

# RESERVE ACADEMIC TRAINING PROGRAM

Effective January 1, 2014

## MINIMUM REQUIRED HOURS

Academic	83
Arrest Control	62
Firearms	64
TOTAL	209

Driving (optional)	44
TOTAL with Driving	253

### I. INTRODUCTION TO CRIMINAL JUSTICE SYSTEM

**REQUIRED HOURS: 9**

#### A. Authority of the Colorado Reserve Officer

**Required Minimum Hours: 1**

**General Learning Goal:** The student will demonstrate an understanding of the statutory authority to function as a Colorado reserve peace officer.

**Learning Objectives:**

1. The student will demonstrate an understanding of the provisions of § 16-2.5-110 (1), C.R.S., which designates authority and training for duties, as well as its limits, while functioning as a Colorado reserve peace officer.
2. The student will demonstrate an understanding of the statutory provisions of "direct supervision" and "express direction" as pertaining to § 16-2.5-110(6)(a)(b), C.R.S.
3. The student will demonstrate an understanding of the provisions of the "Colorado Governmental Immunity Act", Article 10 of Title 24, C.R.S., dealing with being authorized as a volunteer.

**Recommended Source Material:**

*Colorado Revised Statutes, 16-2.5-110 et seq.*

#### B. Law Enforcement Ethics and Anti-Bias Policing

**Required Minimum Hours: 4**

**General Learning Goal:** The student will demonstrate an understanding of the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community.

**Learning Objectives:**

1. The student will demonstrate an understanding of ethics and anti-bias expectations of a peace officer as they relate to the following groups:
  - a. Community
  - b. Victim, witness, suspect
  - c. Department
  - d. Governmental agencies
  - e. Fellow officers and coworkers
2. The student will demonstrate an understanding of the importance of ethical conduct.
3. The student will demonstrate an understanding of the Law Enforcement Code of Ethics and how it pertains to professional and personal life.
4. The student will demonstrate an understanding of culture and cultural diversity.
5. The student will demonstrate an understanding of personal, professional and organizational benefits of valuing diversity within the community and law enforcement.
6. The student will be able to define:
  - a. Stereotype
  - b. Prejudice
  - c. Discrimination
7. The student will demonstrate an understanding of the reporting requirements pertaining to excessive force as captured in § 18-8-801 through 804, C.R.S.

**Recommended Source Material:**

*Arresting Police Video*

*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)

*Diversity Iceberg, Included in the "POST Anti-Bias Train the Trainer" materials*

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

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

**C. Criminal Process**

**Required Minimum Hours: 4**

General Learning Goal: The student will demonstrate an understanding of the constitutional rights of all individuals within the United States, regardless of citizenship, and the role of the criminal justice system protecting those rights.

Learning Objectives:

1. The student will demonstrate an understanding of the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later Amendments.
2. The student will demonstrate an understanding of how the following amendments to the U.S. Constitution apply to the actions and conduct of peace officers:
  - a. First Amendment
  - b. Fourth Amendment
  - c. Fifth Amendment
  - d. Sixth Amendment
  - e. Eighth Amendment
  - f. Fourteenth Amendment
3. The student will demonstrate an understanding of the three components of the criminal justice system:
  - a. Law Enforcement
  - b. Courts (prosecution)
  - c. Corrections
4. The student will demonstrate an understanding of 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 demonstrate an understanding of the interrelationships of the components of the criminal justice system with the legislative, judicial, and executive processes.
  6. The student will demonstrate an understanding of the impact of changing needs within the community in relationship to the criminal justice system.

**Recommended Source Material:**

*Criminal Justice: Introductory Cases & Materials*, Skolnick, Feeley and McCoy (Thomson-West)

*Criminal Justice*, Fagin (Pearson Education, Inc.)

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

*United States Constitution* - Bill of Rights

## II. BASIC LAW

**REQUIRED HOURS: 30**

### A. Rules of Evidence

**Required Minimum Hours: 2**

**General Learning Goal:** The student will demonstrate an understanding of peace officer conduct pertaining to rules of evidence.

**Learning Objectives:**

1. The student will demonstrate an understanding of rules, elements and provisions of § 16-3-101 through 405, C.R.S.
2. The student will demonstrate an understanding of the laws and court decisions as they pertain to evidence:
  - a. Types of evidence
  - b. Admissibility

**Recommended Source Material:**

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

*Colorado Peace Officer's Legal Source Book* (Colorado District Attorneys Council/Colorado Attorney General)

### B. Colorado Criminal Code

**Required Minimum Hours: 16**

**General Learning Goal:** The student will demonstrate an understanding of the Colorado Criminal Code.

**Learning Objective:**

1. The student will demonstrate an understanding of the elements of crimes, and distinguish between crime classifications in Title 18, C.R.S.

**Recommended Source Material:**

*Colorado Revised Statutes*, Title 18

**C. Colorado Children’s Code**

**Required Minimum Hours: 2**

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

**Learning Objectives:**

1. The student will demonstrate an understanding of how a juvenile is taken into custody and what steps are taken after he is taken into custody.
2. The student will demonstrate an understanding of the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
3. The student will demonstrate an understanding of the neglect and dependence section of the Code relating to:
  - a. Abuse and neglect
  - b. Mandatory reporting requirements
  - c. Evidence of abuse
  - d. Protective custody

**Recommended Source Material:**

*Colorado Revised Statutes*, Title 19

## D. Legal Liability

Required Minimum Hours: 4

**General Learning Goal:** The student will demonstrate an understanding of governmental and personal exposure to liability and the many "causes of action" which may result in civil suits.

### Learning Objectives:

1. The student will demonstrate an understanding of the provisions of law as they pertain to peace officers as delineated in Title 18, Article 8 of the Colorado Revised Statutes.
2. The student will distinguish between torts and crimes.
3. The student will demonstrate an understanding of the three basic categories of tort:
  - a. Negligent torts
  - b. Intentional torts
  - c. Constitutional torts
4. The student will demonstrate an understanding of the two major causes of action in sexual harassment cases:
  - a. Quid pro quo harassment
  - b. Hostile work environment harassment
5. The student will demonstrate an understanding of the civil procedure in suits involving governmental entities and individual officers.

### Recommended Source Material:

*Civil Rights and Criminal Justice: Primer on Sexual Harassment, Research in Action*, Rubin (National Institute of Justice)  
*Colorado Peace Officer's Legal Source Book, Section 16* (Colorado District Attorney's Council/Colorado Attorney General)

## E. Court Testimony

Required Minimum Hours: 2

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

**Learning Objective:**

1. The student will demonstrate an understanding of proper preparation and presentation for courtroom testimony.

**Recommended Source Material:**

*Colorado Peace Officer's Legal Source Book* (Colorado District Attorneys Council/Colorado Attorney General)

**F. Arrest Search and Seizure**

**Required Minimum Hours: 4**

**General Learning Goal:** The student will demonstrate an understanding of peace officer conduct pertaining to arrest, search and seizure.

**Learning Objectives:**

1. The student will demonstrate an understanding of the rules, elements and provisions of Colorado Revised Statutes, Title 16, and Articles 1, 2, and 3.
2. The student will demonstrate an understanding of the laws and court decisions as they pertain to the basic principles of search and seizure law:
  - a. Fourth Amendment protections
  - b. Reasonable expectation of privacy
  - c. Reasonable suspicion vs. probable cause
3. The student will demonstrate an understanding of the laws and court decisions for warrant searches and seizures:
  - a. Fourth Amendment requirements
  - b. Probable cause
  - c. Affidavits in support of warrant searches
  - d. Execution of a search warrant
4. The student will demonstrate an understanding of the laws and court decisions for warrantless searches and seizures:
  - a. Plain view searches
  - b. Warrantless searches in general
  - c. Pat-down frisk searches
  - d. Consent searches
  - e. Exigent circumstance searches
  - f. Searches incident to arrest

- g. Probation/parole searches
5. The student will demonstrate an understanding of the laws and court decisions for searches and seizures involving motor vehicles:
    - a. Probable cause searches of vehicles
    - b. Plain view searches of vehicles
    - c. Consent searches of vehicles
    - d. Searches of vehicles incident to custodial arrests
    - e. Searches of vehicles as instrumentalities
    - f. Vehicle inventory searches
  6. The student will demonstrate an understanding of the laws and court decisions for searches and seizures involving bodily intrusions:
    - a. Warrant requirement for bodily intrusion searches and seizures
    - b. Warrantless bodily intrusion searches and seizures
    - c. Use of force during bodily intrusion searches and seizures
  7. The student will demonstrate an understanding of the laws and court decisions regarding identification procedures:
    - a. Field show-ups
    - b. Photographic arrays
    - c. Custodial lineups

**Recommended Source Material:**

*Colorado Peace Officers Handbook* (Lexis Nexis Publishing)  
*Colorado Peace Officer's Legal Source Book* (Colorado District Attorneys Council/Colorado Attorney General)  
*Officer's Arrest Handbook*, Stephen (Lexis Publishing)  
*Officer's Search and Seizure Handbook*, Stephen (Lexis Publishing)

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

**REQUIRED HOURS: 4**

#### A. Victim's Rights

**Required Minimum Hours: 2**

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

**Learning Objective:**

1. The student will demonstrate an understanding of the provisions of § 24-4.1-301 et seq., C.R.S. and the procedures for locating assistance for victims of crime.

**Recommended Source Material:**

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

**B. Interaction with Special Populations**

**Required Minimum Hours: 2**

**General Learning Goal:** The student will demonstrate an understanding of the laws protecting the rights of members of special populations.

**Learning Objectives:**

1. The student will demonstrate an understanding of police interaction with special populations.
2. The student will demonstrate an understanding of the Americans with Disabilities Act.
3. The student will demonstrate an understanding of indicators that could lead an officer to believe an individual is:
  - a. A danger to self
  - b. Dangerous to others
  - c. Gravely disabled

**Recommended Source Material:**

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

**IV. COMMUNITY INTERACTION**

**REQUIRED HOURS: 2**

**A. Community Policing/Community Partnerships**

**Required Minimum Hours: 1**

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

**Learning Objective:**

1. The student will demonstrate an understanding of community policing and the importance of building community partnerships.

**Recommended Source Material:**

*Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships*, Rinehart, Laszlo, Briscoe, (U.S. Department of Justice)  
*Community Policing: A Contemporary Perspective*, Bucqueroux and Trojanowicz (Anderson Publishing)  
*Understanding Community Policing: A Framework for Action*, Office of Justice Programs (Bureau of Justice Assistance)

**B. Problem Solving/Crime Prevention**

**Required Minimum Hours: 1**

**General Learning Goal:** The student will demonstrate an understanding of current models of crime prevention and problem solving.

**Learning Objective:**

1. The student will demonstrate an understanding of the following crime prevention/problem solving models: SARA, CPTED and the Crime Triangle.

**Recommended Source Material:**

*Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers*, Eck (U.S. Department of Justice, Office of Community Oriented Policing Services)  
*Community Policing: A Contemporary Perspective*, Bucqueroux and Trojanowicz (Anderson Publishing)  
*Crime Prevention Through Environmental Design and Community Policing*, Travis (NIJ Research in Action, 1996)  
*Problem Solving Tips – A Guide to Reducing Crime and Disorder through Problem Solving Partnerships*, Schlermer, Perkins, Phillips, Rinehart and Townsend (U.S. Dept. of Justice)  
*Tackling Crime and Other Public-Safety Problems: Case Studies in Problem Solving*, Sampson, Rana and Michael S. Scott (U.S. Department of Justice)  
*Using Analysis for Problem Solving – A Guidebook for Law Enforcement* (U.S. Department of Justice)

## V. PATROL PROCEDURES

**REQUIRED HOURS: 20**

### A. Officer Survival

**Required Minimum Hours: 4**

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

**Learning Objectives:**

1. The student will demonstrate an understanding of the techniques for the mental, emotional and physical preparation necessary to respond to and recover from a critical incident.
2. The student will demonstrate an understanding of the elements of threat assessment and describe their effective application.

**Recommended Source Material:**

*Street Survival*, Adams, McTernan, Remsburg (Calibre Press)  
*The Tactical Edge: Surviving High Risk Patrol*, Remsburg (Calibre Press)

### B. Hazmat/Biohazards Awareness

**Required Minimum Hours: 2**

**General Learning Goal:** The student will demonstrate an understanding of hazmat and biohazard threats.

**Learning Objectives:**

1. The student will demonstrate an understanding of the safety measures and protective equipment used to mitigate or prevent exposure to biohazards or hazardous materials.
2. The student will demonstrate an understanding of the universal precautions and post-exposure procedures.

**Recommended Source Material:**

*Bloodborne Pathogen Standards* (OSHA)  
*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)

### C. Pedestrian Contacts

**Required Minimum Hours: 2**

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

**Learning Objectives:**

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

**Recommended Source Material:**

*Police Operations: Theory and Practice*, Hess and Wroblewski (Thomson  
Wadsworth)  
*Police Patrol Operations and Management*, Hale (Prentice-Hall)

*Street Survival*, Adams, McTernan and Remsberg (Calibre Press)  
*Tactics for Criminal Patrol*, Remsberg (Calibre Press)  
*The Tactical Edge: Surviving High Risk Patrol*, Remsberg (Calibre Press)

#### D. Vehicle Contacts & Vehicle Searches

**Required Minimum Hours: 4**

**General Learning Goal:** The student will demonstrate an understanding of how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high risk contacts, how to determine the appropriate tactics for each type of contact and tactics necessary to conduct a legal, safe and effective search of a vehicle.

#### **Learning Objectives:**

1. The student will demonstrate an understanding of how to set up unknown risk and high risk traffic contacts using appropriate tactics and officer safety.
2. The student will demonstrate the ability to change from an unknown risk vehicle contact to a high risk vehicle contact when circumstances dictate.
3. Through the use of practical exercises, the student will demonstrate the ability to select the appropriate tactics and resources to utilize based upon the environment and circumstances of the contact.
4. The student will demonstrate an understanding of the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
  - a. With consent
  - b. Incident to arrest
  - c. Items in plain view
  - d. With a search warrant
  - e. With probable cause
  - f. Inventory searches
5. Through field exercises, the student will demonstrate an understanding of 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

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West)

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

*Street Survival*, Adams, McTernan, Remsberg (Calibre Press)

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

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

**E. Building Searches**

**Required Minimum Hours: 4**

**General Learning Goal:** The student will demonstrate an understanding of tactics needed to safely search buildings.

**Learning Objectives:**

1. The student will demonstrate an understanding of various building search tactics.
2. Through field exercises, the student will demonstrate the ability to adapt searching techniques to various search scenarios.

**Recommended Source Material:**

*Criminal Investigation*, Bennett and Hess (West)

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

*Street Survival*, Adams, McTernan, Remsberg (Calibre Press)

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

**F. Handling In-Progress Calls**

**Required Minimum Hours: 4**

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

**Learning Objectives:**

1. The student will demonstrate an understanding of the factors to be considered in responding safely to in-progress calls, including:
  - a. Information and intelligence gathering
  - b. Response strategy, including route selection
  - c. Cover/concealment
  - d. Nature of crime
2. Through field exercises, the student will demonstrate an understanding of tactical considerations involved in handling in-progress calls.
3. The student will demonstrate the ability to document the event in a written report.

**Recommended Source Material:**

*Annual Report of Law Enforcement Officers Killed and Assaulted* (FBI)  
*Street Survival: Tactics for Armed Encounters*, Adams, McTernan and Remsberg (Calibre Press)  
*The Tactical Edge: Surviving High Risk Patrol*, Remsberg (Calibre Press)

## VI. TRAFFIC CONTROL

**REQUIRED HOURS: 4**

### A. Traffic Code

**Required Minimum Hours: 2**

**General Learning Goal:** The student will demonstrate an understanding of Colorado traffic code C.R.S. Title 42.

**Learning Objective:**

1. The student will demonstrate an understanding of traffic code violations as defined in C.R.S. Title 42, Articles 2, 3, & 4.

**Recommended Source Material:**

*Colorado Revised Statutes*, Title 42

## B. Traffic Direction

**Required Minimum Hours: 2**

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

### **Learning Objectives:**

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

### **Recommended Source Material:**

*IACP Training Key Number #279*, (International Association of Chiefs of Police) [www.theiacp.org](http://www.theiacp.org)

## VII. COMMUNICATIONS

**REQUIRED HOURS: 14**

### A. Stress Management

**Required Minimum Hours: 1**

**General Learning Goal:** The student will demonstrate an understanding of the concept of stress and its sources.

### **Learning Objectives:**

1. The student will demonstrate an understanding of the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance.
2. The student will demonstrate an understanding of stress management techniques.

**Recommended Source Material:**

*Police Field Operations*, Adams (Prentice-Hall)

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

**B. Introduction to Wellness**

**Required Minimum Hours: 1**

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

**Learning Objective:**

1. The student will demonstrate an understanding of the impact that police work has on physical condition.

**Recommended Source Material:**

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

*Physical Fitness Assessments and Norms* (Cooper Institute)

**C. Report Writing**

**Required Minimum Hours: 8**

**General Learning Goal:** The student will demonstrate an understanding of the basic requirements of report writing.

**Learning Objectives:**

1. The student will demonstrate an understanding of the characteristics of effective police reporting and what types of reports may be required specifically of a reserve officer.
2. The student will demonstrate the ability to observe scenario situations and transfer them into a clear, complete and concise written report.

**Recommended Source Material:**

*Colorado Peace Officer's Legal Source Book* (Colorado District Attorneys  
Council/Colorado Attorney General)

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

*Just the Facts: Investigative Report Writing*, Biggs (Pearson Prentice-Hall Publishing)  
*Police Field Operations*, Adams (Prentice-Hall)

**D. Verbal Communication Techniques**

**Required Minimum Hours: 4**

**General Learning Goal:** The student will demonstrate an understanding of effective communication techniques.

**Learning Objective:**

1. The student will demonstrate an understanding of techniques for communicating with individuals or groups and defusing conflicts.

**Recommended Source Material:**

*Crisis Intervention—Contemporary Issues for On-site Interviewers*,  
Hendricks (Charles C. Thomas Publishers LTD)

*Verbal Judo: The Gentle Art of Persuasion*, Thompson (William Morrow,  
NY)