

BASIC ACADEMIC TRAINING PROGRAM

Effective January 1, 2023

MINIMUM REQUIRED HOURS

Academic	380
Arrest Control	62
Driving	44
Firearms	72
TOTAL	558

I. INTRODUCTION TO CRIMINAL JUSTICE

REQUIRED HOURS: 18

A. Criminal Process

Required Minimum Hours: 6

General Learning Goal: The student will learn the functions of the criminal justice system in protecting the constitutional rights of all individuals within the United States, regardless of citizenship.

Specific Performance Outcomes:

1. The student will analyze the freedoms and rights afforded to individuals under the U.S. Constitution and the Bill of Rights.
2. The student will apply the following amendments to the U.S. Constitution 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 compare the freedoms and rights afforded to individuals under the Colorado State Constitution and amendments with the U.S. Constitution.

4. The student will examine the major goals of the criminal justice system:
 - a. Guarantee due process and equal justice
 - b. Reduce crime, fear of crime, and public disorder
 - c. Protection of life and property
 - d. Enforcement of laws
 - e. Improve the quality of life
5. The student will distinguish between the three components of the criminal justice system.
 - a. Law Enforcement
 - b. Courts (prosecution and adjudication)
 - c. Corrections
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 different roles and functions of federal, state, and local agencies and their interdependence within the criminal justice system.
8. The student will discuss the purpose of multi-jurisdictional task forces (MJTF's).
9. The student will explain the mission of 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), 2006
Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing), 6th ed., 2004
Introduction to Criminal Justice, Larry J. Siegel and John L. Worrall, Cengage Learning; 16th edition (January 1, 2017)

B. Judicial Process

Required Minimum Hours: 4

General Learning Goal: The student will learn 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 individuals involved in an investigation.

Required Source Material:

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

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

Recommended Source Material:

Colorado Courts at a Glance (Colorado Judicial Branch)
<https://www.courts.state.co.us/Courts/Education/Brochures.cfm>

Criminal Justice, Fagin (Prentice Hall) 2006

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning), 2017

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 identify the ethical expectations of a peace officer as it relates to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will describe the importance of ethical conduct as it relates to the restrictions on accessing and releasing criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. Using the Law Enforcement Code of Ethics, the student will analyze situations that present conflicting values.
4. The student will 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 describe the consequences of unethical/unprofessional conduct to the peace officer, department and community.

6. The student will explain why an officer should respond to a co-worker's unprofessional conduct to include the duty to report excessive use of force and the duty to intervene.
7. The student will summarize the impact of the landmark case decision in *Brady v Maryland* (1973) on law enforcement and the consequences of failure to comply with these duties and requirements.
8. The student will define:
 - a. Diversity
 - b. Stereotype
 - c. Prejudice
 - d. Discrimination
9. The student will identify personal, professional, and organizational benefits of valuing diversity within the community and law enforcement.
10. The student will discuss situations illustrating the intersection of race, gender, and disability, and their impact on law enforcement.
11. The student will examine cultural biases and beliefs regarding people with disabilities.

Recommended Source Material:

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

Case Studies – Facilitation Format

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

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

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

CCIC Training Manual (Colorado Bureau of Investigation)

Driving While Black, Included in the “POST Anti-Bias Train the Trainer” materials

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

State of Colorado Demographics – U.S. Census

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

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

Improving Police Interactions with People with Disabilities

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

Media Coverage of Law Enforcement Use of Force and Disability,

https://rudermanfoundation.org/white_papers/media-coverage-of-law-enforcement-use-of-force-and-disability/

Think Change Talks: Breaking the Barrier of Disability Bias,

<https://thinkchange.training/disability-bias/>

Think Change Talks: Breaking the Barrier of Disability Bias

Discussion Guide, <https://www.flipsnack.com/thinkchange/breaking-the-barrier-of-disability-talks-discussion-guide/full-view.html>

Think Change Talks: The Intersection of Race and Disability,

<https://thinkchange.training/intersection-race-disability/>

II. BASIC LAW

REQUIRED HOURS: 68

A. 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 explain rules, elements and provisions of Colorado Revised Statutes, Title 16, Articles 1, 2, and 3.
2. The student will explain the laws and landmark 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 explain the laws and landmark 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 explain the laws and landmark 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 explain the laws and landmark 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 explain the laws and landmark 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 explain the laws and landmark court decisions regarding identification procedures:
 - a. Field show ups
 - b. Photographic arrays
 - c. Custodial lineups

8. Given a selection of fact patterns from case law, the student will apply several of the legal concepts listed above.

Required Source Material:

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

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

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

General Learning Goal: The student will have a basic understanding of the laws of interview and interrogation of criminal defendants.

Specific Performance Outcomes:

1. The student will distinguish between an interview and an interrogation.

2. 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. - 5th Amendment)
 - f. Escobedo Considerations (U.S. Const. - 6th Amendment)

3. The student will explain the value of taking statements from both hostile and friendly witnesses.

4. The student will understand the legal problems encountered during interview/interrogation situations.
5. The student will explain how techniques may differ when interviewing or interrogating people with disabilities and the atypical reactions that may result.

Required Source Material:

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

Colorado Revised Statutes

Recommended Source Material:

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

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

C. Evidence

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will distinguish between evidence and proof.
2. The student will categorize evidence as direct or circumstantial and recognize that both are acceptable evidence, and neither is necessarily more reliable than the other.
3. The student will describe the basic criteria for admitting evidence; distinguish between evidence that satisfies these criteria and evidence that fails to satisfy these criteria; and will explain how these criteria impact officer conduct and investigation. To be admissible, evidence must be:
 - a. Relevant
 - b. Reliable

- c. Not unduly prejudicial
 - d. Supported by adequate foundation; and
 - e. Constitutionally obtained
4. The student will identify circumstances, which may cause evidence to be excluded, to include the failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law and Rule 16 of the Colorado Rules of Criminal Procedure, and *Brady v. Maryland* and its progeny.
5. The student will define hearsay and explain how the hearsay rule applies to the following types of evidence:
- a. Admissions, confessions and statements of Defendants, Colorado Rule of Evidence 801(d)(2)(A).
 - b. Officer reports, including video and audio material; and
 - c. The hearsay exceptions identified in Rule 803(1) through 803(4).
6. As applicable to peace officers, the student will explain the requirements and expectations for admitting evidence pursuant to Colorado Rules of Evidence 701, 702 and 703 regarding expert witness testimony; will identify the types of testimony from officers defined as expert testimony by court decisions; and will define the requirements for pre-trial disclosure as set forth in Rule 16, Part I.(d)(3) of the Colorado Rules of Criminal Procedure.

Required Source Material:

Colorado Rules of Evidence

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

Recommended Source Material:

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

D. Colorado Criminal Code

Required Minimum Hours: 32

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

Specific Performance Outcomes:

1. The student will locate current Colorado Criminal Code statutes in more than one resource, including digital-based resources.
2. The student will explain the Principles of Criminal Culpability. (18-1-501, 502 and 503 C.R.S.)
3. The student will explain, as set forth in the applicable statutes:
 - a. Rights of defendant (18-1-402, 403, 405(1), 406(1), 407, 408(1) & (2) C.R.S.)
 - b. Definitions (18-1-901 C.R.S.)
 - c. Legal Accountability and Complicity (18-1-601 – 605 C.R.S.)
 - d. Justification and Exemptions from Criminal Responsibility (18-1-701 through 712 C.R.S.)
 - e. Responsibility (18-1-801, 802(2), 803(1) and 804 C.R.S.)
 - f. Inchoate offenses 18-2-101; 18-2-201; 18-2-301 C.R.S.)
4. For the following offenses, the student will distinguish between felony, misdemeanor and petty offenses and will identify the elements of, and any aggravating or mitigating factors or circumstances that may specifically apply to, the offense. The student is not required to identify the specific offense classification (e.g., class 1, 2, 3, 4, 5 or felony or class 1 or misdemeanor), and is not required to understand or apply the sentencing terms, conditions, or provisions, if any, that are specific to the offense:
 - a. Crimes Against Persons
 - (1) Homicide and Related Offenses (18-3-101 through 106 C.R.S.)
 - (2) Assaults (18-3-201 through 206 and 208 C.R.S.)
 - (3) Kidnapping (18-3-301 through 306 C.R.S.)
 - (4) Unlawful Sexual Behavior (18-3-401, 402, 404, 405, 405.3, 405.4, 405.6, 405.7, and 18-3-412.5 C.R.S.)
 - (5) Stalking (18-3-601 and 602 C.R.S.)

- b. Offenses Against Property
 - (1) Arson (18-4-101 through 105 C.R.S.)
 - (2) Burglary (18-4-201 through 205 C.R.S.)
 - (3) Robbery (18-4-301 through 18-4-303 C.R.S.)
 - (4) Theft (18-4-401, 406, 414 and 415 C.R.S.)
 - (5) Aggravated motor vehicle theft (18-4-409 C.R.S.)
 - (6) Trespass, Tampering, Criminal Mischief (18-4-501, 502, 503, 504, 505, 506 and 512 C.R.S.)

- c. Offenses Involving Fraud
 - (1) Forgery and related offenses (18-5-101, 102, 104, 110 and 113 C.R.S.)
 - (2) Fraud by check, (18-5-205 C.R.S.)
 - (3) Identity Theft and Related Offenses(18-5-702; 18-5-901 through 905 C.R.S.)

- d. Offenses Involving 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 (18-6-800.3, 801.5, 801.6, 803.5 and 803.6 C.R.S.)

- e. Wrongs to At-Risk Adults (18-6.5-102, 103 and 108 C.R.S.)

- f. Public Indecency (18-7-301 through 302 C.R.S.)

- g. Sexual Conduct in Correctional Institutions (18-7-701 C.R.S.)

- h. Governmental Operations
 - (1) Obstruction of Public Justice (18-8-102, 103, 104, 105, 110, 111, 111.5, 112, 114 and 116 C.R.S.)

- (2) Escape and Offenses Relating to Custody (18-8-201, 203, 204, 204.1, 204.2, 206, 208, 208.1, 211 and 212 C.R.S.)
 - (3) Bribery (18-8-302 C.R.S.)
 - (4) Abuse of Public Office (18-8-404 and 405 C.R.S.)
 - (5) Tampering with physical evidence (18-8-610 C.R.S.)
 - (6) Victims and Witnesses Protection (18-8-704 through 706 and 707 C.R.S.)
- i. Offenses against Public Peace, Order and Decency
 - (1) Public Peace and Order (18-9-101 – 106, 111, 112, 116, 116.5, 117, 119 and 121 C.R.S.)
 - (2) Cruelty to Animals (18-9-202 C.R.S.)
 - (3) Offenses Involving Communications (18-9-306.5 C.R.S.)
 - j. Offenses Relating to Firearms and Weapons
 - (1) Firearms and Weapons – General (18-12-101, 102, 103, 104, 105, 105.5, 106, 106.5, 107.5, 108 and 108.5 C.R.S.)
 - (2) Permits to Carry Concealed Handguns (18-12-203 and 204 C.R.S.)
 - (3) Large-Capacity Ammunition Magazines (18-12-302 C.R.S.)
 - k. Miscellaneous Offenses (18-13-101, 107, 109, 109.5, 121 and 122 C.R.S.)

Required Source Material:

Colorado Revised Statutes

Colorado Jury Instructions – Criminal

E. Colorado Children’s Code

Required Minimum Hours: 4

General Learning Goal: The student will understand that the Children’s Code consists of two systems with different goals and

procedures relative to investigating dependency and neglect, status offenders and crimes committed by juveniles.

Specific Performance Outcomes:

1. 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.

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, 19-2.5-103 C.R.S.
 - b. Taking juvenile into custody, 19-2.5-209 C.R.S.
 - c. Issuance of a lawful warrant taking a juvenile into custody, 19-2.5-204 C.R.S.
 - d. Fingerprinting-juvenile under arrest-ordered by court, 19-2.5-207 C.R.S.
 - e. Search warrants-issuance-grounds, 19-2.5-205 C.R.S.
 - f. Search warrants-application, 19-2.5-206 C.R.S.
 - g. Consent to search, 19-2.5-202 C.R.S.
 - h. Duty of officer-screening teams-notification-release or detention, 19-2.5-303 C.R.S.
 - i. Limitations on detention, 19-2.5-304 C.R.S.

- j. Detention and shelter – hearing – time limits – findings – review – confinement with adult offenders – restrictions., 19-2.5-305 C.R.S.
 - k. Preliminary investigation, 19-2.5-201 C.R.S.
3. 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.
 4. The student will explain the impact that a child’s disability may have on investigating crimes involving the child.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado’s Guide for Implementing the Core Protections of the Juvenile (Colorado Department of Public Safety, Division of Criminal Justice), revised 2006

<http://hermes.cde.state.co.us/drupal/islandora/object/co%3A4572>

An examination of the questioning styles of police officers and caregivers when interviewing children with intellectual disabilities, The British Psychological Society, 2006, provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

Think Change Course: Transforming the School to Prison Pipeline, <https://www.thinkchange.academy/p/transforming-the-special-education-school-to-prison-pipline>

F. Legal Liability

Required Minimum Hours: 4

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

Specific Performance Outcomes:

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

- a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
3. The student will examine the provisions of 13-21-131 C.R.S. (Civil action for deprivation of rights) and identify the types of claims involved and how the actions of a peace officer may affect liability and indemnification.
 4. The student will examine the provisions of 24-31-901 through 906 C.R.S. (Law Enforcement Integrity) and explain:
 - a. A peace officer's obligations with respect to incident recordings and the possible consequences for non-compliance with those obligations (24-31-902 C.R.S.);
 - b. The potential effect on a peace officer's P.O.S.T. certification resulting from criminal charges, civil liability, or internal investigations (24-31-904 C.R.S.); and
 - c. The protections afforded whistleblower officers (24-31-906 C.R.S.)
 5. The student will identify and provide examples of state and Federal criminal charges that may result from improper police actions.
 6. The student will examine the provisions of 18-8-801 to 804 C.R.S. and explain the reporting requirements contained therein.
 7. The student will explain the provisions of 18-1-707 (Use of Force by Peace Officers) and 24-31-905 C.R.S. (Prohibited LE Action in Response to Protests).
 8. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery and discovery methods
 - b. Vicarious liability
 - c. Supervisor liability
 - d. Governmental immunity (federal)
 - e. Governmental immunity (Colorado, 24-10-106 C.R.S.)

Required Source Material:

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

Colorado Revised Statutes 13-21-131

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

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

Colorado Revised Statutes 24-31-901 through 24-31-906

Title VII of the Civil Rights Act of 1964

Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

G. 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 44, Article 3 and Article, and the Colorado Code of Regulations specifically:
 - a. Colorado Beer Code
 - (1) Definitions (44-3-103 C.R.S.)
 - (2) Exemptions (44-3-106 C.R.S.)
 - b. Colorado Liquor Code
 - (1) Definitions (44-3-103 C.R.S.)
 - (2) Unlawful acts - exceptions (44-3-901 C.R.S.)
 - (3) Testing for intoxication by law enforcement officers (44-3-902 C.R.S.)
 - (4) Violations-penalties (44-3-904 C.R.S.)
 - (5) Duties of inspectors and police officers (44-3-905 C.R.S.)
 - c. Classes of Licenses and Permits
 - (1) 44-3-401 C.R.S.
 - d. Colorado Code of Regulations 1 CCR 203-2

2. The student will explain 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 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, Latest edition. Blue360 Media.

H. Controlled Substances: General

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will explain the definitions of controlled substances as described in 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 18-18-404 through 18-18-430.5 C.R.S.

Required Source Material:

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

Recommended Source Material:

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

I. Controlled Substances Introduction to Marijuana

Required Minimum Hours: 2

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

Specific Performance Outcomes:

The student will explain:

1. Medical Use of Marijuana (Amendment 20), including:
 - a. CO Const. Article XVIII, Section 14
 - b. Definitions: medical marijuana, the marijuana registry, caregivers, licensed physician, patient
 - c. Amounts: by statute; doctor recommendation, use by minors. Exception from Criminal Law
 - d. Medical use of marijuana for persons suffering from debilitating medical conditions [18-18-406.3 (5)]
 - e. Marijuana Enforcement Division
2. Use and Regulation of Marijuana (Amendment 64), including:
 - a. CO Const. Article XVIII, Section 16
 - b. Definitions
 - c. Federal law considerations
 - d. Differences from medical marijuana
 - e. Grows: Medical and recreational safety hazards, what can be grown, and visibility
 - f. Applicable laws
 - (1) Distribution
 - (2) Distribution to minor

- (3) Cultivation
- (4) Possession
- (5) Open use
- g. Related Issues
 - (1) Edibles
 - (2) Forms of marijuana
 - (3) Black market/transportation and out of state seizures
 - (4) Internet-based distribution
 - (5) Butane extraction
 - (6) Impaired driving

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

Required Source Material

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

Colorado Peace Officer’s Handbook (Lexus Nexis Publishing)

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

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

Colorado Peace Officer’s Statutory Source Book

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

CDPHE: Registry Portal Login

<https://medicalmarijuana.colorado.gov/state-co-entellittrak/>

Colorado Department of Agriculture

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

Butane Hash Oil Explosion Video (Shortened)

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

J. Court Testimony

Required Minimum Hours: 4

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

Specific Performance Outcome:

1. The student will cite the importance of reviewing reports, personal notes, relevant training, policy, and other legal authority prior to testimony.
2. The student will recognize the ethical obligation to testify truthfully to the facts regardless of personal or professional bias.
3. The student will provide examples of the courtroom strategies used by prosecuting and defense attorneys and the appropriate responses to those strategies.
4. In a mock court scenario, the student will demonstrate professional courtroom demeanor while testifying in court, to include proper attire, courteous attitude, posture, and courtroom procedures.

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

Required Source Material:

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

K. Identity Theft

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will define Identity Theft.
2. The student will identify ways to prevent identity theft based on how identities are stolen to include the theft of Social Security Number information.
3. The student will discuss the ways in which the elderly and persons with disabilities are more vulnerable to identity theft.
4. The student will explain steps in the reporting of identity theft and how victims can minimize losses.
5. The student will explain steps businesses can take to protect their customers from identity theft.
6. Given a series of fact patterns, the student will apply state and federal criminal statutes and civil regulations regarding identity theft.

Required Source Material:

Identity Theft; Colorado Attorney General's Office

www.stopfraudcolorado.gov/fraud-center/identity-theft.html

Recommended Source Material:

Identity Theft; Federal Trade Commission

<https://www.consumer.ftc.gov/topics/identity-theft>

<https://www.aarp.org/money/scams-fraud/info-2019/identity-theft.html>

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

III. HUMAN RIGHTS AND VICTIM'S RIGHTS

REQUIRED HOURS: 28

A. Victim's Rights

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. The student will identify the legal basis of law enforcement's responsibilities to victim's rights.
2. The student will explain rights granted to victims of crime by Victim's Rights Act, including but not limited to the legal requirements for providing victim's written notice.
3. The student will define law enforcement responsibilities to victims of crime, including persons with disabilities.
4. The student will recognize the benefits of developing relationships with disability advocacy organizations that can assist throughout the investigation.
5. The student will define the district attorney's responsibilities to victims of crime.

Required Source Material:

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

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

Colorado Organization for Victims Assistance.

www.coloradocrimevictims.org

B. Domestic Violence

Required Minimum Hours: 8

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

Specific Performance Outcomes:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions and Statutes
 - a. Definitions (18-6-800.3 C.R.S.)

- b. Domestic Violence – evidence of similar transactions (18-6-801.5 (1) C.R.S.)
- c. Intimate relationship
 - (1) People v. Disher (No. 07SC1088, 224 P 3d 254)

2. Domestic Violence Dynamics

- a. Victim and offender characteristics
- b. Power and control
- c. Understanding trauma
- d. Relationship history
- e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation
 - (3) Isolation
 - (4) Separation
 - (5) Threats of suicide
 - (6) Weapons
 - (7) Escalation
 - (8) VPO

3. Duties of peace officers (18-6-803.6 C.R.S.)

- a. Developing probable cause
- b. Evidence collection, documentation, and follow-up
 - (1) Medical release forms
- c. Predominate aggressor: four prong analysis
 - (1) Any prior complaints of domestic violence
 - (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense
 - (a) Consider offensive vs. defensive injuries
- d. Dual arrest

- (1) Shelters and community resources
 - e. Involvement of children
 - (1) Persons required to report child abuse or neglect (19-3-304 C.R.S.)
 - (2) Child abuse (18-6-401 C.R.S.)
- 4. Protection orders
 - a. Criminal
 - b. Protection order against defendant (18-1-1001 C.R.S.) or by local ordinance
 - c. Civil [Procedure for permanent civil protection orders (13-14-106)]
 - d. Emergency Protection Order (13-14-103 C.R.S.)
 - e. Full faith and credit [Foreign protection orders (13-14-110 C.R.S.)]
 - f. Mandatory arrest probable cause [Crime of violation of a protection order (18-6-803.5 3 (b) C.R.S.)]
 - g. Notice to defendant/restrained party
 - (1) Permission language on the protection order
 - h. Firearms prohibition
 - (1) Criminal (18-1-1001 C.R.S.)
 - (2) Civil (13-4-102 (22) C.R.S.)
 - (3) Domestic violence – sentencing (18-6-801 (8) C.R.S.)
- 5. Working effectively with advocates
 - a. Law enforcement advocates
 - b. Community based advocates
 - c. Privilege [Who may not testify without consent (13-90-107 (1)(k) C.R.S.)]
 - d. Information, referrals, and support
 - e. Department policy
- 6. Interviews
 - a. Separate parties

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

- (1) Fear, stress and/or changes made by the victim as a result of the offender's conduct
 - c. Investigation
 - (1) Technology
 - (2) Stalking log
- 10. Report writing
 - a. Documenting the factual basis of the domestic violence
 - b. Documenting detailed contact information for all parties
 - c. Department policy
- 11. Officer safety concerns specific to domestic violence calls
 - a. Approaching the scene
 - b. Entering
 - c. Stabilizing
 - d. Awareness
 - e. Arrest
- 12. Witness intimidation

Required Source Material:

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

Recommended Source Material:

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

Colorado Peace Officers Handbook, Latest edition. Blue360 Media.

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

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

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

C. Bias Motivated Hate Crimes

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. The student will identify the elements and classifications of Bias-Motivated Crimes, 18-9-121 C.R.S.
2. The student will explain the importance of prompt police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice, including, but not limited to the:
 - a. Impact of hate crimes upon their victims
 - b. Meaning and causes of prejudice
 - c. Relationship between stereotyping and prejudice
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will explain the roles of the officer responding to a hate crime incident.
6. Given fact patterns, the student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim’s families, and the community.
8. The student will explain that CRS 18-9-111 broadened the definition of a bias-motivated hate crime to include physical, cognitive, or mental disability.

Required Source Material:

Colorado Revised Statutes, 18-9-111

Colorado Revised Statutes, 18-9-121

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

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

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

D. Interaction with Special Populations

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. The student will explain the protections afforded to persons with disabilities under the Americans with Disabilities Act and why they were needed, including but not limited to providing effective communication and reasonable accommodations for people with disabilities.
2. The student will define disability as defined by the Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability.
3. The student will describe behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
4. The student will identify signs of abuse, neglect, and inadequate care.
5. The student will identify the key provisions that impact law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including, but not limited to:
 - a. Americans with Disabilities Act, Title II

- b. Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act regarding “disparate impact.”
 - c. Applicable Colorado Statutes
- 6. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
- 7. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
- 8. The student will describe the types of safety nets, service providers, and resources to assist persons with disabilities, their families, friends, and caregivers.
- 9. In a practical application, the student will recognize the impact of a peace officer when interacting with a person with a disability.
- 10. In practical applications, the student will interact with people with disabilities in a variety of commonly encountered situations. Situations will include:
 - a. Auditory disabilities
 - b. Visual disabilities
 - c. Physical disabilities, such as epilepsy
 - d. Intellectual and Developmental Disabilities,
 - e. Cognitive Disabilities, such as dementia, autism, learning disability, or brain injury.
- 11. **Instructor Qualifications:** This course should be instructed by persons with a foundation in issues regarding the disability community.

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

Required Source Material:

Americans with Disabilities Act, www.ada.gov

ADA Update: A Primer for State and Local Governments

https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html#generalnonreq

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

Commonly Asked Questions About the Americans with Disabilities Act And Law Enforcement, https://www.ada.gov/q%26a_law.htm

Recommended Source Material:

Ready San Diego First Responder Access & Functional Needs Training Series

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

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit

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

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

E. Interacting with Individuals in Mental Health Crisis

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. The student will identify behaviors of mental illness to aid in responding to mental illness related crises.
2. The student will recognize that, in itself, a mental health crisis or disability is not criminal in nature and that a more lasting solution is to divert those persons away from the criminal justice system.

3. The student will recognize behavioral cues that may make it necessary to isolate, contain, and assess a person in crisis, for their own safety.
4. In a practical application, the student will apply verbal and non-verbal strategies when responding to a person in crisis that may allow for de-escalation of emotion and more successful resolutions.
5. The student will identify people with suicidal or homicidal ideations.

Recommended Source Material:

Mental Health First Aid (MHFA)

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

National Alliance on Mental Illness (NAMI) Resource Guides

National Institute on Mental Illness Brochures/Fact Sheets

Crisis Intervention Training

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

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

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

IV. COMMUNITY INTERACTION

REQUIRED HOURS 4

A. Community Policing

Required Minimum Hours: 2

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

Specific Performance Outcomes:

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

Recommended Source Material:

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

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

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

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

B. Problem Solving/Crime Prevention

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. The student will identify problem solving opportunities for the line officers.

2. The student will apply the crime prevention triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when an offender has the ability, opportunity, and a target.
3. The student will discuss strategies for developing effective partnerships between the police and the community in the problem-solving process.
4. The student will recognize that at-risk populations can be more vulnerable to victimization.
5. Given a series of crime opportunities, create a plan to mitigate the risk using risk management strategies and a problem-solving model.

Recommended Source Material:

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

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

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

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

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

V. PATROL PROCEDURES

REQUIRED HOURS: 90

A. Patrol Observation and Perception

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. Differentiate between proactive and reactive patrol and the strengths and weaknesses of each approach.
2. Recognize the factors that can affect patrol officer's perception skills.
3. Using case studies or scenario-based exercises, the student will identify various information sources.
4. Using case studies or scenario-based exercises, the student will determine an effective course of action or patrol strategy when encountering suspicious or criminal circumstances during various times of day and week.

Recommended Source Material:

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

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

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

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

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

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

B. Officer Survival

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. Examine the circumstances in which peace officers are killed in order to recognize the elements of police combat confrontations.

2. Identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - a. Crisis rehearsal
 - b. Positive self-talk
 - c. Physical fitness
 - d. Mental wellness
3. Describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.
4. Explain the importance of tactical readiness through officer competency and equipment readiness.
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Identify the decision-making process during a use of force.
6. Recognize the pre-attack indicators offenders may display prior to an attack on officers.
7. Evaluate the "Deadly Errors" and the "Fatal Tendencies" for maintaining officer safety.

Recommended Source Material:

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

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

Tactics for Criminal Patrol, Remsburg (Calibre Press)

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

Deadly Force Encounters (Second Edition), Artwohl, Christensen

Officer Down Code 3, Brooks (Motorola Teleprograms Inc)

Force Science Institute

C. Pedestrian Contacts

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. Using field-based scenarios, demonstrate the ability to legally and safely approach a pedestrian or suspect, including people with disabilities while alone or with another officer.
2. Distinguish between consensual, reasonable suspicion detention, and Terry stop and frisk.
3. Explain contact and cover roles.
4. Effectively communicate with a pedestrian or suspect through the use of field-based scenarios, including but not limited to using a conversational versus commanding tone; asking pertinent identification questions, (i.e., name, date of birth, address, phone number), as well as pointed investigative questions.
5. Distinguish between behaviors that can be the result of a disability which might be similar to signs of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
6. During field-based scenarios, recognize signs of deception when in contact with subjects, including but not limited to: repeated questions, vague answers, contradictory answers, and provable lies.
7. During field-based scenarios, recognize emotional and physical behavioral warning signs and how to react to them, including but not limited to: glances at officer weapon, looking for escape routes, rigid posture, clinched fists, etc.
8. Discuss the inherent dangers of foot pursuits, such as tripping, ambush, getting lost, fatigue, etc., and tactics that will reduce the risk of assault during a foot pursuit.
9. Demonstrate the proper use of an offensive and defensive posture during role-plays.

10. Document the contact in an accurate written report including required demographic information.

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

Recommended Source Material:

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

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

Tactics for Criminal Patrol, Remsberg (Calibre Press)

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

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

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

CRS 24-31-903

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

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

D. Gangs

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. Become familiar with the history of street gangs, how and why they are formed, and the psychological, socioeconomic, and sociological motivators for gang membership.

2. Recognize local and national gang paraphernalia, clothing, graffiti, and their meaning.
3. Cite strategies for gathering gang intelligence.
4. Use several methods for determining gang involvement.
5. Describe officer safety tactics when confronting or contacting suspected gang members.

Recommended Source Material:

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

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

E. Vehicle Contacts, Stops and Searches

Required Minimum Hours: 16

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high-risk contacts, and how to determine the appropriate tactics for each type of contact. The student will recognize the elements and tactics necessary to conduct a legal, safe, and effective search of a vehicle, including the communication necessary to affect a stop and search.

Specific Performance Outcomes:

1. Examine the setup of unknown risk and high-risk traffic contacts using appropriate tactics and officer safety.
2. Determine how the driver communicates/interacts and what methods of communication are most effective, (i.e. adaptive devices, interpreters, etc.).
3. Distinguish between-behaviors that are the result of a disability which might be confused with indicators of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.

4. In practical exercises, demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
5. In practical exercises, select the appropriate tactics and resources to use based upon the environment and circumstances of the contact.
6. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches
7. Through field exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior, identifying common hiding places for contraband
8. The student will document the event in a written report.
9. The student will demonstrate ways to interact with both drivers and passengers with disabilities, including:
 - a. Interacting with someone with an auditory disability during a traffic stop.
 - b. Safely removing a driver or passenger from a vehicle with a physical disability, including both cooperative and uncooperative subjects.
 - c. How to recognize and interact with someone with a cognitive disability.

Required Source Material:

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

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

Recommended Source Material:

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

Tactics for Criminal Patrol, Remsberg (Calibre Press) 2018

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

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

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

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

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

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

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

F. Building Searches

Required Minimum Hours: 12

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

Specific Performance Outcomes:

1. Demonstrate various building search tactics.
2. Through field exercises, adapt searching techniques to various search scenarios.
3. Demonstrate the proper application of various equipment used in building searches.

Recommended Source Material:

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

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

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

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

G. Handling In-Progress Calls

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. Explain the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
 - e. tactical aspects
 - f. control
 - g. containment
 - h. isolate and neutralize/reduce threats
2. Through scenarios, demonstrate and explain tactical and legal considerations involved in handling in-progress calls.

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

Recommended Source Material:

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

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

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

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

H. Civil Disputes

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. Differentiate between criminal matters and civil disputes.
2. Demonstrate the officer safety techniques required to safely handle a civil dispute.
3. Discuss the practical and legal issues commonly encountered in a civil dispute.
4. Define 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 including where a child is disabled, and one parent can’t care for the child
 - e. repossessions
 - f. bail bondsman issues
 - g. disputes regarding disability access and what to do when someone is denied access to a public accommodation (ADA Title III)

6. Resolve disputes where there is a disabled or elderly person who cannot be removed or who requires a caretaker.

Recommended Source Material:

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

Police Field Operations, Adams (Prentice-Hall)

Legal Source book chapter 15

I. Crowd Control

Required Minimum Hours: 6

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

Specific Performance Outcomes:

1. Explain the constitutional guarantees governing the rights of citizens to engage in group activities, including lawful demonstrations to include:
 - a. First Amendment rights and limitations related to lawful assembly and freedom of association.
 - b. First Amendment rights and limitations related to types of speech to include threats, fighting words, symbolic speech, and political speech.
 - c. What generally constitutes a traditional public forum?
2. Describe the psychological influences on crowds and the warning signals of civil disobedience.
3. Explain the tactics and procedures for utilizing mobile field force to include:
 - a. Crowd Dispersal Notifications
 - b. Arrest team utilization
 - c. Protestor devices
4. Through field exercises, demonstrate the tactics required to control an unruly crowd, including crowd control formations.

5. Explain the law and procedural requirements associated with:
 - a. § 24-31-905 C.R.S. – Prohibited law enforcement action in response to protests.
 - b. § 18-9-101 C.R.S. – 108.5

Recommended Source Material:

Colorado Revised Statutes

U.S. Const. Amend I.

Colo. Const. Art. II, Section 10

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

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

Criminal Intelligence Coordinating Council, Recommendations for First Amendment-Protected Events for State and Local Law Enforcement Agencies (U.S. Department of Justice, 2011) (<https://bja.ojp.gov/library/publications/recommendations-first-amendment-protected-events-state-and-local-law>)

Crowd Management, Law Enforcement Policy Center April 2019 (International Association of Chiefs of Police) (<https://www.theiacp.org/resources/policy-center-resource/crowd>)

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

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

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

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

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

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

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

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

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

J. Hazardous Materials

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. Describe the types, classes, and risks of hazardous materials.
2. Explain the proper safety tactics for handling a hazardous materials incident.

Recommended Source Material:

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

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

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

K. Area Searches and Perimeters

Required Minimum Hours: 2

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

Specific Performance Outcomes:

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

Recommended Source Material:

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

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

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

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

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

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

Specific Performance Outcomes:

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

Recommended Source Material:

Never Split the Difference, Chris Boss, 2016

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

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

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

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

FBI Law Enforcement Bulletin 2014/2011,

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

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

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

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

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

M. Rapid Emergency Deployment

Required Minimum Hours: 16

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

Specific Performance Outcomes:

1. 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 and the traits an active harmer may display.
3. Demonstrate individual and team tactics used in Rapid Emergency Deployment to successfully resolve an active harming incident.
4. Contrast the type of incidents that could require the application of Rapid Emergency Deployment tactics and those which would not.
5. Successfully complete team and single officer response scenario-based training exercises.

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

Recommended Source Material:

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

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

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

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

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

Required Minimum Hours: 4

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

Specific Performance Outcomes:

1. In the classroom, students will individually complete IS-100.C and IS-700.B and take the certification tests.
2. Develop an understanding of the common responsibilities of on-scene personnel and the on-scene resources needed to manage a complex incident.
3. Demonstrate an understanding of ICS through a practical exercise.

Required Source Material:

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

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

Recommended Source Material

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

O. Biohazards Awareness

Required Minimum Hours: 2

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

Specific Performance Outcomes:

1. Recognize how law enforcement duties may expose an officer to various infectious agents.
2. Demonstrate safety measures, including protective equipment, to mitigate or prevent exposure to biohazards.
3. Describe appropriate post-exposure management procedures.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.

<http://www.osha.gov/SLTC/bloodborne pathogens/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 learn elements of traffic code violations as defined in Title 42 C.R.S.

Specific Performance Outcomes:

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

Article 2 – Drivers’ License

Part 1: Driver’s License

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

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

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

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

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

Part 2: Habitual offenders

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

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

Part 3: Identification Cards

Part 4: Commercial Drivers Licenses

Article 3 – Registration and Taxation

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

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

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

42-3-124 C.R.S.: Violation– penalty

Article 4 – Regulation of Vehicles and Traffic

Part 1: Traffic Regulations

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

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

Part 2: Equipment

Part 6: Signals – Signs – Markings

Part 7: Rights-of-way

Part 8: Pedestrians

Part 9: Turning – Stopping

Part 10: Driving – Overtaking – Passing

Part 11: Speed Regulations

Part 12: Parking

Part 14: Other offenses

Part 15: Motorcycles

Part 16: Accidents and accident reports

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

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

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

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

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

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

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

Part 19: School bus Requirements

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

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

Required Source Material:

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

B. Traffic Direction

Required Minimum Hours: 2

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

Specific Performance Outcomes:

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

C. Traffic Crash Documentation

Required Minimum Hours: 16

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

Specific Performance Outcomes:

1. The student will explain the guidelines regulating the use of the Colorado Department of Revenue Form DR3447.
2. The student will define Traffic Crash.
3. The student will cite specific examples of when to use and when not to use a DR3447 to document a traffic crash.
4. The student will complete a DR3447 for a property damage or injury crash involving non-commercial vehicles.
5. The student will recognize the proper meaning of area of impact, cataclysm, commercial motor vehicle, controlled access highway, crosswalk, driveway access, non-collision fire, first harmful event, gore, highway interchange, intersection, motor vehicle, non-contact vehicle, non-vehicle, pedestrian, person, private property, road, roadway, traffic unit, and traffic way.
6. The student will recognize the proper meaning of the injury classifications listed on the DR3447.
7. The student will identify the crash scene perimeter and area of impact.
8. The student will choose those things that can be used to identify the area of impact, final vehicle position, and vehicle path of travel.
9. The student will complete a crash diagram, which will document the area of impact, vehicle path of travel, any path of difficulty, debris, roadway, and traffic control devices.
10. The student will measure the area of impact and all paths of difficulty.

Recommended Source Material:

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

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

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

D. Standard Field Sobriety Testing and D.U.I. Enforcement
Required Minimum Hours: 24

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

Specific Performance Outcomes:

Participants will learn to:

1. 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.

Required Source Material:

Colorado Revised Statutes, Title 42

Colorado Standards for the SFST program

http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field_Sobriety_test_standards.pdf

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 responding to a crime scene, conducting an initial crime scene investigation, interviewing victims, witnesses, and suspects, and conducting a follow up investigation.

Specific Performance Outcomes:

1. The student will describe factors that interfere with accurate reporting of information available prior to arrival on scene and how that may affect their response.
2. As the initial peace officer arriving on a crime scene, the student will determine the following:
 - a. If a crime has been committed, and the type of crime, or if the incident is civil.
 - b. Identification of the people on-scene and their role in the incident.
 - c. The immediate action to be taken and what notifications should be made.
 - d. The procedures necessary to establish a crime scene perimeter to protect the primary and any secondary scenes.
 - e. The procedures necessary to locate and isolate witnesses, including conducting a neighborhood canvass and locating any available video.
3. Given a series of fact patterns, the student will describe the actions to be taken from dispatch or observation of an incident though securing the scene and gathering the available information and evidence.

Recommended Source Material:

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

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

B. Crime Scene Search

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 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.

Required Source Material:

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

C. Crime Scene Documentation

Required Minimum Hours: 8

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

Specific Performance Outcomes:

1. The student will demonstrate basic crime scene photography techniques, to include the three views of the crime scene and camera positions.
2. The student will demonstrate basic crime scene note taking techniques, to include recorded narrative; detailed sequence of events; and evidence handling documentation.
3. The student will 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.
4. Given a minimum of two crime scenes, the student will demonstrate investigative techniques, search the scene for pertinent evidence for that specific crime, photograph and sketch the scene, collect evidence, and prepare a written report.

Required Source Material:

Criminal Investigations, Hess, Orthmann, and Cho. 11th Edition 2017.
(Cengage Learning)

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

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

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

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

F. Sexual Assault

Required Minimum Hours: 6

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

Specific Performance Outcomes:

1. The student will discuss:
 - a. Patrol response to Sexual Assault Calls

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

Required Source Material:

Colorado Revised Statutes

Recommended Source Material:

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

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

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

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

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

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

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

G. Major Case Considerations

Required Minimum Hours: 16

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

Specific Performance Outcomes:

1. The student will describe 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
 - i. Missing and Murdered Indigenous Relatives

2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.

Recommended Source Material:

Colorado Sudden Infant Death Syndrome (SIDS) Program Brochures
<http://www.angeleyes.org/>

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

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

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

VIII. COMMUNICATIONS

REQUIRED HOURS 34

A. Report Writing

Required Minimum Hours: 24

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

Specific Performance Outcomes:

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

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

Recommended Source Material:

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

B. Verbal Communication Techniques

Required Minimum Hours: 8

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

Specific Performance Outcomes:

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

Recommended Source Material:

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

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

Communicating with People Who are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers,
<https://www.ada.gov/lawenfcomm.htm>

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

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

C. Leadership

Required Minimum Hours: 2

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

Specific Performance Outcomes:

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

Required Source Material:

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

Recommended Source Material:

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

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 30

A. Introduction to Wellness

Required Minimum Hours: 2

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

Specific Performance Outcomes:

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

Recommended Source Material:

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

Physical Fitness Assessments and Norms (Cooper Institute)

B. Wellness Lab

Required Minimum Hours: 24

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

Specific Performance Outcomes:

1. The wellness lab will be supervised by an Academy Instructor, and each session will begin with a stretching and warm-up phase. Training should be broken into 1-hour increments, and each increment will consist of one of the following training sessions:
 - a. Resistance training such as CrossFit, weight training, or swimming
 - b. Aerobic exercise such as jogging, biking, or swimming
 - c. Anaerobic exercise such as sprints or interval training

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

C. Stress and Trauma

Required Minimum Hours: 4

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

D. Instructor Qualifications:

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

Recommended Source Material:

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

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