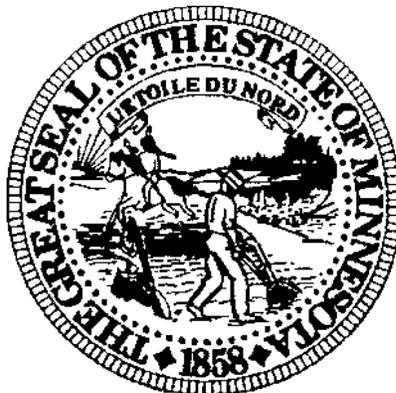


Learning Objectives for Professional Peace Officer Education

**Minnesota Board
Of
Peace Officer Standards and Training**



May 2011

Introduction

This manual contains the learning objectives for Minnesota's professional peace officer education (PPOE) programs. Those colleges and universities that have been certified by the Minnesota Board of Peace Officer Standards and Training to provide education leading to peace officer licensure must incorporate these objectives into their curriculum.

The manual is divided into five broad categories and each category is divided into numbered sections with goal statements, required content, and in many instances recommended content.

This manual is designed to be a working document. It is page-numbered by category to accommodate changes and the loose leaf, three-punch design allows information to be added easily. The learning objective reference number (LO#) in the right-hand column is for use by PPOE coordinators and the POST Board only.

Table of Contents

Category One:

Practical Applications and Techniques

1. Officer Survival	1
2. Use of Force	2
3. Firearms Training	3
4. Defensive Tactics and Physical Control Tactics	5
5. Vehicle Contacts (Traffic Stops)	12
6. Emergency Motor Vehicle Operation	14
7. Traffic Enforcement Code and Driving While Intoxicated (DWI) Enforcement	17
8. Standardized Field Sobriety Testing and Drugs That Impair Driving	22
9. Traffic Crash Investigation	25
10. Primary Incident Response	27
11. Evidence Collection	28
12. Preliminary Investigation	30
13. Fire Response Safety, Arson Awareness and Explosives	32
14. First Aid	34
15. Blood and Airborne Pathogens	35
16. Response to Hazardous Material Incidents	37
17. Controlled Substances and Narcotics	38
18. Gang Education and Prevention	40

Category Two:

Criminal Justice System: Civil and Criminal Law

1. Criminal Justice System	1
2. Constitutional and Criminal Law for Law Enforcement	3
3. Minnesota Criminal Code	7
4. Juvenile Law	10
5. Civil Liability and Process	14
6. Civil Law	16

Category Three:

Community Policing

1. Community Policing	1
2. Diversity	4
3. Bias Motivated Crime	6

Category Four:

Victims and Victims' Rights

1. Domestic Family Abuse and Assault	1
2. Child Abuse and Protection	3
3. Vulnerable Adult Investigations	6
4. Peace Officer Response to Crime Victims	7
5. Americans With Disabilities Act (ADA) Concerns for Peace Officers	8

Category Five:
Leading, Managing and Communicating

1.	Leadership	1
2.	Ethics	3
3.	Critical Thinking	5
4.	Human Behavior and Crisis Intervention	6
5.	Communications	8
6.	Report Writing	12
7.	Interviewing	14
8.	Courtroom Testimony	16
9.	Media Relations	17
10.	Stress Management	19
11.	Conflict Management and Mediation	21
12.	Computer Application	23

Category One

Practical Applications and Techniques

Sections	pages
1. Officer Survival	1
2. Use of Force	2
3. Firearms Training	3
4. Defensive Tactics and Physical Control Tactics	5
5. Vehicle Contacts (Traffic Stops)	12
6. Emergency Motor Vehicle Operation	14
7. Traffic Enforcement Code and Driving While Intoxicated (DWI) Enforcement	17
8. Standardized Field Sobriety Testing and Drugs That Impair Driving	22
9. Traffic Crash Investigation	25
10. Primary Incident Response	27
11. Evidence Collection	28
12. Preliminary Investigation	30
13. Fire Response Safety, Arson Awareness and Explosives	32
14. First Aid	34
15. Blood and Airborne Pathogens	35
16. Response to Hazardous Material Incidents	37
17. Controlled Substances and Narcotics	38
18. Gang Education and Prevention	40

Section: 1 Topic: Officer Survival

LO #1

Goal Statement

The student will understand the tactics necessary and appropriate to safely and successfully control critical situations, on and off duty.

Required Content

- ◆ Physical and psychological readiness before, during and after a stressful incident (see also Category Five, Section 10, Stress Management)
- ◆ Scenarios, activities and practical applications related to recommended content

Recommended Content

- ◆ Proper equipment
- ◆ Officer survival as it relates to:
 - Vehicle stops (see also Category 1, Section 5.1 and 5.2)
 - Pedestrian stops
 - Building searches
 - "Terry" search (see also Category 2. Section 2.4 Legal Requirements to Stop and Frisk)
 - Dealing with emotionally disturbed persons (EDPs) and persons under the influence
 - Off-duty and plainclothes response
 - Multiple officers (contact and cover)
 - Subject and prisoner transport
- ◆ Survival tactics and procedures include "solo" and "multiple" officer responses to crimes in progress

Section: 2 Topic: Use of Force

LO#2

Goal Statement

The student will demonstrate understanding of Minnesota Statutes and relevant federal case law related to the application of force, awareness of the tools, tactics and techniques used by peace officers when force is necessary, and of the liabilities associated with the application of force by peace officers.

Required Content

- ◆ Minnesota Statutes and federal case law related to "Use of Force" and "Authorized Use of Deadly Force by Peace Officers"
- ◆ Terms “objectively reasonable”, “totality of circumstances”, “escalation” and “de-escalation” as related to peace officer use of force
- ◆ Use of force incident reporting procedures (including a practical exercise or scenario)
- ◆ The importance of articulating and reporting reasons for use of force including pre-assaultive indicators and situational factors

Recommended Content

- ◆ Civil rights issues
- ◆ Deadly force application (scenario or mechanically assisted exercises)

Section: 3 Topic: Firearms Training
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LO#3

Goal Statement

The student will demonstrate basic-level proficiency with handguns and long guns.

Required Content

- ◆ Basic principles of shooting including
 - Identification of major functional parts of firearms
 - safe handling procedures,
 - stance, grip, trigger pressure, sight alignment and sight picture
- ◆ Basic shooting skills (practice and a skill proficiency demonstration)
- ◆ Basic handgun shooting proficiency demonstration to include handgun qualification
 - Close Quarters Shooting
 - a. ability to rapidly fire multiple rounds from a close quarters position
 - b. training should take place no further than 2 yards from target
 - Medium Range Shooting
 - a. ability to shoot with dominant hand and non-dominant hand as well as supported and non-supported shooting positions in a medium range position
 - b. training should take place no closer than 5 yards and no further than 7 yards
 - Distance Shooting
 - a. ability to draw and fire at a target that is 15 yards or more away from the shooter's position
 - b. Training should take place no closer than 15 yards and no further than 25 yards
 - Shooting Positions
 - a. Required weapon handling
 - Close quarter unsupported
 - Weapon hand supported
 - Weapon hand unsupported
 - Reaction hand supported
 - Reaction hand unsupported
 - b. Required shooting positions
 - Standing
 - Kneeling
 - Roll over Prone
 - Required Proficiency
 - a. Students will be required to demonstrate a proficiency of a minimum qualification score of 70% at each required distance
- ◆ Long Gun (Rifle)

Practical Applications and Techniques

- Student will demonstrate familiarization with the long gun (rifle)
- ◆ Shotguns
 - Students will demonstrate proficiency and familiarization with the shotgun
 - Students will fire multiple types of ammunition from the shotgun
- ◆ Officer Survival Drill (Non-qualification requirement)
 - Practical exercises and live fire drills involving shooting from a down position
 - Practical exercises and live fire drills involving wounded officer drills-non-dominant hand drawing and shooting
- ◆ Alternate sight picture
 - Practical exercise and live fire drills involving the use of the handgun with a non-traditional sight picture for aiming at close range (3-5 years)
- ◆ Malfunction drills – POST strongly recommends use of dummy rounds only for all of these drills, and live ammunition is not to be used for the one handed malfunction drills
 - Closed chamber malfunction drills with pistol
 - Open chamber malfunction drills with pistol
 - Weapons transition from long gun to pistol
 - One handed malfunction drills with both dominant and non-dominant hand
- ◆ Use of cover
 - Defining cover and concealment
 - Shooting behind cover
- ◆ Shooting on the move
 - Lateral movement during the draw
 - Shooting while moving forward, backward laterally and the oblique
- ◆ Multiple Opponent drills
 - Live fire drills on multiple targets
- ◆ Failure to stop drills
 - Alternative shooting targets – head and pelvis
- ◆ Low Light / Night shooting techniques
 - Flashlight techniques
 - Live fire drills under low light and night situations
- ◆ Reloading of weapons
 - Pistol – speed and tactical, one-handed reloads
 - Rifle
 - Shotgun – speed, tactical slap load
- ◆ Judgment scenarios
- ◆ Awareness of POST Continuing Education Use of Force Learning Objectives

Recommended Content

- ◆ Firearms maintenance
- ◆ Familiarization with multiple firearms for safety and security
- ◆ Using “shoot no-shoot” targets

Section: 4 Topic: Defensive Tactics and Physical Control Tactics

Primary Subject Areas

1. **Officer Presence and Use of Verbal and Nonverbal Communication Techniques**
2. **Stance and Tactical Positioning**
3. **Circumstances that Advocate the Level of Force Used**
4. **Empty Hand Control Techniques (Soft Control Tactics)**
5. **Empty Hand Control Techniques (Hard Control Tactics)**
6. **Handcuffing Techniques, Risk Factors for Sudden In-Custody Death and Excited Delirium Awareness**
7. **Ground Defense Techniques**
8. **Use of Batons as Control and Impact Weapons**
9. **Electronic Control Weapons (E.C.W.)**
10. **Chemical Agents**
11. **Weapon Retention and Disarming Techniques**
12. **Civil Disturbance/Disobedience**
13. **Physical Fitness**

1. **Officer Presence and Use of Verbal and Nonverbal Communication Techniques**

LO#4

Goal Statement

The student will explain the concepts of kinesics (body language) as a communication tool, understand what command presence is, and have a strong command of verbal and nonverbal communication techniques.

Required Content

- ◆ How to approach a person
- ◆ Awareness of the reactionary gap
- ◆ Proper use of command presence

Recommended Content

- ◆ Interpretation of body language
- ◆ Strong command of verbalization techniques

- ◆ Awareness of certain communication behaviors to avoid

2. Stance and Tactical Positioning

LO#5

Goal Statement

The student will explain and demonstrate proper body positioning tactics.

Required Content

- ◆ "Persuasive approach" in the absence of known weapons (open stance)
- ◆ "Ready stance" in the absence of known weapons (interview stance)
- ◆ "Defensive stance" with elbow shielding the weapon from subject

Recommended Content

- ◆ Proper balance familiarization
- ◆ Awareness of patterns of movement to close the reactionary gap, maintain control and to allow for evasive maneuvers

3. Circumstances that Advocate the Level of Force Used

LO#6

Goal Statement

The student will explain the acceptable guidelines for peace officer use of force. The student will explain some of the circumstances that support an officer's determination of what force to use in a variety of scenarios and when to change to another tool, technique or tactic including how and when to escalate or de-escalate the use of force. The student will understand and demonstrate reasonable use of force given the situational factors in practical scenarios.

Required Content

- ◆ Related Minnesota Statutes
- ◆ Terms "totality of circumstances", "objectively reasonable", "preassaultive indicators", and "situational factors"

4. Empty Hand Control Techniques (Soft Control Tactics)

LO#7

Goal Statement

The student will demonstrate control techniques that may be used for empty hand control on passive resistive subjects and resistive subjects and explain why the use of a particular control technique is reasonable given the circumstances known to the student.

Required Content

- ◆ Distraction techniques
- ◆ Joint manipulations
- ◆ Pressure points
- ◆ Escapes from holds and grasps
- ◆ Come-along from escort techniques

Recommended Content

- ◆ Scripted scenarios for use of force decisions

5. Empty Hand Control Techniques (Hard Control Tactics)

LO#8

Goal Statement

The student will demonstrate control techniques that may be used for hard empty hand control on aggressive, resistive subjects when the use of impact weapons is not appropriate or possible and explain why the use of a particular technique is reasonable given the facts and circumstances known to the student.

Required Content

- ◆ Blocks with hands, arms and legs
- ◆ Countermeasure striking techniques using hands, arms, elbows, legs, knees and/or feet
- ◆ Counter striking techniques used in ground fighting situations
- ◆ Appropriate verbal commands coinciding with use-of-force decisions
- ◆ Proper application of neck restraints

6. Handcuffing Techniques , Risk Factors for Sudden In-Custody Death and Excited Delirium Awareness

LO#9

Goal Statement

The student will demonstrate proper handcuffing procedures from a control position and explain the risks related to improper handcuffing and failing to handcuff. The student will demonstrate how to handcuff a combative subject through a confrontational scenario, will demonstrate handcuffing from several positions and circumstances, will explain the risk factors for sudden in-custody death and will understand the definition and implications of the term excited delirium.

Required Content

- ◆ Handcuffing a cooperative subject
- ◆ Handcuffing an uncooperative subject
- ◆ Team handcuffing standing - prone
- ◆ Proper positioning and transporting of handcuffed subject
- ◆ Unique applications of handcuffs
- ◆ Proper application of spit hood
- ◆ Proper use of clear and concise verbal commands
- ◆ Tactical positioning and subject control during handcuffing and searching
- ◆ Systematic searching
- ◆ Proper application of handcuffs (placement, tightness) and double locking
- ◆ Risks factors for sudden in-custody death, including symptoms of respiratory and cardiac distress and diabetic shock, and measures for care
- ◆ Awareness of excited delirium

7. Ground Defense Techniques

LO#10

Goal Statement

The student will explain the concepts of personal protection in a ground fighting situation, and will demonstrate defenses and escapes from positions on the ground or floor.

Required Content

- ◆ Escapes from the top superior position
- ◆ Escapes from the bottom superior (supine) position
- ◆ Escapes from headlocks
- ◆ Defending from four barriers: feet, knees, hands and elbows
- ◆ Practice in safely getting up as soon as possible

Recommended Content

- ◆ All holds practiced in a standing position should be practiced in ground work
- ◆ Practice multiple subject scenarios and multiple officer scenarios
- ◆ Familiarization with escapes from chokes

8. Use of Batons as Control and Impact Weapons

LO#11

Goal Statement

The student will explain and demonstrate basic techniques for use of the baton and impact weapons.

Required Content

- ◆ Draws and grips with batons
- ◆ Stances and carrying techniques with batons
- ◆ Uses of the baton for physical control techniques:
 - arm locks and takedowns
 - pain compliance
- ◆ Uses of the baton as a blocking instrument
- ◆ Uses of the baton for striking
- ◆ Identification of body target areas for striking in relation to a force continuum
- ◆ Baton retention techniques

Recommended Content

- ◆ Minnesota Statutes

9. Electronic Control Weapons (E.C.W.)

LO#12

Goal Statement

The student will explain and demonstrate basic handling techniques for use of electronic control weapons, describe some circumstances when use of an E.C.W. is reasonable and describe the procedures to be used for people who have been exposed to E.C.Ws. (Demonstrations may or may not include actual discharge of the device.)

Required Content

- ◆ Definition of an electronic control weapon as a weapon designed to disrupt a subject's central nervous system by means of deploying battery powered electrical energy sufficient to cause uncontrolled muscle contractions and override an individual's voluntary motor responses.
- ◆ Understanding of E.C.W. technology
- ◆ Deployment methods, firing vs. drive stun
- ◆ Proper aftercare and probe removal
- ◆ Carry location and retention of E.C.W.
- ◆ Safe practices for voluntary exposure
- ◆ Safety guidelines on duration and number of cycles applied

10. Chemical Agents

LO#13

Goal Statement

The student will explain and demonstrate basic techniques for the use of chemical agents, describe some of the circumstances when use of a chemical agent is reasonable

and explain the proper uses of first aid procedures to be used for people who have been exposed to chemical agents. (Demonstration may or may not include actual discharge of a chemical agent.)

Required Content

- ◆ Normal versus abnormal reactions to agent exposure and relative toxicity of chemical agents
- ◆ Color coding of chemical agents
- ◆ Delivery systems and methods for chemical agents
- ◆ Dissemination methods of chemical agents
- ◆ Factors to be considered before deploying chemical agents
- ◆ Decontamination procedures for chemical agents
- ◆ Familiarization with the effects of chemical agents on a subject
- ◆ Actual exposure to chemical agents CS and OC along with:
 - weapon retention/handcuffing
 - tactical positioning with verbal commands
 - use of defensive tactics

11. Weapon Retention and Disarming Techniques

LO#14

Goal Statement

The student will explain and demonstrate concepts of weapon retention and disarming.

Required Content

- ◆ Tactical positioning for gun retention defense to reduce the risk of being disarmed
- ◆ Retention of holstered weapons
- ◆ Drawn handgun retention techniques
- ◆ Disarming techniques
- ◆ Long gun retention techniques

12. Civil Disturbance/Disobedience

LO#15

Goal Statement

The student will explain the basic procedures necessary to manage a civil disturbance and have a conceptual knowledge of the formations used in controlling a civil disturbance.

Required Content

- ◆ Tactical positioning to a disturbance
- ◆ Familiarization with various chemical agents that may be used

13. Physical Fitness

LO#16

Goal Statement

The student will explain the importance of physical conditioning for peace officers, and, at the direction of an instructor, shall perform stretching and conditioning exercises on a continuing basis as part of an overall fitness program during their law enforcement training. The student will pass a physical fitness test.

Required Content

- ◆ Stretching and conditioning exercises
- ◆ Proper nutrition and eating habits in relation to physical fitness
- ◆ Strength, flexibility and cardiovascular exercises
- ◆ Pass the training institution's physical fitness standards with an overall accumulative passing score

Section: 5 Topic: Vehicle Contacts (Traffic Stops)

Primary Subject Areas

1. **Low-Risk Vehicle Contacts**
2. **High-Risk Vehicle Contacts**

1. Low-Risk Vehicle Contacts

LO#17

Goal Statement

The student will understand and demonstrate basic concepts, techniques and skills in properly and safely conducting low-risk vehicle contacts.

Required Content

- ◆ Legal justification and reasonable suspicion for stop
- ◆ Pre-stop decision
- ◆ Stopping vehicle:
 - squad position
 - use of lights
- ◆ Factors impacting approach decisions
 - daytime versus nighttime
 - different vehicle types
 - secondary unit
- ◆ Interview
- ◆ Use of radio and safe return to squad car for checks
- ◆ Disposition and officer discretion
 - arrest
 - warn
 - cite
- ◆ Procedures for concluding a traffic stop
- ◆ Dealing with various violator reactions
- ◆ Vehicle searches
- ◆ Controlled substance, explosives and/or hazardous materials

Recommended Content

- ◆ Drug interdiction
- ◆ Patrol methods

2. High-Risk Vehicle Contacts

Goal Statement

The student will understand and demonstrate the basic concepts, techniques and skills in properly and safely conducting high-risk vehicle contacts.

Required Content

- ◆ Legal justification and probable cause for stop
- ◆ Pre-stop threat assessment
- ◆ The use of the radio for communication coordination
- ◆ Procedures for safely making a high risk vehicle stop:
 - cover and concealment
 - subject response
- ◆ Deployment of squads and personnel
- ◆ Communication and commands to control vehicle occupants
- ◆ Suspect contact and control
- ◆ Follow-through procedures:
 - arrest
 - transportation

Recommended Content

- ◆ Awareness that law enforcement agencies have different policies pertinent to high risk vehicle stops

Section: 6 Topic: Emergency Motor Vehicle Operation*

* Per legislation in 1999 students must receive at least seven hours of classroom and skills based instruction in emergency vehicle operations and in the conduct of police pursuits in order to take the Peace Officer or Part-Time Peace Officer Licensing examination.

Primary Subject Areas

1. **Basic Motor Vehicle Operation**
2. **Defensive Driving**
3. **Evasive Driving**
4. **Emergency Response**
5. **Legal and Policy Aspects of Pursuits**

1. **Basic Motor Vehicle Operation**

LO#19

Goal Statement

The student will explain the concept of motor vehicle dynamics and conduct a complete exterior and interior vehicle safety inspection.

Required Content

- ◆ How physics affects the operation of a motor vehicle
- ◆ Environmental factors that affect driving
- ◆ Vehicle inspection checklist

2. **Defensive Driving**

LO#20

Goal Statement

The student will demonstrate techniques of operating a motor vehicle effectively in order to avoid accidents.

Required Content

- ◆ Vehicle location in relation to fixed objects in forward and backing maneuvers
- ◆ Participation on a close-maneuver course
- ◆ Basic defensive driving course

3. Evasive Driving

LO#21

Goal Statement

The student will understand and demonstrate proper evasive and emergency operation techniques of a motor vehicle.

Required Content

- ◆ Proper use of steering, braking, acceleration, separately and in combination
- ◆ Proper use and possible failure of the anti-lock braking system
- ◆ Brake fade
- ◆ Proper peripheral and normal vision techniques
- ◆ Reaction time and distances
- ◆ Hand position
- ◆ Speed
- ◆ Rules of motion
- ◆ Types and causes of skids
- ◆ Road and weather conditions

4. Emergency Response

LO#22

Goal Statement

The student will understand and demonstrate proper vehicle emergency response techniques while driving within personal and vehicular limitations, with emphasis on the safety of the officer and general public.

Required Content

- ◆ Minnesota Statutes as they pertain to the operation of emergency vehicles
- ◆ Psychological and physiological dynamics of emergency response and pursuits which affect:
 - judgment
 - perception
 - decision making
- ◆ Visual and physical cues and conditions, including extended, primary, secondary and tunnel vision
- ◆ Concepts of true apex, late apex, and late and deep apex turns
- ◆ All available roadway usage
- ◆ Correction versus appropriate lines of travel
- ◆ Considerations for termination of pursuit
- ◆ Legal definition of "emergency vehicle"

5. Legal and Policy Aspects of Pursuits

LO#23

Goal Statement

The student will understand and demonstrate the knowledge required to avoid criminal and civil liability when involved in pursuits.

Required Content

- ◆ Pursuit decisions involving:
 - officer and third party
 - fleeing suspect and third party
 - liability on decision to pursue
- ◆ Constitutional definition of "vehicle seizure"
- ◆ Use of deadly force with respect to motor vehicles
- ◆ Post incident mandated reporting
- ◆ Post pursuit arrest procedures (applicable use of force)

Section: 7 Topic: Traffic Enforcement Code and Driving While Intoxicated (DWI) Enforcement

Primary Subject Areas

1. **Definitions**
2. **Motor Vehicle Registration and Insurance**
3. **Driver's License Regulations**
4. **Driving Conduct**
5. **Equipment**
6. **Commercial Motor Vehicles**
7. **Radar Training**
8. **Elements of Impaired Driving Statutes**

1. Definitions

LO#24

Goal Statement

The student will understand the definitions of the following terms as they relate to the elements of traffic law enforcement.

Required Content

- ◆ Motor vehicle
- ◆ Vehicle
- ◆ Street and highway
- ◆ Roadway
- ◆ Implements of husbandry
- ◆ Motorcycle
- ◆ Motorized bicycle
- ◆ Authorized emergency vehicle
- ◆ School bus
- ◆ Local authorities
- ◆ Traffic control device
- ◆ Traffic control signal
- ◆ Stop
- ◆ Commercial motor vehicle

Recommended Content

- ◆ Driver
- ◆ Owner
- ◆ Pedestrian

2. Motor Vehicle Registration and Insurance

LO#25

Goal Statement

The student will identify different types of vehicle registration and insurance requirements as prescribed by law.

Required Content

- ◆ Vehicles exempt from registration
- ◆ Vehicle registration requirements and expiration of registration
- ◆ Motor vehicle dealer plate requirements
- ◆ Mandated insurance and proof of insurance

Recommended Content

- ◆ Vehicle title requirements
- ◆ Gross misdemeanor violations
- ◆ Related Minnesota Statutes
- ◆ Minnesota Department of Public Safety license plate brochure – available at www.dps.state.mn.us

3. Driver's License Regulations

LO#26

Goal Statement

The student will distinguish different classes and types of licenses, endorsements and permits, and explain the circumstances under which an individual is exempt from licensing requirements.

Required Content

- ◆ Exemptions
- ◆ Temporary, limited and restricted licenses
- ◆ Endorsements
- ◆ Possession requirements

- ◆ Residence requirements
- ◆ Status violations
- ◆ Unlawful acts
- ◆ Snowmobile
- ◆ All terrain vehicle
- ◆ Motorized bicycle

4. Driving Conduct

LO#27

Goal Statement

The student will identify the elements of driving conduct as they relate to Minnesota Motor Vehicle and Traffic Laws and explain how to apply the laws in traffic situations.

Required Content

- ◆ Basic speed
- ◆ Local authority
- ◆ Right of way
- ◆ Traffic accidents
- ◆ Railroad crossings
- ◆ School bus
- ◆ Stopping, standing and parking
- ◆ Reckless and careless driving
- ◆ Open bottle
- ◆ Criminal vehicular operation
- ◆ Fleeing a peace officer

Recommended Content

- ◆ Signs and signals
- ◆ Driving rules
- ◆ Turning and starting
- ◆ Pedestrians
- ◆ Bicycles
- ◆ Controlled access
- ◆ Littering

5. Equipment

LO#28

Goal Statement

The student will identify the equipment necessary to operate a vehicle in proper working condition.

Required Content

- ◆ Lighting
- ◆ Brakes
- ◆ Seat belts and child restraints
- ◆ Mufflers
- ◆ Windshields
- ◆ Bumpers
- ◆ Exemptions from equipment requirements

6. Commercial Motor Vehicles

LO#29

Goal Statement

The student will define the term “commercial motor vehicle,” recognize a commercial motor vehicle, and apply the selected statutes relating to loads and manner of loading of commercial motor vehicles.

Required Content

- ◆ Related Minnesota Statutes
- ◆ Manner of loading
- ◆ Leaking loads
- ◆ Projecting loads

7. Radar Training

LO#30

Goal Statement

The student will identify various radar units and their proper applications.

Required Content

- ◆ Standards for running radar (including MN STAT 169.14, supd. 9 and 10)
- ◆ 1971 Minnesota vs. Gerdes case prescribing radar standards
- ◆ Use and application of various radar units
- ◆ Use and application of various radar forms
- ◆ Use and application of speed estimates

Practical Applications and Techniques

- ◆ Use and application of tracking history
- ◆ Use and application of audio feature
- ◆ Use and application of the stationary/moving modes

Recommended Content

- ◆ Student demonstration of proficient use of a radar unit

8. Elements of Impaired Driving Statutes

LO#31

Goal Statement

The student will identify a driving violation consistent with impaired driving, and explain the appropriate enforcement action required to process an impaired driver including arrest procedures.

Required Content

- ◆ Applicable Minnesota Statutes
- ◆ Applicable forms, i.e., *Motor Vehicle Implied Consent Advisory; Notice and Order of Revocation; Impaired Operation – Notice of Seizure and Intent to Forfeit Vehicle; Minnesota State DWI Report; Standardized Field Sobriety Test Form; Intoxilyzer 5000 Test Record*
- ◆ State of Minnesota – BCA Blood and Urine Collection Kits

Section: 8 Topic: Standardized Field Sobriety Testing and Drugs That Impair Driving
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Primary Subject Areas

1. **Detection and General Deterrence**
2. **Vehicle in Motion**
3. **Personal Contact**
4. **Pre-Arrest Screening**
5. **Concepts and Principles of Standard Field Sobriety Testing (SFST)**
6. **Processing and Preparation for Trial**
7. **Alcohol Workshops**
8. **Portable Breath Testing Units**
9. **Drugs that Impair Driving**

1. **Detection and General Deterrence**

LO#32

Goal Statement

The student will define the term general deterrence as it applies to impaired driving, describe the frequency of DWI violations and crashes, identify common alcohol types and describe the physiological processes of absorption, distribution and elimination of alcohol in the human body.

Required Content

- ◆ Minnesota Statutes, if applicable
- ◆ As prescribed by NHTSA and the Minnesota Department of Public Safety

2. **Vehicle in Motion**

LO#33

Goal Statement

The student will identify typical detection cues of an impaired driver and describe those observed cues clearly.

Required Content

- ◆ As prescribed by NHTSA and the Minnesota Department of Public Safety

3. Personal Contact

LO#34

Goal Statement

The student will identify and describe the cues indicative of impairment that an officer may observe during an interview with a driver and explain the importance of being able to describe those cues clearly.

Required Content

- ◆ As prescribed by NHTSA

4. Pre-Arrest Screening

LO#35

Goal Statement

The student will describe the role of psychological and physical testing and the preliminary breath test as impaired driver screening tools, explain the concepts of divided attention and nystagmus, and discuss the advantages and limitations of preliminary breath testing with respect to the arrest decision process.

Required Content

- ◆ As prescribed by NHTSA

5. Concepts and Principles of SFST

LO#36

Goal Statement

The student will understand the concepts and principles involved in the development of the standardized field sobriety testing method and the elements, clues and interpretation of the major standardized field sobriety tests.

Required Content

- ◆ As prescribed by NHTSA

6. Process and Preparation for Trial

LO#37

Goal Statement

The student will explain the proper way to process a DWI arrest.

Required Content

- ◆ The essential elements necessary in a DWI arrest report
- ◆ The correct sequence of DWI suspect processing
- ◆ The importance of pretrial conferences
- ◆ The proper way to present evidence in the DWI trial
- ◆ As prescribed by NHTSA

7. Alcohol Workshops (Note: This objective is recommended but not required)

LO#38

Goal Statement

The student will properly administer the Standardized Field Sobriety Test, interpret a drinking subject's performance, record the subject's performance using the standard note-taking guide, and maintain the SFST Field Arrest Log.

Recommended Content

- ◆ As prescribed by NHTSA

8. Portable Breath Testing (PBT) Units

LO#39

Goal Statement

The student will understand the use and application of portable breath testing units.

Required Content

- ◆ The precautions of PBT unit use as addressed in the *Implied Consent Form*
- ◆ Accepted models used in the State of Minnesota
- ◆ Proper application on subjects using mouthwash, or mouth sprays which contain alcohol

9. Drugs That Impair Driving

LO#40

Goal Statement

The student will identify the observable cues indicative of a driver who is impaired by drugs and the proper procedures to apprehend a drug impaired driver.

Required Content

- ◆ Minnesota Statutes as they apply to controlled substances and other substances that impair driving
- ◆ Drug recognition expert awareness
- ◆ Physician's Desk Reference
- ◆ As prescribed by NHTSA

Section: 9 Topic: Traffic Crash Investigation
--

Primary Subject Areas

1. Reporting Requirements
2. Definitions
3. Investigation Process

1. Reporting Requirements

LO#41

Goal Statement

The student will understand and to explain traffic crash reporting requirements by accurately completing the *State of Minnesota- Department of Public Safety Accident Report* form, as prescribed by the *Minnesota Law Enforcement Accident Report Instruction Manual*.

Required Content

- ◆ Minnesota Statutes
- ◆ *State of Minnesota- Department of Public Safety Accident Report* form
- ◆ *Minnesota Law Enforcement Accident Report Instruction Manual*
- ◆ Minnesota Motor Vehicle Accident Report, Civilian/Driver Report
- ◆ *The Fatality Report* (PS-07093)

2. Definitions

LO#42

Goal Statement

The student will understand basic definitions as they relate to traffic accident investigation.

Required Content

- ◆ *State of Minnesota- Department of Public Safety Accident Report* form

3. Investigation Process

LO#43

Goal Statement

The student will understand and demonstrate how to properly investigate a crash.

Required Content

- ◆ Safe emergency response to the scene
- ◆ Visual analysis of area upon approach
- ◆ Protection of the scene
- ◆ Evaluation of situation for appropriate assistance
- ◆ Evidence location
- ◆ Potential for investigator hazards (vehicle equipment and safety features)
- ◆ Identification and interviewing of drivers and vehicle occupants
- ◆ Verification of witness statements
- ◆ Induced and contact damage
- ◆ Types of tire marks (skid marks)
- ◆ Debris
- ◆ Roadway evidence

Recommended Content

- ◆ Identification and interpretation of physical evidence from roadway and vehicles
- ◆ Identification of the three highway transportation elements
- ◆ Criminal and civil processes
- ◆ Traffic direction techniques
- ◆ Local department policies
- ◆ General arrest procedures
- ◆ Detection and identification of impaired drivers
- ◆ Field sketch

Section: 10 Topic: Primary Incident Response

LO#44

Goal Statement

The student will explain the responsibilities of a peace officer as they relate to being the first responder to a critical incident.

Required Content

- ◆ Backup
- ◆ Officer safety
- ◆ Safety of others
- ◆ Protecting and securing the scene
- ◆ Crime scene management
- ◆ Types of critical incidents
- ◆ Post critical incident debriefing for stress and tactical analysis
- ◆ Crowd control techniques
- ◆ Traffic scene management

Section: 11 Topic: Evidence Collection

Primary Subject Areas

1. **Documentation of Crime Scene**
2. **Admissibility of Evidence and the Chain of Custody**
3. **Identification of Evidence**
4. **Evidence Marking, Packaging and Preservation**

1. **Documentation of the Crime Scene**

LO#45

Goal Statement

The student will demonstrate methods of documenting a crime scene.

Required Content

- ◆ Note taking to document activities, statements and observations
- ◆ Measurements
- ◆ Photography (photo log)
- ◆ Location, documentation, preservation and photography of fingerprints
- ◆ Sketching

Recommended Content

- ◆ Other methods of documentation
 - computerized scene drawings
 - computerized rendering based on suspect descriptions
 - video recordings
- ◆ Scale diagrams

2. **Admissibility of Evidence and the Chain of Custody**

LO#46

Goal Statement

The student will demonstrate an understanding of the statutes and case law which apply to the admissibility of evidence and how to maintain the chain of custody.

Required Content

- ◆ Case law significant to the admissibility of evidence
- ◆ Minnesota Rules of Criminal Procedure and Minnesota Rules of Evidence relevant to the admissibility of evidence

3. Identification of Evidence

LO#47

Goal Statement

The student will list and explain the importance of various types of evidence as they relate to specific types of crimes.

Required Content

- ◆ Blood and biological
- ◆ Weapons
- ◆ Explosives and arson
- ◆ Hair and fiber
- ◆ Impressions
- ◆ Fingerprints
- ◆ Documents
- ◆ Clothing
- ◆ Other common types, such as soil, liquids and glass

Recommended Content

- ◆ Functions and capabilities of forensic laboratories
- ◆ Basic fingerprint classification

4. Evidence Marking, Packaging and Preservation

LO#48

Goal Statement

The student will demonstrate the collection, marking and packaging of most commonly found evidence.

Required Content

- ◆ Fingerprint evidence identification and collection methods
- ◆ Recovery of evidence
- ◆ Packaging of evidence
- ◆ Marking of evidence
- ◆ Sexual assault kits
- ◆ Blood evidence collection kits
- ◆ Protection of evidence
- ◆ Preservation of perishable evidence

Section: 12 Topic: Preliminary Investigation

Primary Subject Areas

1. **Primary Responsibilities of Officer Assigned to Preliminary Investigation**
2. **Secondary Responsibilities of Officer Assigned to Preliminary Investigation**

1. **Primary Responsibilities of Officer Assigned to Preliminary Investigation**

LO#49

Goal Statement

The student will list and explain the primary responsibilities of an officer involved in a preliminary investigation in the field.

Required Content

- ◆ Selection of the appropriate type of search based on size, location and complexity
- ◆ How to plan and conduct a search
- ◆ How to establish perimeter
- ◆ Collection, identification and preservation of evidence or arrangement for same
- ◆ Field notes and sketches
- ◆ How to avoid contamination or disturbance of evidence
- ◆ How to locate and identify witnesses
- ◆ Gathering information from diverse populations
- ◆ How to conduct field interviews
- ◆ Identification and arrest of possible suspects
- ◆ How and when to broadcast suspect information
- ◆ How and when to conduct formal interviews
- ◆ How and when to conduct formal interrogations of suspects
- ◆ How and when to identify jurisdiction
- ◆ Response and reporting requirements for missing persons
- ◆ Awareness of Minnesota Missing and Endangered Child Law

2. **Secondary Responsibilities of Officer Assigned to Preliminary Investigation**

LO#50

Goal Statement

The student will list and explain the secondary responsibilities of the officer assigned to a call involving preliminary investigation.

Required Content

Practical Applications and Techniques

- ◆ Dealing with the public and the media
- ◆ Coordinating with supervisors and other officers
- ◆ Assisting medical personnel

Recommended Content

- ◆ Importance of departmental policy
- ◆ Making statements to the press, if appropriate
- ◆ Data privacy issues

Section: 13 Topic: Fire Response Safety, Arson Awareness and Explosives
--

Primary Subject Areas

1. **Fire Response Safety**
2. **Arson Awareness**
3. **Explosives**

1. **Fire Response Safety**

LO#51

Goal Statement

The student will explain how law enforcement should respond safely to fire situations.

Required Content

- ◆ Responsibilities responding to the fire
- ◆ Responsibilities during the fire
- ◆ Heat
- ◆ Smoke
- ◆ Toxic gasses produced by fires
- ◆ Explosions
- ◆ Flash-overs
- ◆ Backdrafts

2. **Arson Awareness**

LO#52

Goal Statement

The student will have working knowledge of arson as a motive.

Required Content

- ◆ Arson motives

Recommended Content

- ◆ Roles and responsibilities of:
 - law enforcement officer
 - fire fighter
 - deputy fire marshal
- ◆ Arson crime scene security

3. Explosives

LO#53

Goal Statement

The student will explain how law enforcement officers should respond safely to potential explosives.

Required Content

- ◆ Suspicious packages
- ◆ Common types of commercial explosives
- ◆ Military ordinances
- ◆ Improvised Explosive Devices (IEDs)
- ◆ Fireworks
- ◆ Black powder

Section: 14 Topic: First Aid

LO#54

Goal Statement

The student will successfully complete either a First Responder course or an Emergency Medical Responder course from an Emergency Medical Services Regulatory Board (EMSRB) approved program (U.S. DOT National Standard Curriculum) or higher level certification such as EMT or paramedic.

Required Content

- ◆ The student will successfully complete either a First Responder course or an Emergency Medical Responder course from an Emergency Medical Services Regulatory Board (EMSRB) approved program (U.S. DOT National Standard Curriculum) or a higher level certification.
- ◆ The student will understand the implications of the Good Samaritan Law (MN STAT 604.05) as it relates to peace officers and citizens
- ◆ The student will explain the procedure for administering cardiopulmonary resuscitation (CPR) to adults, children and infants

Section: 15 Topic: Blood and Airborne Pathogens
--

Primary Subject Areas

1. **At-Risk Situations**
2. **Methods of Control**
3. **Post Exposure Procedures and Treatment Practices**

1. **At-Risk Situations**

LO#55

Goal Statement

The student will understand the risk of exposure to blood and airborne pathogens, and preventive measures available to reduce risks.

Required Content

- ◆ Transmittable diseases
- ◆ High-risk exposure situations

2. **Methods of Control**

LO#56

Goal Statement

The student will understand the Occupational Safety and Health Administration (OSHA) required methods of control and the protective equipment available to reduce the risk of exposure of blood and airborne pathogens.

Required Content

- ◆ Occupational Safety and Health Administration (OSHA) Rules:
 - Work Practice Controls
 - Personal Protective Equipment
 - Housekeeping
 - Labeling

3. **Post Exposure Procedures and Treatment Practices**

LO#57

Goal Statement

The student will understand post exposure procedures and treatment practices.

Required Content

- ◆ Basic sanitizing solutions
- ◆ Obtaining medical treatment
- ◆ Required reporting
- ◆ Agency notification
- ◆ Confidential information

Recommended Content

- ◆ Legal aspects of exposure, compelled testing

Section: 16 Topic: Response to Hazardous Material Incidents
--

LO#58

Goal Statement

The student will understand the procedures for responding to a hazardous material incident.

Required Content

- ◆ Basic introduction to hazardous materials as defined by the Occupational Safety and Health Administration (OSHA), and the Emergency Response Guide Book, published by the US Department of Transportation
- ◆ Identifying assisting authorities and resources
 - local fire departments
 - the Bureau of Criminal Apprehension's Emergency Communications Center - Minnesota Duty Officer (www.dps.state.mn.us/bca/DutyOfficerProgram) for State level assistance and State-level notification
 - The Minnesota Pollution Control Agency
 - The Minnesota Department of Homeland Security and Emergency Management
- ◆ Common hazardous materials placards, where they are located and what they represent
- ◆ Appropriate actions when hazardous materials are present at a scene or accident

Section: 17 Topic: Controlled Substances and Narcotics

Primary Subject Areas

1. **Controlled Substances Identification**
2. **Investigation Procedures**
3. **Drug Interdiction**

1. **Controlled Substances Identification**

LO#59

Goal Statement

The student will identify controlled substances, their effects on the body, and be able to explain common methods used to conceal controlled substances.

Required Content

- ◆ Identification of controlled substances
- ◆ Weights and measures of controlled substances
- ◆ Paraphernalia
- ◆ Methods of concealment
- ◆ Controlled substance effects on the body
- ◆ Dangers and hazards associated with handling of controlled substances

2. **Investigation Procedures**

LO#60

Goal Statement

The student will describe common methods dealers use for acquiring, selling and distributing controlled substances, and the related investigative procedures.

Required Content

- ◆ Dangers and violence associated with controlled substance investigations
- ◆ Characteristics of street use
- ◆ Intelligence gathering
- ◆ Outside agency resources
- ◆ Field testing
- ◆ Terminology and street slang
- ◆ Surveillance and counter surveillance
- ◆ Legal aspects

3. Drug Interdiction

Goal Statement

The student will describe drug interdiction methods and recognize methods used to transport controlled substances.

Required content

- ◆ Methods of drug interdiction
- ◆ Drug origins, methods of manufacture and transport delivery routes
- ◆ Methods of concealment in vehicles
- ◆ Common behaviors of drug carriers
- ◆ Legal issues in drug interdiction
- ◆ Controlled substance manufacturing awareness
- ◆ Handling of suspects, evidence and scene

Section: 18 Topic: Gang Education and Prevention

Primary Subject Areas

1. **Gang Definition, Types and Membership**
2. **Prevention and Intervention**

1. **Gang Definition, Types and Membership**

LO#62

Goal Statement

The student will understand the definition of a gang, as defined under Minnesota Statutes, the types of gangs and membership affiliation.

Required Content

- ◆ Related Minnesota Statutes
- ◆ Types of gangs
- ◆ Membership types
- ◆ Role of females in gangs
- ◆ Gang Resistance Education and Training (GREAT)

2. **Prevention and Intervention**

LO#63

Goal Statement

The student will understand what attracts youth to join gangs, basic strategies for diversion, and dealing with gangs in schools.

Required Content

- ◆ Motivating influences and recruiting techniques of gang members
- ◆ Successful intervention techniques

Category Two

Criminal Justice System: Civil and Criminal Law

Sections	pages
1. Criminal Justice System	1
2. Constitutional and Criminal Law for Law Enforcement	3
3. Minnesota Criminal Code	7
4. Juvenile Law	10
5. Civil Liability and Process	14
6. Civil Law	16

Section: 1 Topic: Criminal Justice System
--

Primary Subject Areas

1. **Laws, Statutes and Ordinances**
2. **Judicial System**
3. **Law Enforcement Agencies**
4. **Corrections**

1. Laws, Statutes and Ordinances

LO#64

Goal Statement

The student will understand the process by which laws, statutes and ordinances are enacted and their interrelationships.

Required Content

- ◆ Overview of US Constitution and Bill of Rights
- ◆ Overview of Minnesota Constitution
- ◆ How laws, statutes and ordinances are made

2. Judicial System

LO#65

Goal Statement

The student will understand the judicial system functions.

Required Content

- ◆ History of criminal justice system
- ◆ Federal court system
- ◆ State court system
- ◆ Prosecutorial system
- ◆ Defense and public defender system
- ◆ Juries

3. Law Enforcement Agencies

LO#66

Goal Statement

The student will understand the functions and jurisdictions of related law enforcement agencies.

Required Content

- ◆ Federal
- ◆ State
- ◆ County
- ◆ Municipal
- ◆ Tribal
- ◆ Private
- ◆ International

4. Corrections

LO#67

Goal Statement

The student will understand the correctional system functions.

Required Content

- ◆ History of correctional system
- ◆ Federal corrections
- ◆ State corrections
- ◆ County corrections
- ◆ Probation and parole

Section: 2 Topic: Constitutional and Criminal Law for Law Enforcement
--

Primary Subject Areas

1. **General Principles of the United States Constitution**
2. **Amendments to the United States Constitution**
3. **Criminal Procedure Definitions**
4. **Legal Requirements to Stop and Frisk**
5. **Legal Requirements to Conduct a Search**
6. **Legal Requirements to Arrest**
7. **Legal Requirements Governing Interrogations**
8. **Legal Requirements Governing Suspect Identification**

1. **General Principles of the United States Constitution**

LO#68

Goal Statement

The student will describe the general principles of the United States Constitution.

Required Content

- ◆ Separation of Powers Doctrine
- ◆ United States Constitution, Articles I - IV

2. **Amendments to the United States Constitution**

LO#69

Goal Statement

The student will identify and describe the basic purposes of the Amendments to the United States Constitution, particularly Amendments directly related to law enforcement.

Required Content

- ◆ First Amendment
- ◆ Second Amendment
- ◆ Fourth Amendment
- ◆ Fifth Amendment
- ◆ Sixth Amendment
- ◆ Eighth Amendment
- ◆ Fourteenth Amendment

Recommended Content

Other Amendments

3. Criminal Procedure Definitions

LO#70

Goal Statement

The student will define the term "criminal procedure" and explain its importance for law enforcement.

Required Content

- ◆ Need for criminal procedure
- ◆ Due process of law
- ◆ Distinguishing between criminal law and criminal procedure
- ◆ Case law

4. Legal Requirements to Stop and Frisk

LO#71

Goal Statement

The student will describe the stop and frisk standard as found in Terry v. Ohio and subsequent cases.

Required Content

- ◆ Concepts of "stop" and "frisk"
- ◆ Terry v. Ohio decision and subsequent cases
- ◆ Minnesota case law

5. Legal Requirements to Conduct a Search

LO#72

Goal Statement

The student will know the Fourth Amendment requirements regarding search and seizure, and be able to describe exceptions to the requirement that a search warrant be obtained prior to a search.

Required Content

- ◆ Concepts of reasonable suspicion and probable cause
- ◆ Definition and purpose of the exclusionary rule
- ◆ Requirements for a search warrant
- ◆ Exceptions to the requirement for a search warrant
- ◆ MN STAT 626.04 - 626.22

Recommended Content

- ◆ Basic requirements for search warrant preparation:
 - good faith of peace officer
 - establishing a factual basis
 - use of informant information
 - items to be searched for and seized
 - night-capped
 - no-knock
 - curtilage
- ◆ Court requirements and procedures

6. Legal Requirements to Make an Arrest

LO#73

Goal Statement

The student will understand what constitutes an "arrest" and explain the legal requirements and the exceptions to the need for an arrest warrant and demonstrate appropriate procedures for making an arrest.

Required Content

- ◆ Explain the difference between a temporary detention and an arrest
- ◆ Definition of "arrest" as found in MN STAT 629.30
- ◆ Concepts of reasonable suspicion and probable cause
- ◆ Proper procedures for effecting an arrest using an arrest warrant, per MN STAT 629.31 - 629.33 and MINN R. Crim.P. 3.01 to 3.03
- ◆ Exceptions to the need for an arrest warrant to make an arrest as found in MN STAT 629.34
- ◆ The ability of citizens to arrest

7. Legal Requirements Governing Interrogations

LO#74

Goal Statement

The student will explain the procedures and requirements for conducting interrogations.

Required Content

- ◆ Determination of custodial vs. non-custodial
- ◆ Miranda warning and when it is required
- ◆ Fifth Amendment right against self-incrimination
- ◆ Sixth Amendment right to counsel and MN STAT 481.10
- ◆ Scales Decision and other Minnesota requirements for legal interrogation

8. Legal Requirements Governing Suspect Identification

LO#75

Goal Statement

The student will explain the procedures and requirements for conducting permissible suspect identification processes.

Required Content

- ◆ Methods of identifying suspects:
 - line-up
 - photo line-up
 - field identification
- ◆ Legal requirements regarding identification procedures

Section: 3 Topic: Minnesota Criminal Code
--

Primary Subject Areas

1. **General Principles of Criminal Code**
2. **Sentencing**
3. **Crimes**
4. **Selected Statutes for Peace Officers**
5. **Peace Officer Duties under State Statutes**

1. **General Principles of Criminal Code**

LO#76

Goal Statement

The student will describe the basic organization, purpose, definitions and principles of the Minnesota Criminal Code.

Required Content

- ◆ Elements of each statute
- ◆ Scope and effect of the Minnesota Criminal Code
- ◆ Definitions of the key terms in the Minnesota Criminal Code
- ◆ Jurisdiction
- ◆ Criminal liability for peace officers
- ◆ Intoxication defense
- ◆ Duress defense
- ◆ Recognized defenses
- ◆ Multiple counts for criminal events
- ◆ Immunity

2. **Sentencing**

LO#77

Goal Statement

The student will understand the general provisions for sentencing in the Minnesota Criminal Code and will understand provisions of the Minnesota Sentencing Guidelines.

Required Content

- ◆ Minnesota Sentencing Guidelines
- ◆ Crime classification studies such as: petty misdemeanors, misdemeanors, gross misdemeanors and felonies
- ◆ Enhancement for repeat offenders

Recommended Content

- ◆ Imposition of sentence
- ◆ Execution of sentence
- ◆ Concurrent and consecutive sentencing
- ◆ Determinate and indeterminate sentencing
- ◆ Increased sentences for patterned offenders and career offenders

3. CrimesLO#78

Goal Statement

The student will explain the elements of crimes as stated in the Minnesota Criminal Code.

Required Content (sample list)

- ◆ Anticipatory crimes
- ◆ Homicide and suicide
- ◆ Crimes against the person
- ◆ Crimes against unborn children
- ◆ Sex offenses
- ◆ Crimes against the family
- ◆ Crimes against public officers and employees
- ◆ Crimes against the administration of justice
- ◆ Theft and related crimes
- ◆ Damage and trespass to property
- ◆ Forgery and related crimes
- ◆ Crimes against public safety and health
- ◆ Public misconduct or nuisance
- ◆ Crimes relating to communication
- ◆ Crimes relating to a business
- ◆ Controlled substance laws
- ◆ Emergency mental commitment
- ◆ Liquor laws
- ◆ Miscellaneous statutes

4. Selected Statutes for Peace Officers

LO#79

Goal Statement

The student will understand Minnesota Statutes relating to weapons, chemical agents, electronic control weapons, and interference with public property.

Required Content

- ◆ Lawful and unlawful possession of handguns
- ◆ Acquiring handguns
- ◆ Carrying concealed weapons
- ◆ Waiting periods for acquiring handguns and permits to carry handguns
- ◆ Reporting gun shot wounds
- ◆ Reporting discharge of firearms by peace officers and security guards
- ◆ Possession of a firearm by a nonresident alien
- ◆ Interference with the use of public property
- ◆ Possession and use of chemical agents, electronic control weapons and metal penetrating bullets
- ◆ Intentional release of harmful substances

5. Peace Officer Duties Under State Statutes

LO#80

Goal Statement

The student will explain special Minnesota peace officer duties associated with specific statutes.

Required Content

- ◆ Office of Justice Programs - Crime Victims Reparations Board powers and duties
- ◆ Duties related to domestic assault
- ◆ Restraining orders and orders for protection
- ◆ Data collection on battered women cases
- ◆ Interviewing child abuse victims
- ◆ Officer responsibilities regarding missing children
- ◆ Mandated reporter for child abuse and vulnerable adults

Section: 4 Topic: Juvenile Law

Primary Subject Areas

1. **History of the Juvenile Justice System**
2. **Placements and Detentions**
3. **Juvenile Data Practices**
4. **Juvenile Crime: Status Offenses Through Felonies**
5. **Juvenile Dispositions: Diversion Through Certification**
6. **Juvenile Mandates**
7. **Juvenile Traffic Law**
8. **Juvenile Interview and Interrogation**

1. History of the Juvenile Justice System

LO#81

Goal Statement

The student will understand the philosophy behind an independent juvenile justice system.

Required Content

- ◆ Overview of the juvenile justice system and the juvenile courts
- ◆ Juvenile case law:
 - In Re Gault, 387 U.S. 1, 87 S. Ct. 1428 (1967)
 - In Re Winship, 90 S. Ct. 1068 (1970)
 - McKiever vs. Pennsylvania, 403 US 528, 91 S. Ct. 1976 (1971)
 - Fare vs. Michael C., 442 US 707, 99 S. Ct. 2560 (1979)
 - New Jersey vs. T.L.O., 105 S. Ct. 733 (1985)

2. Placements and Detentions

LO#82

Goal Statement

The student will understand the difference between juvenile shelter placements and detention holds.

Required Content

- ◆ 72-hour hold rules governing shelter placements
- ◆ 36-hour hold rules governing detention holds
- ◆ Parent or guardian notification requirements regarding placements and detentions
- ◆ Discussion of custody and liability issues

3. Juvenile Data Practices

LO#83

Goal Statement

The student will understand the basic differences between the rules governing juvenile and adult data practices.

Required Content

- ◆ Who may request and receive juvenile data
- ◆ Discussion of liability issues

Recommended Content

- ◆ Recent legal changes

4. Juvenile Crime: Status Offenses Through Felonies

LO#84

Goal Statement

The student will understand the levels of juvenile offenses and detention.

Required Content

- ◆ Status offenses and the limits of peace officer's authority
- ◆ All misdemeanor offenses have been reduced to petty offenses for juveniles, except misdemeanor offenses for which a juvenile may be detained
- ◆ Conditions when a juvenile petty offense may become a misdemeanor, allowing for detention of a juvenile suspect

5. Juvenile Dispositions: Diversion Through Certification

LO#85

Goal Statement

The student will understand the dispositions available to youthful offenders including extended juvenile jurisdiction and certification.

Required Content

- ◆ Diversion
- ◆ Detention
- ◆ Probation
- ◆ Placement
- ◆ Extended juvenile jurisdiction
- ◆ Adult certification
- ◆ Restorative justice
- ◆ Mediation
- ◆ Teen courts

6. Juvenile Mandates

LO#86

Goal Statement

The student will understand actions required when processing juveniles.

Required Content

- ◆ Photos may be taken when arrested for misdemeanor offenses
- ◆ Photos required for all felony and gross misdemeanor arrests; these must be forwarded to the Minnesota Bureau of Criminal Apprehension (BCA).
- ◆ Parental notification requirements
- ◆ Sex offender notifications and registrations
- ◆ Child abuse mandated reporting
- ◆ Liabilities when juveniles are in custody

Recommended Content

- ◆ To whom a juvenile may be released

7. Juvenile Traffic Law

LO#87

Goal Statement

The student will understand how traffic citations are processed for juvenile offenders.

Required Content

- ◆ Distinction between offenses committed by juveniles 15 years of age and under (all go to juvenile court) and those 16 years of age and older
- ◆ Major offenses, handled by the juvenile courts, similar to any serious criminal offense for those over 15 years of age
- ◆ Minor traffic violations
- ◆ Parental notification

8. Juvenile Interview and Interrogation

LO#88

Goal Statement

The student will understand that a juvenile's conditional waiver of rights regarding statements must be viewed within the totality of circumstances at the time the waiver is given.

Required Content

- ◆ Totality of circumstances

Section: 5 Topic: Civil Liability and Process
--

Primary Subject Areas

1. **Civil Damages and Responsibility**
2. **Peace Officer Liability**
3. **Civil Process**

1. **Civil Damages and Responsibility**

LO#89

Goal Statement

The student will understand the differences between criminal and civil liability while acting as a peace officer.

Required Content

- ◆ Types of punishment:
 - punitive
 - compensatory
 - licensure
 - suspension
 - disciplinary
- ◆ Preponderance of evidence standard
- ◆ Civil liability from violations of a civil right, and of a "reasonable officer" standard of care
- ◆ Vicarious liability issues
- ◆ Government agencies are required to defend and indemnify peace officers for good faith actions in the course and scope of employment

2. **Peace Officer Liability**

LO#90

Goal Statement

The student will understand their liabilities under state and federal law.

Required Content

- ◆ Liability for excessive force, false arrest and false imprisonment
- ◆ Liability relating to the operation of emergency vehicles
- ◆ Liability relating to caring for persons in custody
- ◆ Liability relating to false statements
- ◆ Federal civil rights liability
- ◆ Liability under state and federal human rights legislation
- ◆ 42 U.S.C. Section 1983: depriving another of a civil right while acting under color of law

3. Civil Process

LO#91

Goal Statement

The student will understand the role of peace officers in the service of civil orders.

Required Content

- ◆ Time and place of service
- ◆ Requirements of personal service
- ◆ Second-party service
- ◆ Court documentation of service

Section: 6 Topic: Civil Law
--

LO#92

Goal Statement

The student will explain the differences between criminal and civil complaints.

Required Content

- ◆ Identify role of officers in civil matters as preserving the peace and encouraging parties to pursue mediation or other informal means of dispute resolution

Category Three

Community Policing

Sections	pages
1. Community Policing	1
2. Diversity	4
3. Bias Motivated Crime	6

Section: 1 Topic: Community Policing

Primary Subject Areas

1. **Understanding Policing**
2. **The Evolution of Policing**
3. **Community Policing Philosophy**
4. **Volunteerism**
5. **Crime Prevention Methods and Strategies**

1. **Understanding Policing**

LO#93

Goal Statement

The student will understand that the majority of policing involves peacekeeping, order maintenance, public safety and fear reduction.

Required Content

- ◆ The definitions and history of peacekeeping
- ◆ The over-dependence placed on criminal law to solve problems
- ◆ How peace officers use a wide variety of methods to accomplish tasks and how law enforcement is only one of several methods
- ◆ Why police discretion is appropriate and why the police must be held accountable to the community
- ◆ The impact of fear of crime and fear reduction on communities

2. **Evolution of Policing**

LO#94

Goal Statement

The student will understand the history of policing and why there is a movement toward a community policing philosophy.

Required Content

- ◆ Historical perspective of policing
- ◆ Dynamics of change
- ◆ Kansas City Preventive Patrol Experiment
- ◆ Proactive versus reactive policing
- ◆ Calls for service: incidents or problems?
- ◆ Broken windows theory
- ◆ Decentralized policing
- ◆ Value of regular beat assignments
- ◆ The impact of community policing on officers' duties

3. Community Policing Philosophy

LO#95

Goal Statement

The student will understand the philosophy of community policing and the role peace officers play working in partnership with community members to resolve or reduce problems for the benefit of those who live and work in the communities where they are employed.

Required Content

- ◆ Essential components of community policing
 - Problem solving models, i.e., Scanning Analysis Response and Assessment (SARA)
 - Building community partnerships
 - Problem solving strategies, i.e., Problem-Oriented Policing (POP), Misdemeanor Order Maintenance (MOM), mediation
 - Crime Prevention Strategies
- ◆ Understanding the community's diversity
- ◆ Mission and value statements

Recommended Content

- ◆ Customer service concepts
- ◆ Community-oriented government

4. Volunteerism

LO#96

Goal Statement

The student will understand that volunteerism complements effective and efficient policing in communities.

Required Content

- ◆ Participating in community service as peace officer and as citizen
- ◆ Incorporating community volunteerism into policing

5. Crime Prevention Methods and Strategies

LO#97

Goal Statement

The student will understand why crime prevention is a policing function and be able to describe basic crime prevention methods and strategies.

Required Content

- ◆ Definition of crime prevention
- ◆ Crime triangle: opportunity, ability, desire
- ◆ Displacement theory
- ◆ Building school relations
- ◆ Building business relations
- ◆ Target hardening
- ◆ Alarms and access control
- ◆ Crime prevention through environmental design
 - locks and lighting
 - target hardening
 - alarms and access control
- ◆ Neighborhood watch and block watch
- ◆ Reward programs
- ◆ Community and neighborhood crime prevention organizations

Recommended Content

- ◆ McGruff Houses
- ◆ Education programs for citizens
- ◆ School liaison programs
- ◆ TRIAD and other programs aimed at protecting senior citizens
- ◆ Crime-free multi-housing
- ◆ Premise surveys
- ◆ Operation Identification
- ◆ National Night Out
- ◆ Drug Abuse Resistance Education (DARE)
- ◆ Gang Resistance Education and Training (GREAT)
- ◆ Minnesota Crime Alert Network

Section: 2 Topic: Diversity

Primary Subject Areas

1. **Diversity: Awareness of Cultures, Subcultures and Communities**
2. **Value of Diversity to Law Enforcement**
3. **Intolerance, Stereotypes, Values and Beliefs**
4. **Eliminating Racially Profiled Stops**

1. Diversity: Awareness of Cultures, Subcultures and Communities

LO#98

Goal Statement

The student will be aware of the diverse groups that make-up Minnesota's communities and some of the traits unique to the communities that impact law enforcement response.

Required Content

- ◆ Prominent diverse cultural communities, e.g., race, ethnicity, national origin, immigration status, gender, age, economic class, and sexual orientation
- ◆ Cultural differences and similarities
- ◆ The historical context of diversity
- ◆ Family dynamics unique to communities
- ◆ Cultural differences in nonverbal and verbal communication

2. Value of Diversity to Law Enforcement

LO#99

Goal Statement

The student will understand the value of diversity and how it applies to effective law enforcement.

Required Content

- ◆ Demographics of diverse groups
- ◆ Comfort level and knowledge of diverse communities and how they impact law enforcement productivity:
 - facilitates information gathering
 - contributes to officer safety

- monetary impact of ineffective interactions on law enforcement agencies and individual officers, i.e., lawsuits, litigation, settlements, etc.
- ◆ Changing workplace environment:
 - review of changing workforce demographics
 - role of varied perspectives on creativity and problem solving
 - impact of working relationships with people of diverse backgrounds, i.e., dispelling stereotypes, improving relationships with diversity community
- ◆ Effects of external stimuli:
 - impact of media images on perceptions
- ◆ Behavioral dynamics involved in adapting to change and differences occurring within society
- ◆ Futurist predictions for changes in the US workforce

3. Intolerance, Stereotypes, Values and Beliefs

LO#100

Goal Statement

The student will understand how intolerances affect behavior, and the role of law enforcement in dealing with criminal acts resulting from perceived differences in values and beliefs.

Required Content

- ◆ Dynamics involved in the formation of intolerances
- ◆ How prejudice impacts behavior
- ◆ Recognition of positive and negative prejudice
- ◆ Development of stereotypes
- ◆ Current criminal statutes dealing with crimes motivated by bias and prejudice

4. Eliminating Racially Profiled Stops

LO#101

Goal Statement

The student will understand and be able to explain the problems associated with racially profiled stops, the need to eliminate the use of racial profiling, and the importance of ethical police discretion and its application relative to stops.

Required Content

- ◆ Concept of Racial Profiling
- ◆ Effect of Racial Profiling on police, government, and community
- ◆ How to handle the “perception” of unfair and/or biased treatment by the subject of the stop
- ◆ Barriers to doing the right thing
- ◆ Ethics and the application of police discretion

Section: 3 Topic: Bias Motivated Crime

Primary Subject Areas

1. **Bias Motivated Crime**
2. **Bias Motivated Crime Reporting Process**

1. **Bias Motivated Crime**

LO#102

Goal Statement

The student will understand what the terms bias motivated crime and hate crime mean and what motivates this type of crime.

Required Content

- ◆ The definitions of the terms bias, hate, bias motivated crime and hate crime
- ◆ Related Minnesota Statutes on bias motivated and hate crime

2. **Bias Motivated Crime Reporting Process**

LO#103

Goal Statement

The student will understand the mandated reporting process related to bias motivated crime.

Required Content

- ◆ Minnesota Statutes and federal reporting statutes
- ◆ Minnesota Bureau of Criminal Apprehension - reporting agency

Category Four

Victims and Victims' Rights

Sections	pages
1. Domestic Abuse and Assault	1
2. Child Abuse and Protection	3
3. Vulnerable Adult Investigations	6
4. Peace Officer Response to Crime Victims	7
5. Americans With Disabilities Act (ADA)	8
Concerns for Peace Officers	

Section: 1 Topic: Domestic Abuse and Assault

Primary Subject Areas

1. **Domestic Abuse and Assault**
2. **Court Orders**
3. **Victim Rights and Referrals**

1. Domestic Abuse and Assault

LO#104

Goal Statement

The student will understand what legally constitutes domestic abuse and assault.

Required Content

- ◆ Domestic abuse law
- ◆ Assault in the first, second, third and fifth degree
- ◆ Definitions of the following terms:
 - domestic abuse
 - family or household member
 - order for protection
- ◆ Requirements for arrests and reports
- ◆ Allowing probable cause arrests for domestic violence, MN STAT 629.341
- ◆ Harassment and stalking, MN STAT 609.749
- ◆ Warrantless arrests within preceding 12 hours
- ◆ Medical treatment and medical releases
- ◆ Enhancements for previous assaults

Recommended Content

- ◆ Evidence collection concerns
- ◆ What to include in statements

2. Court Orders

LO#105

Goal Statement

The student will understand the types of domestic related court orders and appropriate enforcement action when violations occur.

Required Content

- ◆ Harassment and restraining orders
- ◆ Orders for protection
- ◆ Ex parte orders for protection
- ◆ Release and no-contact orders
- ◆ Divorce and child custody
- ◆ Officer duties when a court order is violated

3. Victim Rights and Referrals

LO#106

Goal Statement

The student will understand that officers are required to provide certain victim rights information to victims of domestic assault.

Required Content

- ◆ Domestic abuse victim rights
- ◆ Victim rights groups:
 - battered women's groups
 - sexual assault services
 - Minnesota Office of Justice Programs, Crime Victim Reparations Unit
 - Minnesota Office of Justice Programs, Crime Victim Justice Unit
- ◆ Violence Against Women Act of 1994
- ◆ Psychological considerations when dealing with victims

Section: 2 Topic: Child Abuse and Protection

Primary Subject Areas

1. **Types of Child Abuse**
2. **Mandated Reporting**
3. **Investigating a Report**
4. **Child Development**
5. **Juvenile Prostitution**

1. **Types of Child Abuse**

LO#107

Goal Statement

The student will understand legal definitions of child abuse.

Required Content

- ◆ Minnesota Statutes
- ◆ Physical abuse
 - battered child syndrome
 - shaken baby syndrome
 - failure to thrive
 - Munchausen syndrome by proxy
 - cultural confusion of discipline and abuse
- ◆ Sexual abuse
- ◆ Psychological abuse
- ◆ Neglect

2. **Mandated Reporting**

LO#108

Goal Statement

The student will understand who is mandated to report suspected child abuse.

Required Content

- ◆ Minnesota Statute related to mandated reporting:
 - where to report
 - what must be reported
 - voluntary reports
 - confidentiality of reports
 - legal ramifications of not reporting

3. Investigating a Report

LO#109

Goal Statement

The student will understand how the members of a child abuse team collaborate in the investigation of a report of child abuse and how family dynamics impact child abuse reporting.

Required Content

- ◆ Role of the first responding officer to a child abuse call
- ◆ Working with social services
- ◆ Definition of roles of cooperating agencies
- ◆ Special interview considerations when dealing with children
- ◆ Special evidence considerations such as medical reports
- ◆ Working with community-based children's resource agencies
- ◆ 72-hour child welfare holds to remove children from dangerous homes
- ◆ Family dynamics relating to reporting
- ◆ Recognizing Sudden Infant Death Syndrome (SIDS)

4. Child Development

LO#110

Goal Statement

The student will identify the basic psychological and emotional stages of child development and discuss how psychological and emotional development impacts a child's encounters and interactions with law enforcement.

Required Content

- ◆ The psychological development of both males and females, from infancy to the legal age of 18
- ◆ Issues impacting the emotional state of a child
- ◆ Family influence on a child's ability to cope with stress in a community setting
- ◆ Cultural factors that influence decisions and responses by law enforcement

- ◆ Factors to consider when making emergency placements of children when no responsible adult is available

5. Juvenile Prostitution

LO#111

Goal Statement

The student will understand the dynamics of juvenile prostitution, its impact on the victims and society, and the importance of prevention of juvenile prostitution. The student will be aware of methods and resources for ending juvenile prostitution.

Required Content

- ◆ Dynamics of juvenile prostitution
- ◆ Importance of inter-agency and inter-disciplinary cooperation
- ◆ Long and short term consequences on victims and society
- ◆ Recognizing and communicating with youth at risk of or involved in exploitation through prostitution
- ◆ Recognizing individuals who promote and solicit sexually exploited youth
- ◆ Awareness of resources for helping youth at risk of or involved in exploitation through prostitution

Section: 3 Topic: Vulnerable Adult Investigations
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Primary Subject Areas

1. **Vulnerable Adult Conditions, Maltreatment and Mandated Reporting**
2. **Investigating a Reported Incident**

1. Vulnerable Adult Conditions, Maltreatment and Mandated Reporting

LO#112

Goal Statement

The student will understand the definition of the term vulnerable adult, the types of vulnerable adult maltreatment and the mandated vulnerable adult maltreatment reporting requirements.

Required Content

Minnesota Statutes

Recommended Content

- ◆ Definition of categorical vulnerable adult
- ◆ Definition of functional vulnerable adult
- ◆ Definition of mandated reporter
- ◆ Definition of common entry point
- ◆ Reporting requirements
- ◆ Voluntary reports
- ◆ Confidentiality of reports

2. Investigating a Reported Incident

LO#113

Goal Statement

The student will understand roles law enforcement and adult protection agencies play in the investigation of reports of incidents involving vulnerable adults.

Required Content

- ◆ Cross-reporting between local police and local adult protection agencies
- ◆ Definition of roles of cooperating agencies

Section: 4 Topic: Peace Officer Response to Crime Victims
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LO#114

Goal Statement

The student will identify the legal requirements for law enforcement as they apply to peace officer response to crime victims.

Required Content

- ◆ Recognition of victims and their characteristics
- ◆ Knowledge of peace officer response to crime victims as mandated by MN STAT 611A and other applicable laws
- ◆ Crime victim and witness rights
- ◆ The role and responsibilities of the Office of Justice Programs – Crime Victims Services Unit - www.ojp.state.mn.us/MCCVS/
- ◆ The services available through the Minnesota Center Against Violence and Abuse - www.mincava.umn.edu/

Section: 5 Topic: Americans With Disabilities Act (ADA) - Concerns for Peace Officers
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Primary Subject Areas

1. **Disability Description**
2. **The Impact of the Americans with Disabilities Act on Law Enforcement**

1. **Disability Description**

LO#115

Goal Statement

The student will be familiar with the intent of the Americans with Disabilities Act (ADA), and be able to describe the major areas of physical or mental disability requiring public sector accommodation and their various manifestations.

Required Content

- ◆ What the Americans with Disabilities Act is and why it was passed
- ◆ Major areas of physical or mental disability requiring public sector accommodations, and their various manifestations
- ◆ Stereotypes and bias toward people with disabilities

2. **The Impact of the Americans with Disabilities Act on Law Enforcement**

LO#116

Goal Statement

The student will understand the term “Public Sector Accommodation” as it applies to the ADA, and be familiar with some common procedures that law enforcement may use to provide reasonable accommodations and facilitate the exchange of information with disabled populations in both emergency and non-emergency situations.

Required Content

- ◆ Common public sector accommodations related to law enforcement
- ◆ Public sector accommodation as they relate to emergency service requirements
- ◆ Information gathering techniques that can facilitate communication and serve to determine if a disability is present, if not immediately apparent
- ◆ Modifications and accommodations for each area of physical or mental impairment in non-emergency situations

Category Five

Leading, Managing and Communicating

Sections	pages
1. Leadership	1
2. Ethics	3
3. Critical Thinking	5
4. Human Behavior and Crisis Intervention	6
5. Communications	8
6. Report Writing	12
7. Interviewing	14
8. Courtroom Testimony	16
9. Media Relations	17
10. Stress Management	19
11. Conflict Management and Mediation	21
12. Computer Application	23

Section: 1 Topic: Leadership

Primary Subject Areas

1. **Leadership as a Concept**
2. **Importance of Leadership**
3. **Leadership Skills**
4. **Teamwork**
5. **Mentoring**

1. **Leadership as a Concept**

LO#117

Goal Statement

The student will understand the basic concepts of leadership.

Required Content

Definitions of leadership

2. **Importance of Leadership**

LO#118

Goal Statement

The student will explain the importance of leadership.

Required Content

- ◆ Organizational philosophy
- ◆ Visioning
- ◆ Planning
- ◆ Goal developing

3. **Leadership Skills**

LO#119

Goal Statement

The student will understand skills of effective leaders.

Required Content

- ◆ Resource manager
- ◆ Communicator
- ◆ Planner
- ◆ Teacher
- ◆ Coach
- ◆ Evaluator
- ◆ Mentor
- ◆ Risk taker

4. Teamwork

LO#120

Goal Statement

The student will understand teamwork in policing.

Required Content

- ◆ Community relations
- ◆ Internal and external cooperation
- ◆ Essential elements of teamwork

5. Mentoring

LO#121

Goal Statement

The student will explain mentoring and its benefits.

Required Content

- ◆ Define mentoring
- ◆ Formal and informal mentors
- ◆ Role models
- ◆ Formalized mentoring programs: organizations, departments and community outreach groups
- ◆ Developing a mentoring relationship

Section: 2 Topic: Ethics

Primary Subject Areas

1. **Principles of Ethics**
2. **Professionalism**
3. **Peace Officer Discretion**

1. Principles of Ethics

LO#122

Goal Statement

The student will identify core ethical principles and appropriately apply these principles to police situations.

Required Content

- ◆ Principles of ethics
- ◆ Values and moral behaviors
- ◆ Application of ethics to police situations

2. Professionalism

LO#123

Goal Statement

The student will paraphrase the key elements of the International Chiefs of Police Association's Law Enforcement Code of Ethics as it applies to developing professionalism in law enforcement, and understand the consequences of officer misconduct.

Required Content

- ◆ The International Association of Chiefs of Police (IACP) - Law Enforcement Code of Ethics
- ◆ The IACP Police Code of Conduct
- ◆ Balance between the extraordinary powers granted law enforcement officers and public expectation of high standards of conduct
- ◆ *MN RULES* 6700.1700 Violation of Standards of Conduct, and 6700.0700 Minimum Selection Standards

3. Peace Officer Discretion

LO#124

Goal Statement

The student will define peace officer discretion as it applies to professional law enforcement.

Required Content

- ◆ Conflict of interest
- ◆ Stakeholder perception
- ◆ Awareness of societal behaviors
 - gratuities
 - substance abuse
 - use of force
 - Minnesota Human Rights Law
 - selective enforcement
 - governing department policy
 - political activities
 - illegal gambling
- ◆ Laws related to the misconduct of a public official, and accepting gratuities

Section: 3 Topic: Critical Thinking
--

LO#125

Goal Statement

The student will use critical thinking as a conscious process to understand, analyze, synthesize and evaluate situations to determine reasonable and desirable outcomes.

Required Content

- ◆ Activities ensuring that the student applies knowledge learned from one setting to new situations as they apply to law enforcement
- ◆ Awareness of effective critical thinking processes
- ◆ Logic: deduction and induction
- ◆ Problem solving and decision making processes

Section: 4 Topic: Human Behavior and Crisis Intervention

Primary Subject Areas

1. **Recognition of Persons in Crisis**
2. **De-escalation Skills**
3. **Support Services**

1. **Recognition of Persons in Crisis**

LO#126

Goal Statement

The student will understand the mechanisms used in coping with stress or overwhelming, unmanageable situations.

Required Content

- ◆ Impact of stress on human behavior
- ◆ Signs of persons in crisis

2. **De-escalation Skills**

LO#127

Goal Statement

The student will understand that the attitude and expectations of the officer can greatly influence the response experienced.

Required Content

- ◆ Verbal and nonverbal communication skills

3. **Support Services**

LO#128

Goal Statement

The student will identify support services and resources available.

Required Content

- ◆ Emergency mental health practices and related Minnesota Statutes
- ◆ Crime victim information

Recommended Content

- ◆ Local support services

Section: 5 Topic: Communications

Primary Subject Areas

1. **Communication Is an Interactive Process**
2. **Communications and Law Enforcement**
3. **Improving Communication Skills**
4. **Effective Listening**
5. **Interpersonal Communication**
6. **Public Speaking**
7. **Writing Skills**

1. **Communication Is an Interactive Process**

LO#129

Goal Statement

The student will understand that communication is an interactive, dynamic process involving verbal, nonverbal and written activities.

Required Content

- ◆ Discuss the dynamic roles of verbal, nonverbal and written communication
- ◆ Understand the communication process of interaction, sender, and receiver
- ◆ Explain the role of listening in the communication process, and what is necessary for effective listening to occur
- ◆ Complete a communication self assessment instrument (Personal Profile)

2. **Communications and Law Enforcement**

LO#130

Goal Statement

The student will understand how communication relates to law enforcement.

Required Content

- ◆ Identify verbal and nonverbal communication in escalating and de-escalating conflict situations
- ◆ Explain why verbal and written communication is unique to law enforcement and investigative functions, i.e., victim interviewing, suspect interrogation, hostage negotiation and field interrogation cards

3. Improving Communication Skills

LO#131

Goal Statement

The student will understand how to improve verbal, nonverbal and written communications.

Required Content

- ◆ Key components of effective writing, specifically administrative documents such as memos, proposals and letters
- ◆ Barriers to effective verbal and nonverbal communication, and strategies to overcome them
- ◆ The type of communication most appropriate in a specified circumstance
- ◆ Methods for assessing the effectiveness of communication

4. Effective Listening

LO#132

Goal Statement

The student will understand and demonstrate effective listening in various situations.

Required Content

- ◆ Basic listening types
- ◆ Listening problems
- ◆ Effective listening characteristics
- ◆ Feedback techniques

Recommended Content

- ◆ Situational practice and role plays

5. Interpersonal Communication

LO#133

Goal Statement

The student will understand and model interpersonal communication processes.

Required Content

- ◆ Perception
- ◆ Interference
- ◆ Habit
- ◆ Empathy

Recommended Content

- ◆ Breaking old communication habits
- ◆ Learning effective communication skills

6. Public Speaking

LO#134

Goal Statement

The student will identify and demonstrate the elements of effective public speaking as a communication process.

Required Content

- ◆ Analyzing an audience
- ◆ Organizing a speech
- ◆ Researching a speech topic
- ◆ Use of visual aids
- ◆ Practice of delivery skills

7. Writing Skills

LO#135

Goal Statement

The student will understand the principles of effective business writing.

Required Content

- ◆ First-person and third-person writing
- ◆ Active and passive voices
- ◆ Paragraph as the unit of organization
- ◆ Use of and concrete language
- ◆ Controlling verbosity
- ◆ Use of parallel construction
- ◆ Understanding grammar
- ◆ Correct punctuation
- ◆ Practicing proper sentence structuring
- ◆ Developing a writing style
- ◆ Acceptable spelling

Section: 6 Topic: Report Writing

Primary Subject Areas

1. **Characteristics of a Police Report**
2. **Types and Uses of Police Reports**
3. **Elements of Effective Police Reports**
4. **Steps in Police Report Writing**

1. **Characteristics of a Police Report**

LO#136

Goal Statement

The student will identify similarities and differences between writing a police report and general writing.

Required Content

- ◆ Intended audiences of police reports
- ◆ Recognizing the difference between facts, inferences and opinions

2. **Types and Uses of Police Reports**

LO#137

Goal Statement

The student will identify different types of reports used by police agencies.

Required Content

- ◆ Specific crime reports
- ◆ Arrest reports
- ◆ Traffic accident reports
- ◆ Supplemental and follow-up reports
- ◆ Miscellaneous service reports
- ◆ Specific uses of police reports

3. Elements of Effective Police Reports

LO#138

Goal Statement

The student will identify and practice characteristics exemplifying a quality police report.

Required Content

- ◆ First-person writing style
- ◆ Factual accuracy
- ◆ Objectivity
- ◆ Completeness
- ◆ Conciseness
- ◆ Clarity
- ◆ Legibility
- ◆ Correct grammar, punctuation and spelling

4. Steps in Police Report Writing

LO#139

Goal Statement

The student will identify and practice basic steps in police report writing.

Required Content

- ◆ Document the elements of the crime
- ◆ Gathering facts
- ◆ Use of note-taking
- ◆ Documenting and organizing factual information
- ◆ Writing the report
- ◆ Proofreading the report

Section: 7 Topic: Interviewing
--

Primary Subject Areas

1. **Interviewing**
2. **Interrogating**
3. **Legal Considerations**

1. **Interviewing**

LO#140

Goal Statement

The student will understand law enforcement interviewing concepts and methods, be familiar with appropriate officer conduct during an interview and demonstrate how to properly conduct an interview.

Required Content

- ◆ Interviewing victims
- ◆ Interviewing witnesses
- ◆ Interviewing suspects
- ◆ Interviewing children

2. **Interrogating**

LO#141

Goal Statement

The student will understand law enforcement interrogation concepts and methods, be familiar with appropriate officer conduct during an interrogation and demonstrate how to properly conduct an interrogation.

Required Content

- ◆ Interrogation of suspects

3. **Legal Considerations**

LO#142

Goal Statement

Leading, Managing and Communicating

The student will understand the legal considerations and procedures of interviewing and interrogating, and conduct an interview and an interrogation incorporating legal considerations and procedures.

Required Content

- ◆ Constitutional issues
- ◆ Statutory requirements
- ◆ Case law, i.e., Miranda and Scales
- ◆ Rules of evidence
- ◆ Exclusionary rule
- ◆ Rules of Criminal Procedure
- ◆ Recording

Section: 8 Topic: Courtroom Testimony
--

Primary Subject Areas

1. **Courtroom Participants**
2. **Peace Officer Testimony**

1. **Courtroom Participants**

LO#143

Goal Statement

The student will describe the function and responsibility of each of the key participants involved in a typical courtroom hearing or trial.

Required Content

- ◆ Functions and responsibilities of judges, jury members, prosecuting and defense attorneys, and witnesses
- ◆ The role of the Attorney for the State to ensure compliance with 14th Amendment fairness requirement

2. **Peace Officer Testimony**

LO#144

Goal Statement

The student will explain the role of peace officers as witnesses and describe the skills related to competent courtroom testimony.

Required Content

- ◆ Parts of witness testimony
- ◆ Role of Peace Officer as witness to the handling of evidence
- ◆ Proper appearance in court
- ◆ Purpose of and response to objections in the courtroom
- ◆ The importance of the truth, and testifying to the facts
- ◆ The relationship between testimony and good report writing

Section: 9 Topic: Media Relations
--

Primary Subject Areas

1. **Understanding the Role of the Media**
2. **News Media Guidelines**
3. **Answering Questions Effectively**

1. **Understanding the Role of the Media**

LO#145

Goal Statement

The student will understand media functions and how these functions relate to criminal justice.

Required Content

- ◆ Media functions including, reporting the news, advising the public, providing entertainment and making a profit

2. **News Media Guidelines**

LO#146

Goal Statement

The student will understand the need for an interactive relationship between law enforcement and the media and how data practice laws impact the release of information to the media by law enforcement.

Required Content

- ◆ The Data Practices Act as it pertains to the release of information by law enforcement, including, MN STAT 13.82, Government Data Practices - Comprehensive Law Enforcement Data
- ◆ The problems that can occur when a law enforcement agency does not develop a proactive relationship with the media

Recommended Content

- ◆ Balancing law enforcement's need to withhold some information from the media with the public's right to know
- ◆ How to develop proactive working relationships with the media

3. Answering Questions Effectively

LO#147

Goal Statement

The student will understand how to effectively answer a media reporter's questions.

Required Content

- ◆ Providing truthful, accurate information
- ◆ Creating the "who, what, where, when, why and how"
- ◆ 30-second sound bites
- ◆ Creating three important points of information

Section: 10 Topic: Stress Management

Primary Subject Areas

1. **Understanding Stress and Its Effects**
2. **Self Management**
3. **Physical Fitness**

1. **Understanding Stress and Its Effects**

LO#148

Goal Statement

The student will identify the effects of stress, and some of the stressors unique to a career in law enforcement.

Required Content

- ◆ Physiological effects of stress
- ◆ Psychological effects of stress
- ◆ Stressors unique to a law enforcement career
- ◆ The long term effect of hypervigilance
- ◆ The importance of balancing a law enforcement career and other interests

2. **Self Management**

LO#149

Goal Statement

The student will understand methods of stress management through emotional, mental and physical conditioning activities.

Required Content

- ◆ Emotional management
- ◆ Physical conditioning
- ◆ Mental conditioning

3. **Physical Fitness**

LO#150

Goal Statement

The student will demonstrate physical conditioning as a peace officer.

Required Content

- ◆ Stretching and conditioning exercises on a continuing basis as part of an overall conditioning program during law enforcement training
- ◆ Proper nutrition and eating habits in relation to physical fitness
- ◆ Strength, flexibility and cardiovascular exercises

Recommended Content

- ◆ Job related testing in:
 - strength
 - agility
 - flexibility
 - speed
 - cardiovascular fitness

Section: 11 Topic: Conflict Management and Mediation

Primary Subject Areas

1. **Conflict Causes**
2. **Conflict Strategies**
3. **Mediation**

1. **Conflict Causes**

LO#151

Goal Statement

The student will understand the causes of conflict and how to apply strategies to better manage conflicts.

Required Content

- ◆ Expressed disagreement or incompatibility
- ◆ Perceived disagreement or incompatibility
- ◆ Substantive, interpersonal and procedural conflicts

2. **Conflict Strategies**

LO#152

Goal Statement

The student will understand conflict management strategies.

Required Content

- ◆ Accommodating
- ◆ Competing
- ◆ Compromising
- ◆ Avoiding
- ◆ Collaborating
- ◆ Self assessment
- ◆ Communication feedback techniques
- ◆ Conflict over personality emphasis
- ◆ De-escalation

3. Mediation

LO#153

Goal Statement

The student will understand mediation as a means to conflict and dispute resolution.

Required Content

- ◆ Establishing relationships with disputants as a neutral party
- ◆ Selecting a strategy to guide mediation
 - setting the stage with beginning and opening negotiations
 - defining issues and setting the agenda
 - generating options for settlement
 - achieving formal settlement
- ◆ Collecting and analyzing background information
- ◆ Designing a detailed plan for mediation
- ◆ Building trust and cooperation
- ◆ Uncovering hidden interests
- ◆ Assessing options for settlement
- ◆ Final bargaining

Section: 12 Topic: Computer Application
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LO#154

Goal Statement

The student will demonstrate the ability to use computers for accessing law enforcement and criminal justice related data.

Required Content

- ◆ The use of computer to access information from federal, state and local criminal justice databases
- ◆ Data privacy laws related to Minnesota Statutes and federal law

Recommended Content

- ◆ Internet resources and software applications for law enforcement
- ◆ Accessing electronic information resources