## Course Competency

### Competency 1: The student will be able to identify common criminal and noncriminal traffic violations and be able to recognize a legal driver’s license and license tag/plate by:

1. Defining vehicle as provided in the Florida Statutes.
2. Defining a traffic stop according to Florida Legal Guidelines.
3. Listing the general benefits of effective traffic enforcement in deterring unlawful driving.
4. Identifying Florida Statutes that contain criminal and noncriminal traffic violations.
5. Listing common traffic violations encountered by law enforcement officers during traffic stops.
6. Explaining what a licensed driver in Florida must do when a law enforcement officer requests his or her driver license per s. 322.15, F.S.
7. Identifying the Florida Statute addressing the legal confiscation of a Florida driver’s license during a traffic stop.
8. Describing the general format and components of a legal Florida driver’s license.
9. Describing the general format and components of a legal Florida vehicle license tag/plate.

### Competency 2: The student will be able to recognize the characteristics of a professional traffic stop free of discriminatory or bias-based policing by:

1. Explaining bias-based or discriminatory policing as it relates to a law enforcement officer’s treatment of people while performing the job.

## Learning Outcomes

**Course Description:**
The student’s primary responsibility in making traffic stops is to encourage voluntary compliance with traffic laws and improve driver judgment and future behavior. This course end results should be driver education and safer roads. For School of Justice students only. (30 contact hours)

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2. Explaining the legal equal protections guaranteed to every person within the United States by Title 18 of the United States Code and the Fourteenth Amendment.
3. Summarizing the perception of unfair treatment by law enforcement during interactions with minorities.
4. Describing how an officer’s consistent professional interactions with all people may minimize tension and encourage cooperation during a traffic stop.
5. Describing how an officer can effectively bridge communication and language barriers when interacting with the public.

**Competency 3:** The student will be able recognize when and how to initiate a safe and professional unknown risk traffic stop by:

| 1. Monitoring roadway vehicle activity safely to identify potential traffic violations. |
| 2. Positioning the patrol vehicle safely to observe highway traffic and re-enter traffic flow. |
| 3. Applying Florida Statutes correctly while observing vehicle traffic to see if violation(s) of law has occurred. |
| 4. Describing conditions that would affect traffic flow during an unknown risk traffic stop. |
| 5. Summarizing the necessary safety factors to consider when deciding where to conduct an unknown risk traffic stop. |
| 6. Identifying the Florida Statute that governs the operation of emergency vehicle lights and siren during an unknown risk traffic stop. |
| 7. Describing the considerations involved when activating the vehicle’s emergency equipment to safely initiate an unknown risk traffic stop. |
| 8. Positioning the patrol vehicle safely while following a vehicle during an unknown risk traffic stop. |
| 9. Directing the driver to a safer stopping place using the public address system during an unknown risk traffic stop. |
**Competency 4:** The student will be able to safely and professionally conduct an unknown risk traffic stop by:

1. Applying officer safety skills correctly when undertaking an unknown risk traffic stop.
2. Parking the patrol vehicle properly after the violator’s vehicle has stopped during an unknown risk traffic stop.
3. Positioning the backup patrol vehicle properly, if requested, after the violator’s vehicle has stopped.
4. Identifying factors influencing an officer’s assessment of potential danger when initiating an unknown risk traffic stop.
5. Identifying the number of additional passengers in the vehicle during an unknown risk traffic stop.
6. Approaching the violator’s vehicle safely during an unknown risk traffic stop.
7. Explaining how to safely conduct a “no approach” method of calling the violator back to the officer’s patrol vehicle during a traffic stop.
8. Requesting identifying information politely from the vehicle driver after explaining the reason for the stop and waiting for an explanation.
9. Arranging appropriate assistance for the driver if needed during a traffic stop.
10. Identifying the most accurate forms of personal identification that could be requested from a driver during a traffic stop.
11. Directing the driver and passengers where to safely wait, if required, during an unknown risk traffic stop.
12. Comparing criminal justice database information with the personal information during a traffic stop.
13. Describing additional information about a stopped person or vehicle which may be obtained from dispatch or FCIC/NCIC databases.

**Course Competency 5:** The student will be able to correctly complete and take appropriate law enforcement action (take no action, issue a Florida Uniform Traffic Citation,
issue a written or verbal warning, or make an arrest) as appropriate by:

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<tbody>
<tr>
<td>1.</td>
<td>Determining the proper law enforcement action for a violation in an unknown risk traffic stop.</td>
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<td>2.</td>
<td>Choosing whether to issue a verbal or written warning, a written citation, or make an arrest per agency policy and procedure, based on the evidence gathered during an unknown risk traffic stop.</td>
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<td>3.</td>
<td>Summarizing accurately the responsibilities of the officer upon being issued a book of UTC’s.</td>
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<td>4.</td>
<td>Describing accurately the use of the UTC according to the Florida Statutes.</td>
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<td>5.</td>
<td>Describing accurately the components of a Uniform Traffic Citation (UTC).</td>
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<td>6.</td>
<td>Explaining how to accurately complete the appropriate citation or warning per agency policies and procedures.</td>
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<td>7.</td>
<td>Summarizing how to give an operator a verbal or written warning in a professional manner during a traffic stop.</td>
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<td>8.</td>
<td>Explaining how to give a violator a written citation in a professional manner during a traffic stop.</td>
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<td>9.</td>
<td>Providing a reasonable verbal explanation of the traffic offense to the driver in a professional manner during a traffic stop.</td>
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<td>10.</td>
<td>Explaining the citation disposition options available to the driver in a professional manner during a traffic stop.</td>
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<td>11.</td>
<td>Explaining courteously the violator’s responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.</td>
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<td>12.</td>
<td>Explaining courteously that the violator is required to sign mandatory hearing and criminal citations during an unknown risk traffic stop.</td>
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<td>13.</td>
<td>Identifying the violation for refusal to sign the citation during a traffic stop.</td>
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<td>14.</td>
<td>Describing how to courteously close the interaction with the violator after making an unknown risk traffic stop.</td>
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<td>Course Competency 6:</td>
<td>Course Competency 7:</td>
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<td>The student will be able to identify relevant safety factors involved in a high risk traffic stop and prepare to make the stop while maintaining communication with dispatch and backup by:</td>
<td>The student will be able to safely coordinate a high risk traffic stop by:</td>
</tr>
<tr>
<td>1. Applying officer safety skills correctly when undertaking a high risk traffic stop.</td>
<td>1. Summarizing the necessary safety factors to consider when deciding when and where to conduct a high risk traffic stop.</td>
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<td>2. Verifying that the observed vehicle corresponds with a suspect vehicle description, BOLO, criminal justice database hit, or felony violation prior to making a high risk traffic stop.</td>
<td>2. Explaining how to safely initiate the stopping sequence when conducting a high risk traffic stop.</td>
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<td>3. Listing critical, timely information to relate to dispatch while maintaining visual contact with the suspect vehicle when conducting a high risk traffic stop.</td>
<td>3. Identifying the proper positioning and distance between the primary patrol vehicle and the suspect’s vehicle during a high risk traffic stop.</td>
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<td>4. Positioning the primary patrol vehicle safely while conducting a high risk traffic stop.</td>
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5. Positioning the backup patrol vehicle(s) and officer(s) safely while conducting a high risk traffic stop.
6. Deciding if the pursuit is legal, feasible, and necessary, prior to initiating a suspect motor vehicle pursuit.

**Course Competency 8:** The student will be able to safely apply a tactical approach when conducting and concluding a high risk traffic stop by:

1. Explaining how to safely interact with the driver and vehicle occupants while conducting a high risk traffic stop.
2. Relating specific verbal commands and directions to the driver and occupant(s) of the suspect motor vehicle during a high risk traffic stop.
3. Detaining the driver and each passenger in a separate patrol vehicle using appropriate law enforcement actions and in accordance with agency policies and procedures, during a high risk traffic stop.
4. Relating specific verbal commands and directions to the passengers of a suspect motor vehicle in accordance with agency policy during a high risk traffic stop.
5. Commanding hidden passengers to exit the suspect vehicle using the Plus One Rule and agency policy, during a high risk traffic stop.
6. Examining thoroughly the inside of the suspect motor vehicle for more people during a high risk traffic stop in accordance with agency policies and procedures.
7. Applying appropriate law enforcement action concerning the suspects in a high risk traffic stop.
8. Demonstrate how to properly make a high risk traffic stop.
9. Completing the appropriate documentation accurately following a high risk traffic stop, per agency policy and procedure.
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<th><strong>Course Competency 9:</strong> The student will be able to identify the problem of DUI and the physiological effects of alcohol on drivers by:</th>
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<tr>
<td>1. Describing the problem of impaired driving and its requirement for consistent law enforcement action.</td>
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<td>2. Explaining general strategies used to address the problem of impaired driving.</td>
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<td>3. Describing elements that the criminal justice system, the media, and non-governmental organizations (NGO) use to deter impaired driving.</td>
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<td>4. Summarizing the four physiologic categories of alcohol processing in the human body.</td>
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<td>5. Explaining blood alcohol concentration (BAC) as used during a DUI investigation.</td>
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<td>6. Explaining breath alcohol concentration (BrAC) as used during a DUI investigation.</td>
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<th><strong>Course Competency 10:</strong> The student will be able to explain the legal issues related to DUI by:</th>
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<tr>
<td>1. Defining driving under the influence (DUI) as used during a DUI investigation.</td>
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<td>2. Explaining actual physical control as used during a DUI investigation.</td>
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<td>3. Identifying the requirements for Miranda warnings during a DUI traffic stop.</td>
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<td>4. Explaining Standardized Field Sobriety Tests (SFSTs) as used during a DUI investigation.</td>
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<td>5. Defining psychophysical tests as used during a DUI investigation.</td>
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<td>6. Listing the criteria for the administration of breath, blood, or urine sample tests based on a DUI investigation.</td>
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<td>7. Explaining the concept of implied consent as used during a DUI investigation.</td>
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<td>8. Summarizing how to ask a vehicle operator, in a professional manner, to consent to the requested test(s) based on the implied consent law.</td>
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<td>9. Identifying the Florida Statute limit at which an individual is presumed impaired and cannot legally operate a vehicle.</td>
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10. Explaining how to arrange for the legal and timely administration of a breath test, or collection of a blood or urine sample, per agency policy and procedure, during a DUI investigation.
11. Identifying the Florida Statute defined breath test concentration amount indicating impairment and the need for a DUI citation.
12. Explaining when it is appropriate to request a urine test from a DUI subject during a DUI investigation.
13. Explaining the purpose of obtaining a urine test from a DUI subject during a DUI investigation.
14. Describing the criteria for obtaining a blood test from a DUI subject as provided in the Florida Statutes during a DUI investigation.
15. Describing the offense of DUI Second Refusal as provided in the Florida Statutes.
16. Explaining additional requirements for drivers of commercial motor vehicles as provided in the Florida Statutes during a DUI investigation.
17. Explaining the specific requirements for people under the age of 21 during a DUI investigation.
18. Describing the legal requirements of completing a DUI citation as provided in the Florida Statutes.
19. List the elements of the offense of driving under the influence provided in the Florida Statutes.

**Course Competency 11:** The student be able to state the Three Phases of DUI Detection, know the questions that must be answered in each phase, and describe the reliability of the SFSTs by:
1. Summarizing the general DUI detection process as used during a DUI investigation.
2. Explaining the decisions and possible outcomes an officer can arrive at during the three phases of DUI detection.
3. Describing the reliability and validity of the Standardized Field Sobriety Tests based on NHTSA research.
**Course Competency 12:** The student will understand that drugs, both prescribed and illegally obtained, may affect the ability to drive; students will also learn about general indicators of poly drug use by:

1. Observing that a driver may be under the influence of a legal or illegal drug that impairs the ability to safely operate a vehicle.
2. Describing the problem of polydrug use in an impaired driving situation.
3. Explaining the possible effects of polydrug use in an impaired driving situation.
4. Explaining indicators that may suggest an impaired driver is under the influence of medication in an impaired driving situation.
5. Defining drug recognition expert (DRE) in relation to an impaired driving investigation.

**Course Competency 13:** The student will be able to understand how the entire DUI investigation is organized including specifics of the three phases of DUI detection by:

1. Explaining divided attention as it relates to impairment during a DUI investigation.
2. Analyzing a vehicle in motion to identify suspicious or unusual driving patterns to determine reasonable suspicion of impairment during Phase One Vehicle in Motion.
3. Defining cue as it relates to Phase One Vehicle in Motion of a DUI investigation.
4. Describing the use of visual cues to develop reasonable suspicion of a possible impaired driver during a DUI investigation.
5. Listing what an officer might observe after giving the command to stop to a potentially impaired driver.
6. Summarizing Phase Two Personal Contact in a typical DUI investigation.
7. Defining clue as it relates to noting observable driver behavior during the performance of the SFSTs and to potential impairment during Personal Contact (Phase Two) of a DUI investigation.

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8. Describing how to use the senses during face-to-face contact to detect clues of impairment during a DUI investigation.
9. Identifying medical conditions with clues that may mimic alcohol or drug impairment to determine if a DUI investigation is warranted.
10. Describing the general eye examinations that an officer can conduct to assess for possible medical impairment.
11. Explaining pre-exit interview techniques and additional tests to determine if reasonable suspicion of impairment indicates that further investigation of suspected DUI is warranted during Phase Two Personal Contact.
12. Assessing the manner in which the driver exits the vehicle to determine reasonable suspicion of impairment indicating that further investigation of suspected DUI is warranted during Personal Contact (Phase Two).
13. Summarizing Phase Three Pre-Arrest Screening in a typical DUI investigation.
14. Preparing to administer the Standardized Field Sobriety Tests (SFSTs) to a suspected impaired vehicle driver in accordance with agency policies and procedures.
15. Naming the three Standardized Field Sobriety Tests used to detect alcohol or drug impairment.
16. Explaining nystagmus as used during a DUI investigation.
17. Defining Horizontal Gaze Nystagmus (HGN) as used during a DUI investigation.
18. Defining Vertical Gaze Nystagmus (VGN) as used during a DUI investigation.
19. Explaining the three categories of nystagmus as applied to a DUI investigation.
20. Explaining why divided attention tests are effective in detecting impairment.
21. Explain the clues officers may observe in an impaired person during the Walk-and-Turn test.
22. Listing the clues officers may observe in an impaired person during the One-Leg Stand test.
23. Identifying if probable cause to arrest exists
following the tests and in accordance with agency policies and procedures.
24. Explaining how to make a decision to arrest a subject for DUI based on sufficient probable cause, the totality of the circumstances, and according to agency policy.
25. Making a legal arrest of a suspected impaired driver if probable cause exists, or a release in accordance with agency policies and procedures.
26. Completing any additional processing tasks required to thoroughly conclude the DUI investigation.
27. Explaining what is involved in a post-arrest Twenty-Minute Observation period in a typical DUI investigation.

Course Competency 14: The student will be able to correctly administer the NHTSA Standardized Field Sobriety Tests and prepare required documentation by:

1. Explaining the note-taking procedures necessary when correctly administering the Standardized Field Sobriety Tests.
2. Explaining the three clues that point to impairment through the horizontal gaze nystagmus test.
3. Identifying that HGN is a reliable clue of impairment according to NHTSA.
4. Explaining the procedures for horizontal gaze nystagmus testing during a DUI investigation.
5. Identifying what the presence of vertical gaze nystagmus may indicate about impairment.
6. Explaining the procedures for the vertical gaze nystagmus test during a DUI investigation.
7. Explaining how to interpret the horizontal gaze nystagmus test during a DUI investigation.
8. Documenting nystagmus results accurately in field notes during a DUI investigation.
9. Explaining the procedures for the Walk-and-Turn test during a DUI investigation.
10. Explaining how to interpret the Walk-and-Turn test during a DUI investigation.
11. Documenting the Walk-and-Turn test results accurately in field notes during a DUI investigation.
12. Explaining the procedures for the One-Leg Stand test during a DUI investigation.
13. Explaining how to interpret the One-Leg Stand test during a DUI investigation.
14. Documenting One-Leg Stand test results accurately in field notes during a DUI investigation.
15. Conducting the Standardized Field Sobriety Tests (SFST) correctly with the suspected impaired vehicle operator.
16. Generating appropriate documentation on each of the SFSTs in accordance with agency policies and procedures.

**Course Competency 15:** The student will be able to write a comprehensive and accurate report documenting a DUI arrest by:

1. Describing the responsibility of officers in preparing complete written reports for DUI violations.
2. Listing types of information that should be included in thorough DUI field notes.
3. Listing the basic features of a DUI investigation to include in a DUI Arrest Report.
4. Listing the components to include in a comprehensive narrative in a DUI Arrest Report.
5. Listing common report forms used to document a DUI investigation.
6. Explaining the need to organize all pertinent DUI paperwork to assist in a successful prosecution of a DUI offense.
7. Generating a comprehensive and accurate DUI report incorporating the observations, the elements of the crime, Probable Cause affidavit, and the chemical test results.

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