFIC CONTROL

**REQUIRED HOURS 50**

### A. Traffic Code

**Required Minimum Hours: 8**

**General Learning Goal:** The student will describe and explain the 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: Drivers' License

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

42-2-115 C.R.S.: License, permit, or identification card to be exhibited on demand.

42-2-119 C.R.S.: Notices – change of address or name

42-2-136 C.R.S.: Unlawful possession or use of license

Part 2: Habitual offenders

42-2-206 C.R.S.: Driving after revocation prohibited

42-2-138 C.R.S.: Driving under restraint – penalty

Part 3: Identification Cards

Part 4: Commercial Drivers Licenses

Article 3 – Registration and Taxation

42-3-103 C.R.S.: Registration required – exemptions

42-3-202 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 of registration provisions – 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 existence 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 have an understanding of vehicle and pedestrian traffic direction and regulation.

**Specific Performance Outcomes:**

1. The student will be able to explain the motor vehicle law governing traffic direction.
2. The student will be able to select proper positioning to maximize visibility while minimizing hazards to the officer.

3. The student will recognize the correct methods of giving the basic traffic direction signals of: stop, start, and turn in both 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 have developed the knowledge and skills properly document a crash using the state approved forms.

**Specific Performance Outcomes:**

1. The student will be able to explain the guidelines regulating the use of the Colorado Department of Revenue Form DR2447.
2. The student will be able to define Traffic Crash.
3. The student will be able to cite specific examples of when to use and when not to use a DR2447 to document a traffic crash.
4. The student will be able to complete a DR2447 for a property damage or injury crash involving non-commercial vehicles.
5. The student will be able to 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 be able to recognize the proper meaning of the injury classifications listed on the DR2447.
7. The student will be able to identify the crash scene perimeter and area of impact.

8. The student will be able to 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 have the knowledge to 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 have the knowledge to 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. Recognize driving behaviors and other indicators commonly exhibited by impaired drivers;
2. Become better detectors and better describers by improving their knowledge, attitudes and skills in detecting the impaired driver and articulating their observations;
3. Develop a better understanding of the tasks and decisions involved in the DUI detection process;

4. Recognize the magnitude and scope of DUI-related crashes, injuries, deaths and property loss, and other social aspects of the DUI problem;
5. Understand the deterrent effects of DUI enforcement;
6. Have a better understanding of the legal environment relevant to DUI enforcement and use of the three standardized field sobriety tests (SFST);
7. Know and recognize typical clues of alcohol impairment that may be detected during face-to-face contact with DUI suspects;
8. Know and perform the appropriate administrative procedures for the divided attention psychophysical tests;
9. Know and perform appropriate administrative procedures for the horizontal gaze nystagmus test;
10. Know and recognize typical clues of alcohol impairment that may be seen during administration of the SFSTs;
11. 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.

**Recommended 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 50**

### A. Preliminary Investigations

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Criminal Investigation, Bennett and Hess (West Publishing)*  
*Police Field Operations, Adams (Prentice-Hall)*

### B. Crime Scene Search

**Required Minimum Hours: 2**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Criminal Investigations, Bennett and Hess (West Publishing)*

**C. Crime Scene Documentation**

**Required Minimum Hours: 12**

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

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*Criminal Investigations*, Bennett and Hess (West Publishing)

**D. Identification and Collection of Evidence**

**Required Minimum Hours: 10**

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

**Specific Performance Outcomes:**

1. The student will describe the value of more commonly encountered evidentiary items found at a crime scene including but not limited to:
  - a. Latent fingerprints
  - b. Bullets
  - c. Shell casings
  - d. Tool Marks
  - e. Hair and fibers

- f. Documents
  - g. Body fluids
2. The student will describe and/or demonstrate effective methods and techniques for collecting evidence including but not limited to:
    - a. Maintaining admissibility through chain of custody
    - b. Marking, packaging and documenting custody
    - c. Safely preserving evidence
    - d. Locating, dusting, photographing and lifting latent fingerprints
  3. 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

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West Publishing)

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

*What Every Law Enforcement Officer Should Know about DNA Evidence: First Responding Officers* (National Institute of Justice)

[https://letraining.training.nij.gov/usermanagement/login\\_form?came\\_from=https%3A//letraining.training.nij.gov/&retry=&disable\\_cookie\\_login=1](https://letraining.training.nij.gov/usermanagement/login_form?came_from=https%3A//letraining.training.nij.gov/&retry=&disable_cookie_login=1)

**E. Identification of Suspects**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. The student will be able to identify sources of information, which would aid in identifying and locating suspects or witnesses to include but not limited to:

- a. Field identification
- b. Mug shots
- c. Photo identification line-ups
- d. Physical line-ups
- e. Modus operandi
- f. Police and other agency files
- g. Composite drawings/sketches
- h. Informants

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West Publishing)  
*Colorado Peace Officer's Legal Source Book*, Section 10 [Colorado  
 District Attorney's Council (CDAC)/Colorado Attorney General]

**F. Sexual Assault**

**Required Minimum Hours: 4**

**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 demonstrate an understanding of:
  - a. Patrol response to Sexual Assault Calls
  - b. Societal influence on Sexual Assault investigations
  - c. Consent
  - d. Offender Behavior
  - e. Victim Trauma
  - f. Prevalence and Nature of False Reports
  - 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)

**Required Source Material:**

Colorado Revised Statutes

**Recommended Source Material:**

Colorado Coalition Against Sexual Assault (CCASA)

<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>

**G. Major Case Considerations**

**Required Minimum Hours: 14**

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

**Specific Performance Outcomes:**

1. The student will identify the procedures to be followed at the scene of a major case, including but not limited to:
  - a. Robbery
  - b. Assault
  - c. Crimes against children
  - d. Death investigations
  - e. Burglary
  - f. Fraud/White Collar Crime
  - g. Computer related crime
  - h. Arson
2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.
3. The student will demonstrate investigative techniques at a mock crime scene.

**Recommended Source Material:**

*Colorado Sudden Infant Syndrome (SIDS) Program Brochures*

<http://www.angeleyes.org/>

*Criminal Investigation*, Bennett and Hess (West Publishing)

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

**VIII. COMMUNICATIONS**

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## 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 understand the value of note taking and techniques crucial to written communication.
2. The student will understand the characteristics of effective law enforcement written communication.
3. The student will demonstrate the ability to write a clear, complete, concise and grammatically correct report.
4. The student will demonstrate the ability to observe scenario situations and transfer their observations into an accurate written format.

**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 dealing with human interaction.

**Specific Performance Outcomes:**

1. The student will explain and discuss effective techniques for communicating with individuals or groups.
2. The student will describe effective techniques for defusing conflict through the use of interpersonal communication in scenario based training.
3. The student will be exposed to communication considerations when dealing with special needs and diverse populations.

**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)

**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 for building future leaders.

**Specific Performance Outcomes:**

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

**Recommended Source Material:**

*The Leadership Secrets of Colin Powell*, Harhari (McGraw-Hill Publishing)

*Leadership Theory and Practice* (Peter G. Northouse, SAGE Publications, Inc; Sixth Edition edition, February 2, 2012)

**IX. WELLNESS TRAINING PROGRAM**

**REQUIRED HOURS: 32**

**A. Introduction to Wellness**

**Required Minimum Hours: 4**

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

**Specific Performance Outcomes:**

1. Recognize the impact that police work has on a healthy lifestyle.
2. Understand the difference between aerobic and anaerobic exercise.
3. Know the difference between absolute and dynamic strength.
4. Understand the importance of flexibility and types of stretching techniques.
5. Know what percent of body fat is acceptable (by health standards).
6. Understand diet's impact on wellness.

**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.

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 and Trauma**

**Required Minimum Hours: 4**

**General Learning Goal:** The student will understand the concept of stress and its sources. The student will also have an understanding of the concept of traumatic stress.



Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance.
2. The student will identify stress management techniques.
3. The student will explain and discuss how stress reduction and communication techniques will enhance family and work related relationships.
4. The student will be able to differentiate between general and traumatic stress.
5. The student will explain and discuss several trauma recovery methods and know the signs and red flags associated with poor trauma resolution.

**Recommended Source Material Only:**

*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 CASUALTY CARE FOR LAW ENFORCEMENT  
REQUIRED HOURS: 8**

**A. Tactical Casualty Care - Lecture  
Required Minimum Hours - Lecture: 3**

**General Learning Goal:** Course participants will learn to apply life-saving medical actions in the context of a hazardous situation such as an active shooter, specific medical interventions and skills to include:

1. Bleeding control with a tourniquet
2. Bleeding control with gauze packs or topical hemostatic agents
3. Opening an obstructed airway to allow the casualty to breathe
4. Recognition and treatment of open, sucking chest wounds
5. Recognition of life-threatening tension pneumothorax

### **Specific Performance Outcomes:**

1. Understand the rationale for immediate action to obtain hemorrhage control (including external hemorrhage control, direct pressure and wound packing, early use of tourniquet for severe hemorrhage, internal hemorrhage control by rapid evacuation, and transportation to major hospital/trauma center.
2. Describe the progressive strategy for controlling hemorrhage.
3. Describe appropriate airway control techniques.
4. Describe the tactically relevant indicators of shock.
5. Describe recognition and management of an open, sucking chest wound.
6. Describe the clinical presentation of a tension pneumothorax.

### **B. Skills Stations and Scenario Based Training**

**Required Minimum Hours – Skills Stations: 1**

**Required Minimum Hours – Scenario-Based Training: 4**

**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 skills stations, such as applying a tourniquet and packing a wound, designed to learn application of techniques and equipment.
2. The student will take part in a minimum of one (1) scenario designed to reinforce the concept of self-care by demonstrating self-application of a tourniquet, first to their own arm and then to their own leg, in a one-on-one learning experience with an instructor.
3. The student will take part in a minimum of two (2) scenarios designed to simulate actual situations in which medical care will be performed, and will demonstrate all skills taught. These scenarios will involve actors 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.

4. Unused scenario time may be used for CPR training.

### **C. Instructor Ratio(s):**

Lecture: There must be at least one instructor for every 24 trainees during any lecture session (1:24 ratio).

Skills Stations: There must be at least two (2) instructors for any skills station session.

Scenario – Self-Care: There must be at least one instructor for every one (1) trainee for any self-application scenario training session (1:1 ratio).

Scenario – Care of Others: There must be at least two (2) instructors present for any scenario-based training session involving treatment of others.

### **Instructor Qualifications:**

- a. Minimum – Colorado State Certified EMT, paramedic preferred, and
- b. Must have successfully completed a Tactical Casualty Care-Law Enforcement First Response course (or equivalent).

### **Recommended Source Material:**

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

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

