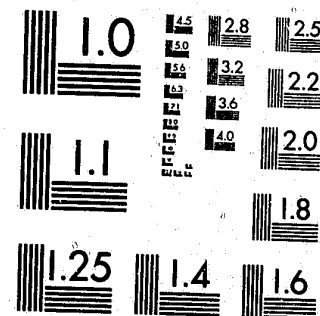


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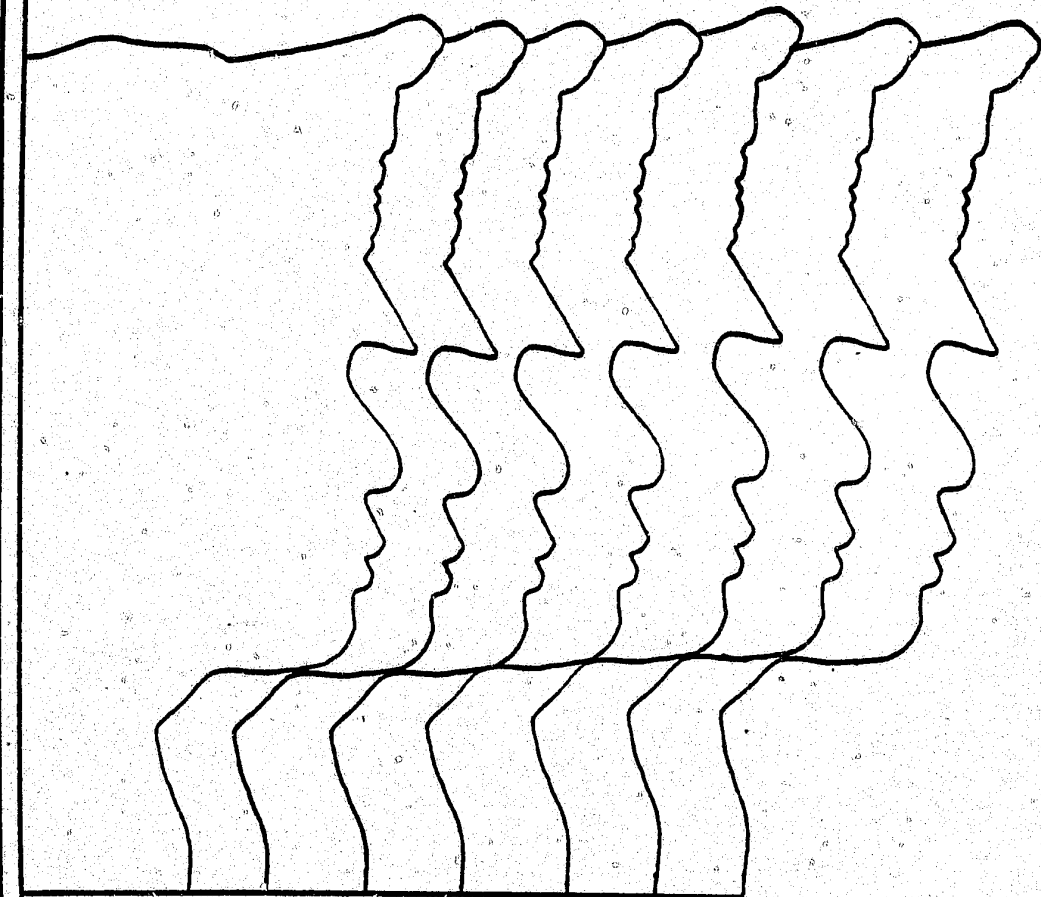


LAW ENFORCEMENT

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NEW MEXICO

CR sent
10-31-83



MINIMUM STANDARDS of TRAINING

POLICE OFFICERS

1983

NMLEA Rule No.28

INTRODUCTION

On October 8, 1982, the New Mexico Law Enforcement Academy Board, in compliance with New Mexico State Statute 29-7-4, approved the Minimum Standards of Training for law enforcement officers in the State of New Mexico for Calendar Year 1983.

Enclosed you will find the Minimum Standards of Training and on behalf of the New Mexico Law Enforcement Academy Board and its staff, we would like to take this opportunity to thank you for the input you provided in reaching these minimum standards.

As you will note, the Minimum Standards of Training have been increased in some areas and decreased in other areas, with the result being an increase in the Minimum Standards of Training to a total of 334 hours.

The New Mexico Law Enforcement Academy stands ready to assist you with the Minimum Standards of Training or any other matter of mutual concern.

NOTE

As of April 11, 1983, the New Mexico Law Enforcement Academy Board increased the Minimum Standards of Training to 425 hours; of which 311 hours are to be conducted at the Academy and 114 hours to be conducted in the field. Beginning with the first basic training class scheduled after October 1, 1983, the Minimum Standards of Training for law enforcement officer certification shall be 425 hours. The new changes are as follows:

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National Institute of Justice

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FUNCTIONAL AREA	UNIT TITLE	REDUCTION ACADEMY CLASSROOM TIME	NON-RESIDENT STUDY
1. Professional Orientation	Ethics	- 1 hour	2
	Admin of Justice	-0-	2
2. Police Community Relations		no change	
3. Law		no change	
4. Laws of Evidence		no change	
5. Communications	Report Writing	-0-	4
6. Vehicle Operations	Vehicle Operation Factors & Practical Work	-0-	18
7. Force & Weaponry	Legal Aspects of Deadly Force	-0-	8
8. Patrol Procedures	CPR & Multimedia	- 18	18
	Defensive Driving	- 4	4
	NCIC & NLETS	-0-	4
	Child Abuse	-0-	2
	Hostage Situations	-0-	2
	Body Armor & Mace	-0-	2
9. Traffic	Traffic	-0-	23
10. Criminal Investigation	Investigation (Burglary, Homicide, Robbery, Sex Crimes, & Crime Scene)	-0-	9
11. Patrol Fitness	Aerobics	-0-	18
TOTAL		- 23 hours	114 hours

ACADEMY TRAINING = 311 hours (to be accomplished in 33 days)

NON-RESIDENT STUDY = 114 hours (to be accomplished in 10 days of training,
or any combination of time)

NEW MINIMUM STANDARDS OF TRAINING + 425 Hours*

(*to become effective with the beginning of the first basic training class after October 1, 1983)

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1.0 PROFESSIONAL ORIENTATION (6 HOURS)

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FUNCTIONAL AREA

THE STUDENT WILL RECOGNIZE THE FUNDAMENTAL DUTIES, OBLIGATIONS, INFLUENCES AND PHILOSOPHIES INHERENT IN THE ACCEPTANCE OF A POLICE OFFICER COMMISSION. HE/SHE WILL POSSESS THE BASIC KNOWLEDGE AND PROCEDURAL ABILITY TO ENABLE HIM/HER TO FACILITATE THE FUNCTIONS OF THE CRIMINAL JUSTICE SYSTEM.

PERFORMANCE OBJECTIVES

1.3.0 ETHICS (1 HOUR)

- 1.3.1 The student will explain, to the satisfaction of the instructor, why law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards.
- 1.3.2 The student will, to the satisfaction of the instructor, demonstrate an understanding of the "Law Enforcement Code of Ethics" and/or the "Canons of Police Ethics".

1.4.0 UNETHICAL BEHAVIOR (1 HOUR)

- 1.4.1 The student will identify at least three problems associated with an officer's acceptance of gratuities.
- 1.4.2 The student will identify why it is necessary for an officer to take some positive action when he becomes aware of criminal conduct on the part of a fellow officer.
- 1.4.3 The student will identify at least four specific acts deemed unethical in the Code of Ethics.

1.7.0 ADMINISTRATION OF JUSTICE COMPONENTS (1.5 HOURS)

- 1.7.1 The student will identify the operational positions of the three components of the Criminal Justice System. These will include law enforcement and at least four of the following:
 - A. Judge
 - B. Prosecuting Attorney
 - C. Defense Attorney
 - D. Probation Officer
 - E. Parole Officer
 - F. Correctional Officer

1.7.2 The student will identify the following major goals of the Criminal Justice System:

- A. Guaranteeing due process
- B. Crime prevention
- C. Protection of life and property
- D. Apprehension of offenders
- E. Enforcement of laws
- F. Equal justice

1.7.3 The student will identify at least two major commonly recognized goals of each of the components of the Criminal Justice System. These could minimally include:

- A. Law enforcement - crime prevention
- B. Judicial - render fair judgment
- C. Corrections - rehabilitation

1.7.4 The student will identify at least two agencies within each of the system components.

1.7.5 Given the name of the three major components of the system, the student will identify an example of how each one influences the other.

1.8.0

RELATED LAW ENFORCEMENT AGENCIES (1 HOUR)

1.8.1 The student will identify a primary function, jurisdiction and area of potential mutual assistance for at least seven of the following Federal, State and local agencies:

- A. New Mexico State Police
- B. N.M. Department of Motor Vehicles
- C. N.M. Attorney General's Office
- D. Federal Bureau of Investigation
- E. U.S. Postal Service
- F. Drug Enforcement Administration
- G. U.S. Secret Service
- H. U.S. Immigration Service
- I. Alcohol, Tobacco and Firearms (U.S. Treasury)
- J. Military Police
- K. U.S. Marshal
- L. Appropriate local agencies

1.9.0

COURT SYSTEM (.5 HOUR)

1.9.1 The student will identify the organizational structure and the primary responsibility of at least four of the following New Mexico Courts:

- A. Magistrate Court
- B. Municipal Court
- C. State Court of Appeals
- D. District Court
- E. State Supreme Court

1.9.2 The student will identify at least two major points about the following judicial processes in misdemeanor cases:

- A. Bail
- B. Arraignment
- C. Trial
- D. Adjudication

1.9.3 The student will identify at least two major points about the following judicial processes in felony cases:

- A. Bail
- B. Arraignment
- C. Preliminary hearing or indictment
- D. Trial
- E. Adjudication

1.10.0

CORRECTION SYSTEM (1 HOUR)

1.10.1 The student will recognize the following as a basic difference between probation and parole:

- A. Probation: an alternative to incarceration, time served out of prison, under supervision, no imprisonment is involved.
- B. Parole: the balance of a sentence served out of prison, after first serving a minimum time in prison, under supervision.

1.10.2 The student will recognize the following as basic functions of the Adult Parole Board:

- A. Parole of inmates by use of release criteria
- B. Revocation of parole based on circumstances
- C. Administrative hearings for early release
- D. Pardon recommendations

- 1.10.3 The student will recognize the following as adult institutions by security grade:
- A. Penitentiary of New Mexico
 - B. Los Lunas Honor Farm
 - C. Camp Sierra Blanca
 - D. Roswell Correctional Center
 - E. Radium Springs
- 1.10.4 The student will recognize the following as the basic duties of Probation/Parole Officers:
- A. Supervision of probationers and parolees
 - B. Enforcement of conditions of release
 - C. Rehabilitation of offenders
 - D. Counseling of clients
 - E. Job development
- 1.10.5 The student will recognize that the Department of Corrections has responsibilities to the juvenile parolees, which include the following institutions or facilities:
- A. Springer Correctional Center, Eagle Nest
 - B. N.M. Girl's School
 - C. N.M. Youth Diagnostic Center
 - D. Foster homes (alternatives to incarceration)
- 1.10.6 The student will recognize the following as the uses of the pre-sentence report:
- A. Social background
 - B. Basic information for the institution
 - C. Probation supervision information
 - D. Parole supervision information
 - E. Information for investigations of violations
- 1.10.7 The student will recognize the following as the basic theme of the institutions:
- A. Confinement
 - B. Rehabilitation
 - C. Treatment

- 1.10.8 The student will recognize the following as the basic procedures for transporting a prisoner to the Penitentiary of New Mexico:
- A. Unless you have all required paperwork, properly done, in the specific amount, do not bring him
 - B. A prisoner may not be left at the institution without the proper papers
 - C. Do not uncuff your prisoner until you have a receipt for him
- 1.10.9 The student will recognize the following as a basic guideline for arresting a probationer or parolee:
- A. Standard arrest situations
 - (1) in the commission of a crime
 - (2) suspect in a crime
 - (3) court arrest warrant
 - B. Department of Corrections arrest warrant

2.0 POLICE COMMUNITY RELATIONS (11 HOURS)

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2.2.0 Community Attitudes and Influences (1 hour).....	2.1
2.3.0 Citizen Evaluation (1 hour).....	2.1 - 2.2
2.4.0 Crime Prevention (2 hours).....	2.2
2.5.0 Stress Factors (2 hours).....	2.3
2.6.0 Crime and the Elderly (2 hours).....	2.3

FUNCTIONAL AREA

THE STUDENT WILL POSSESS THE ABILITY TO FOSTER POSITIVE POLICE-COMMUNITY RELATIONS. HE/SHE WILL IDENTIFY AND UTILIZE PRINCIPLES AND TECHNIQUES THAT PROMOTE COMMUNITY SERVICE, CRIME PREVENTION AND APPROPRIATE BEHAVIOR BY THE INDIVIDUAL OFFICER UNDER STRESSFUL CONDITIONS.

Performance Objectives

2.1.0

COMMUNITY SERVICE CONCEPT (3 HOURS)

2.2.1 The student will describe at least four of the following roles as those encompassed in the police responsibility to provide community service:

- A. Order maintenance
- B. Crime prevention
- C. Public education and related programs
- D. Delivery of service
- E. Enforcement of laws

2.2.0

COMMUNITY ATTITUDES AND INFLUENCES (1 HOUR)

2.2.1 The student will identify at least one way in which he/she, as an officer, can affect each of the following influences which affect the community's attitude toward the police:

- A. School exposure
- B. Media: TV, radio, newspapers, etc.
- C. Family
- D. Peers

2.2.2 Given various word pictures or audio-visual presentations, the student will describe the expected behavior of an officer from the perspective of at least one of the following:

- A. The community
- B. Persons directly involved
- C. The student's agency
- D. The student officer himself

2.2.3 The student will understand that there are different social aspects of different communities.

2.3.0

CITIZEN EVALUATION (1 HOUR)

2.3.1 The student will identify at least three methods, or means, by which citizens evaluate a police department.

2.3.2 The student will identify what the community expects from a police officer.

2.3.3 The student will identify a minimum of two commonly held negative police stereotypes:

- A. Unprofessional conduct
- B. Acts of prejudice
- C. Ineffectual
- D. Unethical conduct
- E. Apathy

2.3.4 The student will identify at least two of the benefits of taking time to explain the purposes of his actions to those affected by them.

2.4.0

CRIME PREVENTION (2 HOURS)

2.4.1 The student will understand the concepts of crime prevention.

2.4.2 The student will define crime prevention.

2.4.3 The student will identify the police-citizen cooperative role in the prevention of crime.

2.4.4 The student will identify the following crime prevention programs:

- A. Operation Identification
- B. Neighborhood Watch
- C. Crime Stoppers
- D. Eyes on Crime

2.4.5 The student will identify the following types of security devices and hazards in a residential structure which may be recommended in a security survey:

- A. Key-in-knob lock
- B. Dead bolt (double and single)
- C. Doors (hollow core and solid)
- D. Sliding glass doors
- E. Various types of windows
- F. Lighting
- G. Landscaping

2.5.0

STRESS FACTORS (2 HOURS)

2.5.1 The student will identify that stress is the body's response to any demand placed on it.

2.5.2 The student will identify at least five of the following as being demands on a police officer which cause physiological changes in his body:

- A. Flight/Fight syndrome
- B. High speed chase
- C. Change in shifts at work
- D. Dealing with people in distress
- E. Shooting incidents
- F. Shooting another person
- G. Crisis intervention (domestic disturbances, landlord-tenant disputes, traffic stops, traffic accidents, bar fights)

2.5.3 The student will identify at least four of the following illnesses that can be caused by constant physiological changes in the body:

- A. Ulcers
- B. Kidney disease
- C. Heart problems
- D. Mental illness
- E. Hypertension

2.5.4 The student will identify at least four of the following as changes in his behavior that indicate he is not coping properly with the stress of his job:

- A. Talking too much
- B. Withdrawing from social life
- C. Becoming a minor disciplinary problem to the department
- D. Using excess force in conducting arrests
- E. Becoming irritable when dealing with peers, family and/or supervisors

2.5.5 The student will identify at least three techniques to combat the physiological changes in his body:

- A. Proper diet
- B. Exercise
- C. Weekly relaxation or change in activity
- D. Muscle relaxation

2.6.0 CRIME AND THE ELDERLY (2 HOURS)

- 2.6.1 The student will identify the victimization of the elderly segment of our population by examining the types, frequency, impact and analysis of crimes committed against them.

3.0 LAW (42 HOURS)

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3.1.0 Introduction to Law (2 hours).....	3.1
3.2.0 Crime Elements (2 hours).....	3.1
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3.4.0 Parties to a Crime (1.5 hours).....	3.2
3.5.0 Defenses (1 hour).....	3.2
3.6.0 Probable Cause (.5 hour).....	3.2
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FUNCTIONAL AREA

THE STUDENT WILL KNOW AND UNDERSTAND THE NEW MEXICO LAWS THAT PERTAIN TO THE ENFORCEMENT AND PROCEDURAL ASPECTS OF LAW ENFORCEMENT. HE/SHE WILL POSSESS THE ABILITY TO RECOGNIZE VIOLATIONS THAT AN OFFICER IS LIKELY TO ENCOUNTER AND WILL KNOW THE LEGAL OBLIGATIONS OF ENFORCING THOSE LAWS.

PERFORMANCE OBJECTIVES

3.1.0

INTRODUCTION TO LAW (2 HOURS)

- 3.1.1 The student will identify the difference between "spirit of the law" and "letter of the law". (Academy approved legal text)
- 3.1.2 The student will identify the difference in "common law" and "statutory law" in relation to New Mexico Law. (Academy approved legal text)
- 3.1.3 The student will identify how case decisions effect and clarify statutory law. (Academy approved legal text)

3.2.0

CRIME ELEMENTS (2 HOURS)

- 3.2.1 The student will identify each of the following as being necessary elements of a "crime" as defined by New Mexico Statute 30-1-4.
 - A. An act or omission
 - B. By a person
 - C. In violation of statutory law
 - D. For which there is a punishment
- 3.2.2 The student will identify the various classes of crime as per New Mexico Statute 30-1-6 by either definition, name, punishment factors or limitations.
- 3.2.3 The student will define "corpus delicti" as defined in an Academy approved legal text.

3.3.0

INTENT (1 HOUR)

- 3.3.1 The student will define at least three of the following types of "intent" as recognized in an Academy approved legal text.
 - A. General intent
 - B. Specific intent
 - C. Criminal negligence
 - D. Recklessness
 - E. Transferred intent

3.4.0 PARTIES TO A CRIME (1.5 HOURS)

- 3.4.1 The student will define "principal" and the term "accessory" as recognized by New Mexico Statute 30-1-13.

3.5.0 DEFENSES (1 HOUR)

- 3.5.1 Given various word pictures or audio-visual presentations depicting possible entrapment, the student will correctly identify in those situations if entrapment does/does not exist.
- 3.5.2 The student will identify at least three other defenses as recognized by an Academy approved legal text.

3.6.0 PROBABLE CAUSE (.5 HOUR)

- 3.6.1 The student will define "probable cause" to minimally include the following elements:
- A. There must be a reasonable suspicion
 - B. Something out of the ordinary (has or is taking place)
 - C. Activity is related to crime
 - D. The person is connected to the activity
- 3.6.2 Given various word pictures or audio-visual presentations depicting instances where "probable cause" for police action may or may not exist, the student will correctly identify its presence or absence in the cases and reasons behind this decision.

3.8.0 OBSTRUCTION OF JUSTICE LAW (1.5 HOURS)

- 3.8.1 Given various word pictures or audio-visual presentations depicting the possible offering or accepting of a bribe, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-24-1, 30-24-2.

- 3.8.2 Given various word pictures or audio-visual presentations depicting possible perjuries, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-25-1.

- 3.8.3 Given various word pictures or audio-visual presentations depicting the possible impersonation of an officer, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-27-2.

- 3.8.4 Given various word pictures or audio-visual presentations depicting the possible obstructing of an officer, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-22-1.

- 3.8.5 Given various word pictures or audio-visual presentations depicting the possible refusal to aid an officer, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-22-2.

3.9.0 LARCENY LAW (.5 HOUR)

- 3.9.1 Given various word pictures or audio-visual presentations depicting a possible larceny, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-1.

- 3.9.2 Given various word pictures or audio-visual presentations depicting a possible shoplifting situation, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-19 to 23.

- 3.9.3 Given various word pictures or audio-visual presentations depicting a possible falsely obtaining services or accommodations, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-16.

3.10.0 EXTORTION LAW (.3 HOUR)

- 3.10.1 Given various word pictures or audio-visual presentations depicting a possible embezzlement, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-9.

3.11.0 EMBEZZLEMENT LAW (.5 HOUR)

- 3.11.1 Given various word pictures or audio-visual presentations depicting a possible embezzlement, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-8.

3.12.0 FORGERY - FRAUD LAW (.5 HOUR)

- 3.12.1 Given various word pictures or audio-visual presentations depicting a possible forgery or fraud, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-6 Fraud, 30-16-10 Forgery, 30-16-31 Forgery of Credit Card.

3.13.0 BURGLARY LAW (2.5 HOURS)

- 3.13.1 Given various word pictures or audio-visual presentations depicting a possible burglary, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-3.
- 3.13.2 Given various word pictures or audio-visual presentations depicting a possible burglary with the use of a deadly weapon, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-4.

- 3.13.3 Given various word pictures or audio-visual presentations depicting the possible possession of burglary tools, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-5.

3.14.0 RECEIVING STOLEN PROPERTY LAW (.5 HOUR)

- 3.14.1 Given various word pictures or audio-visual presentations depicting the possible receiving of stolen property, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-11.

3.17.0 ASSAULT AND BATTERY LAW (1.5 HOURS)

- 3.17.1 Given various word pictures or audio-visual presentations depicting a possible assault, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-3-1 and 30-3-3.
- 3.17.2 Given various word pictures or audio-visual presentations depicting a possible battery, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-3-4.
- 3.17.3 Given various word pictures or audio-visual presentations depicting a possible assault upon a police officer, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-22-21 and 30-22-22.
- 3.17.4 Given various word pictures or audio-visual presentations depicting a possible battery upon a police officer, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-22-24 and 30-22-25.

3.18.0 ASSAULT - DEADLY WEAPONS LAW (.6 HOUR)

- 3.18.1 Given various word pictures or audio-visual presentations depicting a possible aggravated assault, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-3-2 and 30-3-5.

3.21.0 CRIMES AGAINST CHILDREN LAW (1 HOUR)

- 3.21.1 Given various word pictures or audio-visual presentations depicting a possible sexual contact of a minor, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-9-13.
- 3.21.2 Given various word pictures or audio-visual presentations depicting the possible abandonment or abuse of a child, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-6-1.
- 3.21.3 Given various word pictures or audio-visual presentations depicting the possible contributing to the delinquency of a minor, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-6-3.

3.22.0 PUBLIC NUISANCE LAW (.3 HOUR)

- 3.22.1 Given various word pictures or audio-visual presentations depicting a possible public nuisance case, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-8-1.

3.23.0 CRIMES AGAINST PUBLIC PEACE LAW (.3 HOUR)

- 3.23.1 Given various word pictures or audio-visual presentations depicting a possible disorderly conduct, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-20-1 and 30-20-2.

3.24.0 DEADLY WEAPONS LAW (.5 HOUR)

- 3.24.1 Given various word pictures or audio-visual presentations depicting a possible carrying of a deadly weapon, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-7-1.
- 3.24.2 Given various word pictures or audio-visual presentations depicting the possible unlawful carrying of a deadly weapon, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-7-2.
- 3.24.3 Given various word pictures or audio-visual presentations depicting a possible unlawful carrying of a firearm in a licensed liquor establishment, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-7-3.
- 3.24.4 Given various word pictures or audio-visual presentations depicting the possible act of negligent use of a deadly weapon, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-7-4.
- 3.24.5 Given various word pictures or audio-visual presentations depicting the possible unlawful possession of switch-blades, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-7-8.

3.25.0 ROBBERY LAW (.6 HOUR)

- 3.25.1 Given various word pictures or audio-visual presentations depicting a possible robbery, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-16-2.

3.26.0 KIDNAPPING LAW (.6 HOUR)

- 3.26.1 Given various word pictures or audio-visual presentations depicting a possible kidnapping, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-4-1, 30-4-2 and 30-4-3.

3.27.0 HOMICIDE LAW (2 HOURS)

- 3.27.1 Given various word pictures or audio-visual presentations depicting possible murders, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-2-1.
- 3.27.2 Given various word pictures or audio-visual presentations depicting possible manslaughter, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-2-3.
- 3.27.3 Given various word pictures or audio-visual presentations depicting a possible assisting a suicide, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-2-4.
- 3.27.4 Given various word pictures or audio-visual presentations depicting justifiable or excusable homicide, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-2-6 and 30-2-7.

3.28.0 SEX CRIMES LAW (2 HOURS)

- 3.28.1 Given various word pictures or audio-visual presentations depicting possible sex offenses, the student will correctly determine in those situations if the crime is complete, and in those situations where the crime is complete, will identify the crime by its common name and classification. NMSA 30-9-2, 30-9-10, 30-9-11, 30-9-12 and 30-9-14.

3.31.0 CONTROLLED SUBSTANCES LAW (2 HOURS)

- 3.31.1 The student will identify the elements and application in the following Statutes:
- A. Distribution to a Minor, NMSA 30-31-21
 - B. Controlled or counterfeit substances, NMSA 30-31-22
 - C. Controlled substances - possession prohibited, NMSA 30-31-23

3.32.0 WHITE COLLAR AND ORGANIZED CRIME LAW (2 HOURS)

- 3.32.1 Given various word pictures or audio-visual presentations depicting a white collar crime, the student will correctly determine if there exists probable cause or less, but good reason, to believe a crime has been committed and if so, what he should do to further the investigation.
- 3.32.2 Given various word pictures or audio-visual presentations depicting a white collar crime, the student will correctly state those places where he can seek information and documentation relating to the target(s) of the investigation.
- 3.32.3 The student will learn to identify the range and scope of financial or economic crime.
- 3.32.4 The student will identify alternative criminal statutes that may be useful to him in investigating and prosecuting the white collar criminal.

- 3.32.5 The student will identify the five elements most often found in a white collar crime.

A. Wrongful intent
B. Disguise of purpose
C. Reliance on ignorance of victim
D. Voluntary victim action
E. Concealment

3.36.0 ALCOHOL BEVERAGE CONTROL LAW (.3 HOUR)

- 3.36.1 The student will identify those persons designated to enforce the Alcohol Beverage Control Laws.
- 3.36.2 Given a word picture or audio-visual presentation depicting the illegal sale of alcoholic liquors by a retailer and/or dispenser, the student will recognize the act as being illegal and will identify the crime. NMSA 60-7A-11 and 60-7A-12.

3.37.0 CONSTITUTIONAL LAW FOR POLICE (2 HOURS)

- 3.37.1 The student will explain or identify in writing at least four of the following Amendments to the U.S. Constitution, including the impact each has upon a police officer's duties:

A. First Amendment
B. Fourth Amendment
C. Fifth Amendment
D. Sixth Amendment
E. Eighth Amendment
F. Fourteenth Amendment

3.38.0 LAWS OF ARREST (5 HOURS)

- 3.38.1 The student will recognize the peace officer's right to search a person whom he has arrested.
- 3.38.2 The student will describe the elements of an arrest.
- 3.38.3 Given a word picture relative to differing arrest situations, the student will identify the amount of force that may be used when effecting an arrest.
- 3.38.4 The student will describe the peace officer's authority to arrest.

- 3.38.5 Given various word pictures depicting "private person" arrests, the student will correctly determine in the situations if the arrest is legal.

- 3.38.6 Given various word pictures depicting an arrest to be made, the student will correctly identify in the situations the time of day or night that an arrest may be made.

- 3.38.7 Given various word pictures depicting arrest situations, the student will correctly explain what information the person arrested must be provided and at what time it must be provided.

3.39.0 CIVIL LIABILITY OF LAW ENFORCEMENT OFFICERS (2 HOURS)

- 3.39.1 The student will define or identify the New Mexico Statute(s) relating to police officer liability.
- 3.39.2 The student will define or identify factors which affect civil liability.
- 3.39.3 The student will explain or identify the Doctrines of "Good Faith", "Reasonableness" and "Color of Law".

3.40.0 FEDERAL CIVIL LIABILITY VIOLATIONS (1 HOUR)

- 3.40.1 The student will define or identify the Civil Rights Act, Title 42, United States Code, Section 1983.
- 3.40.2 The student will define or identify the punishment sections for the above violations, namely 18 U.S. Code, Sections 241 and 242.

3.41.0 JUVENILE LAW (4 HOURS)

- 3.41.1 The student will identify the title of the laws governing juvenile criminal behavior and neglect. NMSA 32-1-1.
- 3.41.2 The student will identify the various classifications of juveniles under NMSA 32-1-3.
- 3.41.3 The student will identify various investigative procedures which are available to the officer even though the child is in custody.
- 3.41.4 The student will explain the current status, history and development of the "Juvenile Delinquency Act of 1974" and its impact upon society.

4.0 LAWS OF EVIDENCE (14 HOURS)

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4.1.0 Concepts of Evidence (2 hours).....	4.1
4.5.0 Burden of Proof (.5 hour).....	4.2
4.6.0 Rules of Evidence (3.5 hours).....	4.2
4.7.0 Search Concepts (4 hours).....	4.2 - 4.3
4.8.0 Seizure Concepts (4 hours).....	4.3 - 4.4

FUNCTIONAL AREA

THE STUDENT WILL POSSESS SUFFICIENT KNOWLEDGE TO ENABLE HIM TO PROFICIENTLY APPLY THE RULES OF EVIDENCE TO POLICE ACTIVITIES IN A LEGAL MANNER.

PERFORMANCE OBJECTIVES

4.1.0

CONCEPTS OF EVIDENCE (2 HOURS)

- 4.1.1 The student will identify the correct definition of the term "evidence" as accepted by the New Mexico Rules of Criminal Procedure.
- 4.1.2 The student will define at least three of the following types of evidence or material related to the introduction of evidence in court and will provide an example of each:
 - A. Direct evidence
 - B. Indirect evidence
 - C. Circumstantial evidence
 - D. Fruits of a crime
 - E. Instrumentalities of a crime
 - F. Contraband
- 4.1.3 The student will identify at least three of the following purposes for offering evidence into court:
 - A. As an item of proof
 - B. To impeach a witness
 - C. To rehabilitate a witness
 - D. To assist in determining sentence
- 4.1.4 The student will identify the following as those minimal tests an item of evidence must successfully pass before it may be admitted into court in any criminal proceeding:
 - A. The evidence must be relevant to the matter in issue
 - B. The evidence must be competently presented
 - C. The evidence must have been legally obtained
- 4.1.5 The student will state two reasons for the rule of evidence as accepted by the New Mexico Rules of Evidence and Criminal Procedure.

4.5.0 BURDEN OF PROOF (.5 HOUR)

4.5.1 The student will identify upon whom the burden of proof falls during a criminal trial for the following issues:

- A. Corpus delicti
- B. Jurisdiction
- C. Double jeopardy as a defense
- D. Self-defense as a defense

4.6.0 RULES OF EVIDENCE (3.5 HOURS)

4.6.1 The student will define the "exclusionary rule" and list at least two of its major effects upon police actions and procedures.

4.6.2 The student will identify the correct definition of the "Hearsay Rule" and at least one of its characteristics.

4.6.3 The student will identify at least three exceptions to the "Hearsay Rule":

- A. Spontaneous statements
- B. Admissions
- C. Confessions
- D. Dying declarations
- E. Statements of co-conspirators

4.7.0 SEARCH CONCEPTS (4 HOURS)

4.7.1 The student will identify four of the following circumstances as those under which he may institute various types of legally authorized searches:

- A. Consent searches
- B. Incidental to arrest
- C. Probable cause
- D. Search warrant
- E. Plain view

4.7.2 The student will identify four of the following items as those for which an officer may legally search:

- A. Dangerous weapons
- B. Fruits of a crime
- C. Instruments of a crime
- D. Contraband
- E. Suspects

4.7.3 The student will describe the limits of those searches identified in 4.7.1, when conducted in the following environments:

- A. Indoor - premises
- B. Outdoors
- C. Vehicles
- D. Inventory

4.7.4 The student will explain the conditions under which at least four of the following types of legally authorized searches may be made:

- A. Consent searches
- B. Search warrant
- C. Plain view
- D. Incidental to arrest

4.7.5 The student will define at least five of the following terms relative to searches:

- A. Expressed consent
- B. Implied consent
- C. Scoped search
- D. Doctrine of necessity
- E. Contemporaneous
- F. Probable cause
- G. Instrumentalities of a crime
- H. Contraband
- I. Knock and notice

4.8.0 SEIZURE CONCEPTS (4 HOURS)

4.8.1 Given various word pictures depicting where reasonable force is used to prevent a suspect from swallowing evidence, the student will correctly identify if the force is justified.

- 4.8.2 The student will select at least one example wherein the use of reasonable force, in order to extract fingerprint evidence from a suspect, would be legally justified.
- 4.8.3 The student will cite an example wherein the suspect would have no legal right to refuse to give handwriting exemplars.

5.0 COMMUNICATIONS (14 HOURS)

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5.1.0 Notetaking (1 hour).....	5.1
5.2.0 Introduction to Report Writing (1.5 hours).....	5.1
5.3.0 Report Writing Mechanics (3 hours).....	5.1 - 5.2
5.4.0 Report Writing Lab (2.5 hours).....	5.2
5.5.0 Use of Radio and Telephone (6 hours).....	5.2 - 5.4

FUNCTIONAL AREA

The student will possess the proficiency to communicate effectively and professionally through written, oral and mechanical media.

Performance Objectives

5.1.0 NOTETAKING (1 HOUR)

5.1.1 The student will identify at least three of the following uses of his field notes:

- A. Basis for writing reports
- B. Reference for further investigation
- C. Admission as evidence
- D. Patrol information
- E. Personal integrity

5.1.2 The student will identify the types of information that should be entered into the field officer's notebook. This would include at least the names of the victim(s), suspect(s), witness(es), and at least three of the following:

- A. Date and time of report
- B. Report or file number
- C. Location
- D. Circumstances of the crime or incident
- E. Other information to complete the report

5.2.0 INTRODUCTION TO REPORT WRITING (1.5 HOURS)

5.2.1 The student will identify at least four of the following uses of police reports:

- A. Record facts into permanent record
- B. Provide coordination for follow-up activities
- C. Provide investigative leads
- D. Provide a source for officer evaluation
- E. Provide statistical data
- F. Provide reference data or material

5.3.0 REPORT WRITING MECHANICS (3 HOURS)

5.3.1 The student will list at least four of the following as qualities of a good report:

- A. Accuracy
- B. Briefness
- C. Completeness
- D. Clarity
- E. Legibility
- F. Objectivity

5.3.2 The student will list at least four of the following questions as those that should be answered by a complete report:

- A. When
- B. Who
- C. Where
- D. What
- E. How
- F. Why
- G. How many

5.4.0 REPORT WRITING LAB (2.5 HOURS)

5.4.1 Given a word picture hand-out and audio-visual presentation, the student will organize and write the given data in an appropriate report format to the instructor's satisfaction. This will be accomplished by:

- A. Organizing the facts in sequence
- B. Relating the facts in appropriate sentence form
- C. Using correct spelling
- D. Using proper punctuation

5.4.2 Given a word picture hand-out and audio-visual presentations, the student will complete at least two primary reports so that they follow the following rules of a good report:

- A. Concise
- B. Clear
- C. Complete
- D. Legible
- E. Grammatically and structurally correct

5.5.0 USE OF RADIO AND TELEPHONE (6 HOURS)

5.5.1 The student will identify the need for conducting courteous and communicative telephone conversations.

5.5.2 The student will be able to identify basic radio systems employed and increase their concepts of equipment malfunction, with the explanation of the following:

- A. Explanation of theory of Simplex system
- B. Explanation of theory of Duplex system

5.5.3 The student will identify proper speech etiquette and practices which will allow them to be a more effective police officer with emphasis on, but not limited to:

- A. Volume - voice
- B. Rate of speech
- C. Habits that detract from hearing

5.5.4 The student will identify inherent problems in message relay and broadcasting with the following, but not limited to:

- A. What to broadcast
- B. Aural brevity codes
- C. Phonetic alphabet
- D. Rate for copy
- E. Calling base and other units
- F. Security of system

5.5.5 The student will be able to identify proper codes and conduct in evaluating his/her own demeanor and attitude with an explanation of the following, but not limited to:

- A. Proper answering techniques
- B. Traffic stops
- C. Checking out
- D. Microphone use

5.5.6 The student will be able to identify proper procedures for radio operations during pursuits.

5.5.7 The student will identify, from lecture, the law enforcement teletype system, its coverage, integrity, and security, to include, but not limited to:

- A. Contacting other agencies
- B. The capabilities of the National Law Enforcement Telecommunications System (NLETS)
- C. Integrity of the system

5.5.8 The student will identify, from lecture, the capabilities of the National Crime Information Center (NCIC), minimal criteria needed for entry and query, to include, but not limited to:

- A. Officer's responsibility
- B. System security
- C. Hit on system
- D. Operator's responsibility
- E. Entry requirements, all items
- F. Query requirements, all items

6.0 VEHICLE OPERATIONS (30 HOURS)

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6.1.0 Introduction to Vehicle Operations (2 hours).....	6.1
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6.3.0 Code 3 (2 hours).....	6.2 - 6.3
6.4.0 Vehicle Operation Liability (2 hours).....	6.3
6.5.0 Vehicle Inspection (2 hours).....	6.3
6.6.0 Vehicle Control Techniques (13 hours).....	6.4
6.7.0 Vehicle Control Techniques: Night Driving (4 hours).....	6.4 - 6.5
6.8.0 Defensive Driving (4 hours).....	6.5 - 6.6

FUNCTIONAL AREA

THE STUDENT WILL POSSESS THE PROPER DRIVER ATTITUDE, KNOWLEDGE AND SKILLS TO ENABLE HIM TO SAFELY OPERATE A POLICE VEHICLE UNDER ALL OPERATING CONDITIONS.

PERFORMANCE OBJECTIVES

6.1.0

INTRODUCTION TO VEHICLE OPERATIONS (2 HOURS)

- 6.1.1 The student will be able to identify three of the following components of "defensive driving":
- A. Driver attitude
 - B. Driver skill
 - C. Vehicle capability
 - D. Driving conditions
- 6.1.2 The student will be able to identify at least three of the following as those faulty driver attitudes which greatly contribute to the occurrence of traffic accidents:
- A. Over-confidence
 - B. Self-righteousness
 - C. Impatience
 - D. Preoccupation
- 6.1.3 Given various word pictures, the student will be able to explain why it is hazardous for a driver to be preoccupied.
- 6.1.4 The student will identify at least two reasons why "fatigue" is the physiological condition which poses the greatest threat to safe driving:
- A. Fatigue lowers visual efficiency
 - B. Fatigue causes longer reaction times
- 6.1.5 The student will identify two of the following as common driving movements during which the majority of collisions involving police vehicles occur:
- A. Backing
 - B. Parking
 - C. Left-hand turns

6.2.0

VEHICLE OPERATION FACTORS (1 HOUR)

- 6.2.1 The student will be able to identify the importance of knowing traffic conditions in all directions and all visible distances and act accordingly.

- 6.2.2 The student will identify those factors which explain the need for continuous awareness of vehicle speed.
- 6.2.3 The student will explain two of the following factors of vehicle speed and their effect upon vehicle speed and capabilities:
 - A. Feet per second traveled at various MPH
 - B. Effect of speed upon "stopping distances"
 - C. Effect of speed upon turning movements
- 6.2.4 The student will define the terms "perception of danger", "decision time", "reaction time", and "stopping distance".
- 6.2.5 The student will identify how at least three of the following factors influence the over-all "stopping distance" of a vehicle:
 - A. Driver condition
 - B. Vehicle condition
 - C. Road condition
 - D. Weather condition
- 6.2.6 The student will explain why, while traveling at a high rate of speed, it is better to "roll" his vehicle rather than strike a solid object.
- 6.2.7 The student will be able to explain the hazard of following too closely.

6.3.0 CODE 3 (2 HOURS)

- 6.3.1 The student will be able to identify those factors that affect personal liability while operating a vehicle under Code 3 conditions:
 - A. N.M. Vehicle Code, 66-7-6
 - B. Departmental policy and procedures
 - C. Moral obligations
- 6.3.2 The student will explain why a good police driver relies more on caution and brakes than upon emergency warning devices on his police vehicle in order to reduce his chances of being involved in an accident.

- 6.3.3 The student will be able to identify at least three tactics than an officer operating an emergency vehicle in a Code 3 situation should utilize.
- 6.3.4 The student will be able to identify at least three tactics that the officer in a supporting vehicle in a Code 3 situation should utilize.

6.4.0 VEHICLE OPERATION LIABILITY (2 HOURS)

- 6.4.1 The student will be able to identify three or more of the following situations in which the driver of an authorized emergency vehicle is exempt from the vehicle code provisions in N.M. 66-7-6. In order to be exempt, he must sound his siren, display a red light and drive with caution:
 - A. Responding to an emergency call
 - B. Engaged in a rescue operation
 - C. In pursuit of a violator
 - D. Responding to a fire alarm
- 6.4.2 The student will identify the "last chance rule" as that where the court may place liability on the driver who possessed the legal "right of way" if it can be shown that the driver disregarded an obvious opportunity to avoid collision.
- 6.4.3 The student will be able to explain why emergency calls do not absolve an officer from personal liability.

6.5.0 VEHICLE INSPECTION (2 HOURS)

- 6.5.1 The student will be able, to the satisfaction of the instructor, to verbally identify at least two of the following main objectives of a vehicle inspection and maintenance program:
 - A. Prevention of accidents
 - B. Promotion of operational efficiency
 - C. Reduction of maintenance and repair costs

6.6.0

VEHICLE CONTROL TECHNIQUES (13 HOURS)

- 6.6.1 The student will control a vehicle experiencing an "all wheel" braking skid.
- 6.6.2 The student will control a vehicle experiencing a "spin out".
- 6.6.3 The student will control a vehicle experiencing a "power skid".
- 6.6.4 Given a cone-marked traffic course simulating a single lane, the student will smoothly accelerate and decelerate a vehicle without spinning the drive wheel, skidding severely or displacing cones.
- 6.6.5 Given a cone-marked traffic course simulating a single turning lane and vehicle, the student will smoothly accelerate and negotiate a 90° turn either left or right and decelerate to a smooth stop without losing control of the vehicle.
- 6.6.6 Given a cone-marked traffic course simulating a blocked lane of a single-lane road, the student will smoothly maneuver a vehicle on an extremely tight, one-lane course with four 90° square corner turns, left, right, left, right, without displacing cones.

6.7.0

VEHICLE CONTROL TECHNIQUES - NIGHT DRIVING (4 HOURS)

- 6.7.1 Given a cone-marked traffic course simulating a single lane, the student will smoothly accelerate and decelerate a vehicle without spinning the drive wheel, skidding severely or displacing cones by using his headlights during the hours of darkness.
- 6.7.2 Given a cone-marked traffic course simulating a single turning lane and vehicle, the student will smoothly accelerate and negotiate a 90° turn either left or right and decelerate to a smooth stop without losing control of the vehicle. This task will be accomplished during the hours of darkness using only the vehicle headlights.

- 6.7.3 Given a cone-marked traffic course simulating a blocked lane of a single-lane road, the student will smoothly maneuver a vehicle on an extremely tight, one-lane course with four 90° square turns, left, right, left, right, without displacing cones. This task will be accomplished during the hours of darkness using only the vehicle headlights.
- 6.7.4 The student will be required to drive a cone-marked course during the hours of darkness using his vehicle headlights and also operate his vehicle's spotlight and two-way radio.
- 6.7.5 The student will be required to drive and decide which lane to use on a decisional course during the hours of darkness using the vehicle's headlights and the signals from the accompanying instructor.

6.8.0

DEFENSIVE DRIVING (4 HOURS)

- 6.8.1 The student will be able to identify a preventable or non-preventable accident by using the formula:
 - A. Did the driver do everything he/she reasonably could have done to prevent it
- 6.8.2 The student will be able to identify the six conditions of accidents:
 - A. Light condition
 - B. Weather condition
 - C. Road condition
 - D. Traffic condition
 - E. Vehicle condition
 - F. Driver condition
- 6.8.3 The student will be able to identify and avoid potential accident producing situations by understanding how to:
 - A. Recognize the hazard
 - B. Understand the defense
 - C. Taking defensive action in time to avoid the accident

- 6.8.4 The student will be able to implement the five elements of defensive driving by learning the importance of:
- A. Knowledge
 - B. Alertness
 - C. Foresight
 - D. Judgment
 - E. Skill
- 6.8.5 The student will be able to identify the potential hazards and how to deal with the car behind.
- 6.8.6 The student will understand the strategy of total safety by understanding the direct action they can take in crash sequence.
- A. Pre-crash
 - B. Crash
 - C. Post-crash phase
- 6.8.7 The student will be able to identify the potential hazards and how to prevent an accident with the on-coming vehicle.
- 6.8.8 The student will be able to identify the potential hazards of driving through intersections and will be able to prevent this type of accident by having a greater understanding of their legal and moral responsibilities.
- 6.8.9 The student will be able to identify the hazards of passing and being passed and the twelve points that apply to a perfect pass.
- 6.8.10 The student will be able to recognize the hazards and accident factors in the run-off-the-road type of accident, the six conditions that contribute to this type of accident and the importance of driver condition involving alcohol and other drugs.
- 6.8.11 The student will become more aware of the little people on our streets and highways, pedestrians, bicyclists, motorcyclists and the accident producing problems and how to deal with them.

7.0 FORCE AND WEAPONRY (31.5 HOURS)

	Page
7.1.0 Legal Aspects of Deadly Force (1 hour).....	7.1
7.2.0 Firearms Safety and Range Operations (1 hour).....	7.1
7.3.0 Combat Shooting Principles (21 hours).....	7.1 - 7.2
7.4.0 Principles of Shotgun Marksmanship (7 hours).....	7.2
7.6.0 Deadly Force Simulation (.5 hour).....	7.3
7.7.0 Use of Chemical Agents (1 hour).....	7.3

FUNCTIONAL AREA

THE STUDENT WILL POSSESS THE BASIC KNOWLEDGE AND PSYCHMOTOR ABILITIES TO ENABLE HIM/HER TO EXERCISE GOOD JUDGMENT AND COMPETENCY IN THE USE OF DEADLY FORCE AND ANCILLARY POLICE WEAPONRY.

PERFORMANCE OBJECTIVES

7.1.0

LEGAL ASPECTS OF DEADLY FORCE (1 HOUR)

- 7.1.1 The student will discuss the legal aspects of when to shoot and not shoot.
- 7.1.2 The student will discuss the three step decision making process used to determine whether or not to shoot.
- 7.1.3 The student will discuss actions he should not take with a firearm.
- 7.1.4 The student will list all of the three step decision making process.
- 7.1.5/ 7.1.6 The student will perform the decision making process during two practical exercises on the legal use of deadly force.

7.2.0

FIREARMS SAFETY AND RANGE OPERATIONS (1 HOUR)

- 7.2.1 The student will discuss Academy range procedures and equipment.
- 7.2.2 The student will discuss what equipment is not allowed on the range.
- 7.2.3 The student will discuss what he must demonstrate to satisfactorily complete Phase I and Phase II of the basic firearms program.
- 7.2.4 The student will read and discuss the range safety rules.

7.3.0

COMBAT SHOOTING PRINCIPLES (21 HOURS)

- 7.3.1 The student will demonstrate the five elements of the "Modern Technique".
 - A. Weaver stance
 - B. "Flash" sight picture
 - C. Compressed "surprise-break"
 - D. Draw or presentation
 - E. Weapon

- 7.3.1A The officer will demonstrate the following sidearm techniques to be used in special situations:
- A. Rapid reholstering of the weapon while running
 - B. Drawing the weapon with the weak hand
 - C. Reloading the weapon with one hand
 - D. Drawing the weapon when the assailant is at less than arm's length to the officer
 - E. Night reloading of the service revolver
- 7.3.1B On an approved course, the student will fire a qualifying score during daylight hours.
- 7.3.1C On an approved course, the student will fire a qualifying score during daylight hours and under dimlight conditions.

7.4.0 PRINCIPLES OF SHOTGUN MARKSMANSHIP (7 HOURS)

- 7.4.1 The student will, to the satisfaction of his instructor, demonstrate the principles of good marksmanship utilizing a shotgun. The demonstration will minimally include:
- A. Stance
 - B. Breath control
 - C. Point aiming
 - D. Trigger
 - E. Follow through
- 7.4.2 The student will, to the satisfaction of his instructor, demonstrate commonly recognized shooting positions with the shotgun. The demonstration will minimally include:
- A. Standing
- 7.4.2A The student will demonstrate the following techniques with the pump police shotgun:
- A. Standard loading
 - B. Combat loading
 - C. Unloading
- 7.4.2B On an approved course, the student will fire a qualifying score during daylight hours.

7.6.0 DEADLY FORCE SIMULATION - PHASE II (.5 HOUR)

- 7.6.1 The student will perform the decision making process during two practical exercises on the legal use of deadly force.

7.7.0 USE OF CHEMICAL AGENTS (1 HOUR)

- 7.7.1 The student will demonstrate the proper technique of using chemical agents. He will name those situations in which use of chemical agents is justified. He will name those conditions under which chemical agents are least likely to be effective.

8.0 PATROL PROCEDURES (61 HOURS)

	Page
8.1.0 Patrol Concepts (1 hour).....	8.1
8.2.0 Patrol Techniques (4 hours).....	8.1 - 8.3
8.6.0 Arrest Tactics (3.5 hours).....	8.3
8.11.0 Traffic Stop - Field Problem (1.5 hours).....	8.3 - 8.5
8.25.0 Crimes in Progress - Class and Field Problem (4 hours)...	8.5
8.26.0 Crisis Intervention/Interpersonal Relations (19 hours).....	8.5 - 8.6
8.28.0 Child Abuse (2 hours).....	8.6 - 8.7
8.29.0 First Responder Hostage Situation (1 hour).....	8.7
8.32.0 Crash Injury Management (20 hours).....	8.8
8.36.0 Mental Illness (2 hours).....	8.8 - 8.9
8.37.0 Counter Ambush Techniques (2 hours).....	8.9
8.39.0 Bomb Threat Response (1 hour).....	8.9

Functional Area

The student will possess the knowledge and skills required of an officer to safely and effectively accomplish the patrol function at a basic level of competency.

PERFORMANCE OBJECTIVES

8.1.0 PATROL CONCEPTS (1 HOUR)

- 8.1.1 The student will state why he must understand the wide range of skills required in police work today as these skills assist him in his primary function of protecting life and property.
- 8.1.2 The student will list at least four of the six problem areas of the police profession:
- A. Community misunderstanding of the police role
 - B. Traffic function
 - C. Unclear laws
 - D. Negative side of society
 - E. Shift work
 - F. Stress
- 8.1.3 The student will list three of four reasons why he handles problems that do not seem law enforcement related:
- A. Must respond to all calls
 - B. Only agency available in many cases
 - C. Immediate response
 - D. Uniformed officer

8.2.0 PATROL TECHNIQUES (4 HOURS)

- 8.2.1 The student will define patrol as a highly visible mobile presence intended to:
- A. Repress crime
 - B. Have a short response time
 - C. Render miscellaneous police services
- 8.2.2 The student will list the nine patrol functions as:
- A. Patrol and observation (including traffic)
 - B. Supervision of public gatherings
 - C. Provision of field services
 - D. Response to citizen calls
 - E. Investigations
 - F. Collection and preservation of evidence
 - G. Arrest of offenders
 - H. Preparation of reports
 - I. Presentation of court testimony

- 8.2.3 The student will state that prior to going on duty, he will check the three areas of his vehicle to insure that the vehicle is ready:
- A. Outside
 - B. Trunk
 - C. Inside
- 8.2.4 The student will discuss personal equipment that he might wish to have with him on patrol.
- 8.2.5 The student will list at least three of the five ways he can use his physical and mental presence to assist him in the performance of his duties.
- A. Interrogation stance
 - B. Use of all senses
 - C. Watching people to determine their next moves, mental state, desire to run, fight, etc.
 - D. Stay alert
 - E. Evaluate threat levels
- 8.2.6 The student will state that to be effective, he must know:
- A. Himself
 - B. The people
 - C. The area
- 8.2.7 The student will define observation as the physical act of seeing a person, thing or activity to which he may attach police significance.
- 8.2.8 The student will define perception as a mental process of evaluating what he observes for police significance.
- 8.2.9 The student will list the memory aid for describing people as:
- A. Numbskulls rarely agree
 - B. Have we had escaping convicts pull clever jobs
- 8.2.10 The student will list the memory aid for describing vehicles as: CYMBL
- A. Color
 - B. Year
 - C. Make
 - D. Body
 - E. License

- 8.2.11 The student will list four of the four highest killers of police as:

- A. Disturbance calls
- B. Arrests
- C. Crimes in progress
- D. Traffic stops

8.6.0

ARREST TACTICS (3.5 HOURS)

- 8.6.1 Following a film on arrest tactics, the student will discuss tactical errors and steps that can be taken to correct them.
- 8.6.2 The student will be placed in a decision making role and will effectively and safely handle the problem demonstrating prescribed tactical procedures.
- 8.6.3 Following a classroom presentation on soft body armor, the student will be able to select, maintain and wear a vest suited to his/her enforcement duties.
- 8.6.4 After watching the following films, the student will participate in a classroom discussion on utilization of tactics that are to be used in high-risk situation.
- A. "Survival 1, 2 and 3"
 - B. "High-Risk Patrol Tactics"
 - C. "Shotgun or Sidearm"

8.11.0

TRAFFIC STOP - FIELD PROBLEM (1.5 HOURS)

- 8.11.1 Given a practical exercise involving the stopping of a vehicle for a traffic violation, the officer will:
- A. Safely park his unit
 - B. Call in location and license number of violator
 - C. Control occupants of the vehicle during the stop
 - D. Upon completion of the contact, direct the violator vehicle safely back into the roadway

8.11.2 Given a practical exercise involving the stopping of a vehicle for a traffic violation, the officer will demonstrate what to do if the driver exits the vehicle and flees. This will minimally include:

- A. Advising the dispatcher of the location and license number of the violator
- B. Advising the dispatcher that he will/will not pursue the subject on foot
- C. Requesting/not requesting a back-up unit
- D. If he decides to pursue on foot, making a quick visual inspection of the violator vehicle for other occupants before pursuing

8.11.3 Given a practical exercise involving the stopping of a vehicle for a traffic violation which requires the officer to arrest the violator, the officer will demonstrate:

- A. Removing a key from the ignition of the vehicle of an intoxicated subject who appears to be asleep
- B. Removal of a resisting subject from a vehicle
- C. Safely putting the seatbelt on the arrested subject after placing him in the patrol unit
- D. Placing an arrested subject who is resisting into the patrol vehicle
- E. Making a right-side (passenger) approach to a vehicle and explain under what conditions this may be necessary

8.11.4 Given a practical exercise involving the stopping of a vehicle for a traffic violation that escalates into a high risk situation, the officer will demonstrate what to do:

- A. If one officer is involved and back-up is enroute
- B. If two officers are involved

8.11.5 Given a practical exercise involving the stopping of a vehicle for a traffic violation that results in the officer being fired upon, he will demonstrate:

- A. Use of the violator's vehicle for cover
- B. Use of the patrol unit for cover
- C. Upon arrival of back-up units, how to safely check for other subjects in the interior and trunk of the violator's vehicle

8.11.6 Given a practical exercise in which the officer is pursuing a suspect on foot, he will demonstrate:

- A. Use of natural cover
- B. Proper weapon control
- C. Following the subject over a solid fence

8.25.0 CRIMES IN PROGRESS - CLASS AND FIELD PROBLEM (4 HOURS)

8.25.1 Given a simulated in-progress crime, the student will demonstrate safe response and handling procedures and will complete a written report.

8.26.0 CRISIS INTERVENTION/INTERPERSONAL RELATIONS (19 HOURS)

8.26.1 The student will explain the purpose of clearly communicating his actions to those persons directly affected by them.

8.26.2 The student will list at least four of the following factors as having effect upon his verbal communications:

- A. Education/training
- B. Media: TV, radio, newspapers
- C. Family
- D. Peers
- E. Citizen contacts
- F. Prior individual experience/interests

8.26.3 The student will identify at least three of the following as being factors which could contribute to a negative response from the public:

- A. Profanity
- B. Derogatory language
- C. Ethnically offensive terminology
- D. Inappropriate use of police jargon

- 8.26.4 The student will demonstrate that interpersonal communications includes verbal language, inflection of the voice, symbols, body language and good listening techniques.
- 8.26.5 The student will identify at least three of the following as good listening techniques:
- A. Good eye contact
 - B. An open body position
 - C. Understanding voice inflections
 - D. Appropriate empathic responses
- 8.26.6 The student will demonstrate appropriate empathic responses in different crisis situations.
- 8.26.7 The student will demonstrate appropriate body language in different crisis situations.
- 8.26.8 The student will demonstrate proper use of body space in different crisis situations.
- 8.26.9 The student will identify the inherent dangers to an officer entering the home of a family involved in a dispute.
- 8.26.10. The student will identify at least two advantages and two disadvantages of separating parties to a family dispute and gathering information from them individually.
- 8.26.11 Given a practical exercise, the student will handle a family dispute situation, meeting all the criteria of safety, effectiveness, legality and reasonableness.

8.28.0 CHILD ABUSE (2 HOURS)

- 8.28.1 The student will be able to identify physical and/or psychological indicators of child abuse in the following categories:
- A. Neglect
 - B. Sexual abuse
 - C. Emotional abuse
 - D. Physical abuse

- 8.28.2 The student will be able to identify the intensity, severity and frequency of child abuse, as well as the agencies or professional personnel who are most likely to observe the symptoms.

8.29.0 FIRST RESPONDER HOSTAGE SITUATION (1 HOUR)

- 8.29.1 The student will identify the following courses of action available in a hostage situation:
- A. Negotiation
 - B. Direct assault to rescue
 - C. Use of sharpshooters
 - D. Use of chemical agents
- 8.29.2 The student will identify that the only real goal in a hostage situation is to save lives of the hostage(s), the police officer(s), innocent bystanders, and even the hostage taker(s).
- 8.29.3 The student will identify the three following basic categories of hostage taker(s), each with unique psychological characteristics:
- A. Political terrorist
 - B. The criminal
 - C. The psychotic
- 8.29.4 The student will understand the advantages and disadvantages of the Stockholm syndrome effect.
- 8.29.5 The student will identify five of the following as the responsibility of the first responding officer:
- A. Maintain strict firearms discipline
 - B. Seek to contain the hostage taker in the smallest area possible
 - C. Identify and detain all witnesses
 - D. Relay all possible information to the dispatcher
 - E. Establish an inner perimeter as back-up units respond
 - F. Evacuate endangered persons

8.32.0 CRASH INJURY MANAGEMENT (20 HOURS)

- 8.32.1 The student will demonstrate the primary and secondary survey.
- 8.32.2 The student will demonstrate the ability to restore and maintain an open airway and administer C.P.R. according to the American Red Cross CPR Modular System.
- 8.32.3 The student will demonstrate three methods to control serious bleeding.
- 8.32.4 The student will list the symptoms and describe the proper care for shock.
- 8.32.5 The student will describe care for the following injuries:
- A. Avulsions and amputations
 - B. Impaled objects
 - C. Sucking chest wounds
 - D. Evisceration
 - E. Burns
- 8.32.6 The student will describe the symptoms and care for:
- A. Diabetic coma and insulin shock
 - B. Drug overdose
 - C. Heart attack
 - D. Epileptic convulsions
- 8.32.7 The student will describe the procedures to be used in assisting a mother with childbirth.
- 8.32.8 The student will demonstrate how to gain entry to vehicle, extricate personnel, and stabilize the vehicle using equipment available in most police cars.

8.36.0 MENTAL ILLNESS (2 HOURS)

- 8.36.1 The student will identify at least three of the following considerations when handling the disturbed, violent person:
- A. To give the person time to quiet down
 - B. To use as little force as possible
 - C. Do not threaten
 - D. Put everyone at ease

- 8.36.2 The student will identify at least four of the following considerations as those to be made when handling mentally disturbed or irrational persons:

- A. Ignore verbal abuse
- B. Avoid excitement
- C. Do not deceive the person
- D. Be alert

8.37.0 COUNTER AMBUSH TECHNIQUES (2 HOURS)

- 8.37.1 The student will, in a simulated ambush, demonstrate and be able to explain a standard counter ambush drill to minimally include:

- A. Making himself a smaller target
- B. Accelerating through the "kill zone"
- C. Turning at right angles to his direction of travel as soon as he has cleared the "kill zone"
- D. As soon as he is no longer in immediate danger, locating the assailant
- E. Requesting assistance
- F. Warning bystanders

8.39.0 BOMB THREAT RESPONSE (1 HOUR)

- 8.39.1 The student will discuss the response procedures used to answer the bomb threat call.

- 8.39.2 The student will discuss the minimum safe distances for an open area and a multi-level facility.

- A. 300 feet
- B. Two rooms on all sides

- 8.39.3 The student will identify the four most commonly encountered IED's (incendiary explosive device).

- A. Pipe bomb
- B. Dynamite bomb
- C. Fire bomb
- D. Hoax devices

- 8.39.4 The student will explain why he should not touch an IED.

9.0 TRAFFIC (28.5 HOURS)

	Page
9.1.0 Introduction to Traffic (1 hour).....	9.1
9.2.0 Vehicle Code (3 hours).....	9.1
9.5.0 Alcohol Violations (9 hours).....	9.1 - 9.2
9.7.0 Initial Violator Contact (.6 hour).....	9.2
9.9.0 Traffic Stop Hazards (.6 hour).....	9.2 - 9.3
9.10.0 Citations (.3 hour).....	9.3
9.12.0 Traffic Control (.5 hour).....	9.3
9.13.0 Traffic Accident Investigation (10 hours).....	9.3 - 9.4
9.14.0 Traffic Accident - Field Problem (1.5 hours).....	9.4
9.15.0 Hazardous Materials (2 hours).....	9.4

FUNCTIONAL AREA

THE STUDENT WILL POSSESS THE KNOWLEDGE AND SKILLS REQUIRED TO EFFECTIVELY DEAL WITH COMMON VEHICLE VIOLATIONS. THIS IS ACCOMPLISHED BY RECOGNIZING THE VIOLATION, BEING ABLE TO LOCATE THOSE VIOLATIONS IN THE NEW MEXICO MOTOR VEHICLE CODE AND BEING ABLE TO SAFELY AND PROFESSIONALLY CONTACT THE VIOLATOR. ADDITIONALLY, THE STUDENT WILL BE ABLE TO TAKE THOSE IMMEDIATE STEPS REQUIRED AT THE SCENE OF AN ACCIDENT TO PROTECT LIFE AND PROPERTY, AND TO INVESTIGATE THE ACCIDENT AT A BASIC LEVEL OF COMPETENCY.

PERFORMANCE OBJECTIVES

9.1.0 INTRODUCTION TO TRAFFIC (1 HOUR)

- 9.1.1 The student will identify at least three of the following results of non-enforcement of traffic laws:
- A. Highway fatalities and injuries
 - B. Property damage
 - C. Poor police image
 - D. Impediment to efficient flow of traffic
- 9.1.2 The student will identify the correct comparison, as depicted in the most recent recognized national statistics, of the number of highway fatalities annually and injuries as compared to criminal deaths and injuries.
- 9.1.3 The student will identify the role of a law enforcement officer in traffic enforcement.

9.2.0 VEHICLE CODE (3 HOURS)

- 9.2.1 Given the New Mexico Motor Vehicle Code and a list of ten vehicle code section numbers, the student will identify each section as being either definitive, procedural or punitive.
- 9.2.2 Given a requirement to locate information in the Vehicle Code, the student will locate the information.

9.5.0 ALCOHOL VIOLATIONS (9 HOURS)

- 9.5.1 The student will identify the arrested person's obligations regarding the "Implied Consent Act" and the process involved.
- 9.5.2 The student will identify the elements of the section relating to driving while under the influence.

- 9.5.3 The student will identify, explain and demonstrate various alcohol breath testing devices which are accepted by New Mexico Courts.

9.7.0 INITIAL VIOLATOR CONTACT (.6 HOUR)

- 9.7.1 The student will be able to identify his responsibility for the safety of the occupant(s) of a vehicle stopped by him.
- 9.7.2 The student will identify the reason why it is important to obtain the violator's drivers license and vehicle registration as soon as it is reasonably possible when making a traffic stop.
- 9.7.3 The student will be able to identify why an officer should not argue with a traffic violator.
- 9.7.4 The student will be able to state the principle reason why an officer should not accept a driver's wallet in response to a request for a drivers license.
- 9.7.5 The student will correctly identify at least two advantages and two disadvantages of allowing a stopped traffic violator to exit his/her vehicle.

9.9.0 TRAFFIC STOP HAZARDS (.6 HOUR)

- 9.9.1 The student will be able to identify the inherent hazards involved when an officer conducts a "traffic stop".
- A. The stop
 - B. The approach
 - C. The contact with the violator
- 9.9.2 The student will be able to identify the following elements as those to be considered when selecting the proper location to effect the "stop" of a vehicle:
- A. A location presenting as little traffic hazard as possible
 - B. A location presenting as little population as possible
 - C. A location presenting as much light as possible

- 9.9.3 The student will be able to identify the following potential hazards in failing to closely watch the movements of occupant(s) in a vehicle an officer is about to stop, is in the act of stopping, or has already stopped:

- A. Attack from suspect(s)
- B. Destruction or concealment of evidence
- C. Escape of occupant(s)

- 9.9.4 The student will be able to identify the following hazards to an officer when approaching on foot:

- A. The threat of attack by the occupant(s)
- B. The danger of being hit by passing traffic

- 9.9.5 The student will identify at least one of the areas which afford the most protection for the officer from passing traffic while he is completing a citation.

9.10.0 CITATIONS (.3 HOUR)

- 9.10.1 The student will be able to properly and legibly complete the traffic citation.

9.12.0 TRAFFIC CONTROL (.5 HOUR)

- 9.12.1 The student will understand the basic concepts of traffic control.

9.13.0 TRAFFIC ACCIDENT INVESTIGATION (10 HOURS)

- 9.13.1 The student will identify one of the officer's first duties upon arriving at an accident scene as being the evaluation of what additional assistance is necessary and to request it immediately.
- 9.13.2 The student will identify the determination of the existence of injuries and the emergency treatment of those injuries as the officer's first duties at the scene of an accident.

- 9.13.3 The student will identify at least one instance wherein the immediate removal from the street of vehicles involved in a traffic accident would be highly undesirable.
- 9.13.4 The student will identify at least two advantages of immediately removing or having vehicles involved in a traffic accident removed from the roadway.
- 9.13.5 The student will identify and measure a set of skidmarks from a braking vehicle in a practical demonstrative exercise.
- 9.13.6 The student will identify and demonstrate either the triangulation or coordinate method of locating accident vehicles at the scene.

9.14.0 TRAFFIC ACCIDENT - FIELD PROBLEM (1.5 HOURS)

- 9.14.1 Given a practical demonstrative exercise involving a simulated traffic accident, the student will respond by:

- A. Locating the police vehicle at the scene
- B. Identifying necessary assistance
- C. Assisting those that may be injured
- D. Protecting persons and property
- E. Removal of any situation(s) that may cause additional accidents
- F. Personal safety
- G. Measure skidmarks
- H. Diagram scene

9.15.0 HAZARDOUS MATERIALS (2 HOURS)

- 9.15.1 The student will correctly identify at least five of the U.S. Department of Transportation hazardous materials placards utilized by vehicles on New Mexico highways.
- 9.15.2 The student will explain the proper steps in determining what the first officer at the scene should do or not do and/or steps to be taken for proper additional assistance.

10.0 CRIMINAL INVESTIGATION (54 HOURS)

	Page
10.1.0 Preliminary Investigation (2 hours).....	10.1
10.2.0 Crime Scene Search (1 hour).....	10.1
10.3.0 Crime Scene Notes (.5 hour).....	10.1
10.4.0 Crime Scene Sketch (3 hours).....	10.3 - 10.2
10.5.0 Fingerprints: Rolled and Latent (6 hours).....	10.2
10.6.0 Identification, Collection and Preservation of Evidence (6.5 hours).....	10.2
10.7.0 Chain of Custody (.5 hour).....	10.3
10.8.0 Interviewing and Interrogation (4 hours).....	10.3
10.10.0 Information Gathering (3 hours).....	10.3
10.11.0 Courtroom Demeanor/Moot Court (8 hours).....	10.3 - 10.4
10.12.0 Auto Theft (2.5 hours).....	10.4
10.13.0 Burglary Investigation (2 hours).....	10.4
10.14.0 Robbery Investigation (1 hour).....	10.4
10.16.0 Sex Crimes Investigation (3 hours).....	10.5
10.25.0 Investigative Field Problem (5 hours).....	10.5
10.26.0 Narcotics Recognition and Investigation (3 hours)...	10.5 - 10.6
10.27.0 Arson Recognition and Investigation (3 hours).....	10.6

Functional Area

The student will possess the knowledge and skills to satisfactorily accomplish the uniformed officer's investigative duties and responsibilities associated with being the first unit to discover or respond to the scene of a crime.

PERFORMANCE OBJECTIVES

10.1.0

PRELIMINARY INVESTIGATION (2 HOURS)

10.1.1 The student will identify the four primary objectives of a police investigation:

- A. Determine if a crime has been committed
- B. Identify the offender
- C. Apprehend the offender
- D. Gather and preserve evidence

10.2.0

CRIME SCENE SEARCH (1 HOUR)

10.2.1 Given a practical exercise simulating a crime scene where a legally authorized search is permissible, the student will locate the predesignated physical evidence through the use of an organized search method, such as the strip, spiral or quadrant method.

10.3.0

CRIME SCENE NOTES (.5 HOUR)

10.3.1 Given a practical demonstrative exercise simulating a crime scene, the student will satisfactorily prepare crime scene notes. The notes will at least include:

- A. Observations of significant conditions present upon arrival
- B. Identification of victim, witnesses and suspect
- C. Chronological account of actions taken
- D. Recording of any identification and handling of items of evidence

10.4.0

CRIME SCENE SKETCH (3 HOURS)

10.4.1 The student will identify the value of crime scene sketches and their relationship to crime scene photos. This will include:

- A. Location of items involved in a crime
- B. Pictorial notes

10.4.2 Given a practical exercise simulating a crime scene, the student will prepare a crime scene sketch. This sketch will include at least:

- A. All appropriate measurements
- B. Identification of items of evidence
- C. Identification of reference points
- D. Scale to which sketch is drawn
- E. A legend
- F. Direction of 'North'

10.5.0 FINGERPRINTS: ROLLED AND LATENT (6 HOURS)

- 10.5.1 The student will identify the differences between latent fingerprints and plastic fingerprints through the means by which they are located and/or developed.
- 10.5.2 Given a practical exercise wherein a variety of latent prints have been placed on a number of items which vary in texture and color, the student will locate the prints.
- 10.5.3 The student will be able to identify factors related to fingerprint identification.
- 10.5.4 The student will be able to take legible rolled prints.

10.6.0 IDENTIFICATION, COLLECTION AND PRESERVATION OF EVIDENCE (6.5 HOURS)

- 10.6.1 Given various practical or demonstrative situations or exercises simulating a crime scene wherein items of evidence which could reasonably be associated with the alleged crime are present, the student will correctly identify those items of evidence.

10.7.0 CHAIN OF CUSTODY (.5 HOUR)

- 10.7.1 The student will identify what is meant by the term "chain of custody" and why it must be maintained.

10.8.0 INTERVIEWING AND INTERROGATION (4 HOURS)

- 10.8.1 The student will identify those systematic steps that an officer should take prior to an interview. This will include:
 - A. Proper Miranda Rights
 - B. Legal requirements and limitations
 - C. Legal aspects of confessions and interrogations

10.10.0 INFORMATION GATHERING (3 HOURS)

- 10.10.1 The student will identify and explain methods of identifying and developing "sources of information" and "informers".
- 10.10.2 The student will identify at least three types of private records and explain how each might be of assistance to an investigation.
- 10.10.3 The student will identify at least three types of public records and explain how each might be of assistance to an investigation.

10.11.0 COURTROOM DEMEANOR/MOOT COURT (8 HOURS)

- 10.11.1 The student will identify at least two benefits of impressive and professional courtroom demeanor and appearance.
- 10.11.2 The student will identify those steps in the following areas to be taken by an officer preparing to give courtroom testimony:
 - A. Refreshing his memory
 - B. Personal appearance

10.11.3 The student will identify the following as being principles of effective testimony:

- A. Honesty
- B. Brevity
- C. Clarity
- D. Objectivity
- E. Emotional control

10.11.4 The student will participate in a Moot Court utilizing the principles of effective testimony.

10.12.0 AUTO THEFT (1.5 HOURS)

10.12.1 The student will be able to identify basic auto theft tools.

10.12.2 The student will be able to identify the severity of New Mexico's auto theft problem.

10.13.0 BURGLARY INVESTIGATION (2 HOURS)

10.13.1 The student will become familiar with the various types of burglaries.

10.13.2 The student will become familiar with various methods of operations (MO's) of burglars.

10.13.3 The student will become familiar with the various techniques used in burglary investigations.

10.13.4 The student will become familiar with the methods used to educate the public and prevent burglaries.

10.14.0 ROBBERY INVESTIGATION (2 HOURS)

10.14.1 The student will become familiar with the various types of robberies.

10.14.2 The student will become familiar with various methods of operations (MO's) of robberies.

10.14.3 The student will become familiar with the various techniques used in robbery investigations.

10.14.4 The student will become familiar with the methods used to educate the public and prevent robberies.

10.16.0 SEX CRIMES INVESTIGATIONS (3 HOURS)

10.16.1 The student will be able to identify the necessary investigative and evidential steps required in a sex crime/rape situation. This will also include an understanding of the mental and emotional factors affecting the victim.

10.25.0 INVESTIGATIVE FIELD PROBLEM (5 HOURS)

10.25.1 Given a practical exercise/demonstrative situation depicting a crime scene, the student will effectively conduct a preliminary investigation that would minimally include:

- A. Location and identification of suspect(s), witness(es) and victim(s)
- B. Conduct initial interviews
- C. Complete field notes
- D. Protection of the scene
- E. Completed report

10.26.0 NARCOTIC RECOGNITION AND INVESTIGATION (2 HOURS)

10.26.1 The student will distinguish between and be able to identify the terms, "addiction" and "abuse".

- A. "Addiction" is the physical dependency of the user on the drug
- B. When the addiction stage is reached, the user becomes sick if he is deprived of all he needs of the drug
- C. "Drug abuse" applies to any use of a drug, whether or not legally possessed, to the extent that the user has been or is likely to be adversely affected

10.26.2 The student will know the effects, usage, identification and paraphernalia involved in the following most common drugs of abuse:

- A. Heroin
- B. Cocaine
- C. Marijuana - hashish
- D. Hallucinogenic drugs
- E. Barbiturates
- F. Amphetamines - methamphetamines

- 10.26.3 The student will identify and perform the cautionary rules in collecting drug substances.
- 10.26.4 The student, in a practical or demonstrative situation, will identify, from a field test kit, the presumptive test of a suspected drug of abuse or narcotic.
- 10.26.5 The student will identify the practical and necessary use of an informant in the following areas:
 - A. How can informants be implemented and used
 - B. Credibility and confidentiality of informants
- 10.26.6 The student will identify the preparation and process in the use of an informant.
- 10.26.7 The student will identify the preparation and execution of a drug raid.

10.27.0 ARSON RECOGNITION AND INVESTIGATION (2 HOURS)

- 10.27.1 The student will recognize and identify the legal definition of "arson".
- 10.27.2 The student will recognize the role of the police officer in an arson investigation.
- 10.27.3 The student will identify at least three proper procedural steps to take at the scene of a suspected arson.

11.0 PATROL FITNESS (12.5 HOURS)

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11.1.0 Event One - 15' Balance Beam.....	11.1
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FUNCTIONAL AREA

THE FOLLOWING PHYSICAL AGILITY TEST IS PREDICATED ON RESEARCH OF THOSE PHYSICAL SKILLS WHICH HAVE BEEN FOUND TO BE NECESSARY IN THE FIELD PERFORMANCE OF POLICE WORK. SUCCESSFUL COMPLETION OF EVERY SKILL IS THEREFORE REQUIRED.

THE FOLLOWING PARAGRAPHS DESCRIBE TYPICAL FIELD SITUATIONS WHICH WOULD REQUIRE A DEPUTY OR OFFICER TO ENGAGE IN THE PHYSICAL SKILLS FOR WHICH HE IS BEING TESTED. THE SIMULATION DESCRIBES SPECIFICALLY WHAT THE STUDENT MUST DO AND PROVIDES DETAILS OF EACH EVENT.

PERFORMANCE OBJECTIVES

11.1.0 EVENT ONE - 15' (4.57 METER) BALANCE BEAM

- 11.1.1 SITUATION: The student is investigating a citizen's report of his neighbor being the victim of felonious assault and of moaning sounds emanating from the victim's backyard. The fastest access is by walking along the fence separating the yards.
- 11.1.2 SIMULATION: Walk a distance of 15' on a balance beam (simulating a fence top). The beam is raised 4' off of the ground. Padding has been provided under the beam for the student's protection. Continue running to the next event.

11.2.0 EVENT TWO - 6' (1.83 METER) WALL

- 11.2.1 SITUATION: The student has just discovered a burglary in progress and the suspect has fled, climbing over the backyard wall in an attempt to evade arrest.
- 11.2.2 SIMULATION: Scale the wall as quickly as possible. The wall is constructed out of standard cinderblock and is 6' tall. Padding has been provided on the exit side of the wall to prevent injury. Continue running to the next event.

11.3.0 EVENT THREE - THE HOUSE

- 11.3.1 SITUATION: The student is searching for a burglary suspect. In the course of the search, the student encounters an open window which appears to be the only means of entrance.
- 11.3.2 SIMULATION: Crawl through the open window, search the house (simulated by offset barriers on the ground) and exit through the opening on the other side of the house. The windows are 30" (76 x 76 centimeters). Continue running to the next event.

11.4.0

EVENT FOUR - 8' (2.44 METER) CHAIN LINK FENCE

- 11.4.1 SITUATION: The student has just responded to a burglary alarm at a school and observed a suspect running through the school yard to evade arrest.
- 11.4.2 SIMULATION: Scale the fence as quickly as possible. The fence is constructed out of standard metal chain link material and is 8' tall. Padding has been placed on the exit side of the fence to prevent injury. Continue running to the next event.

11.5.0

EVENT FIVE - 440 YARD (402.34 METER) RUN

- 11.5.1 SITUATION: The student has just stopped a stolen vehicle. As the vehicle comes to a halt, the driver leaves the vehicle and runs.
- 11.5.2 SIMULATION: Run around the track until catching the suspect at the arrest event.

11.6.0

EVENT SIX - ARREST

- 11.6.1 SITUATION: The student has stopped a suspect and placed him under arrest. The student must place his handcuffs on the suspect for the student's own protection. The suspect resists.
- 11.6.2 SIMULATION: Using the arrest simulator, bring both arms straight down adjacent to each other and hold for three (3) seconds. The simulator is loaded for forty pounds on the student's weak side and sixty pounds on the strong side. Move immediately to the "dummy".

11.7.0

EVENT SEVEN - 15' (4.56 METER) BODY TRANSPORT

- 11.7.1 SITUATION: The arrested suspect becomes uncooperative and refuses to walk. The neighbors hear the noise and are threatening to take the suspect away from the student. The student must move the suspect to the car in order to maintain control over the situation.
- 11.7.2 SIMULATION: Drag the dummy 15' as quickly as possible. The dummy simulates a male 5'7" tall, weighing 165 lbs., a duplicate of the national median height and weight for males.

11.8.0

COURSE DESCRIPTION

- 11.8.1 As the problem suggests, the actual test is a pursuit course in which the student must chase and apprehend, and then protect, a suspect. During the encounter, the student is in uniform and wearing normal police equipment. In order to more accurately simulate a real pursuit of a suspect, the student will be equipped with a Sam Brown and equipment or suitable substitute (an 8 lb. weight belt is worn for this purpose). The sequence of events is as follows:
- A. Balance beam
 - B. Wall
 - C. Building
 - D. Fence
 - E. Run
 - F. Arrest
 - G. Body transport
- 11.8.2 While running through the course, the student may encounter minor obstacles similar to those experienced in the real world.
- 11.8.3. The student will be timed from start to finish. The course must be successfully completed within the time allowed. The student will have three (3) minutes and seven (7) seconds to complete the course.
- 11.8.4 If the student fails on the first attempt, he will be afforded a second opportunity to complete the test after everyone else in his test group has completed their first attempt. If the student fails the second time, he may reapply in six months.

11.9.0

THE PROBLEM

- 11.9.1 While on patrol, the officer receives a robbery in progress call at a local market.
- A. Upon arrival, he is met by the store manager who is pointing and yelling, "I've been robbed. He's getting away".
 - B. The officer goes into foot pursuit of the suspect. The suspect leads the officer towards a construction yard.
 - C. The officer observes the suspect run across a drainage pipe that leads over a ravine, he follows.
 - D. Upon crossing the pipe, the officer sees the suspect climbing over a six foot block wall surrounding the construction yard. The officer continues his pursuit.
 - E. After climbing off the wall, the officer can't find the suspect, but observes a window to be open at the rear of the building. The officer climbs through the window, searches the premises and exits through the opening on the other side.
 - F. As the officer leaves the building, he observes the suspect run across the construction yard and climbs an eight foot chain link fence leading to a vacant lot.
 - G. The officer continues his pursuit and catches the suspect in the street. He now handcuffs the suspect and attempts to escort him to the car.
 - H. The suspect refuses to cooperate. The officer drags the suspect from the street in order to avoid oncoming traffic.

End of problem.

12.0 DEFENSIVE TECHNIQUES (26.5 HOURS)

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12.7.0 Principles of Weaponless Defense: Disarming (4.5 hours).....	12.4

Functional Area

The student will possess the knowledge and skills necessary to satisfactorily accomplish an arrest situation to include weaponless defense, handcuffing tactics, holds, transport techniques, baton techniques, disarming techniques and patrol fitness.

PERFORMANCE OBJECTIVES

12.1.0

EFFECTS OF FORCE (1 HOUR)

12.1.1 The student will identify the four reasons why an officer needs to master defensive tactics.

- A. Self confidence
- B. Self protection
- C. Knowledge helps you use force correctly, not out of fear
- D. Helps recognize a trained opponent

12.1.2 The student will identify when defensive tactics are used.

12.2.0

HANDCUFFING AND PERSON SEARCH TECHNIQUES (4 HOURS)

12.2.1 The student will identify the four steps in the arrest sequence, to include:

- A. Approach
- B. Cuff
- C. Search
- D. Transport

12.2.2 The student will demonstrate safe handcuff, search and cuff removal techniques using the standing handcuff position.

12.2.3 The student will demonstrate safe handcuff, search and cuff removal techniques using the kneeling position.

12.2.4 The student will demonstrate safe handcuff, search and cuff removal techniques using the prone position.

12.2.5 The student will list the four-step arrest sequence.

12.2.6 The student will, on an approved rating form, using the technique of his choice, demonstrate safe handcuffing and search procedures on a single suspect.

12.3.0

PRISONER HANDLING AND CONTROL (2 HOURS)

- 12.3.1 The student will discuss safe prisoner transport techniques.
- 12.3.2 The student will discuss techniques used to search members of the opposite sex.
- 12.3.3 The student will discuss the guidelines used to develop probable cause for stop and frisk.
- 12.3.4 The student will search an armed suspect and find a concealed weapon (1 minute).
- 12.3.5 The student will demonstrate control, handcuff and search of a suspect in a high risk situation.

12.4.0

BATON TECHNIQUES (5 HOURS)

- 12.4.1 The student will point out the striking points to the instructor, to include:
 - A. Arm
 - B. Leg
 - C. Mid-section
 - D. Collar-bone
 - E. Ribs (rear)
- 12.4.2 The student will point out the avoidance points to the instructor, to include:
 - A. Head
 - B. Throat
- 12.4.3 The student will demonstrate two exercises requiring the baton to be drawn from the ring.
- 12.4.4 The student will demonstrate three exercises from the ready position.
- 12.4.5 The student will demonstrate a counter-move if the baton is grabbed.
- 12.4.6 The student will demonstrate the use of the baton and will be rated on an approved form.

12.5.0

PRINCIPLES OF WEAPONLESS DEFENSE - COME ALONGS (5 HOURS)

- 12.5.1 The student will demonstrate two come-alongs and one come-along takedown.
- 12.5.2 The student will demonstrate a ground fighting technique, a ground fighting recovery and a ground fighting takedown.
- 12.5.3 The student, from the position of advantage, will show how to enter or evade a subject's defense circle.
- 12.5.4 The student will point out the vulnerable body areas to be attacked with the hands and how to attack them.
- 12.5.5 The student will point out the vulnerable body areas to be attacked with the feet and how to attack them.
- 12.5.6 Using the technique of his choice, the student will demonstrate a combined hand/foot defense and will be rated on an approved form.

12.6.0

PRINCIPLES OF WEAPONLESS DEFENSE - QUICK RELEASE (5 HOURS)

- 12.6.1/12.6.4 The student will execute a release from four variations of the bear-hug:
 - A. Front: arms free, arms restrained
 - B. Rear: arms free, arms restrained
- 12.6.5/12.6.6 The student will execute a release from two variations of the choke.
 - A. Front
 - B. Rear
- 12.6.7/12.6.8 The student will execute a release from two holds.
 - A. Headlock
 - B. Armlock
- 12.6.9 Using the technique of his choice, the student will execute a release and be rated on an approved form.

12.7.0

PRINCIPLES OF WEAPONLESS DEFENSE - DISARMING (4.5 HOURS)

- 12.7.1 The student will execute a disarming technique against an assailant armed with a handgun.
- 12.7.2 The student will execute a disarming technique against an armed opponent and be rated on an approved form.
- 12.7.3 The student will demonstrate how to retain the service revolver if it is grabbed by an assailant in four different situations:
- A. Weapon holstered and grabbed from front of officer
 - B. Weapon holstered and grabbed from rear of officer
 - C. Weapon drawn, assailant grabs weapon
 - D. Weapon drawn, assailant grabs officer's wrist
- 12.7.4 The student, working with a partner, will demonstrate how to regain control of the situation:
- A. If the suspect has disarmed the officer and is using him as a shield
 - B. If the suspect has disarmed the officer and is threatening him with the weapon
- 12.7.5 The officer, working with a partner, will demonstrate weapon control and prisoner control in a high-risk arrest situation.
- 12.7.6 Using voice commands, weapon control and cover, the officer will demonstrate how to disarm an armed suspect.

13.0 CUSTODY (3 HOURS)

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13.1.0 Adult Booking Procedures (.5 hour).....	13.1
13.2.0 Prisoner Rights and Responsibilities (1.5 hours).....	13.1
13.3.0 Transporting Prisoners (.5 hour).....	13.1
13.4.0 Juvenile Booking Procedures (.5 hour).....	13.1

Functional Area

The student will recognize the basic laws and regulations concerning custody. He/she will possess the basic knowledge and procedural ability to enable him/her to take a person into custody.

Performance Objectives

13.1.0 ADULT BOOKING PROCEDURES (.5 HOUR)

- 13.1.1 The student will identify the primary considerations in booking adults.

13.2.0 PRISONER RIGHTS AND RESPONSIBILITIES (1.5 HOURS)

- 13.2.1 The student will identify the requirements and sanctions pertaining to the rights of an attorney to visit a prisoner.
- 13.2.2 The student will identify the prisoner's rights to telephone calls

13.3.0 TRANSPORTING PRISONERS (.5 HOUR)

- 13.3.1 The student will identify the correct methods and procedures for transporting prisoners.

13.4.0 JUVENILE BOOKING PROCEDURES (.5 HOUR)

- 13.4.1 Given word pictures of types of juvenile prisoners, the student will identify the "booking" process in conformance with the law and minimal jail standards, to minimally include:
- A. What notifications are required
 - B. Requirements pertaining to the confinement of a child under 16 years with an adult accused or convicted of a crime
 - C. Juvenile's rights regarding parent notification(s) and telephone call(s) upon being placed in temporary custody
- 13.4.2 The student will identify the procedural alternatives open to an officer upon booking a juvenile.

END