

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13668
Folder ID Number: 13668-005

Folder Title:
Federal Law-Enforcement Training Center 5/16/89 [OA 6265] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	19	1	2

Davis

Date: June 12, 1989

Title: Georgia

Draft: Three

PRESIDENTIAL ADDRESS: FED. LAW-ENFORCEMENT TRAINING CENTER
GLYNCO, Ga./JUNE 14, 10:40 p.m.

Thank you, Charlie. Good to see Bo Ginn. It's a delight to
be so near the Golden Isles of Georgia.

((JOKES TO COME.))

No Hyphen

When you graduate from the Federal Law-Enforcement Training
Center, you will leave with the knowledge that you have already
confronted the hardest questions any peace officer must face.
You will have already been tested under fire.

You will know, from the Firearm Training Center, whether or
not you would shoot when you must shoot, and if you would hold
your fire when the apparent bank robber turns out to be a child
with a toy gun. You will know from "Hogan's Alley" just how fast
your reaction time really is. In short, you will have been tried
and tested, all of your reflexes -- physical, mental and moral.

When you return to duty -- whether your duty is at a Federal
Courthouse in Atlanta, the mountain hollows of West Virginia or

Sara
Matthys
memo

Dennis
Fable
phone
conversation

Depart. of the Treasury
Fed. Law Enforcement
Training Center
P. 1
Introduction

the city streets of New York, you will take with you a confidence and a self-assurance that can only be earned, never bestowed.

You might guard a NASA rocket, a witness under the threat of a murder contract, or a visiting Prime Minister. You might be a member of U.S. Customs, the Secret Service, or practically any federal agency. Or you might be a local or state law enforcer. But wherever you are from, whatever you do, you wear a badge over your heart -- a badge of service . . . a badge of honor.

((PAUSE))

This Center is dedicated to a special partnership between every man and woman with a badge. The bulk of law enforcement is provided by one partner, the states and localities -- those closest to the streets and homes of America. The other partner, the federal government, is best equipped to fight specialized crimes -- from interdicting drugs on the high seas, to catching a high-rolling tycoon of thievery. And the federal government is adept at yet another task -- training. That is why this Center is so well suited to this special partnership.

The Center is renowned for its high-tech, state-of-the art facilities, and many talented instructors. But it is more than your ample resources and your excellent faculty that make Glynco one of the most unique law-enforcement training facilities in the world. It is also your singular and unwavering commitment to

fighting crime. You teach many agencies, but you are one academy with one purpose -- to catch today's criminals with tomorrow's methods, to lift the shadow of fear from America.

Here, investigators learn how to track down insurance or telecommunications fraud, money laundering, or computer crimes. Glynco's Financial Fraud Institute will allow agencies to keep up with a boom industry -- the quiet larcenies of white-collar crime.

Here, state law enforcers work with federal agents to learn how to crack a drug ring.

Here, U.S. Ambassadors learn to recognize and avoid terrorists. Investigators and regulators learn how to work together to track down those who would poison our lakes and rivers.

Nowhere else do law enforcers from so many agencies train together. You may be a security officer from the State Department or a U.S. Marshall. But at this Center you learn that there are many agencies that fight crime; but you are all members of one team, the united forces of justice.

The Peace Officers Memorial here at Glynco is a somber reminder of this shared cause . . . and shared sacrifice.

Brochures
brought
back by
Sara
Training
Syllabus

Public Affairs
Office

Thirty-nine names, thirty-nine slain federal officers . . . all were graduates of this Center.

Among the names is one I know well -- Ariel Rios, a Special Agent of the Bureau of Alcohol, Tobacco and Firearms. Ariel graduated from the Center in March, 1979. And he was shot to death while working undercover in South Florida in December, 1982.

Julie Cross, Special Agent, U.S. Secret Service -- her name marks a poignant distinction. When she was killed in Los Angeles in June, 1980, while working a criminal counterfeit investigation, Julie became the first female Secret Service Agent to die in the line of duty.

Sadly, these are not the only names of slain officers. Of 161 officers killed in the line of duty last year, 152 were state or local officers. More than 1,500 law enforcement officers have been killed in the past ten years. That is almost one death almost every two days. **One death for every two days.**

Well, I am here today to deliver a message. I said it in New York, after the murder of Special Agent Everett Hatcher. I came here, to Georgia, to lay a wreath and to repeat this message -- **let the whole world know, hunting season is over.**

DEA
speech

EMILY MEAD
CRIME FACT SHEET
McNally's CRIME SPEECH

I have also come here to send a message to Congress: **we can work together to protect those who protect us.** I am pleased to sign a transmittal, an official message to Congress detailing a set of measures to back you where it counts -- on the streets and in the courtroom. ((Acknowledge sponsors)).

First, I call on Congress to do for dangerous firearms what it has wisely done for dangerous drugs. I propose to double the mandatory penalties for the use of semi-automatic weapons in crimes involving violence or drugs. Those who use a semi-automatic weapon in federal crimes -- or so much as have one during the commission of a crime -- will do an automatic 10 years in federal prison. There will be no excuses. No probation. And no parole. Let's put the handcuffs on criminals, not on the criminal justice system. ((PAUSE))

Secondly, we can't plea bargain away the lives of your loved ones, the lives of fellow cops and kids. I have directed the Attorney General to advise America's federal prosecutors to end plea bargaining for violent federal firearms offenses. Our message to the common criminal is this: Pack a gun and we'll pack you away. ((PAUSE))

Third, when a criminal commits a crime with a gun -- and someone dies -- justice demands something in return -- the ultimate penalty -- death. ((PAUSE))

EM
CFS + MCNCS

I call on governors to match this federal initiative and propose these same three standards at home -- mandatory time, no deals without cooperation and the death penalty.

Fourth -- Two months ago, at my direction, the Bureau of Alcohol, Tobacco and Firearms suspended the importation of certain assault weapons. A-T-F is continuing its examination to determine which -- if any -- of these weapons are not acceptable under the standards in existing law. At the conclusion of this study -- and after careful consideration -- **we will permanently ban any imports that don't measure up to these standards.**

Fifth -- Toward this same end, I am proposing the prohibition of the importation, manufacture, sale or transfer of gun magazines of more than 15 rounds for citizens' use.

Finally, I am requesting funding for the hiring of 825 new federal agents and staff -- 375 at Alcohol, Tobacco and Firearms, 300 at the FBI and 150 new Deputy U.S. Marshals. These new law enforcers should be matched by 1,600 new prosecutors and staff. We are asking for an additional \$1 billion -- over and above \$500 million already slated for 1990 -- for federal prison construction. This will mean 24,000 new beds to boost federal prison capacity by nearly 80 percent.

In short, I am proposing more law enforcers to **catch criminals**; more staff to **prosecute them**; and more prisons to **keep them off the streets**. ((PAUSE))

PA office Glynco plays a major role in this war on crime. To say it exists to "foster interagency cooperation" is a forgivable understatement. It creates a bond between you and your roommates, your classmates, your fellow officers of the law. This is a bond that can be known only by those who put themselves on the line every day in the service of a great cause.

In a country where criminals threaten to erode the very liberties we hold so dear, you are domestic freedom fighters in the war on crime. For this reason, you have a friend in the Oval Office, and the gratitude and support of the American people.

Thank you, God bless you, and God bless America.

#

#

#

FEDERAL LAW ENFORCEMENT TRAINING CENTER

Department of the Treasury



CRIMINAL INVESTIGATOR TRAINING PROGRAM

SYLLABUS

APRIL 1988

FEDERAL LAW ENFORCEMENT TRAINING CENTER

History

The establishment of the Federal Law Enforcement Training Center (FLETC) was precipitated by two Government studies in the late 1960's which indicated the need for consolidated Federal law enforcement training. These studies reflected a need for quality training, a trained cadre of professional instructors, adequate physical facilities, standardized course content, and cost-effective training.

Responding to the recommendation of these studies, Congress authorized funds for the planning and construction of a consolidated law enforcement training center. In 1970, the FLETC was established as a bureau of the Department of the Treasury and began training operations in temporary facilities in Washington, D.C.

While the permanent location of the FLETC was initially planned for the Washington, D.C. area, a three-year delay in construction prevented the completion of those plans. Congress requested that all available surplus Federal installations in the United States be surveyed to determine which one could best be used as a permanent site. In May 1975, after an extensive review of existing facilities, the former Glynco Naval Air Station was chosen. In the summer of 1975, the Center relocated from temporary facilities in Washington, D.C. and began training at its present site at Glynco, Georgia, in September of that year.

Students

Glynco is currently serving as an interagency law enforcement training facility for around 60 Federal organizations. Students come from all 50 states and U.S. territories. The average resident student population (ARSP) has grown from 339 in 1975 to 1321 in 1986. As of September 30, 1986, over 120,000 students have graduated from FLETC. These totals include over 16,000 graduates for Fiscal Year 1986.

Programs

Twelve basic law enforcement training programs, which vary from five to 17 weeks in length, are conducted at Glynco. A number of Federal organizations have transferred portions or all of their training operations here, and almost 20 have established on-site offices to oversee their training programs.

In addition to its basic training programs, the FLETC conducts advanced and specialized programs for its participating Federal

--continued on inside back cover--

CRIMINAL INVESTIGATOR TRAINING PROGRAM
SYLLABUS

Table of Contents

HISTORY OF THE FEDERAL LAW ENFORCEMENT TRAINING CENTER

GENERAL INFORMATION	1
History of the Criminal Investigator Training Program	1
Purpose	2
Qualification for Attendance	3
Length of Program	3
Standard Daily Schedule	3
Student Evaluation	3
Written Examinations	4
Practical Exercises	4
Firearms Training	5
Distinguished Graduate Designation	5
Dismissal and Reinstatement	5
Participating Organizations	6
Additional Information	8
COURSE INFORMATION	9
Criminal Investigator Training Program Course Description and Objectives	9
Office of General Training	11
Behavioral Science Division	11
Ethics and Conduct	13
Interviewing	14
Stress	16
Victim/Witness Awareness	18
Enforcement Operations Division	21
Counterfeit Currency	23
Crowd Control	24
Dangerous Motorcycle Gangs	25
Execution of a Search Warrant	27
Federal Firearms Violations	29
Felony Vehicle Stops	31
Firearms Policy	32
Informants	33
Orientation to Federal Law Enforcement Agencies	34
Report Writing	35
Sources of Information	37
Surveillance	38
Undercover Operations	40

Enforcement Techniques Division	41
Bombs and Explosives	43
Counter-Terrorism (Avoidance)	44
Crime Scene Investigation	45
Description and Identification	47
Dynamics of Terrorism I	48
Dynamics of Terrorism II	49
Dynamics of Terrorism III	50
Fingerprinting	51
Handling Sensitive/Classified Information	53
Identification and Safe Handling of Firearms	54
Intelligence Recognition	56
Narcotics	58
Officer Safety and Survival	60
Organized Crime	62
Photography	63
Questioned Documents	65
Surviving Hostage Situations	66
Undercover Operations Technical Equipment	67
Legal Division	69
Civil Rights	71
Conspiracy	72
Constitutional Law	73
Court Testimony	74
Detention and Arrest	75
Evidence	77
Federal Court Procedures	79
Parties to Criminal Offenses	81
Relevant Federal Statutes	82
Assault	83
Bribery	84
Comprehensive Crime Control Act of 1984	85
Criminal Law	86
Entrapment	87
False Identification	88
False Statements, 18 USC 1001	89
The Hobbs Act, 18 USC 1951	90
Mail Fraud, 18 USC 1341	91
Obstruction of Justice	92
Privacy Act/ Freedom of Information	93
RICO	94
Theft and Embezzlement	95
The Travel Act	96
Search and Seizure	97
Self-Incrimination	99
Office of Special Training	101
Computer/Economic Crime Division	101
Introduction to Computers	103
Link Analysis	105

Driver and Marine Division	107
Defensive Driving	109
Orientation	110
Skid Control	111
Transporting Prisoners	112
Firearms Division	113
Basic Marksmanship Instruction	115
Firearms Safety Rules and Regulations	117
Judgment Pistol Shooting (JPS)	
Instinctive Reaction	118
Practical Pistol Course	120
Reduced Light Course of Fire	122
Shotgun Course	123
Situational Response	124
Weapons Maintenance and Cleaning	126
Physical Techniques Division	127
Arrest Techniques	129
Cardiopulmonary Resuscitation	130
Defensive Tactics	132
Introduction to Physical Techniques	133
Physical Efficiency Battery	134
Program of Instruction	135
Typical Schedule	147

GENERAL INFORMATION

History of the Criminal Investigator Training Program

The Criminal Investigator Training Program traces its roots back well over a half-century when it provided the foundation for the present Federal Law Enforcement Training Center. In 1927, a need was perceived to provide training to criminal investigators of various Federal organizations. This need was met by the formation of a small group of investigators, primarily from the Department of Treasury, whose mission was to provide training at field locations throughout the nation. This training consisted chiefly of field practical exercise training with little or no formal classroom training.

The initial classes were provided exclusively for supervisors who had varying amounts of work experience. It was left to these supervisors to train the investigators working for them. The schools were two-weeks in length and the courses taught consisted of two subjects: "Principles of Enforcement Law" and "Criminal Investigation." One of the more notable instructors of this pioneer era was Elliot Ness, who at that time was employed by the Department of Justice.

In 1946, the need to establish a formalized program of instruction was realized by the creation of the Treasury Law Enforcement School. The purpose of this school was to provide a common core of instruction for Treasury Agents, to include a foundation in criminal law and techniques of criminal investigation. The Treasury Law Enforcement School at that time was still a traveling school being conducted at a number of locations throughout the country. It was staffed by field investigators from several organizations within the Treasury Department. The length of the program was extended by one week to a total of three weeks and included both classroom training and practical exercises. The primary focus of the school shifted to the training of newly hired personnel, rather than supervisors.

The Treasury Law Enforcement School in 1952 was centralized in Washington, D.C., where classes were held at the IRS Building. The School was staffed by rotating instructors from the participating agencies. At this time, a permanent coordinator was assigned, and the length of the program was extended to four weeks.

In 1956, the Treasury Law Enforcement School was moved to the Sloan Building, located at 711 12th Street, N.W., Washington, D.C. Here the program was extended to six weeks.

Between 1956 and 1965, the Treasury Law Enforcement Training School not only trained all Treasury organizations, but criminal investigators from a number of other Federal organizations, state agencies and 46 foreign countries. During this period, the name of the criminal investigator program changed to the Treasury Law Enforcement Officers Training School (TLEOTS), under the umbrella of the Treasury Law Enforcement School.

In 1966, TLEOTS was staffed for the first time by a full time instructor cadre. They were responsible for studying the needs of the Federal investigative community, developing and implementing appropriate courses of instruction.

Based upon a survey conducted by the Bureau of the Budget in 1967, an interagency proposal was forwarded in September 1968. This proposal called for the creation of a Consolidated Federal Law Enforcement Training Center that would meet the needs of a majority of Federal law enforcement organizations.

On March 2, 1970, the Consolidated Federal Law Enforcement Training Center (CFLETC) was created under the direction of the Secretary of the Treasury. CFLETC was located at 1310 L Street, Washington, D.C. It included a Police Training School and incorporated the Treasury Law Enforcement School and TLEOTS into the Criminal Investigator School.

In September 1975, the Federal Law Enforcement Training Center was moved and training began at Glynco, Georgia. The Criminal Investigator Training Program remains an integral part of the Federal Law Enforcement Training Center. It continues to fulfill its historical role of providing the highest quality training conducted in the most modern and complete facility for this purpose in the nation.

Purpose

The tasks of contemporary law enforcement are complex and challenging. Essential to effective performance as a criminal investigator is a comprehensive and progressive formal training program which provides assurance that new practitioners are fully equipped to meet the rigorous demands of the environment in which they will operate.

The Federal Law Enforcement Training Center's Criminal Investigator Training Program provides, on an interagency basis, a program of instruction that fulfills all the basic criminal investigative training requirements necessary for responsible and competent job accomplishment. Rather than being agency specific, the program addresses the common denominator of the duties, skills and tasks that are expected of all investigators.

In today's changing world, criminal investigators are faced with a variety of situations which, in addition to traditional law enforcement skills, require an awareness of and/or expertise in human behavior, modern technology, cultural sensitivity, law, and other interdisciplinary approaches to effective law enforcement. The Criminal Investigator Training Program is designed to meet these training needs and others as identified through constant program monitoring and ongoing research, as well as through information on new procedures and techniques received from participating organizations.

Qualification for Attendance

The primary purpose of the Federal Law Enforcement Training Center is to train law enforcement officers of organizations empowered to authorize their officers to make arrests and carry firearms. However, the Board of Directors of FLETC has authorized the Center to provide criminal investigative training to all participating organizations (see list of participating organizations), whose prospective attendees are engaged primarily in the investigation of the criminal statutes of the United States.

In addition, the Criminal Investigator Training Program may provide training to criminal investigators of all other Federal organizations on a space-available, reimbursable basis. Criminal investigators of State, county, local, or foreign governments may be accepted into the Criminal Investigator Training Program provided they are sponsored by one of the participating organizations. This training, also, is provided on a space-available basis, reimbursable by the State, county, local, or foreign government.

Within these guidelines, each organization applies its own standards in selecting investigative personnel for attendance in the Criminal Investigator Training Program.

Length of Program

The Criminal Investigator Training Program consists of 40 training days, exclusive of weekends, and Federal holidays. There is a total of 316 course hours in the program, covered in eight weeks of training.

Standard Daily Schedule

Morning Session*	7:30 a.m. to 11:30 a.m.
Lunch	11:30 a.m. to 12:30 p.m.
Afternoon Session*	12:30 p.m. to 4:30 p.m.

*Classes are 50 minutes in length with breaks scheduled according to subject matter being presented and the status of practical exercise activity.

Student Evaluation

The Criminal Investigator Training Program cognitive testing system consists of five examinations: three legal examinations and two comprehensive examinations. In addition, the student is expected to satisfactorily complete a series of practical exercises and/or homework assignments. Satisfactory completion of all examinations, practical exercises and assignments is a requirement for graduation from the Criminal Investigator Training Program.

Written Examinations

The student is required to achieve a score of at least 70 percent on each of the five written examinations. The student is allocated a total of one hour and forty-five minutes to complete each examination. Immediately following each examination, a fifteen-minute examination review is conducted which allows the students to assess their performance on the examination. Official results of examinations are posted as soon as possible after the completion of the examination. Each individual's grade is maintained in confidentiality as far as fellow classmates are concerned. Student examination scores are available to the student's agency through official channels.

In the event a student fails to achieve a score of at least 70 percent on any written examination, the student is placed on academic probation. During this period, additional assistance will be made available to the student, upon request, in the form of counseling, out of class study assignments, and personal instructional sessions. The student must take a remedial examination within three working days of the failure date, and cover the same subjects as the original failed examination. The student must successfully pass this remedial examination to remain eligible for graduation.

A student may be placed on academic probation only once after failing a regularly scheduled examination. In the event a student fails a second regularly scheduled examination (or fails to achieve a passing score on any remedial examination), the student will not be eligible for graduation from the Criminal Investigator Training Program.

Practical Exercises

The second component of the CITP evaluation system is the measurement of skills acquired during training. A student must satisfactorily complete ALL phases of the practical exercises to successfully complete the training program.

The practical exercises are designed to provide the student with as much individual attention and instruction as possible. This area involves the development of psychomotor skills and the basic knowledge needed to perform, at least minimally, in the occupational role.

Evaluation of student performance is made during various practical exercises. Performance is judged by the actual ability of the student to satisfactorily complete the required tasks.

The Center employs the practice of providing two remedial examinations for all practical exercises. If a student fails to master any practical exercise after the two remedials, a certificate will not be awarded.

Firearms Training

Marksmanship is evaluated on a point system. Each student must qualify with a minimum of 70 percent on the Practical Pistol Course. A student who does not achieve a satisfactory level of proficiency in the Practical Pistol Course (210 points out of 300 points - 70 percent) will be offered the opportunity to participate in remedial training to correct the deficiency. The total amount of scheduled firearms remedial training offered a student will not exceed eight hours and two retests. Failure to qualify on this course will preclude the student from successful completion of the training program.

Distinguished Graduate Designation

In order to be designated a Distinguished Graduate, a student must achieve an overall average of 95 percent on the written examinations, a rating of satisfactory on all practical exercises, and a satisfactory score on the required firearms qualification courses.

Dismissal and Reinstatement

Academic or Practical Exercise Performance Failure: A student who is removed from training or fails to receive a certificate of graduation for academic or practical exercise performance reasons may, upon written request by the student's agency, be recycled as a member of a subsequent class or for a specific segment of instruction, as appropriate. The agency's statement must include a justification for requesting reinstatement.

Disciplinary Dismissal: A student who is removed from training for disciplinary reasons MAY NOT be considered for reinstatement unless a written request is made by the AGENCY HEAD with the appropriate justification for granting reinstatement. There is one exception: A STUDENT DISMISSED FOR CHEATING ON AN EXAMINATION WILL NOT BE REINSTATED UNDER ANY CIRCUMSTANCES.

Medical Dismissal: A student who is physically unable to successfully participate in and/or complete the practical aspects of the training program will be dropped from training. The student may be reinstated or returned as a member of a subsequent class if the agency submits, at the time of reinstatement or readmission, the appropriate medical clearance.

Participating Organizations

Executive Branch

AGRICULTURE

Forest Service

COMMERCE

National Bureau of Standards
National Marine Fisheries Service
Office of Security

HEALTH AND HUMAN SERVICES

National Institutes of Health
Social Security Administration

INTERIOR

Bureau of Indian Affairs
Bureau of Land Management
National Park Service
U.S. Fish and Wildlife Service
Bureau of Reclamation
Office of Surface Mining, Reclamation
and Enforcement

JUSTICE

Immigration & Naturalization Service
U.S. Marshals Service
Drug Enforcement Administration
Bureau of Prisons

STATE

Office of Security

TRANSPORTATION

Federal Aviation Administration
U.S. Coast Guard

TREASURY

Bureau of Alcohol, Tobacco & Firearms
Bureau of Engraving and Printing
Internal Revenue Service
U.S. Customs Service
U.S. Mint
U.S. Secret Service

-- Naval Investigative Service

-- National Security Agency

PRESIDENT'S COUNCIL ON
INTEGRITY AND EFFICIENCY

Inspectors' General Offices:

Agency for International Development
Agriculture
Commerce
Defense
Education
Energy
Environmental Protection Agency
General Services Administration
Health and Human Services
Housing and Urban Development
Interior
Labor
National Aeronautics and Space Administration
Small Business Administration
State
Tennessee Valley Authority
Transportation
Veterans Administration

LEGISLATIVE BRANCH

CONGRESS

Government Printing Office
Library of Congress Police
U.S. Capitol Police

JUDICIAL BRANCH

SUPREME COURT

Supreme Court Police
Federal Judicial Center

INDEPENDENT

AMTRAK

Northeast Corridor Police

CENTRAL INTELLIGENCE AGENCY

Office of Security

ENVIRONMENTAL PROTECTION AGENCY

Criminal Enforcement Division

FEDERAL EMERGENCY MANAGEMENT AGENCY

Office of the Inspector General
Security Division

GENERAL SERVICES ADMINISTRATION
Office of Real Property and Safety

SMITHSONIAN
National Zoological Park
Office of Protection Service

TENNESSEE VALLEY AUTHORITY
Land Between the Lakes Patrol
Public Safety Service

Additional Information

Additional information concerning the Criminal Investigator Training Program may be obtained by contacting:

Assistant Director
Office of General Training
Federal Law Enforcement Training Center
Glynco, GA 31524

COURSE INFORMATION

Criminal Investigator Training Program

Course Descriptions and Objectives

Responsibility for the supervision and delivery of course material to students in the Criminal Investigator Training Program rests with the Office of General Training and the Office of Special Training. The Office of General Training is comprised of five specialized divisions as follows: Behavioral Science, Enforcement Operations, Enforcement Techniques, Legal, and Training Services. The Office of Special Training is comprised of four specialized divisions as follows: Computer/Economic Crime, Driver and Marine, Firearms, and Physical Techniques.

The course descriptions and objectives listed herein are presented by instructional division groupings in this format: course title, length and method of presentation, description, objectives, and method of evaluation. The length of the course is shown in hour and minute notations. The three methods of presentation listed in this format are described as follows:

Lecture/classroom - A training situation, indoors or outdoors, in which instructional material is being presented by an instructor.

Laboratory - A training situation, indoors or outdoors, in which students are practicing skills under the guidance of an instructor(s).

Practical Exercise - A training situation, indoors or outdoors, in which students, under the supervision/evaluation of an instructor(s), are participating in a law enforcement related scenario or performing a law enforcement related skill which will be graded.

OFFICE OF GENERAL TRAINING

Behavioral Science Division

Course Descriptions/Objectives

The Behavioral Science Division provides several courses of instruction in the Criminal Investigator Training Program: Ethics & Conduct, Stress, Interviewing, and Victim/Witness Awareness.

Unlike many occupations, a criminal investigator is placed in situations that are without benefit of easily accessible supervision, and often, without any clear written guidelines regarding specific alternatives. Conditions such as these require the investigator to make decisions based on training, instinct, and common sense. For these reasons, a clear understanding of government ethics is necessary - particularly as applies to law enforcement activities.

The Behavioral Science Division's course in interpersonal stress management will enable students to understand themselves better and prove more effective to their organizations.

A major course taught in the Criminal Investigator Training Program by the Behavioral Science Division is Interviewing. In addition to the classroom lectures and exercises, the Division employs professional role players who present students with a variety of realistic interviewing scenarios designed to provide a valid test of students' knowledge and skill. Videotape replays are used to critique student performance.

In other Center programs, this Division teaches a variety of courses designed to enhance law enforcement skills through the development of insight and awareness in human behavior characteristics, with the goal of avoiding or resolving conflicts through improved human relations skills. Included are Authority, Communications, Conflict Management, Cross-Cultural Communications, Detection and Deception, Handling Abnormals, Hostage Situations, Hostage-Terrorist Relationships, Post Shooting Trauma, Roles, Values, and other behavioral topics.

COURSE: ETHICS AND CONDUCT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

This course examines ethical standards and considerations for the Federal officer. It stresses the importance of awareness and responsibilities of ethical conduct. The principal sources of regulations governing conduct are identified and several pertinent provisions of the Federal Personnel Manual are analyzed and applied to hypothetical cases. Practical definitions of ethics are discussed in context.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the principal sources which dictate the ethical conduct of a Federal officer, and distinguish between ethical and unethical conduct in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the principal sources of regulations controlling ethical conduct
2. Identify the responsibility of the Federal law enforcement officer as it relates to one's awareness of ethical conduct
3. Identify provisions of the Federal Personnel Manual that govern ethical conduct
4. Identify the concepts of ethical behavior reflected in the Law Enforcement Code of Ethics

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: INTERVIEWING

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
5:00		8:00	13:00

DESCRIPTION:

This course is designed to teach the student basic interviewing techniques utilizing a combination of behavioral techniques blended with proven questioning techniques. Interview objectives are formulated as well as the proper selection of interview time, place and environment. The inherent problems, precautions, and benefits in utilizing interpreters during interviews are discussed. The course consists of five hours of lecture and eight hours of practical exercise. The practical exercise includes a series of interviews in which the students interview role players in various situations and are critiqued on their techniques and performance.

TERMINAL PERFORMANCE OBJECTIVES:

Given a scenario and a comprehensive examination consisting of multiple-choice questions, the student will identify and utilize in a simulated interview the principles of the communication system as they apply to interviewing, the essentials in preparing for an interview, and appropriate procedures for conducting an effective interview. The emphasis will be on conducting the interview in accordance with the principles delineated during the course of instruction to the satisfaction of one or more subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify and utilize the principles of nonverbal communication as they apply to interview situations
2. Identify and utilize the principles of verbal, symbolic, and written communications as they apply to interview situations
3. Identify methods of planning the interview
4. Identify methods for formulating questions for the interview
5. Identify factors relative to the physical environment that should be considered when planning the interview
6. Identify procedures appropriate to follow within the five stages of the interview
7. Identify procedures appropriate to follow when a team of two persons conducts an interview

8. Use appropriate measures to plan a simulated interview
9. Use appropriate procedures to conduct the specific simulated interview as outlined in the P.E. scenario

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: STRESS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
4:00			4:00

DESCRIPTION:

This course examines the need for the law enforcement officer to be aware of stress. Lecture and films provide the student with sufficient information to develop an awareness of self as one is affected by stress physically, emotionally, and interpersonally. Appropriate coping mechanisms are identified and discussed. The student is provided the opportunity to be involved experimentally in a coping mechanism.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the sources of stress, the effects of stress, and methods of coping with stress in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify internal and external sources of stress particular to the law enforcement profession
2. Identify sources of stress among law enforcement officers caused by actual job duties
3. Identify personal sources of stress among law enforcement officers
4. Identify the need for the law enforcement officer to be aware of the effects of stress
5. Identify the physical symptoms of stress
6. Identify emotional symptoms of stress
7. Identify symptoms of stress as it affects one's interpersonal relations
8. Identify the long-range physical effects of unchecked stress
9. Identify the long-range emotional toll of unchecked stress

10. Identify short-term methods used to cope with stress
11. Identify the long-term methods used to cope with stress

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: VICTIM/WITNESS AWARENESS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

Through lecture and class discussion this course introduces a new focus to the criminal justice system - assistance to crime victims and witnesses. It examines mandates for Federal law enforcement agencies to provide certain services to victims and witnesses as specified in the Victim and Witness Protection Act of 1982.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the terminology of, the reasons for, and the provisions of the guidelines of the Victim and Witness Protection Act. The student will also recognize the officer's and victim's perspectives and appropriate coping methods, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify two key documents which direct Federal law enforcement agencies to initiate supportive services to crime victims and witnesses
2. Identify three primary injuries inflicted upon crime victims as a result of the criminal act
3. Identify three secondary injuries experienced by crime victims as a result of insensitive treatment by society in general and the criminal justice system in particular
4. Identify the elements necessary to be a "witness"
5. Identify the components of a "serious crime"
6. Recognize the necessity for law enforcement awareness of cultural differences in victims
7. Identify the necessity for the investigating officer or agent to be aware of the perspective of the victim of a criminal act
8. Identify the importance of impact statements in the criminal justice system

9. Recognize the existence of positive and negative behavioral coping methods used by victims of crime
10. Recognize three advantages of victim services to law enforcement

METHOD OF EVALUATION:

Written, multiple-choice examination

ENFORCEMENT OPERATIONS DIVISION

Course Descriptions/Objectives

The day-to-day, hands-on, operational aspects of law enforcement are the paramount training concern of the Enforcement Operations Division. In addition to classroom presentations, this Division conducts extensive practical exercises in such vital areas as surveillance, executing search warrants, and conducting felony car stops and searches. Realism is the keynote of all Division practical exercises. This is attained through the employment of professional role players, appropriate settings, and carefully designed scenarios, as well as transportation, firearms, communications equipment, and other modern implements of the law enforcement profession.

The Enforcement Operations Division is constantly alert to changing procedures, techniques, and operational concepts, and ensures that course material reflective of such change is incorporated in the program on a timely basis. Courses taught by the Division in the Criminal Investigator Training Program include Counterfeit Currency, Crowd Control, Dangerous Motorcycle Gangs, Execution of a Search Warrant, Federal Firearms Violations, Felony Car Stops, Firearms Policy, Informants, Orientation to Federal Law Enforcement Agencies, Report Writing, Sources of Information, Surveillance, and Undercover Operations. Courses taught by this Division in other Center programs include Case Development and Informants, Case Preparation and Presentation, Orientation to Criminal Investigations, Patrol Procedures, Radio Communications, Sources of Financial Information, Vehicle Search, and VIP Protection.

COURSE: COUNTERFEIT CURRENCY

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course compares and contrasts genuine and counterfeit currency and discusses proper disposal procedures of counterfeit currency.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination with multiple-choice questions, the student will identify the differences between counterfeit currency and genuine currency and the procedures for handling counterfeit currency and its associated paraphernalia according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify characteristics of genuine currency as a standard of comparison
2. Identify characteristics of counterfeit currency
3. Identify procedures for detecting counterfeit currency
4. Identify procedures for handling counterfeit currency
5. Identify procedures for handling paraphernalia associated with counterfeit currency

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: CROWD CONTROL

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00	2:00		4:00

DESCRIPTION:

This is an introductory course designed to familiarize the investigator with the characteristics of crowds, demonstrations, mobs and riots, and the psychological influences which affect persons engaged in violent group activity. The student is also introduced to basic riot control and individual protective chemical agents to include the recommended procedures and conditions for use, physical effects on the body, and recommended first aid.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which may be situational, the student will identify the characteristics which define and classify congregations of people and the means of controlling them if necessary, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the distinguishing characteristics of crowds, demonstrations, mobs, and riots
2. Identify the primary influences on the behavior of congregations of people
3. Identify recommended behaviors for law enforcement officers involved in crowd control
4. Identify the properties of chemical agents used to control unruly assemblies
5. Identify proper first aid methods used to treat symptoms of exposure to chemical agents

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: DANGEROUS MOTORCYCLE GANGS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

This two-hour lecture will address emerging problems confronting law enforcement officers as needs are identified through the Center's ongoing research. The current presentation articulates the growing law enforcement concern with violent motorcycle gangs and Federal/state crimes committed by these gangs, including narcotics, prostitution, motor vehicle theft, rape, murder, and other offenses. The student will be made aware of major gangs involved in these activities, their organization and membership, method of identification, and dangers/techniques in fulfilling law enforcement responsibilities vis-a-vis these organizations.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the nature and organization of dangerous motorcycle gangs, known criminal activities committed by these gangs, and techniques for safely and effectively dealing with these gangs in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the characteristics of a motorcycle gang
2. Recognize the organizational structure of a major gang
3. Identify the membership and duties of members
4. Identify the priorities in life of a full color wearing member
5. Identify the motorcycle gang's position and use of women associates
6. Identify the criminal activities and investments of a motorcycle gang
7. Identify club colors and patches
8. Recognize the danger in and around a clubhouses

9. Recognize techniques and booby traps that motorcycle gangs use against law enforcement

METHOD OF EVALUATION

Written, multiple-choice examination

COURSE: EXECUTION OF A SEARCH WARRANT

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
6:00	2:00	4:00	12:00

DESCRIPTION:

This course defines the purpose of raids and sets forth procedures for planning a raid; including personnel requirements, equipment needed, raid procedure, the entering detail, the covering detail, the search detail, preventing the escape of violators, minimizing danger, and follow-up procedures. The student will participate in the execution of a search warrant under the direction and supervision of an instructor. The final practical exercise, in which students will execute a second search warrant, is graded.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which may be situations involving the execution of a search warrant, and a practical exercise requiring the simulated execution of a search warrant, the student will identify, and, working as a team member, utilize procedures and techniques involved in the execution of a search warrant in accordance with the principles delineated during the course of instruction to the satisfaction of one or more faculty subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify information to be gathered/disseminated and decisions to be made during the pre-execution of a search warrant investigation
2. Identify the basic procedures to follow in the pre-execution of a search warrant briefing
3. Identify factors to consider when selecting ESW team members, including the use of state and local officers
4. Identify the duties of the entry team and means of carrying out these duties
5. Identify the duties of the cover team and means of carrying out these duties
6. Identify the duties of the search team and means of carrying out these duties

7. Identify means of controlling occupants during the execution of a search warrant
8. Identify means of offsetting false accusations arising from execution of search warrants
9. Identify procedures to follow in order to execute an arrest when executing a search warrant
10. Identify the basic procedures to follow in the post-ESW critique
11. Plan the execution of a simulated execution of a search warrant, including gathering information, briefing, and selecting team members
12. Conduct a systematic search of a premises following the principles delineated in the crime scene investigation course
13. Enter a premises, control the occupants, and conduct a search of the premises
14. Exhibit proper arrest techniques and search techniques when searching and arresting individuals during the simulated execution of a search warrant according to the principles delineated during physical specialties training
15. Conduct a post-ESW critique following the simulated execution of a search warrant

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: FEDERAL FIREARMS VIOLATIONS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course provides a brief description of the history of the firearms law in the United States. Titles I and II of the Gun Control Act of 1968 and action the agent should take upon discovering violations are discussed. The students are given a description of certain firearms with the aid of a firearms display.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which may be sets of facts depicting possible violations of the Gun Control Act of 1968, the student will identify various requirements imposed by this act and will determine whether or not a violation has occurred according to the provisions of this act.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify those categories of individuals who are prohibited under Title I of the GCA of 1968 from purchasing firearms from a federally licensed firearms dealer
2. Identify those categories of individuals who are prohibited under Title I of the GCA of 1968 from receiving or possessing firearms that have traveled in, or affected interstate or foreign commerce
3. Identify the types of firearms described under Title II of the GCA of 1968 that must be registered with the Bureau of Alcohol, Tobacco and Firearms in order to be legally possessed and transferred
4. Identify significant violations of Title I and II of the GCA of 1968
5. Identify penalties that may be imposed for significant violations of Title I and II of the GCA of 1968
6. Identify the firearms records that a federally licensed firearms dealer must maintain according to Title I of the GCA of 1968

7. Identify the essential information needed by the Bureau of Alcohol, Tobacco and Firearms for a firearms trace to determine if a firearms violation has occurred

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: FELONY VEHICLE STOPS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
1:00	1:00		2:00

DESCRIPTION:

This course encompasses the purpose of car stops, primary concerns of agents, areas to avoid, use of emergency equipment, procedures for actual stop, procedure for removing suspects from vehicle and procedure for securing suspects and their vehicle.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, and a standard unmarked government vehicle, the student will identify, and, working as a part of a team, utilize methods for making a felony vehicle stop in such a way as to maximize safety from the time a known felon is spotted in a vehicle until the arrest in accordance with the principles delineated during the course of instruction to the satisfaction of one or more faculty subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify circumstances under which a felony vehicle stop is not advised
2. Identify factors to consider before and during a felony vehicle stop in order to maximize safety
3. Identify methods for handling/removing occupants after a felony car stop in order to maximize safety
4. Identify methods for securing the vehicle after a felony car stop in order to maximize safety
5. Plan the vehicle stop considering environmental surroundings and public safety
6. Use emergency equipment appropriately when stopping a suspect vehicle
7. Remove suspects from the vehicle safely and expeditiously

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: FIREARMS POLICY

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course presents an explanation of FLETC Firearms Policy and presents the basic concepts in the use of firearms and deadly force. This course examines current Federal Aviation Administration policy of carrying weapons and transporting prisoners aboard commercial aircraft.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which may be hypothetical situations requiring a decision to shoot or not shoot, the student will distinguish between shoot and no-shoot situations according to FLETC Firearms Policy and will identify general guidelines, FLETC and others, governing the carrying of firearms by Federal law enforcement officers and their conduct when armed in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize when all elements of jeopardy are present and constitute a shoot situation
2. Identify the missing element(s) of jeopardy in no-shoot situations
3. Identify general FLETC guidelines governing the use of firearms
4. Identify general guidelines regulating the carrying of firearms, including FAA regulations
5. Recognize appropriate behavior of armed Federal law enforcement officers aboard aircraft, both on and off duty

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: INFORMANTS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course provides a basic introduction to the use of informants in Federal law enforcement. The course covers the development, motivation, and uses of informants and provides guidelines for dealing with informants.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify factors pertinent to the effective use of informants by the criminal investigator in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify various sources of informants
2. Identify various uses of informants
3. Identify means of developing informants effectively
4. Identify general means of effectively using informants
5. Identify means of effectively using informants with different motivations
6. Identify means of avoiding common problems when working with informants

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: ORIENTATION TO FEDERAL LAW ENFORCEMENT AGENCIES

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
1:00			1:00

DESCRIPTION:

This course is designed to acquaint the student with the various law enforcement agencies of the Federal government and the jurisdiction for which they are responsible. The students learn which agencies directly or indirectly interact with their own agency and which agency can provide assistance to them. Additionally, the student learns to which agency referrals of information can be properly made.

TERMINAL PERFORMANCE OBJECTIVES:

Given the name of any major Federal law enforcement agency, on a comprehensive examination consisting of multiple-choice questions, the student will identify the responsibility and jurisdiction of that agency in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the jurisdiction and responsibility of the major Federal law enforcement agencies, including the Office of the Inspector General
2. Identify the jurisdiction and responsibility of Federal law enforcement agencies

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: REPORT WRITING

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
3:00	1:00		4:00

DESCRIPTION:

This course is designed to familiarize the basic criminal investigator student with the essential elements of law enforcement report writing. An emphasis is placed on taking close, accurate, complete, objective and concise law enforcement notes and developing these notes into narrative reports and various types of written statements. Lecture and class discussion are used to introduce the student to essential elements of note-taking, narrative writing and written statements. Written exercises will be conducted using the interviewing notes taken in the interviewing practical exercise. A memorandum of interview prepared by the student from the interviewing practical exercise will be evaluated by a faculty subject matter expert and returned to the student.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the essential elements of law enforcement report writing, the specific elements and uses of a narrative report, memorandum of interview and an affidavit, and will prepare a memorandum of interview from notes taken from the interviewing course practical exercise. This memorandum of interview must meet the principles delineated during the course of instruction to the satisfaction of one or more faculty subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify various uses of law enforcement notes
2. Identify essential content matter that should be included in the three types of law enforcement notes
3. Explain the legal requirement to take and maintain law enforcement notes
4. Identify various uses of narrative reports
5. Identify essential content matter that should be included in narrative reports

6. Identify various methods of writing clear, accurate, concise affidavits
7. Write notes covering a simulated law enforcement incident which contain all the necessary information to be included in various types of reports

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: SOURCES OF INFORMATION

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course provides a basic introduction to sources of information for Federal law enforcement purposes. The course identifies various specific sources and also provides procedures for use in locating and utilizing sources of information.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify procedures for obtaining documentary information, to include computerized sources, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the types of information that can be obtained from computer systems
2. Identify procedures for obtaining information from computer systems
3. Identify restrictions on obtaining specific information from documentary sources

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: SURVEILLANCE

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
4:00		6:00	10:00

DESCRIPTION:

This course presents the proper planning methods and techniques for conducting a successful foot, vehicle and/or stationary surveillance. Common detection/evasion maneuvers employed by suspects and recommended surveillant countermeasures are covered.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions and an investigative situation dictating the use of surveillance in a practical exercise, the student will identify and, working as a team member, utilize appropriate principles and procedures for planning and conducting a successful foot and/or vehicle surveillance in accordance with the principles delineated during the course of instruction to the satisfaction of one or more faculty subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the steps and procedures to follow in order to plan a surveillance
2. Identify information that should be obtained when reviewing the files during the planning stage of a surveillance
3. Identify information that should be obtained when conducting a reconnaissance of the surveillance area during the planning stage of a surveillance
4. Recognize the significance of various terms used in coded radio communication when conducting a surveillance
5. Identify the basic techniques of foot surveillance, especially three-man foot surveillance
6. Identify means of recognizing and/or countering common tactics used to detect/evade a foot or vehicle surveillance
7. Identify the advantages/disadvantages of various types of vehicle surveillances
8. Identify various vehicle surveillance techniques

9. Utilize appropriate techniques to plan a surveillance in a simulated investigative situation
10. Utilize appropriate techniques to conduct a foot and/or vehicle surveillance in a simulated investigative situation

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: UNDERCOVER OPERATIONS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

"Undercover Operations" is a two-hour block of instruction covering various phases of an undercover operation. The course is primarily designed to introduce new law enforcement officers to the advantages as well as the disadvantages of an undercover operation. Management of an undercover operation, including its development, control, and conclusion, will be emphasized.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify essential factors necessary for the selection of an undercover operative and methods of conducting a successful undercover operation in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify types of undercover operations
2. Identify objectives of undercover operations
3. Name four phases of an undercover operation
4. Identify advantages and disadvantages of an undercover operation
5. Identify factors that should be considered in planning a successful undercover operation
6. Identify qualifications of a good undercover agent
7. Identify factors that should be considered when establishing an undercover agent's background story
8. Identify means of establishing and maintaining a fictitious identity for an undercover agent
9. Identify problem areas that might be encountered during an undercover operation

METHOD OF EVALUATION:

Written, multiple-choice examination

ENFORCEMENT TECHNIQUES DIVISION

Course Descriptions/Objectives

The design, development, and conduct of courses relating to contemporary scientific and technological law enforcement knowledge and skills are the prime missions of the Enforcement Techniques Division. Another important Division mission is continuing research and exploration into innovative law enforcement methods and techniques to ensure that course content is consistent with state-of-the-art levels.

Classroom lectures, reinforced through various training aids, laboratory, and practical exercise applications, provide meaningful learning experiences for the students. Courses taught by this Division in the Criminal Investigator Training Program include Bombs and Explosives, Counter-Terrorism, Crime Scene Investigations, Description and Identification, Dynamics of Terrorism I, Dynamics of Terrorism II, Dynamics of Terrorism III, Fingerprinting, Handling Sensitive/Classified Information, Identification and Safe Handling of Firearms, Intelligence Recognition, Narcotics, Officer Safety and Survival, Organized Crime, Photography, Questioned Documents, Surviving Hostage Situations, and Undercover Operations Technical Equipment. Courses taught in other Center programs include Crime Lab, Crime Scene Search and Sketch, Defendant Processing, Introduction to Criminalistics, Preliminary Police Investigation, Physical Security, Rape Investigation, and Violent Death Investigation.

COURSE: BOMBS AND EXPLOSIVES

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
3:00			3:00

DESCRIPTION:

This course covers the identification and recognition of various types of explosives, incendiaries, and detonating devices; operating principles of such devices; safety measures taken to protect life and property; and proper methods of searching for bombs.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize the relative dangers of various types of incendiary/explosive devices and will identify appropriate procedures to follow when searching for a suspected device and after a suspected device is found, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the relative danger of various types of high/low explosives and incendiary devices
2. Identify appropriate patterns for searching a building and surrounding areas for a suspected device
3. Identify appropriate procedures for making a room search
4. Identify safety precautions to follow if an incendiary/explosive device is found
5. Identify appropriate procedures to follow to effect the removal of an incendiary/explosive device after it is found

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: COUNTER-TERRORISM (AVOIDANCE)

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

Through lecture, class discussion and video presentation this course examines methods and tactics to avoid becoming involved in a terrorist incident; and tactics to be used if the officer becomes the target of a terrorist attack.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify tactics used by terrorists to attack law enforcement officers; and tactics to avoid involvement in terrorist incidents in accordance with the principles delineated during this course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify how the typical actions of the terrorist apply to law enforcement officers
2. Identify the measures taken to determine the potential terrorist threat in a given area
3. Identify how terrorists identify their victims
4. Identify the target selection considerations of terrorists

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: CRIME SCENE INVESTIGATION

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
4:00		4:00	8:00

DESCRIPTION:

The technique of a crime scene search is demonstrated and a practical exercise is conducted in which each student participates as a member of a team executing a search warrant.

The course includes analysis of physical evidence, and how the crime laboratory can assist the investigator; use of casts to reproduce footprints, tire tracks, and other impressions; use of invisible chemical substances to facilitate identification of persons, money, and other objects involved in criminal activities; use of ultraviolet light to detect fluorescence and other characteristics of materials not visible to the naked eye; use of infrared light to reveal characteristics of materials not visible in ordinary light; use of x-rays to locate hidden objects; restrictions on the use of equipment; and photographic techniques used to preserve and record evidentiary data not otherwise obtainable. Students must prepare a sketch of a crime scene.

Collection and preservation of evidence is emphasized, which includes obtaining and holding material substances for use in court, maintaining the chain of custody, packing objects for mailing or shipping, submitting physical evidence to a laboratory, orientation on laboratory facilities available for use in criminal investigations, and specific procedures for transporting acids, documents, bullets, casts, clothing, glass, fingerprints, soil, and other physical evidence.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify methods of crime scene investigation, including crime scene preservation, documentation, and processing, and conduct these procedures in an evaluated practical exercise to the satisfaction of one or more subject matter experts, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the basic operating principles of crime scene investigation
2. Identify the relationship between the forensic sciences and methods of processing the crime scene

3. Identify methods of conducting a crime scene search
4. Identify methods of preparing a crime scene sketch
5. Identify the purposes of field notes
6. Identify the procedures for photographing a crime scene
7. Identify procedures for handling physical evidence
8. Identify the purposes of the transmittal letter

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: DESCRIPTION AND IDENTIFICATION

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

Through lecture and discussion this course will increase the student's awareness of the influence physical and psychological factors play on the perception of a witness to a crime.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify factors to be considered when obtaining and/or giving a description or identification of a person, place, or thing in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize descriptions of persons, places, or things that fulfill the Fourth Amendment requirement for particularity
2. Identify physical factors that might influence an individual's perception of a person, place, or thing
3. Identify psychological factors that might influence an individual's perception of a person, place, or thing
4. Identify the elements of the NCIC short format thumbnail sketch
5. Identify factors that must be accounted for in a physical and/or photo lineup to maximize the possibility of an accurate and reliable identification
6. Identify an individual within the accurate high/low parameters of the thumbnail sketch

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: DYNAMICS OF TERRORISM - PART I

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is designed to introduce the student to the phenomenon of terrorism through lecture, discussion and visual presentations. Terrorism is defined and described in terms of its historical development, geographic distribution, its trends and goals and its effects on social behavior.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the principle factors that influence and motivate the development of terroristic groups and organizations, their goals and objectives, and the use of the news media in propogandizing their objectives, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the factors that influence and motivate the terrorist and terrorism
2. Identify the basic characteristics of left-wing and right-wing terrorism
3. Recognize the goals and objectives of contemporary terrorist organizations
4. Identify the characteristics of terrorism and their effects on governments and individuals
5. Identify the differences between counter-terrorism and anti-terrorism
6. Recognize the role of the news media as it relates to terroristic acts

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: DYNAMICS OF TERRORISM - PART II

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is a continuation of the phenomenon of terrorism and explores more extensively the terrorist behavior, their organizations, the people who gravitate towards such groups and the means of acquiring financial and logistical support to carry out their activities and operations.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to recognize the limitations in accurately profiling a typical terrorist and identifying group and organization cell structure, the common strategies and tactics used to achieve their goals, the motivating factors that influence their behavior and the means of financing their training and logistical requirements in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the limitations of profiling a typical urban terrorist
2. Identify the tactics and strategies used by terrorists to accomplish their objectives
3. Identify the effects of terroristic acts on the people and the government
4. Identify the logistical requirements and various methods employed in acquiring financial and logistical support for the terrorists' operations and activities
5. Identify the classic organizational patterns that typify terrorist groups

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: DYNAMICS OF TERRORISM - PART III

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is designed to introduce the student to the contemporary domestic terrorism threats from the right and the left. Law enforcement officers and government installations and facilities have consistently been targets of domestic terrorists. This is a continuation of previous instruction and provides the student with the specifics of the domestic threat.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the stated goals, strategies, tactics, motivations, organizational structures, weapons and techniques of domestic terrorists in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the general differences in the operations of left- and right-wing domestic terrorists
2. Identify the most likely tactics of domestic terrorists
3. Identify specific stated goals and objectives of selected domestic terrorists groups
4. Identify typical financial support mechanisms of selected domestic terrorists groups

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: FINGERPRINTING (Including Defendant Processing and Latent Print Practical Exercise)

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00		4:00	6:00

DESCRIPTION:

Three general groups and related subgroups of fingerprint patterns are identified and discussed, along with the technique of rolling a set of prints. Each student must, in a practical exercise, obtain a set of rolled fingerprints which have clear patterns and reference features suitable for classification purposes. Also, each student must demonstrate ability to search for, find, develop, lift, and preserve latent fingerprints from various objects.

TERMINAL PERFORMANCE OBJECTIVES:

Given a series of inked fingerprint impressions on a comprehensive examination consisting of multiple-choice questions, the student will identify various patterns of fingerprints, those elements which are critical to the classification of fingerprints, and will distinguish between classifiable and nonclassifiable impressions in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the three basic fingerprint patterns
2. Identify subtypes of each type of fingerprint pattern
3. Identify the critical elements to the classification of an arch pattern
4. Identify the critical elements to the classification of a loop pattern
5. Identify the elements critical to the classification of a whorl pattern
6. Distinguish between a classifiable and nonclassifiable arch
7. Distinguish between a classifiable and nonclassifiable loop
8. Distinguish between a classifiable and nonclassifiable whorl

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: HANDLING SENSITIVE/CLASSIFIED INFORMATION

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is designed to impress upon the student the importance of and seriousness of the control and security of protected information acquired in the performance of official duties and the procedures for the release and dissemination of that information. Emphasis is placed on National Security and Official Limited information and the handling of that information in accordance with applicable rules and procedures.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify Official Limited and Classified information, proper processing/dissemination, and the importance of the control/protection of such information in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify disclosure restrictions imposed by the Freedom of Information Act
2. Identify National Security information
3. Identify dissemination and disclosure controls over classified information
4. Identify physical controls and protection of classified information
5. Identify passive and active control and security measures for protected information
6. Identify security violations and penalties that may be imposed

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: IDENTIFICATION AND SAFE HANDLING OF FIREARMS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is designed to introduce and familiarize the student to the various classes of firearms with which they may come into contact during the performance of their official duties and the procedures to be employed in rendering them safe. It will also include firearm identification, description, general characteristics, and safe handling procedures that are peculiar to each.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the various classes of foreign and U.S. manufactured firearms, assess their safe or unsafe status, and initiate proper action to render them safe in accordance with the procedures delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the various types of foreign and U.S. manufactured semiautomatic handguns
2. Identify the cycle of operation for semiautomatic and automatic firearms
3. Identify the various types of foreign and U.S. manufactured submachine guns
4. Identify the various types of foreign and U.S. manufactured rifles
5. Identify the weapons commonly used by terrorists
6. Identify safe and unsafe firearms and the procedures used in handling and rendering them safe
7. Identify hand grenades commonly used by terrorists
8. Identify the RPG-7 (Soviet) and the LAW (U.S.) rockets and their launchers

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: INTELLIGENCE RECOGNITION

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

Through lecture and class discussion this course examines the concept of intelligence and its role in combating terrorism. Strategic, counter and line intelligence are defined and examined as they relate specifically to terrorism. Students will be presented with examples of the intelligence process. These include the recognition and collection of data, data analysis procedures and dissemination of the finished intelligence product to field personnel.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize the various types of intelligence as they relate to terrorist activity, the importance of forwarding the data to the appropriate authority and the methods of effectively utilizing processed data in their enforcement duties in accordance with the principles delineated during this course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize strategic intelligence
2. Recognize tactical intelligence
3. Recognize counterintelligence
4. Recognize classified information
5. Recognize the importance of individual attention to data, as the primary component of the intelligence process
6. Recognize all the components of the intelligence process as they relate to anti-terrorism efforts
7. Recognize the importance of immediate attention to processed information
8. Recognize that processed information relating specifically to their environment

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: NARCOTICS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
3:00	2:00		5:00

DESCRIPTION:

This course is designed to enable the officer to identify general drug classifications, symptoms of drug abuse, and methods of concealment. Instruction is conducted, through the media of film and slides in addition to lecture and lab exercises, in dangerous drug testing and identification. The students will have the opportunity to increase their depth of knowledge through a wide variety of examples relating to each substance presented in class and will be able to practice controlled substance identification in a two-hour laboratory.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions and actual unknown substances, the student will identify controlled substances as depressants, stimulants, or hallucinogens based on the characteristics of the substances; physical symptoms exhibited by abusers of these drugs; and will determine through appropriate chemical tests, the possible identity of the actual substances in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify various natural, synthetic, and semisynthetic narcotics by characteristics
2. Identify nonnarcotic depressants
3. Identify physical symptoms exhibited by depressant abusers
4. Identify dangers the depressant abuser faces
5. Identify dangers the officer faces when dealing with depressant abusers.
6. Identify means of handling depressant abusers
7. Identify cocaine as a stimulant by characteristics
8. Identify amphetamines as stimulants by characteristics

9. Identify physical symptoms exhibited by stimulant abusers
10. Identify the dangers the stimulant abuser faces
11. Identify the dangers the stimulant abuser poses for the officer
12. Identify means of handling stimulant abusers
13. Identify various substances as hallucinogens
14. Identify physical symptoms exhibited by hallucinogen abusers

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: OFFICER SAFETY AND SURVIVAL

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
6:00	2:00		8:00

DESCRIPTION:

Through lecture, class discussion, classroom demonstration and laboratory, this course examines a law enforcement officer's personal weapons system and mistakes made by officers which have been shown to cause injury and death. It will also consider the use of cover and concealment as well as safe methods of foot pursuits and building and room entries. It will also explain the problems faced by officers when working in reduced light. The course will examine proper procedures to be followed if an officer is required to shoot a suspect.

TERMINAL PERFORMANCE OBJECTIVES:

Given a set of facts depicting possible injury to the officer or others on a comprehensive examination consisting of multiple-choice questions, the student will identify common errors that might reduce officer safety, determine appropriate means of maintaining maximum officer safety during dangerous situations and after shooting situations in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify various errors that could put an officer in danger
2. Identify the best available cover to use in dangerous situations
3. Identify methods of using cover effectively
4. Identify means of maximizing officer safety and the safety of others when working in reduced light situations
5. Identify appropriate actions to take in shooting or potential shooting situations
6. Identify appropriate procedures for maintaining maximum officer safety after a shooting incident, before a backup arrives

7. Identify appropriate procedures for maintaining maximum officer safety after a shooting incident, after a backup arrives

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: ORGANIZED CRIME

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

Through lecture and class discussion, this course provides the student with an overview of various organized crime groups in the United States.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the characteristics and structure of organized crime groups, and criminal and noncriminal activities including white-collar crime in which these groups are involved, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify four elements which must be present for a group to be considered an organized crime group
2. Identify five characteristics common to organized crime groups
3. Identify the largest and most successful organized crime groups present in the United States and the activities of each
4. Identify and describe the structure of the organized crime group known as "LA COSA NOSTRA"
5. Identify four criminal areas in which organized crime is involved
6. Identify new and emerging organized crime groups present in the United States and their activities

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: PHOTOGRAPHY

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
6:00		2:00	8:00

DESCRIPTION:

This course explains the methods of photographing individuals and scenes for identification purposes, making proper film selections, and using a camera with variable aperture and shutter speed controls, and taking photographs under varying conditions.

Ten photographs taken by the student are graded and critiqued for focus, proper exposure, format, and suitable composition. Photos assigned to the students cover situations likely to be encountered by an investigator.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, a camera with variable shutter speeds and aperture settings, and film, the student will identify the proper procedures necessary to take crime scene and identification photographs under varying light conditions. The student will take properly exposed, composed, and focused photographs according to the standards and principles delineated in the course of instruction to the satisfaction of one or more faculty subject matter experts.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the relationship between the lens aperture and F stop numbers
2. Identify the interrelationship of factors that influence exposure
3. Identify the factors that influence depth of field
4. Identify the factors that affect resolution of the photographic image to satisfy the standard of identifiability
5. Take various identification photographs under varying lighting conditions that are properly exposed, composed, and focused
6. Take various crime scene shots under available light which are properly exposed, composed, and focused

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: QUESTIONED DOCUMENTS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

Facilities available to enforcement agents in determining authenticity of writings and documents are discussed, and the elements of an expert examination of a questioned document are reviewed.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the processes involved in the use of Questioned Documents as nontestimonial evidence of criminal activities according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify what constitutes a document
2. Identify the questions involving a document's authenticity
3. Identify the methods to legally and properly preserve a questioned document
4. Identify the procedures for obtaining useful standards (exemplars) of handwriting or typewriting
5. Identify the advantages and disadvantages of request and non-request exemplars
6. Identify the methods used to identify the author of handwriting exemplars
7. Identify the conditions which will cause abnormal changes in handwriting or handprinting

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: SURVIVING HOSTAGE SITUATIONS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

Through lecture and class discussion and visual aids this course examines the problems encountered by the law enforcement officer who is taken hostage, as well as the tactics and strategies that the officer may use while being held.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize problems faced by law enforcement officers and others when taken hostage, and tactics and strategies the officer may use while being held in accordance with the principles delineated during this course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify preparations which can be made to assist the officer, the officer's family, and fellow officers in the event an officer is taken hostage
2. Identify the problems the hostage officer may face at the time the hostage is taken
3. Identify tactics and strategies that may be used by the officer while being held hostage
4. Identify recommended actions to be taken during a rescue attempt by fellow officers
5. Identify recommended methods of coping with post hostage stress

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: UNDERCOVER OPERATIONS TECHNICAL EQUIPMENT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

Through lecture, demonstration and use of video, this course provides a basic understanding of the preoperational planning, transmission characteristics, acoustical characteristics, antenna placement, and reception characteristics of body worn f.m. equipment.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the preoperational requirements, transmitter and receiver characteristics, acoustical characteristics and antenna placement of body worn f.m. equipment.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the seven preoperational steps necessary for a successful f.m. operation
2. Identify f.m. transmitter and receiver characteristics
3. Identify three problems related to f.m. transmitter acoustics
4. Describe the "theory of presence"
5. Describe the proper antenna placement for body worn f.m. equipment

METHOD OF EVALUATION:

Written, multiple-choice examination

LEGAL DIVISION

Course Descriptions/Objectives

The mission of the Legal Division is to provide current and relevant training in the areas of criminal, constitutional and civil law which are applicable to law enforcement officers. In the basic programs, legal training provided in the classroom is reinforced by application of those principles in various practical exercises conducted by the Legal staff and other Divisions at the Center, including in most programs, a realistic mock-trial experience. This is conducted in a courtroom setting, and exposes the student to strenuous direct and cross-examination, as well as to the correct method of introducing various types of evidence.

The Legal Division conducts continuing research and case review, and furthers professional development through attendance at American Bar Association, Justice Department, and other programs. Court decisions and other developments impacting on legal aspects of law enforcement are incorporated into lesson plans and classroom presentations on a timely basis. Particular emphasis is placed on criminal and civil sanctions which may be instituted against those officers who act in violation of Constitutional rights.

Courses conducted by the Legal Division in the criminal investigator or other Center programs include Civil Rights, Conspiracy, Constitutional Law, Court Testimony, Detention and Arrest, Evidence, Federal Court Procedures, Parties to Criminal Offenses, Relevant Federal Statutes, Self-Incrimination, and Search and Seizure.

The course entitled "Relevant Federal Statutes" covers subjects in Criminal Law, Theft and Embezzlement, The Comprehensive Crime Control Act of 1984, Bribery, Assault, The Privacy Act, The Freedom of Information Act, The Hobbs Act, Entrapment, Obstruction of Justice, Mail Fraud, The Travel Act, The Racketeer Influenced and Corrupt Organizations Act (RICO), False Identification and False Statements.

COURSE: CIVIL RIGHTS

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course presents a discussion of the Fourteenth Amendment and those statutes of the United States Code primarily enacted to protect an individual's civil rights, to include both the criminal and civil remedies.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions concerning violations of citizens' and/or aliens' constitutional or Federal rights by Federal agents, the student will identify the applicable elements of statutes governing the rights in question according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the elements of 18 USC 241
2. Identify the elements of 18 USC 242
3. Identify the civil remedy available when constitutional and/or Federal rights have been violated by Federal law enforcement officers

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: CONSPIRACY

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
4:00			4:00

DESCRIPTION:

Through lecture, film, and class discussion, this course examines the principles of conspiracy under 18 USC 371. Emphasis is placed on the elements of the offense and their application, along with the concepts of venue and statute of limitation as applied to a conspiracy case.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize the elements that constitute a conspiracy and the factors that determine the process by which it is prosecuted under 18 USC 371, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize that a conspiracy is an offense prosecutable in addition to any other offenses committed by the conspirators
2. Recognize an agreement and its functions according to the provisions of 18 USC 371
3. Recognize the function of an overt act in the crime of conspiracy
4. Identify the number of persons are needed to form a conspiracy
5. Identify when knowledge and intent are sufficient to constitute conspiracy
6. Identify when a coconspirator's statement may be used during the prosecution of a conspiracy
7. Identify the limits of the withdrawer's or late joiner's criminal responsibility
8. Identify when a conspiracy is prosecutable within the statute of limitations

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: CONSTITUTIONAL LAW

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
2:00			2:00

DESCRIPTION:

This course is designed to familiarize the student with the development of the Constitution of the United States. The provisions of the First Amendment that are of particular importance to law enforcement personnel are stressed. Emphasis is placed on the role of the "Constitution" as the supreme law of the land and the due process of law guarantee.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which may be situations depicting citizen activities, police actions, and/or alleged offenses, the student will identify the purpose of Habeas Corpus and Ex Post Facto Laws and identify the applicable rights guaranteed by the First, Fourth, and Fifth Amendments of the United States Constitution according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the purpose of Article One of the United States Constitution, Sub. 1, Habeas Corpus
2. Identify the purpose of Article One of the United States Constitution, Sub. 3, Ex Post Facto Laws
3. Identify the rights and privileges granted to citizens by the First Amendment to the Constitution
4. Identify the rights and privileges granted to citizens by the Fourth Amendment to the Constitution
5. Identify the rights and privileges granted to citizens by the Fifth Amendment to the Constitution

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: COURT TESTIMONY

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
4:00		4:00	8:00

DESCRIPTION:

This course instructs the student in proper methods of testifying in courtroom situations. The course includes proper testifying demeanor, conduct on the witness stand, and coping with cross-examination.

TERMINAL PERFORMANCE OBJECTIVES:

Given a series of written hypothetical situations involving courtroom testimony of a comprehensive examination consisting of multiple-choice questions, the student will recognize the appropriate response to questions solicited during prosecution in order to maximize the effectiveness of attestation.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the questioning modus operandi of the AUSA on direct examination
2. Recognize the questioning modus operandi of the defense attorney on cross-examination
3. Recognize the protocol required to refresh one's memory on the witness stand

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: DETENTION AND ARREST

LENGTH AND METHOD OF PRESENTATION:

<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
10:00			10:00

DESCRIPTION:

Through lecture and class discussion, this course examines the principles of detention and arrest. Emphasis is placed on the standard of evidence required to detain or arrest, methods of arrest, authority and jurisdiction, and preparation of a legally sufficient complaint.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, some of which involve situations relating to detention or arrest, the student will identify factors to consider in effecting a legal detention or arrest and will determine the probability that evidence will be admissible at trial based on the circumstances surrounding the detention or arrest in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize when probable cause exists to the extent that an arrest may be warranted
2. Recognize when an arrest involving a misdemeanor requires the use of a warrant
3. Recognize when an arrest involving a felony requires the use of a warrant
4. Identify the limitations of an arrest warrant
5. Recognize the conditions under which an officer may use force to execute an arrest warrant according to the provisions of 18 USC 3109
6. Identify the proper procedure to follow immediately after apprehension when a juvenile is involved, according to the Juvenile Justice and Delinquency Prevention Act of 1974, 18 USC 5031

7. Recognize the degree of force, which may include deadly force, that may be used to effect an arrest according to the Department of Treasury's Firearms Policy
8. Identify the proper procedure to follow immediately after arrest according to Rule 5 (a) of the Federal Rules of Criminal Procedure
9. Identify appropriate actions that may be taken when reasonable suspicion exists
10. Identify the proper procedure to follow when a criminal incident involves a diplomat and/or U.S. Congressman

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: EVIDENCE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
10:00			10:00

DESCRIPTION:

Through lecture and class discussion, this course examines the principles of evidence as set forth in the Federal Rules of Evidence. Emphasis is placed on the admissibility, classification, method of presentation and consideration of evidence in the Federal system.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the correct classification of admissibility and method of presentation, and method of weighing evidence in Federal Court in accordance with selected basic and complex Federal Rules of Evidence.

INTERIM PERFORMANCE OBJECTIVES:

1. Determine the correct sequence and function of parts of a criminal trial
2. Identify evidence as direct or circumstantial
3. Identify the roles of both the judge and the jury in assessing evidence
4. Identify the circumstances under which the judge can take judicial notice of a fact
5. Identify the function of a presumption in presenting evidence
6. Identify the proper application of the relevancy and competency requirements
7. Identify the proper application of the husband-wife, attorney-client, and government-informant privileges
8. Identify the factors and processes which determine the competency of a witness
9. Identify the methods of and basis for impeaching a witness

10. Identify the rules governing the use of both lay and expert opinions
11. Distinguish between what is hearsay, what is not hearsay, and what is hearsay, but is admissible under selected exceptions to the hearsay rule
13. Select the methods of authenticating and identifying evidence
14. Identify the proper application of the best evidence rule

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: FEDERAL COURT PROCEDURES

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
8:00			8:00

DESCRIPTION:

This course concentrates on the operation of the Federal court system. It emphasizes procedures involved in processing a criminal case from the arrest or indictment of the defendant to the trial. This includes discussion of the initial appearance, the preliminary examination, the indictment and information, grand jury secrecy, arraignment, pretrial motions, discovery, venue and other areas of interest to the criminal investigator. The roles of the Federal law enforcement officer, the magistrate, the judge, the grand jury, and the trial jury are reviewed.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the students will identify both rules governing proceedings in criminal cases in the United States Federal Court System and responsibilities of the Federal law enforcement officer during these proceedings, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the function and structure of the United States District Court System, United States Court of Appeals, and the United States Supreme Court
2. Identify functions of United States Magistrates
3. Identify the Federal law enforcement officer's duties in dealing with the the U.S. Magistrate
4. Identify legal avenues by which a defendant may be brought before a Magistrate
5. Identify the function and purpose of the initial appearance
6. Identify the function and purpose of the preliminary examination
7. Identify the function, structure and duties of the grand jury
8. Identify rules governing the secrecy of grand jury proceedings

9. Identify the Federal law enforcement officer's duties in dealing with the grand jury
10. Identify documents required to formally accuse a defendant and the rules governing their use
11. Identify the function and purpose of an arraignment
12. Identify pleas available to a defendant and the rules governing their use
13. Identify rules governing plea bargaining
14. Identify rules governing a pretrial motion
15. Identify the purpose for and rules governing a deposition
16. Identify information subject to discovery and inspection under Rule 16, F.R.C.P.
17. Identify information potentially subject to disclosure to the defense under the Brady doctrine
18. Identify information subject to disclosure under the Jencks Act and Rule 26.2, F.R.C.P.
19. Identify rules governing the issuance and use of subpoenas
20. Identify conditions which determine venue for an offense
21. Identify rules governing the imposition of judgment
22. Identify rules governing the composition, use, and verdicts of trial juries
23. Identify rules governing the imposition of judgment
24. Identify rules governing the Speedy Trial Act
25. Identify rules governing the Statute of Limitations
26. Identify rules governing extradition
27. Identify the Federal law enforcement officer's duties in dealing with the government attorney

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: PARTIES TO CRIMINAL OFFENSES

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

Through lecture and class discussion, this course examines the principles under which parties to criminal offenses are held liable for their conduct. The emphasis is on those participants who did not actually commit the forbidden criminal act but who aided and abetted, caused, concealed, or assisted the crime or actual perpetrators.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize the factors which identify parties to criminal offenses and whether the parties can be prosecuted under Federal law, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize when a person can be prosecuted as an aider and abettor according to 18 USC 2 (a)
2. Recognized when a person can be prosecuted for causing a crime to be committed according to 18 USC 2 (B)
3. Recognize when a person can be prosecuted as an accessory after the fact under 18 USC 3
4. Recognize when a person can be prosecuted for misprision of a felony under 18 USC 4

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
12:00			12:00

DESCRIPTION:

The section of the Criminal Investigator Training Program entitled "Relevant Federal Statutes" is a 12-hour block of instruction covering a variety of Federal statutes and related criminal law areas.

The following topics are discussed during this section:

- Assault - 18 USC 111
- Bribery - 18 USC 201
- Comprehensive Crime Control Act of 1984
- Criminal Law
- Entrapment
- False Identification - 18 USC 1028
- False Statements - 18 USC 1001
- Hobbs Act - 18 USC 1951
- Mail Fraud, 18 USC 1341
- Obstruction of Justice - 18 USC 1503 & 18 USC 1510
- Privacy Act and Freedom of Information Act
- Racketeer Influenced and Corrupt Organizations Act - 18 USC 1962
- Theft and Embezzlement - 18 USC 641
- The Travel Act - 18 USC 1952

Both the Terminal Performance Objectives and Interim Performance Objects of these topics are presented individually in the following pages.

COURSE: RELEVANT FEDERAL STATUTES

SECTION: ASSAULT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

This course provides the student with a basic understanding of the elements of assault and progresses into an in-depth study of 18 USC 111, which deals with assaults on Federal officers or employees engaged in official duties.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions involving situations relating to assaults, the student will identify when an assault has been committed according to the provisions of 18 USC 111, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify circumstances which constitute an assault under Title 18 USC 111
2. Identify when a Federal officer is performing official duties under the provisions of Title 18 USC 111

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: BRIBERY

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

This course provides the student with a basic understanding of the elements of bribery and progresses into an in-depth study of 18 USC 201, which deals with bribery of Federal officers or employees engaged in official duties.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions involving situations relating to bribery, the student will identify when bribery has been committed according to the provisions of Title 18 USC 201, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the elements of bribery offenses in Title 18 USC 201
2. Identify when a Federal officer is performing official duties under the provisions of Title 18 USC 111

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: COMPREHENSIVE CRIME CONTROL ACT OF 1984

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

This course is part of the course entitled Relevant Federal Statutes. It emphasizes areas of the Comprehensive Crime Control Act of 1984 and other criminal statutes enacted by the 98th Congress. Its primary focus is on Bail Reform, Sentencing Reform and Criminal Fine Reform.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify specific reforms established by the Comprehensive Crime Control Act of 1984 and the Criminal Fine Enhancement Act of 1984, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify specific reforms in the area of pretrial release
2. Identify specific reforms in the area of sentencing
3. Identify specific reforms in the area of criminal fines

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: CRIMINAL LAW

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:30			1:30

DESCRIPTION:

Through lecture and discussion this course will provide the student with a basic introduction to Criminal Law.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the basic principles of criminal law, according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the difference between a crime and a tort
2. Identify four sources of law
3. Identify the basic elements of a crime
4. Identify the purpose of the Doctrine of Merger of Crimes
5. Identify inchoate offenses

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: ENTRAPMENT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

Through lecture and class discussion, this course examines the defenses which a defendant might raise under the series of entrapment and "due process" violations. It focuses on those actions of a law enforcement officer which might constitute entrapment and the means of rebutting an entrapment defense.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions involving situations relating to entrapment, the student will recognize actions an officer or informant might take that would constitute entrapment and the means of rebutting an entrapment defense, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize when inducement may constitute entrapment
2. Recognize when inducement does not constitute entrapment
3. Recognize that predisposition negates an apparent entrapment
4. Recognize that actions and comments of a defendant may negate an apparent entrapment

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: FALSE IDENTIFICATION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:30			:30

DESCRIPTION:

Through lecture and class discussion, this course examines the origin, elements, and selected legal issues associated with the False Identification Statute, 18 USC 1028.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the basic elements of 18 USC 1028, False Identification Crime Control Act of 1982, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify offenses of 18 USC 1028, False Identification Crime Control Act of 1982
2. Identify the penalties that may be imposed pertaining to 18 USC 1028, False Identification Crime Control Act of 1982

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: FALSE STATEMENTS, 18 USC 1001

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:30			:30

DESCRIPTION:

Through lecture and class discussion, this course examines the origin, elements, and selected legal issues associated with the False Statements Statute, 18 USC 1001.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the legal issues and elements of the false statements statute, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize what constitutes a false statement
2. Identify when a false statement violates 18 USC 1001

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: THE HOBBS ACT, 18 USC 1951

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

Through lecture and class discussion, this course examines the origin, elements, and selected legal issues associated with the Hobbs Act, 18 USC 1951.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the elements of the Hobbs Act according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify what constitutes a Hobbs Act violation
2. Identify the circumstances under which the Hobbs Act is violated

METHOD OF EVALUATION:

Written, multiple-choice examination.

COURSE: RELEVANT FEDERAL STATUTES

SECTION: MAIL FRAUD, 18 USC 1341

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

Through lecture and class discussion, this course examines the origin, elements, and selected legal issues associated with the Mail Fraud Statute, 18 USC 1341.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will be able to identify the legal issues and elements of the mail fraud statute, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the five basic mail fraud schemes encountered by law enforcement officers
2. Identify when mail fraud has been committed

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: OBSTRUCTION OF JUSTICE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:45			:45

DESCRIPTION:

This course examines the origin, elements, and selected legal issues and practical application of "influencing or injuring officer or juror," (18 USC 1503); and "Obstruction of Criminal Investigations," (18 USC 1510).

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will recognize the required criteria upon which to substantiate alleged violations of the two Obstruction of Justice Statutes, 18 USC 1503 and 1510, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the wrongful acts that constitute and cause crime to be attempted or completed, and when they may occur
2. Identify the victims or targets of the wrongful acts in both crimes
3. Identify the factual elements that are sufficient for satisfying the knowledge requirements of both crimes and to whom they apply
4. Identify the maximum penalties for both crimes to which a convicted person may be held liable

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: PRIVACY ACT/FREEDOM OF INFORMATION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

Through lecture and class discussion, this course examines the elements of the Freedom of Information and Privacy Act, and the impact of these two statutes on the Federal law enforcement officer.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the extent of coverage of the Privacy Act and the extent of the disclosure requirements of the Freedom of Information Act according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify specific information in Federal files covered by the Privacy Act
2. Identify circumstances under which an agency may disclose personal privacy information under the Privacy Act
3. Identify what must be disclosed under the Freedom of Information Act
4. Identify what may be withheld under the Freedom of Information Act

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: RACKETEER INFLUENCED AND CORRUPT ORGANIZATIONS ACT (RICO)

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:15			:15

DESCRIPTION:

Through lecture and class discussion, this course examines Title 18 USC 1962, the Racketeer Influenced and Corrupt Organization Act (RICO). It focuses on the four criminal activities prohibited by 18 USC 1962.

TERMINAL PERFORMANCE OBJECTIVE:

The student will recognize whether a violation of 18 USC 1962 has occurred.

INTERIM PERFORMANCE OBJECTIVE:

1. Recognize the four prohibited criminal activities in RICO

METHOD OF EVALUATION:

Completion of course

COURSE: RELEVANT FEDERAL STATUTES

SECTION: THEFT AND EMBEZZLEMENT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:30			:30

DESCRIPTION:

Through lecture and class discussion, this course examines the elements of, and selected legal issues associated with, the Federal Theft-Embezzlement Statute, 18 USC 641, including criminal conversion.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify circumstances which constitutes a violation of 18 USC 641, the Federal Theft-Embezzlement Statute, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the intent to deprive the government of something of value
2. Identify what constitutes a theft or embezzlement
3. Identify what constitutes a criminal conversion

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: RELEVANT FEDERAL STATUTES

SECTION: THE TRAVEL ACT

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00			1:00

DESCRIPTION:

Through lecture and class discussion, this course examines the origin, elements and selected legal issues associated with the Travel Act statute, 18 USC 1952.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the elements of the Travel Act statute, 18 USC 1952, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize that under the Travel Act an unlawful activity is defined as one of only seven types of crime: i.e., the business of gambling, liquor, drugs, prostitution or single acts of extortion, bribery or arson
2. Recognize that for the interstate commerce element to have occurred, the defendant or a coconspirator could either travel across a state line or cause a facility in interstate commerce to be used
3. Recognize that after a state line is crossed, the suspect must promote, or attempt to promote, the unlawful activity by an overt act

METHOD OF EVALUATION:

Written, multiple-choice examination

COURSE: SEARCH AND SEIZURE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
20:00		1:00	21:00

DESCRIPTION:

Through lecture and class discussion, this course examines the principles of search and seizure as prescribed by the Fourth Amendment. The exclusionary rule, probable cause, particularity and other Constitutional safeguards are identified and explained. Emphasis is placed on the proper preparation and execution of search warrants, as well as most legal exceptions to the warrant requirements.

TERMINAL PERFORMANCE OBJECTIVES:

Given a comprehensive examination consisting of multiple-choice questions, the student will identify the requirements for conducting a legal search both with and without a search warrant and factors influencing the admissibility of evidence seized, and will prepare a legal affidavit in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the purpose and scope of the exclusionary rule
2. Identify exceptions to the exclusionary rule, e.g., no standing to object; private search; foreign search
3. Identify situations in which a reasonable expectation of privacy does or does not exist
4. Identify the components of an affidavit for a search warrant
5. Identify those officials who have the authority to issue Federal search warrants
6. Identify fact situations where probable cause exists or does not exist
7. Identify the legal requirements for executing a search warrant, e.g., authority to execute; time of entry; method of entry; locations on a premises which may be searched; duration of the search; and inventory
8. Identify circumstances under which evidence may be seized under the plain view doctrine

9. Identify circumstances in which persons on the premises may or may not be searched or frisked during the execution of a premises search warrant
10. Identify the requirements and scope of a search incident to an arrest
11. Identify the circumstances and scope of making a protective sweep for dangerous persons
12. Identify circumstances in which a telephonic search warrant should be obtained
13. Identify fact situations where warrantless searches are allowed when insufficient time to obtain warrants exists, e.g., mobile vehicles, hot pursuit, destruction of evidence, and crime scene emergencies
14. Identify circumstances in which a suspect's consent to search is voluntary and in which a third party has the authority to grant consent to search a suspect's property
15. Identify circumstances in which a warrant is required to seize vehicles subject to the general forfeiture statute
16. Identify the requirements allowing an inventory of lawfully impounded personal property
17. Identify the circumstances when a warrantless inspection is permitted for real and personal property
18. Prepare a legally sufficient affidavit for a premises search warrant

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: SELF-INCRIMINATION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
4:00			4:00

DESCRIPTION:

Through lecture and class discussion, this course examines the legal implications of obtaining evidence directly from the suspect. The Fourth, Fifth and Sixth Amendments are discussed as they relate to testimonial and nontestimonial evidence obtained from the accused.

TERMINAL PERFORMANCE OBJECTIVES:

Given a set of facts derived from case law involving custodial and/or noncustodial police action on a comprehensive examination consisting of multiple-choice questions, the student will recognize actions that might violate the self-incrimination clause of the Fifth Amendment, determine the circumstances which require that a Miranda warning be given and identify actions that violate the right to counsel clause of the Sixth Amendment in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the actions which constitute compelling a person to be a witness against himself/herself
2. Recognize types of situations in which a person is not protected by the self-incrimination clause of the Fifth Amendment
3. Recognize situations in which a proper Miranda warning is required
4. Identify situations in which a confession can be used even though a proper Miranda warning was not given
5. Recognize situations in which the defendant may be legally questioned without the presence of an attorney
6. Recognize situations in which a valid waiver of the Fifth Amendment has been given

METHOD OF EVALUATION:

Written, multiple-choice examination

OFFICE OF SPECIAL TRAINING

Computer and Economic Crime Division

In response to the continuing evolution of complex white-collar and computer related crimes, the Computer and Economic Crime Division (CED) was established in July of 1984. The CED provides an organizational focal point for the specialized and technical expertise to provide students with the skills necessary to detect and investigate the myriad computer, financial, and other white-collar crime schemes. Consistent with FLETC's training philosophy that hands-on experience is one of the best training methodologies, the programs taught by CED blend theory and practical exercises (including simulated case problems) to provide students with specialized skills needed to understand and investigate these sophisticated crimes.

COURSE: INTRODUCTION TO COMPUTERS AS INVESTIGATIVE TOOLS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00	2:00		4:00

DESCRIPTION:

This course provides the participant with an overview of innovative investigative techniques involving the use of a computer. The emphasis is on various ways in which a computer can be used to assist in an investigation. Discussions of specific and innovative cases in which computers have played major investigative roles are used to stimulate thought relative to creative and innovative means of investigation. This course combines a lecture format with a laboratory exercise to give the student initial hands-on experience with IBM-PC compatible microcomputers. It is designed to provide an exposure to the primary software applications, including a worksheet, a database manager, and a word processor. Several basic features of each application are demonstrated using preconstructed data/text files.

TERMINAL PERFORMANCE OBJECTIVES:

Given a personal computer and associated software, the participant will recognize various ways in which computers can be used in criminal investigations, problems that might be encountered when using computers in investigations, and legal ramifications to consider when using computers for law enforcement investigations. The student will be able to scroll through the files using the video monitor and add, delete, or modify existing data entries in text, database, worksheet and graph files. The student will be able to transfer data from a worksheet application to a graph file according to the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize various means of using the computer to manage investigative information
2. Recognize various means of using the computer to analyze investigative information and generate leads
3. Recognize various types of commercial software packages applicable to law enforcement investigations
4. Recognize various ways in which the computer can be used in the areas of law enforcement forensics

5. Use basic word processor commands to erase, insert, move, search/replace and duplicate text files
6. Use basic word processor options to set margins and display the screen ruler
7. Use basic spreadsheet commands to duplicate, erase and define cells
8. Use basic database manager commands to sort and query a database

METHOD OF EVALUATION:

Completion of course

COURSE: LINK ANALYSIS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
3:00			3:00

DESCRIPTION:

This course provides the student with knowledge of the link network diagram, which is an effective tool for integrating large amounts of complex crime data. The course focuses on the conversion of the written material of a report or set of reports into a graphic summary called an association matrix. This matrix is then converted into a link diagram which depicts relationships among subjects, organizations, and their activities.

TERMINAL PERFORMANCE OBJECTIVES:

At the conclusion of this block of instruction, the student will be able to describe the uses and techniques of Link Analysis as they pertain to investigations of complex criminal cases, as generally accepted in law enforcement; and, correctly prepare a link diagram and association matrix based upon a set of facts presented to the student.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize four potential uses of link analysis
2. Recognize the theory of an association matrix including terminology of its various components
3. Convert an association matrix to a production link diagram
4. Convert a production link diagram to a final link diagram
5. Understand two methods of introducing a link diagram into evidence in court
6. Recognize various types of commercial software packages applicable to law enforcement investigations

METHOD OF EVALUATION:

Completion of course

DRIVER AND MARINE DIVISION

Course Description/Objectives

The objective of the Driver and Marine Division (DMD) is to train Federal law enforcement officers in the safe and efficient operation of motor vehicles. Emphasis is placed on principles and techniques relating to laws of motion, vehicle dynamics, and driver response. Principles and techniques are thoroughly explained in the classroom before students are allowed to participate in the actual performance in laboratory and practical exercises. Under close supervision and guidance, the students train until they recognize their personal limitations as well as limitations of the vehicle. The DMD training curriculum includes instruction in the following course areas: highway response, defensive driving, skid control, bus operations, four-wheel drive vehicle operation, transportation of prisoners, vehicle stops (risks and high risk), pursuit driving, evasive maneuver driving techniques, accident investigation, and driver training instructors course. In the Criminal Investigator Training Program, courses in Skid Control, Defensive Driving, and Transportation of Prisoners/Removal of Reluctant Suspects are provided.

COURSE: DEFENSIVE DRIVING

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:30	1:30	:30	3:30

DESCRIPTION:

This unit of instruction provides the student with techniques of operating a motor vehicle with an awareness of accident avoidance.

TERMINAL PERFORMANCE OBJECTIVES:

At the conclusion of this unit of instruction, the student will be able to operate a motor vehicle on any type of roadway in all traffic conditions with a greater awareness of how to prevent accidents, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. The student will be able to demonstrate the elements of preoperation vehicle inspection
2. The student will be able to demonstrate actual driving techniques which were covered in the classroom lecture in the defensive driving course

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: ORIENTATION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:30			:30

DESCRIPTION:

This course provides the student with an overview of appropriate DMD Courses and how they are presented.

TERMINAL PERFORMANCE OBJECTIVES:

At the conclusion of this unit of instruction, the student will recognize the driver training program they will be receiving and how it will be presented in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. The student will recognize DMD rules and regulations
2. The student will recognize how the DMD program will be presented

METHOD OF EVALUATION:

Completion of course

COURSE: SKID CONTROL

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:45	1:45	:30	4:00

DESCRIPTION:

This unit of instruction provides the student with basic principles and techniques to control a vehicle under all skid conditions.

TERMINAL PERFORMANCE OBJECTIVES:

At the conclusion of this unit of instruction, the student will be able to demonstrate a practical application of controlling a vehicle under all skid conditions, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. Student will put the vehicle into a skid and maintain control of the vehicle
2. Student will identify the principles of skid control
3. Student will recognize the types of skids and causes and correction for each skid

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: TRANSPORTING PRISONERS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:30	:30		2:00

DESCRIPTION:

This unit of instruction provides the student with basic techniques for removing a combative subject from an automobile with minimum injury to the officer and subject. Provides proper seating and restraining of suspect for transportation.

TERMINAL PERFORMANCE OBJECTIVES:

At the conclusion of this unit of instruction and given an actual situation which requires the student to forcibly remove a combative subject from an automobile for transportation, the student will safely and successfully remove the subject, and properly restrain the subject, in accordance with the principles delineated during the course of instruction.

INTERIM PERFORMANCE OBJECTIVES:

1. The student will identify and use various methods of removing a passive/nonpassive subject from a vehicle
2. The student will identify and use correct techniques to effectively remove a passive/nonpassive subject from a vehicle
3. The student will properly prepare a subject for transportation
4. The student will identify and use proper seating positions in the transportation of subject(s)

METHOD OF EVALUATION:

Completion of course

FIREARMS DIVISION

Course Description/Objectives

The mission of the Firearms Division (FAD) is to train the basic law enforcement officer in the safe handling, proficient employment, and justifiable use of firearms. Additionally, Firearms Division provides advanced, in-service, refresher, and specialized student training programs designed to enhance firearms proficiency. The Division also conducts research and development in weapons technology and training. Ten curricula are offered, ranging from 26 hours of training in the five-week basic police programs to 52 hours of training in the seventeen-week basic Border Patrol program. The 20 courses which comprise the Division's total curriculum are conducted in four phases: Phase I - Basic Marksmanship, Phase II - Practical Pistol Course, Phase III - PPC Qualification, Phase IV - Realistic/Specialty Courses and other weapons. Phases I and II comprise 60 percent of firearms training with the revolver and are designed to develop shooting skills at a progressive pace in double-action, two-handed firing. At the completion of Phase II, students are tested in Practical Pistol Course and they must score 70 percent in order to qualify in firearms. Phase IV offers courses in which reaction time, judgement, and accuracy of fire are tested. Decision reaction, instinctive reaction, reduced light firing, quick point, and judgement pistol shooting are several of the courses that round out a complete firearms program.

COURSE: BASIC MARKSMANSHIP INSTRUCTION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00	6:00		7:00

DESCRIPTION:

This course orients the student to proper stance, grip, trigger control, breath control and sight alignment. Once these skills of the proper firing process are merged, they are used for timed, rapid, and slow fire with a two-hand grip, double-action.

TERMINAL PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will be able to demonstrate the ability (1) to perform safely with a service handgun while engaged in all training exercises and (2) shoot proficiently with a service handgun as a prerequisite to transition into practical pistol shooting.

INTERIM PERFORMANCE OBJECTIVES:

1. In order to successfully achieve the requirements of the Terminal Performance Objectives, the student must be able to progress as follows:
 - a. Day I (One hour classroom)
 - (1) Identify the exterior parts of a service handgun and perform safely in accordance with firearms safety rules and regulations
 - (2) Demonstrate proper firing stances and grip of a service handgun
 - (3) Recognize proper sight alignment and the principles of trigger control
 - b. Day II (Two hours laboratory)
 - (1) Demonstrate proper wear of leather, equipment and safety equipment
 - (2) Respond to and obey range commands
 - (3) Perform safely in accordance with established rules and procedures during training exercises

- (4) Demonstrate the ability to perform effectively in two-hand, double-action firing
- (5) Weapon maintenance and cleaning
- c. Day III (Two hours laboratory)
 - (1) Demonstrate proper employment of the fundamentals of basic marksmanship in two-hand, double-action exercises
 - (2) Obey hand commands and perform safely in all training exercises
 - (3) Demonstrate the ability to adapt and adjust to firing techniques employed in slow and sustained firing exercises
- d. Day IV (Two hours laboratory)
 - (1) Demonstrate that shooting proficiency has progressed by scoring 70 percent minimum on the practical pistol course
 - (2) Demonstrate an acceptable and safe performance while employing all the fundamentals of basic marksmanship during live-fire exercises as a prerequisite to transition to practical handgun training
- (e) Day V - If necessary, repeat Day IV

METHOD OF EVALUATION:

Completion of course

COURSE: FIREARMS SAFETY RULES AND REGULATIONS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:45			:45

DESCRIPTION:

This course covers safety rules related to handling firearms. Safety will be emphasized in all courses presented during firearms training. Students will receive a handout on off-range safety.

TERMINAL PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will be able to demonstrate all safety rules related to handling firearms.

INTERIM PERFORMANCE OBJECTIVES:

1. In order to successfully achieve the requirements of the Terminal Performance Objective, the student must first demonstrate:
 - a. Two-handed safe double-action fire
 - b. Safe uncocking procedures
 - c. Safe loading and combat unloading procedures
 - d. Proper range discipline and adherence to range commands, procedures and safety regulations

METHOD OF EVALUATION:

Completion of course

COURSE: JUDGMENT PISTOL SHOOTING (JPS)/INSTINCTIVE REACTION

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:30	2:00	:30	4:00

DESCRIPTION:

This course introduces judgment situations for which the student must decide whether a shoot situation exists. The videotaped scenarios depict a series of law enforcement encounters typically experienced in field operations. The students incorporate FLETC "use of deadly force" policy as a guideline for their decisions. They must achieve a minimum score of 100 percent on judgment and 70 percent on accuracy. Concurrent training in decision/instinctive reaction is also conducted.

TERMINAL PERFORMANCE OBJECTIVES:

1. Given a series of filmed shoot/no-shoot situations, the student will be able to:
 - a. Demonstrate proper judgement to shoot or not to shoot in each taped instance
 - b. Demonstrate timely reaction to shoot in each shoot instance
 - c. Demonstrate safe revolver handling and proficiency in each shoot situation
 - d. Provide a rational explanation to shoot or not to shoot in each instance where judgment is improper

INTERIM PERFORMANCE OBJECTIVES:

1. In order to successfully achieve the requirements of the Terminal Performance Objectives, the student must first be able to:
 - a. Demonstrate the ability to comprehend and assess moving situations as they develop, and respond in accordance with the Center's firearms policy and guidelines
 - b. Demonstrate the ability to react instinctively and correctly to videotaped moving situations projected onto a screen

- c. Demonstrate safe revolver handling skills and proficiency learned in Phases I and II of revolver training

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: PRACTICAL PISTOL COURSE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00	10:00	1:00	12:00

DESCRIPTION:

The Practical Pistol Course teaches the student the use of basic marksmanship fundamentals in firing double-action from various accepted positions. The importance of observing safety rules is emphasized.

The Practical Pistol Course is the initial qualification course required for firearms training and requires a minimum score of 210 from a possible 300 points for successful completion.

TERMINAL PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will be able to demonstrate proficiency with the service weapon by:

1. Firing a minimum score of 210 (70 percent) while observing all safety rules
2. Effectively utilizing cover for both support and protection
3. Effectively firing a service sidearm from the following positions
 - a. Standing, offhand
 - b. Kneeling
 - c. Right barricade
 - d. Left barricade
 - e. Weak hand only
4. Effectively reloading service weapon under time stress

INTERIM PERFORMANCE OBJECTIVES:

In order to successfully achieve the requirements of the Terminal Performance Objectives, the student must first be able to progress as follows:

1. Day I (Two hours classroom/laboratory - 7 & 15 yards)
 - a. Demonstrate proper wear of equipment for practical exercises

- b. Demonstrate safe handling procedures with the revolver during weak and strong-hand exercises
 - c. Demonstrate proper trigger control in double-action firing
 - d. Demonstrate proper stance for point shoulder firing
 - e. Demonstrate proper loading and unloading procedures
2. Day II (Two hours laboratory - 3, 7, 15, & 25 yards)
- a. Demonstrate the ability to perform the functions learned from Day I
 - b. Demonstrate the capability to perform safely from the kneeling and barricade positions
3. Day III (Two hours laboratory - 3, 7, 15 & 25 yards)
- a. Demonstrate the ability to perform the functions learned from Days I and II while engaged in a complete PPC course of fire
 - b. Properly score targets
4. Day IV (Two hours laboratory)
- Demonstrate an acceptable performance and a degree of improved proficiency over scores fired on Day III
5. Day V (Two hours laboratory)
- a. Repeat of Day IV
 - b. Adapt to the service round (110 grain JHP) during a practice firing session
6. Day VI (Two hours practical exercise)
- Perform in an acceptable, safe manner, and fire a minimum score of 210 (70 percent) of a possible 300 on the FLETC-PPC course of fire

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: REDUCED LIGHT COURSE OF FIRE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:30	1:30		2:00

DESCRIPTION:

This course teaches the techniques of instinctive shooting and loading the weapon under reduced lighting conditions, as well as utilizing available cover when confronting an armed adversary. The student demonstrates knowledge of the course through a laboratory exercise under the guidance of an instructor. In the laboratory exercise, emphasis is on correcting weaknesses while firing under subdued light conditions.

TERMINAL PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will be able to demonstrate proficiency with a revolver under subdued light conditions. The student will observe all safety rules related to night firing while participating in the course.

INTERIM PERFORMANCE OBJECTIVES:

1. Score hits during subdued light conditions
2. Load, unload, and safely handle the revolver during nighttime conditions

METHOD OF EVALUATION:

Completion of course

COURSE: SHOTGUN COURSE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00	2:00		4:00

DESCRIPTION:

This course teaches the nomenclature of the shotgun and demonstrates proper loading and unloading of the shotgun, and proper firing positions (standing shoulder, hip level, and kneeling). Through demonstration and laboratory, the students demonstrate their proficiency with the shotgun by firing at a target starting from the 25-yard line down to the 15-yard line and then to the seven-yard line using the three positions and gaining familiarity with other types of shotgun ammunition. While doing so, the student will also demonstrate the safety rules related to range firing.

TERMINAL PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will be able to demonstrate proficiency with the police riot shotgun while observing all safety rules related to range firing.

INTERIM PERFORMANCE OBJECTIVES:

1. Recognize the external operating parts of the police riot shotgun
2. Demonstrate safe handling and proper positions utilized in firing the Shotgun Course
3. Demonstrate safe and proper loading and unloading techniques

METHOD OF EVALUATION:

Safe completion of course

COURSE: SITUATIONAL RESPONSE

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
1:00	1:00		2:00

DESCRIPTION:

Through lecture, class discussion and a laboratory exercise, this course examines the officer's ability to utilize peripheral vision in identifying inherent dangers in a three-dimensional environment. Traditional law enforcement firearms training tends to instill questionable reflex action called "tunnel vision syndrome". The situations have been designed to test the officer's visual perception to overcome the threat of tunnel vision. The student will also learn to tactically approach complex areas that have obstructed views such as buildings, walls, ports and doorways. The student will also be required to make proper judgements while tactically approaching these complex areas.

TERMINAL PERFORMANCE OBJECTIVES:

Given a series of situational encounters, the student will demonstrate safe handling, unloading and loading procedures with either a revolver or shoulder weapon. Proper shooting techniques on targets at various angles and distances, including tactical approach to buildings and obstructed areas, will also be addressed in this course. Targets which represent shoot/no-shoot situations must be identified and a knowledge that tunnel vision combined with psychological and physiological stress factors can affect performance will be demonstrated.

INTERIM PERFORMANCE OBJECTIVES:

1. Demonstrate a working knowledge of safe weapons handling
2. Recognize and evaluate the factors which determine a shoot/no-shoot situation
3. Demonstrate the ability to use proper shooting techniques and score accurate hits on targets at various angles and distances
4. Demonstrate proper tactics when approaching buildings, structures and obstructed view areas
5. Understand how psychological and physiological stress factors are overcome

6. Recognize how "tunnel vision syndrome" can affect performance

METHOD OF EVALUATION:

Completion of course

COURSE: WEAPONS MAINTENANCE AND CLEANING

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
:05	:10		:15

DESCRIPTION:

Through lecture and demonstration this class stresses the importance of care and cleaning of service weapons. Proper cleaning and lubrication are demonstrated by the instructor before the students clean their weapons.

TERMINAL PERFORMANCE OBJECTIVES:

Given a service weapon and appropriate cleaning equipment the student will demonstrate knowledge of weapons maintenance and cleaning by performing all procedures the instructor covered during the lecture phase. The weapon must be cleaned and lubricated properly to pass this course. It will be inspected by an instructor.

INTERIM PERFORMANCE OBJECTIVES:

1. Identify specific areas to be cleaned and lubricated on the weapon
2. Demonstrate ability to properly utilize cleaning equipment
3. Identify the appearance of a properly cleaned weapon

METHOD OF EVALUATION:

Instructor inspection

PHYSICAL TECHNIQUES DIVISION

Course Description/Objectives

The Physical Techniques Division has instructional and course development responsibilities for the five major subject matter areas of Arrest Techniques, Defensive Tactics, Physical Conditioning, Survival Swimming, and CPR and First Aid Training.

The eight-week Criminal Investigator Program provides training in Arrest Techniques, which involves handcuffing and searching procedures; Defensive Tactics; and American Heart Association CPR Basic Cardiac Life Support certification. Students must successfully complete a practical and/or written exam in each of these subjects.

In addition, students participate in the Physical Efficiency Battery (PEB) which involves assessments in cardiovascular endurance, dynamic upper body strength, body fat composition, agility, and flexibility of the lower back area. Students are evaluated in the PEB both at the beginning and the end of the program.

COURSE: ARREST TECHNIQUES

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00	6:00	2:00	10:00

DESCRIPTION:

This course provides basic techniques used in effecting the proper custody of a suspect. The techniques include positioning, searching and handcuffing, emphasizing the responsibility of the agent/officer to the arrested subject.

TERMINAL PERFORMANCE OBJECTIVES:

Confronted with three areas of assessment, the student will be able to identify successful or unsuccessful achievement in arrest techniques compared to existing standards. The student must attain a score of 70 percent or better in the Arrest Techniques evaluation.

INTERIM PERFORMANCE OBJECTIVES:

1. Correctly handcuff a person
2. Demonstrate proper searching techniques
3. Demonstrate the proper release of a handcuffed person

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: CARDIOPULMONARY RESUSCITATION (CPR)

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
3:00	5:00	2:00	10:00

DESCRIPTION:

This course provides the technical information required for a thorough understanding of the principles and mechanics of cardiopulmonary resuscitation (CPR) and enables the student to correctly apply CPR.

TERMINAL PERFORMANCE OBJECTIVES:

Upon the completion of this course of instruction the student will accurately demonstrate the techniques of cardiopulmonary resuscitation. In addition, he/she will also be able to identify the "components of prudent heart living", "risk factors contributing to heart attacks", and "signals and actions for survival".

INTERIM PERFORMANCE OBJECTIVES:

1. Identify the "components of prudent heart living", "risk factors contributing to heart attacks", and "signals and actions for survival"
2. Identify the basic functions of the circulatory system
3. Identify the basic functions and locations of the heart
4. Recognize signs of cardiac arrest
5. Identify stages of coronary artery disease and its effects on the heart
6. Identify the signals or symptoms of a heart attack
7. Identify the differences between clinical and biological death
8. Identify the components of both risk factors leading to heart attacks
9. Perform both one- and two-rescuer cardiopulmonary resuscitation
10. Perform mouth-to-mouth resuscitation
11. Identify the special needs in resuscitation of a laryngectomee patient

12. Identify gastric distension and actions to be taken to alleviate the problem
13. Fully understand mechanics of obstructed airways
14. Identify the need, and acquire the psychomotor skills, to alleviate the obstructed airway in the conscious adult
15. Identify and relieve obstruction of the airway in an infant
16. Identify and relieve the obstructed airway in a child

METHOD OF EVALUATION:

Written, multiple-choice examination
Demonstrated proficiency

COURSE: DEFENSIVE TACTICS

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
3:00	7:00	2:00	12:00

DESCRIPTION:

This course provides basic training that enables the students to cope with those situations in which they encounter physical resistance or personal attack. The training is designed to prepare the students to control a person without using excessive force. Emphasis is placed on how to defend against certain common types of attack. The following basic principles are explained, demonstrated, and practiced: balance, good body mechanics, leverage, and strength against weakness. The student is evaluated in demonstration of defensive tactics and must attain a minimum score of 70 percent.

TERMINAL PERFORMANCE OBJECTIVES:

Confronted with several situations which require the student to defend himself/herself against armed or unarmed persons, the student will be able to successfully disarm or overcome the person and bring him/her under control. The student must demonstrate the basic techniques of physical defense, and the ability to recognize the capabilities of the opponent in order to effectively defend oneself.

INTERIM PERFORMANCE OBJECTIVES:

1. Physically prepare the student to gain proficiency in practicing skills
2. Describe vulnerable striking areas and body weaknesses
3. List the personal weapons which an officer can use in an emergency
4. Explain the principles of blocking attacking blows from an adversary
5. Demonstrate the proper methods to return to a balanced position after being taken to the ground or floor
6. Demonstrate the skills of punching and blocking

METHOD OF EVALUATION:

Demonstrated proficiency

COURSE: INTRODUCTION TO PHYSICAL TECHNIQUES

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
2:00			2:00

DESCRIPTION:

This course is a basic orientation to the programs presented by the Physical Techniques Division. The student is given an overview of course content and the minimum standards for course completion. The student is introduced to proper arrest procedures, danger associated with arrests, and fatal errors made by agents/officers during arrest situations.

TERMINAL PERFORMANCE OBJECTIVES:

Given a series of introductory remarks concerning course overview, the student will be able to analyze the information presented. In addition, an understanding of correctly identifying the minimum standards for course completion, the importance of utilizing proper preliminary arrest techniques, and the relationship that physical health has on job performance will be demonstrated.

INTERIM PERFORMANCE OBJECTIVES:

1. Understand the proper arrest procedures
2. Given a series of circumstances, recognize several fatal errors made by law enforcement officers
3. Recognize the primary risk factors associated with heart disease

METHOD OF EVALUATION:

Completion of course

COURSE: PHYSICAL EFFICIENCY BATTERY

LENGTH AND METHOD OF PRESENTATION:

<u>LECTURE</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
	4:00		4:00

DESCRIPTION:

The student participates in a standard battery of physical tests to evaluate levels of fitness with respect to flexibility, strength, agility and endurance. This battery is offered at the beginning and at the end of the Physical Techniques program.

TERMINAL PERFORMANCE OBJECTIVES:

Confronted with five areas of physical assessment, the student will be able to understand his/her achievement as compared to existing minimum standards.

INTERIM PERFORMANCE OBJECTIVES:

1. The flexibility of the lower back will be measured
2. The agility of the student will be measured through the use of a figure eight course
3. The cardiovascular endurance will be measured through the use of a 1.5 mile run
4. The percent of body weight pushed will be measured using a standard bench press
5. The percent of body fat will be measured using a skin-fold caliper

METHOD OF EVALUATION:

Completion of course

PROGRAM OF INSTRUCTION-CITP

Office of General Training

<u>Course</u>	<u>Hours of Instruction</u>			<u>Total</u>
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	
<u>BEHAVIORAL SCIENCE</u>				
Ethics and Conduct	2:00			2:00
Interviewing	5:00		8:00	13:00
Stress	4:00			4:00
Victim/Witness Awareness	2:00			2:00
SUBTOTAL	13:00		8:00	21:00
<u>ENFORCEMENT OPERATIONS</u>				
Counterfeit Currency	2:00			2:00
Crowd Control	2:00	2:00		4:00
Dangerous Motorcycle Gangs	2:00			2:00
Execution of a Search Warrant	6:00	2:00	4:00	12:00
Federal Firearms Violations	2:00			2:00
Felony Car Stops	1:00	1:00		2:00
Firearms Policy	2:00			2:00
Informants	2:00			2:00
Orientation to Federal Law Enforcement Agencies	1:00			1:00
Report Writing	3:00	1:00		4:00
Sources of Information	2:00			2:00
Surveillance	4:00		6:00	10:00
Undercover Operations	2:00			2:00
SUBTOTAL	31:00	6:00	10:00	47:00

<u>Course</u>	<u>Hours of Instruction</u>			
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
<u>ENFORCEMENT TECHNIQUES</u>				
Bombs & Explosives	3:00			3:00
Counter Terrorism (Avoidance)	2:00			2:00
Crime Scene Investigations	4:00		4:00	8:00
Description and Identification	2:00			2:00
Dynamics of Terrorism I	2:00			2:00
Dynamics of Terrorism II	2:00			2:00
Dynamics of Terrorism III	2:00			2:00
Fingerprinting	2:00		4:00	6:00
Handling Sensitive/ Classified Information	2:00			2:00
Identification and Safe Handling of Firearms	2:00			2:00
Intelligence Recognition	2:00			2:00
Narcotics	3:00	2:00		5:00
Officer Safety & Survival	6:00	2:00		8:00
Organized Crime	2:00			2:00
Photography	6:00		2:00	8:00
Questioned Documents	2:00			2:00
Surviving Hostage Situations	2:00			2:00
Undercover Operations Technical Equipment	2:00			2:00
SUBTOTAL	48:00	4:00	10:00	62:00
<u>LEGAL</u>				
Civil Rights	2:00			2:00
Conspiracy	4:00			4:00
Constitutional Law	2:00			2:00
Court Testimony including Mock Trial	4:00		4:00	8:00
Detention and Arrest	10:00			10:00
Evidence	10:00			10:00
Federal Court Procedures	8:00			8:00
Parties to Criminal Offenses	2:00			2:00
Relevant Federal Statutes	12:00			12:00
Assault	(1:00)			
Bribery	(1:00)			
Comprehensive Crime Control Act of 1984	(1:00)			

<u>Course</u>	<u>Hours of Instruction</u>			
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
Criminal Law	(1:30)			
Entrapment	(1:00)			
False Identification	(:30)			
False Statements,				
18 USC 1001	(:30)			
The Hobbs Act,				
18 USC 1951	(1:00)			
Mail Fraud, 18 USC				
1341	(1:00)			
Obstruction of				
Justice	(:45)			
Privacy Act/Freedom				
of Information	(1:00)			
RICO	(:15)			
Theft and Embezzle-				
ment	(:30)			
The Travel Act	(1:00)			
Search and Seizure and				
Affidavit Return P.E.	20:00		1:00	21:00
Self-Incrimination	4:00			4:00
SUBTOTAL	78:00		5:00	83:00
<u>OFFICE OF GENERAL TRAINING</u>				
<u>DIVISIONS TOTAL</u>	170:00	10:00	33:00	213:00

Office of Special Training

<u>Course</u>	<u>Hours of Instruction</u>			
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
<u>COMPUTER & ECONOMIC CRIME</u>				
Introduction to Computers	2:00	2:00		4:00
Link Analysis	<u>3:00</u>	<u> </u>	<u> </u>	<u>3:00</u>
SUBTOTAL	5:00	2:00		7:00
 <u>DRIVER & MARINE</u>				
Defensive Driving	1:30	1:30	:30	3:30
Orientation	:30			:30
Skid Control	1:45	1:45	:30	4:00
Transporting Prisoners	<u>1:30</u>	<u>:30</u>	<u> </u>	<u>2:00</u>
SUBTOTAL	5:15	3:45	1:00	10:00
 <u>FIREARMS</u>				
Basic Marksmanship	1:00	6:00		7:00
Firearms Safety Rules	:45			:45
Judgment Pistol Shooting	1:30	2:00	:30	4:00
Practical Pistol Course	1:00	10:00	1:00	12:00
Reduced Light Course of Fire	:30	1:30		2:00
Shotgun Course	2:00	2:00		4:00
Situational Response	1:00	1:00		2:00
Weapons Maintenance and Cleaning	<u>:05</u>	<u>:10</u>	<u> </u>	<u>:15</u>
SUBTOTAL	7:50	22:40	1:30	32:00

<u>Course</u>	<u>Hours of Instruction</u>			
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
<u>PHYSICAL TECHNIQUES</u>				
Arrest Techniques	2:00	6:00	2:00	10:00
Cardiopulmonary Resuscitation	3:00	5:00	2:00	10:00
Defensive Tactics	3:00	7:00	2:00	12:00
Introduction to Physical Techniques	2:00			2:00
Physical Efficiency Battery		4:00		4:00
SUBTOTAL	<u>10:00</u>	<u>22:00</u>	<u>6:00</u>	<u>38:00</u>
<u>OFFICE OF SPECIAL TRAINING</u>				
DIVISION TOTAL	28:05	50:25	8:30	87:00

Multi-Division Responsibility

<u>Course</u>	<u>Hours of Instruction</u>			
	<u>Lecture</u>	<u>Laboratory</u>	<u>Practical Exercise</u>	<u>Total</u>
Welcome & Orientation	2:00			2:00
SUBTOTAL	2:00			2:00
ALL DIVISIONS TOTAL	200:05	60:25	41:30	302:00

<u>ADMINISTRATIVE</u>	<u>HOURS</u>
PEB Results and Program Critique	1:30
Uniform and Equipment Issue	1:30
Examination and Review	10:00
Graduation	1:00
TOTAL	14:00

<u>TOTAL PROGRAM LENGTH</u>	<u>HOURS</u>
Lecture	200:05
Laboratory	60:25
Practical Exercise	41:30
Administrative	14:00
TOTAL	316:00

TYPICAL SCHEDULE

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

**FEDERAL LAW ENFORCEMENT TRAINING CENTER
CRIMINAL INVESTIGATOR TRAINING**

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 1

HOURS	MONDAY (1)	TUESDAY (2)	WEDNESDAY (3)	THURSDAY (4)	FRIDAY (5)				
7:30	Welcome and Orientation	6000 Introduction to Firearms	5045 Firearms Policy	A B C	D E F	A B C	D E F		
8:30				8430 PEB Pretest	8201 Intro. to Hand-cuffing	8201 Intro. to Hand-cuffing	8430 PEB Pretest		
8:30				Health Screening and Uniform Measure	Enforcement Operations Division				
9:30		Firearms Division		PTD	PTD	PTD	PTD		
9:30	4001 Ethics and Conduct	8100 Orientation to Physical techniques	5030 Federal Firearms Violations	2006 Description and Identification	5050 Informants				
10:30									
10:30						Behavioral Science Division	Physical Techniques Division	Enforcement Operations Division	Enforcement Techniques Division
11:30									
11:30 to 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH				
12:30	4007 Stress	1080 Constitutional Law	2011 Photography	1040 Civil Rights	2502 Dynamics of Terrorism (Overview)				
1:30									
1:30						Legal Division	Legal Division	Part I Enforcement Techniques Division	
2:30									
2:30	Behavioral Science Division	5090 Sources of Information	Enforcement Techniques Division	2011 Photography	1300 Relevant Federal Statutes (I)				
3:30						Enforcement Operations Division	Enforcement Techniques Division	Legal Division	
3:30						4:30 Uniform Issue Building 28			
4:30									

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER CRIMINAL INVESTIGATOR TRAINING

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 2

HOURS		MONDAY (6)	TUESDAY (7)	WEDNESDAY (8)	THURSDAY (9)	FRIDAY (10)			
7:30	7000 7003 7004 Orientation Defensive Driving Skid Control Bldg: Room: Driver and Marine Division 11:15 Class Photo Bldg: 210 Room: D-25	A B C 6000 Basic Marks.	D E F 7003 7004 Def. Driving & Skid Control	A B C 7003 7004 Def. . Driving & Skid Control	D E F 6000 Basic Marks.	A B C 8203 Search I	D E F 6000 Basic Marks.	A B C 6000 Basic Marks.	D E F 8203 Search I
8:30									
9:30									
10:30									
11:30									
11:30 to 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH				
12:30	1300 Relevant Federal Statutes (2) Legal Division	2502 Dynamics of Terrorism (Overview) Part II Enforcement Techniques Division	1130 Federal Court Procedures (1) Legal Division	1130 Federal Court Procedures (2) Legal Division	1120 Federal Court Procedures (3) Legal Division				
1:30									
2:30									
2:30	1100 Detention and Arrest (1) Legal Division	1100 Detention and Arrest (2) Legal Division	1100 Detention and Arrest (3) Legal Division	1100 Detention and Arrest (4) Legal Division	1100 Detention and Arrest (5) Legal Division				
3:30									
4:30									

FACULTY ADVISOR:
ASST. FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER **CRIMINAL INVESTIGATOR TRAINING**

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 3

HOURS	MONDAY (11)		TUESDAY (12)		WEDNESDAY (13)		THURSDAY (14)		FRIDAY (15)	
7:30	A B C	D E F	A B C	D E F	A B C	D E F	A B C	D E F	A B C	D E F
8:30	8204	6000	6000	8204	8230	6005	6005	8230	4019	8300
	Search II	Basic Marks.	Basic Marks.	Search II	Arrest Tech. PE	Practical Pistol Course	Practical Pistol Course	Arrest Tech. PE	Interviewing PE	Intro. to Defensive Tactics
8:30										
9:30	PTD	FAD	FAD	PTD	PTD	FAD	FAD	PTD		PTD
9:30	1220 Self-Incrimination (1) Legal Division		LEGAL EXAM I Legal Division		5070 Orientation to Federal Law Enforcement Agencies - EOD		4018 Victim/Witness Awareness Behavioral Science Division		Bldg. 262 R-9 R-10 R-10 BSD	D E F 5085 Surveillance PE EOD
4017 Interviewing Lecture Behavioral Science Division										
Exam Review - 15 MIN.										
11:30 to 12:30 LUNCH			LUNCH		LUNCH		LUNCH			
12:30	1130 Federal Court Procedures (4) Legal Division		1220 Self-Incrimination (2) Legal Division		4017 Interviewing Lecture		5095 Surveillance Lecture		Continued	Continued
1:30										
1:30										
2:30										
2:30	1300 Relevant Federal Statutes (3) Legal Division		5082 Report Writing (1) Enforcement Operations Division		Behavioral Science Division		Enforcement Operations Division		BSD	EOD
3:30										
3:30										
4:30										

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER **CRIMINAL INVESTIGATOR TRAINING**

FTC-TSD-31D(1-81)

ROOM NO. CLASS NO. AGENCY WEEK NO. 4

HOURS	MONDAY (16)	TUESDAY (17)	WEDNESDAY (18)	THURSDAY (19)	FRIDAY (20)
7:30	A B C 8300	D E F 4019	A B C 8301	D E F 8301	A B C 6005
8:30	Intro. to Defensive Tactics	Interview- ing PE	Defensive Tactics	Practical Pistol Course	Defensive Tactics
9:30	PTD	PTD	FAD	FAD	PTD
10:30	A B C 5095	Bldg: 262 R-9 R-10 R-11 BSD	2515 OSS Introduction	2012 Questioned Documents	Comprehensive Exam I
11:30	Surveil- lance PE		Enforcement Techniques Division	Enforcement Techniques Division	2509 Bombs and Explosives
12:30	EOD				Enforcement Techniques Division
1:30					Exam Review - 15 Min.
11:30 to 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	Continued	Continued	A B C 2513	D E F 2011	1210 Search and Seizure (1)
1:30			OSS Assessment LAB	Photo PE	1210 Search and Seizure (2)
2:30			ETD	ETD	Legal Division
3:30			A B C 2011	D E F 2513	5082 Report Writing LAB
4:30			Photo PE	OSS Assessment LAB	5100 Undercover Operations
5:30	EOD	BSD	ETD	ETD	2518 OSS Lecture I
6:30					Enforcement Techniques Division

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER CRIMINAL INVESTIGATOR TRAINING

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 5

HOURS	MONDAY [21]	TUESDAY [22]	WEDNESDAY [23]	THURSDAY [24]	FRIDAY [25]
7:30	A B C 8303 Defensive Tactics	D E F 6005 Practical Pistol Course	A B C 8303 Defensive Tactics	D E F 6005 Practical Pistol Course	A B C 8330 Defensive Tactics PE
8:30	PTD	FAD	PTD	FAD	PTD
9:30					
10:30	1210 Search and Seizure (4)	2065 Narcotics Lecture	1210 Search and Seizure (6)	2007 Fingerprints Lecture	5020 Execution of a Search Warrant (1)
11:30	Legal Division	Enforcement Techniques Division	Legal Division	Enforcement Techniques Division	Enforcement Operations Division
11:30 to 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	5015 Dangerous Motorcycle Gangs	2065 Narcotics Lecture	2509 Bombs and Explosives	1300 Relevant Federal Statutes (4)	5010 Crowd Control
1:30	Enforcement Operations Division	Enforcement Techniques Division	Enforcement Techniques Division	Legal Division	Enforcement Operations Division
2:30		1210 Search and Seizure (5)	3110 Link Analysis		
2:30	2519 OSS Lecture II			1210 Search and Seizure (7)	1210 Search and Seizure (8)
3:30	Enforcement Techniques Division	Legal Division	Computer and Economic Crime Division	Legal Division	Legal Division
4:30					

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER **CRIMINAL INVESTIGATOR TRAINING**

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 6

HOURS	MONDAY [26]	TUESDAY [27]	WEDNESDAY [28]	THURSDAY [29]	FRIDAY [30]
7:30	A B C 6005 Practical Pistol Course PE FAD	D E F 8330 Defensive Tactics PE PTD	A B C 8431 PEB Posttest PTD	D E F 8054 8061 Situational Response & Reduced Light FAD	A B C 6054 6061 Situational Response & Reduced Light FAD
8:30					
9:30					
10:30					
11:30					
11:30 to 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	5020 Execution of a Search Warrant (2) Enforcement Operations Division	5020 Execution of a Search Warrant (3) Enforcement Operations Division	A B 2009 Latent Prints PE P-6 ETD	C D 5010 Crowd Cont. (Gas Lab) EOD	E F 2008 Rolled Prints PE P-12 ETD
1:30	1120 Evidence (1) Legal Division	Legal Exam II Legal Division	A B 5010 Crowd Cont. (Gas Lab) EOD	C D 2008 Rolled Prints PE P-12 ETD	E F 2009 Latent Prints PE P-6 ETD
2:30	1210 Search and Seizure (9) Legal Division	Exam Review - 15 Min. Legal Division			
3:30		1120 Evidence (2) Legal Division	A B 2008 Rolled Prints PE P-12 ETD	C D 2009 Latent Prints PE P-6 ETD	E F 5010 Crowd Cont. (Gas Lab) EOD
4:30					

FACULTY ADVISOR:
 ASST FACULTY ADVISOR:
 EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER CRIMINAL INVESTIGATOR TRAINING

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 7

HOURS	MONDAY	(31)	TUESDAY	(32)	WEDNESDAY	(33)	THURSDAY	(34)	FRIDAY	(35)				
7:30	A B C	DEF	A B C	DEF	A B C	DEF	A B C	DEF	A B C	DEF				
8:30	8541	6013	6013	8541	8542	6013 6011	6013 6011	8542	8544	6006				
8:30	CPR II	Judgement Pistol Shooting Lecture	Judgement Pistol Shooting Lecture	CPR II	CPR III	Judgement Pistol Shooting PE & Instinc- tive Reaction FAD	Judgement Pistol Shooting PE & Instinc- tive Reaction FAD	CPR III	CPR IV	Shotgun Course				
9:30	PTD	FAD	FAD	PTD	PTD	PTD	PTD	PTD	PTD	FAD				
9:30	1120 Evidence (4)		1210 Search and Seizure Affidavit Return PE Legal Division		1910 Court Testimony Lecture Legal Division		Legal Exam III Legal Division		2504 Handling Sensitive/ Classified Information					
10:30											1120 Evidence (5)			
11:30			Legal Division	Legal Division			Legal Division	Exam Review - 15 Min			Enforcement Techniques Division			
11:30 to 12:30	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH					
12:30	1300 Relevant Federal Statutes (6) Legal Division		1120 Evidence (5) Legal Division		1910 Court Testimony Legal Division		2002 Crime Scene Investigation		A B 2075 Crime Scene PE					
1:30											CED		E F 5020 Raid II PE	
2:30														
2:30	1070 Conspiracy (1) Legal Division		1070 Conspiracy (2) Legal Division		1180 Parties to Criminal Offenses Legal Division		Enforcement Techniques Division		Com- puter Lab					
3:30														
4:30											ETD	CED	EOD	

FACULTY ADVISOR:
ASST FACULTY ADVISOR:
EDUCATIONAL AIDE:

FEDERAL LAW ENFORCEMENT TRAINING CENTER **CRIMINAL INVESTIGATOR TRAINING**

FTC-TSD-31D(1-81)

ROOM NO.

CLASS NO.

AGENCY

WEEK NO. 8

HOURS	MONDAY [36]			TUESDAY [37]			WEDNESDAY [38]			THURSDAY [39]			FRIDAY [40]
7:30	A B C 6006 Shotgun Course	D E F 8544 CPR IV		A B C 8545 CPR PE	D E F 6006 6026 Shotgun Course & Off Range Safety		A B C 6006 6026 Shotgun Course & Off Range Safety	D E F 8545 CPR PE		A B C 1900 Mock Trial PE	D E F 2546 Technical Investigative Equipment Lab	ETD	7:30-8:00 Uniform Return Building 28 8:00 Program Critiques
8:30													
9:30													
9:30	FAD	PTD		PTD	FAD		FAD	PTD					
9:30	2507 Surviving Hostage Situations Enforcement Techniques Division			2506 Intelligence Recognition Enforcement Techniques Division			2505 Identification and Safe Handling of Firearms Enforcement Techniques Division			Court- rooms 1,2,3 LGD	5035 Felony Car Stops Lab EOD		9:30 Graduation Building 90 Large Auditorium
10:30													
10:30													
11:30													
11:30 to 12:30 LUNCH													
12:30	A B 5020 Raid II PE	C D 2075 Crime Scene PE	E F 3301 Intro. to Com- puters	A B 3301 Intro. to Com- puters	C D 5020 Raid II PE	E F 2075 Crime Scene PE	A B C 2546 Technical Investiga- tive Equipment Lab	D E F 1900 Mock Trial PE		Comprehensive Exam II Exam Review - 15 Min			
1:30													
1:30													
2:30			CED	CED			ETD						
2:30			Com- puter Lab	COM- puter lab			5035 Felony Car Stops Lab	Courtrooms 1, 2, 3		2064 Organized Crime			
3:30													
3:30	EOD	ETD	CED	CED	EOD	ETD	EOD	LGD		Enforcement Techniques Division			
4:30													

--continued from inside front cover--

Programs (continued)

organizations. Nonparticipating Federal organizations may attend on a space-available basis.

Specialized programs are also available for the personnel from State and local law enforcement agencies through the FLETC's State and Local Law Enforcement Training Program. More than 20 programs are currently offered, and additional program development is under-way place.

While Glynco is the headquarters for the FLETC, and is primarily designed for residential training operations, limited export training is conducted at other locations. This option is exercised when the programs being conducted do not require specialized facilities and when regional geographical concentrations of personnel can be identified.

Within those parameters, the FLETC opened a satellite facility in Marana, Arizona, about 30 miles northwest of Tucson. This was the result of a request in 1984 from the Bureau of Indian Affairs (BIA) for the FLETC to assume responsibility for operating an FLETC Indian Police Academy, where basic training for BIA and tribal police personnel would be conducted. In addition to that training, the Marana facility is presently being used by the FLETC and participating agencies as a site for short-term advanced training of personnel located in the western United States.

Operation

Consolidation of law enforcement training into a single organization allows the Federal Government to emphasize training excellence and cost-effectiveness. Professional instruction and practical application provide students with the skills and knowledge to meet the challenge of a Federal law enforcement career. They not only learn the responsibilities of a law enforcement officer, but through commingling with students from a multitude of agencies, they also become acquainted with the role, mission, and duties of their colleagues. This interaction produces a more cooperative Federal law enforcement effort. The FLETC has established a proud tradition of excellence in training.