

Florida Department of Education  
Curriculum Framework

**Course Title:** Law, Public Safety & Security Education Directed Study  
**Career Cluster:** Law, Public Safety & Security

**Secondary – Career Preparatory**

Course Number	8900100
CIP Number	0743999910
Grade Level	11-12
Standard Length	Multiple
Teacher Certification	Refer to the <b><u>Course Structure</u></b> section.
CTSO	SkillsUSA, FPSA

**Purpose**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Law, Public Safety & Security cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Course Structure**

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8900100	Law, Public Safety & Security Education Directed Study	ANY PUBLIC SERV OCC ED G LAW ENF@7 7 G CORR OFF 7 G	1 credit – Multiple credits	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Law, Public Safety & Security Education Directed Study  
(Public Service Education Directed Study)  
**Course Number:** 8900100  
**Course Credit:** 1

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate expertise in a specific occupation within the career cluster. The student will be able to:
01.01	The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results. The student will be able to:
02.01	Select investigative study referencing prior research and knowledge.
02.02	Collect, organize and analyze data accurately and precisely.
02.03	Design procedures to test the research.
02.04	Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
03.0	Apply enhanced leadership and professional career skills. The student will be able to:
03.01	Develop and present a professional presentation offering potential solutions to a current issue.
03.02	Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
03.03	Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
03.04	Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study. The student will be able to:
04.01	Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
04.02	Read and interpret information relative to the chosen occupation.
04.03	Locate and evaluate key elements of oral and written information.
04.04	Analyze and apply data and/or measurements to solve problems and interpret documents.

04.05 Construct charts/tables/graphs using functions and data.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA, FPSA are the inter-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Course Title:** Law, Public Safety & Security Cooperative Education – OJT  
**Course Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety and Security

**Secondary – Cooperative Education - OJT**

Course Number	8900410
CIP Number	07439999CP
Grade Level	9-12
Standard Length	Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	SkillsUSA, FPSA Inc.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security cluster(s).

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Law, Public Safety and Security Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.



**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Course Structure**

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8900410	Law, Public Safety & Security Cooperative Education – OJT	ANY PUBLIC SERV OCC ED G LAW ENF @7 7G CORR OFF 7G	Multiple Credits	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

Florida Department of Education  
Student Performance Standards

Program Title: Law, Public Safety & Security Cooperative Education – OJT  
(Public Service Cooperative Education – OJT)  
Secondary Number: 8900410

<b>Standards and Benchmarks</b>	
01.0	Perform designated job skills. The student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics. The student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

## **Additional Information**

### **Special Notes**

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and FPSA are the inter-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Criminal Justice Operations  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Secondary – Career Preparatory**

Program Number	8918000
CIP Number	0743010305
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	SkillsUSA, FPSA, Inc.
SOC Codes (all applicable)	13-1041 Compliance Officers 33-9090 Miscellaneous Protective Service Workers 19-4092 Forensic Science Technicians 23-2011 Paralegals and Legal Assistants 33-3041 Parking Enforcement Workers

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

**Program Structure**

This program is a planned sequence of instruction consisting of four (4) credits. In the secondary program, the fourth course is comprised of two (2) tracks and is intended to provide flexibility for students in the last year of the Criminal Justice program.

Track 1 is comprised of Standards 25 – 37 and is a one credit course focused on the Public Service Aide.

Track 2 is comprised of Standards 38 - 49 and is a one credit course focused on the administrative aspects of the legal system.

To complete the program, students must complete either Track 1 or Track 2.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8918010	Criminal Justice Operations 1	LAW ENF @7 7 G PUB SERV 7 G CORR OFF 7 G	1 credit	33-9090	2	
8918020	Criminal Justice Operations 2		1 credit	33-3041	2	
8918030	Criminal Justice Operations 3		1 credit	19-4092	3	
*8918040	Criminal Justice Operations 4 (Track 1)		1 credit	13-1041	3	
*8918040	Criminal Justice Operations 4 (Track 2)		1 credit	23-2011	3	

**\*See program structure section above for optional tracks for Criminal Justice Operations 4.**

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

### Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Genetics	Marine Science 1 Honors	Marine Science 1	Physical Science	Physics 1	Environmental Science
8918010	5/74 7%	13/80 16%	9/83 11%	10/69 14%	10/67 15%	6/69 9%	13/70 19%	11/62 18%	13/66 20%	9/74 12%	10/72 14%
8918020	8/74 11%	11/80 14%	8/83 10%	9/69 13%	8/67 12%	8/69 12%	11/70 16%	8/62 13%	10/66 15%	8/74 11%	5/72 7%
8918030	13/74 18%	18/80 23%	8/83 10%	17/69 25%	8/67 12%	13/69 19%	18/70 26%	17/62 27%	12/66 18%	17/74 23%	16/72 22%
8918040	12/74 16%	14/80 18%	3/83 4%	11/69 16%	4/67 6%	12/69 17%	12/70 17%	9/62 15%	5/66 8%	14/74 19%	8/72 11%

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8918010	14/67 21%	5/75 7%	4/54 7%	27/49 55%	27/48 56%	0/45 #	0/45 #
8918020	10/67 15%	1/75 1%	4/54 7%	22/49 45%	22/48 46%	0/45 #	0/45 #
8918030	6/67 9%	6/75 8%	6/54 11%	0/49 #	0/48 #	23/45 51%	23/45 51%
8918040	7/67 10%	7/75 9%	6/54 11%	0/49 #	0/48 #	22/45 49%	22/45 49%

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.*

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.



## **Regulated Programs**

The Criminal Justice Standards and Training Commission (CJSTC) have authority to approve and recognize programs IAW 316.640, Florida Statute, Selective Traffic Enforcement Program (STEP). The Florida Department of Law Enforcement (FDLE) has developed and approved through CJSTC curriculum that has been directly integrated into this framework. (CJSTC Specialized Training Program Course numbers: 732 – Traffic Control Officer for Civilians; 1132 – Parking Enforcement Specialist for Civilians; 1133 – Selective Traffic Enforcement Program for Civilians). The requirements for this program can be located online.

## **Common Career Technical Core – Career Ready Practices**

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1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify the history, goals, and career opportunities in the criminal justice system.
- 02.0 Interpret ethics and professionalism in relation to the criminal justice system.
- 03.0 Discuss constitutional and criminal laws at the federal, state, and local levels.
- 04.0 Describe court systems and trial processes.
- 05.0 Discuss the juvenile justice system.
- 06.0 Describe the correctional system.
- 07.0 Utilize personal, interpersonal, and communication skills.
- 08.0 Demonstrate employability skills.
- 09.0 Describe and demonstrate characteristics and procedures of patrol.
- 10.0 Describe crime prevention programs and demonstrate their development and implementation.
- 11.0 Prepare written reports.
- 12.0 Describe and demonstrate traffic-control procedures.
- 13.0 Describe and demonstrate parking enforcement procedures.
- 14.0 Describe the use-of-force continuum guidelines as it applies to Federal, State, and local laws and physical proficiency skills.
- 15.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
- 16.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and other blood-borne pathogens.
- 17.0 Discuss crime scene safety.
- 18.0 Describe and demonstrate criminal investigation procedures.
- 19.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography.
- 20.0 Explain and demonstrate property control procedures.
- 21.0 Explain and demonstrate a traffic crash investigation.
- 22.0 Demonstrate computer literacy.
- 23.0 Apply job related math skills.
- 24.0 Demonstrate an awareness of cultural diversity.

### **TRACK 1 Public Service Aide**

- 25.0 State the authority of the TCI as outlined in Chapter 316.640, Florida Statute.
- 26.0 List the procedures of traffic crash scene management.
- 27.0 Describe how to properly execute scene management.
- 28.0 List the basic principles of traffic crash investigations.
- 29.0 Determining the causation of a crash.
- 30.0 Describe and demonstrate how to complete the on-site Crash investigation.
- 31.0 Document and complete a report.
- 32.0 Describe courtroom demeanor and testimony.
- 33.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 34.0 Demonstrate patrol procedures.
- 35.0 Demonstrate investigative report writing skills.

- 36.0 Conduct preliminary property crime investigations.
- 37.0 Participate in job shadowing/work based learning experiences.

**TRACK 2 Certified Legal Assistance**

- 38.0 Demonstrate comprehension and communication of legal knowledge skills.
- 39.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance.
- 40.0 Perform e-mail activities.
- 41.0 Demonstrate knowledge of legal operating systems.
- 42.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 43.0 Develop communication skills in technical reading and writing of legal documents.
- 44.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace.
- 45.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
- 46.0 Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance.
- 47.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 48.0 Develop an awareness of the ALS certification requirements, rules and guidelines.
- 49.0 Demonstrate employability skills (ALS).

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Criminal Justice Operations 1  
**Course Number:** 8918010  
**Course Credit:** 1

**Course Description:**

This course is to introduce the student to the history, goals, and career opportunities in the Criminal Justice Profession. It also covers ethics and professionalism, constitutional and criminal laws, court and trial process, juvenile justice system, and the correctional system. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
01.0 Identify the history, goals, and career opportunities in the criminal justice system. The student will be able to:			
01.01 Describe the parts and functions of the criminal justice system.	LAFS.910.RI.1.1; RI.1.2; R.I.1.4;RI.3.7; RI.4.10;W.1.2;W.2.5;W.3.9;W.2.6 L.1.1, L.1.2;L.3.6 SL.1.1; SL.1.2; SL.3.6	MAFS.912.F-IF.2.4	
01.02 Identify the history and goals of the criminal justice system.	LAFS.910.RI.1.1; RI.1.2; R.I.1.4;RI.3.7;RI.3.9; RI.4.10;W.1.2;W.2.5;W.3.9;W.2.6 L.1.1, L.1.2;L.3.6 SL.1.1; SL.1.2; SL.3.6		
01.03 Identify and describe career opportunities in the criminal justice system.	LAFS.910.RI.1.2; R.I.1.4;RI.3.7;RI.4.10; W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8 L.1.1, L.1.2;L.3.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
01.04 Identify the prerequisites for job entry into the criminal justice system.	LAFS.910.RI.1.2; R.I.1.4;RI.3.7;RI.4.10; W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8 L.1.1, L.1.2;L.3.6		
01.05 Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.	LAFS.910.RI.1.2; RI.3.8;RI.4.10; W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8;W.3.9 L.1.1, L.1.2;L.3.6; SL.2.4; SL.2.5;SL.2.6		
02.0 Interpret ethics and professionalism in relation to the criminal justice system. The student will be able to:			
02.01 Interpret the codes of ethics for the criminal justice system.	LAFS.910.RI.1.1;RI.1.2; RI.1.4 W.1.2;W.2.4 L.1.1, L.1.2;L.3.6		
02.02 Apply standards of professionalism in the criminal justice system.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.3.9;RI.4.10; W.1.2;W.2.4;W.2.5;;W.3.7;W.3.8 L.1.1, L.1.2;L.3.4;L.3.6 SL.1.1		
02.03 Define discrimination.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.2.5;RI.3.7;RI.3.9;RI.4.10; W.1.2;W.2.4;W.2.5;W.3.7;W.3.8;W.3.9 L.1.1;L.1.2 SL.1.1; SL.1.2		
02.04 Define sexual harassment.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.2.5;RI.3.7;RI.3.9;RI.4.10; W.1.2;W.2.4;W.2.5;W.3.7;W.3.8;W.3.9;L.1.1 L.1.2 SL.1.1; SL.1.2		
03.0 Discuss constitutional and criminal laws at the federal, state, and local levels. The student will be able to:			
03.01 Discuss how political, moral, and economic concerns lead to the development of laws.	LAFS.910.RI.1.1;RI.1.2; RI.4.10 W.1.2;W.2.4;W.2.5;W.3		SC.912.N.4.1,4.2; 912.N.1.1 7, 8, 9,11.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	.7;W.3.8;W.3.9 L.1.1;L.1.2; L.3.4;L.3.6 SL.1.1; SL.2.6		
03.02 Identify constitutional law as it applies to the criminal justice system.	LAFS.910.RI.1.1;RI.1.2; RI.1.3; RI.1.4; RI.3.9 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.8;W.3.9; L.1.1;L.1.2; SL.1.1; SL.2.6		
03.03 Distinguish between state and federal laws.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.3.7; RI.3.9; RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.3.9; W.4.10 L.1.1;L.1.2; L.3.4;L.3.6 SL.1.1; SL.2.6	MAFS.912.F-IF.3.9	
03.04 Differentiate between, and identify elements of, civil and criminal law.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.3.7; RI.3.9; RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.3.9 L.1.1;L.1.2; L.3.4;L.3.6 SL.1.3; SL.2.6	MAFS.912.S-CP.1.5 MAFS.912.A-REI.1.1 MAFS.912.A-CED.1.4 MAFS.912.N-Q.1.1	
03.05 Discuss the impact of local ordinances.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.2.5; RI.3.9 W.1.2;W.2.4;W.2.5;W. 3.7;W.3.9 L.1.1;L.1.2; L.3.4 SL.1.3; SL.2.6		
03.06 Describe criminal law procedures in Florida.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.4.10 W.1.2;W.2.4;W.3.7;W.3 .8;W.3.9 L.1.1;L.1.2; L.3.4 SL.1.1;SL.1.2;SL.2.6	MAFS.912.A-REI.1.1	
04.0 Describe court systems and trial processes. The student will be able to:			
04.01 Describe the federal court system as it applies to the criminal justice system.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.3.9,L. 1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S	MAFS.912.F-IF.2.4	SC 912.N.1.1; N.13, 1.3, 1.4, 1.5, 1.6

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	L.2.5;SL.2.6		
04.02 Describe the Florida court system as it applies to the criminal justice system.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.9; RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6	MAFS.912.F-IF.2.4	
04.03 Describe the pretrial, trial, and post-trial processes.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.9; RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.F-IF.2.4	SC 912.N.1.1; N.13, 1.3, 1.4, 1.5, 1.6
04.04 Describe the roles and responsibilities of the people involved in the trial processes.	LAFS.910.RI.1.1;RI.1.2; RI.1.4; W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8;W.3.9 L.1.1;L.1.2;L.3.4 SL.1.1;SL.1.2;SL.2.4;S L.2.6	MAFS.912.S-ID.2.5	SC 912.N.1.1;N.13, 1.3, 1.4, 1.5, 1.6
04.05 Describe the warrant and summons processes.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.3.9;RI. 4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.4.10 L.1.1;L.1.2;L.3.4 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		
04.06 Explain how to notify witnesses and defendants of court schedules.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.3.8;RI. 3.9 W.1.2;W.1.3;W.2.4;W.3 .7;W.3.8 SL.1.1;SL.2.6		SC 912.N.1.1;N.13, 1.3, 1.4, 1.5, 1.6
04.07 Demonstrate courtroom demeanor and participate in a mock trial.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.3.9;RI. 4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.4.10, L.1.1;L.1.2;L.3.4 SL.1.1;SL.1.2;SL.2.4;S	MAFS.912.N-Q.1.1 MAFS.912.S-ID.2.5 MAFS.912.S-IC.2.6 MAFS.912.A-REI.1.1	SC 912.N.1.1; N.13, 1.3, 1.4, 1.5, 1.6



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	L.2.5;SL.2.6		
05.0 Discuss the juvenile justice system. The student will be able to:			
05.01 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8 L.1.1;L.1.2, SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.F-IF.2.4	SC.912.N.4.1,4.2
05.02 Identify law enforcement procedures related to juvenile delinquency.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		SC.912.N.4.1,4.2
05.03 Discuss Florida's juvenile court system, including procedures and alternative programs.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.F-IF.2.4	SC.912.N.4.1,4.2
05.04 Discuss the juvenile corrections system, including alternative programs.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.F-IF.2.4	SC.912.N.4.1,4.2
05.05 Analyze current trends in juvenile justice.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8;W.3.9 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3 MAFS.912.S-ID.2.5 MAFS.912.S-ID.2.6 MAFS.912.S-ID.3.9 MAFS.912.S-IC.2.6	SC.912.N.4.1,4.2
06.0 Describe the correctional system. The student will be able to:			
06.01 Describe the history of corrections.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.3.7;W.3		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	.8;W.3.9 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.6		
06.02 Differentiate between local, state, and federal correctional systems.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.3.7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.6	MAFS.912.F-IF.2.4	
06.03 Compare and contrast different types of prison- and community-based programs.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3 MAFS.912.S-ID.2.5	SC.912.N.4.1 and 4.2; SC.912.N.1.1 7, 8, 9, 10 and 11
06.04 Identify major correctional operations procedures and programs.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.6		SC.912.N.4.1,4.2 SC.912.N.1.1 7, 8, 9, 10,11
06.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.2.5;RI.4.10 W.1.2;W.2.4;W.2.5;W.3.7;W.3.8;W.3.9;W.4.10 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6	MAFS.912.N-Q.1.1	
06.06 Analyze current trends in correctional reform, including privatization.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.2.5;RI.3.8;RI.4.10 W.1.2;W.2.4;W.2.5;W.3.7;W.3.8;W.3.9;W.4.10 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6	MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3 MAFS.912.S-ID.2.5 MAFS.912.S-ID.2.6 MAFS.912.S-ID.3.9 MAFS.912.S-IC.2.6	SC.912.N.4.1,4.2; SC.912.N.1.1 7, 8, 9, 10,11
06.07 Identify the unique interpersonal skills required in communicating with inmates.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.2.5;RI.3.7 W.1.2;W.2.4;W.2.5;W.2.6;W.3.7;W.3.8;W.3.9 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6	MAFS.912.F-IF.2.4 MAFS.912.N-Q.1.1 MAFS.912.S-ID.2.5 MAFS.912.S-IC.2.6 MAFS.912.A-REI.1.1	

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
07.0 Utilize personal, interpersonal, and communication skills. The student will be able to:			
07.01 Follow directions.			
07.02 Display integrity, loyalty, dependability, and punctuality.			
07.03 Identify and apply strategies for showing compassion and working well with others.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.1.3;W.2.4;W.2.5; W.3.7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.6		
07.04 Create and demonstrate responsible ways of dealing with criticism.	LAFS.910.RI.1.1;RI.1.2; RI.1.4 W.1.2;W.2.4;W.2.5;W.2.6; W.3.8;W.3.9 L.1.1;L.1.2;L.3.4 SL.1.1;SL.1.2;SL.1.3; L.2.5;SL.2.6		
07.05 Identify personal stressors and evaluate methods for resolution.	LAFS.910.RI.1.1;RI.1.2; RI.1.4 W.1.2;W.2.4;W.3.9 L.1.1;L.1.2 SL.1.1;SL.1.2		
07.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.9 W.1.2;W.2.4;W.2.5;W.3.7; W.3.8;W.3.9 L.1.1;L.1.2;L.3.4 SL.1.1;SL.1.2;SL.1.3; L.2.4;SL.2.5;SL.2.6		
07.07 Identify and plan solutions for situations that require crisis management and conflict resolution.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.9 W.1.2;W.2.4;W.2.5;W.2.6; W.3.7;W.3.8;W.3.9 L.1.1;L.1.2;L.2.3 SL.1.1;SL.1.2;SL.1.3; L.2.4		
07.08 Use telecommunications to relay messages in a courteous, respectful way.	LAFS.910.RI.1.1;RI.1.2; RI.1.4 W.1.2;W.2.4;W.2.5 SL.1.1;SL.1.2		
07.09 Explain the purpose the use of communication codes and the phonetic alphabet.	LAFS.910.RI.1.4 W.1.2;W.2.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	L.1.1;L.1.2 SL.1.1;SL.2.4;SL.2.6		
07.10 Describe the different types of communication equipment and identify protocols for their use.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6		
07.11 Identify interviewing techniques used with witnesses and victims.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6		
08.0 Demonstrate employability skills. The student will be able to:			
08.01 Identify sources of information regarding employment opportunities in criminal justice operations.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5 L.1.1;L.1.2 SL.1.1;SL.1.2		
08.02 Identify advanced career options and training opportunities in the criminal justice profession.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.5 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6		
08.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.3.8;RI. 4.10 W.1.2;W.2.4;W.2.5;W.2. .6;W.3.7;W.3.8;W.4.10 L.1.1;L.1.2;L.2.3 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		
08.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.3.8;RI. 4.10 W.1.2;W.2.4;W.2.5;W.2. .6;W.3.7;W.3.8;W.4.10 L.1.1;L.1.2;L.2.3 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
08.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.	LAFS.910.RI.1.1;RI.1.2 W.1.2;W.2.4;W.2.5 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.6		
08.06 Secure information about a particular job.	LAFS.910.RI.1.1;RI.1.2; RI.1.4 W.1.2;W.2.4;W.2.5;W.3 .7;W.3.8 L.1.1;L.1.2 SL.1.1;SL.1.2		
08.07 Complete a job resume.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.4.10 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		
08.08 Complete a job application.	LAFS.910.RI.1.1;RI.1.2; RI.1.4;RI.3.7;RI.4.10 W.1.2;W.2.4;W.2.5;W.2 .6;W.3.7;W.3.8;W.4.10 L.1.1;L.1.2 SL.1.1;SL.1.2;SL.2.4;S L.2.5;SL.2.6		
08.09 Apply effective job interview techniques.	LAFS.910.L.1.1;L.1.2 SL.1.1;SL.2.4;SL.2.6		
08.10 Describe how to make job changes appropriately.	LAFS.910.W.1.2;W.2.4; W.2.5 L.1.1;L.1.2 SL.1.1;SL.2.6		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Criminal Justice Operations 2  
**Course Number:** 8918020  
**Course Credit:** 1

**Course Description:**

This course is to introduce the student to the characteristics and procedures of patrol, complete written reports, and crime prevention programs. Students will also describe guidelines for Use-of-force, perform CPR/ first aid techniques, and procedures to protect from Blood-Borne pathogens. Training for Traffic Control Officer and Parking Enforcement Specialist IAW Florida Statute 316.640 will be accomplished.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
09.0 Describe and demonstrate characteristics and procedures of patrol. The student will be able to:			
09.01 State main duties and responsibilities of patrol officers.	LAFS.910.RI.1.2, 2.4,3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.02 Identify different patrol types and zones and evaluate the advantages and disadvantages of each.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1. 1.2		
09.03 Demonstrate defensive driving techniques (optional).	LAFS.910.SL.1.1, 2.6 LAFS.910.W.2.4, 3.7, 3.8 LAFS.910.L.1.1, 1.2, 3.6		
09.04 Read and interpret a map.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8	MAFS.912.N-Q.1.1 MAFS.912.G-SRT.1.1	
09.05 Analyze current trends in community-oriented policing.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6,1.2, 2.4, 2.5	MAFS.912.S-ID.1.2, 1.3, 2.5, 2.6, 3.9 MAFS.912.S-IC.2.6	

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.06 Define COMPSTAT as it related to Community Policing.	LAFS.910.L.3.4, 3.6		
09.07 Identify and describe procedures for dealing with domestic violence, including abuse and neglect.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.08 Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.09 Identify different patrol techniques.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.10 Describe and demonstrate a traffic stop.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.11 Describe and demonstrate the inspection of a vehicle and equipment.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.12 Describe how to establish rapport with a citizen.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
09.13 Describe interview tactics with cooperative and uncooperative witnesses	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
10.0 Describe crime prevention programs and demonstrate their development and implementation. The student will be able to:			
10.01 Identify community crime prevention programs.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
10.02 Describe how to develop and implement school and community crime prevention programs.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		SC.912.N.4.2
10.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2 MAFS.912.N-Q.1.1, 1.3		SC.912.N.4.2; SC.912.N.1.1 6, 7
10.04 Identify and discuss local crime prevention programs and opportunities for participation.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10 LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2		
10.05 Describe the importance and possible uses of crime analysis information.	LAFS.910.RI.1.2, 2.4, 3.7, 4.10	MAFS.912.S-ID.1.3, 2.5, 2.6, 3.9	SC.912.N.4.2



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.2.6, 1.2, 2.4, 2.5 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS.910.L.1.1, 1.2	MAFS.912.S-IC.2.6 MAFS.912.S-ID.1.2	
10.06 Conduct a security survey.	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
11.0 Prepare written reports. The student will be able to:			
11.01 Identify the who-what-when-where-why-how elements of a report.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
11.02 Describe the purpose of different types of reports.	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
11.03 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.RI.3.9 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
11.04 Identify and locate state statutes as they pertain to situations being reported.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
11.05 Define and write a probable-cause affidavit.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<b>TRAFFIC CONTROL OFFICER FOR CIVILIANS</b>			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
12.0 Describe and demonstrate traffic control procedures. The student will be able to:			
12.01 Define a Traffic Control Officer as stated in s. 316.640(4)(a), Florida Statutes.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.02 List the qualifications of a traffic control officer (TCO).	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.03 Explain the responsibilities of a traffic control officer.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<p>12.04 List the limitations of a traffic control officer are not authorized to include:</p> <ul style="list-style-type: none"> <li>A. carry a firearm or any other weapon</li> <li>B. write any citations</li> <li>C. make any arrests</li> <li>D. conduct any investigations</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.05 Define “traffic control devices” according to s. 316.003 (23), F.S.</p>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.5 LAFS.910.L.3.6		
<p>12.06 Define “traffic signals” according to s. 316.003(24), F.S.</p>			
<p>12.07 Describe the main objectives of traffic direction and control to include:</p> <ul style="list-style-type: none"> <li>A. increase safety</li> <li>B. increase traffic flow</li> <li>C. divert traffic flow</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4 LAFS.910.L.3.5 LAFS.910.L.3.6		
12.08 List methods for controlling traffic to include: A. Deployment of traffic control devices B. Direction by an officer C. Manual control of traffic signals following agency policies and procedures.	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.09 Identify when traffic direction and control are applicable pursuant to agency protocol to include: A. rush hours B. traffic light failures C. vehicle crashes D. special events E. major disasters F. missing or absent traffic control devices G. funeral procession or dignitary motorcade H. cooperation with other public service agency	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.10 List equipment available to an officer for use in directing traffic: A. Whistle B. high visibility glove C. lighted baton D. reflective slip-over vest E. barricades or cones F. flares, electronic markers, or chemical lightsticks G. variable message boards, including arrow boards	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.11 Evaluate a traffic situation before intervening to direct traffic to include: A. Determine if intervention is necessary. B. Consider the safety of the officer and the public. C. Maintain traffic flow or divert traffic.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.12 Identify factors that should be considered when planning to direct traffic to include:</p> <ul style="list-style-type: none"> <li>A. Determine how to improve the traffic situation before entering the roadway.</li> <li>B. Assess whether additional officers and/or resources are needed.</li> <li>C. Decide where to stand in the roadway.</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.13 List the safety precautions that an officer should follow when directing traffic to include:</p> <ul style="list-style-type: none"> <li>A. Always check safety measures; be alert and ready to move out of the way of a vehicle.</li> <li>B. Never move without making sure it is safe.</li> <li>C. Never permit vehicles or pedestrians to start from a stopped position until approaching traffic is stopped.</li> </ul>	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.14 Identify the correct place that an officer should stand while directing traffic.</p>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.15 List basic conduct for officers directing traffic to include:</p> <ul style="list-style-type: none"> <li>A. Engage the attention of drivers at all times. <ul style="list-style-type: none"> <li>1) Make eye contact with a stopped or stopping motorist.</li> <li>2) Use hand signals, such as pointing, to gain a motorist's attention.</li> </ul> </li> <li>B. Keep your hands free.</li> <li>C. Do not engage in idle conversation.</li> <li>D. Do not smoke.</li> <li>E. Do not twirl a chain or other objects.</li> <li>F. Do not use electronic devices such as cell phones.</li> </ul>	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.16 Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic to include:</p> <ul style="list-style-type: none"> <li>A. Stop traffic in all directions.</li> <li>B. Clear a path for the emergency vehicle if needed.</li> <li>C. Wave the emergency vehicle through the intersection.</li> <li>D. Communicate with a supervisor when circumstances are beyond the duties of a TCO.</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.17 Explain why voice commands are seldom used in directing traffic to include:</p> <ul style="list-style-type: none"> <li>A. Verbal directions are not easy for drivers to hear or understand.</li> <li>B. Voice commands might be misinterpreted by motorist or pedestrian.</li> <li>C. Words may antagonize motorist or pedestrian.</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<p>12.18 List procedures to follow if voice commands must be used to include:</p> <ul style="list-style-type: none"> <li>A. Move reasonably close to the pedestrian or driver.</li> </ul>	LAFS.910.W.2.6 LAFS.910.W.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<ul style="list-style-type: none"> <li>B. Be polite and brief.</li> <li>C. Address as miss, ma'am, or sir.</li> <li>D. Do not lose your temper.</li> </ul>	LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.19 List procedures to follow when assisting pedestrians across the street including: <ul style="list-style-type: none"> <li>A. Be firm but polite.</li> <li>B. Verbally direct pedestrians.</li> <li>C. Do not permit crossing until it is safe.</li> <li>D. Take extra caution with children, the elderly, or persons with disabilities.</li> </ul>	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.20 Describe the various whistle signals to get the attention of the driver or pedestrian including: <ul style="list-style-type: none"> <li>A. one long blast for the vehicle to stop</li> <li>B. two short blasts for the vehicle to go</li> <li>C. several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal</li> </ul>	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.21 List the various hand signals used in conjunction with the whistle signals to include: <ul style="list-style-type: none"> <li>A. stop</li> <li>B. turn right</li> <li>C. turn left</li> <li>D. start</li> <li>E. keep moving</li> <li>F. resume traffic signal control</li> </ul>	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.22 Demonstrate the various hand signals used in conjunction with the whistle signals.	LAFS.910.RI.1.2 LAFS.910.RI.2.4		



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.23 Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.24 Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.25 Demonstrate how to safely light a flare, position it, and extinguish it.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
12.26 Demonstrate how to activate a chemical light stick.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
<b>PARKING ENFORCEMENT SPECIALIST</b>			
13.0 Describe and demonstrate parking enforcement procedures – the student will be able to:			
13.01 Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<p>13.02 State what parking statutes are in Florida Statute 316, to include:</p> <ul style="list-style-type: none"> <li>A. Definitions as defined in (316.003).</li> <li>B. Define jurisdiction as explained in (316.006).</li> <li>C. Define powers of local authorities as explained in (316.008).</li> <li>D. Stopping, standing or parking outside of municipalities (316.194)</li> <li>E. Stopping, standing or parking prohibited in specified places (316.1945)</li> <li>F. Additional parking regulations (316.195)</li> <li>G. Parking for certain purposes prohibited (316.1951)</li> <li>H. Parking spaces for persons with have disabilities (316.1955)</li> <li>I. Parking violations; designated parking spaces for person with disabilities (316.1957)</li> <li>J. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958)</li> <li>K. Handicap parking enforcement (316.1959)</li> <li>L. Exemption of vehicles according to (316.1964).</li> <li>M. Parking near rural mailbox during certain hours; penalties (316.1965)</li> <li>N. Liability for payment of parking ticket violations and other parking violations (316.1967)</li> <li>O. Obstruction of public streets, highways, and roads (316.2045)</li> <li>P. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135)</li> <li>Q. Enforcement (316.640).</li> <li>R. Disposition of fines and forfeitures collected for violations (316.660)</li> <li>S. Amount of penalties (316.18(6)).</li> <li>T. Jurisdiction and procedure for parking infractions (318.325)</li> <li>U. Definitions; general (320.01)</li> <li>V. Free motor vehicle license plate to certain disabled veterans (320.084(5))</li> <li>W. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)</li> <li>X. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)</li> <li>Y. License plates for members of Paralyzed Veterans of America (320.0845)</li> <li>Z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of transportation services to persons who have disabilities (320.0848)</li> <li>AA. Electric vehicle charging stations (366.94(3)).</li> <li>BB. Parking spaces for persons who have disabilities (553.5041).</li> <li>CC. Assault and battery on law enforcement (784.07(2)).</li> <li>DD. Cruelty to animals (828.12(1)).</li> <li>EE. Local animal control or cruelty ordinances (828.27).</li> </ul>			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
FF. Resisting officer with violence (843.01). GG. Resisting officer without violence (843.02).			
13.03 State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.04 List the qualifications and limitations of a Parking Enforcement Specialist.	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.05 Explain how local ordinances affect operating procedures and vary by agency.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<p>13.06 Explain how the State and national computer systems are used to obtain vehicle identification data, if required.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2</p>		
<p>13.07 Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4 LAFS.910.L.3.6</p>		
<p>13.08 Identify the importance of professional demeanor and behavior while in court.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1</p>		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.2		
13.09 Identify appropriate body language, posture, and physical appearance while in court.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.10 Identify proper speech and phrasing of answers when giving testimony.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.11 Identify the purpose of taking an oath before court testimony begins.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<p>13.12 Identify the importance of familiarization with and use of all evidence, reports, and exhibits.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2</p>		
<p>13.13 Identify possible objections raised during court testimony.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2</p>		
<p>13.14 Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4 LAFS.910.L.3.6</p>		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<p>13.15 Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2</p>		
<p>13.16 Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2</p>		
<p>13.17 Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.</p>	<p>LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4 LAFS.910.L.3.6</p>		



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
13.18 Describe the importance of an informational briefing.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.19 Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.20 Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.21 Identify various paid parking systems and types of permitted parking utilized in an assigned work area.	LAFS.910.RI.1.2 LAFS.910.RI.2.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.22 Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.23 Patrol the assigned area to issue citations appropriately for parking violations.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.24 Define any scofflaw violations with the appropriate resource.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2 LAFS.910.L.3.4 LAFS.910.L.3.6		
13.25 Describe how to photograph the violation, if applicable.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.26 Input the appropriate observed violation onto the citation correctly.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.27 Describe the proper agency-specified steps to issue a parking citation.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.28 Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.29 Describe what resources or information are available in relation to inquiries from the public.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.30 Provide information to individuals in connection with a citation that they received for a parking violation.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.31 Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.32 Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
13.33 Describe how medical conditions can affect an individual's attitudes or behavior.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.0 Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills. The student will be able to:			
14.01 Describe the totality of circumstances as it relates to: A. Subject resistance B. Situational Factors C. Justification D. Officer Response	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.02 Describe legal issues pertaining to objective reasonableness as it pertains to the use of force that include Tennessee v. Garner and Graham v. Conner cases.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.03 Identify potential weapons.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.04 Describe and demonstrate stop and frisk as it relates to Terry v. Ohio.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.05 Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation. (optional)	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.06 Demonstrate weapon safety and familiarization. (optional)	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.07 Describe the four elements of arrest.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
14.08 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
15.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR). The student will be able to:			
15.01 Identify the four classes of fires and the extinguishing agents for each.	LAFS.910.L.3.6 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
15.02 Identify electrical hazards, hazardous materials, and life threatening situations.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4		



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
15.03 Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.	LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.3.7 LAFS.910.RI.4.10 LAFS.910.W.2.6 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.5 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
15.04 Apply basic first aid techniques.	LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.2		
15.05 Demonstrate mastery of CPR.	LAFS.910.W.1.2 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.L.1.1 LAFS.910.L.1.2		
16.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and blood-borne pathogens. The student will be able to:			
16.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.	LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3		
16.02 Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.	LAFS.910.SL.1.2		
16.03 Identify "at-risk" behaviors that promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood-borne pathogens.	LAFS.910.SL.1.2 LAFS.910.W.3.7 LAFS.910.W.3.8		
16.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients	LAFS.910.SL.2.4 LAFS.910.SL.2.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
following Center for Disease Control (CDC) guidelines.			
16.05 Explain the legal aspects of AIDS, including testing.	LAFS.910.SL.2.5 LAFS.910.SL.2.6		

Florida Department of Education  
Student Performance Standards

**Course Title:** Criminal Justice Operations 3  
**Course Number:** 8918030  
**Course Credit:** 1

**Course Description:**

This course is to introduce the student to the crime scene safety, conducting criminal investigations, conducting forensic processing, and complete property control procedures. Students will conduct a traffic crash investigation completing the proper report forms. Computer skills as well as job related math skills will be performed. Enhancing the awareness of human diversity will be instructed.

**Abbreviations:**

CCSS-M/LA = Florida Standards for Math/Language Arts  
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
17.0 Discuss crime scene safety. The student will be able to:			
17.01 Describe “Right –to-Know” Law as recorded in (29CFR-1910.1200).	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.9; RI.4.10 W.1.2; W.2.4; W.2.5; W.2.6; W.3.7 L.1.1; L.1.2; L.2.3;L.3.4;L.3.6 SL.1.3;SL.2.4;SL.2.5 ;SL.2.6		
17.02 Discuss the potential health and safety hazards one could encounter at a crime scene.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10 W.1.2; W.2.4; W.2.5; W.2.6; W.3.7 L.1.1; L.1.2; L.2.3;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.1.3;SL.2.4;SL.2.5; SL.2.6		SC.912.N.1.1 2, 3, 7, 10; N.1.5; SC.912.L.14.6

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
17.03 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I. 3.7; RI.4.10 W.1.2;W.1.3; W.2.4; W.2.5; W.3.7; W.3.9 L.1.1; L.1.2; L.2.3;L.3.6 SL.1.2;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		
17.04 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I. 3.7; RI.3.9;RI.4.10 W.1.2;W.2.4; W.2.5;W.2.6;W.3.7; W.3.9 L.1.1; L.1.2; L.2.3;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		SC.912.N.4.2
17.05 Discuss emergency procedures involving personal risk in a crime scene situation.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I. 3.7; RI.4.10 W.1.2;W.1.3;W.2.4; W.2.5;W.3.7 L.1.2; L.2.3;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4		
17.06 Identify and explain the use of protective equipment for crime scene processing	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I. 3.7; RI.4.10 W.1.2;W.2.4; W.2.5;W.3.7 L.1.1;L.1.2; L.2.3;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4		
18.0 Describe and demonstrate criminal investigation procedures. The student will be able to:			
18.01 State the purpose and types of investigations.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I. 3.7;RI.4.10 W.1.2;W.2.4;		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
	W.2.5;W.2.6;W.3.7 L.1.1;L.1.2; L.2.3;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4		
18.02 Describe the responsibilities of law enforcement officers at the crime scene.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4; W.2.5;W.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.4 ;SL.2.6		
18.03 Describe the role of evidence in investigations.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4; W.2.5;W.3.7 SL.1.1;SL.1.2;SL.2.4 ;SL.2.5		
18.04 Describe crime scene investigation procedures.	LAFS.1112.RI.1.1; RI.1.2; R.I 3.7;RI.4.10 W.1.2;W.2.4; W.2.5;W.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		
18.05 Secure and preserve a mock crime scene.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I 3.7;RI.4.10 L.1.1;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		SC.912.N.1.1 4,6 through 11; SC.912.N.1.5;
18.06 Photograph a mock crime scene and the evidence.			SC.912.N.1.1 6, 8; SC912.N.2.4;
18.07 Take measurements at a mock crime scene.		MAFS.912.G- CO.1.2 MAFS.912.G- CO.1.3 MAFS.912.G- CO1.5 MAFS.912.G- CO.4.12	SC.912.N.1.1 6

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
		MAFS.912.G-SRT.1.1 MAFS.912.G-C.1.2 MAFS.912.G-C.1.4 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	
18.08 Record facts about crime using recording equipment and note taking.	LAFS.1112.W.1.2;W.2.4;W.4.10 L.1.1;L.3.6 SL.2.6		SC.912.N.1.1 2,6,7,
18.09 Sketch a mock crime scene.		MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO1.5 MAFS.912.G-CO.4.12 MAFS.912.G-SRT.1.1 MAFS.912.G-C.1.2 MAFS.912.G-C.1.4 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	SC.912.N.1.1 2,6
18.10 Assist in identifying, handling, preserving, collecting, recording, and storing mock evidence.	LAFS.1112.W.1.2;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.2;SL.2.6	MAFS.912.S-ID.2.5	SC.912.N.1.1 2,4,6,7,11; SC.912.N.2.4
18.11 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression. (optional)			SC.912.N.1.1 2,4,6,7,8,9,11; SC.912.N.2.4 and N.3.5
18.12 Process a mock crime scene for fingerprints.	LAFS.1112.W.1.2;W.1.4;W.2.4;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.2;SL.2.6		SC.912.N.1.1 2,4,6,7,8,9,11; SC.912.N.2.4; SC.912.N.1.5 and N.1.6

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
18.13 Describe the chain of custody of evidence.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4; W.2.5;W.2.6 L.1.1;L.1.2;L.3.6 SL.1.1;SL.2.6		
18.14 Identify different search methods.	LAFS.1112.RI.1.1; RI.1.2;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		
18.15 Describe effective interview skills and techniques for obtaining information from witnesses and victims in an investigation.	LAFS.1112.RI.1.1; RI.1.2; RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4; W.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.6		
18.16 Describe when subpoenas should and should not be used for witnesses.	LAFS.1112.RI.1.1; RI.1.2;R.I 3.7;RI.4.10 W.1.2;W.2.4; W.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.6		
18.17 Describe Miranda warning requirements in suspect interviews.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.9;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.3;SL.2.6		
18.18 Describe how to show witnesses photos of suspects for identification.	LAFS.1112.RI.1.2; RI.1.4;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.4 ;SL.2.6		
18.19 Describe how to prepare for court testimony.			
19.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography. The student will be able to:			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
19.01 Roll fingerprints.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		
19.02 Identify focal points.	LAFS.1112.RI.1.1; RI.1.2;R.I 3.7;RI.4.10 W.1.2;W.2.4;W.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		
19.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).	LAFS.1112.W.1.2;W .2.4;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.6		SC.912.L.14.11; L.14.6
19.04 Lift and record latent prints.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		
19.05 Describe blood-type identification procedures and DNA profiling.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		SC.912.N.1.1 2, 4, 6, 7, 10,11; N.1.2; N.1.5; SC.912.L.14.34, L.14.35; L.14.6; SC.912.L.16.11
19.06 Describe hair and fiber examination procedures.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		SC.912.N.1.1 2, 4, 6, 7, 10,11; N.1.2; SC.912.L.14.6; SC.912.L.16.11
19.07 Describe broken glass examination procedures.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4		SC.912.N.1.1 2, 4, 6, 7, 10,11



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		
19.08 Identify basic photo laboratory procedures and take photographs.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		SC.912.N.1.1 6, 8; SC912.N.2.4
19.09 Explain the capabilities of a full-service crime lab.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.2.4		
19.10 Explain the Henry Modified system of fingerprint classification.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.5;SL.2. 6		
<b>20.0</b> Explain and demonstrate property control procedures. The student will be able to:			
20.01 Classify, identify, and mark property.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;RI.4.10 W.1.2;W.2.4;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4;SL.2.6		
20.02 Match properties with reports.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4 W.1.2;W.2.4;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2		
20.03 Describe storage and control of evidence, property, and supplies.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4;W.2.5; W.2.6 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	;SL.2.4;SL.2.6		
20.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;R.I 3.7;RI.4.10 W.1.2;W.2.4 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.1.3 ;SL.2.4		
21.0 Explain and demonstrate a traffic crash investigation. The student will be able to:			
21.01 Conduct a traffic accident investigation.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4 W.1.2;W.1.3;W.2.4; W.4.10 L.1.1;L.1.2;L.2.3;L.3. 6 SL.1.1;SL.2.6		SC.912.N.1.1 6, 8; SC912.N.2.4;2,4,6,7,8,9, 11
21.02 Complete a DHMSV traffic crash report form to include completing a proper diagram.	LAFS.1112.RI.1.2;RI .1.4 W.1.2;W.2.4;W.4.10 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.6	MAFS.912.G- CO.1.2 MAFS.912.G- CO.1.3 MAFS.912.G- CO1.5 MAFS.912.G- CO.4.12 MAFS.912.G- SRT.1.1 MAFS.912.G- C.1.2 MAFS.912.G- C.1.4 MAFS.912.N- Q.1.1 MAFS.912.N- Q.1.3 MAFS.912.N- VM.1.3	
22.0 Demonstrate computer literacy. The student will be able to:			
22.01 Use the computer as a tool for the special applications associated with the criminal justice system including but not limited to Crime Scene Sketch using CAD or other computer software program. (optional)	LAFS.1112.W.2.6 SL.2.5		
22.02 Access databases for information.			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
22.03 Access a computer program for career selection and postsecondary education opportunities.	LAFS.1112.RI.1.2;RI.1.4;RI.1.3.7 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.4;SL.2.5;SL.2.6		
22.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.		MAFS.912.S-ID.2.5	
22.05 Use a word processor as applicable in specific criminal justice occupations.	LAFS.1112.W.1.2;W.1.3;W.2.4;W.2.5;W.2.6;W.4.10 L.1.2;L.3.6		
23.0 Apply job related math skills. The student will be able to:			
23.01 Produce a graph, chart, or table associated with the Criminal Justice System.	LAFS.1112.RI.1.2;RI.1.4;RI.1.3.7 W.1.2;W.2.4;W.2.6 L.1.1;L.1.2;L.3.6	MAFS.912.S-ID.1.1 MAFS.912.S-ID.2.5	
23.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.		MAFS.912.A-REI.1.1 MAFS.912.A-CED.1.4	
23.03 Measure time, temperature, distance, capacity, and mass/weight.		MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.1 MAFS.912.A-REI.1.1 MAFS.912.A-CED.1.4	SC.912.N.1.1. 6
23.04 Make estimations and approximations and judge the reasonableness of the result.			
24.0 Demonstrate an awareness of cultural diversity. The student will be able to:			
24.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.6 L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.6		
24.02 Identify methods of communication that may enhance human relations with culturally diverse communities.	LAFS.1112.RI.1.1; RI.1.2;RI.1.4;RI.4.10 W.1.2;W.2.4;W.2.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
	L.1.1;L.1.2;L.3.6 SL.1.1;SL.1.2;SL.2.6		

Florida Department of Education  
Student Performance Standards

**Course Title:** Criminal Justice 4  
**Course Number:** 8918040  
**Course Credit:** 1

**Course Description:**

Track 1 is comprised of Standards 25-37 and is a one credit course focused on the Public Service Aide.

Track 2 is comprised of Standards 38-49 and is a one credit course focused on the administrative aspects of the legal system.

To complete the program, students must complete either Track 1 or Track 2.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<b>Track 1</b> <b>Traffic Crash Investigator</b>			
25.0 State the authority of the TCI as outlined in chapter 316.640, F.S. The student will be able to:			
25.01 Explain the TCI's role.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
25.02 Explain ethics and professionalism.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
25.03 Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10		
26.0 List the procedures of traffic crash scene management. The student will be able to:			
26.01 Plan a prompt arrival to a service call with accurate geographic or zone orientation.	LAFS1112.SL.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
26.02 Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.	R.I. 3.7; LAFS1112.SL.1.2	MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-VM.2.4	
26.03 Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.	LAFS1112.SL.1.2		
26.04 Recognize elements to physically manage a traffic crash scene.	LAFS1112.SL.1.2		
26.05 Describe how to evaluate the crash scene for potential hazards.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
26.06 Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10;LAFS1112. SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
26.07 Describe how to evaluate the medical response needed at the crash scene.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
27.0 Describe how to properly execute scene management. The student will be able to:			
27.01 Determine if a crash occurred.		MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3	

CTE Standards and Benchmarks		FS-LA	FS-MATH	NGSSS-Sci
			MAFS.912.N-VM.2.4	
27.02	Recognize special considerations to determine the need for additional units.	LAFS1112.SL.1.2		
27.03	Describe the importance of continually assessing the scene for possible hazards.	LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
27.04	Recognize and describe indicators of impaired drivers.	LAFS1112.SL.1.2		
27.05	Identify a person who may be driving under the influence (DUI).	LAFS1112.SL.1.2		
27.06	Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2	MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4	
27.07	Identify the penalties for giving false information.	LAFS1112.SL.1.2		SC.912.P.12.2,P.12.3;P.12.5
27.08	Explain how to respond to inquiries with correct information from a variety of sources.	LAFS1112.SL.1.2		SC912,N.1.4
27.09	Recognize when crash report information is privileged or confidential.	LAFS1112.SL.1.2		
28.0	List the basic principles of traffic crash investigation. The student will be able to:			
28.01	Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.	LAFS1112.SL.1.2	MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4	SC.912.P.12.2,P.12.3;P.12.5
28.02	Describe the efficient use of field notes.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4,		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	W.2.5, W.2.6, L.1.1, L.1.2		
28.03 Distinguish between a witness and an independent witness.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
28.04 Describe the most efficient manner in which to interview witnesses.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
28.05 Identify issues affecting the process of taking statements from witnesses and involved parties.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
28.06 Describe different methods and practices to obtain statements.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2		
28.07 Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.			
29.0 Determining the causation of a Crash. The student will be able to:			
29.01 Describe roadway characteristics that may contribute to a crash.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4 MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12	SC.912.P.12.2,P.12.3;P.12.5



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
29.02 Define what the area of collision is.	LAFS1112.L.3.6		
29.03 Define common terms used during a traffic crash investigation.	LAFS1112.L.3.6		
29.04 Define transitory and non-transitory types of evidence that should be collected on the scene.	LAFS1112.L.3.6		SC.912.N.1.1
29.05 Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.	LAFS1112.L.3.6		
29.06 Explain the procedure for the measurement of skid marks.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2	MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4	SC.912.N.1.1
29.07 Document evidence through markings.		MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	SC.912.N.1.1
29.08 Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	SC.912.N.1.1
29.09 Identify the information to be included in the field sketch and its purpose.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	
29.10 List the factors to consider when evaluating vehicular speed.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4	SC.912.P.12.2,P.12.3;P .12.5
29.11 Determining how the crash occurred.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10;		SC.912.N.1.1

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
30.0 Describe and demonstrate how to complete the on-site Crash Investigation. The student will be able to:			
30.01 Facilitate communication between parties to exchange drivers' information.	LAFS.1112.SL1.1		
30.02 Determine fault for the crash, and issue the citation.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
30.03 Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.			
30.04 Describe steps to clear the crash scene at the end of a vehicle crash investigation.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
30.05 Describe how to determine when to have vehicles cleared from a crash scene.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
30.06 Describe how to determine if a vehicle involved in a crash incident needs a tow truck.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
31.0 Document and complete a report—The student will be able to:			
31.01 Define the uses of a traffic crash report.	LAFS1112.L.3.6		
31.02 Identify the statutes governing crash reporting, and summarize the process to include:	LAFS1112.SL.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<ul style="list-style-type: none"> <li>A. 316.061 Crashes involving damage to vehicle or property.</li> <li>B. 316.062 Duty to give information and render aid.</li> <li>C. 316.062 Duty upon damaging unattended vehicle or other property.</li> <li>D. 316.066 Written reports of crashes.</li> </ul>			
<p>31.03 Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include:</p> <ul style="list-style-type: none"> <li>A. 316.027 Crash involving death or personal injuries.</li> <li>B. 316.064 When driver unable to report.</li> <li>C. 316.065 Crashes; reports; penalties.</li> <li>D. 316.067 False reports.</li> <li>E. 316.068 Crash report forms.</li> <li>F. 316.070 Exchange of information at scene of crash.</li> <li>G. 316.193 Driving under the influence; penalties.</li> <li>H. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal.</li> <li>I. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force.</li> </ul>	LAFS1112.SL.1.2		
<p>31.04 Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.</p>	LAFS1112.L.3.6		
<p>31.05 Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).</p>	LAFS1112.L.3.6		
<p>31.06 Identify the crash report form as a standardized means for storing crash-related information.</p>			
<p>31.07 Estimate the dollar amount of damages to vehicles and/or other property.</p>	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; L.3.6 MAFS.912.S- MD.2.5		
<p>31.08 Identify events that are the causes or contributory causes of a crash.</p>	LAFS1112.SL.1.2		
<p>31.09 Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.</p>			
<p>31.10 Describe the use of diagramming as a means to document information regarding a crash scene investigation.</p>	LAFS.1112.SL.2.4		
<p>31.11 List the essential items that officers should include on a crash diagram.</p>	LAFS.1112.W.2.4	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
31.12 Complete a Traffic Diagram Template to create the hand-drawn diagram.	LAFS.1112.SL.1.2; W.2.4	MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.4.12 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-VM.1.3 MAFS.912.N-VM.2.4	
31.13 Identify the role of the traffic crash investigator in recommending a driver's license reexamination.	LAFS1112.SL.1.2		
32.0 Describe courtroom demeanor and testimony—The student will be able to:			
32.01 Define the following legal definitions relative to the traffic crash investigation: A. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)] B. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime C. contraband: goods, property, or other things possessed in violation of the law D. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony E. duces tecum: ("bring with you") a type of subpoena which requires the witness to bring specified documents or other evidence F. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or derivative G. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year H. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense) I. forfeiture: the loss of some right or property as a penalty for some illegal act J. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)] K. jurisdiction: the territorial range over which an authority extends	LAFS1112.L.3.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
<ul style="list-style-type: none"> <li>L. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial</li> <li>M. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)]</li> <li>N. ordinance: a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation</li> <li>O. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged</li> <li>P. reasonable doubt: a doubt based on reason regarding an element of the state's proof of a defendant's guilt</li> <li>Q. q) restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant</li> <li>R. search: an exploration or inspection of an individual's premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person</li> <li>S. seizure: the act of taking possession of property, things, or persons, including evidence and contraband</li> <li>T. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply</li> <li>U. venue: the circuit or county in which a particular trial may be conducted</li> <li>V. witness: one who observes an incident or has knowledge of facts or information</li> </ul>			
32.02 Define important elements of court preparation for the traffic crash investigator.	LAFS1112.L.3.6		
32.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
32.04 Explain the importance of depositions.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4,		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
32.05 Identify appropriate demeanor and behavior when giving testimony or statements.	LAFS1112.SL.1.2		
32.06 Describe some common tactics used by opposing counsel during cross-examination.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
32.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.	LAFS1112.SL.1.2		
<b>Police Service Aide</b>			
33.0 Explain the community service officer's/police service aide's role, ethics, and professionalism. The student will be able to:			
33.01 Explain the Community Service Officer's/Police Service Aide's role.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
33.02 Explain ethics and professionalism.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
34.0 Demonstrate patrol procedures. The student will be able to:			
34.01 Use the telephone and police radio properly.	LAFS.1112.SL.1.1		
34.02 Recognize the symptoms of mental illness and retardation and notify the proper authorities.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
34.03 Perform foot patrol and vehicular patrol and recognize police hazards.			
34.04 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.		MAFS.912.S-ID.3.9 MAFS.912.S-IC.2.6	
34.05 Operate a vehicle according to National Safety Council standards.			
<b>35.0</b> Demonstrate investigative report writing skills. The student will be able to:			
35.01 Comprehend the types and basic requisites of reports.	LAFS.1112.W.1.2		
35.02 Identify the basic steps in writing a report.	LAFS.1112.W.1.2; W.2.4; W.4.10		
35.03 Apply the fundamentals in writing a report.	LAFS.1112.W.1.2; W.2.4; W.4.10		
<b>36.0</b> Conduct preliminary property crime investigations. The student will be able to:			
36.01 Apply proper methods of collecting, preserving, marking and transporting evidence.			
36.02 Process surfaces for latent fingerprints.			
36.03 Complete an evidence receipt, maintaining the chain of custody.			
36.04 Describe procedures for investigating specific property crimes.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
36.05 Demonstrate preliminary investigation of specific property crimes.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2		
<b>JOB SHADOWING/WORK BASED LEARNING EXPERIENCES</b>			
<b>37.0</b> Participate in job shadowing/work based learning experiences. The student will be able to:			
37.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.			
37.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
37.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.			
<b>TRACK 2/Certified Legal Assistant</b>			
38.0 Demonstrate comprehension and communication of legal knowledge skills. The student will be able to:			
38.01 Read and comprehend technical and non-technical legal terminology utilized in reading assignments related to course content including trade journals, books, magazines and electronic	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; L.3.6;		
38.02 Write clear and well-organized documents, integrating a variety of information from a range of law areas.	LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
38.03 Take notes, organize, summarize, and paraphrase ideas and details.	LAFS1112.W.2.4; W.2.5; W.2.6		
38.04 Accurately follow written and oral instructions.			
38.05 Interpret data on graphs, charts, diagrams, and tables commonly used in the legal profession	LAFS.1112.SL.1.2	MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3 MAFS.912.S-ID.2.5 MAFS.912.S-ID.2.6 MAFS.912.S-ID.3.9 MAFS.912.S-IC.1.1 MAFS.912.S-IC.1.2 MAFS.912.S-IC.2.6	
38.06 Understand the federal and state court systems, juries and jurisdiction	LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
39.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance. The student will be able to:			



CTE Standards and Benchmarks		FS-LA	FS-MATH	NGSSS-Sci
39.01	Develop keyboarding skills to enter and manipulate text and data (e.g., create, edit, format, input, design layout).	LAFS.1112.W.2.6		
39.02	Describe and use current and emerging computer technology and software to perform legal business related tasks.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
39.03	Demonstrate knowledge of basic file management, filing rules and filing procedures skills.	LAFS.1112.W.2.6		
39.04	Identify, describe and utilize communications and networking systems required in legal workplace environments (e.g., electronic mail, internet, conflicts check system etc.).	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
39.05	Use reference materials and manuals available for applications and operation systems software.	LAFS.1112.; W.3.7; W.3.8		
39.06	Troubleshoot problems with computer software, hardware, peripherals, and other office equipment (e.g., printers, facsimile, dictation equipment, postage meters etc.).			
39.07	Describe ethical issues and problems associated with computers and information systems.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3;		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
40.0 Perform e-mail activities. The student will be able to:			
40.01 Describe e-mail capabilities and functions.	LAFS1112.SL.2.4		
40.02 Use the Internet to perform e-mail activities.	LAFS.1112.W.2.6		
41.0 Demonstrate knowledge of legal operating systems. The student will be able to:			
41.01 Identify and utilize basic legal operating system file naming conventions (e.g., basic principles, business names, governmental names, organizational names and personal names.)	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
41.02 Use appropriate legal office procedures for letters, envelopes, interoffice memoranda, processing mail, proof reading and, delivery services.	LAFS.1112.W.2.6 LAFS.1112.SL.2.6		
41.03 Know and understand the duties performed by a notary public.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
41.04 Understand and use appropriate telephone etiquette (e.g., courtesy, first impressions, telephone use etc.)	LAFS.1112.SL.2.6		
42.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance. The student will be able to:			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
42.01 Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment, mission statement, code of ethics, etc.).	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
42.02 Perform legal business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.).	LAFS1112.W.2.6		
42.03 Demonstrate knowledge of ethical behavior in a legal business environment (e.g., appearance of impropriety, dealing with confidential information and privileged communications, identity of funds and property of clients, confidence and integrity in the legal profession, unauthorized practice of law, etc.)	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
43.0 Develop communication skills in technical reading and writing of legal documents. The student will be able to:			
43.01 Utilize basic grammar, spelling, punctuation, capitalization, word usage and number usage skills to create/develop legal documents	LAFS1112.L.1.1; L.1.2		
43.02 Use composition and expression during the writing process to create/edit legal documents appropriate to the subject matter, purpose, and audience (e.g., clarity, conciseness, tone, sentence structure, unity, coherence etc.).	LAFS.1112.W.2.4; W.2.5		
43.03 Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, voice mail) to solve legal problems and complete legal tasks.	LAFS.1112.SL.1.2		
44.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace. The student will be able to:			
44.01 Accept constructive criticism in a positive manner.	LAFS.1112.SL.1.1		

CTE Standards and Benchmarks		FS-LA	FS-MATH	NGSSS-Sci
44.02	Apply appropriate strategies to manage and resolve conflict in work situations.	LAFS.1112.SL.1.1		
44.03	Demonstrate personal and interpersonal skills appropriate for the legal workplace (e.g., responsibility, dependability, punctuality, integrity, positive attitude, initiative, and respect for self and others, professional dress, etc.).			
45.0	Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing. The student will be able to:			
45.01	Use database, spreadsheets, presentation software, scheduling, and integrated software packages to enhance communications.	LAFS.1112.W.2.6		
45.02	Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.	LAFS.1112.W.2.6		
45.03	Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, voice mail) to solve business problems and complete business tasks.	LAFS.1112.SL.1.2		
45.04	Use miscellaneous equipment and information services to complete legal tasks (e.g., copiers, dictation equipment, facsimile, filing equipment and postage meters).			
46.0	Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance. The student will be able to:			
46.01	Use common office accounting terminology and procedures in solving legal problems (e.g., computations for legal documents, depositing funds, firm and trust bank accounts, activity registers and time sheets, writing checks and stopping payment, using bank drafts, cashier's checks and personal checks).	LAFS.1112.L.3.6	MAFS.912.F.4.2	
46.02	Follow accepted rules, regulations and policies for office accounting.			
47.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance. The student will be able to:			
47.01	Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
47.02 Identify, analyze and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
47.03 Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.			
48.0 Develop an awareness of the ALS certification requirements, rules and guidelines. The student will be able to:			
48.01 Define the purpose of the ALS examination.	LAFS1112.L.3.6		
48.02 Understand the duties and composition of the ALS certification Board.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
48.03 Explain and conduct ALS pre-testing preparation procedures.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9;		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	W.4.10		
48.04 Know the testing application procedures, fees and appropriate deadlines.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
48.05 Know ALS examination procedures, how tests are conducted and graded, and how certification is maintained.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.0 Demonstrate employability skills (ALS). The student will be able to:			
49.01 Identify sources of information regarding employment opportunities in the ALS profession.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.02 Identify advanced career options and training opportunities in the ALS	LAFS.1112.RI.1.1;		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
profession.	RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in the ALS profession.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6,		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.06 Secure information about a particular job.	LAFS.1112.RI.1.1; RI.1.2; R.I. 3.7; RI.4.10; LAFS1112.SL.2.4, W.1.2, W.2.4, W.2.5, W.2.6, L.1.1, L.1.2; SL.1.2; LAFS.1112.W.1.1; W.1.2; W.1.3; W.2.4; W.2.5; W.2.6; W.3.7; W.3.8; W.3.9; W.4.10		
49.07 Complete a job resume.	LAFS.1112.W.2.4; W.2.5; W.2.6;		
49.08 Complete a job application.	LAFS.1112.W.2.4; W.2.5; W.2.6;		
49.09 Apply effective job interview techniques.	LAFS1112.SL.1.1; SL.1.2; SL.1.3; SL.2.4; SL.2.6		



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

In order to complete the program and sit for the industry certificate test, Public Service Aide, a student MUST complete Criminal Justice Operations 1, Criminal Justice Operations 2, Criminal Justice Operations 3, and Criminal Justice Operations 4 – Track 1 (Traffic Crash Investigator & Public Service Aide).

In order to complete the program and sit for the industry certificate test, Certified Legal Assistant, a student MUST complete Criminal Justice Operations 1, Criminal Justice Operations 2, Criminal Justice Operations 3, and Criminal Justice Operations 4 – Track 2 (Certified Legal Assistant).

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and Florida Public Service Association, Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Crime Scene Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Secondary – Career Preparatory	
Program Number	8918001
CIP Number	0743010602
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	SkillsUSA, FPSA, Inc.
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

**Program Structure**

This program is a planned sequence of instruction consisting of four (4) credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8200301	Crime Scene Technology 1	LAW ENF @7 7 G PUB SERV 7 G CORR OFF 7 G	1 credit	19-4092	2	
8200302	Crime Scene Technology 2		1 credit	19-4092	2	
8200303	Bloodstain Pattern Analysis		1 credit	19-4092	2	
8200304	Courtroom Presentation of Scientific Evidence and Report Writing		1 credit	19-4092	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **Crime Scene Technology 1**

- 01.0 Describe different components of crime scene processing.
- 02.0 Discuss the nature of physical evidence.
- 03.0 Demonstrate use of Crime Scene Photography.
- 04.0 Describe crime scene processing tasks and techniques.
- 05.0 Describe safety of personnel at crime scenes and identify steps to take for scene processing.
- 06.0 Explain steps taken to document a crime scene.
- 07.0 Sketch and map a crime scene.

### **Crime Scene Technology 2**

- 08.0 Demonstrate an understanding of the use of crime scene notes and reports.
- 09.0 Describe steps to take for personal safety at a crime scene
- 10.0 Explain how to document and reconstruct a shooting scene.
- 11.0 Discuss application of bloodstain pattern analysis at a crime scene.
- 12.0 Demonstrate proper documentation of the body as a crime scene.
- 13.0 Identify special scene considerations.
- 14.0 Discuss the history of crime scene analysis and reconstruction and describe how to reconstruct a scene.

### **Bloodstain Pattern Analysis**

- 15.0 Describe the history of bloodstain pattern analysis and its impact on present day use at a crime scene.
- 16.0 Demonstrate understanding of different stages of injury patterns on the body.
- 17.0 Discuss the composition of biological and physical properties of human blood.
- 18.0 Demonstrate the ability to analyze physical properties of bloodstain formation.
- 19.0 Demonstrate the ability to analyze passive bloodstains.
- 20.0 Demonstrate the ability to identify formation of spatter.
- 21.0 Demonstrate the ability to identify spatter associated with a projection mechanism.
- 22.0 Demonstrate ability to photograph bloodstain evidence.

### **Courtroom Presentation of Scientific Evidence and Report Writing**

- 23.0 Discuss steps for crime scene technicians to take when issued a subpoena.
- 24.0 Describe negligence and how it can damage a case.
- 25.0 Identify rules of evidence.
- 26.0 Demonstrate use of scientific literature.
- 27.0 Demonstrate proper conduct for testifying in court.
- 28.0 Demonstrate use of professional documentation in report writing.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Crime Scene Technology 1  
**Course Number:** 8200304  
**Course Credit:** 1

**Course Description:**

This course is to prepare students for careers as crime scene technicians. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

<b>CTE Standards and Benchmarks</b>	
01.0	Describe different components of crime scene processing. The student will be able to:
01.01	Distinguish the differences between the CSI Effect and reality of crime scene investigations.
01.02	Analyze T.V. shows related to the CSI Effect and discuss the impact of these shows on the field of forensic science.
01.03	Define crime scene vocabulary.
01.04	Define and identify types of evidence (i.e., Testimonial Evidence, Physical Evidence, and Trace Evidence).
01.05	Identify the roles of crime scene personnel (i.e., Police officers, CSI Unit, District Attorney, Medical Examiner, Specialists, and Detectives).
01.06	Summarize crime scene protocol to include: Interview, Examine, Document, and Process.
01.07	Identify different types of evidence (i.e., Drug Chemistry, Trace Chemistry, Microscopy, Biology/DNA, Toxicology, Latent Prints, Ballistics, Toolmarks, and Questioned Documents).
02.0	Discuss the nature of physical evidence. The student will be able to:
02.01	Outline the difference between class and individual characteristics of evidence.
02.02	Define trace evidence.
02.03	Explain the collection of hair and fiber evidence.
02.04	Demonstrate collection of hair and fiber evidence.
02.05	Describe collection and processing of glass.
02.06	Explain collection and processing of paint and polymers.
02.07	Explain paint layering.
02.08	Explain the soil collection and processing procedures.

02.09	Demonstrate soil collection and processing procedures.
02.10	Discuss differences in how to process crime scenes based on ballistics present at the scene.
02.11	Describe testing process for GSR.
02.12	Define rifling.
02.13	Describe steps to identify ballistic match with rifling technique.
02.14	Explain the collection and processing of tool mark evidence.
02.15	Explain the collection and processing of impression evidence.
02.16	Explain the collection and processing of chemical evidence.
02.17	Explain the collection and processing of document evidence.
02.18	Explain Locard's exchange principle.
02.19	Explain cross-contamination of evidence.
02.20	Explain the history of fingerprints.
02.21	Identify sources, steps for collection and processing of serology and biological evidence.
02.22	Explain the process of protecting, collecting, and processing computer forensics.
02.23	Discuss the role of forensic pathology.
02.24	Discuss the role of a forensic pathologist.
03.0	Demonstrate use of Crime Scene Photography. The student will be able to:
03.01	Discuss the history of forensic imaging.
03.02	Document initial interactions at scene.
03.03	Discuss the process of providing emergency care at the scene.
03.04	Explain the process of how to secure a crime scene.
03.05	Demonstrate how to secure a crime scene.
03.06	Outline the process of releasing the scene to appropriate authorities.
04.0	Describe crime scene processing tasks and techniques. The student will be able to:
04.01	Explain the importance and process of observation at a crime scene.
04.02	Create a crime scene sketch.
04.03	Identify and demonstrate search patterns.
04.04	Outline general rules for collection of evidence.
05.0	Describe safety of personnel at crime scenes and identify steps to take for scene processing. The student will be able to:
05.01	Explain sharing of information with responding officers.



05.02	Explain and demonstrate a scene scope and boundary assessment.
05.03	Explain how to ensure scene integrity and control scene contamination.
05.04	Identify equipment needed for personal protective measures.
05.05	Define biohazards and how to protect against them.
05.06	Define the steps to take before entering buildings with structural, fire and explosion hazards.
05.07	Discuss possible chemical, bioterror, and inhalation hazards and how to protect against them.
05.08	Explain the complexity and role at a mass crime scene or mass casualty.
05.09	Explain the role of crime scene supervisors.
05.10	Explain Practical On-Scene Considerations for the Mass Scene.
06.0	Explain steps taken to document a crime scene. The student will be able to:
06.01	Demonstrate proper photo documentation.
06.02	Describe types and purpose of crime scene photographs.
06.03	Demonstrate overall photographs.
06.04	Demonstrate evidence-establishing photographs.
06.05	Demonstrate how to take evidence close-up and forensic quality photographs.
06.06	Identify precautions for video photography.
07.0	Sketch and map a crime scene. The student will be able to:
07.01	Define essential elements of a sketch.
07.02	Discuss variations of view in sketches.
07.03	Discuss methods for crime scene mapping.
07.04	Discuss how technology is used in crime scene mapping.

**Florida Department of Education  
Student Performance Standards**

**Course Title:**        **Crime Scene Technology 2**  
**Course Number:**   **8200302**  
**Course Credit:**     **1**

**Course Description:**

This course is part two of a progression to prepare students for careers as crime scene technicians. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

CTE Standards and Benchmarks	
08.0	Demonstrate an understanding of the use of crime scene notes and reports. The student will be able to:
08.01	Demonstrate use of investigative notes.
08.02	Complete a crime scene report.
09.0	Describe steps to take for personal safety at a crime scene. The student will be able to:
09.01	Discuss the possible health and safety hazards at a crime scene.
09.02	Explain the importance and use of protective equipment for crime scene processing.
09.03	Participate in a mock crime scene.
09.04	Describe storage and control of evidence.
09.05	Explain the history of fingerprints.
09.06	Explain classification versus identification of fingerprints.
09.07	Discuss AFIS and its use.
09.08	Define surface characteristics.
09.09	Explain fingerprint interaction with porous surfaces.
09.10	Explain fingerprint interaction with nonporous smooth and rough surfaces.

09.11	Demonstrate fingerprinting techniques.
09.12	Explain cyanoacrylate fuming.
09.13	Demonstrate basic brush and powder techniques.
09.14	Explain the procedure for collection of fingerprints at fire scenes.
10.0	Explain how to document and reconstruct a shooting scene. The student will be able to:
10.01	Explain internal, terminal, and external ballistics.
10.02	Describe bullet defect verification through chemical evaluation.
10.03	Explain the bullet impact angle based on defect shape.
10.04	Explain zones of possibility.
11.0	Discuss application of bloodstain pattern analysis at a crime scene. The student will be able to:
11.01	Discuss the Physically Altered Bloodstain Principle.
11.02	Discuss the Methodology of BPA.
11.03	Discuss Infrared Photography.
11.04	Identify different degree patterns of bloodstains.
12.0	Demonstrate proper documentation of the body as a crime scene. The student will be able to:
12.01	Explain the process of examining a corpse in situ.
12.02	Explain the process of examining a corpse in the morgue.
12.03	Explain the process of examining a live individual.
12.04	Identify cause of injuries.
13.0	Identify special scene considerations. The student will be able to:
13.01	Explain special scene considerations for fire scenes.
13.02	Explain special scene considerations for landfill recoveries.
13.03	Explain special scene considerations for buried and scattered remains.
13.04	Explain special scene considerations for entomological evidence associated with bodies.
14.0	Discuss the history of crime scene analysis and reconstruction and describe how to reconstruct a scene. The student will be able to:

14.01 Discuss the history of crime scene reconstruction.

14.02 Identify the underlying principles of crime scene reconstruction.

14.03 Apply the scientific method to a crime scene investigation.

14.04 Explain how to reconstruct entire events.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Bloodstain Pattern Analysis  
**Course Number:** 8200303  
**Course Credit:** 1

**Course Description:** Students will learn basic principles of bloodstain pattern analysis as well as techniques to collect blood evidence.

<b>CTE Standards and Benchmarks</b>	
15.0	Describe the history of bloodstain pattern analysis and its impact on present day use at a crime scene. The student will be able to:
15.01	Discuss objectives of Bloodstain Pattern Analysis.
15.02	Discuss the scientific approach to bloodstain pattern analysis.
15.03	Discuss the historical development of Bloodstain Pattern Analysis.
15.04	Classify bloodstains.
16.0	Demonstrate understanding of different stages of injury patterns on the body. The student will be able to:
16.01	Define blood circulation vocabulary.
16.02	Compute blood volume.
16.03	Define terminology associated with medical and anatomical aspects of blood.
16.04	Determine injury patterns and cause of those injuries (i.e., abrasions, lacerations, incised wounds, stab wounds, gunshot wounds, contact wounds, intermediate-range gunshot wounds, distant or long-range gunshot wounds, and gunshot exit wounds).
16.05	Identify bloodstain patterns in the body (i.e., Postmortem lividity, postmortem marbling of the skin, and petechial hemorrhaging).
16.06	Identify patterns associated with bruises.
16.07	Identify patterns associated with abrasions.
17.0	Discuss the composition of biological and physical properties of human blood. The student will be able to:
17.01	Discuss the composition of blood.
17.02	Discuss purpose of white and red blood cells.

17.03	Discuss purpose of hemoglobin.
17.04	Discuss purpose and function of platelets.
17.05	Discuss physical properties of blood (i.e., viscosity, surface tension, and relative density/specific gravity).
17.06	Explain how drugs and alcohol can affect bloodstains.
18.0	Demonstrate the ability to analyze physical properties of bloodstain formation. The student will be able to:
18.01	Determine travel of a blood drop.
18.02	Explain the effects of air resistance on blood drops as they fall.
18.03	Analyze drop volume.
18.04	Determine distance of fallen blood drops.
18.05	Discuss the classification of bloodstain patterns (i.e., passive, spatter, and altered).
19.0	Demonstrate the ability to analyze passive bloodstains. The student will be able to:
19.01	Identify free-falling drops on horizontal surfaces.
19.02	Identify free-falling drops on angular surfaces.
19.03	Identify drop patterns.
19.04	Identify drip trails.
19.05	Identify flaw patterns.
19.06	Discuss blood pools.
19.07	Discuss saturation.
19.08	Identify transfer bloodstains.
20.0	Demonstrate the ability to identify formation of spatter. The student will be able to:
20.01	Discuss the physical properties of blood relative to spatter formation.
20.02	Discuss and identify physical characteristics of spatter patterns.
20.03	Understand distribution of spatter.
20.04	Demonstrate ability to identify shapes of spatter.
21.0	Demonstrate the ability to identify spatter associated with a projection mechanism. The student will be able to:

21.01	Discuss arterial mechanisms.
21.02	List and explain bloodstain patterns produced by medical conditions.
21.03	Explain expiratory mechanisms.
21.04	Explain cast-off mechanisms.
22.0	Demonstrate ability to photograph bloodstain evidence. The student will be able to:
22.01	Photograph bloodstains.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Courtroom Presentation of Scientific Evidence and Report Writing  
**Course Number:** 8200304  
**Course Credit:** 1

**Course Description:** Students will learn the basics of testifying in court in-regards to forensic evidence. Students will also interact with reports and focus on writing skills.

<b>CTE Standards and Benchmarks</b>	
23.0	Discuss steps for crime scene technicians to take when issued a subpoena. The student will be able to:
23.01	Discuss the purpose of a subpoena.
23.02	Discuss responsibility of crime scene technician when subpoena is received.
24.0	Describe negligence and how it can damage a case. The student will be able to:
24.01	Define negligence.
24.02	Define professional negligence.
24.03	Define statutory negligence.
25.0	Identify rules of evidence. The student will be able to:
25.01	Outline state rules of evidence.
25.02	Assess the hearsay rule.
25.03	Assess impact of chain of custody.
25.04	Demonstrate chain of custody.
25.05	Explain and outline process of rape evidence kit collection.
25.06	Describe how to conduct nondestructive testing.
26.0	Demonstrate use of scientific literature. The student will be able to:
26.01	Demonstrate use of Medical Literature Analysis and Retrieval System (MEDLARS).



26.02	Demonstrate use of the Internet for research.
27.0	Demonstrate proper conduct for testifying in court. The student will be able to:
27.01	Discuss requirements of testimony.
27.02	Discuss professional responsibility of testifying in court.
27.03	Demonstrate ability to testify in court.
28.0	Demonstrate use of professional documentation in report writing. The student will be able to:
28.01	Demonstrate use of proper grammar.
28.02	Demonstrate use of correct spelling and identify tools to use to ensure there are no spelling errors.
28.03	Demonstrate ability to write a clear, concise report with no grammatical, punctuation, or spelling errors.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and FPSA, Inc. are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Private Security Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Secondary – Career Preparatory**

Program Number	8918031
CIP Number	0743010900
Grade Level	12
Standard Length	1 credit
Teacher Certification	Refer to <b>Course Structure</b> section.
CTSO	Skills USA, FPSA Inc.
SOC Codes (all applicable)	33-9032 Security Guards

**Purpose**

This course provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as a Security Officer (33-9032 Security Guards). The content includes, but is not limited to, legal issues, basic first aid, emergency procedures, ethics and professional conduct, access control, patrol techniques, report writing, interview techniques, fire safety, crime and accident prevention and protection, terrorism awareness, public relations, courtroom procedures, communication skills, and personal protection.

**Course Structure**

This is a single course of instruction as mandated by Section 493.6303(4) (a), Florida Statutes, and Rule 5N-1.140, F.A.C. Students must complete the 40-hour course of instruction in its entirety to qualify for the Class “D” Security Officer License, which will make the students eligible for employment in the security industry in the state of Florida.

**NOTE:** Schools must possess a Class “DS” Security Officer School or Training Facility license (issued by the Division of Licensing) in order to provide the required training to students seeking to qualify for the Class “D” Security Officer license.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8918031	Private Security Officer	LAW ENF @7 7G PUB SERV 7 G	1 credit	33-9032	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

### Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8918031	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8918031	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that

*educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.*

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

**Regulated Programs**

The **Florida Department of Agriculture and Consumer Services (FDACS), Division of Licensing** is responsible for establishing uniform standards for the employment and training of private security, private investigative, and recovery services through licensure and regulation of those industries pursuant to Chapter 493, Florida Statutes. Please refer to links below to locate the most current license requirements and curriculum guide.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Additional Information

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and FPSCA, Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Introduction to Fire Fighting  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Secondary – Career Preparatory**

Program Number	8918200
CIP Number	0743020301
Grade Level	10-12
Standard Length	3 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	SkillsUSA, FPSA Inc.
SOC Codes (all applicable)	33-2011 Firefighters

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The introduction to firefighting program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency, medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

## Program Structure

This program is a planned sequence of instruction consisting of one three (3) credits.

This cluster is a planned sequence of instruction consisting of three courses that will provide a foundation in Fire Science for additional postsecondary instruction.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8918210	Fire Fighting 1	FIRE FIGHT 7G	1 credit	33-2011	2	
8918220	Fire Fighting 2		1 credit	33-2011	2	
8918230	Fire Fighting 3		1 credit	33-2011	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

33-2011

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8918210	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8918220	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8918230	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8918210	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8918220	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8918230	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.*

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Regulated Programs**

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.)**

The **Bureau of Fire Standards and Training (BFST) is responsible for** establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service.
- 02.0 Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries.
- 03.0 Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls.
- 04.0 Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread.
- 05.0 Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety.
- 06.0 Properly use and care for PPE and describe how it can protect firefighters and the limitations of Personal protective equipment.
- 07.0 Select, use, and correctly maintain portable fire extinguishers.
- 08.0 Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects.
- 09.0 Describe and perform search and victim removal methods as well as firefighter survival skills.
- 10.0 Identify emergency scene lighting equipment.
- 11.0 Explain and perform forcible entry and breaching operations.
- 12.0 Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue.
- 13.0 Apply tactical ventilation knowledge and practices following AHJ policies and procedures.
- 14.0 Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply.
- 15.0 Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes.
- 16.0 Describe how and perform skills to control structural fires, Class C and D fires, vehicle, and ground cover fires.
- 17.0 Apply loss control knowledge and practices following AHJ policies and procedures.
- 18.0 Describe the role of the Firefighter I in the development and implementation of a fire and life safety program.
- 19.0 Demonstrate the following JPR's

Florida Department of Education  
Student Performance Standards

**Course Title:** Fire Fighting 1  
**Course Number:** 8918210  
**Course Credit:** 1

**Course Description:**

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
01.0 Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service. . The student will be able to:			
01.01 Summarize the history of the fire service.			
01.02 Explain the organizational characteristics, cultural challenges, and cultural strengths that influence the fire service.			
01.03 Describe the mission of the fire service.			
01.04 Describe the organization of fire departments			
01.05 Distinguish among functions of fire companies.			
01.06 Summarize primary knowledge and skills the firefighter must have to function effectively.			
01.07 Distinguish among the primary roles of fire service personnel.			
01.08 Describe fire department organizational principles.			
01.09 Locate information in departmental documents and standard or code materials.			

01.10	Distinguish between fire department SOPs and rules and regulations.			
01.11	Explain the ways the fire service may interact with other organizations.			
01.12	Describe the organization of the AHJ fire department.			
01.13	Explain the roles of the Firefighter I and Firefighter II as a member of the organization.			
01.14	Demonstrate the ability to use departmental documents, standards or code materials to locate information specific to those materials.			
01.15	Explain the purpose of the FOG.			
01.16	Given Florida Statutes, explain the impact of “duty to drive with due regard for the safety of all persons using the highway” upon emergency driving liability.			
01.17	Given Florida Statutes, identify when the use of red warning signals is authorized for a volunteer’s personal operating vehicle (POV), how many red signals may be displayed on a volunteer’s POV, and what documentation is required to be able to display red signals and where it is to be kept.			
01.18	Identify the requirements to attaining and maintaining a firefighter certificate of completion and a certificate of compliance.			
01.19	Identify three purposes of the Incident Command System (ICS).			
01.20	Identify requirements to use ICS.			
01.21	Describe the basic features of ICS.			
01.22	Describe the role and function of the command staff.			
01.23	Define the roles and functions of the operations, plans, logistics, finance/administration section and the information/intelligence functions.			
01.24	Describe basic ICS facilities.			
01.25	Identify facilities that may be located together.			
01.26	Identify facility map symbols.			
01.27	Describe common mobilization responsibilities.			



01.28	Describe common responsibilities at an incident.			
01.29	List individual accountability responsibilities.			
01.30	Describe common demobilization responsibilities.			
01.31	Describe NIMS concepts and principles.			
01.32	Identify the benefits of using NIMS as a national response model.			
01.33	Identify the organizational structure of ICS.			
01.34	Identify fire major management functions.			
01.35	Describe the purpose of unique position titles in ICS.			
01.36	Explain the roles and responsibilities of the Command and General Staff.			
01.37	Determine when it is appropriate to institute an area command.			
01.38	Describe the functions and purpose of Multiagency Coordination Systems.			
01.39	Describe the Public Information Systems required by NIMS.			
01.40	Identify ways in which NIMS affects how their jurisdictions prepare for incident and events.			
01.41	Describe the advantages of common communication and information management standards.			
01.42	Explain how NIMS will influence technology and technological systems required for emergency response.			
02.0	Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries. The student will be able to:			
02.01	List the main types of job-related firefighter fatalities, injuries, and illnesses.			
02.02	Describe the National Fire Protection Association® standards related to firefighter safety and health.			
02.03	Identify Occupational Safety and Health Administration (OSHA) regulations and how they relate to firefighters.			
02.04	Summarize the model that supports the concept of risk management.			
02.05	Describe fire department safety and health programs.			

02.06	Summarize firefighter health awareness issues.			
02.07	Summarize safe vehicle operations.			
02.08	Summarize guidelines for riding safely on the apparatus.			
02.09	Describe ways to help prevent accidents and injuries in fire stations and facilities.			
02.10	Explain general guidelines for tool and equipment safety.			
02.11	Describe ways to maintain safety in training.			
02.12	State the practices a Firefighter I uses for emergency scene preparedness and safety.			
02.13	Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.			
02.14	Explain the importance of personnel accountability.			
02.15	Explain the two-in two-out requirements of F.S. 633.508(3).			
02.16	Discuss Florida's Firefighter Occupational Safety and Health Administration Regulations.			
03.0	Discuss external and internal communications in the fire service and display the correct communication skills during emergency and Non-emergency calls. The student will be able to:			
03.01	Explain the procedures for receiving emergency and nonemergency external communications.			
03.02	Describe the information required to dispatch emergency services.			
03.03	Describe the systems used for internal communications.			
03.04	Explain radio limitations that may impact internal communications.			
03.05	Describe radio procedures used for internal communications.			
04.0	Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread. The student will be able to:			
04.01	Describe the impact of fire on common building materials.			
04.02	Explain the impact of fire on construction classifications.			

04.03	List the main types of occupancy classifications.			
04.04	Describe the basic construction of building components.			
04.05	Describe Florida's marking systems for truss construction.			
05.0	Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety. The student will be able to:			
05.01	Explain the science of fire as it relates to energy, forms of ignition, and Fire Behavior modes of combustion.			
05.02	Describe the impact of thermal energy on heat, temperature, and heat transfer.			
05.03	Recognize the physical states of fuel.			
05.04	Explain the relationship between oxygen and life safety.			
05.05	Identify the products of self-sustained chemical reactions.			
05.06	Explain the factors that affect fire development.			
05.07	Describe the stages of fire development.			
05.08	Recognize signs, causes, and effects of rapid fire development.			
05.09	Describe the methods through which firefighting operations can influence fire behavior.			
06.0	Properly use and care for PPE and describe how it can protect Firefighters and the limitations of PPE. The student will be able to:			
06.01	Describe the purpose of personal protective equipment.			
06.02	Describe characteristics of each type of personal protective equipment.			
06.03	Summarize guidelines for the care of personal protective clothing.			
06.04	Explain safety considerations for personal protective equipment.			
06.05	Identify respiratory hazards.			
06.06	Identify types of respiratory protection equipment.			
06.07	Describe the limitations of respiratory protection equipment.			
06.08	Explain methods for storing respiratory protection equipment.			

06.09	Describe general donning and doffing considerations for protective breathing apparatus.			
06.10	Summarize general considerations for protective breathing apparatus inspections and care.			
06.11	Summarize safety precautions for refilling SCBA cylinders.			
06.12	Explain procedures for replacing SCBA cylinders.			
06.13	Explain safety precautions for SCBA use.			
06.14	Describe nonemergency and emergency exit indicators.			
06.15	Describe nonemergency exit techniques.			
07.0	Select, use, and correctly maintain portable fire extinguishers. The student will be able to:			
07.01	Explain portable fire extinguisher classifications.			
07.02	Describe types of portable fire extinguishers.			
07.03	Define the ratings in a portable fire extinguisher rating system.			
07.04	Explain the considerations taken when selecting and using portable fire extinguishers.			
07.05	Identify procedures used for the inspection, care, and maintenance of portable fire extinguishers.			
08.0	Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects. The student will be able to:			
08.01	Compare and contrast the characteristics of life safety rope and utility Ropes and Knots rope.			
08.02	Summarize basic guidelines for rope maintenance.			
08.03	Explain reasons for placing rope out of service.			
08.04	Describe webbing and webbing construction.			
08.05	Describe parts of a rope and considerations in tying a knot.			
08.06	Describe knot characteristics and knot elements.			
08.07	Describe characteristics of knots commonly used in the fire service.			
08.08	Select commonly used rope hardware for specific applications.			

08.09	Summarize hoisting safety considerations.			
09.0	Describe and perform search and victim removal methods as well as firefighter survival skills. The student will be able to:			
09.01	Summarize the impact of building construction and floor plans on Search and Rescue structural search techniques.			
09.02	Explain size-up and situational awareness considerations during structural searches.			
09.03	Summarize safety guidelines for structural search and rescue.			
09.04	Differentiate between primary and secondary search techniques.			
09.05	Recognize basic search methods.			
09.06	Describe victim removal methods.			
09.07	Explain firefighter survival methods.			
09.08	Explain what survival actions firefighters can take when needed.			
09.09	Describe the actions of a rapid intervention crew or team (RIC/RIT) when locating a downed firefighter.			
10.0	Identify emergency scene lighting equipment. The student will be able to:			
10.01	Identify types of emergency scene lighting equipment.			
11.0	Explain and perform forcible entry and breaching operations. The student will be able to:			
11.01	Explain the basic principles of forcible entry.			
11.02	Describe the basic construction of locksets.			
11.03	Describe considerations a firefighter must take when using forcible entry tools.			
11.04	Indicate steps needed to care for and maintain forcible entry tools.			
11.05	Explain the ways to force entry through various types of doors.			
11.06	Identify considerations that need to be taken when forcing entry through locks, padlocks, overhead doors, and fire doors.			
11.07	Describe forcible entry methods used for windows.			
11.08	Explain considerations firefighters must take when forcing entry through miscellaneous types of windows and covers.			

11.09	Describe forcible entry methods for breaching walls.			
11.10	Explain forcible entry methods for breaching floors.			
11.11	Indicate methods for forcing fences and gates.			
12.0	Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue. The student will be able to:			
12.01	Describe different construction types of ground ladders.			
12.02	Identify the parts of a ladder including markings and labels.			
12.03	Recognize the types of ladders used in the fire service.			
12.04	Explain the considerations addressed by ladder inspection, cleaning, and maintenance.			
12.05	Describe safety guidelines used when handling ladders.			
12.06	Explain considerations taken when selecting, lifting, and lowering a ladder.			
12.07	Describe various methods for ladder carries.			
12.08	Identify basic considerations and requirements for ground ladder placement.			
12.09	Describe various methods for ladder raises.			
12.10	Compare procedures for moving ground ladders.			
12.11	Explain the methods used to secure ladders.			
12.12	Describe ladder climbing considerations.			
12.13	Indicate what methods can be used to work from a ladder.			
12.14	Explain methods used for assisting a victim down a ladder.			

Florida Department of Education  
Student Performance Standards

**Course Title:** Fire Fighting 2  
**Course Number:** 8918220  
**Course Credit:** 1

**Course Description:**

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
13.0 Apply tactical ventilation knowledge and practices following AHJ policies and procedures. The student will be able to:			
13.01 Describe reasons for tactical ventilation.			
13.02 Identify considerations that affect the decision to ventilate.			
13.03 Explain the critical fire behavior indicators present during tactical ventilation.			
13.04 Define horizontal and vertical ventilation.			
13.05 Explain the means for achieving horizontal and vertical ventilation.			
13.06 Describe the types of horizontal ventilation.			
13.07 Describe the types of vertical ventilation.			
13.08 Recognize other types of ventilation situations.			
13.09 Explain the effects of building systems on tactical ventilation.			
14.0 Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply. The student will be able to:			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
14.01 Explain the ways water supply system components are used by firefighters			
14.02 Describe types of fire hydrants and hydrant markings.			
14.03 Explain fire hydrant operation and inspection considerations.			
14.04 Explain alternative water supply sources and methods of access.			
14.05 Describe methods used for rural water supply operations.			
15.0 Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes. The student will be able to:			
15.01 Explain basic fire hose characteristics.			
15.02 Describe different causes of and prevention methods for hose damage.			
15.03 Identify basic inspection, care, and maintenance methods for fire hose.			
15.04 Compare various uses for hose appliances and tools.			
15.05 Describe basic hose rolls.			
15.06 Explain basic hose loads and finishes.			
15.07 Compare various methods to make pre-connected hose loads for attack lines.			
15.08 Explain the methods used for supply hose lays.			
15.09 Recognize different methods for handling hoselines.			
15.10 Describe methods for advancing hoselines in various ways.			
15.11 List the considerations that can impact operating attack hoselines.			
16.0 Describe how and perform skills to control structural fires, Class C and D fires, vehicle and ground cover fires. The student will be able to:			
16.01 Describe initial factors to consider when suppressing structure fires.			
16.02 Summarize considerations taken when making entry.			
16.03 Describe direct attack, indirect attack, combination attack, and gas cooling techniques.			



CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
16.04 Describe safety considerations that must be identified for upper level structure fires.			
16.05 Explain actions taken when attacking belowground structure fires.			
16.06 Discuss methods of fire control through exposure protection and controlling building utilities.			
16.07 Describe steps taken when supporting fire protection systems at protected structures.			
16.08 Explain considerations taken when deploying, supplying, and staffing master stream devices.			
16.09 Describe situations that may require suppression of Class C fires.			
16.10 Identify hazards associated with suppressing Class C fires.			
16.11 Describe actions associated with suppressing Class D fires.			
16.12 Explain actions taken when suppressing a vehicle fire.			
16.13 Compare methods used to suppress fires in stacked and piled materials, small unattached structures and trash containers.			
16.14 Summarize the main influences on ground cover fire behavior.			
16.15 Compare types of ground cover fires.			
16.16 Describe elements that influence ground cover fire behavior.			
16.17 Identify the parts of a ground cover fire.			
16.18 Describe protective clothing and equipment used in fighting ground cover fires.			
16.19 Describe methods used to attack ground cover fires.			
16.20 Summarize safety principles and practices when fighting ground cover fires			

Florida Department of Education  
Student Performance Standards

Course Title: Fire Fighting 3  
Course Number: 8918230  
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
17.0 Apply loss control knowledge and practices following AHJ policies and procedures. The student will be able to:			
17.01 Explain the philosophy of loss control.			
17.02 Describe the ways pre-incident planning impacts loss control.			
17.03 Determine appropriate salvage procedures.			
17.04 Compare and contrast different types of salvage covers.			
17.05 Explain ways to fold, roll, spread, and improvise with salvage covers.			
17.06 Describe ways to cover openings during salvage operations.			
17.07 Explain methods used to maintain fire safety during overhaul.			
17.08 Describe factors that influence locating hidden fires.			
17.09 Identify different overhaul procedures.			
17.10 Indicate the ways a thermal imager can be used during overhaul.			
18.0 Describe the role of the Firefighter I in the development and implementation of a fire and life safety program. The student will be able to:			
18.01 Explain the steps taken during fire and life safety program Development.			
18.02 Describe the components involved in fire and life safety program delivery.			
18.03 Explain the impact of safety hazards, messages, and target audiences on creating fire and life safety education programs.			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
18.04 Indicate ways to identify and prevent fire setter development.			
18.05 Describe the role of a Firefighter I in enforcing fire and life safety codes.			
19.0 Demonstrate the following JPR's. The student will be able to:			
19.01 Don and doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct know, and locate information in department documents and standard or code materials.			
19.02 Operate fire department communications equipment, relay information, and record information.			
19.03 Operate fire station telephone and intercom equipment.			
19.04 Operate radio equipment and discriminate between routine and emergency traffic.			
19.05 Following AHJ procedures, initiate an emergency call for assistance and demonstrate the ability to use other methods of emergency calls for assistance under vision obscured conditions.			
19.06 Given SCBA and other personal protective equipment, correctly don and wear SCBA, control breathing techniques, enact emergency procedures when the SCBA fails, recognize low-air warnings, assure respiratory protection is not compromised and hazardous areas are exited prior to air depletion.			
19.07 Given an apparatus, respond to an emergency scene wearing appropriate PPE, mounting and dismounting appropriately, assuring seat belts are used and other PPE is correctly used.			
19.08 Given PPE, traffic control and scene devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, establish and operate in work areas following an assignment and SOPS so that PPE is property worn, protected work areas are established and the fire fighter performs assigned tasks only in established, protected work areas.			
19.09 Given an assignment, PPE, and tools force entry into a structure using tools as designed, removing the barrier, and assuring the opening is in a safe condition and ready for entry.			
19.10 Given vision-obscured conditions, exit a hazardous area so that a safe haven is found before exhausting the air supply, assuring others are not endangered, and team integrity is maintained.			
19.11 Given various ladders, an assignment and team members as needed, set up ground ladders assessing hazards, stabilizing the			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
ladder, seating the correct angle for climbing, extending ladders to the necessary height with the fly locked and the top placed against a reliable structural component.			
19.12 Given PPE, attack lines and hand tools, attack a passenger vehicle fire as a member of a team so that hazards are avoided, flammable liquids are identified and controlled, and protection from flash fires is maintained, and assuring all vehicle compartments are overhauled and the fire extinguished.			
19.13 Given fires in stacked or piled materials and storage containers, extinguish the fire from the exterior sing attack lines, hand tools and master stream devices protecting exposures and stopping the spread of fire while avoiding collapse hazards, and preserving signs of arson.			
19.14 Operating as a member of a team and under obscured vision conditions, conduct a search and rescue in a structure utilizing appropriate tools, forcible entry techniques, hoses and ladders assuring that all areas are searched, all victims are located and removed and team integrity and safety is maintained.			
19.15 Operating as a member of a team given an attack line, ladders, PPE, tools and an assignment, attack an interior structure fire at grade, above grade and below grade by gaining access, effectively applying water, approaching the fire correctly, finding hidden fires and controlling them, and hazards are recognized and managed.			
19.16 Perform horizontal ventilation assuring that openings are free of obstruction and ventilation devices are correctly placed, and the structure is cleared of smoke.			
19.17 Perform vertical ventilation on a structures with various flat and pitched roofs by creating a specified opening, removing barriers, assuring structural integrity is not compromised, releasing products of combustion.			
19.18 Given PPE, an attack line, hand tools, and a flashlight overhaul a fire scene assuring structural integrity is not compromised, all hidden fires are discovered and fire cause evidence is preserved, and the fire is extinguished.			
19.19 Given salvage tools and equipment and an assignment, conserve property so that the building and its contents are protected from future damage.			
19.20 Given supply or intake hose, tools and a fire hydrant r static water source, connect a fire department pumper to a water supply assuring connections are tight and water flow is unobstructed.			

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
19.21 Given portable fire extinguishers, select the correct extinguisher to extinguish incipient Class A, Class B, and Class C fires assuring the fires completely extinguished and correct extinguisher handling techniques are followed.			
19.22 Given fire service electrical equipment, illuminate the emergency scene so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.			
19.23 Given tools, turn off building utilities in a safe manner.			
19.24 Given PPE as needed, hose lines and extinguishers or hand tools, combat a ground cover fire as a member of a team so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when needed, and the assignment is completed.			
19.25 Given PPE, tools and ropes, tie a tool for hoisting so that the appropriate knots are used and the tool is secure.			
19.26 Following manufacturer's or department guidelines, clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment and hand tools assuring maintenance is recorded and equipment is placed in a ready state or reported otherwise.			
19.27 Assures that fire service hose is cleaned inspected and returned to service using water, detergent, tools, and replacement gaskets, noting damage as needed.			
19.28 Perform emergency decontamination.			
19.29 Given tools and equipment, demonstrate how to control activities through absorption, adsorption, damming, diking, dilution, diversion, retention, remote valve shutoff, vapor dispersion, and vapor suppression.			

## Additional Information

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

**The Bureau of Fire Standards and Training (BFST) is responsible for** establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student

**The task book is located on the Florida State Fire Marshal website under the Bureau of Fire Standards and Training.**

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and FPSA, Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Public Safety Telecommunication  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Secondary – Career Preparatory**

Program Number	9101000
CIP Number	0743039900
Grade Level	11,12
Standard Length	1.5 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	SkillsUSA, FPSA Inc.
SOC Codes (all applicable)	43-5031 Police, Fire, and Ambulance Dispatchers

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as a dispatcher: police, fire, ambulance (SOC 43-5031). The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.

**Program Structure**

This program is a planned sequence of instruction consisting of 1.5 credits.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.



The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
9101100	Dispatcher: Police, Fire, Ambulance	FIRE FIGHT 7G PUB SERV 7G LAW ENF @7 7G CORR OFF 7G PUB SAF TE 7G *Applicable Subject Matter Experts may assist in teaching this course.	1.5 credits	43-5031	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

### Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
9101100	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
9101100	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

## **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.*

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

## **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the roles and duties of a public safety telecommunicator (PST).
- 02.0 Describe and understand professionalism, ethics, and legal concepts as it relates to a PST.
- 03.0 Identify and explain the operation of communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Describe guidelines and operational standards of incident classification and prioritization.
- 06.0 Identify and perform the operational skills of a call-taker.
- 07.0 Identify and perform the operational skills of a dispatcher.
- 08.0 Understand the basic principles of law enforcement, and dispatch processes.
- 09.0 Understand the basic principles of emergency medical services (EMS), and dispatch processes.
- 10.0 Understand the basic principles of fire services, and dispatch processes.
- 11.0 Understand the basic principles of emergency management and homeland security.
- 12.0 Comprehend stress management techniques for PST's.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Dispatcher: Police, Fire, Ambulance  
**Course Number:** 9101100  
**Course Credit:** 1.5

**Course Description:**

This course is designed to prepare students for certification as a dispatcher as defined s. 365.172(3)(a).

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
01.0 Understand the roles and duties of a public safety telecommunicator (PST). The student will be able to:		
01.01 Comprehend the history of the telecommunication profession.		
01.02 Describe the evolution of telecommunications and 911.		
01.03 Define the roles of a call taker and a dispatcher as it relates to public safety telecommunications.		
01.04 Understand the proper conduct of a PST.		
01.05 Understand the importance of reporting for duty and the impact absences have on a communications center.		
01.06 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.		
01.07 Explain the importance of informing PST's and supervisors of pertinent activities and incidents as they relate to operations.		
01.08 Identify performance standards and explain why they are important.		
01.09 Identify standards, requirements, and expectations for continuing education.		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
02.0 Describe and understand professionalism, ethics, and legal concepts as it relates to a PST. The student will be able to:		
02.01 Define ethics and professionalism.		
02.02 Comprehend acts that are considered professionally unethical.		
02.03 Identify any act that will negatively affect the role of a PST.		
02.04 Explain how criminal and civil law affects telecommunication operations.		
02.05 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications.		
02.06 Demonstrate an understanding of federal, state, and local laws for disseminating information.		
02.07 Explain the “Public Records Law” (Chapter 119, F.S.) and how it relates to public records requests.		
02.08 Describe the impact and importance of disseminating public information.		
02.09 Explain the importance of and procedure for testifying in court.		
03.0 Identify and explain the operation of communication equipment and resources. The student will be able to:		
03.01 Describe the typical components of communication centers.		
03.02 Identify and explain the operation of various manual and automated equipment that may be utilized within the communication system.		
03.03 Explain the operation of 911 equipment.		
03.04 Explain the operation of a telephone system.		
03.05 Explain the operation of ADA services including TDD and telephone relay services (711).		
03.06 Describe the purpose of Telematic Call Centers as it relates to the role of the PST.		
03.07 Explain the operation of radio equipment.		
03.08 Explain the Florida Interoperability radio capabilities.		
03.09 Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).		

<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
04.0	Demonstrate communication and interpersonal skills. The student will be able to:		
04.01	Utilize voice techniques to control radio transmissions and telephone calls.		
04.02	Demonstrate interpersonal skills.		
04.03	Demonstrate professional customer service skills.		
04.04	Demonstrate active listening skills.		
04.05	Demonstrate decision-making skills.		
04.06	Demonstrate specific calming techniques as appropriate.		
04.07	Demonstrate the proper use of pronunciation and enunciation.		
04.08	Demonstrate the ability to give and follow instructions.		
04.09	Explain the difference between a fact and an inference.		
04.10	Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.		
04.11	Discuss the impact of Human Diversity as it relates to public safety.		
05.0	Describe guidelines and operational standards of incident classification and prioritization. The student will be able to:		
05.01	Explain the importance of incident types, incident classification, and incident prioritization.		
05.02	Identify and describe incident types.		
05.03	Identify and describe incident classification.		
05.04	Identify and describe incident prioritization.		
06.0	Identify and perform the operational skills of a call taker. The student will be able to:		
06.01	Obtain and organize pertinent information.		
06.02	Identify the difference between emergency and non-emergency incidents.		
06.03	Utilize available resources properly.		
06.04	Correctly complete appropriate forms, logs, and files.		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
06.05 Obtain and process requests for service and/or resources from field units in a timely manner.		
06.06 Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.		
06.07 Demonstrate multi-functional dexterity.		
07.0 Identify and perform the operational skills of a dispatcher. The student will be able to:		
07.01 Organize pertinent information for dispatch.		
07.02 Identify various procedures used when dispatching emergency and non-emergency incidents.		
07.03 Utilize available resources properly.		
07.04 Correctly complete appropriate forms, logs, and files.		
07.05 Obtain and process requests for service and/or resources from field units in a timely manner.		
07.06 Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.		
07.07 Demonstrate multi-functional dexterity.		
08.0 Understand the basic principles of law enforcement, and dispatch processes. The student will be able to:		
08.01 Review the most commonly used terms in law enforcement.		
08.02 Understand the roles and responsibilities of law enforcement officers.		
08.03 Understand the various reasons that citizens request police assistance.		
08.04 Define criminal and civil complaints.		
08.05 Understand why a PST should not give legal advice.		
08.06 Define in-progress, just occurred, and past event incidents.		
08.07 Understand the role of the PST during crisis incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, and missing or abducted persons.		
08.08 Identify the proper interview questions for crisis incidents.		
08.09 Identify the officer safety issues for both primary and secondary		



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
response units.		
08.10 Describe the PST's role in officer safety.		
08.11 Identify investigative tools for locating individuals to include Amber Alerts, Silver Alerts, Blue Alerts, missing person notifications and their activation techniques.		
09.0 Understand the basic principles of emergency medical services (EMS), and dispatch processes. The student will be able to:		
09.01 Review the most commonly used terms in EMS.		
09.02 Understand the roles and responsibilities of the emergency medical technician and paramedic.		
09.03 Define what Basic Life Support (BLS) is, and how it relates to the care of the patient.		
09.04 Define what Advance Life Support (ALS) is, and how it relates to the care of the patient.		
09.05 Comprehend the various types of emergency response modes.		
09.06 Define multi-casualty incident (MCI).		
09.07 Describe the role and responsibility of the PST during a MCI.		
09.08 Define Trauma Center and Trauma Alert criteria.		
09.09 Define Air Rescue Transport Unit.		
09.10 Understand why some EMS calls may require law enforcement and/or fire service response.		
09.11 Describe the PST's role in EMS responder safety.		
10.0 Understand the basic principles of fire services and dispatch processes. The student will be able to:		
10.01 Review the most commonly used terms in the fire service.		
10.02 Understand the roles and responsibilities of fire service responders.		
10.03 Define types of fire incidents.		
10.04 Know the different types of fire service apparatus used.		
10.05 Define differences between fire emergency and non-emergency incidents.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.06 Comprehend the various types of fire response plans.		
10.07 Identify basic precautions taken during a hazardous materials incident.		
10.08 Identify typical locations and various containers used for the storage, transport, use, or disposal of hazardous materials.		
10.09 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.		
10.10 Describe the PST's role in firefighter safety.		
10.11 Understand why some fire calls may require law enforcement and/or EMS response.		
11.0 Understand the basic principles of emergency management and homeland security. The student will be able to:		
11.01 Define the roles and responsibilities of the local, state, and federal emergency management operations.		
11.02 Identify the various types of terrorist threats and disasters.		
11.03 Understand NIMS and identify the roles and responsibilities of the incident command system (ICS).		
11.04 Explain the roles and responsibilities of the Telecommunicator Emergency Response Taskforce (TERT).		
11.05 Identify the different types of public notification resources utilized by local, state, and federal agencies.		
11.06 Identify examples of incidents that are reported to the county and state watch office or warning point.		
12.0 Comprehend stress management techniques. The student will be able to:		
12.01 Define stress.		
12.02 Identify stress unique to PST's.		
12.03 Identify signs and symptoms of stress.		
12.04 Identify techniques of stress management.		
12.05 Understand the importance of health and wellness for a PST.		
12.06 Identify components of critical incident stress management (CISM).		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
12.07 Identify CISM resources available to the PST.		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Any person employed as a 911 public safety telecommunicator at a public safety answering point, as defined s. 365.172(3)(a), must be certified by the Department of Health in accordance with s. 401.465.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA and FPSA, Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Real Estate Paralegal Certificate  
**Career Cluster:** Law, Public Safety & Security

CCC	
CIP Number	0722030203
Program Type	College Credit Certificate (CCC)
Standard Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	23-2011 Paralegals and Legal Assistants; 23-2093 Title Examiners, Abstractors, and Searchers

**Purpose**

This certificate program is part of the Paralegal Studies (Legal Assisting) AS degree program (1722030200).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as paralegals and paralegals (SOC 23-2011), title examiners (SOC 23-2093) or abstractors (SOC 23-2093), or to provide supplemental training for persons previously or currently employed in these occupations. The program should meet the requirements of paralegal education programs recommended by the American Bar Association.

**Program Structure**

This program is a planned sequence of instruction consisting of 11 credit hours. The content includes, but is not limited to, real property law; ethics and code of professional responsibility; contract law; and employability skills.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the ethical and professional standards of the paralegal.
- 02.0 Demonstrate knowledge of real property law and its application to real property transactions.
- 03.0 Demonstrate employability skills.
- 04.0 Demonstrate knowledge of principles of contract law including the Uniform Commercial Code.

Florida Department of Education  
Student Performance Standards

Program Title: Real Estate Paralegal Certificate  
 CIP Number: 0722030203  
 Program Length: 12 credit hours  
 SOC Code(s): 23-2011, 23-2093

**This certificate program is part of the Paralegal Studies (Legal Assisting) AS program (1722030200). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of the ethical and professional standards of the paralegal. The student will be able to:
01.01	Define a variety of legal terms and concepts relating to professionalism and the ethical responsibilities of the paralegal, including but not limited to Unauthorized Practice of Law.
01.02	Contrast the duties and responsibilities of the legal team with those of the paralegal.
01.03	List four activities paralegals are prohibited from doing.
01.04	Briefly outline the history and development of the occupation of paralegal.
01.05	Explain the role of the paralegal and the benefit he or she adds to the legal team, as well as the legal system as a whole.
01.06	List, discuss and apply the rules of professional responsibility in the legal profession, with special emphasis on client confidentiality.
01.07	Describe methods for resolving ethical dilemmas within the legal environment or given a hypothetical case.
01.08	Discuss what constitutes legal malpractice and illustrate the discussion with examples of malpractice.
02.0	Demonstrate knowledge of real property law and its application to real property transactions. The student will be able to:
02.01	Define terms associated with real estate law and transactions.
02.02	Discuss real property concepts to include, but not be limited to, the types of estates that can be conveyed under Florida law.
02.03	Contrast the basic responsibilities of the lawyer and the real estate broker in the conveyance of real property, from the sales or option contract to the recording of the deed.
02.04	Describe the basic requirements of, and prepare, a contract for sale of real property.
02.05	Describe and prepare real property deeds.
02.06	Discuss the purpose of title insurance, a title search and how the “search” is made.



02.07	Explain how “recording” is accomplished and the importance of recording a deed, mortgage, or other real estate documents.
02.08	List and explain the most common forms of limitations on real property use such as covenants, easements, zoning laws, and land use regulations.
02.09	Briefly explain the various encumbrances that can be placed against real property.
02.10	Describe, plan and execute the steps and procedures in a typical real estate closing.
02.11	Describe and prepare a variety of real property documents such as a lease, a promissory note, an option contract, an agreement for deed or a mortgage.
02.12	Distinguish personal property from real property.
02.13	Perform online property searches.
03.0	Demonstrate knowledge of employability skills. The student will be able to:
03.01	Describe and implement the methods to conduct an employment search for a paralegal position.
03.02	Identify documents that may be required when applying for an employment position, including background checks.
03.03	Draft a cover letter and resume.
03.04	Demonstrate competence in employment interviewing techniques.
03.05	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
03.06	Identify acceptable work habits, including professionalism and appropriate soft skills.
03.07	Demonstrate knowledge of how to make job changes in employment appropriately and professionally.
03.08	Identify and demonstrate acceptable professional appearance, grooming, and demeanor standards.
03.09	Demonstrate basic computer skills.
03.10	Identify post-degree options.
04.0	Demonstrate knowledge of principles of contract law including the Uniform Commercial Code . The student will be able to:
04.01	Identify and describe the elements of a contract.
04.02	Demonstrate knowledge of contract terminology.
04.03	Identify the differences between void and voidable contracts.
04.04	Demonstrate knowledge of the Statute of Frauds.
04.05	Demonstrate knowledge of the Parol Evidence Rule.

04.06 Recognize and identify various types of contracts, such as adhesion, bilateral, unilateral, implied, and express.

04.07 Prepare a basic contract given a set of facts.

04.08 Demonstrate knowledge of specific performance, breach of contract, and remedies, and defenses for breach of contract.

04.09 Demonstrate knowledge of third party beneficiary contracts.

04.10 Demonstrate knowledge of requirements for modification of contracts and assignments of contracts.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Criminal Justice Technology Specialist  
**Career Cluster:** Law, Public Safety & Security

CCC	
CIP Number	0743010304
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers 33-3012 Correctional Officers and Jailers 33-1099 First Line Supervisors of Protective Service Workers, All Other

**Purpose**

This certificate program is part of the Criminal Justice Technology AS degree program (1743010302).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as Police and Sheriff’s Patrol Officers (SOC 33-3051), Correctional Officers and Jailers (SOC 33-3012), and criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations (SOC 33-1099). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss juvenile delinquency.
- 03.0 Summarize criminal justice administration.
- 04.0 Describe and discuss the role intermediate sanctions have in correctional policy.
- 05.0 Explain evidence and rules of evidence.
- 06.0 Identify issues relating to human diversity in the criminal justice system.
- 07.0 Identify factors critical to maintaining physical security and control.
- 08.0 Demonstrate oral, written, and interpersonal communication skills.
- 09.0 Demonstrate basic computer skills and competency in common software applications.

Florida Department of Education  
 Student Performance Standards

**Program Title:** Criminal Justice Technology Specialist  
**CIP Number:** 0743010304  
**Program Length:** 24 credit hours  
**SOC Code(s):** 33-3051, 33-3012, 33-1099

**This certificate program is part of Criminal Justice Technology AS degree programs (1743010300). At the completion of this program, the student will be able to:**

01.0	Describe and discuss the criminal justice system. The student will be able to:
01.01	Define the primary components of criminal justice and their primary responsibilities.
01.02	Identify problems that keep the system from functioning effectively and efficiently.
01.03	Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.
01.04	Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
01.05	List the procedures an offender undergoes in his/her progression through the system.
01.06	Define and evaluate the present day value of the Peelian Principles.
01.07	Identify courtroom procedures.
01.08	Discuss the implications of constitutional law, case, and statutory law and their relationship to the criminal justice system.
01.09	Discuss the history and evolution of corrections.
01.10	Discuss the philosophies of incarceration.
01.11	Discuss the major problems facing contemporary corrections.
02.0	Describe and discuss juvenile delinquency. The student will be able to:
02.01	Define juvenile delinquency.
02.02	Explain the proceedings of the juvenile court system.
02.03	Compare the advantages and disadvantages of juvenile incarceration.

02.04	Identify some of the major causes of juvenile delinquency.
02.05	Identify the problem areas that have an influence upon juvenile delinquency between peers, parents and school.
02.06	Discuss the relevance and dynamics of gangs as they relate to juvenile delinquency.
02.07	Discuss the importance of the public school system relative to the detection and prevention of juvenile delinquency.
02.08	Describe juvenile rehabilitative programs.
03.0	Summarize law enforcement administration. The student will be able to:
03.01	Appraise the impact of national patrol studies.
03.02	Compare and contrast the various organizational structures of law enforcement agencies.
03.03	Give examples of different departmental recruiting techniques.
03.04	Define the general principles of allocation and deployment of patrol resources.
03.05	Explain the concepts of criminal investigation management and supervision of cases.
03.06	Discuss the importance of specialized units.
03.07	Identify crime prevention techniques.
03.08	Discuss the relevance of Special Operations to the administration of police services.
03.09	Discuss the various technologies utilized by law enforcement agencies.
04.0	Describe and discuss the field of corrections. The student will be able to:
04.01	Define the concept of community based corrections.
04.02	Define and contrast the concepts of probation and parole.
04.03	Identify the advantages of work release and pre-release programs.
04.04	Discuss the problems associated with probation caseloads.
04.05	Identify important historical progressions in the origins of probation and parole.
04.06	Define the general categories of treatment services.
04.07	Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
04.08	Identify types of community resources that are available for offender treatment services.

05.0	Explain evidence and rules of evidence. The student will be able to:
05.01	State the purpose of evidence.
05.02	Name and describe types of evidence.
05.03	Define admissibility of evidence.
05.04	Define sufficiency of evidence.
05.05	Discuss the legal procedures for securing admissions and confessions.
05.06	Describe the general process and handling of all evidence from time of discovery through disposition.
05.07	Describe the nature, purpose and legal framework of privileged information regarding evidence.
06.0	Identify the issues relating to human diversity in the criminal justice system. The student will be able to:
06.01	Identify impediments to a successful minority recruitment program.
06.02	Identify major cultural, ethnic and human differences that exist in society.
06.03	Discuss examples of prejudice, discrimination and racism.
06.04	Discuss the psychological concepts of motivation and basic human needs.
06.05	Discuss ethics as it relates to criminal justice.
06.06	Discuss the impact of internal and external controls on criminal justice professionals.
07.0	Identify factors critical to maintaining physical security and control. The student will be able to:
07.01	Identify issues relevant to conducting a risk assessment.
07.02	Demonstrate an understanding of the types of crime handled by private security.
07.03	Demonstrate the ability to conduct a risk assessment.
08.0	Demonstrate oral, written and interpersonal communication skills. The student will be able to:
08.01	Follow oral and written instructions.
08.02	Compose business correspondence and related documents.
08.03	Prepare, outline, and deliver a short oral presentation.
08.04	Participate in group discussion as a member and as a leader.



08.05	Obtain appropriate information from graphics and other visual media.
08.06	Research and interpret information retrieved from print and electronic resources.
08.07	Prepare executive summaries from letters, reports, and/or news articles.
08.08	Research and compose a document containing statistical information.
08.09	Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
08.10	Proofread and edit documents using proofreaders' marks.
08.11	Prepare documents from rough draft copy, using proofreaders' marks.
08.12	Select the appropriate medium for transmitting information.
08.13	Compose an electronic message using appropriate format and composition.
08.14	Prepare and use technology enhanced materials to support an oral presentation.
09.0	Demonstrate basic computer skills and competency in common software applications. The student will be able to:
09.01	Demonstrate keyboarding techniques.
09.02	Demonstrate basic proficiency in spreadsheet, word-processing, database, and presentation software and e-mail communication.
09.03	Perform research using the internet and intranet

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

**This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, auxiliary correctional officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.**

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Homeland Security Specialist  
**Career Cluster:** Law, Public Safety & Security

CCC	
CIP Number	0743010306
Program Type	College Credit Certificate (CCC)
Program Length	9 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1099 First-Line Supervisors of Protective Service Workers, All Other; 33-1012 First-Line Supervisors of Police and Detectives

**Purpose**

This certificate program is part of the Criminal Justice Technology (60) AS degree program (1743010302).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

This program prepares students to work in law enforcement, homeland security, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as criminal justice or homeland security practitioners/supervisors/managers in law enforcement agencies and homeland security organizations and also provides supplemental training for persons previously or currently employed in these occupations (SOC 33-3051 Police and Sheriff’s Patrol Officers, 33-3012 First-Line Supervisors of Police and Detectives, 33-1099 First-Line Supervisors of Protective Service Workers, All Other). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss the field of criminal law.
- 03.0 Identify issues relating to human diversity in the criminal justice system.

Florida Department of Education  
Student Performance Standards

Program Title: Homeland Security Specialist  
 CIP Number: 0743010306  
 Program Length: 9 credit hours  
 SOC Code(s): 33-1099, 33-1012

**This certificate program is part of the Criminal Justice Technology AS degree program (1743010300). At the completion of this program, the student will be able to:**

01.0	Describe and discuss the criminal justice system. The student will be able to:
01.01	Define the primary components of criminal justice and their primary responsibilities.
01.02	Identify problems that keep the system from functioning effectively and efficiently.
01.03	Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.
01.04	Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
01.05	List the procedures an offender undergoes in his/her progression through the system.
01.06	Define and evaluate the present day value of the Peelian Principles.
01.07	Identify courtroom procedures.
02.0	Describe and discuss the field of criminal law. The student will be able to:
02.01	Explain how burden of proof relates to a criminal proceeding.
02.02	Define and contrast civil and criminal proceedings.
02.03	Identify the difference between procedural and substantive due process.
02.04	Explain the legacy of English common law and its relationship to modern jurisprudence.
02.05	Identify the legal elements of crimes.
02.06	Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
02.07	Discuss legal defenses in criminal law.
02.08	Discuss the Bill of Rights of the U.S. Constitution.

02.09	Give an example of an ex post facto law.
03.0	Identify the issues relating to human diversity in the criminal justice system. The student will be able to:
03.01	List the purposes of a structured public/human relations program within a criminal justice agency.
03.02	Identify and describe community relations programs.
03.03	Identify impediments to a successful minority recruitment program.
03.04	Identify major cultural, ethnic and human differences that exist in society.
03.05	Discuss examples of prejudice, discrimination and racism.
03.06	Discuss the psychological concepts of motivation and basic human needs.
03.07	Discuss ethics as it relates to criminal justice.
03.08	Discuss the impact of internal and external controls on criminal justice professionals.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

**This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.**

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crime Scene Technician  
**Career Cluster:** Law, Public Safety & Security

<b>CCC</b>	
CIP Number	0743010601
Program Type	College Credit Certificate (CCC)
Program Length	28 credit hours
CTSO	N/A
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

**Purpose**

This certificate program is part of the Crime Scene Technology AS degree program (1743010600).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve as, but is not limited to, positions of Forensic Science Technician (SOC 19-4092), Crime Scene Technician, Medical Examiner Investigator, Medical Investigator, Insurance Investigator, Legal Investigator, Forensic Paralegal, Crime Scene Investigator and Laboratory Technician. Students can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry

**Program Structure**

This program is a planned sequence of instruction consisting of 28 credit hours.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.



## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on memory card, film, disc and video.
- 02.0 Demonstrate knowledge of collection and development of evidence.
- 03.0 Demonstrate knowledge of fingerprint development and preservation.
- 04.0 Demonstrate knowledge of crime scene data gathering.
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene.
- 06.0 Demonstrate knowledge of crime scene safety.
- 07.0 Demonstrate knowledge of crime scene report writing.
- 08.0 Demonstrate knowledge of courtroom testimony presentations.
- 09.0 Demonstrate knowledge and understanding of the criminal justice system.

Florida Department of Education  
 Student Performance Standards

Program Title: Crime Scene Technician  
 CIP Number: 0743010601  
 Program Length: 28 credit hours  
 SOC Code(s): 19-4092

**This certificate program is part of the Crime Scene Technology AS degree program (1743010600). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of recording the crime scene and related evidence on memory card, film, disc and video. The student will be able to:
01.01	Demonstrate the ability to use Digital Single Lens Reflex (DSLR) cameras with manual mode functions.
01.02	Demonstrate knowledge, ability and skills in the use of the camera to document the crime scene and related evidentiary materials.
01.03	Demonstrate knowledge of written documentation procedures related to crime scene photography.
01.04	Demonstrate knowledge of specialized photo equipment used in crime scene units, such as 3D scanning devices.
01.05	Demonstrate ability to use different types of light sources used in evidence detection.
01.06	Demonstrate knowledge of principles and methodology involved in photographing unique crime scene and evidentiary materials.
02.0	Demonstrate knowledge of collection and development of evidence. The student will be able to:
02.01	Demonstrate knowledge of the methodology used in crime scene recording and classifying physical evidence.
02.02	Demonstrate abilities and skills needed in applying basic principles of crime scene investigation.
02.03	Develop an understanding of the concepts of crime scene procedures.
02.04	Demonstrate knowledge and skill in specialized crime scene procedures.
02.05	Demonstrate ability to prepare crime scene related documents.
02.06	Demonstrate ability to coordinate a crime scene investigation with other investigative personnel and agencies.
02.07	Demonstrate knowledge of the capabilities of a full-service crime lab.
02.08	Demonstrate knowledge of the chain of custody of evidence and submission protocols.

02.09	Demonstrate knowledge of appropriate comparison standards.
02.10	Demonstrate knowledge of the testing of biological evidence.
02.11	Demonstrate knowledge of the collection methods of biological evidence.
02.12	Demonstrate knowledge of the understanding of autopsy evidence collection.
02.13	Demonstrate ability to determine appropriate collection, preserving, marking and packaging methods of crime scene evidence.
03.0	Demonstrate knowledge of fingerprint development and preservation. The student will be able to:
03.01	Demonstrate knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints.
03.02	Demonstrate appropriate application of processing techniques.
03.03	Demonstrate knowledge of the Henry Modified system of fingerprint classification.
03.04	Demonstrate ability to classify fingerprints using the Henry Modified system.
03.05	Demonstrate ability to roll standard prints.
03.06	Replace with: Demonstrate knowledge in the principles and methodology of comparing prints.
04.0	Demonstrate knowledge of crime scene data gathering. The student will be able to:
04.01	Demonstrate ability to locate the crime scene.
04.02	Demonstrate knowledge of when to identify the items related to the crime.
04.03	Demonstrate knowledge of when to initiate investigative note taking.
04.04	Demonstrate ability to develop a plan of action for conducting the crime scene investigation.
04.05	Demonstrate ability to locate, identify, preserve and collect perishable items at the crime scene.
05.0	Demonstrate knowledge of mapping, measuring, and logging the crime scene. The student will be able to:
05.01	Demonstrate ability to search the crime scene and determine the method to map, measure and log the scene.
05.02	Demonstrate ability to sketch the crime scene and complete as a finished sketch using a computer software program.
05.03	Demonstrate ability to locate the evidence in crime scene reproductions by taking the appropriate measurements.
05.04	Demonstrate ability to prepare the final sketch for courtroom presentation.
06.0	Demonstrate knowledge of crime scene safety. The student will be able to:

06.01	Demonstrate knowledge of the potential health and safety hazards one could encounter at a crime scene.
06.02	Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
06.03	Demonstrate knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.
06.04	06.04 Demonstrate knowledge of emergency procedures involving personal risk in a crime scene situation; e.g. drug concerns (Fentanyl).
06.05	Demonstrate knowledge of the understanding of safe and proper methods of handling biological evidence at a crime scene.
06.06	Demonstrate knowledge of the proper handling of weapons and related evidence.
06.07	Demonstrate knowledge of the kinds, and use, of protective equipment for crime scene processing.
07.0	Demonstrate knowledge of crime scene report writing. The student will be able to:
07.01	Demonstrate ability to write a report in accepted police/legal format.
07.02	Demonstrate knowledge of the ability to gather and organize data for the report.
07.03	Demonstrate ability to generate a report using a computer.
07.04	Demonstrate ability to proofread and edit a report.
08.0	Demonstrate knowledge of courtroom testimony presentations. The student will be able to:
08.01	Demonstrate the knowledge and skill needed in courtroom proceedings.
08.02	Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings using digital software programs.
08.03	Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
08.04	Demonstrate the knowledge and skills of preparing for courtroom testimony.
09.0	Demonstrate knowledge and understanding of the criminal justice system. The student will be able to:
09.01	Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
09.02	Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police and courts.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Homeland Security Professional  
**Career Cluster:** Law, Public Safety & Security

<b>CCC</b>	
CIP Number	0743011202
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	33 -1099 First-Line Supervisors of Protective Service Workers, All Other

**Purpose**

This certificate program is part of the Security Management and Administration program (1743011202).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for careers for a variety of positions in the security field including Homeland Security, Transportation and Security Officer, Security Investigator, Security Consultant, Security Auditor, Security Supervisor, Security Administrator and Security Director.

Students will development an understanding of the security role in society through the identification of prevention-oriented goals as set forth by the basic role which security has within society. A student must successfully demonstrate ability in carrying out security functions, responsibilities and duties.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Compare and Contrast the main functions of the Criminal Justice System vs the main functions of Security and Loss.
- 02.0 Demonstrate an Understanding of the Fundamentals of Criminal and Private investigations, the Legal Limitations, and the Levels of Authority.
- 03.0 Demonstrate an Understanding of the Management and Administration of Law Enforcement and Security Operations.
- 04.0 Comprehend the Importance of Effective Working Relationships, Communication, and Pre-Employment in the Criminal Justice and the Loss Prevention Field.
- 05.0 Demonstrate an understanding of the definition of criminal and civil law.
- 06.0 Demonstrate an understanding of the issues involved in Evidence and the Rules of Evidence in Criminal Justice, and Private Security, and Interrogation.
- 07.0 Comprehend Human Diversity and Environmental Challenges for Public and Private Security.

Florida Department of Education  
Student Performance Standards

Program Title: Homeland Security Professional  
 CIP Number: 0743011202  
 Program Length: 15 credit hours  
 SOC Code(s): 33-1099

**This certificate program is part of Criminal Justice Technology AS degree programs (1743010300). At the completion of this program, the student will be able to:**

01.0	Compare and Contrast the main functions of the Criminal Justice System vs the main functions of Security and Loss Prevention. The student will be able to:
01.01	Define the primary components of criminal justice and their primary responsibilities.
01.02	Identify problems that keep the system from functioning effectively and efficiently.
01.03	Explain the connection of tangible objects (walls, fences, locks, building design, lighting, surveillance, alarm systems, and access control) with accidents, natural disasters, computer systems, data, and software.
01.04	Describe the ethics and integrity issues of human resources as they relate to the protection of organizations and employee rights.
01.05	Describe the ethics and integrity issues as they relate to the criminal justice system.
01.06	Discuss the elements of technical security including threats from electronic eavesdropping and computer hacking, development of risk assessments and security surveys as they relate to organizations and compare to the criminal justice system.
02.0	Demonstrate an Understanding of the Fundamentals of Criminal and Private investigations, the Legal Limitations, and the Levels of Authority. The student will be able to:
02.01	Explain the private property rights of a business or private property owner.
02.02	Define the terms invitee and trespassing.
02.03	Research common liabilities encountered with police and private security investigations.
02.04	Explain investigative techniques used in solving crimes and identify the limit on investigations by private citizens.
02.05	Explain the necessity for, and the methods of marking and preserving evidence.
02.06	Identify various types of investigative technology.
03.0	Demonstrate an Understanding of the Management and Administration of Law Enforcement and Security Operations. The student will be able to:
03.01	Compare and contrast the various organizational structures of law enforcement agencies.



03.02	Identify crime prevention techniques.
03.03	Integrate the use of technology in the study of personnel management, planning, and operations. .
03.04	Describe access control, personnel clearance, and document control.
04.0	Comprehend the Importance of Effective Working Relationships, Communication, and Pre-Employment in the Criminal Justice and the Loss Prevention Field. The student will be able to:
04.01	Study the legal requirements and essentials of an effective pre-employment screening policy and procedure.
04.02	Develop an employee orientation program on loss prevention.
04.03	Demonstrate effective oral communication techniques.
05.0	Demonstrate an understanding of the definition of criminal and civil law. The student will be able to:
05.01	Explain intent, presumption and entrapment.
05.02	Research the process and steps involved from arrest to trial.
05.03	Describe the legal issues in chain of command as it relates to evidence.
05.04	Explain the purpose of a trial, the elements and procedures involved, evidence collection, and trial preparation.
05.05	Describe writs and subpoenas.
05.06	Describe the legal ethics of security.
05.07	Explain due process and constitutional immunity.
05.08	Discuss the rules of fair employment practice.
06.0	Demonstrate an understanding of the issues involved in Evidence and the Rules of Evidence in Criminal Justice, and Private Security, and Interrogation. The student will be able to:
06.01	Describe the legal definition of reasonable suspicion.
06.02	Discuss the legal limitations of detaining and interrogating as it is related to employees and compare it to the detaining and interrogating suspect by law enforcement.
06.03	Apply the legal definition of coercion in interrogation techniques.
06.04	Define probable cause.
06.05	Discuss the liability issues of use of force.
06.06	Describe the nature, purpose and legal framework of privileged information regarding evidence.

07.0 Comprehend Human Diversity and Environmental Challenges for Public and Private Security. The student will be able to:

07.01 Identify major cultural, ethnic and human differences that exist in society.

07.02 Discuss the psychological concepts of motivation and basic human needs.

07.03 Discuss the impact of internal and external controls on criminal justice and private security professionals.

07.04 Discover societal factors impacting loss prevention.

07.05 Research the need for more education and training in the criminal justice and loss prevention profession.

## Additional Information

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Fire Officer Supervisor  
**Career Cluster:** Law, Public Safety and Security

CCC	
CIP Number	0743020111
Program Type	College Credit Certificate
Standard Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1021 Municipal Fire Fighting and Prevention Supervisors

**Purpose**

This certificate program is part of the Fire Science Technology AS degree program (1743020112).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Firefighting and Prevention Supervisors (SOC 33-1021) to supervise firefighters who control and extinguish fires, protect life and property, and conduct rescue efforts. The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

**This program does not prepare students for certification as fire fighters. A student must successfully complete the basic recruit program in firefighting to become certified, pursuant to Chapter 633, Florida Statutes.**

**This program does not complete the requirements to be eligible to sit for Bureau of Fire Standards and Training (BFST) certification exams. A student must contact the Bureau of Fire Standards and Training (BFST) for additional requirements.**

## **Program Structure**

This program is a planned sequence of instruction consisting of 12 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 02.0 Comprehend the concepts of building construction components and techniques related to fire and life safety.
- 03.0 Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, utilization of fire and life-safety codes, identification and correction of fire hazards, and the relationships of fire prevention with fire protection systems, fire investigation, and fire and life-safety education.
- 04.0 Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; and specific fire protection functions.
- 05.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service.
- 06.0 Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue.
- 07.0 Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases.
- 08.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.
- 09.0 Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes.
- 10.0 Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners.

Florida Department of Education  
 Student Performance Standards

Program Title: Fire Officer Supervisor  
 CIP Numbers: 0743020111  
 Program Length: 12 credit hours  
 SOC Code(s): 33-1021

**The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:**

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled. The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	Describe the components of fire.
01.03	Recall the physical and chemical properties of fire.
01.04	Describe and apply the process of combustion and burning.
01.05	Discuss the basic terms and concepts associated with the chemistry and dynamics of fire and combustion.
01.06	Describe the dynamics of fire.
01.07	Discuss various materials and their relationship to fires as fuel.
01.08	Summarize the characteristics of water as a fire suppression agent.
01.09	Discuss other-than-water suppression agents and strategies.
01.10	Compare methods and techniques of fire extinguishments.
01.11	Describe the basic components of fire as a chemical reaction.
02.0	Comprehend the concepts of building construction components and techniques related to fire and life safety. The student will be able to:
02.01	Describe building construction components and techniques as they relate to building codes, fire and life-safety codes, fire prevention and inspection, firefighter safety, and firefighting strategy and tactics.
02.02	Distinguish the Classifications of major types of building construction as applicable with “model” building codes.
02.03	Interpret the hazards and tactical considerations associated with the various types of building construction.
02.04	Explain the different loads and stresses that are placed on a building and their interrelationships.

02.05	Indicate principle structural components in a typical building design.
02.06	Explain the function of each building design.
02.07	Compare defined differences in fire resistance construction, the flame spread within building types, and describe the testing procedures used to establish ratings for each.
02.08	Classify occupancy designations of the building and fire code.
02.09	Identify the indicators of potential structural failure as they relate to firefighter safety.
02.10	Identify and analyze the causes involved in the line of duty firefighter deaths related to structural firefighting and building collapse.
02.10	Explain the various loads and stresses exerted on a building resulting from environmental sources.
02.11	Indicate building construction components and techniques used to resist forces due to environmental causes.
03.0	Understand the history and philosophy of fire prevention, including code enforcement, public information, organization and operation of a fire prevention bureau, utilization of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. The student will be able to:
03.01	Define the national fire problem and main issues relating thereto and the role of fire prevention.
03.02	Recognize the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
03.03	Recognize the need, responsibilities, and importance of fire prevention organizations.
03.04	Identify the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
03.05	Discuss training programs for fire prevention.
04.0	Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and introduction to fire strategy and tactics. The student will be able to:
04.01	Describe and discuss the components of the history and philosophy of the modern day fire service.
04.02	Describe the fire service training requirements; standards and laws associated with training; and the value of higher-education in the fire service.
04.03	List and describe local, regional, state, and national organizations that provide emergency response service and their interrelation to how they impact policies rules, training and laws.
04.04	Identify fire protection and emergency-service careers in both the public and in the private sector.
04.05	Synthesize the role of national, state and local support organizations in fire protection and emergency services.
04.06	Describe the common types of fire and emergency services facilities, equipment, and apparatus.

04.07	Compare and contrast effective management concepts for various emergency situations.
05.0	Examine the organization and management of a fire department and the relationship of government agencies to the fire service. The student will be able to:
05.01	List employment opportunities in public safety as well as the prerequisites required to be considered for the positions in the field.
05.02	Identify Public Safety career development practices.
05.03	Explain written and verbal communication skills and their importance in public safety.
05.04	Describe the concepts of span and control, effective delegation and division of labor management principles and concepts.
05.05	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
05.06	Summarize the history and development of management and supervision.
05.07	Evaluate methods of managing available resources.
05.08	Identify roles and responsibilities of fire department personnel and management/leadership positions.
05.09	Compare and contrast the traits of effective versus ineffective supervision and management styles.
05.10	Identify and discuss safety needs for both emergency and non-emergency situations.
05.11	Defend the importance of ethics in the public safety work environment as they apply to supervisors.
05.12	Identify the roles of company officers in current Incident Command/Management systems to include: ICS, NIMS, and Unified Command.
05.13	Demonstrate business writing principles, report writing and recording concepts and describe appropriate documentation and legal requirements for fire department reports and forms using effective writing techniques
06.0	Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue. The student will be able to:
06.01	Describe the history of wellness and safety programs.
06.02	Identify occupational wellness safety programs in industry today.
06.03	Identify occupational wellness and safety programs for the emergency services.
06.04	Describe the distinction between standards and regulations.
06.05	Identify federal regulations that impact on health and safety programs.
06.06	Identify the standards that impact on occupational wellness and safety.
06.07	Identify the concepts of risk identification and risk evaluation.



06.08	Describe the considerations for safety in fire stations and emergency response vehicles.
06.09	Describe the components of an effective response safety plan.
06.10	Describe the components of the pre-incident planning process.
06.11	Describe the considerations for safety while training.
06.12	Define the value of personal protective equipment.
06.13	Describe the components of accountability system in emergency operations.
06.14	Define incident priorities and how they relate to health and safety.
06.15	Describe the relationship of incident management as it relates to health and safety.
06.16	Describe the methods of controlling hazards associated with responding to EMS, hazmat, and technical rescue incidents.
06.17	Explain the need for and the process used for post-incident analysis.
06.18	Describe the components and value of critical incident management programs.
06.19	Describe the responsibilities of individual responders, supervisors, safety officers, and incident commanders, safety program managers, safety committees and fire department managers as they relate to health and safety programs.
06.20	Describe the components of a wellness/fitness plan.
07.0	Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases. The student will be able to:
07.01	Define the different types of laws; explain their basic differences, and how the law functions in society.
07.02	Describe federal, state, and local laws, which regulate or influence emergency services.
07.03	Explain the role and purpose of national codes and standards concerning their legal influence on public safety.
07.04	Discuss legal decisions affecting the management, training, equipment and response procedures of the fire service.
07.05	Discuss the organization and legal structure of the fire department.
07.06	Define firefighter liabilities.
07.07	Recognize legal duties of emergency service members.
07.08	Discuss negligence in an emergency setting.
07.09	Define discrimination and identify areas of potential discrimination in the emergency service as it relates to state and federal laws.

07.10	Identify, explain and discuss the legalities of public safety employment entrance requirements, residency, grooming, and drug testing.
07.11	Discuss the scope of the civil rights act.
07.12	Explain the federal and state employment laws including the basic intent of the Fair Labor Standards Act, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
07.13	Define the at-will doctrine for employment.
07.14	Discuss the purpose of labor and employment laws.
08.0	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.--The student will be able to:
08.01	Describe fire behavior and the chemistry of fire.
08.02	Explain the main components of pre-fire planning and can identify steps to complete a pre-fire plan review.
08.03	Explain building construction and components and how they interrelate to pre-fire planning.
08.04	Identify steps taken during size-up and recognize the order in which they will take place at an incident.
08.05	Describe concepts for effectiveness of fire ground communications
08.06	Define the main functions within an IMS system and how they interrelate during an incident.
08.07	Identify concepts for managing resources for expanding incidents.
09.0	Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes. The student will be able to:
09.01	Identify the responsibilities of a firefighter when responding to the scene of a fire, including scene security and evidence preservation.
09.02	Describe the implications of constitutional amendments as they apply to fire investigations.
09.03	Identify key case law decisions that have affected fire investigations.
09.04	Define the common terms used in fire investigations.
09.05	Explain the basic elements of fire dynamics and how they affect cause determination.
09.06	Compare the types of building construction on fire progression.
09.07	Describe how fire progression is affected by fire protection systems and building design.
09.08	Discuss the basic principles of electricity as an ignition source.

09.09	Describe the process of conducting investigations using the scientific method.
09.10	Identify the characteristics of an incendiary fire and common motives of the fire setter.
10.0	Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners. The student will be able to:
10.01	Define various roles of an instructor.
10.02	Define characteristics of an instructor.
10.03	List the responsibilities of an instructor.
10.04	Explain how ethics influence students and instruction in a classroom.
10.05	Understand legal issues faced by instructors.
10.06	Identify difficult students and how to deal with them.
10.07	Describe types of feedback.
10.08	Discuss the instructor's role in safety in the classroom.
10.09	Describe and discuss the characteristics and motivation of adult learners.
10.10	Explain how ethics influence students and instruction in a classroom.
10.11	Define the four levels of evaluation.
10.12	Describe the elements of an effective training program.
10.13	Identify questions that should be asked when planning a training program.
10.14	List methods used to evaluate a program.
10.15	Identify the components of a training proposal.
10.16	Recognize what needs to be kept in training records.
10.17	Identify concerns when choosing instructors and facilities.

### Additional Information

#### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

**This program does not complete the requirements to be eligible to sit for Bureau of Fire Standards and Training (BFST) certification exams. A student must contact the Bureau of Fire Standards and Training (BFST) for additional requirements.**

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Paralegal Studies (Legal Assisting)  
**Career Cluster:** Law, Public Safety & Security

AS	
CIP Number	1722030200
Program Type	College Credit
Standard Length	64 credit hours
CTSO	N/A
SOC Codes (all applicable)	23-2011 Paralegals and Legal Assistants; 23-2093 Title Examiners, Abstractors, and Searchers

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as paralegals and paralegals (SOC 23-2011), title examiners (SOC 23-2093) or abstractors (SOC 23-2093), or to provide supplemental training for persons previously or currently employed in these occupations. The program should meet the requirements of paralegal education programs recommended by the American Bar Association.

**Program Structure**

This program is a planned sequence of instruction consisting of 68 credit hours. The content includes, but is not limited to, legal research and legal writing; litigation and trial practice; corporate law; wills, estates and trusts; tort law; family law; law office management; real property law; tax law; criminal law; constitutional law; ethics and code of professional responsibility; contract law; employability skills; leadership and human relations skills; and health and safety.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the ethical and professional standards of the paralegal.
- 02.0 Demonstrate ability to utilize legal research materials and apply knowledge in legal writing.
- 03.0 Demonstrate basic knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations.
- 04.0 Demonstrate knowledge of all phases of trial practice and procedure.
- 05.0 Demonstrate knowledge of real property law and its application to real property transactions.
- 06.0 Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures.
- 07.0 Demonstrate knowledge of the fundamental principles of the law of business organizations.
- 08.0 Demonstrate knowledge of principles of contract law including the Uniform Commercial Code.
- 09.0 Demonstrate knowledge of, and ability to perform, techniques and procedures utilized as part of case preparation and development.
- 10.0 Demonstrate knowledge of law office management procedures.
- 11.0 Demonstrate knowledge of family law, rules, and procedures.
- 12.0 Demonstrate employability skills.

Florida Department of Education  
Student Performance Standards

Program Title: Paralegal Studies (Legal Assisting)  
 CIP Numbers: 1722030200  
 Program Length: 64 credit hours  
 SOC Code(s): 23-2011, 23-2093

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of the ethical and professional standards of the paralegal. The student will be able to:
01.01	Define a variety of legal terms and concepts relating to professionalism and the ethical responsibilities of the paralegal, including but not limited to Unauthorized Practice of Law.
01.02	Contrast the duties and responsibilities of the legal team with those of the paralegal.
01.03	List four activities paralegals are prohibited from doing.
01.04	Briefly outline the history and development of the occupation of paralegal.
01.05	Explain the role of the paralegal and the benefit he or she adds to the legal team, as well as the legal system as a whole.
01.06	List, discuss and apply the rules of professional responsibility in the legal profession, with special emphasis on client confidentiality.
01.07	Describe methods for resolving ethical dilemmas within the legal environment or given a hypothetical case.
01.08	Discuss what constitutes legal malpractice and illustrate the discussion with examples of malpractice.
02.0	Demonstrate ability to utilize legal research materials and apply knowledge in legal writing. The student will be able to:
02.01	Explain the court system of the State of Florida and the Federal courts.
02.02	List the basic steps in legal research.
02.03	Differentiate between state and federal court systems.
02.04	Discuss the fundamental features of civil litigation, criminal litigation and administrative procedures.
02.05	Define the term “authority” as it is used in legal writing, and explain the difference between binding and persuasive authority.
02.06	Apply legal authorities to resolve a hypothetical case.
02.07	Contrast case law with statutory law, and explain how to interpret statutes, using intrinsic and extrinsic sources.

02.08	Demonstrate how to “brief” a case.
02.09	Explain the difference between legal publications, treatises, and other legal writings, including technological sources.
02.10	List the legal publications and other resources most commonly used in the practice of law, including technological sources.
02.11	Explain administrative rules or regulations and how they have the force of law.
02.12	Given a hypothetical case, locate and apply applicable statutory, regulatory, and/or case law.
02.13	Demonstrate how to analogize or distinguish the facts and rules of law to the facts of a given hypothetical case.
02.14	Given a hypothetical case, locate appropriate legal authorities and draft a memorandum resolving the legal issue.
02.15	Demonstrate the ability to use a uniform system of citing cases, and to update and cross-reference cases.
02.16	Demonstrate the ability to locate and update legal authority using computer-assisted legal research tools and applicable databases.
02.17	Demonstrate the use of efficient and effective search terms and techniques with electronic research tools.
03.0	Demonstrate basic knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations. The student will be able to:
03.01	Discuss and define terms and concepts of Tort Law to include:
	a. Intentional torts as regards interference in relation to persons
	b. Intentional torts as regards interference in relation to property
	c. Defenses to an intentional torts, and defenses to negligence actions
	d. Negligence and the elements of negligence
	e. Reasonable person
	f. Res Ipsa Loquitur
	g. Proximate cause
	h. Strict liability
	i. Product liability
	j. Defenses to tort actions
03.02	Discuss the United States Constitution in the following areas:
	a. The philosophical underpinnings of the Constitution



b. The structure of the Constitution
c. The Bill of Rights
d. Due Process Clause and Equal Protection Clause of The Fourteenth Amendment
e. The Commerce Clause
03.03 Discuss and define terms and concepts of Criminal Law to include:
a. The Theory of Criminal Law - distinguish the concepts of Malum in se and Malum prohibitum
b. The evolving nature of criminal law, e.g. The legal definition of a viable human being
c. Elements and degrees of crimes against persons
d. Elements and degrees of crimes against property
e. Elements and degrees of crimes against the State
f. Overlapping crimes against the person and against property
g. Inchoate crimes
h. Defenses to crimes
03.04 Discuss each stage in a criminal proceeding from investigation to disposition and post-conviction procedures.
04.0 Demonstrate knowledge of all phases of trial practice and procedure. The student will be able to:
04.01 Define a variety of terms associated with litigation and trial practice.
04.02 Explain the sequence and basic contents of pleadings.
04.03 Prepare initial and responsive pleadings from information given in a simple hypothetical situation.
04.04 Define and explain causes of actions in civil cases.
04.05 Explain the basic concept of the Statute of Limitations.
04.06 Demonstrate knowledge of common Statutes of Limitation including contracts, negligence, malpractice, and actions against governmental agencies.
04.07 Discuss and prepare discovery documents, including e-discovery, from information given in a simple hypothetical situation.
04.08 Discuss and effectively navigate the basic rules of procedure and evidence code.
04.09 Describe how evidence/exhibits are organized for trial.

04.10	Describe the purpose and contents of a trial notebook.
04.11	Describe the typical sequence of litigation to include, but not be limited to, court filing, process service, motions, discovery, trial, and appeals.
04.12	Describe alternative dispute resolution methods.
04.13	Explain a paralegal's role in litigation and trial preparation.
04.14	Explain electronic court filing (e-filing) including procedures and guidelines for proper filing and service of court documents in state and federal courts.
05.0	Demonstrate knowledge of real property law and its application to real property transactions. The student will be able to:
05.01	Define terms associated with real estate law and transactions.
05.02	Discuss real property concepts to include, but not be limited to, the types of estates that can be conveyed under Florida law.
05.03	Contrast the basic responsibilities of the lawyer and the real estate broker in the conveyance of real property, from the sales or option contract to the recording of the deed.
05.04	Describe the basic requirements of, and prepare, a contract for sale of real property.
05.05	Describe and prepare real property deeds.
05.06	Discuss the purpose of title insurance, a title search and how the "search" is made.
05.07	Explain how "recording" is accomplished and the importance of recording a deed, mortgage, or other real estate documents.
05.08	List and explain the most common forms of limitations on real property use such as covenants, easements, zoning laws, and land use regulations.
05.09	Briefly explain the various encumbrances that can be placed against real property.
05.10	Describe, plan and execute the steps and procedures in a typical real estate closing.
05.11	Describe and prepare a variety of real property documents such as a lease, a promissory note, an option contract, an agreement for deed or a mortgage.
05.12	Distinguish personal property from real property.
05.13	Perform online property searches.
06.0	Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures. The student will be able to:
06.01	Define terms associated with wills, trusts, and probate administration.
06.02	Explain the purposes and requirements of wills and codicils.
06.03	Define a simple Inter Vivos, and a Testamentary trust.

06.04	Explain the process of probate.
06.05	Identify and explain the purposes of advanced directives.
06.06	Draft a will or advanced directive, or determine the distribution of an estate given a hypothetical case.
07.0	Demonstrate knowledge of the fundamental principles of the law of business organizations. The student will be able to:
07.01	Define terms associated with business organizations.
07.02	State the major advantages and disadvantages of the various types of business organizations.
07.03	Describe the procedures and steps leading to formation, modification and dissolution of various types of business organizations, especially as it relates to procedures within the State of Florida.
07.04	Discuss the rights, duties and liabilities of the owners, officers, directors and employees of various types of business organizations.
07.05	Explain the financial structure of various business organizations.
07.06	Discuss the nature of the agency relationship to include the duties and liabilities of principals, agents, and third parties.
08.0	Demonstrate knowledge of principles of contract law including the Uniform Commercial Code. The student will be able to:
08.01	Identify and describe the elements of a contract.
08.02	Demonstrate knowledge of contract terminology.
08.03	Identify the differences between void and voidable contracts.
08.04	Demonstrate knowledge of the Statute of Frauds.
08.05	Demonstrate knowledge of the Parol Evidence Rule.
08.06	Recognize and identify various types of contracts, such as adhesion, bilateral, unilateral, implied, and express.
08.07	Prepare a basic contract given a set of facts.
08.08	Demonstrate knowledge of specific performance, breach of contract, and remedies, and defenses for breach of contract.
08.09	Demonstrate knowledge of third party beneficiary contracts.
08.10	Demonstrate knowledge of requirements for modification of contracts and assignments of contracts.
09.0	Demonstrate knowledge of, and ability to perform, techniques and procedures utilized as part of case preparation and development. The student will be able to:
09.01	Describe the various types of interviews that a paralegal would conduct and implement client and/or a witness interview based on a hypothetical case.

09.02	State what the paralegal would need to know prior to the interview, and also describe the materials needed in preparation for the interview.
09.03	Describe and implement the techniques for asking questions, including the utilization of effective listening skills.
09.04	Describe how the paralegal would present the results of an interview and background investigation to the attorney.
09.05	Describe the purpose of background investigations and analysis in preparation for litigation and implement investigations based on a hypothetical case.
09.06	Discuss evaluation and use of evidence.
09.07	Demonstrate the knowledge of e-discovery skills.
10.0	Demonstrate knowledge of law office management procedures. The student will be able to:
10.01	“Define terms relating to law office management and structure.
10.02	List and discuss techniques for improving the confidence that clients will have in the personnel of the law office.
10.03	Discuss the various aspects of fee setting in the law office to include fixed fees, minimum fees, contingent fees, retainers, payment schedules and billing practice.
10.04	Describe how client files are opened, maintained and closed, both in electronic and physical format.
10.05	Describe a typical law office; its purposes and uses, including the paralegal’s role in various law office settings.
10.06	Describe effective and secure filing systems for all law offices.
10.07	List the advantages of data management and microcomputer skills in a law office.
10.08	Describe the elements of an emergency preparedness plan for a law office for events such as natural disasters, terrorism, and active shooters.
10.09	Demonstrate familiarity with office management, case management, timekeeping, and billing software.
10.10	Understand applicable ethical rules and regulations pertaining to management and handling of client funds, including the use of a law office’s operating accounts and trust accounts.
11.0	Demonstrate knowledge of family law, rules, and procedures. The student will be able to
11.01	Define terms and concepts relating to family law.
11.02	Define the requirements for a valid marriage in the State of Florida.
11.03	Discuss aspects of a dissolution of marriage including parenting plans, child support, spousal support, equitable distribution, and modifications.
11.04	List the grounds needed to obtain a dissolution of marriage and an annulment of a marriage in Florida.
11.05	Discuss prenuptial and postnuptial agreements.

12.0	Demonstrate knowledge of employability skills. The student will be able to:
12.01	Describe and implement the methods to conduct an employment search for a paralegal position.
12.02	Identify documents that may be required when applying for an employment position, including background checks.
12.03	Draft a cover letter and resume.
12.04	Demonstrate competence in employment interviewing techniques.
12.05	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.06	Identify acceptable work habits, including professionalism and appropriate soft skills.
12.07	Demonstrate knowledge of how to make job changes in employment appropriately and professionally.
12.08	Identify and demonstrate acceptable professional appearance, grooming, and demeanor standards.
12.09	Demonstrate basic computer skills.
12.10	Identify post-degree options.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Real Estate Paralegal Certificate (0722030203) 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education  
Curriculum Framework

**Program Title:** Criminal Justice Technology  
**Career Cluster:** Law, Public Safety & Security

AS	
CIP Number	1743010302
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1012 First Line Supervisors of Police and Detectives

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations (SOC 33-1012). The program may also be beneficial to professionals seeking salary incentive benefits or career enhancement in the field.

**This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.**

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours. Content includes, but is not limited to, law enforcement and investigative activities; the handling and care of incarcerated individuals; procedures for initial and post contact with the public in such matters as obtaining and relating information; developing critical thinking and decision making processes; preparing reports, techniques for collection, preparation and transportation of physical evidence; methods of crime prevention; and methods for investigation, counseling and referral of neglected/dependent children, delinquents and youthful offenders.

## **Standards**

**After successfully completing this program, the student will be able to perform the following:**

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss the principles of criminology.
- 03.0 Identify criminal investigation procedure.
- 04.0 Describe and discuss juvenile delinquency.
- 05.0 Summarize law enforcement administration.
- 06.0 Describe and discuss the field of law enforcement.
- 07.0 Describe and discuss the field of corrections.
- 08.0 Describe and discuss the field of criminal law.
- 09.0 Explain the US Court System and its relation to the rules of evidence.
- 10.0 Demonstrate employability skills.
- 11.0 Identify issues relating to human diversity in the criminal justice system.



Florida Department of Education  
Student Performance Standards

Program Title: Criminal Justice Technology  
CIP Numbers: 1743010302  
Program Length: 60 credit hours  
SOC Code(s): 33-1012

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Describe and discuss the criminal justice system. The student will be able to:
01.01	Define the primary components of criminal justice and their primary responsibilities.
01.02	Identify problems that keep the system from functioning effectively and efficiently.
01.03	Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.
01.04	Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
01.05	List the procedures an offender undergoes in his/her progression through the system.
01.06	Define and evaluate the present day value of the Peelian Principles.
01.07	Identify courtroom procedures.
01.08	Discuss the implications of the US constitutional and Supreme Court decisions on the criminal justice system.
02.0	Describe and discuss the principles of criminology. The student will be able to:
02.01	Discuss the criminal justice system through the processes of detection, apprehension, prosecution and corrections.
02.02	Summarize the major theoretical factors and forces assumed to cause crime.
02.03	Identify the impact of crime on persons and property.
02.04	Discuss the extent of crime in the United States.
02.05	Discuss the concept of victimless crimes.
02.06	Discuss the ramifications of violent crimes, the career criminal and organized crime.
02.07	Identify elements of deviant and abnormal behavior.

03.0	Identify criminal investigation procedures. The student will be able to:
03.01	Explain investigative techniques used in solving crimes.
03.02	Explain general criminal laboratory techniques.
03.03	Explain the necessity for and the methods of marking and preserving evidence.
03.04	Discuss the necessity for and importance of crime scene protection.
03.05	Discuss the importance of evidence to court proceedings following arrest.
03.06	Identify various types of investigative technology.
03.07	Describe the steps of a preliminary investigation.
03.08	Demonstrate ability to draw a simple crime scene sketch.
03.09	Discuss principles of proper interrogation techniques.
03.10	Explain the importance of police records to the investigative process.
04.0	Describe and discuss juvenile delinquency. The student will be able to:
04.01	Define juvenile delinquency.
04.02	Explain the proceedings of the juvenile court system.
04.03	Compare the advantages and disadvantages of juvenile incarceration.
04.04	Identify some of the major causes of juvenile delinquency.
04.05	Identify the problem areas that have an influence upon juvenile delinquency between peers, parents and school.
04.06	Discuss the relevance and dynamics of gangs as they relate to juvenile delinquency.
04.07	Discuss the importance of the public school system relative to the detection and prevention of juvenile delinquency.
04.08	Describe juvenile rehabilitative programs.
05.0	Summarize law enforcement administration. The student will be able to:
05.01	Appraise the impact of national patrol studies.
05.02	Compare and contrast the various organizational structures of law enforcement agencies.
05.03	Give examples of different departmental recruiting techniques.

05.04	Define the general principles of allocation and deployment of patrol resources.
05.05	Explain the concepts of criminal investigation management and supervision of cases.
05.06	Discuss the importance of specialized units.
05.07	Identify crime prevention techniques.
05.08	Discuss the various technologies utilized by law enforcement agencies.
06.0	Describe and discuss the field of law enforcement. . The student will be able to:
06.01	Identify proper procedures for responding to media inquiries.
06.02	Appraise the value of making presentations to citizen groups.
06.03	Demonstrate effective oral communication techniques.
06.04	Prepare an effective written report.
06.05	Compare and contrast the various types of patrol techniques.
06.06	Explain the importance of establishing good rapport with citizens.
06.07	Differentiate between the generalist and specialist concepts of law enforcement activities.
07.0	Describe and discuss the field of corrections. The student will be able to:
07.01	Discuss the history and evolution of corrections.
07.02	Discuss the philosophies of incarceration.
07.03	Discuss major problems facing contemporary corrections.
07.04	Identify the major differences between juvenile and adult institutionalization.
07.05	Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.
07.06	Discuss the advantages and disadvantages of career and technical education within an institutional setting.
07.07	Identify contemporary sentencing guidelines.
07.08	Define the concept of community based corrections.
07.09	Define and contrast the concepts of probation and parole.
07.10	Identify the advantages of work release and pre-release programs.

07.11	Discuss the problems associated with probation caseloads.
07.12	Explain the concept of contracting for correctional services.
07.13	Identify important historical progressions in the origins of probation and parole.
07.14	Define the general categories of treatment services.
07.15	Explain the various roles of psychologists, psychiatrists, and sociologists in corrections.
07.16	Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
07.17	Explain the inmate classification process.
07.18	Explain how the classification process can frequently intensify conflict between treatment and security goals.
07.19	Discuss group and individual counseling of the offender.
07.20	Identify types of community resources that are available for offender treatment services.
08.0	Describe and discuss the field of criminal law. The student will be able to:
08.01	Explain how burden of proof relates to a criminal proceeding.
08.02	Define and contrast civil and criminal proceedings.
08.03	Identify the difference between procedural and substantive due process.
08.04	Explain the legacy of English common law and its relationship to modern jurisprudence.
08.05	Identify the legal elements of crimes.
08.06	Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
08.07	Discuss legal defenses in criminal law.
08.08	Discuss the Bill of Rights of the U.S. Constitution.
08.09	Give an example of an ex post facto law.
09.0	Explain the US Court System and its relation to the rules of evidence.. The student will be able to:
09.01	State the purpose of evidence.
09.02	Name and describe types of evidence.
09.03	Define admissibility of evidence.

09.04	Define sufficiency of evidence.
09.05	Discuss the legal procedures for securing admissions and confessions.
09.06	Describe the general process and handling of all evidence from time of discovery through disposition.
09.07	Describe the nature, purpose and legal framework of privileged information regarding evidence.
10.0	Demonstrate employability skills. The student will be able to:
10.01	Conduct a job search.
10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete a job application.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons.
10.07	Identify acceptable work habits.
10.08	Demonstrate knowledge of how to make job changes appropriately.
10.09	Demonstrate acceptable employee health habits.
11.0	Identify the issues relating to human diversity in the criminal justice system. The student will be able to:
11.01	List the purposes of a structured public/human relations program within a criminal justice agency.
11.02	Identify and describe community relations programs.
11.03	Identify impediments to a successful minority recruitment program.
11.04	Identify major cultural, ethnic and human differences that exist in society.
11.05	Discuss examples of prejudice, discrimination and racism.
11.06	Discuss the psychological concepts of motivation and basic human needs.
11.07	Discuss ethics as it relates to criminal justice.
11.08	Discuss the impact of internal and external controls on criminal justice professionals.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Successful completion of the CJSTC basic recruit programs in law enforcement or corrections, and successful completion of the requisite State Officer Competency Examination, will guarantee a student the awarding of a minimum of 15 or 6 college credits, respectively, toward an AS degree in Criminal Justice Technology at all public Florida Community Colleges through the Florida Department of Education Statewide Articulation Agreement.

In accordance with Rule 6A-6.065 (FAC), Career and Technical instructional program, and the activities of such organizations are defined as part of this curriculum. For this program Criminal Justice Technology. Professional Association student membership is encouraged in the Academy of Criminal Justice Sciences, the American Criminal Justice Association or Lambda Alpha Epsilon (LAE).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Criminal Justice Technology Specialist (0743010304) 24 credit hours

Florida Department of Education  
Curriculum Framework

**Program Title:** Crime Scene Technology  
**Career Cluster:** Law, Public Safety & Security

**AS**

CIP Number	1743010600
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can be employed in, but is not limited to, positions of Crime Scene Technician, Crime Scene Photographer, Fingerprint Examiner and Classification Specialist, Crime Scene Lab Assistant, and Crime Scene Unit Supervisor. Crime Scene Technologists can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry, SOC Code 19-4092 (Forensic Science Technicians).

**Program Structure**

This program is a planned sequence of instruction consisting of 60 hours. This program is a planned sequence of instruction consisting of 60 credit hours. The content includes, but is not limited to, working knowledge of all basic tenets in crime scene technology that are encompassed in the phases of crime scene search, recording, evidence gathering, packaging of evidence and courtroom testifying. The purpose is to provide for the proper collection of crime scene evidence according to all legal dictates and to present in related courts.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on film, memory card, disc and video.
- 02.0 Demonstrate knowledge of collection and development of evidence.
- 03.0 Demonstrate knowledge of fingerprint development and preservation.
- 04.0 Demonstrate knowledge of crime scene data gathering.
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene.
- 06.0 Demonstrate knowledge of crime scene safety.
- 07.0 Demonstrate knowledge of crime scene report writing.
- 08.0 Demonstrate knowledge of courtroom testimony presentations.
- 09.0 Demonstrate knowledge and understanding of the criminal justice system.



Florida Department of Education  
Student Performance Standards

Program Title: Crime Scene Technology  
 CIP Numbers: 1743010600  
 Program Length: 60 credit hours  
 SOC Code(s): 19-4092

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of recording the crime scene and related evidence on memory card, film, disc and video. The student will be able to:
01.01	Demonstrate the ability to use Digital Single Lens Reflex (DSLR) cameras with manual mode functions.
01.02	Demonstrate knowledge, ability and skills in the use of the camera to document the crime scene and related evidentiary materials.
01.03	Demonstrate knowledge of written documentation procedures related to crime scene photography.
01.04	Demonstrate knowledge of specialized photo equipment used in crime scene units, e.g. 3-D scanning devices.
01.05	Demonstrate ability to use different types of light sources used in evidence detection.
01.06	Demonstrate knowledge of principles and methodology involved in photographing unique crime scene and evidentiary materials.
02.0	Demonstrate knowledge of collection and development of evidence. The student will be able to:
02.01	Demonstrate knowledge of the methodology used in crime scene recording and classifying physical evidence.
02.02	Demonstrate abilities and skills needed in applying basic principles of crime scene investigation.
02.03	Develop an understanding of the concepts of crime scene procedures.
02.04	Demonstrate knowledge and skill in specialized crime scene procedures.
02.05	Demonstrate ability to prepare crime scene related documents.
02.06	Demonstrate ability to coordinate a crime scene investigation with other investigative personnel and agencies.
02.07	Demonstrate knowledge of the capabilities of a full-service crime lab.
02.08	Demonstrate knowledge of the chain of custody of evidence and submission protocols.

02.09	Demonstrate knowledge of appropriate comparison standards.
02.10	Demonstrate knowledge of the testing of biological evidence.
02.11	Demonstrate knowledge of the collection methods of biological evidence.
02.12	Demonstrate knowledge of the understanding of autopsy evidence collection.
02.13	Demonstrate ability to determine appropriate collection, preserving, marking and packaging methods of crime scene evidence.
03.0	Demonstrate knowledge of fingerprint development and preservation. The student will be able to:
03.01	Demonstrate knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints.
03.02	Demonstrate appropriate application of processing techniques.
03.03	Demonstrate knowledge of the Henry Modified system of fingerprint classification.
03.04	Demonstrate ability to classify fingerprints using the Henry Modified system.
03.05	Demonstrate ability to roll standard prints.
03.06	Demonstrate knowledge in the principles and methodology of comparing prints.
04.0	Demonstrate knowledge of crime scene data gathering. The student will be able to:
04.01	Demonstrate ability to locate the crime scene.
04.02	Demonstrate knowledge of when to identify the items related to the crime.
04.03	Demonstrate knowledge of when to initiate investigative note taking.
04.04	Demonstrate ability to develop a plan of action for conducting the crime scene investigation.
04.05	Demonstrate ability to locate, identify, preserve and collect perishable items at the crime scene.
05.0	Demonstrate knowledge of mapping, measuring, and logging the crime scene. The student will be able to:
05.01	Demonstrate ability to search the crime scene and determine the method to map, measure and log the scene.
05.02	Demonstrate ability to sketch the crime scene and complete as a finished sketch using a computer software program.
05.03	Demonstrate ability to locate the evidence in crime scene reproductions by taking the appropriate measurements.
05.04	Demonstrate ability to prepare the final sketch for courtroom presentation.

06.0	Demonstrate knowledge of crime scene safety. The student will be able to:
06.01	Demonstrate knowledge of the potential health and safety hazards one could encounter at a crime scene.
06.02	Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
06.03	Demonstrate knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.
06.04	Demonstrate knowledge of emergency procedures involving personal risk in a crime scene situation; e.g. drug concerns (Fentanyl).
06.05	Demonstrate knowledge of the understanding of safe and proper methods of handling biological evidence at a crime scene.
06.06	Demonstrate knowledge of the proper handling of weapons and related evidence.
06.07	Demonstrate knowledge of the kinds, and use, of protective equipment for crime scene processing.
07.0	Demonstrate knowledge of crime scene report writing. The student will be able to:
07.01	Demonstrate ability to write a report in accepted police/legal format.
07.02	Demonstrate knowledge of the ability to gather and organize data for the report.
07.03	Demonstrate ability to generate a report using a computer.
07.04	Demonstrate ability to proofread and edit a report.
08.0	Demonstrate knowledge of courtroom testimony presentations. The student will be able to:
08.01	Demonstrate the knowledge and skill needed in courtroom proceedings.
08.02	Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings using digital software programs.
08.03	Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
08.04	Demonstrate the knowledge and skills of preparing for courtroom testimony.
09.0	Demonstrate knowledge and understanding of the criminal justice system. The student will be able to:
09.01	Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
09.02	Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police and courts.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Crime Scene Technician (0743010601) - 28 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Security Management and Administration  
**Career Cluster:** Law, Public Safety & Security

AS	
CIP Number	1743011202
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-9031 Gaming Surveillance Officers and Gaming Investigators; Transportation Security Screener 33-9093 33-9032 Security Guards; 11-9199 Security Managers; 33 -1099 First-Line Supervisors of Protective Service Workers, All Other

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for careers for a variety of positions in the security field including Homeland Security, Transportation and Security Officer, Security Investigator, Security Consultant, Security Auditor, Security Supervisor, Security Administrator and Security Director.

Students will development an understanding of the security role in society through the identification of prevention-oriented goals as set forth by the basic role which security has within society. A student must successfully demonstrate ability in carrying out security functions, responsibilities and duties.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

**Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the purpose of crime prevention and analysis.
- 02.0 Comprehend the methods and data sources for crime analysis.
- 03.0 Acquire knowledge of place-specific crime theories.
- 04.0 Understand and address rational choice and opportunity theories of crime.
- 05.0 Understand the routine activities of environmental criminology.
- 06.0 Comprehend the outcomes of crime prevention including displacement and diffusion of benefits.
- 07.0 Understand the importance of developing, implementing, and evaluating crime prevention programs.
- 08.0 Demonstrate an understanding of the major historical events and the evolution of private security and loss prevention.
- 09.0 Demonstrate an understanding of the issues involved in private security and loss prevention.
- 10.0 Demonstrate an understanding of the career fields of specialized security and loss prevention.
- 11.0 Demonstrate an understanding of the legal aspects of both security and loss prevention.
- 12.0 Compare and Contrast the main functions of the Criminal Justice System vs the main functions of Security and Loss Prevention
- 13.0 Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention.
- 14.0 Demonstrate an understanding of the history and development of commercial security.
- 15.0 Demonstrate an Understanding of the Management and Administration of Law Enforcement and Security Operations
- 16.0 Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program.
- 17.0 Understand and recognize types of internal crimes.
- 18.0 Demonstrate an understanding of the nature and control of vendor and cargo theft.
- 19.0 Understand and recognize types of retail crime.
- 20.0 Demonstrate an understanding of how to design risk management programs in commercial settings.
- 21.0 Demonstrate an understanding of the definition of criminal and civil law.
- 22.0 Demonstrate an understanding of the principles of criminal law.
- 23.0 Demonstrate an understanding of the principles of search and seizure.
- 24.0 Demonstrate an understanding of the issues involved in Evidence and the Rules of Evidence in Criminal Justice, and Private Security, and Interrogation
- 25.0 Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing.
- 26.0 Demonstrate an understanding of the legal issues involved in surveillance.
- 27.0 Demonstrate an understanding of the legal and ethical issues of security.
- 28.0 Demonstrate an understanding of the history of the Constitution.
- 29.0 Demonstrate an understanding of criminal law and procedures in relation to private security.
- 30.0 Demonstrate an understanding of the legal concept of public and private arrest procedures.
- 31.0 Demonstrate an understanding of the laws of search and seizure within security work.
- 32.0 Demonstrate an Understanding of the Fundamentals of Criminal and Private investigations, the Legal Limitations, and the Levels of Authority
- 33.0 Demonstrate an understanding of constitutional issues concerning interview, investigation, background checks, and surveillance.
- 34.0 Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony.
- 35.0 Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process.
- 36.0 Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information.
- 37.0 Demonstrate an understanding of the importance of the legal aspects of interview and interrogation.
- 38.0 Demonstrate an understanding of how to prepare for an interview and an interrogation.
- 39.0 Demonstrate an understanding of the behavioral aspects of the interview and interrogation process.

- 40.0 Demonstrate an understanding of the process of conducting an interview and an interrogation.
- 41.0 Demonstrate an understanding of case studies through the use of scenarios.
- 42.0 Demonstrate an understanding of the history and evolution of investigations in the private sector.
- 43.0 Demonstrate an understanding of the qualities and skills necessary to become a successful investigator.
- 44.0 Demonstrate an understanding of the role and day-to-day operations of modern day investigators in the private sector.
- 45.0 Demonstrate an understanding of the differences between public and private investigations.
- 46.0 Demonstrate an understanding of the sources of information available to an investigator for the purpose of conducting an investigation.
- 47.0 Demonstrate an understanding of the importance of ethics in investigations in the private sector.
- 48.0 Demonstrate an understanding of managing the business concepts of private investigations.
- 49.0 Comprehend the fundamentals of problem solving logic within the field of security.
- 50.0 Understand the principles and process of risk assessment as a tool in problem solving.
- 51.0 Comprehend the key technological resources incorporated in the problem solving process.
- 52.0 Learn the important resources utilized in the problem solving approach to personnel management.
- 53.0 Understand the issues involved with problem solving in retail and residential settings.
- 54.0 Comprehend the problem solving issues in foot traffic and public access venues surrounding facility management.
- 55.0 Understand the relevant problem solving techniques involved in computer security.
- 56.0 Understand loss prevention fundamentals.
- 57.0 Comprehend the Importance of Effective Working Relationships, Communication, and Pre-Employment in the Criminal Justice and the Loss Prevention Field
- 58.0 Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs.
- 59.0 Learn the basic techniques for investigation including methods for obtaining security services and equipment.
- 60.0 Understand the handling of fire and other safety related events.
- 61.0 Comprehend the relationship of risk management and loss prevention.
- 62.0 Comprehend Human Diversity and Environmental Challenges for Public and Private Security

Florida Department of Education  
 Student Performance Standards

Program Title: Security Management and Administration  
 CIP Numbers: 1743011202  
 Program Length: 60 credit hours  
 SOC Code(s): 33-1099, 33-9032, 33-90331, 33-9093, 11-9199

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, The student will be able to:**

01.0	Understand the purpose of crime prevention and analysis. The student will be able to:
01.01	Discuss the importance of crime prevention in commercial profitability.
01.02	Discuss the utility and cost benefit of crime prevention schemes.
01.03	List the justifications for crime prevention expenditures.
01.04	Describe the importance of crime analysis in terms of evaluating crime prevention efforts.
01.05	Explain the relationship between crime prevention and analytic techniques for liability reduction.
02.0	Comprehend the methods and data sources for crime analysis. The student will be able to:
02.01	Explain the importance of maintaining incident based databases.
02.02	Explain the process of acquiring public data on crime incidents.
02.03	List the geographic scales of data compilation.
02.04	Explain the utility of calls for service data.
02.05	Describe the purpose and use of the Uniform Crime Report (UCR) and National Incident Based Reporting System (NIBRS) data sources.
02.06	Describe the relative utility and proper usage of official and user collected data in determining vulnerabilities and effectiveness of crime prevention efforts.
02.07	Define units of analysis, validity, and reliability.
02.08	Discuss the research design in security analysis.
02.09	Discuss the generalization of findings.
02.10	List the basic statistical inferences in security research.



03.0	Acquire knowledge of place-specific crime theories. The student will be able to:
03.01	Describe the influence of place on criminal opportunity.
03.02	Explain the variable impact of place on crime.
03.03	Explain the facility functions which promote the dissuading of crime.
03.04	Describe the concepts of natural surveillance, formal surveillance, site control, and place management.
03.05	Explain the influences on prevention efforts and the resulting availability of analytic tools.
04.0	Understand and address rational choice and opportunity theories of crime. The student will be able to:
04.01	Describe how rational choices affect target selection.
04.02	Describe risks, rewards and efforts in terms of the offender.
04.03	Explain how criminal opportunities are blocked.
04.04	Describe how opportunity-based theories differ from offender-based theories.
04.05	Describe the relationship between security efforts and target hardening.
05.0	Understand the routine activities of environmental criminology. The student will be able to:
05.01	Discuss the crime triangle including the motivated offender, suitable target, and lack of capable guardian.
05.02	Describe how legitimate human activity influences illegitimate activity.
05.03	Discuss the tenets of environmental criminology.
05.04	Describe facilities, nodes and boundaries as a predictor of crime frequency.
06.0	Comprehend the outcomes of crime prevention including displacement and diffusion of benefits. The student will be able to:
06.01	Define elements of displacement.
06.02	Describe the temporal and geographic displacement.
06.03	Discuss how displacement affects discrete security efforts.
06.04	Define how diffusion of benefits works as a concept.
06.05	Describe the positive elements of diffusion in crime prevention program.
07.0	Understand the importance of developing, implementing, and evaluating crime prevention programs. The student will be able to:

07.01	List historical efforts at crime prevention.
07.02	Define social programming, physical planning, and crime prevention.
07.03	List elements of Crime Prevention Through Environmental Design (CPTED).
07.04	Describe how manipulation of the physical environment can prevent crime.
07.05	Discuss issues in residential settings.
07.06	Describe common approaches to commercial crime prevention.
07.07	Describe issues related to special event planning and crime prevention.
07.08	Discuss crime prevention efforts at schools, office buildings, banks, financial institutions, visitor centers, bars, night clubs, and restaurants.
07.09	Describe community-based crime prevention models.
07.10	List education, recreation, occupational programs.
07.11	Develop a plan for crime prevention with public and private operatives.
08.0	Demonstrate an understanding of the major historical events and the evolution of private security and loss prevention. The student will be able to:
08.01	Explain the definition of security and also loss prevention.
08.02	Examine the origins and development of security and loss prevention.
08.03	Research key time periods, individuals and organizations instrumental to the study of security and loss prevention.
08.04	Complete review questions and definitions of terms used in security and loss prevention.
09.0	Demonstrate an understanding of the issues involved in private security and loss prevention. The student will be able to:
09.01	Identify the major differences between security, loss prevention, and law enforcement.
09.02	Examine the vast array of crime, security, and loss prevention problems faced by private corporations.
09.03	Review how public police and private security and loss prevention can work together.
09.04	Discuss the advantages and disadvantages of special police powers.
10.0	Demonstrate an understanding of the career fields of specialized security and loss prevention. The student will be able to:
10.01	Research growth trends in both private security and loss prevention.
10.02	Discuss employment opportunities with security and loss prevention professionals in various industries and specialties.

10.03	Conduct interviews with both security and loss prevention professionals.
10.04	Read case studies and job descriptions.
11.0	Demonstrate an understanding of the legal aspects of both security and loss prevention. The student will be able to:
11.01	Address the impact that the growth of litigation in security and loss prevention operations has on companies with security and loss prevention programs.
11.02	Read case histories and studies that effect security and loss prevention.
11.03	Define liability.
11.04	Review key factors in negligent security and loss prevention litigation.
11.05	Examine the duty to protect.
12.0	Compare and Contrast the main functions of the Criminal Justice System vs the main functions of Security and Loss Prevention. The student will be able to:
12.01	Define the primary components of criminal justice and their primary responsibilities.
12.02	Identify problems that keep the system from functioning effectively and efficiently.
12.03	Explain the connection of tangible objects (walls, fences, locks, building design, lighting, surveillance, alarm systems, and access control) with accidents, natural disasters, computer systems, data, and software.
12.04	Describe the ethics and integrity issues of human resources as they relate to the protection of organizations and employee rights.
12.05	Describe the ethics and integrity issues as they relate to the criminal justice system.
12.06	Discuss the elements of technical security including threats from electronic eavesdropping and computer hacking, development of risk assessments and security surveys as they relate to organizations and compare to the criminal justice system.
13.0	Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention. The student will be able to:
13.01	Explain the different challenges placed on security and loss prevention by societal factors and the changing nature of workplace (crime trends, advances in technology, increased diversity, privatization of public services and globalization).
13.02	List the types of specialized education and learning experience necessary in security and loss prevention to maintain employment within the industry.
13.03	Discuss the multidimensional competencies needed in security and loss prevention such as asset protection expertise, administration and execution of loss control programs, visionary concepts as related to security and loss prevention, resourcefulness, and effective communication.
13.04	Describe the goals of security and loss prevention professionals to include negotiation skills and the ability to enhance the professional standing within the organizational structure of any organization.
13.05	Examine the indirect cost of economic crime and exploring external and internal industry threats.
14.0	Demonstrate an understanding of the history and development of commercial security. The student will be able to:

14.01	Describe the history of counterfeiting and its role in the rise of private security.
14.02	Discuss the role of industrial development in the development of security.
14.03	Explain how the mobility of the financial economy contributed to the rise of security.
14.04	Discuss how labor disputes, espionage, and industrial crime led to the growth and development of security.
14.05	Research recent trends in economic activities, the results of the 1968 Rand Report, and Hallcrest II (1990) in relation to the security industry.
15.0	Demonstrate an Understanding of the Management and Administration of Law Enforcement and Security Operations . The student will be able to:
15.01	Compare and contrast the various organizational structures of law enforcement agencies.
15.02	Identify crime prevention techniques.
15.03	Integrate the use of technology in the study of personnel management, planning, and operations. .
15.04	Describe access control, personnel clearance, and document control.
16.0	Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program. The student will be able to:
16.01	Describe the different types of shoplifters such as amateurs, professionals, and thrill seekers.
16.02	Explain the methods of shoplifting such as concealment and price switching.
16.03	Discuss the shoplifting detection methods of surveillance, audits, and employee awareness.
16.04	Describe shoplifting prevention with the use of plainclothes officers, electronic surveillance, and electronic tagging.
16.05	Apply the methods of proper surveillance, apprehension, and detention of suspects.
16.06	Explain non-accusatory confrontation of suspects.
16.07	Establish the proper documentation of events.
17.0	Understand and recognize types of internal crimes. The student will be able to:
17.01	Describe merchandise thefts by employees such as under ringing, trash removal, and personal bags.
17.02	Explain cash thefts in the form of refund and layaway fraud.
17.03	Discuss embezzlement such as bank deposit rolling, check kiting, lapping, payroll fraud, and travel expense fraud.
17.04	Describe business abuse of graft, kickbacks, conflict of interest, inappropriate gifts, and bid-rigging.

17.05	Explain the use of proprietary information in trade secrets and business processes.
17.06	Discuss employee theft and shoplifting.
18.0	Demonstrate an understanding of the nature and control of vendor and cargo theft. The student will be able to:
18.01	Describe delivery shortages.
18.02	Explain freight overcharges.
18.03	Describe counterfeit or damaged good shipments.
18.04	Describe access control of delivery procedures in the separation of shipping and receiving areas.
18.05	Discuss secure shipping receivers.
19.0	Understand and recognize types of retail crime. The student will be able to:
19.01	Describe bad check detection.
19.02	Describe the basics of credit card fraud.
19.03	Discuss the issues involved with counterfeit currency.
19.04	Describe currency, container, and price switching.
19.05	Discuss refund fraud.
19.06	Describe quick change schemes and inventory shrinkage.
20.0	Demonstrate an understanding of how to design risk management programs in commercial settings. The student will be able to:
20.01	Describe the risk identification process.
20.02	Explain security layering.
20.03	Discuss the integration of physical, human resource, and information security systems.
20.04	Describe the loss prevention procedures and controls of deterrence, detection, and recovery.
20.05	Discuss employee training for loss prevention.
20.06	Research the purchase of technology for loss prevention.
20.07	Describe the development of a loss prevention master plan.
21.0	Demonstrate an understanding of the definition of criminal and civil law. The student will be able to:

21.01	Explain intent, presumption and entrapment.
21.02	Research the process and steps involved from arrest to trial.
21.03	Describe the legal issues in chain of command as it relates to evidence.
21.04	Explain the purpose of a trial, the elements and procedures involved, evidence collection, and trial preparation.
21.05	Describe writs and subpoenas.
21.06	Describe the legal ethics of security.
21.07	Explain due process and constitutional immunity.
21.08	Discuss the rules of fair employment practice.
22.0	Demonstrate an understanding of the principles of criminal law. The student will be able to:
22.01	Explain intent, presumption and entrapment.
22.02	Research the process and steps involved from arrest to trial.
22.03	Describe the legal issues in chain of command as it relates to evidence.
22.04	Explain the purpose of a trial, the elements and procedures involved, evidence collection, and trial preparation.
22.05	Describe writs and subpoenas.
22.06	Describe the legal ethics of security.
22.07	Explain due process and constitutional immunity.
22.08	Discuss the rules of fair employment practice.
23.0	Demonstrate an understanding of the principles of search and seizure. The student will be able to:
23.01	Delineate the restrictions on searches for public versus private operatives.
23.02	Describe the legal test of probable cause.
23.03	Explain the civil law limitations of search and seizure.
23.04	Explain the concept of consent.
23.05	Describe the limitations and legal aspects of searching employees.
24.0	Demonstrate an understanding of the issues involved in Evidence and the Rules of Evidence in Criminal Justice, and Private Security, and Interrogation. The student will be able to:

24.01	Describe the legal definition of reasonable suspicion.
24.02	Discuss the legal limitations of detaining and interrogating as it is related to employees and compare it to the detaining and interrogating suspect by law enforcement.
24.03	Discuss the legal limitations of detaining and interrogating employees.
24.04	Apply the legal definition of coercion in interrogation techniques.
24.05	Explain the notion of “qualified privilege” in mitigating slander suits by suspects.
24.06	Define probable cause.
24.07	Discuss the liability issues of use of force.
24.08	Describe liability issues dealing with the release of employment records.
24.09	Describe the nature, purpose and legal framework of privileged information regarding evidence.
25.0	Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing. The student will be able to:
25.01	Discuss the legal issues surrounding employee drug testing.
25.02	Describe elements of the Drug Free Work Place Act of 1988.
25.03	List the proper procedures for the use of polygraphs for investigations.
25.04	Describe the elements of the Employee Polygraph Protection Act of 1988.
25.05	List the admissibility of polygraph tests in court proceedings.
26.0	Demonstrate an understanding of the legal issues involved in surveillance. The student will be able to:
26.01	Define when an observed individual has a reasonable right to privacy.
26.02	Read and discuss washroom surveillance and cases involving expectation of privacy.
26.03	Describe the legal issues of electronic “eavesdropping” and the differences in state and local laws.
26.04	Define proper management techniques for electronically compiled evidence.
26.05	Discuss the legal principles necessary to effectively prosecute employees.
27.0	Demonstrate an understanding of the legal and ethical issues of security. The student will be able to:
27.01	Describe the elements of assault and battery claims against private security.
27.02	List the principles of false arrest and imprisonment.

27.03	Discuss the legal definition of invasion of privacy.
27.04	Discuss the issue of vicarious liability in training and supervision of security personnel.
27.05	List and discuss the legal reasoning of “color of state law” cases.
27.06	Comprehend the issue of diversity in the work place.
28.0	Demonstrate an understanding of the history of the constitution. The student will be able to:
28.01	Discuss the history and purpose of the Constitution.
28.02	Identify the role and purpose of law in society.
28.03	Discuss the origin of modern criminal law in America.
28.04	List the commonly used terms associated with the Constitution.
28.05	Identify and list the important constitutional law cases that affect private security.
29.0	Demonstrate an understanding of criminal law and procedures in relation to private security. the student will be able to:
29.01	Identify private security powers and authority.
29.02	Research the Bill of Rights as it defines private security limitations.
29.03	Define tort, civil liability, criminal liability, habeas corpus, writs, and subpoena.
29.04	Define the right to privacy as interpreted by the fourth, fifth and sixth Amendments.
29.05	Identify the criminal law principles and definitions.
29.06	List the legal steps of arrest and trial.
30.0	Demonstrate an understanding of the legal concept of public and private arrest procedures. The student will be able to:
30.01	Research the requirements for a legal arrest and securing a warrant.
30.02	List the different types of arrests, public and private.
30.03	Define the arrest powers of a private citizen.
30.04	Research the alternatives to arrest.
30.05	Define the term detention by police.
31.0	Demonstrate an understanding of the laws of search and seizure within security work. The student will be able to:



31.01	Discuss the intent of the Fourth Amendment.
31.02	Define the laws of search and seizure for private security personnel.
31.03	Define plain view and consent searches.
32.0	Demonstrate an understanding of the Fundamentals of Criminal and Private investigations, the Legal Limitations, and the Levels of Authority. The student will be able to:
32.01	Explain the private property rights of a business or private property owner.
32.02	Define the terms invitee and trespassing.
32.03	Research common liabilities encountered with police and private security investigations.
32.04	Explain investigative techniques used in solving crimes and identify the limit on investigations by private citizens.
32.05	Explain the necessity for, and the methods of marking and preserving evidence.
32.06	Identify various types of investigative technology.
33.0	Demonstrate an understanding of constitutional issues concerning interview, investigation, background checks, and surveillance. The student will be able to:
33.01	Define the legal term for interview and interrogation.
33.02	Explain the Miranda warning and the effect on police and private security.
33.03	Research permitted and prohibited tactics by police and private security.
33.04	Define a standard background employment check.
33.05	Research the legal methods employers may use to verify employee backgrounds.
33.06	List the legal procedures for an employment interview.
33.07	Explain the availability of public records for the purpose of employee background checks.
33.08	Explain the use of private and public surveillance.
33.09	List the types of commonly used surveillance by police and security agencies.
33.10	List the types of theft detection technologies and techniques used by private firms.
33.11	Define the term negligence as it might pertain to private security.
33.12	Examine the level of security that is due to tenants of multiple dwelling residences or hotels, stores, colleges, and restaurants.
33.13	Examine the role vicarious liability plays in privately owned businesses.

34.0	Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony. The student will be able to:
34.01	Research the steps necessary to prepare a civil or criminal case for court with the assistance of criminal justice personnel.
34.02	List the steps necessary for court testimony.
34.03	Review, discuss, and communicate in writing the private security related case studies presented in the class.
35.0	Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process. The student will be able to:
35.01	Discuss the philosophy and purpose of the interview.
35.02	Discuss the philosophy and purpose of the interrogation.
35.03	Explain the investigative process.
35.04	List the definitions and commonly used terms in interviews and interrogations.
35.05	List the differences between the private and public processes.
36.0	Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information. The student will be able to:
36.01	Define the types and uses of complaints.
36.02	Describe how to legally manage and document written and oral statements of complainants and witnesses during an interview or interrogation.
36.03	Research the different types of witnesses and complainants.
36.04	List the ten basic rules for interviewing witnesses and complainants.
36.05	Research how to take proper notes for an investigation, interview and interrogation.
37.0	Demonstrate an understanding of the importance of the legal aspects of interview and interrogation. The student will be able to:
37.01	Define the legal aspects of private and public interview and interrogation.
37.02	Explain the Miranda decision and the Miranda warning.
37.03	Research the relevant Constitutional Amendments.
37.04	Describe the warnings and approaches used in special situations including juveniles and persons under the influence.
37.05	Define a voluntary confession.
38.0	Demonstrate an understanding of how to prepare for an interview and an interrogation. The student will be able to:

38.01	Explain the elements of establishing the interview goals and selecting the interviewer.
38.02	Describe the selection of a location based on background information.
38.03	Explain the development of an interview strategy and establishing rapport in an interview or interrogation.
38.04	Describe the process of analyzing the facts and evidence.
39.0	Demonstrate an understanding of the behavioral aspects of the interview and interrogation process. The student will be able to:
39.01	Define common terms used in identifying behavior.
39.02	Describe guidelines for evaluation of behavior.
39.03	Discuss the interpretation of verbal and non-verbal behavior.
39.04	List and define the types of resistance.
39.05	Analyze the causes of denials.
39.06	Describe the environmental issues.
39.07	Describe the use of the polygraph.
39.08	Define the types of admission and confession.
39.09	List the twenty two guidelines for taking admissions and confessions.
39.10	Explain the process from admission to confession.
40.0	Demonstrate an understanding of the process of conducting an interview and an interrogation. The student will be able to:
40.01	Define the types of interviews and interrogations.
40.02	Explain the strategy of the interview including the setting of goals and the ten basic rules for interviewing.
40.03	Explain the establishment of rapport through the use of the environmental setting and personal communication skills.
40.04	Describe the approaches to conducting interviews and interrogations.
40.05	Practice the gathering of verbal and written statements.
40.06	Explain the skills necessary to the closing of an interview.
40.07	Explain the effects of an unsuccessful interview or interrogation.
41.0	Demonstrate an understanding of case studies through the use of scenarios. The student will be able to:

41.01	Research well-known case studies and legal decisions.
41.02	Practice interview techniques using well known case studies and scenarios.
41.03	Practice interrogation skills using well known case studies and scenarios.
42.0	Demonstrate an understanding of the history and evolution of investigations in the private sector. The student will be able to:
42.01	Review the history and evolution of investigations.
42.02	Research key organizations and individuals instrumental in investigations.
42.03	Complete essay questions and review exercises on investigation topics.
43.0	Demonstrate an understanding of the qualities and skills necessary to become a successful investigator. The student will be able to:
43.01	Define private and public investigations.
43.02	List the personal attributes of a successful investigator.
43.03	Discuss the purpose and effectiveness of an investigation.
43.04	Discuss the qualities and skills needed in investigations.
44.0	Demonstrate an understanding of the role and day-to-day operations of modern day investigators in the private sector. The student will be able to:
44.01	Conduct interviews with real-life investigators in the private sector.
44.02	Read case histories.
44.03	Research the private investigation industry.
44.04	Discuss the basic questions in an investigation.
45.0	Demonstrate an understanding of the differences between public and private investigations. The student will be able to:
45.01	Discuss the difference between civil and criminal cases and investigations.
45.02	Examine the methods of operation conducted by private investigators.
45.03	List the major differences between the public and private sector.
45.04	Explore the types of public investigations in the United States.
45.05	Explain the main objective of a public investigation and the objectives of private investigations.
46.0	Demonstrate an understanding of the sources of information available to an investigator for the purpose of conducting an investigation. The student will be able to:

46.01	Discuss the people and organizations that can be used as sources of information for the investigator.
46.02	Research the public records at the local, state, and federal levels which can assist in conducting an investigation.
46.03	Examine the constitutional and legal limitations regarding sources of information.
46.04	Explain how the internet can be utilized as an investigative tool.
47.0	Demonstrate an understanding of the importance of ethics in investigations in the private sector. The student will be able to:
47.01	Discuss the ethical obligations of an investigator in the private sector.
47.02	Review the code of ethics from organizations.
47.03	List issues relating to ethics.
47.04	Discuss scenarios relating to ethical behavior.
48.0	Demonstrate an understanding of managing the business concepts of private investigations. The student will be able to:
48.01	Discuss the types of business concepts within the investigation industry.
48.02	Discuss the financial potential of the investigative specialties and occupations.
48.03	Research the licensing requirements for each state.
48.04	Explain assignments performed by investigators in the private sector.
49.0	Comprehend the fundamentals of problem solving logic within the field of security. The student will be able to:
49.01	Describe the origin of problem solving logic.
49.02	Discuss the work of Herman Goldstein as it relates to problem solving.
49.03	Explain the SARA (Scanning, Analysis, Response, and Assessment) model of problem solving.
50.0	Understand the principles and process of risk assessment as a tool in problem solving. The student will be able to:
50.01	Describe the origin and principles of risk assessment.
50.02	Research the methods of loss prevention survey.
50.03	Discuss the systems approach to risk assessment.
50.04	Describe the link between problem solving and risk assessment.
50.05	Comprehend the key technological resources incorporated in the problem solving process. The student will be able to:

50.06	Discuss the utilization of crime statistics in problem identification.
50.07	Describe the role of Geographic Information Systems (GIS) in problem solving.
50.08	Explore the application of cameras in problem solving.
50.09	Explain the relevance of facial identification software as a technological resource.
50.10	Explain the technological advantage of access software, badge systems, magnetometers, and x-ray machines for security.
51.0	Learn the important resources utilized in the problem solving approach to personnel management. The student will be able to:
51.01	Describe the role and function of federal, state, county, and local agencies specifically in the interaction of security with personnel departments.
51.02	Research the relationship of community groups with security individuals and agencies.
51.03	Explain the role the media may play in the problem solving process.
51.04	Describe problem solving issues involved with employee screening and training.
51.05	Research the application of problem solving processes to management issues.
51.06	Reducing workplace violence through problem solving.
52.0	Understand the issues involved with problem solving in retail and residential settings. The student will be able to:
52.01	Discuss the role of the problem solving process in the areas of shoplifting prevention and employee theft.
52.02	Evaluate the protection of stored assets through problem solving techniques.
52.03	Explain the process of problem solving in the protection of cargo or assets in transit.
52.04	Describe the problem solving process in the security management of apartment and rental settings, gated and housing communities, and in neighborhoods.
52.05	Discuss the process of target selection by residential burglar.
52.06	Discuss problem solving through target hardening in residential areas.
53.0	Comprehend the problem solving issues in foot traffic and public access venues surrounding facility management. The student will be able to:
53.01	Explain the problem solving process for security issues in areas with common or public access.
53.02	Explain the problem solving issues for security in areas of construction, business districts, malls, parking garages, factories, financial institutions, educational settings, and healthcare facilities.
53.03	Use scenarios to enhance and practice problem solving skills.

53.04	Research facility entry protection using a problem solving technique.
54.0	Understand the relevant problem solving techniques involved in computer security. The student will be able to:
54.01	Explain problem identification for computer security.
54.02	Describe communication safety for computer security.
54.03	Explain computer access control.
54.04	Describe problem solving scenarios in computer security.
55.0	Understand loss prevention fundamentals. The student will be able to:
55.01	Describe the definition and history of loss prevention.
55.02	Examine the current and future issues of the security industry.
55.03	Discuss the societal factors governing the loss prevention field.
56.0	Comprehend the Importance of Effective Working Relationships, Communication, and Pre-Employment in the Criminal Justice and the Loss Prevention Field. The student will be able to:
56.01	Study the legal requirements and essentials of an effective pre-employment screening policy and procedure
56.02	Develop an employee orientation program on loss prevention.
56.03	Demonstrate effective oral communication techniques.
57.0	Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs. The student will be able to:
57.01	Examine the sources of internal and external loss.
57.02	Develop policies and procedures to prevent loss.
57.03	Develop physical and electronic controls to prevent loss.
58.0	Learn the basic techniques for investigation including methods for obtaining security services and equipment. The student will be able to:
58.01	Examine the options for obtaining security equipment and personnel.
58.02	Research the difference between purchasing and leasing with an emphasis on purchasing agreements.
58.03	Review the types of investigations and the legal ramifications of investigation activity.
58.04	Describe interview and interrogation methods.
58.05	Discover sources of information gathering, methods of conducting investigations, and the basis of accounting procedures

58.06	Review the importance of accurate report writing and courtroom testimony in successful investigations
59.0	Understand the handling of fire and other safety related events. The student will be able to:
59.01	Review the elements of a fire and prevention methodology.
59.02	Examine the potential disasters in a workplace with an emphasis on the study of prevention methods.
59.03	Review evacuation procedures and practices.
59.04	Research the federal Occupational Safety and Health Administration (OSHA) laws and procedures with an emphasis on the field of loss prevention.
60.0	Comprehend the relationship of risk management and loss prevention. The student will be able to:
60.01	Define the elements and scope of risk management.
60.02	Explain the five methods for handling identified risk.
60.03	Examine the importance of risk management to business insurance.
60.04	Develop a risk management program and committee.
60.05	Describe the risk management information systems available.
61.0	Comprehend Human Diversity and Environmental Challenges for Public and Private Security. The student will be able to:
61.01	Identify major cultural, ethnic and human differences that exist in society.
61.02	Discuss the psychological concepts of motivation and basic human needs
61.03	Discuss the impact of internal and external controls on criminal justice and private security professionals.
61.04	Discover societal factors impacting loss prevention.
61.05	Research the need for more education and training in the criminal justice and loss prevention profession.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Homeland Security Professional (0743011202) 15 credits hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education  
Curriculum Framework

**Program Title:** Computer Related Crime Investigation  
**Career Cluster:** Law, Public Safety & Security

AS	
CIP Number	1743011601
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	15-1199 Computer Occupations, All Other

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for careers in corporate computer security investigation or similar careers in law enforcement and crime laboratories as a Computer Related Crime Investigator, a Computer Forensics Specialist, and a Security Consultant or Security Auditor. The program is designed to provide municipal, county, state, federal and corporate investigators in the latest techniques of modern computer crime investigation. The student will obtain skills in researching, investigating, using computer software, interpreting laws, and using the internet as an investigative tool. The degree will prepare the student to effectively prepare search warrant documents leading to the seizure of a suspect's computer and related media in both residential and business settings.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the definition of a computer related crime.
- 02.0 Comprehend how a computer and the internet can be used to commit a crime.
- 03.0 Understand the principles of investigating a computer related crime.
- 04.0 Demonstrate the use of investigative software tools.
- 05.0 Understand the issues related to the jurisdiction of computer related crimes.
- 06.0 Know the location of websites that can be used as resources in the investigation of a computer related crime.
- 07.0 Comprehend the definition of acronyms and abbreviations that may apply to computer related crimes.
- 08.0 Understand internet protocol.
- 09.0 Understand the principles of internet newsgroups.
- 10.0 Understand the principles of internet chat rooms.
- 11.0 Understand the information contained in email message headers.
- 12.0 Know the location of websites that can be used as resources in tracking and learning the true identity of an individual on the internet.
- 13.0 Know how the internet can be used to solicit individuals to commit crimes.
- 14.0 Understand the definition and profile of hackers, pedophiles and internet stalkers.
- 15.0 Demonstrate how hackers, pedophiles and internet stalkers use computers and the internet to commit crimes.
- 16.0 Demonstrate the techniques and software tools that can be used to track and investigate hackers, pedophiles and internet stalkers.
- 17.0 Demonstrate the techniques and methods used by hackers, pedophiles and internet stalkers to commit crimes.
- 18.0 Know the location of websites that can be used as resources in the investigation of hackers, pedophiles and internet stalkers.
- 19.0 Understand the definition of internet pornography.
- 20.0 Understand how a computer can be used to commit an internet pornography crime.
- 21.0 Understand the issues related to the jurisdiction of computer related internet pornography investigations.
- 22.0 Know the principles of investigating an internet pornography crime.
- 23.0 Demonstrate investigative software applications that may be used to investigate internet pornography.
- 24.0 Know the location of websites that can be used as resources in the investigation of internet pornography.
- 25.0 Understand the definition of internet fraud crimes.
- 26.0 Demonstrate how a computer can be used to commit an internet fraud crime.
- 27.0 Understand the issues related to the laws and jurisdiction of internet fraud investigations.
- 28.0 Know the principles of investigating an internet fraud crime.
- 29.0 Demonstrate investigative software applications that may be used to investigate internet fraud crimes.
- 30.0 Know the location of websites that can be used as resources in the investigation of internet fraud crimes.
- 31.0 Understand the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes.
- 32.0 Know the common elements of state statutes that apply to computer related crimes.
- 33.0 Know the elements of federal codes and rules that apply to computer related crimes.
- 34.0 Know the common elements of international laws, codes and legal rules that apply to computer related crimes.
- 35.0 Understand how intellectual property issues affect computer related crime investigations.
- 36.0 Understand the issues related to the jurisdiction of computer related crimes.
- 37.0 Know how to write search warrants involving computer related crimes.

- 38.0 Understand the definition of forensics as applied to computer related crimes.
- 39.0 Demonstrate how a computer can contain hidden data and how to preserve and locate the hidden data.
- 40.0 Understand the principles of preserving and processing a computer related crime scene.
- 41.0 Demonstrate computer forensic software tools.
- 42.0 Know the requirements of a search warrant in a computer related crime.
- 43.0 Know the location of web sites that can be used as resources in the forensic investigation of a computer related crime.
- 44.0 Know the definition of software piracy.
- 45.0 Know the definition of copyright infringement as related to electronic media.
- 46.0 Comprehend how a computer and the internet can be used to pirate computer software.
- 47.0 Learn how a computer and the internet can be used to violate copyrights
- 48.0 Understand the principles of investigating computer software piracy and copyright infringement cases.
- 49.0 Understand the issues related to the jurisdiction of computer software piracy and copyright infringement investigations.
- 50.0 Know the location of websites that can be used as resources in the investigation of computer software piracy and copyright infringement investigations.

Florida Department of Education  
Student Performance Standards

Program Title: Computer Related Crime Investigation  
CIP Numbers: 1743011601  
Program Length: 60 credit hours  
SOC Code(s): 15-1199

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0 Understand the definition of a computer related crime. THE STUDENT WILL BE ABLE TO:

01.01 Apply federal and state laws related to computer crime.

01.02 Explain the definition of a computer related crime.

01.03 Read case histories.

01.04 Discuss case histories of computer related crimes.

01.05 List crimes that can be committed with the use of a computer.

02.0 Demonstrate how a computer and the internet can be used to commit a crime. The student will be able to:

02.01 Research the methods used by individuals to commit computer related crimes.

02.02 Describe the methods used by individuals to commit computer related crimes.

02.03 Give examples of crimes that have been committed with the use of a computer.

02.04 Explain how the internet can be used to commit computer related crimes.

02.05 List the items required to commit a crime with a computer.

03.0 Understand the principles of investigating a computer related crime. The student will be able to:

03.01 Evaluate scenarios to determine if a computer related crime has occurred.

03.02 Determine which, if any, federal or state laws apply to scenarios provided.

03.03 Define electronic evidence.

03.04 Review standard procedures for the collection of evidence.

03.05	Explain the importance of collecting electronic evidence.
03.06	Describe the chain of custody.
03.07	Explore software tools used to retrieve hidden and deleted electronic data from computers and storage media.
03.08	Establish the true identity of individuals based upon fictitious Internet identifiers.
03.09	Track individuals on the internet.
04.0	Demonstrate the use of investigative software tools. The student will be able to:
04.01	Locate the sources of investigative software tools.
04.02	Explore the features of investigative software tools.
04.03	Use investigative software tools.
04.04	Locate investigative software tools on the internet.
04.05	List investigative software tools.
05.0	Understand the issues related to the jurisdiction of computer related crimes. The student will be able to:
05.01	Review laws and rules regarding jurisdiction.
05.02	Discuss state jurisdiction.
05.03	Discuss federal jurisdiction.
05.04	Discuss international jurisdiction.
05.05	Define the jurisdiction of various types of computer related crimes.
06.0	Know the location of websites that can be used as resources in the investigation of a computer related crime. The student will be able to:
06.01	Locate search engines on the internet.
06.02	Explore indexes of websites.
06.03	Download lists of sources of information.
06.04	Obtain access to secured sources of information on the internet.
07.0	Understand the definition of acronyms and abbreviations that may apply to computer related crimes. The student will be able to:

07.01	Research acronyms and abbreviations used on the internet.
07.02	Build a glossary with definitions of acronyms and abbreviations that may apply to computer related crimes.
07.03	Explain the definition of acronyms and abbreviations and that may apply to computer related crimes.
08.0	Understand internet protocol. The student will be able to:
08.01	Review Internet Protocol (IP) address formats used on the internet.
08.02	Explain the definition of Internet Services Providers (ISP).
08.03	Discuss the methods used to route email across the internet.
08.04	Describe the path that information may travel across the internet.
08.05	List methods used by ISP's to route information across the internet.
09.0	Understand the principles of internet newsgroups. The student will be able to:
09.01	Explain the definition of a newsgroup.
09.02	Locate software used to access newsgroups.
09.03	Use the internet and software applications to access newsgroups.
09.04	Review the procedures used by individuals on newsgroups.
09.05	Find newsgroups with illegal content.
09.06	Describe the methods used to locate and preserve data on a newsgroup.
09.07	Give examples of methods used to conceal data in a newsgroup.
09.08	Use software tools to find and preserve data in newsgroups.
09.09	List software tools that may be used to locate and preserve data in a newsgroup.
10.0	Understand the principles of internet chat rooms. The student will be able to:
10.01	Explain the definition of a chat room.
10.02	Locate software used to access chat rooms.
10.03	Use the internet and software to access chat rooms.

10.04	Review the procedures used by individuals on chat rooms.
10.05	Find chat rooms with illegal content.
10.06	Give examples of methods used by pedophiles in chat rooms.
10.07	Describe the methods used to locate and preserve data in a chat room.
10.08	Use software tools to find and preserve data in chat rooms.
11.0	Understand the information contained in email message headers. The student will be able to:
11.01	Define an email message header.
11.02	Review email message headers.
11.03	Determine the identity of an individual using the email message header.
11.04	Use websites to determine the sender of an email message.
12.0	Know the location of websites that can be used as resources in tracking and learning the true identity of an individual on the internet. The student will be able to:
12.01	Locate websites used to track email addresses.
12.02	Explore websites used to locate the registered owners of websites.
12.03	Use internet search engines to locate internet identifiers.
13.0	Know how the internet can be used to solicit individuals to commit crimes. The student will be able to:
13.01	Review case histories.
13.02	Obtain an anonymous identity on the internet.
13.03	Send and receive anonymous email on the internet.
13.04	Communicate in chat rooms on the internet.
13.05	Communicate in newsgroups on the internet.
14.0	Understand the definition and profile of hackers, pedophiles and internet stalkers. The student will be able to:
14.01	Research case histories of crimes committed by hackers, pedophiles and internet stalkers.
14.02	List crimes committed by hackers, pedophiles and internet stalkers.



14.03	Explore websites that search for pedophiles and report their activity.
14.04	Read laws related to crimes that are committed by hackers, pedophiles and internet stalkers.
14.05	Examine profiles of hackers, pedophiles and internet stalkers.
14.06	Read messages posted by hackers, pedophiles and internet stalkers.
15.0	Demonstrate how hackers, pedophiles and internet stalkers use computers and the internet to commit crimes. The student will be able to:
15.01	Read news stories of crimes committed by hackers, pedophiles and internet stalkers.
15.02	Review software applications used by hackers, pedophiles and internet stalkers.
15.03	Research websites created by hackers, pedophiles and internet stalkers.
15.04	Examine newsgroups established by hackers, pedophiles and internet stalkers.
15.05	Create profiles of hackers, pedophiles and internet stalkers.
15.06	Explore procedures used by hackers, pedophiles and internet stalkers to hide their identity.
15.07	Review anonymous email services.
16.0	Demonstrate the techniques and software tools that can be used to track and investigate hackers, pedophiles and internet stalkers. The student will be able to:
16.01	Locate software applications used to track and investigate hackers, pedophiles and internet stalkers.
16.02	Download software applications used to track and investigate hackers, pedophiles and internet stalkers.
16.03	List the features of software applications used to track and investigate hackers, pedophiles and internet stalkers.
16.04	Use software applications used to track and investigate hackers, pedophiles and internet stalkers.
16.05	Explore websites that can be used to track and investigate hackers, pedophiles and internet stalkers.
16.06	Review techniques used by hackers, pedophiles and internet stalkers.
17.0	Demonstrate the techniques and methods used by hackers, pedophiles and internet stalkers to commit crimes. The student will be able to:
17.01	Obtain an anonymous identity on the internet.
17.02	Send and receive anonymous email on the internet.
17.03	Review case histories.

17.04	Communicate in chat rooms on the internet.
17.05	Communicate in newsgroups on the internet.
17.06	Read messages in newsgroups.
17.07	Post files in newsgroups.
17.08	Download files from newsgroups.
18.0	Know the location of websites that can be used as resources in the investigation of hackers, pedophiles and internet stalkers. The student will be able to:
18.01	Obtain access to secured sources of information on the internet.
18.02	Locate search engines on the internet.
18.03	Explore indexes of websites.
18.04	Download lists of sources of information.
18.05	List websites that search for pedophiles and report their activity.
19.0	Understand the definition of internet pornography. The student will be able to:
19.01	Apply federal and state laws related to internet pornography.
19.02	Explain the definition of an Internet pornography computer related crime.
19.03	Discuss case histories of major computer related internet pornography crimes.
19.04	List Internet pornography crimes that can be committed with the use of a computer.
20.0	Understand how a computer can be used to commit an internet pornography crime. The student will be able to:
20.01	Research the methods used by individuals to commit internet pornography crimes.
20.02	Describe the methods used by individuals to commit internet pornography crimes.
20.03	Give examples of internet pornography crimes that have been committed with the use of a computer.
20.04	Explain how the internet can be used to commit internet pornography crimes.
20.05	List the items required to commit an internet pornography crime with a computer.
21.0	Understand the issues related to the jurisdiction of computer related internet pornography investigations. The student will be able to:

21.01	Review laws and rules regarding internet pornography criminal acts.
21.02	Discuss state jurisdiction related to internet pornography investigations.
21.03	Discuss federal jurisdiction related to internet pornography investigations.
21.04	Discuss international jurisdiction related to internet pornography investigations.
21.05	Describe the effect of multiple jurisdictions in a computer related pornography investigation.
21.06	Read case histories.
22.0	Know the principles of investigating an internet pornography crime. The student will be able to:
22.01	Evaluate scenarios to determine if an Internet pornography computer related crime has occurred.
22.02	Determine which if any federal or state laws apply to scenarios provided.
22.03	Define electronic evidence in an Internet pornography crime.
22.04	Review standard procedures for the collection of electronic pornography evidence.
22.05	Explain the importance of collecting electronic evidence.
23.0	Demonstrate investigative software applications that may be used to investigate internet pornography. The student will be able to:
23.01	Locate sources of investigative software applications.
23.02	Explore the features of investigative software applications.
23.03	Download investigative software applications.
23.04	Use investigative software applications to investigate an internet pornography crime.
24.0	Know the location of websites that can be used as resources in the investigation of internet pornography. The student will be able to:
24.01	Locate websites on the Internet that provide assistance in internet pornography investigations.
24.02	Obtain access to secured sources of information regarding internet pornography investigations.
24.03	Locate law enforcement resources that are available to assist in internet pornography investigations.
24.04	Explore newsgroups related to internet pornography investigations.
25.0	Understand the definition of internet fraud crimes. The student will be able to:

25.01	Explain the definition of an internet fraud crime.
25.02	Apply federal and state laws related to internet fraud crimes.
25.03	Discuss case histories of major computer and internet fraud crimes.
25.04	Describe the effect of internet fraud on e-commerce.
25.05	List computer and internet fraud crimes that can be committed with the use of a computer and the internet.
26.0	Demonstrate how a computer can be used to commit an internet fraud crime. The student will be able to:
26.01	Research the methods used by individuals to commit internet fraud crimes.
26.02	Describe the methods used by individuals to commit internet fraud crimes.
26.03	Give examples of internet fraud crimes that have been committed.
26.04	Explain how the internet can be used to commit internet fraud crimes.
26.05	Read cases histories of internet fraud crimes.
26.06	Describe secure internet websites.
26.07	Explain how identity theft can be used to commit internet fraud crimes.
26.08	Describe how a persons' identity can be stolen on the internet.
26.09	List the elements of an internet fraud crime with a computer.
27.0	Understand the issues related to the laws and jurisdiction of internet fraud investigations. The student will be able to:
27.01	Evaluate scenarios to determine if an internet fraud crime has occurred.
27.02	Determine which, if any, federal or state laws apply to scenarios provided.
27.03	Define electronic evidence in an internet fraud crime.
27.04	Review standard procedures for the collection of computer or internet related evidence.
27.05	Explain the importance of collecting electronic evidence.
28.0	Know the principles of investigating an internet fraud crime. The student will be able to:
28.01	Research computer related internet fraud websites.

28.02	Review laws and rules regarding computer related internet fraud criminal acts.
28.03	Read case histories of computer related internet fraud investigations.
28.04	Discuss state jurisdiction related to computer related internet fraud investigations.
28.05	Discuss federal jurisdiction related to computer related internet fraud investigations.
28.06	Discuss international jurisdiction related to computer related internet fraud investigations.
29.0	Demonstrate investigative software applications that may be used to investigate internet fraud crimes. The student will be able to:
29.01	Locate sources of investigative software applications.
29.02	Explore the features of investigative software applications.
29.03	Download shareware copies of investigative software applications.
29.04	Use investigative software applications to investigate an internet fraud crime.
30.0	Know the location of websites that can be used as resources in the investigation of internet fraud crimes. The student will be able to:
30.01	Explore websites related to internet fraud crimes.
30.02	Obtain access to secured sources of information regarding computer related internet fraud investigations.
30.03	Locate law enforcement resources that are available to assist in computer related internet fraud investigations.
30.04	Explore newsgroups related to computer related internet fraud investigations.
31.0	Understand the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes. The student will be able to:
31.01	Research acronyms and abbreviations used on the internet.
31.02	Locate legal terms that may apply to computer related crimes.
31.03	Build a glossary with definitions of acronyms, abbreviations and legal terms that may apply to computer related crimes.
31.04	Explain the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes.
32.0	Know the common elements of state statutes that apply to computer related crimes. The student will be able to:
32.01	Review state statutes that apply to computer related crimes.
32.02	Research case histories of computer related crimes.

32.03	Define the elements of state statutes that apply to computer related crimes.
32.04	List the elements of state statutes that apply to computer related crimes.
32.05	Discuss the elements of state statutes that apply to computer related crimes.
32.06	Apply the elements of state statutes to computer related crimes.
32.07	Give examples of computer related crimes under state jurisdiction.
33.0	Know the elements of federal codes and rules that apply to computer related crimes. The student will be able to:
33.01	Review federal codes and rules that apply to computer related crimes.
33.02	Define the elements of federal codes and rules that apply to computer related crimes.
33.03	Research case histories of computer related crimes.
33.04	List the elements of federal codes and rules that apply to computer related crimes.
33.05	Discuss the elements of federal codes and rules that apply to computer related crimes.
33.06	Apply the elements of federal codes and rules to computer related crimes.
33.07	Give examples of computer related crimes under federal jurisdiction.
34.0	Know the common elements of international laws, codes and legal rules that apply to computer related crimes. The student will be able to:
34.01	Review international laws, codes and legal rules that apply to computer related crimes.
34.02	Define the elements of international laws, codes and legal rules that apply to computer related crimes.
34.03	List the elements of international laws, codes and legal rules that apply to computer related crimes.
34.04	Research case histories of computer related crimes.
34.05	Discuss the elements of international laws, codes and legal rules that apply to computer related crimes.
34.06	Apply the elements of federal codes and rules to computer related crimes.
34.07	Give examples of international computer related crimes.
35.0	Understand how intellectual property issues affect computer related crime investigations. The student will be able to:
35.01	Review the First Amendment to the United States Constitution.

35.02	Discuss violations of copyright laws on the internet.
35.03	Research violations of domain names and trademarks used on the internet.
35.04	Research violations of software and web site license agreements.
35.05	Explore how patent laws apply to the internet.
35.06	Review the licensing of multimedia on the internet.
35.07	Examine corporate policies on internet and email use.
36.0	Understand the issues related to the jurisdiction of computer related crimes. The student will be able to:
36.01	Review laws and rules regarding jurisdiction.
36.02	Define state jurisdiction as applied to computer related crimes.
36.03	Define federal jurisdiction as applied to computer related crimes.
36.04	Define international jurisdiction as applied to computer related crimes.
36.05	Discuss the issues involved with computer related crimes that span multiple jurisdictions.
37.0	Know how to write search warrants involving computer related crimes. The student will be able to:
37.01	Review the 4th Amendment (search and seizure) of the United States Constitution.
37.02	List the requirements to obtain a search warrant.
37.03	List the items that must be contained in a search warrant.
37.04	List the procedures for executing a search warrant.
37.05	List additional items that must be included in a search warrant obtained for computer related crimes.
37.06	Discuss issues with international, federal and state search warrants.
37.07	Write a search warrant for a computer related crime.
38.0	The definition of forensics as applied to computer related crimes. The student will be able to:
38.01	Apply federal and state laws to computer related crimes.
38.02	Explain the definition of forensic as applied to computer related crime.

38.03	Discuss the elements required in a computer related crime search warrant.
38.04	List the procedures that must be used to preserve computer evidence.
39.0	Demonstrate how a computer can contain hidden data and how to preserve and locate the hidden data. The student will be able to:
39.01	Research the methods used by individuals to hide data on a computer.
39.02	Describe the methods used by investigators to locate and preserve data on a computer.
39.03	Explain how data can be encrypted.
39.04	Define how a computer virus can affect data.
39.05	Give examples of methods used to conceal data on a computer.
39.06	Use software tools to find and preserve data on a computer.
39.07	Retrieve deleted data from a computer storage device.
39.08	List the software tools that may be used to locate data on a computer.
39.09	Outline the procedures used to preserve data retrieved from a computer.
39.10	Describe computer data storage devices.
39.11	Explain how passwords can be revealed.
40.0	Understand the principles of preserving and processing a computer related crime scene. The student will be able to:
40.01	Define electronic evidence.
40.02	Review the standard procedures for the collection of evidence.
40.03	Explain the importance of collecting electronic evidence.
40.04	Describe the chain of custody.
40.05	Explore software tools used to retrieve hidden and deleted electronic data from computers and storage media.
40.06	Process a computer related crime scene.
40.07	Inventory evidence at a computer crime scene.
41.0	Demonstrate computer forensic software tools. The student will be able to:



41.01	Locate the sources of computer forensic software tools.
41.02	Explore the features of computer forensic software tools.
41.03	Use computer forensic software tools.
42.0	Know the requirements of a search warrant in a computer related crime. The student will be able to:
42.01	Review laws regarding search warrants in a computer related crime.
42.02	Discuss state search warrants in a computer related crime.
42.03	Discuss federal search warrants in a computer related crime.
42.04	Define the elements required in a search warrant for a computer related crime.
43.0	Know the location of websites that can be used as resources in the forensic investigation of a computer related crime. The student will be able to:
43.01	Locate forensic software tools on the internet.
43.02	Obtain access to secured sources of information regarding forensic software and tools on the Internet.
43.03	Download lists of computer related forensic sources of information.
43.04	Download investigative software tools.
43.05	Explore newsgroups related to forensic software sources.
44.0	Know the definition of software piracy. The student will be able to:
44.01	Review software licenses agreements.
44.02	Research laws that apply to software piracy.
44.03	List methods used to pirate computer software.
44.04	Describe trade secrets.
44.05	Explain software patents.
44.06	Read case histories.
45.0	Know the definition of copyright infringement as related to electronic media. The student will be able to:
45.01	Explain the definition of intellectual property.

45.02	Review laws that apply to copyrights.
45.03	List electronic media that can be copyrighted.
45.04	List technology and tools used to violate copyrights.
45.05	Explain how the internet can be used to violate copyrights.
46.0	Demonstrate how a computer and the internet can be used to pirate computer software. The student will be able to:
46.01	Explore websites that allow visitors to download pirated computer software.
46.02	Research computer software piracy case histories.
46.03	Examine the technology used to create counterfeit computer software.
46.04	Explain how the internet can be used to pirate computer software.
46.05	List the most popular software applications that are pirated on the internet.
47.0	Demonstrate how a computer and the internet can be used to violate copyrights. The student will be able to:
47.01	Explore websites that provide tools used to violate copyrights.
47.02	Research copyright violation case histories.
47.03	Examine the technology and tools on the internet used to violate copyrights.
47.04	Explain how the internet can be used to violate copyrights.
48.0	Understand the principles of investigating computer software piracy and copyright infringement cases. The student will be able to:
48.01	Review laws and rules regarding computer software piracy and copyright infringement.
48.02	Read case histories of computer software piracy and copyright infringement.
48.03	Research websites related to computer software piracy and copyright infringement.
48.04	Discuss scenarios of computer software piracy and copyright infringement.
48.05	Write reports of computer software piracy and copyright infringement cases.
49.0	Understand the issues related to the jurisdiction of computer software piracy and copyright infringement investigations. The student will be able to:
49.01	Review laws and rules regarding jurisdiction.

49.02	Discuss state jurisdiction.
49.03	Discuss federal jurisdiction.
49.04	Discuss international jurisdiction.
49.05	Apply laws to scenarios involving computer software piracy and copyright infringement.
50.0	Know the location of websites that can be used as resources in the investigation of computer software piracy and copyright infringement investigations. The student will be able to:
50.01	Locate the sources of investigative software tools on the internet.
50.02	Explore the features of investigative software tools available on the internet.
50.03	Use investigative software tools.
50.04	Obtain access to secured sources of information on the internet.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

Florida Department of Education  
Curriculum Framework

**Program Title:** Fire Science Technology  
**Career Cluster:** Law, Public Safety and Security

AS	
CIP Number	1743020112
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1021 Municipal Fire Fighting and Prevention Supervisors

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Firefighting and Prevention Supervisors (SOC 33-1021) to supervise or manage firefighters who control and extinguish fires, protect life and property, and conduct rescue efforts. The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

**This program does not prepare students for certification as fire fighters. A student must successfully complete the basic recruit program in firefighting to become certified, pursuant to Chapter 633, Florida Statutes.**

**This program does not complete the requirements to be eligible to sit for Bureau of Fire Standards and Training (BFST) certification exams. A student must contact the Bureau of Fire Standards and Training (BFST) for additional requirements.**

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 02.0 Comprehend the concepts of building construction components and techniques related to fire and life safety.
- 03.0 Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, utilization of fire and life-safety codes, identification and correction of fire hazards, and the relationships of fire prevention with fire protection systems, fire investigation, and fire and life-safety education.
- 04.0 Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems.
- 05.0 Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers.
- 06.0 Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; and specific fire protection functions.
- 07.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service.
- 08.0 Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, terrorism, and technical rescue.
- 09.0 Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases.
- 10.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.
- 11.0 Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes.
- 12.0 Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters.
- 13.0 Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners.

Florida Department of Education  
Student Performance Standards

Program Title: Fire Science Technology  
 CIP Numbers: 1743020112  
 Program Length: 60 credit hours  
 SOC Code(s): 33-1021

**Refer to Rule 6A-14.030 (4), F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled. The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	Describe the components of fire.
01.03	Recall the physical and chemical properties of fire.
01.04	Describe and apply the process of combustion and burning.
01.05	Discuss the basic terms and concepts associated with the chemistry and dynamics of fire and combustion.
01.06	Describe the dynamics of fire.
01.07	Discuss various materials and their relationship to fires as fuel.
01.08	Summarize the characteristics of water as a fire suppression agent.
01.09	Discuss other-than-water suppression agents and strategies.
01.10	Compare methods and techniques of fire extinguishments.
01.11	Describe the basic components of fire as a chemical reaction.
02.0	Comprehend the concepts of building construction components and techniques related to fire and life safety. . The student will be able to:
02.01	Describe building construction components and techniques as they relate to building codes, fire and life-safety codes, fire prevention and inspection, firefighter safety, and firefighting strategy and tactics.
02.02	Distinguish the Classifications of major types of building construction as applicable with “model” building codes.
02.03	Interpret the hazards and tactical considerations associated with the various types of building construction.
02.04	Explain the different loads and stresses that are placed on a building and their interrelationships.

02.05	Indicate principle structural components in a typical building design.
02.06	Explain the function of each building design.
02.07	Compare defined differences in fire resistance construction, the flame spread within building types, and describe the testing procedures used to establish ratings for each.
02.08	Classify occupancy designations of the building and fire code.
02.09	Identify the indicators of potential structural failure as they relate to firefighter safety.
02.10	Identify and analyze the causes involved in the line of duty firefighter deaths related to structural firefighting and building collapse.
02.10	Explain the various loads and stresses exerted on a building resulting from environmental sources.
02.11	Indicate building construction components and techniques used to resist forces due to environmental causes.
03.0	Understand the history and philosophy of fire prevention, including code enforcement, public information, organization and operation of a fire prevention bureau, utilization of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. The student will be able to:
03.01	Define the national fire problem and main issues relating thereto and the role of fire prevention.
03.02	Recognize the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
03.03	Recognize the need, responsibilities, and importance of fire prevention organizations and associations.
03.04	Discuss minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.
03.05	Define the functions of a fire prevention bureau as well as the elements of a plan review program.
03.06	Identify the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
03.07	Discuss training programs and media programs for fire prevention.
03.08	Describe the history and philosophy of fire prevention.
03.09	Discuss the major programs for public education.
03.10	Identify the methods of effective management of life and fire-safety programs.
04.0	Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems. The student will be able to:
04.01	Apply mathematics and physics to the movement of water for fire suppression activities.
04.02	Comprehend the design principles of fire service pumping apparatus.
04.03	Describe the basic elements of a public water supply system including sources, distribution networks, piping, hydrants and the community fire flow demand criteria.



04.04	Describe the principles of forces that affect water at rest and in motion.
05.0	Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers. The student will be able to:
05.01	Explain the benefits of fire protection systems in various types of structures.
05.02	Describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants.
05.03	Explain why water is a widely used extinguishing agent and how water extinguishes fires.
05.04	Identify the different types and components of sprinkler, standpipe and foam systems.
05.05	Define the benefits of residential sprinkler legislation in NFPA 13.
05.06	Identify sprinkler design requirements for residential occupancies NFPA 13R.
05.07	Identify five different types of non-water based fire suppression systems and describe how these systems extinguish fire.
05.08	Describe the basic components of a fire alarm system.
05.09	Compare defined differences in fire resistant construction and the flame spread within building types.
05.10	05.10 Describe testing procedures used to establish ratings for fire resistance and flame spread.
05.11	Identify different types of fire and smoke detectors and explain how they detect fire.
05.12	Describe the hazards of smoke and list the factors that can influence smoke movement in a building.
05.13	Recognize the appropriate application of the different sprinkler-system designs and head types.
05.14	Explain the operation and appropriate application for the different types of portable fire extinguishing systems.
05.15	Identify portable fire extinguisher inspection and testing requirements for all types of extinguishers.
06.0	Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and introduction to fire strategy and tactics. The student will be able to:
06.01	Describe and discuss the components of the history and philosophy of the modern day fire service.
06.02	Describe the fire service training requirements; standards and laws associated with training; and the value of higher-education in the fire service.
06.03	List and describe local, regional, state, and national organizations that provide emergency response service and their interrelation to how they impact policies rules, training and laws.
06.04	Identify fire protection and emergency-service careers in both the public and in the private sector.

06.05	Synthesize the role of local, regional, state, and national local support organizations in fire protection and emergency services.
06.06	Describe the scope, purpose, and organizational structure of fire and emergency services organizations.
06.07	Describe the common types of fire and emergency services facilities, equipment, and apparatus.
06.08	Compare and contrast effective management concepts for various emergency situations.
07.0	Examine the organization and management of a fire department and the relationship of government agencies to the fire service. The student will be able to:
07.01	List employment opportunities in public safety as well as the prerequisites required to be considered for the positions in the field.
07.02	Identify Public Safety career development practices.
07.03	Explain written and verbal communication skills and their importance in public safety.
07.04	Describe the concepts of span and control, effective delegation and division of labor management principles and concepts.
07.05	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
07.06	Summarize the history and development of management and supervision.
07.07	Evaluate methods of managing available resources.
07.08	Identify roles and responsibilities of fire department personnel and management/leadership positions.
07.09	Compare and contrast the traits of effective versus ineffective supervision and management styles.
07.10	Identify and discuss safety needs for both emergency and non-emergency situations.
07.11	Defend the importance of ethics in the public safety work environment as they apply to supervisors.
07.12	Identify the roles of company officers in current Incident Command/Management systems to include: ICS, NIMS, and Unified Command.
07.13	Demonstrate business writing principles, report writing and recording concepts and describe appropriate documentation and legal requirements for fire department reports and forms using effective writing techniques
08.0	Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, terrorism, and technical rescue. The student will be able to:
08.01	Describe the history of wellness and safety programs.
08.02	Identify occupational wellness safety programs in industry today.
08.03	Identify occupational wellness and safety programs for the emergency services.
08.04	Describe the distinction between standards and regulations.

08.05	Identify federal regulations that impact on health and safety programs.
08.06	Identify the standards that impact on occupational wellness and safety.
08.07	Identify the concepts of risk identification and risk evaluation.
08.08	Describe the considerations for safety in fire stations and emergency response vehicles.
08.09	Describe the components of an effective response safety plan.
08.10	Describe the components of the pre-incident planning process.
08.11	Describe the considerations for safety while training.
08.12	Define the value of personal protective equipment.
08.13	Describe the components of accountability system in emergency operations.
08.14	Define incident priorities and how they relate to health and safety.
08.15	Describe the relationship of incident management as it relates to health and safety.
08.16	Describe the methods of controlling hazards associated with responding to EMS, hazmat, terrorism related events, and technical rescue incidents.
08.17	Explain the purpose and process for post-incident analysis.
08.18	Describe the components and value of critical incident stress management programs.
08.19	Describe the responsibilities of individual responders, supervisors, safety officers, and incident commanders, safety program managers, safety committees and fire department managers as they relate to health and safety programs.
08.20	Describe the responsibility of a safety officer as established within the Incident Command System (ICS).
08.21	Describe the components of a wellness/fitness plan.
09.0	Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases. The student will be able to:
09.01	Define the different types of laws; explain their basic differences, and how the law functions in society.
09.02	Describe federal, state, and local laws, which regulate or influence emergency services.
09.03	Explain the role and purpose of national codes and standards concerning their legal influence on public safety.
09.04	Discuss legal decisions affecting the management, training, equipment and response procedures of the fire service.
09.05	Discuss the organization and legal structure of the fire department.

09.06	Define firefighter liabilities.
09.07	Recognize legal duties of emergency service members.
09.08	Discuss negligence in an emergency setting.
09.09	Define discrimination and identify areas of potential discrimination in the emergency service as it relates to state and federal laws.
09.10	Identify, explain and discuss the legalities of public safety employment entrance requirements, residency, grooming, and drug testing.
09.11	Discuss the scope of the civil rights act.
09.12	Explain the federal and state employment laws including the basic intent of the Fair Labor Standards Act, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
09.13	Define the at-will doctrine for employment.
09.14	Discuss the purpose of labor and employment laws.
10.0	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground. The student will be able to:
10.01	Describe fire behavior and the chemistry of fire.
10.02	Explain the main components of pre-fire planning and can identify steps to complete a pre-fire plan review.
10.03	Explain building construction and components and how they interrelate to pre-fire planning.
10.04	Identify steps taken during size-up and recognize the order in which they will take place at an incident.
10.05	Describe concepts for effectiveness of fire ground communications.
10.06	Define the main functions within an IMS system and how they interrelate during an incident.
10.07	Identify concepts for managing resources for expanding incidents.
11.0	Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes. The student will be able to:
11.01	Identify the responsibilities of a firefighter when responding to the scene of a fire, including scene security and evidence preservation.
11.02	Describe the implications of constitutional amendments as they apply to fire investigations.
11.03	Describe six motives for incendiary fires.
11.04	Identify key case law decisions that have affected fire investigations.
11.05	Define the common terms used in fire investigations.

11.06	Assess and compare the major (USFA-NFPA) fire data collection systems, methods, and analytical techniques used to quantify and qualify the nation's fire loss experience.
11.07	Explain the basic elements of fire dynamics and how they affect cause determination.
11.08	Compare the types of building construction on fire progression.
11.09	Describe how fire progression is affected by fire protection systems and building design.
11.10	Discuss the basic principles of electricity as an ignition source.
11.11	Describe the process of conducting investigations using the scientific method.
11.12	Identify the characteristics of an incendiary fire and common motives of the fire setter.
11.13	Compare and contrast local, state, or national fire data trends related to fire cause, property type, deaths, injuries, and dollar loss as a result of both accidental fires and arson.
12.0	Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters. The student will be able to:
12.01	Identify the common elements by their atomic symbols on the Periodic Table and demonstrate an understanding of why the table is organized into columns and groups.
12.02	Describe elements, compounds and mixtures, and give examples of each.
12.03	Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
12.04	Summarize the basic chemistry involved with common hydrocarbon derivatives.
12.05	Describe the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse condition.
12.06	Describe the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
12.07	Explain facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter wellness and safety.
12.08	Demonstrate the ability to utilize guidebooks and determine an initial course of action for emergency responders.
13.0	Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners. . The student will be able to:
13.01	Define various roles of an instructor.
13.02	Define characteristics of an instructor.
13.03	Describe the responsibilities of an instructor.
13.04	Explain how ethics influence students and instruction in a classroom.

13.05	Explain legal issues faced by instructors.
13.06	Identify difficult students and how to deal with them.
13.07	Describe types of feedback.
13.08	Discuss the instructor's role in safety in the classroom.
13.09	Describe and discuss the characteristics and motivation of adult learners.
13.11	Define the four levels of evaluation.
13.12	Describe the elements of an effective training program.
13.13	Identify questions that should be asked when planning a training program.
13.14	List methods used to evaluate a program.
13.15	Identify the components of a training proposal.
13.16	Recognize what needs to be kept in training records.
13.17	Identify concerns when choosing instructors and facilities.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

**This program does not complete the requirements to be eligible to sit for Bureau of Fire Standards and Training (BFST) certification exams. A student must contact the Bureau of Fire Standards and Training (BFST) for additional requirements.**

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Fire Officer Supervisor (0743020111) – 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education  
Curriculum Framework

**Program Title:** Public Safety Telecommunication  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P090101
CIP Number	0743039900
Grade Level	30, 31
Standard Length	232 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	43-5031 Police, Fire, and Ambulance Dispatchers
Basic Skills Level	N/A

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as a dispatcher: police, fire, ambulance (SOC 43-5031). The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	EMS0002	Dispatcher: Police, Fire, and Ambulance	FIRE FIGHT 7G PUB SERV 7G LAW ENF @7 7G CORR OFF 7G PUB SAF TE 7G *Applicable Subject Matter Experts may assist in teaching this course.	232 hours	43-5031

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the roles and duties of a public safety telecommunicator (PST).
- 02.0 Describe and understand professionalism, ethics, and legal concepts as it relates to a PST.
- 03.0 Identify and explain the operation of communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Describe guidelines and operational standards of incident classification and prioritization.
- 06.0 Identify and perform the operational skills of a call-taker.
- 07.0 Identify and perform the operational skills of a dispatcher.
- 08.0 Understand the basic principles of law enforcement, and dispatch processes.
- 09.0 Understand the basic principles of emergency medical services (EMS), and dispatch processes.
- 10.0 Understand the basic principles of fire services, and dispatch processes.
- 11.0 Understand the basic principles of emergency management and homeland security.
- 12.0 Comprehend stress management techniques for PST's.

Florida Department of Education  
Student Performance Standards

Program Title: Public Safety Telecommunication  
Career Certificate Program Number: P090101

<b>Course Number: EMS0002</b>	
<b>Occupational Completion Point: A</b>	
<b>Dispatcher: Police, Fire, and Ambulance – 232 Hours – SOC Code 43-5031</b>	
01.0	Understand the roles and duties of a public safety telecommunicator (PST). The student will be able to:
01.01	Comprehend the history of the telecommunication profession.
01.02	Describe the evolution of telecommunications and 911.
01.03	Define the roles of a call taker and a dispatcher as it relates to public safety telecommunications.
01.04	Understand the proper conduct of a PST.
01.05	Understand the importance of reporting for duty and the impact absences have on a communications center.
01.06	Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
01.07	Explain the importance of informing PST's and supervisors of pertinent activities and incidents as they relate to operations.
01.08	Identify performance standards and explain why they are important.
01.09	Identify standards, requirements, and expectations for continuing education.
02.0	Describe and understand professionalism, ethics, and legal concepts as it relates to a PST. The student will be able to:
02.01	Define ethics and professionalism.
02.02	Comprehend acts that are considered professionally unethical.
02.03	Identify any act that will negatively affect the role of a PST.
02.04	Explain how criminal and civil law affects telecommunication operations.
02.05	Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications.
02.06	Demonstrate an understanding of federal, state, and local laws for disseminating information.

02.07	Explain the “Public Records Law” (Chapter 119, F.S.) and how it relates to public records requests.
02.08	Describe the impact and importance of disseminating public information.
02.09	Explain the importance of and procedure for testifying in court.
03.0	Identify and explain the operation of communication equipment and resources. The student will be able to:
03.01	Describe the typical components of communication centers.
03.02	Identify and explain the operation of various manual and automated equipment that may be utilized within the communication system.
03.03	Explain the operation of 911 equipment.
03.04	Explain the operation of a telephone system.
03.05	Explain the operation of ADA services including TDD and telephone relay services (711).
03.06	Describe the purpose of Telematic Call Centers as it relates to the role of the PST.
03.07	Explain the operation of radio equipment.
03.08	Explain the Florida Interoperability radio capabilities.
03.09	Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
04.0	Demonstrate communication and interpersonal skills. The student will be able to:
04.01	Utilize voice techniques to control radio transmissions and telephone calls.
04.02	Demonstrate interpersonal skills.
04.03	Demonstrate professional customer service skills.
04.04	Demonstrate active listening skills.
04.05	Demonstrate decision-making skills.
04.06	Demonstrate specific calming techniques as appropriate.
04.07	Demonstrate the proper use of pronunciation and enunciation.
04.08	Demonstrate the ability to give and follow instructions.
04.09	Explain the difference between a fact and an inference.

04.10	Demonstrate the ability to recognize when information received is inappropriate to the situation or appears suspicious.
04.11	Discuss the impact of Human Diversity as it relates to public safety.
05.0	Describe guidelines and operational standards of incident classification and prioritization. The student will be able to:
05.01	Explain the importance of incident types, incident classification, and incident prioritization.
05.02	Identify and describe incident types.
05.03	Identify and describe incident classification.
05.04	Identify and describe incident prioritization.
06.0	Identify and perform the operational skills of a call taker. The student will be able to:
06.01	Obtain and organize pertinent information.
06.02	Identify the difference between emergency and non-emergency incidents.
06.03	Utilize available resources properly.
06.04	Correctly complete appropriate forms, logs, and files.
06.05	Obtain and process requests for service and/or resources from field units in a timely manner.
06.06	Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.
06.07	Demonstrate multi-functional dexterity.
07.0	Identify and perform the operational skills of a dispatcher. The student will be able to:
07.01	Organize pertinent information for dispatch.
07.02	Identify various procedures used when dispatching emergency and non-emergency incidents.
07.03	Utilize available resources properly.
07.04	Correctly complete appropriate forms, logs, and files.
07.05	Obtain and process requests for service and/or resources from field units in a timely manner.
07.06	Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.
07.07	Demonstrate multi-functional dexterity.

08.0	Understand the basic principles of law enforcement, and dispatch processes. The student will be able to:
08.01	Review the most commonly used terms in law enforcement.
08.02	Understand the roles and responsibilities of law enforcement officers.
08.03	Understand the various reasons that citizens request police assistance.
08.04	Define criminal and civil complaints.
08.05	Understand why a PST should not give legal advice.
08.06	Define in-progress, just occurred, and past event incidents.
08.07	Understand the role of the PST during crisis incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, and missing or abducted persons.
08.08	Identify the proper interview questions for crisis incidents.
08.09	Identify the officer safety issues for both primary and secondary response units.
08.10	Describe the PST's role in officer safety.
08.11	Identify investigative tools for locating individuals to include Amber Alerts, Silver Alerts, Blue Alerts, missing person notifications and their activation techniques.
09.0	Understand the basic principles of emergency medical services (EMS), and dispatch processes. The student will be able to:
09.01	Review the most commonly used terms in EMS.
09.02	Understand the roles and responsibilities of the emergency medical technician and paramedic.
09.03	Define what Basic Life Support (BLS) is, and how it relates to the care of the patient.
09.04	Define what Advance Life Support (ALS) is, and how it relates to the care of the patient.
09.05	Comprehend the various types of emergency response modes.
09.06	Define multi-casualty incident (MCI).
09.07	Describe the role and responsibility of the PST during a MCI.
09.08	Define Trauma Center and Trauma Alert criteria.
09.09	Define Air Rescue Transport Unit.
09.10	Understand why some EMS calls may require law enforcement and/or fire service response.

09.11	Describe the PST's role in EMS responder safety.
10.0	Understand the basic principles of fire services and dispatch processes. The student will be able to:
10.01	Review the most commonly used terms in the fire service.
10.02	Understand the roles and responsibilities of fire service responders.
10.03	Define types of fire incidents.
10.04	Know the different types of fire service apparatus used.
10.05	Define differences between fire emergency and non-emergency incidents.
10.06	Comprehend the various types of fire response plans.
10.07	Identify basic precautions taken during a hazardous materials incident.
10.08	Identify typical locations and various containers used for the storage, transport, use, or disposal of hazardous materials.
10.09	Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
10.10	Describe the PST's role in firefighter safety.
10.11	Understand why some fire calls may require law enforcement and/or EMS response.
11.0	Understand the basic principles of emergency management and homeland security. The student will be able to:
11.01	Define the roles and responsibilities of the local, state, and federal emergency management operations.
11.02	Identify the various types of terrorist threats and disasters.
11.03	Understand NIMS and identify the roles and responsibilities of the incident command system (ICS).
11.04	Explain the roles and responsibilities of the Telecommunicator Emergency Response Taskforce (TERT).
11.05	Identify the different types of public notification resources utilized by local, state, and federal agencies.
11.06	Identify examples of incidents that are reported to the county and state watch office or warning point.
12.0	Comprehend stress management techniques for PST's. The student will be able to:
12.01	Define stress.
12.02	Identify stress unique to PST's.



12.03 Identify signs and symptoms of stress.

12.04 Identify techniques of stress management.

12.05 Understand the importance of health and wellness for a PST.

12.06 Identify components of critical incident stress management (CISM).

12.07 Identify CISM resources available to the PST.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Any person employed as a 911 public safety telecommunicator at a public safety answering point, as defined s. 365.172(3)(a), must be certified by the Department of Health in accordance with s. 401.465.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Correctional Officer (BRTP)  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430102
CIP Number	0743010200
Grade Level	30, 31
Standard Length	420 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012-Correctional Offices and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Florida CMS Correctional Basic Recruit Training Program is published in two volumes: Florida CMS Correctional Basic Recruit Training Program Version 2014.07 and Florida Basic Recruit Training Program High Liability, Volume 2.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time Correctional Officers (SOC 33-3012).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of inmates within a correctional institution.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7G	32 hours	33-3012
	CJK0305	Communications		40 hours	
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facility and Equipment		8 hours	
	CJK0320	Intake and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK0335	Responding to Incidents and Emergencies		16 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers		40 hours	
	CJK0040	CMS Criminal Justice Firearms		80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics		80 hours	
	CJK0340	Officer Wellness and Physical Abilities		30 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Florida Law Enforcement Academy  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430105
CIP Number	0743010700
Grade Level	30, 31
Standard Length	770 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Florida Law Enforcement Academy is published in two volumes: Florida Law Enforcement Academy Training Program Version 2014.07 and Florida Basic Recruit Training Program High Liability, Volume 2.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Law Enforcement Officer (SOC 33-3051).

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0001	Introduction to Law Enforcement	LAW ENF @7 7G CORR OFF 7 G	10 hours	33-3051
	CJK0012	Legal		62 hours	
	CJK0013	Interactions in a Diverse Community		40 hours	
	CJK0014	Interviewing and Report Writing		56 hours	
	CJK0064	Fundamentals of Patrol		35 hours	
	CJK0065	Calls for Service		36 hours	
	CJK0077	Criminal Investigations		50 hours	
	CJK0078	Crime Scene to Courtroom		35 hours	
	CJK0092	Critical Incidents		44 hours	
	CJK0087	Traffic Stops		30 hours	
	CJK0084	DUI Traffic Stops		24 hours	
	CJK0088	Traffic Crash Investigations		32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations		48 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers		40 hours	
	CJK0040	CMS Criminal Justice Firearms		80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics		80 hours	
	CJK0422	Dart-Firing Stun Gun		8 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement		60 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Crossover from Correctional Probation Officer to Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430107
CIP Number	0743010703
Grade Level	30, 31
Standard Length	532 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit crossover training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Correctional Probation Officer Crossover Training to Florida Law Enforcement Academy Basic Recruit Training Program (version 2016.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Law Enforcement, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Law Enforcement Officer (SOC 33-3051). **A student enrolling in this program must have successfully completed the Correctional Probation Basic Recruit Training Program and passed the State Officer Certification Exam in accordance with Chapter 11B-35, F.A.C., and Chapter 943, F.S.**

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0012	Legal	CORR OFF 7 G LAW ENF @7 7G	62 hours	33-3051
	CJK0013	Interactions in a Diverse Community		40 hours	
	CJK0064	Fundamentals of Patrol		35 hours	
	CJK0065	Calls for Service		36 hours	
	CJK0077	Criminal Investigations		50 hours	
	CJK0078	Crime Scene to Courtroom		35 hours	
	CJK0092	Critical Incidents		44 hours	
	CJK0087	Traffic Stops		30 hours	
	CJK0084	DUI Traffic Stops		24 hours	
	CJK0088	Traffic Crash Investigations		32 hours	
	CJK0393	Crossover Program Updates		8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations		48 hours	
	CJK0040	CMS Criminal Justice Firearms		80 hours	
	CJK0422	Dart-Firing Stun Gun		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

The commission-approved Criminal Justice Training Curriculum is available online.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Private Security Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430109
CIP Number	0743010900
Grade Level	30, 31
Standard Length	68 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	N/A
SOC Codes (all applicable)	33-9032 Security Guards
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of instruction consisting of one program with two occupational completion points.

**OCP A.** This is a single course of instruction as mandated by Section 493.6303(4)(a), Florida Statutes, and Rule 5N-1.140, F.A.C. Students must complete the 40-hour course of instruction in its entirety to qualify for the Class “D” Security Officer License, which will make the students eligible for employment in the security industry in the state of Florida.

**OCP B.** This 28-hour course, which consists of both classroom and range training, is designed to provide students with the basic knowledge and proficiency skills needed to safely handle and discharge a firearm (revolver or semiautomatic pistol). Along with extensive educational material on

firearms safety and the mechanical operation of firearms, the course also includes material on various legal aspects of firearms ownership, possession, and use, with special emphasis on the legal issues involved in the carrying and use of a firearm as a licensed Florida security officer. No more than eight hours of the 28 total hours shall consist of range training. Students will be required to pass an exam demonstrating mastery of course material and to achieve a passing score in a live firing range exercise. The content and format of this course is established by section 493.6105(5), Florida Statutes, and Rule 5N-1.132, Florida Administrative Code. Additional firearms-related information is available in Rules 5N-1.129, 5N-1.130, and 5N-1.131, F. A.C.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0132	Private Security Officer	LAW ENF@ 7 7G	40 hours	33-9032
B	CJK0134	Armed Private Security Officer	PUB SERV 7 G	28 hours	33-9032

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**



The **Florida Department of Agriculture and Consumer Services (FDACS), Division of Licensing** is responsible for establishing uniform standards for the employment and training of private security, private investigative, and recovery services through licensure and regulation of those industries pursuant to Chapter 493, Florida Statutes.

(OCP A- Security Officer- Class “D” requirements)

(OCP B- Class “G” Statewide Firearms License requirements)

The **Florida Department of Agriculture and Consumer Services (FDACS), Division of Licensing** publishes this document, Security Officer Handbook, in accordance with section 493.6123(2), Florida Statutes, detail in plain language the legal authority, rights, and obligations of licensees.

(OCP A- Security Officer- Class “D” curriculum)

(OCP B- Class “G” Firearms Training Manual Instructor's Guide)

(OCP B- Class “G” Firearms Training Manual Student Handbook and Study Guide)

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Auxiliary Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430116
CIP Number	0743010709
Grade Level	30, 31
Standard Length	364 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Florida CMS Law Enforcement Auxiliary Officer Basic Recruit Training Program is published in two volumes: Florida CMS Law Enforcement Auxiliary Officer Basic Recruit Training Program Version 2014.07 and Florida Basic Recruit Training Program High Liability, Volume 2.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a part-time Auxiliary law enforcement officer (SOC 33-3051).

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0023	Introduction to Law Enforcement	LAW ENF @7 7G	4 hours	33-3051
	CJK0024	Legal Concepts		20 hours	
	CJK0025	Patrol and Professional Communication		12 hours	
	CJK0026	Interactions in a Diverse Community		12 hours	
	CJK0027	Calls for Service and Arrest Procedures		24 hours	
	CJK0028	Traffic Stops and Crash Investigations		28 hours	
	CJK0029	Crime Scene and Courtroom Procedures		8 hours	
	CJK0422	Dart-Firing Stun Gun	LAW ENF @7 7G CORR OFF 7G	8 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers		40 hours	
	CJK0040	CMS Criminal Justice Firearms		80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics		80 hours	
	CJK0020	CMS Criminal Justice Vehicle Operations		48 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Correctional Probation Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430123
CIP Number	0743010207
Grade Level	30, 31
Standard Length	482 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Florida Correctional Probation Basic Recruit Training is published in two volumes: Florida Correctional Probation Officer Training Academy, Version 2016.11, and Florida Basic Recruit Training Program High Liability, Volume 2.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time Correctional Probation Officers (SOC 21-1092).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of probationary person(s).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK-0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK-0264	Legal Foundations for Correctional Probation		44 hours	
	CJK-0265	Communications		46 hours	
	CJK-0266	Intake and Orientation		24 hours	
	CJK-0267	Caseload Management		32 hours	
	CJK-0268	Supervision of Offenders		88 hours	
	CJK-0269	Field Supervision		80 hours	
	CJK-0031	CMS First Aid for Criminal Justice Officers		40 hours	
	CJK-0051	CMS Criminal Justice Defensive Tactics		80 hours	
	CJK-0281	Criminal Justice Officer Physical Fitness Training		34 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program must be offered by a CJSTC certified training center in order for the successfully completing student to be eligible to take the state certification examination for CJSTC certification. A list of CJSTC certified training centers is available online.

This program may be offered in courses as long as 100% of minimum competencies are taught. Career and technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Crossover from Correctional Officer to Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430125
CIP Number	0743010702
Grade Level	30, 31
Standard Length	518 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Correctional Officer Crossover Training to Florida Law Enforcement Academy (version 2016.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Law Enforcement, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as full-time or part-time Law Enforcement Officers (SOC 33-3051). **A student enrolling in this program must possess current certification as a correctional officer in accordance with Chapters 943, F.S., and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK 0001	Introduction to Law Enforcement	CORR OFF 7 G LAW ENF @7 7G	10 hours	33-3051
	CJK 0012	Legal		62 hours	
	CJK 0013	Interactions With a Diverse Community		40 hours	
	CJK 0014	Interviewing and Report Writing		56 hours	
	CJK0064	Fundamentals of Patrol		35 hours	
	CJK0065	Calls for Service		36 hours	
	CJK0077	Criminal Investigations		50 hours	
	CJK0078	Crime Scene to Courtroom		35 hours	
	CJK0092	Critical Incidents		44 hours	
	CJK0087	Traffic Stops		30 hours	
	CJK0084	DUI Traffic Stops		24 hours	
	CJK0088	Traffic Crash Investigations		32 hours	
	CJK0393	Cross-Over Program Updates		8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations		48 hours	
	CJK0422	Dart-Firing Stun Gun		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The Florida Department of Law Enforcement provides periodic updates through Curriculum Alerts online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Crossover from Correctional Officer to Correctional Probation Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430132
CIP Number	0743010203
Grade Level	30,31
Standard Length	290 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit crossover training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Correctional Officer Crossover Training to Florida Correctional Probation Officer Training Academy (version 2016.07) curriculum consists of two textbooks (*Florida Correctional Probation Officer Training Academy* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Correctional Probation Officer (SOC 21-1092). A student enrolling in this program must have successfully completed the Correctional Basic Recruit Training Program and passed the State Officer Certification Exam in accordance with Chapter 11B-35, F.A.C., and Chapter 943, F.S.

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of probationary person(s).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management for Correctional Probation		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0393	Crossover Program Updates		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.



## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program programs for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Bail Bond Agent  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430135
CIP Number	0743019902
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	13-2099 Financial Specialists, All other
Basic Skills Level	Contact the Florida Department Financial Services/Division of Consumer Services for information regarding basic skills.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment or advanced training in the bail bonding industry. This program prepares students for employment as bail bond agents (SOC 13-2099), in accordance with Chapter 648, Florida Statutes, and Rule 69B-221, Florida Administrative Code (FAC).

This program focuses on broad, transferable skills, stresses the understanding of all aspects of the bail bonding industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SCY0050	Bail Bond Agent	LAW ENF @7 7G	120	13-2099

## **Regulated Programs**

Questions about licensing applications should be directed to the Florida Department of Financial Services (DFS), Division of Consumer Services, Bureau of Licensing, Qualifications Section, 200 East Gaines Street, Tallahassee, Florida, 32399-0319, phone number (850) 413-3137.

To qualify as a Bail Bond Agent (Professional Bail Bond Agent or Limited Surety Agent) a student must first be issued a temporary limited license as a Professional Bail Bond Agent or Limited Surety Agent for 18 months. Licensure as a temporary limited licensee is a prerequisite in order to be able to apply for licensure as a regular Bail Bond Agent.

To qualify for a temporary Professional Limited Surety/Bail Bond Agent license, the DFS requires a student to complete at least 120 hours of classroom instruction with a passing score of 80 percent or higher in an approved basic certification course in the criminal justice system and successful completion of a 20 hour correspondence course for Bail Bond Agents approved by DFS.

The *Bail and Bail Bond Insurance in Florida Study Guide* for the 20 hour correspondence course may be obtained online or from the Division of Continuing Education, Professional Development, 2046 NE Waldo Road, Suite 1101, Gainesville, FL 32609, telephone number (352) 392-1711, fax number: (352) 392-6950, toll free: 800-327-4218.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Bail bond laws, rules and regulations.
- 02.0 Professional relationships.
- 03.0 Operating a bail bond agency.
- 04.0 Arrest laws.
- 05.0 Arrest techniques and search and seizure.
- 06.0 Defense.
- 07.0 Collateral.
- 08.0 Forfeitures, estreatures and judgments.
- 09.0 Civil law.
- 10.0 Courtroom demeanor and court organization.
- 11.0 Criminal law.

Florida Department of Education  
Student Performance Standards

Program Title: **Bail Bond Agent**  
Career Certificate Program Number: **P430135**

**Course Number: SCY 0050**  
**Occupational Completion Point: A**  
**Bail Bond Agent – 120 Hours – SOC Code 13-2099**

01.0	Bail bond laws, rules and regulations. The student will be able to:
01.01	Locate and discuss Chapters 648, Bail Bond Agents and Chapter 903, Bail in the Florida Statutes (F.S.).
01.02	Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).
02.0	Professional relationships. The student will be able to:
02.01	Discuss the relationship between the agent and the client:
a.	Initial contact, s. 69B-221.095, F.A.C. and 648.44(1)(a-c).
b.	Disposition of cases, s. 648.571 F.S.
c.	Court appearances, s. 648.44(1) (n).
d.	Posting a bond, s. 69B-221.105 and .145, F.A.C.
e.	Taking collateral, s. 69B-221.120, .125, .130, .135 F.A.C. and s. 648.442, and 648.571 F.S.
02.02	Discuss the relationship between the agent and the family of the client.
02.03	Discuss the relationship between the agent and the indemnitor, s. 69B-221.140, F.A.C.
02.04	Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
02.05	Describe 648.44(1) (a), F.S. as it applies to Bail Bondsman.
02.06	Discuss how to relate to law enforcement personnel.
02.07	Understand how to refer clients to helpful programs for their specific needs (i.e. A.A., drug rehabilitation, etc.).
03.0	Operating a bail bond agency. The student will be able to:



03.01	Understand the general office procedures of an agent, s. 648.295, 648.36, 648.365, F.S. and 69B-221.051 F.A.C.
03.02	Review the forms used to execute a bail bond, s. 69B-221.051, .055, .125, .130 and .155 F.A.C., including bond power, s. 648.43, 648.441 F.S., affidavit form, statement form and appearance bond.
03.03	Review and complete an application for bail, s. 69B-221.055(2), F.A.C.
03.04	Review and complete an indemnity agreement, s. 69B-221.140 F.A.C.
03.05	Maintain a daily bond register, s. 69B-221.055(1), F.A.C.
03.06	Maintain an individual file for each client, s. 69B-221.055(2), F.A.C.
03.07	Correctly complete a pre-numbered receipt for money, collateral, or any other consideration accepted for any bail bond or other undertaking which they execute, s. 69B-221.055, .115, and .120 F.A.C.
03.08	Understand the required forms and conditions for accepting and handling collateral, s. 69B-221.120, .125, .130, .135, F.A.C. and 648.442, F.S.
03.09	Understand advertising requirements and limitations, s. 648.44(1) and 626.9541 F.S.
03.10	Describe the procedure for the use of credit cards and cash advance facilities in conjunction with issuing bail bonds, s. 69B-221.145, F.A.C.
03.11	Understand the requirements for the use of bank accounts for collateral security, s. 648.442(3), F.S.
03.12	Understand the terms of a certificate of cancellation (bond discharge).
03.13	Discuss premium refunds, s. 69B-221.110 and .105(5), F.A.C.
03.14	Discuss appeal bonds, s. 924.15, 903.131 and 903.132, F.S.
03.15	Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
03.16	Understand the appointment requirements and responsibilities of primary bail bond agents, s. 69B-221.051, F.A.C., and s. 648.387, F.S.
03.17	Understand the restrictions on temporary limited surety agents, s. 648.382 and 648.355 F.S.
03.18	Understand the duties, responsibilities and required supervision of temporary limited surety agents, s. 648.355, F.S.
04.0	Arrest laws. The student will be able to:
04.01	Explain the following:
	a. s. 903.21, F.S. and 69B-221.100; Method of surrender and exoneration of obligers.
	b. s. 903.22, F.S., Arrest of principal by surety before forfeiture.
	c. s. 903.29, F.S., Arrest of principal by surety after forfeiture.

	d. s. 843.15, F.S., Bail jumping.
04.02	Discuss the following case law relating to arrest powers:
	a. Taylor v. Taintor – U.S. Supreme Court
	b. Masterson v. Hathaway
	c. Com. v. Brickett
	d. Nicolls v. Ingersoll
	e. Puerto Rico v. Branstad (Extradition Act 18 U.S.C. 3182)
	f. Register v. Barton, 75 So.2d 187 (Fla.1954).
04.03	Describe conditions of arrest, s. 648.30, s. 903.29, F.S.:
	a. Agent's right to delegate arrest power, s. 648.30(3), F.S.
	b. importance of certified copy of bond, s. 903.21, F.S.
	c. Positive identification of defendant.
	d. Custody and control of defendant after arrest by surety.
	<ul style="list-style-type: none"> <li>• Most direct route to deliver defendant to court jurisdiction.</li> <li>• Surrender slip from detention facility.</li> <li>• DFS Statement of Surrender Form, s. 648.4425, F.S. and 69B-221.100 (Form # DFS-H2-1542).</li> </ul>
04.04	Describe the liability of the agent and of the surety company for false arrest.
05.0	Arrest techniques and search of defendant. The student will be able to:
05.01	Discuss skip tracing techniques:
	a. Failure to appear with no estreatures.
	b. Importance of application, photograph, and certified copy of bond
05.02	Demonstrate handcuffing techniques.
05.03	Check for weapons.
06.0	Demonstrate Defensive Tactics: The student will be able to:

06.01	Demonstrate self-defense techniques.
06.02	Understand safety precautions.
06.03	Know the elements of attack; surprise, speed, skill and strength.
06.04	Demonstrate methods of approach; mental alertness, position, and defensive stance.
06.05	Understand the use of pressure points and sensitive areas.
06.06	Discuss the importance of body fitness, exercises for body toning and practice of holds and breaking holds.
07.0	Collateral. The student will be able to:
07.01	Identify forms of collateral, s. 69B-221.120, .125, .130, .135, F.A.C. and s. 648.442, F.S.
07.02	Determine value adequacy of collateral.
07.03	Describe how to record documents/documentary stamps and name of indemnitor, and issue receipts for return of collateral, s. 69B-221.105 and .120, F.A.C.
07.04	Discuss collateral risks.
08.0	Forfeitures, estreatures and judgments. The student will be able to:
08.01	Discuss why a stay order would apply.
08.02	Discuss why a “rule to show cause” would be file against a surety company.
08.03	Discuss certified judgments, s. 627.427, 648.44(1)(m), and 903.27, F.S.
08.04	Discuss surrender of the defendant before breach of bond, s. 903.20, .22 and .28, F.S.
08.05	Describe payments/non-payments of estreatures/forfeitures, s. 903.26 F.S.
08.06	Discuss ramifications for non-payment of forfeitures and judgments, s.648.44(1)(m), 903.27 F.S.
09.0	Civil law. The student will be able to:
09.01	Understand the difference between:
	a. Civil and criminal law.
	b. Case law, Florida Statutes, and Constitutional Law.
	c. Civil law-agent liability for client injury.
09.02	Know the types of damages; compensatory and punitive.

09.03	Know the courts of civil law:
	a. Federal Court – jurisdiction
	b. Florida State Court – jurisdiction
	c. County court
	d. Circuit court
	e. Appellate courts
	f. Florida Supreme Court
09.04	Discuss intentional torts:
	a. Six elements necessary in posing a Malicious prosecution action
	b. False arrest action and grounds for defense
09.05	Understand the concepts of a civil suit; complaint, answer, discovery, summary judgment, trial, motion for new trial, appeal, certification to the Supreme Court of Florida, and final disposition.
09.06	Understand conduct to avoid a civil law suit.
09.07	Understand privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.
10.0	Courtroom demeanor and court organization. The student will be able to:
10.01	Discuss demeanor regarding:
	a. Appearance before the court
	b. Responding to court questions
	c. Approaching the bench
	d. Conduct as a witness
	e. Perjury
	f. Promptness
10.02	Discuss court organization:
	a. Circuit Court
	• General Jurisdiction (Civil)

<ul style="list-style-type: none"> <li>• Juvenile and Family Division</li> </ul>
<ul style="list-style-type: none"> <li>• Probate</li> </ul>
<ul style="list-style-type: none"> <li>• Criminal Division</li> </ul>
b. County Court
<ul style="list-style-type: none"> <li>• Civil Division</li> </ul>
<ul style="list-style-type: none"> <li>• Magistrate Division</li> </ul>
<ul style="list-style-type: none"> <li>• Crimes Division</li> </ul>
<ul style="list-style-type: none"> <li>• Branch Court Division/Full Branch Courts/Traffic Branch Courts</li> </ul>
11.0 Criminal law. The student will be able to:
11.01 Know what constitutes a felony, misdemeanor, traffic offense and infraction.
11.02 Know the basic elements of a crime:
a. Actus Reaus
<ul style="list-style-type: none"> <li>• Affirmative acts</li> </ul>
<ul style="list-style-type: none"> <li>• Negative acts</li> </ul>
b. Mens Rea- Criminal Intent
11.03 Understand specific intent relative to knowledge and relative to motive.
11.04 Understand liabilities:
a. For the crimes of others
<ul style="list-style-type: none"> <li>• 18 U.S.C. Sec. 2. Principals</li> </ul>
<ul style="list-style-type: none"> <li>• Chapter 843, F.S. – Obstructing Justice</li> </ul>
A. Refusing assistance to a prison officer
B. Neglect or refusal to aid a peace officer
C. Falsely impersonating an officer
D. Compounding a felony

b. Forgery

11.05 Define common law, statutory law and rules and regulations of administrative branches.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

All questions and requests for information about examinations and examination administration should be directed to Pearson VUE.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.



Florida Department of Education  
Curriculum Framework

**Program Title:** Crossover from Correctional Probation Officer to CMS Correctional B RTP  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430142
CIP Number	0743010204
Grade Level	30, 31
Standard Length	238 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit crossover training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Correctional Probation Officer Crossover Training to Florida CMS Correctional Basic Recruit Training Program (version 2016.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Corrections, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part time Correctional Officers (SOC 33-3012). **A student enrolling in this program must have successfully completed the Correctional Officer Basic Recruit Training Program and passed the State Officer Certification Exam in accordance with Chapters 943, F.S. and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of inmates within a correctional institution.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7G	32 hours	33-3012
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facility and Equipment		8 hours	
	CJK0320	Intake and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK0335	Responding to Incidents and Emergencies		16 hours	
	CJK0040	CMS Criminal Justice Firearms		80 hours	
	CJK0393	Crossover Program Updates		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Crossover from Law Enforcement Officer to Correctional Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430152
CIP Number	0743010205
Grade Level	30, 31
Standard Length	198 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officers and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Law Enforcement Officer Crossover Training to Florida CMS Correctional Basic Recruit Training Program (version 2016.07) curriculum consists of one textbook (*Florida Basic Recruit Training Program: Corrections, Volume 1*) and its accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time Correctional Officers (SOC 33-3012).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK 0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7G	32 hours	33-3012
	CJK 0305	Communications		40 hours	
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facilities and Equipment		8 hours	
	CJK0320	Intake and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK 0335	Responding to Incidents and Emergencies		16 hours	
	CJK0393	Cross-Over Program Updates		8 hours	



## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The Florida Department of Law Enforcement provides periodic updates through Curriculum Alerts online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: Postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Private Investigator Intern  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430208
CIP Number	0743010907
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-9021 Private Detectives and Investigators
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as Private Investigator Interns (SOC 33-9021) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Agriculture and Consumer Services (FDACS) Chapter 493, Florida Statutes (F.S.), and Chapter 5N-1, Florida Administrative Code (F.A.C.). Reinforcement of basic skills in language and reading, appropriate for the job, is provided through preparatory classroom instruction and applied laboratory procedures and practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community involvement, health, and environmental safety issues.

NOTE: Licensure as a private investigator intern allows the license holder to work for a licensed private investigative agency under the direct supervision and sponsorship of a licensed private investigator. The period of internship is intended to give the intern the opportunity to gain the two years of combined training and experience required by law to qualify for licensure as a private investigator as specified in section 493.6203(4), F.S.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point and two required courses.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

**Important Program Information:**

A person applying for the Class “CC” Private Investigator Intern License will be required to submit proof of completion of all 40 hours of the total required training at the time of submitting an application for licensure to the Division. Applicants will no longer have the option of taking only 24 hours of training and deferring the remaining 16 hours of training until after the license has been issued.

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SCY0051	Private Investigator Intern 1	LAW ENF @7 7G	24 hours	33-9021
	SCY0052	Private Investigator Intern 2	PUB SERV 7 G	16 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Florida Department of Agriculture and Consumer Services (FDACS), Division of Licensing** is responsible for establishing uniform minimum standards for the employment and training of Private Investigators Interns through licensure and regulation of those industries pursuant to Chapter 493, Florida Statutes.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.



Florida Department of Education  
Curriculum Framework

**Program Title:** Fire Fighter I/II  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety, & Security

**Career Certificate Program**

Program Number	P430210
CIP Number	0743020303
Grade Level	30, 31
Standard Length	398 Hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-2011 Fire Fighters
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the fire science realm that ranges from a frontline fire fighter to entry level fire inspectors and investigators.

The Fire Fighter program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupational completion points. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.)**

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S. **(NOTE: Bureau of Fire Standards and Training (BFST) course number system on their frameworks is not the same as SCNS. Ensure to report the FDOE SCNS Course Number.)**

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	FFP0010	Fire Fighter I	FIRE FIGHT 7G	206 hours	33-2011
B	FFP0020	Fire Fighter II		192 hours	33-2011

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Bureau of Fire Standards and Training (BFST)** is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the Bureau of Fire Standards and Training (BFST) approved firefighters and volunteer firefighters, advanced, specialized, and specialized instructor training programs for fire fighters.

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available online.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Fire Fighter/ Emergency Medical Technician- Combined  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety, & Security/ Health Science

**Career Certificate Program**

Program Number	P430216
CIP Number	0743020312
Grade Level	30, 31
Standard Length	698 Hours
Teacher Certification: OCPs A&B	Refer to the <b><u>Program Structure</u></b> section.
Teacher Certification: OCPs C & D	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FPSA and HOSA
SOC Codes (all applicable)	33-2011 Fire Fighters 29-2041 Emergency Medical Technicians and Paramedics 31-9099 Healthcare Support Workers, All Other
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

# These certifications can only be used for adjunct faculty. Please refer to 64J-1.201 F.A.C. for the EMS instructor qualifications.

## Purpose

The purpose of this program is to provide the necessary training required for students to become certified firefighters as well as licensed Emergency Medical Technicians. It is not intended for those who are currently certified/licensed as either firefighters or EMTs. Students wishing to add an additional certification to an existing credential must enroll in either the Fire Fighter I/II program or the Emergency Medical Technician program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security and Health Science career clusters; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

## Program Structure

This program is a planned sequence of instruction consisting of 3 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S. **(NOTE: Bureau of Fire Standards and Training (BFST) course number system on their frameworks is not the same as SCNS. Ensure to report the FDOE SCNS Course Number.)**

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	FFP0010	Fire Fighter I	FIRE FIGHT 7G	206 hours	33-2011
B	FFP0020	Fire Fighter II		192 hours	
C	EMS0110	Emergency Medical Technician	PARAMEDIC @7 7G # EMT 7G # REG NURSE 7 G # PRAC NURSE @7 %7%G *(Must be a Registered Nurse)	300 hours	29-2041



## Regulated Programs

### Fire Fighter Regulation

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupational completion points. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) in accordance with statutory or Florida Administrative Code (F.A.C.) rule changes.)**

### EMT Regulation

The EMT component of this combined program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT), National EMS Education Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The EMT component of this program meets the Department of Health trauma score card methodologies and Sudden Unexpected Infant Death Syndrome training education requirements. Upon completion of this component, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Office of Emergency Medical Services, Department of Health.

The EMT component of this program must be taught by an instructor meeting the qualifications as set forth in 64J-1.0201 FAC.

An American Heart Association or Red Cross certification or equivalent in "professional" Basic Life Support is required of all candidates for entrance into the EMT component of this program.

The Student Performance Standards for Emergency Medical Technician were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hours in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

### Fire Fighter Component

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available online.

### Emergency Medical Technician Component

- 01.0 Demonstration of a simple depth and foundational breadth of EMS systems.
- 02.0 Demonstration of a simple depth, simple breadth of research and evidence-based decision making.
- 03.0 Demonstration of a fundamental depth, foundational breadth of workforce safety and wellness.
- 04.0 Demonstration of a fundamental depth, foundational breadth of the principles of medical documentation and report writing.
- 05.0 Demonstration of a simple depth, simple breadth of the EMS communication system, communication with other health care professionals, and team communication.
- 06.0 Demonstration of a simple depth and simple breadth of the principles of therapeutic communication.
- 07.0 Demonstration of a fundamental depth, foundational breadth of medical legality and ethics.
- 08.0 Demonstrate the application of fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
- 09.0 Demonstrate the application of fundamental knowledge in the use of medical terminology and medical terms.
- 10.0 Demonstrate the application of a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation.
- 11.0 Demonstrate the application of fundamental knowledge of life span development to patient assessment and management.
- 12.0 Demonstrate the use of simple knowledge of the principles of illness and injury prevention in emergency care.
- 13.0 Demonstrate a simple depth, simple breadth for medication safety and kinds of medications used during an emergency.
- 14.0 Demonstrate a fundamental depth and foundational breadth of medication administration within the scope of practice of the EMT.
- 15.0 Demonstrate a fundamental depth and simple breadth of emergency medications within the scope of practice of the EMT.
- 16.0 Demonstrate a foundational depth, foundational breadth of airway management within the scope of practice of the EMT.
- 17.0 Demonstrate a fundamental depth, foundational breadth of respiration.
- 18.0 Demonstrate a fundamental depth, foundational breadth of assessment and management utilizing artificial ventilation.
- 19.0 Demonstrate a fundamental depth, foundational breadth of scene management and multiple patient situations.
- 20.0 Demonstrate a fundamental depth, simple breadth of the primary assessment for all patient situations.
- 21.0 Demonstrate a fundamental depth, foundational breadth of the components of history taking.
- 22.0 Demonstrate a fundamental depth, foundational breadth of techniques used for a secondary assessment.
- 23.0 Demonstrate a simple depth, simple breath of monitoring devices within the scope of practice of the EMT.
- 24.0 Demonstrate a fundamental depth, foundational breadth of how and when to perform a reassessment for all patient situations.
- 25.0 Demonstrate a simple depth, foundation breadth of pathophysiology, assessment and management of medical complaints.
- 26.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of neurologic disorders/emergencies for all age groups.
- 27.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of abdominal and gastrointestinal disorders/emergencies for all age groups.

- 28.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of immunology disorders/emergencies for all age groups.
- 29.0 Demonstrate a simple depth, simple breadth of the assessment and management of a patient who may have an infectious disease for all age groups.
- 30.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of endocrine disorders/emergencies for all age groups.
- 31.0 Demonstrate a fundamental depth, foundational breadth regarding the assessment and management of psychiatric emergencies for all age groups.
- 32.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of cardiovascular emergencies for all age groups.
- 33.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of toxicological (poisoning and overdose) emergencies for all age groups.
- 34.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of respiratory disorders/emergencies for all age groups.
- 35.0 Demonstrate a simple depth, simple breadth of the assessment, and management of hematology disorders for all age groups.
- 36.0 Demonstrate a simple depth, simple breath of the assessment and management of genitourinary/ renal emergency for all age groups.
- 37.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of gynecologic emergencies for all age groups.
- 38.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of non-traumatic fractures for all age groups.
- 39.0 Demonstrate a simple depth, simple breadth in recognition and management of nose bleed for all age groups.
- 40.0 Demonstrate the application of fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure.
- 41.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of the trauma patient for all age groups.
- 42.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of bleeding for all age groups.
- 43.0 Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of chest trauma for all age groups.
- 44.0 Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of abdominal and genitourinary trauma for all age groups.
- 45.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups.
- 46.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups.
- 47.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of head, facial, neck and spine trauma for all age groups.
- 48.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of nervous system trauma for all age groups.
- 49.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of trauma patients with special considerations for all age groups.
- 50.0 Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of environmental emergencies for all age groups.

- 51.0 Demonstrate a fundamental depth, foundational breadth of the pathophysiology, assessment, and management of multi-system trauma and blast injuries.
- 52.0 Demonstrate a fundamental depth, foundational breadth of management of the obstetric patient within the scope of practice of the EMT.
- 53.0 Demonstrate a fundamental depth, foundational breadth of management of the newborn and neonatal patient within the scope of practice of the EMT.
- 54.0 Demonstrate a fundamental depth, fundamental breath of management of the pediatric patient within the scope of practice of the EMT.
- 55.0 Demonstrate a fundamental depth, foundational breadth of management of the geriatric patient within the scope of practice of the EMT.
- 56.0 Demonstrate a simple depth, simple breadth of management of the patient with special challenges.
- 57.0 Demonstrate a simple depth, foundational breadth of risks and responsibilities of transport.
- 58.0 Demonstrate a fundamental depth, fundamental breadth of establishing and working within the incident management system.
- 59.0 Demonstrate a simple depth, foundational breadth of responding to an emergency during a multiple casualty incident.
- 60.0 Demonstrate a simple depth, simple breadth of safe air medical operations and criteria for utilizing air medical response.
- 61.0 Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools.
- 62.0 Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 63.0 Demonstrate a simple depth, simple breadth of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Florida Department of Education  
 Student Performance Standards

Program Title: Fire Fighter/ Emergency Medical Technician - Combined  
 Career Certificate Program Number: P430216

Career Certificate Program Course Number: FFP0010  
 Occupational Completion Point: A  
 Fire Fighter I – 206 Hours – SOC Code 33-2011

The Bureau of Fire Standards and Training (BFST) approved curricula is available online.

Career Certificate Program Course Number: FFP0020  
 Occupational Completion Point: B  
 Fire Fighter II – 192 Hours – SOC Code 33-2011

<b>Course Number: EMS0110</b> <b>Occupational Completion Point: C</b> <b>Emergency Medical Technician – 300 Hours – SOC Code 29-2041</b>	
01.0	<b>EMS Systems:</b> Demonstration of a simple depth and foundational breadth of EMS systems. The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness
01.06	Characterize the EMS system’s role in prevention and public education.
01.07	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.08	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
01.09	Discuss the maintenance of certification and licensure for the EMT in the State of Florida and NREMT.
01.10	Define quality improvement and discuss the EMT’s role in the process.
01.11	Identify the basics of common methods of payment for healthcare services.

01.12	Analyze attributes and attitudes of an effective leader.
01.13	Demonstrate effective techniques for managing team conflict.
01.14	Describe factors that influence the current delivery system of healthcare.
01.15	Discuss the importance of continuing medical education and skills retention.
01.16	Assess personal attitudes and demeanor that may distract from professionalism.
01.17	Serve as a role model and exhibit professional behaviors in the following areas:
01.17.01	integrity
01.17.02	empathy
01.17.03	self-motivation
01.17.04	appearance and personal hygiene
01.17.05	self-confidence
01.17.06	communications ( including phone, email and social media etiquette)
01.17.07	time management
01.17.08	teamwork and diplomacy
01.17.09	respect
01.17.10	patient advocacy (inclusive of those with special needs, alternate life styles and cultural diversity)
01.17.11	careful delivery of service
02.0	<b>Research:</b> Demonstration of a simple depth, simple breadth of research and evidence-based decision making. The student will be able to:
02.01	Discuss EMS research and evidence based decision making
02.01.01	Conduct scientific literature searches
02.01.02	Read, interpret and extract information from journal articles relevant to a project
02.02	Explain the importance to assess and treat patients based on evidence based decision making.
02.03	Interpret graphs, charts and tables.
02.04	Measure time, temperature, distance, capacity, and mass/weight.
02.05	Convert and use traditional and metric units.
02.06	Make estimations, approximations and judge the reasonableness of the result.
02.07	Convert time from a 12 hour format to a 24 hour format
02.08	Demonstrate ability to evaluate and draw conclusions.
02.09	Calculate ratios.
02.10	Explain the rationale for the ems system gathering data.

03.0	<b>Workforce Safety and Wellness:</b> Demonstration of a fundamental depth, foundational breadth of workforce safety and wellness. The student will be able to:
03.01	Explain the need to determine scene safety.
03.02	Discuss the importance of body substance isolation (BSI).
03.03	Describe the steps the EMT should take for personal protection from airborne and blood borne pathogens as well as communicable disease.
03.04	List the personal protective equipment necessary to protect oneself in common emergency situations.
03.05	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.06	State the steps the EMT should take when approaching a family confronted with death and dying.
03.07	Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
03.08	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.09	Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
03.10	Describe the guidelines and safety precautions for carrying patients and/or equipment.
03.11	State the guidelines for reaching and their application.
03.12	State the guidelines for pushing and pulling.
03.13	Discuss patient positioning in common emergency situations.
03.14	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.15	Define “infectious disease” and “communicable disease.”
03.16	Describe the routes of transmission for infectious disease.
03.17	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.18	Explain how immunity to infectious diseases is acquired.
03.19	Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
03.20	Describe the components of physical fitness and mental wellbeing.
03.21	Identify personal health practices and environmental factors which affect function of each of the major body systems.
03.22	Develop an awareness of complementary and alternative health practices.



03.23	Explain the basic concepts of positive self-image, wellness and stress.
03.24	Develop a wellness and stress control plan that can be used in personal and professional life.
03.25	Explore the importance of adequate nutrition (i.e. U.S. Department of Agriculture's MyPlate food guide.)
03.26	Identify personal health practices and environmental factors which affect function of each of the major body systems.
03.27	Demonstrate the safe use of medical equipment.
03.28	Explain the theory of root- cause analysis.
03.29	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
03.30	Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
03.31	Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
03.32	Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	<b>Documentation:</b> Demonstration of a fundamental depth, foundational breadth of the principles of medical documentation and report writing. The student will be able to:
04.01	Recognize applications of technology in healthcare.
04.02	Demonstrate basic computer skills.
04.03	Interpret and utilize information from electronic health records.
04.04	Identify methods of communication to access and distribute data such as fax, e-mail and internet.
04.05	Describe the use and importance of written communication and patient care documentation.
04.06	Explain the legal implication of the patient care report.
04.07	Identify the minimum dataset reference patient information and administrative information on the patient care report.
04.08	Understand how to document refusal of care, including legal implications.
04.09	Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
04.10	Describe the special considerations concerning mass casualty incident documentation.
04.11	Explain the relevance and importance of properly completed documentation.
04.12	Demonstrate completion of a patient care report for a medical and trauma patient.
04.13	Explain the rationale for patient care documentation.

05.0	<b>EMS System Communication:</b> Demonstration of a simple depth, simple breadth of the EMS communication system, communication with other health care professionals, and team communication. The student will be able to:
05.01	Understand the basic principles of the various types of communications equipment used in EMS
05.02	Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
05.03	Explain the rationale for providing efficient and effective radio communications and patient reports.
05.04	Identify the essential components of the verbal report and legal aspects that need to be considered.
05.05	Perform an organized and concise radio transmission.
05.06	Perform an organized, concise patient report that would be given to the staff at a receiving facility.
05.07	Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT was already providing care.
06.0	<b>Therapeutic Communication:</b> Demonstration of a simple depth and simple breadth of the principles of therapeutic communication. The student will be able to:
06.01	Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
06.02	Develop basic speaking and active listening skills.
06.03	Recognize the importance of patient/client educations regarding healthcare.
06.04	Demonstrate the adjustment of communication strategies to effectively communicate with patients with:
06.04.01	differing age groups
06.04.02	differing developmental stages
06.04.03	special needs
06.04.04	differing cultures, including language barriers
06.05	Demonstrate the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
06.06	Demonstrate the strategies for interviewing persons in special situations.
06.07	Distinguish between and respond to verbal and non-verbal cues.
06.08	Analyze elements of communication using a sender-receiver/close loop model.
06.09	Exhibit positive non-verbal behaviors.
06.10	Establish proper patient rapport.
07.0	<b>Medical/Legal and Ethics:</b> Demonstration of a fundamental depth, foundational breadth of medical legality and ethics. The student will be able to:
07.01	Differentiate between expressed, implied and involuntary consent.

07.02	Discuss the methods of obtaining consent and procedures for minors.
07.03	Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
07.04	Discuss the implications for the EMT in patient refusal of care and/or transport.
07.05	Explain the importance, necessity and legality of patient confidentiality.
07.06	Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
07.07	Discuss State of Florida and Federal special reporting situations including:
07.07.01	abuse
07.07.02	sexual assault
07.07.03	gunshot and knife wounds
07.07.04	communicable disease
07.08	Differentiate between civil tort and criminal actions
07.09	List the elements of negligence and defenses/protections from liability.
07.10	Discuss the role of the EMT at crime scenes and preservation of evidence.
07.11	Define ethics and morality and discuss their implication for the EMT.
07.12	Differentiate between licensure and certification as they apply to EMS.
07.13	Discuss Florida legislation such as the Baker Act, Marchman Act, and the Emergency Examination and Treatment of Incapacitated Persons Act.
07.14	Differentiate between the scope of practice and the standard of care as applied to the EMT.
07.15	Discuss the legal concept of immunity, including Good Samaritan statutes and governmental immunity.
07.16	Describe the appropriate patient management and care techniques in a refusal of care situation.
07.17	Analyze the relationship between the law, morals and ethics in EMS and the premise that should under lie the EMTs ethical decisions.
07.18	Describe the criteria necessary to honor an advance directive.
07.19	Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	<b>Anatomy and Physiology:</b> Demonstrate the application of fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. The student will be able to:
08.01	Label the following topographic terms:
08.01.01	medial
08.01.02	lateral
08.01.03	proximal

08.01.04	distal
08.01.05	superior
08.01.06	inferior
08.01.07	anterior
08.01.08	posterior
08.01.09	midline
08.01.10	right and left
08.01.11	mid-clavicular
08.01.12	bilateral
08.01.13	mid-axillary
08.02	Chart the life support chain, aerobic metabolism and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following:
08.04.01	Skeletal system
08.04.02	Muscular system
08.04.03	Respiratory System
08.04.04	Circulatory/ Cardiovascular system
08.04.05	Nervous System
08.04.06	Integumentary system
08.04.07	Digestive system
08.04.08	Endocrine system including glands and hormones
08.04.09	Renal system
08.04.10	Reproductive system
08.04.11	Lymphatic System
08.05	Explain cellular anatomy and physiology.
08.06	Explain cellular respiration.
08.07	Discuss cell division.
08.08	Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09	Describe the functions and divisions of the skeletal system including the classifications of bones.
08.10	Name and identify the location of the bones of the axial and appendicular skeleton.
08.11	Describe the classification and types of joints.
08.12	Describe the function of muscles.
08.13	Identify major muscles of the body

08.14	Describe the general function of the respiratory system and its structures.
08.15	Discuss the mechanisms of breathing including: 08.15.01 Mechanical Ventilation 08.15.02 Pulmonary volumes 08.15.03 Dead space 08.15.04 Lung compliance
08.16	Explain the diffusion of gases in external and internal respiration.
08.17	Describe oxygen and carbon dioxide transport in the blood.
08.18	Describe nervous and chemical mechanisms that regulate Respirations.
08.19	Discuss respiration and acid-base balance.
08.20	Describe the composition and function of blood and plasma.
08.21	Identify and describe the anatomical structures and functions of the cardiovascular system.
08.22	Discuss the hemodynamics of blood pressure.
08.23	Discuss the role of nutrition, metabolism and body temperature on body function.
08.24	Describe the causes, advantages and disadvantages of a fever
08.25	Discuss the hypothalamus functions as the thermostat in the body
09.0	<b>Medical Terminology:</b> Demonstrate the application of fundamental knowledge in the use of medical terminology and medical terms. The student will be able to:
09.01	Identify medical terminology word parts such as: 09.01.01 root words 09.01.02 prefixes 09.01.03 suffixes 09.01.04 combining forms
09.02	Correctly utilize medical terminology describing each of the following: 09.02.01 body structures 09.02.02 functions, 09.02.03 conditions and disorders 09.02.04 body regions 09.02.05 cavities 09.02.06 areas 09.02.07 landmarks
09.03	Correctly use medical abbreviations and symbols.

09.04	Read and understand basic medical documentation in medical records and medical reports.
09.05	Communicate with healthcare professionals utilizing basic medical terminology.
09.06	Explain the rationale for using accepted medical terminology correctly.
10.0	<b>Pathophysiology:</b> Demonstrate the application of a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation. The student will be able to:
10.01	Discuss signs of irreversible death.
10.02	Review the anatomy and physiology of the respiratory and cardiovascular systems.
10.03	Discuss and identify the pathophysiology and medical care for respiratory failure as well as respiratory and cardiac arrest.
10.04	Explain the system components of CPR, the four links in the AHA chain of survival and how each one relates to maximizing the survival of the patient.
10.05	Show Provider (AHA guidelines) certification required prior to EMT program admission as per FS 401.27.
10.06	Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
10.07	Discuss patient assessment and steps to the emergency care of the patient with signs and symptoms of shock.
10.08	Based on age variations, discuss and distinguish the variations and causes between the management of patient experiencing shock.
11.0	<b>Life Span Development:</b> Demonstrate the application of fundamental knowledge of life span development to patient assessment and management. The student will be able to:
11.01	Describe the major physiologic and psychosocial characteristics of:
11.01.01	An infant's life
11.01.02	A toddler and preschooler's life
11.01.03	A school age child's life
11.01.04	An adolescent's life
11.01.05	An early adults life
11.01.06	A middle adult's life
11.01.07	A late adult's life
12.0	<b>Public Health:</b> Demonstrate the use of simple knowledge of the principles of illness and injury prevention in emergency care. The student will be able to:
12.01	Define public health and explain the goal of the public health field.
12.02	Identify the EMS role within the public health field.
12.03	Recognize the three categories of public health laws.
12.04	Discuss basic concepts of epidemiology.

12.05	Discuss ways of EMS involvement in injury prevention.
12.06	Identify areas of need for prevention programs in the community.
13.0	<b>Principles of Pharmacology:</b> Demonstrate a simple depth, simple breadth for medication safety and kinds of medications used during an emergency. The student will be able to:
13.01	Explain the “six rights” of medication administration and describe how each one related to EMS.
13.02	Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
13.03	Describe the difference between a generic medication name and trade name, and provide an example of each.
13.04	Discuss the components and elements of a drug profile including:
13.04.01	Actions
13.04.02	Contraindications
13.04.03	Side effects
13.04.04	Dose
13.04.05	Route
13.05	Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	<b>Medication Administration:</b> Demonstrate a fundamental depth and foundational breadth of medication administration within the scope of practice of the EMT. The student will be able to:
14.01	Discuss the difference between administrations versus assistance of patient medications.
14.02	Explain the rationale for the administration of medications.
14.02.01	Assist in the administration of medications by the following routes:
14.02.02	oral
14.02.03	sublingual
14.02.04	inhalation
14.02.05	auto- injector
15.0	<b>Emergency Medications:</b> Demonstrate a fundamental depth and simple breadth of emergency medications within the scope of practice of the EMT. The student will be able to:
15.01	State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction :
15.01.01	Generic and trade names
15.01.02	Actions
15.01.03	Indication
15.01.04	Contraindications
15.01.05	Complications
15.01.06	Routes of administration
15.01.07	Side effects
15.01.08	Interactions

15.01.09	Doses of medications
15.02	Discuss the forms in which the medications may be found.
15.03	Demonstrate the steps in properly inspecting each type of medication.
16.0	<b>Airway Management:</b> Demonstrate a foundational depth, foundational breadth of airway management within the scope of practice of the EMT. The student will be able to:
16.01	Review the structures and functions of the respiratory system.
16.02	State what care should be provided for a patient with or without adequate breathing.
16.03	Describe and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in all age groups.
16.04	Relate mechanism of injury to opening the airway.
16.05	Explain the differences between airway anatomies in all age groups.
16.06	Describe the following for a patient with an automatic transport ventilator (ATV):
16.06.01	Indications
16.06.02	Contraindications
16.06.03	Advantages
16.06.04	Disadvantages
16.06.05	Complications
16.06.06	Technique for ventilating
16.07	Describe the following regarding supplemental oxygen delivery devices:
16.07.01	Indications
16.07.02	Contraindications
16.07.03	Advantages
16.07.04	Disadvantages
16.07.05	Complications
16.07.06	Liter Flow Range
16.07.07	Concentration of Delivered Oxygen
16.08	Define, identify and describe the following:
16.08.01	tracheostomy
16.08.02	laryngectomy
16.08.03	stoma
16.08.04	tracheostomy tube
16.09	Describe the special considerations in airway management and ventilation for the pediatric patient.
16.10	Demonstrate the techniques of suctioning in all age groups.
16.11	Demonstrate relief of FBAO in all age groups.



16.12	Demonstrate how to insert an oral and nasal -airway adjunct in all age groups.
16.13	Demonstrate how to insert both esophageal and supra-glottic airways in all age groups.
<b>17.0</b>	<b>Respirations:</b> Demonstrate a fundamental depth, foundational breadth of respiration. The student will be able to:
17.01	Review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc).
17.02	Describe the oxygenation process.
17.03	Explain both external and internal respiration process.
17.04	Discuss the various pathophysiologies of the respiratory system.
17.05	Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
17.06	State the following for oxygen delivery devices:
17.06.01	components
17.06.02	purpose
17.06.03	indications
17.06.04	contraindications
17.06.05	complications
17.06.06	procedures
17.07	Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious and unconscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).
17.08	Review the anatomy and physiology of the respiratory system including:
17.08.01	control of respirations
17.08.02	mechanics of respiration
17.08.03	pulmonary ventilation
17.08.04	oxygenation
17.08.05	mechanical ventilation
17.09	Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
17.10	Demonstrate the correct operation of oxygen tanks and regulators.
17.11	Demonstrate the use of high, medium, low and variable concentration oxygen delivery devices for all age groups.
17.12	Demonstrate the use of an oxygen humidifier and the requirements needed for its use.
17.13	Discuss the differences between negative pressure and positive pressure ventilation.
<b>18.0</b>	<b>Artificial Ventilations:</b> Demonstrate a fundamental depth, foundational breadth of assessment and management utilizing artificial ventilation. The student will be able to:
18.01	Demonstrate how to artificially ventilate a patient with a pocket mask.

18.02	Demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one and two rescuers using oral-nasal airway adjuncts, head tilt chin lift and jaw thrust.
18.03	Demonstrate the signs of adequate and inadequate artificial ventilation using the BVM.
18.04	Describe and demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
18.05	Demonstrate how to artificially ventilate the pediatric, adult and geriatric patient.
18.06	Describe the steps involved in performing a comprehensive assessment of ventilations in all age groups.
18.07	Demonstrate how to artificially ventilate a patient with a stoma.
18.08	Demonstrate how to artificially ventilate a patient for all age groups.
18.09	Demonstrate the use of various devices used in the assessment of supra-glottic and esophageal airway placement.
19.0	<b>Scene Size-Up:</b> Demonstrate a fundamental depth, foundational breadth of scene management and multiple patient situations. The student will be able to:
19.01	Recognize and describe hazards/potential hazards at the scene.
19.02	Discuss common mechanisms of injury/nature of illness.
19.03	Discuss the procedures for multiple-patient situations.
19.04	Explain why it is important for the EMT to determine the need for additional or specialized resources.
19.05	Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
19.06	List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
19.07	Determine special considerations for dealing with a violent scene.
19.08	Explain the rationale for crew members to evaluate scene safety prior to entering.
19.09	Explain how patient situations affect your evaluation of mechanism of injury or illness.
20.0	<b>Primary Assessment:</b> Demonstrate a fundamental depth, simple breadth of the primary assessment for all patient situations. The student will be able to:
20.01	Summarize the elements of a general impression of the patient.
20.02	Explain the reason for performing a primary assessment.
20.03	Discuss and demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
20.04	Discuss and demonstrate methods of assessing the airway and providing airway care.

20.05	Describe and demonstrate methods used for assessing if a patient is breathing.
20.06	Differentiate between a patient with adequate and inadequate breathing.
20.07	Distinguish between methods of assessing breathing for all age groups.
20.08	Describe and demonstrate the methods used to obtain a pulse in all age groups.
20.09	Compare the methods of providing airway care in all age groups.
20.10	Discuss and demonstrate the need for assessing the patient for external bleeding.
20.11	Describe and demonstrate normal and abnormal findings when assessing skin color, temperature, moisture and capillary refill for all age groups.
20.12	Explain the reason for and demonstrate prioritizing a patient for care and transport.
20.13	Describe when it is appropriate to expose the patient completely.
20.14	Differentiate between critical life-threatening, potentially life-threatening, and non-life-threatening patient presentations.
21.0	<b>History-Taking:</b> Demonstrate a fundamental depth, foundational breadth of the components of history taking. The student will be able to:
21.01	Determine the chief complaint.
21.02	Investigate the chief complaint.
21.03	Describe components of the patient history.
21.04	Explain the importance of obtaining a SAMPLE and OPQRST history.
21.05	Recognize and respond to the feelings patients experience during assessment.
21.06	Discuss the value of obtaining a family and social history.
21.07	Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
22.0	<b>Secondary Assessment:</b> Demonstrate a fundamental depth, foundational breadth of techniques used for a secondary assessment. The student will be able to:
22.01	Describe the unique needs and demonstrate assessing an individual with a specific chief complaint with no known prior history.
22.02	Discuss the components and techniques of the physical exam and skills involved.
22.03	Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
22.04	State the circumstances for performing a rapid assessment.

22.05	Discuss the reason for performing a focused history and physical exam.
22.06	Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation.
22.07	Describe and demonstrate the importance of obtaining a baseline set of vital signs.
22.08	List normal blood pressure ranges for all age groups.
22.09	Describe and demonstrate the head to toe examination.
22.10	Demonstrate special examination techniques of the cardiovascular examination.
22.11	Demonstrate the examination of the nervous system.
22.12	Demonstrate a physical exam performed for a responsive patient with and without a known prior history.
22.13	Demonstrate a physical exam performed for an unresponsive patient.
22.14	Recognize and respond to the feelings patients experience during assessment.
23.0	<b>Monitoring Devices:</b> Demonstrate a simple depth, simple breath of monitoring devices within the scope of practice of the EMT. The student will be able to:
23.01	Explain and demonstrate the use and interpretation of pulse oximetry and capnography device readings.
23.02	Demonstrate and understand the findings of a blood pressure measured by palpation, auscultation and electronic device.
23.03	Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies.
23.03.01	Pulse Oximetry
23.03.02	Glucometry
23.03.03	Capnography
23.04	Demonstrate the application of a cardiac monitor.
24.0	<b>Reassessment:</b> Demonstrate a fundamental depth, foundational breadth of how and when to perform a reassessment for all patient situations. The student will be able to:
24.01	Describe the components of the reassessment and demonstrate the skills involved.
24.02	Discuss the reasons for repeating the initial assessment as part of the reassessment.
24.03	Explain trending assessment components and its value to other health professionals who assume care of the patient.
24.04	Demonstrate the steps for performing the reassessment of patients in all age groups.
24.05	Explain the rationale of recording additional sets of vital signs.
25.0	<b>Medical Overview:</b> Demonstrate a simple depth, foundation breadth of pathophysiology, assessment and management of medical complaints. The student will be able to:

25.01	Identify the assessment factors for a patient with a medical complaint including:
25.01.01	scene safety
25.01.02	environmental factors
25.01.03	chief complaint
25.01.04	non-life threatening conditions
25.01.05	distracting injuries
25.01.06	tunnel vision
25.01.07	patient cooperation
25.01.08	rescuer attitude
25.02	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
26.0	<b>Neurology:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of neurologic disorders/emergencies for all age groups. The student will be able to:
26.01	Review the anatomy and physiology of the nervous system.
26.02	Describe the pathophysiology of the following neurologic disorders:
26.02.01	Altered Mental Status
26.02.02	Stroke
26.02.03	Transient Ischemic Attack
26.02.04	Headache
26.02.05	Seizures
26.02.06	Syncope
26.03	Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes and transient ischemic attacks and their similarities and differences.
26.04	Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
26.05	Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
26.06	Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish a harmless headaches from something more serious.
26.07	Define “altered mental status” and identify the possible causes.
26.08	Describe and demonstrate the assessment and management of the patient with various neurological emergencies in all age groups to include:
26.08.01	strokes
26.08.02	headaches

	26.08.03	seizures
	26.08.04	altered mental status
	26.09	Discuss the transport of the stroke patient to the appropriate treatment center.
27.0	<b>Abdominal and Gastrointestinal Disorder:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of abdominal and gastrointestinal disorders/emergencies for all age groups. The student will be able to:	
	27.01	Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.
	27.02	Describe the pathophysiology of the following abdominal and gastrointestinal disorders:
	27.02.01	Abdominal Pain
	27.02.02	Acute Abdomen
	27.02.03	Peritonitis
	27.02.04	Appendicitis
	27.02.05	Pancreatitis
	27.02.06	Cholecystitis
	27.02.07	Gastrointestinal bleeding
	27.02.08	Esophageal Varices
	27.02.09	Gastroenteritis
	27.02.10	Ulcers
	27.02.11	Intestinal Obstruction
	27.02.12	Hernia
	27.02.13	Abdominal Aortic Aneurysm
	27.03	Define the term," acute abdomen".
	27.04	Identify the signs and symptoms, and common causes of an acute abdomen.
	27.05	Define upper and lower gastrointestinal bleeding.
	27.06	Describe and demonstrate the assessment and management of the patient in all age groups with various gastrointestinal emergencies to include upper and lower gastrointestinal bleeding.
	27.07	Recognize the signs and symptoms related to upper and lower gastrointestinal bleeding.
	27.08	Define acute gastroenteritis.
	27.09	Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
	27.10	Discuss the signs and symptoms of peritoneal inflammation relative to acute abdominal pain.
28.0	<b>Immunology:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of immunology disorders/emergencies for all age groups. The student will be able to:	
	28.01	Define and differentiate allergic reaction and anaphylaxis.
	28.02	Describe the pathophysiology of the following immunology disorders:
	28.02.01	Allergic Reaction

28.02.02	Anaphylaxis
28.02.03	Anaphylactic Shock
28.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an allergic or anaphylactic reaction.
28.04	State the following for the epinephrine auto-injector:
28.04.01	generic and trade names
28.04.02	medication forms
28.04.03	dose
28.04.04	administration
28.04.05	action
28.04.06	contraindications
28.05	Demonstrate the use of epinephrine auto-injector.
28.06	Review the anatomy and physiology of the organs and structures related to anaphylaxis.
28.07	Describe the incidence, morbidity and mortality of anaphylaxis.
28.08	Identify the risk factors most predisposing to anaphylaxis.
28.09	Recognize the signs and symptoms related to anaphylaxis
28.10	Describe the prevention of anaphylaxis and appropriate patient education.
28.11	List common antigens most frequently associated with anaphylaxis.
28.12	Demonstrate how to remove a stinger from a bee sting and proper management following its removal.
29.0	<b>Infectious Disease:</b> Demonstrate a simple depth, simple breadth of the assessment and management of a patient who may have an infectious disease for all age groups. The student will be able to:
29.01	List the causes of infectious diseases.
29.02	Describe the pathophysiology of the following infectious diseases:
29.02.01	Hepatitis B
29.02.02	Hepatitis C
29.02.03	Tuberculosis
29.02.04	Human Immunodeficiency Virus (AIDS)
29.02.05	Severe Acute Respiratory Syndrome
29.02.06	West Nile Virus
29.02.07	Multidrug-Resistant Organisms
29.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an infectious disease.
29.04	Discuss mandatory notification to State or Federal agencies of various diseases.
29.05	Identify patients with risk factors for infectious disease.

29.06	Explain the principles and practices of infection control in prehospital care.
29.07	Describe and discuss the rationale for the various types of PPE.
29.08	Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
29.09	Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
29.10	Describe the actions to take if the EMS provider is exposed to an infectious disease.
29.11	Demonstrate the ability to comply with body substance isolation guidelines.
30.0	<b>Endocrine Disorders:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of endocrine disorders/emergencies for all age groups. The student will be able to:
30.01	Review the anatomy and physiology of the endocrine system and its main function in the body.
30.02	Describe the pathophysiology of the following endocrine disorders:
30.02.01	Insulin Dependent Diabetes Mellitus
30.02.02	Non-Insulin Dependent Diabetes Mellitus
30.02.03	Hypoglycemia
30.02.04	Hyperglycemia
30.02.05	Diabetic Ketoacidosis(DKA)
30.02.06	Hyperglycemic Hyperosmolar Nonketotic Syndrome (HHNS)
30.03	Define and differentiate diabetes (type I and II), Hypoglycemia, Hyperglycemia, insulin shock and diabetic ketoacidosis.
30.04	Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
30.05	State the following for oral glucose:
30.05.01	Generic and trade names
30.05.02	Medication forms
30.05.03	Dose
30.05.04	Administration
30.05.05	Action
30.05.06	Contraindications
30.06	Demonstrate the steps of using a glucometer device and administering oral glucose.
30.07	Describe and demonstrate the assessment and the management of the patient in all age groups experiencing an endocrinologic emergency to include hypo- and hyperglycemia.
30.08	Discuss the general assessment findings associated with endocrinologic emergencies.
30.09	Differentiate between the pathophysiology of normal glucose metabolism and diabetic glucose metabolism.
30.10	Recognize the signs and symptoms of the patient with hypoglycemia.



30.11	Recognize the signs and symptoms of the patient with hyperglycemia.
30.12	Discuss the pathophysiology of diabetic ketoacidosis.
30.13	Recognize the signs and symptoms of the patient with diabetic ketoacidosis.
31.0	<b>Psychiatric:</b> Demonstrate a fundamental depth, foundational breadth regarding the assessment and management of psychiatric emergencies for all age groups. The student will be able to:
31.01	Define behavior, psychiatric disorders and behavioral emergencies.
31.02	Describe the pathophysiology of the following psychiatric disorders:
31.02.01	Anxiety
31.02.02	Phobias
31.02.03	Depression
31.02.04	Paranoia
31.02.05	Psychosis
31.02.06	Schizophrenia
31.02.07	Suicidal Ideations
31.02.08	Agitated Delirium
31.02.09	Violence toward Others
31.03	Discuss the general factors that may cause an alteration in a patient's behavior.
31.04	Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include suicide.
31.05	Given an scenario, apply knowledge of the special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
31.05.01	Baker Act (FS 394.451)
31.05.02	Marchman Act (FS 397.601 and FS 397.675)
31.05.03	Emergency examination and treatment of incapacitated (FS401.445)
31.06	Describe and demonstrate the assessment and management of the patient in all age groups experiencing a behavioral or psychiatric emergency.
31.07	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
31.08	Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric disorders.
31.09	Describe methods of restraint that may be necessary in managing the emotionally disturbed patient and the possible legal implications.
31.10	Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.
32.0	<b>Cardiovascular:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of cardiovascular emergencies for all age groups. The student will be able to:
32.01	Review the basic anatomy and physiology of the cardiovascular system.

32.02	Describe the pathophysiology of the following cardiovascular disorders:
32.02.01	Acute Coronary Syndrome
32.02.02	Angina pectoris
32.02.03	Thromboembolism
32.02.04	Myocardial infarction
32.02.05	Hypertensive emergencies
32.02.06	Aortic aneurysm/dissection
32.02.07	Left and right sided Heart Failure
32.02.08	Cardiogenic Shock
32.02.09	Hypertensive Emergencies
32.02.10	Cardiac Arrest
32.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing a cardiac emergency.
32.04	List the indications and contraindications for automated external defibrillation (AED).
32.05	Explain the impact of age and weight on defibrillation.
32.06	Discuss the position of comfort for patients with various cardiac emergencies.
32.07	Explain the rationale for early defibrillation.
32.08	Discuss the various types of automated external defibrillators.
32.09	Differentiate between the fully automated and the semi-automated defibrillator.
32.10	Understand the importance of maintenance and operators check list for AED's.
32.11	Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
32.12	Explain the role medical direction plays in the use of automated external defibrillation.
32.13	Explain the rationale for administering nitroglycerin and ASA to a patient with chest pain or discomfort.
32.14	Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
32.15	Demonstrate the assessment and documentation of patient response to nitroglycerin.
33.0	<b>Toxicology:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of toxicological (poisoning and overdose) emergencies for all age groups. The student will be able to:
33.01	Define and differentiate toxicology, poisoning and overdose.
33.02	Describe the pathophysiology of the following toxicological emergencies:
33.02.01	Food Poisoning
33.02.02	Carbon Monoxide Poisoning
33.02.03	Cyanide Poisoning
33.02.04	Exposure to Acid or Alkaline Substances

33.02.05	Exposure to Hydrocarbons
33.02.06	Methanol Ingestion
33.02.07	Isopropanol Ingestion
33.02.08	Ethylene Glycol Ingestion
33.02.09	Exposure to Poisonous Plants
33.02.10	Drug Withdrawal
33.02.11	Alcoholic Syndrome
33.02.12	Withdrawal syndrome (including delirium tremens)
33.02.13	Illicit Drug Use
33.02.14	Medication Overdose
33.03	List various ways that poisons enter the body.
33.04	List signs/symptoms associated with poisoning.
33.05	Discuss and demonstrate the assessment and management for the patient in all age groups with poisoning or overdose.
33.06	Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
33.07	Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.
34.0	<b>Respiratory:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of respiratory disorders/emergencies for all age groups. The student will be able to:
34.01	Review the basic anatomy and physiology of the respiratory system.
34.02	Describe the pathophysiology of the following respiratory disorders:
34.02.01	Chronic Obstructive Pulmonary Disease: Emphysema, Chronic Bronchitis, and Asthma
34.02.02	Pulmonary Edema
34.02.03	Spontaneous Pneumothorax
34.02.04	Hyperventilation Syndrome
34.02.05	Epiglottitis
34.02.06	Pertussis
34.02.07	Cystic Fibrosis
34.02.08	Pulmonary Embolism
34.02.09	Pneumonia
34.02.10	Viral Respiratory Infections
34.02.11	Poisonous Exposures
34.03	List signs of adequate air exchange.
34.04	State the signs and symptoms of a patient with respiratory distress.
34.05	Describe and demonstrate the assessment and management of the patient in all age groups with a respiratory emergency.
34.06	State the following for the metered-dose inhaler:
34.06.01	generic name

	34.06.02	medication forms
	34.06.03	dose
	34.06.04	administration
	34.06.05	action
	34.06.06	indications
	34.06.07	contraindications
	34.07	Describe and demonstrate the steps in facilitating the use of an inhaler.
	34.08	Differentiate between upper airway obstruction and lower airway disease in the patient for all age groups.
	34.09	Discuss the measures needed to ensure personal safety while attending to the patient with a respiratory emergency or infection.
	34.10	Demonstrate proper use of airway and ventilation devices.
	34.11	Explain the rationale and demonstrate the application of a CPAP/ BiPAP unit.
35.0	<b>Hematology:</b> Demonstrate a simple depth, simple breadth of the assessment, and management of hematology disorders for all age groups. The student will be able to:	
	35.01	Review the anatomy and physiology of blood.
	35.02	Describe the pathophysiology of the following hematology disorders:
	35.02.01	Anemia
	35.02.02	Sickle Cell Anemia / Sickle Cell Crisis
	35.02.03	Hemophilia
	35.03	State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
	35.04	Describe and demonstrate the assessment and the management of the patient with Sickle cell crisis or a clotting disorder.
	35.05	Describe the anatomy and physiology of the hematologic system to the pathophysiology and assessment of patients with hematologic disorders such as Sickle cell.
36.0	<b>Genitourinary /Renal:</b> Demonstrate a simple depth, simple breath of the assessment and management of genitourinary/ renal emergency for all age groups. The student will be able to:	
	36.01.01	Review the basic anatomy and physiology of the genitourinary and renal systems
	36.02	Describe the pathophysiology of the following genitourinary/ renal disorders:
	36.02.01	Urinary Tract Infection
	36.02.02	Kidney Stones
	36.02.03	Kidney Failure
	36.03	Understand the basic principles of kidney dialysis.
	36.04	Discuss the signs and symptoms of a patient with a dialysis emergency.
	36.05	Describe and demonstrate the assessment and management of the patient with a dialysis emergency.

37.0	<b>Gynecology:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of gynecologic emergencies for all age groups. The student will be able to:
37.01	Review the basic anatomy and physiology of the female reproductive system.
37.02	Describe the pathophysiology of the following gynecologic disorders and emergencies:
37.02.01	Sexual Assault
37.02.02	Nontraumatic Vaginal Bleeding
37.02.03	Menstrual Pain
37.02.04	Ovarian Cyst
37.02.05	Endometritis
37.02.06	Endometriosis
37.02.07	Pelvic Inflammatory Disease
37.02.08	Sexually Transmitted Diseases
37.02.09	Describe and demonstrate the assessment and management of the patient in all age groups experiencing a gynecologic emergency to include:
37.02.10	excessive bleeding
37.02.11	abdominal pain
37.02.12	sexual assault
37.03	Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
37.04	Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
37.05	Value the importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
37.06	Defend the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
38.0	<b>Non-Traumatic Musculoskeletal Disorders:</b> Demonstrate a fundamental depth, foundational breadth of the assessment and management of non-traumatic fractures for all age groups. The student will be able to:
38.01	Review the basic anatomy and physiology of the musculoskeletal system.
38.02	Describe and demonstrate the assessment and management of the patient in all age groups with a non-traumatic musculoskeletal emergency.
39.0	<b>Diseases of the Eyes, Ears, Nose, and Throat:</b> Demonstrate a simple depth, simple breadth in recognition and management of nose bleed for all age groups. The student will be able to:
39.01	Discuss the recognition and management of an epistaxis.
39.02	Describe and demonstrate the assessment and management of the patient in all age groups with abnormal conditions affecting the eyes, ears, nose and throat.
40.0	<b>Shock and Resuscitation:</b> Demonstrate the application of fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure. The student will be able to:
40.01	Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
40.02	Discuss and identify causes and pathophysiology of respiratory failure and arrest.

40.03	Discuss and identify causes and pathophysiology of cardiac failure or arrest.
40.04	Discuss the various types and degrees of shock.
40.05	Discuss and identify post resuscitation and management.
40.06	Explain the system components of CPR, the links in the AHA chain of survival and how each one relates to maximizing the survival of the patient.
40.07	Show Provider (AHA guidelines) certification required prior to rescuer program completion.
40.08	Discuss and distinguish the variations and causes between the management of the infant, child, adult and geriatric patient experiencing shock.
40.09	Define and differentiate compensated and decompensated hemorrhagic shock.
40.10	Defend the importance of teamwork, experience, and practice in preparation to manage the critical patient.
40.11	Demonstrate how to perform one and two rescuer CPR, adult, child, infant.
40.12	Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child and infant patient.
40.13	Demonstrate the steps of rescuer level appropriate post resuscitative care.
40.14	Management and resuscitation of the critical patient.
40.15	Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a peri-arrest condition.
40.16	Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
41.0	<b>Trauma Overview:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of the trauma patient for all age groups. The student will be able to:
41.01	Discuss and define pathophysiology of the trauma patient.
41.02	List and describe the components of a comprehensive trauma systems and levels of trauma centers.
41.03	Describe the criteria for different transportation modes to a trauma center.
41.04	Explain the relationship between mechanism of injury and potential energy, kinetic energy and work in relation to trauma.
41.04.01	Define energy, force, laws of motion
41.04.02	Explain the physics of trauma
41.05	Define the term blunt and penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
41.05.01	Effects of high, medium and low velocity penetrating trauma
41.05.02	Primary, secondary, tertiary and miscellaneous blast injuries
41.05.03	Factors to consider of a patient injured in a fall.
41.05.04	Consider all age groups

41.06	Describe the kinematics of penetrating injuries.
41.07	Discuss the role of documentation in trauma.
41.08	Demonstrate the use of the Florida Trauma Alert Criteria, classify various types of trauma patients.
41.09	Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.
41.10	Discuss and describe State of Florida's trauma scorecard methodologies as required in Florida Statute and Florida Administrative Code (F.A.C.).
41.11	Discuss the National Trauma Triage Protocol of injured Patients.
42.0	<b>Bleeding:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of bleeding for all age groups. The student will be able to:
42.01	Review the anatomy and physiology of the circulatory system.
42.02	Review the different types of bleeding and classes of hemorrhage.
42.03	List signs and symptoms of shock (hypo-perfusion).
42.04	Describe the body's physiologic response to bleeding.
42.05	Review the pathophysiology of hemorrhagic shock.
42.06	Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion).
42.07	Describe and demonstrate the assessment and management of a patient in all age groups with hemorrhagic shock.
42.08	Demonstrate how to apply a commercial tourniquet.
42.09	Formulate a field impression based upon the assessment findings for a patient with hemorrhagic shock.
43.0	<b>Chest Trauma:</b> Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of chest trauma for all age groups. The student will be able to:
43.01	Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.
43.02	Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
43.03	Discuss the pathophysiology and MOI of myocardial injuries, including the following:
43.03.01	pericardial tamponade
43.03.02	myocardial contusion,
43.03.03	myocardial rupture
43.03.04	commotio cordis
43.04	Identify the need for rapid intervention and transport of the patient with thoracic injuries.
43.05	Discuss the pathophysiology and MOI of specific chest wall injuries, including the following:

43.05.01	rib fracture
43.05.02	flail segment
43.05.03	sternal fracture
43.06	Describe and demonstrate the assessment and management of injuries to the chest wall, lung and myocardial tissue.
43.07	Identify the need for rapid intervention and transport of the patient with chest wall, lung and myocardial tissue injuries.
43.08	Formulate a field impression based upon the assessment findings for a patient with chest trauma.
44.0	<b>Abdominal and Genitourinary Trauma:</b> Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of abdominal and genitourinary trauma for all age groups. The student will be able to:
44.01	Review the anatomy and physiology and of the abdominal cavity and genitourinary (both male and female) system.
44.02	Describe the abdominal quadrants and the organs found within each quadrant.
44.03	Describe the differences between hollow and solid organs.
44.04	Discuss the pathophysiology and MOI for abdominal trauma including hallow and solid injuries.
44.05	Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury including:
44.05.01	Penetrating
44.05.02	Blunt
44.05.03	Open
44.05.04	Closed
44.06	Formulate a field impression based upon the assessment findings for a patient with abdominal trauma.
45.0	<b>Orthopedic Trauma:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups. The student will be able to:
45.01	Review the anatomy and physiology of the musculoskeletal system.
45.02	and Discuss pathophysiology and MOI for orthopedic injury including:
45.02.01	Fractures
45.02.02	Sprains
45.02.03	Strains
45.02.04	Pelvic Injury
45.02.05	Amputation
45.03	Describe the different types of orthopedic injuries including:
45.03.01	Fractures
45.03.02	Sprains
45.03.03	Strains
45.03.04	Pelvic Injury
45.03.05	Amputation



45.04	List the primary signs and symptoms of extremity trauma.
45.05	Explain the rationale for stabilization of an open and a closed painful, swollen, deformed extremity.
45.06	Describe and demonstrate the assessment and management of a patient with a suspected orthopedic injury including:
45.06.01	Fractures
45.06.02	Sprains
45.06.03	Strains
45.06.04	Pelvic Injury
45.06.05	Amputation
45.07	Explain the benefits and general guidelines for the following management techniques:
45.07.01	Heat Therapy
45.07.02	Cold Therapy
45.07.03	Splinting
45.08	List the six “Ps” of orthopedic injury assessment.
45.09	Discuss the need for assessment of pulses, motor, and sensation before and after splinting.
45.10	Describe age-associated changes in the bones.
45.11	Discuss the usefulness of the pneumatic anti-shock garment (PASG) in the management of fractures.
45.12	Discuss the out-of-hospital management of dislocation/fractures, including splinting and realignment and sprains and strains.
45.13	Discuss the pathophysiology of replantation.
45.14	Explain the rationale for splinting at the scene versus load and go.
45.15	Demonstrate the proper use of following techniques for a patient with a suspected fracture:
45.15.01	Hard
45.15.02	Improvised
45.15.03	Soft
45.15.04	Traction splints
45.16	Formulate a field impression based upon the assessment findings for a patient with orthopedic trauma.
46.0	<b>Soft Tissue Trauma:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups. The student will be able to:
46.01	Review anatomy and physiology of the integumentary system to include the layers of the skin.
46.02	Describe the pathophysiology and MOI of wounds, burns, crush injuries and high pressure injection injuries.
46.03	Describe and demonstrate the assessment and management of the following types of closed soft tissue injuries:
46.03.01	wounds
46.03.02	burns
46.03.03	high pressure injection

46.03.04	crush syndrome injuries
46.03.05	compartment syndrome injuries
46.03.06	contusion
46.03.07	hematoma
46.04	Describe and demonstrate the assessment and management of the following types of open soft tissue injuries:
46.04.01	abrasions
46.04.02	lacerations
46.04.03	major arterial lacerations
46.04.04	avulsions,
46.04.05	bites
46.04.06	impaled objects
46.04.07	amputations
46.04.08	incisions
46.04.09	crush injuries
46.04.10	blast injuries
46.04.11	penetrations/punctures
46.05	Identify types of burn injuries, including:
46.05.01	thermal burn
46.05.02	inhalation burn
46.05.03	chemical burn
46.05.04	electrical burn
46.05.05	radiation exposure
46.06	Describe the depth classifications of burn injuries, including:
46.06.01	superficial burn
46.06.02	partial-thickness burn
46.06.03	full-thickness burn
46.06.04	Other depth classifications
46.07	Describe methods for determining body surface area percentage of a burn injury including the "rules of nines," the "rules of palms," and other methods.
46.08	Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of nines) for patients in all age groups.
46.09	Differentiate and demonstrate the various management techniques for hemorrhage control of open soft tissue injuries, including but not limited to:
46.09.01	direct pressure
46.09.02	pressure dressing
46.09.03	tourniquet application
46.09.04	Hemostatic agents
46.10	Differentiate between the types of injuries requiring the use of an occlusive versus non- occlusive dressing.
46.11	Discuss the possible complications of an improperly applied dressing, bandage, tourniquet and hemostatic agents.
46.12	Describe and demonstrate the assessment and management of specific burn injuries including:

46.12.01	Thermal
46.12.02	Inhalation
46.12.03	Chemical
46.12.04	Electrical
46.12.05	Radiation
46.13	Formulate a field impression based upon the assessment findings for a patient with soft tissue trauma.
47.0	<b>Head, Facial, Neck, and Spine Trauma:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of head, facial, neck and spine trauma for all age groups. The student will be able to:
47.01	Review the anatomy and physiology and of the head, face, and neck (non-spinal).
47.02	Describe the pathophysiology and MOI for head, face, and neck (non-spinal) hemorrhage.
47.03	Describe and demonstrate the assessment and management of a patient with the following injuries to the head, face and neck (non-spinal):
47.03.01	Penetrating Neck Trauma
47.03.02	Laryngotracheal injury
47.03.03	Skull Fracture
47.03.04	Facial Fracture
47.03.05	Eye Injury ( foreign body)
47.03.06	Dental Trauma
47.04	Recognize and manage life threats due to head, neck and spine trauma.
47.05	Discuss and demonstrate the rationale and use of the Glasgow Coma Score.
47.06	Formulate a field impression based upon the assessment findings for a patient with head, facial, and/ or neck (non-spinal) trauma.
48.0	<b>Nervous System Trauma:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of nervous system trauma for all age groups. The student will be able to:
48.01	Review the anatomy and physiology and of the nervous system.
48.02	Discuss the pathophysiology and MOI for brain and spinal injury including:
48.02.01	Increased intracranial pressure (ICP)
48.02.02	Concussion
48.02.03	Contusion
48.03	Describe and demonstrate the assessment and management of a patient with a brain and spinal injury including:
48.03.01	Brain Trauma
48.03.02	Spinal Cord Trauma
48.03.03	Cervical Spine Trauma
48.04	Explain the rationale for motion restriction of the entire spine when a cervical spine injury is suspected.
48.05	Explain the rationale for utilizing spinal motion restriction methods apart from the straps on the cots.

48.06	Explain the rationale for utilizing a short spine motion restriction device when moving a patient from the sitting to the supine position.
48.07	Given a scenario, defend whether or not to remove a helmet prior to transport of a patient.
48.08	Demonstrate specific management techniques for a patient with a suspected spinal cord injury.
48.09	Demonstrate various methods for stabilization and removal of a helmet.
48.10	Demonstrate documentation of assessment before, during and after spinal motion restriction.
48.11	Formulate a field impression based upon the assessment findings for a patient with brain and/or spinal trauma.
49.0	<b>Special Considerations in Trauma:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of trauma patients with special considerations for all age groups. The student will be able to:
49.01	Review the anatomy and physiology for the following trauma patients:
49.01.01	pregnant
49.01.02	pediatric
49.01.03	geriatric
49.01.04	cognitively impaired
49.02	Discuss the pathophysiology and MOI of trauma in the following patients:
49.02.01	pregnant
49.02.02	pediatric
49.02.03	geriatric
49.02.04	cognitively impaired
49.03	Discuss and demonstrate unique assessment and management considerations for the following trauma patients:
49.03.01	pregnant
49.03.02	pediatric
49.03.03	geriatric
49.03.04	cognitively impaired
49.04	Formulate a field impression based upon the assessment findings for a patient requiring special considerations.
50.0	<b>Environmental Emergencies:</b> Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of environmental emergencies for all age groups. The student will be able to:
50.01	Define drowning and discuss its incidence, risk factors and prevention.
50.02	Discuss the pathophysiology and MOI of the following:
50.02.01	Drowning and water related incidents
50.02.02	temperature-related illness
50.02.03	bites and envenomation
50.02.04	dysbarism such as high-altitude edema
50.02.05	diving injuries
50.02.06	lightning (electrical) injury
50.02.07	high altitude illness

50.03	Describes and demonstrate the assessment and management for a patient with the following:
50.03.01	Drowning and water related incidents
50.03.02	temperature-related illness
50.03.03	bites and envenomation
50.03.04	dysbarism such as high-altitude edema
50.03.05	diving injuries
50.03.06	lightning (electrical) injury
50.03.07	high altitude illness
50.04	Discuss the physics of the gas laws including: Boyle's, Dalton, Henry and Charles.
50.05	Discuss scene management and provider safety considerations for a submersion, diving, or lightning incident.
50.06	Explain the five ways a body can lose heat.
50.07	Identify the species of insects, spiders and snakes in the US that may cause life threatening injuries.
50.08	Formulate a field impression based upon the assessment findings for a patient with an environmental emergency.
51.0	<b>Multi-Systems Trauma:</b> Demonstrate a fundamental depth, foundational breadth of the pathophysiology, assessment, and management of multi-system trauma and blast injuries. The student will be able to:
51.01	Discuss the pathophysiology and MOI of multi-system trauma and blast injuries.
51.02	Discuss the golden principle of out-of-hospital trauma care.
51.03	Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
51.04	Formulate a field impression based upon the assessment findings for a patient with multi systems trauma and/ or blast injuries.
52.0	<b>Obstetrics:</b> Demonstrate a fundamental depth, foundational breadth of management of the obstetric patient within the scope of practice of the EMT. The student will be able to:
52.01	Identify and describe the anatomical structures and functions of the female reproductive system and how these structures and functions change during pregnancy.
52.02	Define the stages of labor and discuss how to assess them.
52.03	Differentiate between normal delivery, abnormal delivery and complications associated with delivery.
52.04	Differentiate the management of a patient with pre-delivery emergencies from a normal delivery.
52.05	State the patient care measures for all stages of labor in a normal (cephalic) delivery for the mother and the newborn.
52.06	Describe how to care for the newborn post-delivery.
52.07	Describe the management of the mother post-delivery.
52.08	State the patient care measures for all stages of labor in abnormal (non-cephalic) deliveries for the mother and the newborn.

52.09	Describe the procedures for handling complications of pregnancy.
52.10	Describe special considerations when meconium is present in amniotic fluid or during delivery.
52.11	Describe special patient care considerations of a premature baby.
52.12	Demonstrate how to listen to fetal heart tones.
52.13	Demonstrate the patient care measures for all stages of labor in a normal (cephalic) delivery for the mother and the newborn.
52.14	Demonstrate the patient care measures for all stages of labor in abnormal (non-cephalic) deliveries for the mother and the newborn.
52.15	Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia and eclampsia.
53.0	<b>Neonatal Care:</b> Demonstrate a fundamental depth, foundational breadth of management of the newborn and neonatal patient within the scope of practice of the EMT. The student will be able to:
53.01	Discuss and demonstrate assessment and management considerations of a neonate.
53.02	Define the term neonate.
53.03	Identify the factors that lead to premature birth and low birth weight newborns.
53.04	Calculate the APGAR score given various newborn situations.
53.05	Discuss the common signs when ventilator assistance is appropriate for a neonate.
53.06	Identify and discuss the use of oxygen/airway adjuncts in the neonate
53.07	Discuss the steps in resuscitation of a neonate.
53.08	Discuss the signs of hypovolemia in a newborn.
53.09	Discuss the effects maternal narcotic usage has on the newborn.
53.10	Discuss the management/treatment plan for vomiting in the neonate.
53.11	Discuss the assessment findings associated with common birth injuries in the neonate.
53.12	Demonstrate assessment of APGAR scoring during a scenario.
53.13	Demonstrate appropriate assessment technique for examining a neonate.
53.14	Demonstrate appropriate assisted ventilations for a neonate.
53.15	Demonstrate appropriate chest compression and ventilation technique for a neonate.
53.16	Demonstrate the initial steps in resuscitation of a neonate.

	53.17 Demonstrate blow-by oxygen delivery for a neonate.
54.0	<b>Pediatrics:</b> Demonstrate a fundamental depth, fundamental breath of management of the pediatric patient within the scope of practice of the EMT. The student will be able to:
	54.01 Review the anatomy, physiology and pathophysiology and differences of patients in the pediatric age ranges.
	54.02 Discuss the differences in approaching and assessing patients in the pediatric age ranges.
	54.03 Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).
	54.04 Describe the selection of appropriate airway adjuncts and ventilation devices for infants and children.
	54.05 Discuss complications of improper utilization of airway adjuncts and ventilation devices with infants and children.
	54.06 Describe the common causes, assessment and management of respiratory distress, failure, or arrest in infants and children.
	54.07 Discuss the common causes, assessment and management of hypoperfusion in infants and children.
	54.08 Discuss the common causes, assessment and management of cardiopulmonary arrest in infants and children.
	54.09 Describe the common causes, assessment and management of altered level of consciousness in infants and children.
	54.10 Describe the common causes, assessment and management of trauma in infants and children.
	54.11 Discuss the pathophysiology of hypo-perfusion in infants and children.
	54.12 Describe the common causes, assessment and management of hypoperfusion in infants and children.
	54.13 Describe the common causes, assessment and management of neurological emergencies in infants and children.
	54.14 Demonstrate proper technique for administering blow-by oxygen to infants and children.
	54.15 Demonstrate proper technique for suctioning of infants and children.
	54.16 Demonstrate appropriate use of airway adjuncts and ventilation devices with infants and children.
	54.17 Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.
	54.18 Demonstrate appropriate airway and breathing control maneuvers for infant and child trauma patients.
55.0	<b>Geriatrics:</b> Demonstrate a fundamental depth, foundational breadth of management of the geriatric patient within the scope of practice of the EMT. The student will be able to:
	55.01 Define and discuss the term “geriatrics”.
	55.02 Review the anatomy, physiology and pathophysiology of the Geriatric patient.
	55.03 Discuss common emotional and psychological reactions to aging to include causes and manifestations.

55.04	Discuss the problems with mobility in the elderly and develop strategies to prevent falls.
55.05	Discuss factors that may complicate the assessment of the elderly patient including communication issues and methods to overcome them.
55.06	Describe principles that should be employed when assessing and communicating with the elderly.
55.07	Describe the common causes, assessment and management of the elderly patient with the following complaints:
55.07.01	Pulmonary, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
55.07.02	Cardiovascular, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.
55.07.03	Nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
55.07.04	Endocrine system, including diabetes and thyroid diseases.
55.07.05	Gastrointestinal problems.
55.07.06	Toxicological problems including alcohol/drug abuse, and polypharmacy errors.
55.07.07	Environmental considerations.
55.07.08	Traumatic injuries, including orthopedic injuries, burns and head injuries.
56.0	<b>Patients with Special Challenges:</b> Demonstrate a simple depth, simple breadth of management of the patient with special challenges. The student will be able to:
56.01	Define child abuse / neglect.
56.02	Define children with special health care needs.
56.03	Discuss the pathophysiology of abuse and neglect in infants and children.
56.04	Discuss the assessment and management/treatment plan for abuse and neglect in infants and children, including documentation and reporting.
56.05	Discuss the pathophysiology of children with special health care needs including technology.
56.06	Discuss the assessment management/treatment plan for children with special health care needs including technology assisted children.
56.07	Discuss the incidence and categories of abuse and assault.
56.08	Describe the characteristics associated with the profile of the typical abuser of a spouse, elder and child.
56.09	Identify the profile of the "at-risk" spouse, elder and child.
56.10	Discuss special considerations for the assessment and management of the abused patient.



56.11	Discuss the legal aspects of documentation and mandatory reporting associated with abused and assaulted patient.
56.12	Discuss considerations for approach, assessment and treatment of patients with the following impairments/disabilities: (LIST) Hearing, Vision, and Speech.
56.13	Describe paraplegia/quadriplegia.
56.14	Recognize the patient with a developmental disability.
56.15	Recognize the patient with Down's syndrome.
56.16	Describe the following diseases/illnesses: 56.16.01 Cerebral palsy 56.16.02 Cystic fibrosis 56.16.03 Spina bifida 56.16.04 Patients with a previous head injury
56.17	Identify a patient that is terminally ill.
56.18	Differentiate between the role of EMS provider and the role of the home care provider.
56.19	Discuss the aspects of home care that impact quality of the care for a given patient.
56.20	List complications commonly seen in the home care patients, which result in their hospitalization.
56.21	Define hospice care and comfort care.
56.22	List the stages of the grief process and relate them to an individual in hospice care.
56.23	Describe airway maintenance devices typically found in the home care environment.
56.24	Describe indwelling catheters, implanted central IV ports and central line monitoring.
56.25	Identify failure of GI/GU devices found in the home care setting.
56.26	Identify failure of ventilating devices found in the home care setting.
56.27	Identify failure of vascular access devices found in the home care setting.
56.28	Demonstrate the ability to assess a spouse, elder or child abused patient.
56.29	Demonstrate the ability to assess a sexually assaulted patient.
56.30	Demonstrate the assessment of a patient with a sensory deficit or developmental disability.
56.31	Develop a treatment and management plan of the elderly psychiatric patient, including depression and suicide.
57.0	<b>Principles of Safely Operating a Ground Ambulance:</b> Demonstrate a simple depth, foundational breadth of risks and responsibilities of transport. The student will be able to:

57.01	Discuss the importance of performing regular vehicle and equipment inspection.
57.02	Demonstrate how to perform a daily inspection of an ambulance.
57.03	Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges. ,
57.04	Identify current local and state standards which influence ambulance design.
57.05	Demonstrate how to place a patient in, and remove a patient from an ambulance.
57.06	Discuss the guidelines for operating an ambulance safely during emergency and non-emergency situation/incident.
57.07	Discuss considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
57.08	Demonstrate how to clean and disinfect the ambulance and equipment.
58.0	<b>Incident Management:</b> Demonstrate a fundamental depth, fundamental breadth of establishing and working within the incident management system. The student will be able to:
58.01	Explain the need for the incident management system (IMS)/incident command system (ICS) in managing emergency medical services incidents.
58.02	Define the term disaster management.
58.03	Discuss the importance of NIMS (National Incident Management System).
58.04	Describe the functional components of the incident management system in terms of the following:
58.04.01	Command
58.04.02	Finance
58.04.03	Logistics
58.04.04	Operations
58.04.05	Planning
58.05	Differentiate between singular and unified command and when each is most applicable.
58.06	Describe the role of command.
58.07	Describe the need for transfer of command and procedures for transferring it.
58.08	List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents:
58.08.01	safety
58.08.02	logistics
58.08.03	rehabilitation
58.08.04	staging,
58.08.05	treatment
58.08.06	triage
58.08.07	transportation
58.08.08	extrication/rescue

	58.08.09	morgue
	58.08.10	communications
58.09	Describe techniques used to allocate patients to hospitals and track them.	
58.10	List the physical and psychological signs of critical incident stress.	
58.11	Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.	
59.0	<b>Multiple Casualty Incidents:</b> Demonstrate a simple depth, foundational breadth of responding to an emergency during a multiple casualty incident. The student will be able to:	
59.01	Describe essential elements of scene size-up when arriving at a potential MCI.	
59.02	Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.	
59.03	Describe the role of the physician at multiple casualty incidents.	
59.04	Define triage and describe the principles of triage.	
59.05	Describe the START (simple triage and rapid treatment) method of initial triage.	
59.06	Describe techniques used to allocate patients to hospitals and track them.	
59.07	List and describe the essential equipment to provide logistical support to MCI operations, including but not limited to:.,	
	59.07.01	airway
	59.07.02	respiratory and hemorrhage control
	59.07.03	burn management
	59.07.04	patient packaging/immobilization
59.08	List the physical and psychological signs of critical incident stress.	
59.09	Describe the role of critical incident stress management sessions in MCIs.	
59.10	Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.	
59.11	Demonstrate the use of local/regional triage tagging system used for primary and secondary triage.	
59.12	Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of triage group leader.	
60.0	<b>Air Medical:</b> Demonstrate a simple depth, simple breadth of safe air medical operations and criteria for utilizing air medical response. The student will be able to:	
60.01	Discuss safe air medical operations.	
60.02	Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.	
60.03	Describe the capabilities, protocols, and methods for accessing air medical transport.	

60.04	Describe the advantages and disadvantages of air medical transport.
60.05	Identify the conditions/situations in which air medical transport should be considered.
60.06	Assess personal practices relative to air medical operations which may affect the safety of the crew, the patient and bystanders.
60.07	Perform setting up an air medical helicopter landing zone.
61.0	<b>Vehicle Extrication:</b> Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools. The student will be able to:
61.01	Describe the role of the EMT in patient rescue and vehicle extrication
61.02	Describe personal and patient safety during vehicle extrication.
61.03	Explain the difference between simple access and complex access in vehicle extrication.
61.04	Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
61.05	Discuss the use of simple hand tools used for vehicle extrication.
61.06	Describe the effects of traffic flow on the highway rescue incident including limited access superhighways and regular access highways.
61.07	List and describe the hazards associated with the following auto/ truck components:
61.07.01	energy absorbing bumpers
61.07.02	air bag/supplemental restraint systems
61.07.03	catalytic converters and conventional fuel systems
61.07.04	stored energy
61.07.05	alternate fuel systems
61.08	Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
61.09	Describe the electrical hazards commonly found at highway incidents (above and below ground).
61.10	Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
61.11	Explain typical door anatomy and methods to access through stuck doors.
61.12	Explain SRS or "air bag" systems and methods to neutralize them.
61.13	Demonstrate the use of wood cribbing to stabilize a vehicle.
61.14	Demonstrate how to gain access to a patient by using a spring- loaded center punch.
62.0	<b>Hazardous Materials Awareness:</b> Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. The student will be able to:
62.01	Identify resources for substance identification, decontamination and treatment information, including but not limited to the following:
62.01.01	poison control center

62.01.02	medical control
62.01.03	material safety data sheets (MSDS),
62.01.04	reference textbooks
62.01.05	computer databases
62.01.06	Computer-Aided Management of Emergency Operations (CAMEO)
62.01.07	CHEMTREC
62.01.08	technical specialists
62.01.09	Agency for toxic substances and disease registry
62.02	Explain primary and secondary contamination risk.
62.03	List and describe the following routes of exposure:
62.03.01	topical
62.03.02	respiratory
62.03.03	gastrointestinal
62.03.04	parenteral
62.04	Explain how the substance and route of contamination alters triage and decontamination methods.
62.05	List and explain the common signs, symptoms and treatment for the following substances:
62.05.01	corrosives (acids/alkalis)
62.05.02	pesticides (carbamates / organophosphates),
62.05.03	chemical asphyxiants (cyanide/carbon monoxide)
62.05.04	hydrocarbon solvents (xylene, methylene chloride)
62.06	Identify local facilities and resources capable of treating patients
62.07	Determine the appropriate level of PPE by considering the following:
62.07.01	types
62.07.02	application
62.07.03	use and limitations
62.07.04	use of chemical compatibility chart
62.08	Explain specific decontamination procedures.
62.09	Demonstrate the donning and doffing of appropriate PPE.
62.10	Set up and demonstrate an emergency two-step decontamination process.
62.11	Identify DOT Labels, placards and markings that are used to designate HAZMAT materials.
62.12	Demonstrate the ability to use a variety of reference materials to identify a HAZMAT materials.
63.0	<b>Mass Casualty Incidents Due to Terrorism and Disaster:</b> Demonstrate a simple depth, simple breadth of risks and responsibilities of

operating on the scene of a natural or man-made disaster. The student will be able to:	
63.01	Describe the role of the EMT on the scene of a natural or man-made disaster.
63.02	Define the different types of terrorism and provide examples of incidents of each.
63.03	Describe personal and patient safety during a natural or man-made disaster.
63.04	Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
63.05	Discuss the National Terrorism Advisory System.
63.06	Discuss factors to consider when responding to a terrorist situation.
63.07	Discuss important actions to take at the scene of a terrorist event such as:
63.07.01	scene safety
63.07.02	personal protection
63.07.03	notification procedures
63.07.04	available resources
63.07.05	working with in the command system
63.08	List the main categories of weapons of mass destruction.
63.09	Discuss the different types of chemical agents and their signs and symptoms.
63.10	Discuss the treatment and management of patients exposed to various types of chemical agents and radiation.
63.11	Define the different types of radiations and their effect on the human body.
63.12	Demonstrate the use of a nerve agent antidote kit.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

The **Bureau of Fire Standards and Training (BFST) is responsible for** establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the Bureau of Fire Standards and Training (BFST) approved firefighters and volunteer firefighters, advanced, specialized, and specialized instructor training programs for fire fighters.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals and Florida Public Service Association (FPSA) are the inter-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Basic Skills**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.



Florida Department of Education  
Curriculum Framework

**Program Title:** Florida Basic Recruit Training Program: Law Enforcement Basic Training for Special Operations Forces Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430225
CIP Number	0743010710
Grade Level	30, 31
Standard Length	490 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program (version 2018.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Law Enforcement, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Law Enforcement Officer (SOC 33-3051).

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0001	Introduction to Law Enforcement	LAW ENF @7 7G CORR OFF 7 G	10 hours	33-3051
	CJK0012	Legal		62 hours	
	CJK0013	Interactions in a Diverse Community		40 hours	
	CJK0014	Interviewing and Report Writing		56 hours	
	CJK0064	Fundamentals of Patrol		35 hours	
	CJK0065	Calls for Service		36 hours	
	CJK0077	Criminal Investigations		50 hours	
	CJK0078	Crime Scene to Courtroom		35 hours	
	CJK0087	Traffic Stops		30 hours	
	CJK0084	DUI Traffic Stops		24 hours	
	CJK0088	Traffic Crash Investigations		32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations		48 hours	
	CJK0032	CMS First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0041	CMS Criminal Justice Firearms Proficiency		8 hours	
	CJK0052	CMS Criminal Justice Defensive Tactics Proficiency		8 hours	
CJK0422	Dart-Firing Stun Gun	8 hours			

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Florida Basic Recruit Training Program: Correctional Probation Basic Recruit Training for Special Operations Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430232
CIP Number	0743010209
Grade Level	30, 31
Standard Length	344 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program (version 2018.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Florida Correctional Probation Officer Training Academy* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and technical education credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Correctional Probation Officer (SOC 21-1092).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of probationary person(s).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0265	Communications		46 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0032	CMS First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0052	CMS Criminal Justice Defensive Tactics Proficiency		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.



## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Florida Basic Recruit Training Program: Corrections Basic Recruit Training for Special Operations Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430255
CIP Number	0743010210
Grade Level	30, 31
Standard Length	214 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program (version 2018.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Corrections, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and technical education course credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Corrections Officer (SOC 33-3012).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of inmates within a correctional institution.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7 G	32 hours	33-3012
	CJK0305	Communications		40 hours	
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facility and Equipment		8 hours	
	CJK0320	Intake/Reception and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK0335	Responding to Incidents and Emergencies		16 hours	
	CJK0032	CMS First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0041	CMS Criminal Justice Firearms Proficiency		8 hours	
	CJK0052	CMS Criminal Justice Defensive Tactics Proficiency		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Police Service Aide  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P439991
CIP Number	0743019903
Grade Level	30, 31
Standard Length	206 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3041 Parking Enforcement Workers 33-9099 Protective Service Workers, All others 13-1041 Compliance Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Parking Enforcement Workers (SOC 33-3041), Traffic Crash Investigators (SOC 33-9099), Community Service Officers/Police Service Aides (SOC 33-9099) and Compliance Officers (SOC 13-1041). The program prepares students for employment as a Parking Enforcement Specialist (PES) or Traffic Crash Investigator (TCI) in accordance with Chapters 316 and 943, Florida Statutes (F.S.).

Section 316.640, F.S., mandates that a Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC) approved course be used to train civilians, employed by police departments, sheriff’s offices or the Florida Highway Patrol, to investigate traffic crashes. Even though successful completion of this course is required to perform the duties of a non-sworn TCI, the CJSTC does not certify these individuals.



Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

The content includes, but is not limited to, the employee's role, constitutional and criminal law, crash investigation, first responder techniques, traffic control, and police community relations as designated in minimum training requirements as established by the CJSTC.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0110	Parking Enforcement Specialist	LAW ENF @7 7G PUB SERV 7 G	16 hours	33-3041
B	CJK0112	Traffic Accident Investigator		80 hours	33-9099
C	CJK0114	Police Service Aide		110 hours	13-1041

**Regulated Programs**

The FDLE CJSTC student performance standards for First Responder were adapted and condensed from U.S. Department of Transportation Emergency Medical Services, First Responder Training Course, National Standard Curriculum Instructors Lesson Plan and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

First Responder certification is available through testing with the National Registry of Emergency Medical Technicians (NREMT). The NREMT may be contacted at 614-888-4484.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **OCP A Parking Enforcement Specialist**

- 01.0 Explain the role of the Parking Enforcement Specialist (PES).
- 02.0 Explain the role of the Parking Enforcement Specialist (PES) safety and awareness.
- 03.0 Explain the importance of knowledge sharing.
- 04.0 Explain the monitoring process for parking compliance.
- 05.0 Explain the interactions with the public.

### **OCP B Traffic Crash Investigator**

- 06.0 State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640.
- 07.0 List the procedures of the traffic crash scene management.
- 08.0 Describe how to properly execute scene management.
- 09.0 List the basic principles of traffic crash investigations.
- 10.0 Determine the causation of a crash.
- 11.0 Describe and demonstrate how to complete the onsite crash investigation.
- 12.0 Document and complete a crash report.
- 13.0 Define proper courtroom demeanor and testimony.

### **OCP C Police Service Aide/Traffic Control Officer**

- 14.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 15.0 Demonstrate patrol procedures.
- 16.0 Demonstrate investigative report writing skills.
- 17.0 Conduct preliminary property crime investigations.
- 18.0 Define the role of the Traffic Control Officer (TCO).
- 19.0 Define Control and Direction Concepts and Procedures.

Florida Department of Education  
Student Performance Standards

Program Title: Police Service Aide  
Career Certificate Program Number: P439991

**Course Number: CJK0110**  
**Occupational Completion Point: A**  
**Parking Enforcement Specialist – 16 Hours – SOC Code 33-3041**

01.0	Standard #1 Explain the role of the parking enforcement specialist (PES)--The student will be able to:
01.01	Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.
01.02	<p>State what parking statutes are in Florida Statute 316, to include:</p> <ul style="list-style-type: none"> <li>a. Definitions as defined in (316.003)</li> <li>b. Define jurisdiction as explained in (316.006)</li> <li>c. Define powers of local authorities as explained in (316.008)</li> <li>d. Stopping, standing or parking outside of municipalities (316.194)</li> <li>e. Stopping, standing or parking prohibited in specified places (316.1945)</li> <li>f. Additional parking regulations (316.195)</li> <li>g. Parking for certain purposes prohibited (316.1951)</li> <li>h. Parking spaces for persons with have disabilities (316.1955)</li> <li>i. Parking violations; designated parking spaces for person with disabilities (316.1957)</li> <li>j. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958)</li> <li>k. Handicap parking enforcement (316.1959)</li> <li>l. Exemption of vehicles according to (316.1964)</li> <li>m. Parking near rural mailbox during certain hours; penalties (316.1965)</li> <li>n. Liability for payment of parking ticket violations and other parking violations (316.1967)</li> <li>o. Obstruction of public streets, highways, and roads (316.2045)</li> <li>p. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135)</li> <li>q. Enforcement (316.640)</li> <li>r. Disposition of fines and forfeitures collected for violations (316.660)</li> <li>s. Amount of penalties (316.18(6))</li> <li>t. Jurisdiction and procedure for parking infractions (318.325)</li> <li>u. Definitions; general (320.01)</li> <li>v. Free motor vehicle license plate to certain disabled veterans (320.084(5))</li> <li>w. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)</li> <li>x. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)</li> <li>y. License plates for members of Paralyzed Veterans of America (320.0845)</li> <li>z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of</li> </ul>

	<p>transportation services to persons who have disabilities (320.0848)</p> <p>aa. Electric vehicle charging stations (366.94(3))</p> <p>bb. Parking spaces for persons who have disabilities (553.5041)</p> <p>cc. Assault and battery on law enforcement (784.07(2))</p> <p>dd. Cruelty to animals (828.12(1))</p> <p>ee. Local animal control or cruelty ordinances (828.27)</p> <p>ff. Resisting officer with violence (843.01)</p> <p>gg. Resisting officer without violence (843.02)</p>
01.03	State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.
01.04	List the qualifications and limitations of a Parking Enforcement Specialist.
01.05	Explain how local ordinances affect operating procedures and vary by agency.
01.06	Explain how the State and national computer systems are used to obtain vehicle identification data, if required.
01.07	Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.
01.08	Identify the importance of professional demeanor and behavior while in court.
01.09	Identify appropriate body language, posture, and physical appearance while in court.
01.10	Identify proper speech and phrasing of answers when giving testimony.
01.11	Identify the purpose of taking an oath before court testimony begins.
01.12	Identify the importance of familiarization with and use of all evidence, reports, and exhibits.
01.13	Identify possible objections raised during court testimony.
02.0	Explain the role of the parking enforcement specialist (PES) safety and awareness--The student will be able to:
02.01	Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.
02.02	Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.
02.03	Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.
02.04	Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.
03.0	Explain the importance of knowledge sharing--The student will be able to:
03.01	Describe the importance of an informational briefing.
03.02	Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.

03.03	Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.
04.0	Explain the monitoring process for parking compliance--The student will be able to:
04.01	Identify various paid parking systems and types of permitted parking utilized in an assigned work area.
04.02	Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.
04.03	Patrol the assigned area to issue citations appropriately for parking violations.
04.04	Define any scofflaw violations with the appropriate resource.
04.05	Describe how to photograph the violation, if applicable.
04.06	Input the appropriate observed violation onto the citation correctly.
04.07	Describe the proper agency-specified steps to issue a parking citation.
04.08	Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.
05.0	Explain the interactions with the public--The student will be able to:
05.01	Describe what resources or information are available in relation to inquiries from the public.
05.02	Provide information to individuals in connection with a citation that they received for a parking violation.
05.03	0Explain appropriate interpersonal skills that can help diffuse a conflict while interacting with the public.
05.04	Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.
05.05	Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.
05.06	Describe how medical conditions can affect an individual's attitudes or behavior.

**Course Number: CJK0112**  
**Occupational Completion Point: B**  
**Traffic Accident Investigator – 80 Hours – SOC Code 33-9099**

06.0	State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640, F.S--The student will be able to
06.01	Explain the TCI's role.
06.02	Explain ethics and professionalism.

06.03	Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.
07.0	List the procedures of traffic crash scene management--The student will be able to:
07.01	Plan a prompt arrival to a service call with accurate geographic or zone orientation.
07.02	Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.
07.03	Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.
07.04	Recognize elements to physically manage a traffic crash scene.
07.05	Describe how to evaluate the crash scene for potential hazards.
07.06	Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.
07.07	Describe how to evaluate the medical response needed at the crash scene.
08.0	Describe how to properly execute scene management--The student will be able to:
08.01	Determine if a crash occurred.
08.02	Recognize special considerations to determine the need for additional units.
08.03	Describe the importance of continually assessing the scene for possible hazards.
08.04	Recognize and describe indicators of impaired drivers.
08.05	Identify a person who may be driving under the influence (DUI).
08.06	Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.
08.07	Identify the penalties for giving false information.
08.08	Explain how to respond to inquiries with correct information from a variety of sources.
08.09	Recognize when crash report information is privileged or confidential.
09.0	List the basic principles of traffic crash investigation--The student will be able to:
09.01	Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.
09.02	Describe the efficient use of field notes.
09.03	Distinguish between a witness and an independent witness.
09.04	Describe the most efficient manner in which to interview witnesses.

09.05	Identify issues affecting the process of taking statements from witnesses and involved parties.
09.06	Describe different methods and practices to obtain statements.
09.07	Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.
10.0	Determine the causation of a crash--The student will be able to:
10.01	Describe roadway characteristics that may contribute to a crash.
10.02	Define what the area of collision is.
10.03	Define common terms used during a traffic crash investigation.
10.04	Define transitory and non-transitory types of evidence that should be collected on the scene.
10.05	Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.
10.06	Explain the procedure for the measurement of skid marks.
10.07	Document evidence through markings.
10.08	Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.
10.09	Identify the information to be included in the field sketch and its purpose.
10.10	List the factors to consider when evaluating vehicular speed.
10.11	Determining how the crash occurred.
11.0	Describe and demonstrate how to complete the on-site crash investigation--The student will be able to:
11.01	Facilitate communication between parties to exchange drivers' information.
11.02	Determine fault for the crash, and issue the citation.
11.03	Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.
11.04	Describe steps to clear the crash scene at the end of a vehicle crash investigation.
11.05	Describe how to determine when to have vehicles cleared from a crash scene.
11.06	Describe how to determine if a vehicle involved in a crash incident needs a tow truck.
12.0	Document and complete a crash report—The student will be able to:
12.01	Define the uses of a traffic crash report.



12.02	Identify the statutes governing crash reporting, and summarize the process to include: <ul style="list-style-type: none"> <li>a. 316.061 Crashes involving damage to vehicle or property.</li> <li>b. 316.062 Duty to give information and render aid.</li> <li>c. 316.062 Duty upon damaging unattended vehicle or other property.</li> <li>d. 316.066 Written reports of crashes.</li> </ul>
12.03	Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include: <ul style="list-style-type: none"> <li>a. 316.027 Crash involving death or personal injuries.</li> <li>b. 316.064 When driver unable to report.</li> <li>c. 316.065 Crashes; reports; penalties.</li> <li>d. 316.067 False reports.</li> <li>e. 316.068 Crash report forms.</li> <li>f. 316.070 Exchange of information at scene of crash.</li> <li>g. 316.193 Driving under the influence; penalties.</li> <li>h. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal.</li> <li>i. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force.</li> </ul>
12.04	Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.
12.05	Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).
12.06	Identify the crash report form as a standardized means for storing crash-related information.
12.07	Estimate the dollar amount of damages to vehicles and/or other property.
12.08	Identify events that are the causes or contributory causes of a crash.
12.09	Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.
12.10	Describe the use of diagramming as a means to document information regarding a crash scene investigation.
12.11	List the essential items that officers should include on a crash diagram.
12.12	Complete a Traffic Diagram Template to create the hand-drawn diagram.
12.13	Identify the role of the traffic crash investigator in recommending a driver's license reexamination.
13.0	Describe courtroom demeanor and testimony—The student will be able to:
13.01	Define the following legal definitions relative to the traffic crash investigation: <ul style="list-style-type: none"> <li>a. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)]</li> <li>b. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime</li> <li>c. contraband: goods, property, or other things possessed in violation of the law</li> <li>d. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony</li> </ul>

- e. duces tecum: (“bring with you”) a type of subpoena which requires the witness to bring specified documents or other evidence
- f. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or derivative
- g. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year
- h. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense)
- i. forfeiture: the loss of some right or property as a penalty for some illegal act
- j. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)]
- k. jurisdiction: the territorial range over which an authority extends
- l. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
- m. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)]
- n. ordinance: a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation
- o. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged
- p. reasonable doubt: a doubt based on reason regarding an element of the state’s proof of a defendant’s guilt
- q. restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant
- r. search: an exploration or inspection of an individual’s premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person
- s. seizure: the act of taking possession of property, things, or persons, including evidence and contraband
- t. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
- u. venue: the circuit or county in which a particular trial may be conducted
- v. witness: one who observes an incident or has knowledge of facts or information

13.02 Define important elements of court preparation for the traffic crash investigator.

13.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.

13.04 Explain the importance of depositions.

13.05 Identify appropriate demeanor and behavior when giving testimony or statements.

13.06 Describe some common tactics used by opposing counsel during cross-examination.

13.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.

**Course Number: CJK0112**  
**Occupational Completion Point: C**  
**Police Service Aide – 110 Hours – SOC Code 13-1041**

14.0	Explain the community service officer's/police service aide's role, ethics, and professionalism--The student will be able to:
14.01	Explain the Community Service Officer's/Police Service Aide's role.
14.02	Explain ethics and professionalism.
15.0	Demonstrate patrol procedures--The student will be able to:
15.01	Use the telephone and police radio properly.
15.02	Recognize the symptoms of mental illness and notify the proper authorities.
15.03	Identify foot patrol and vehicular patrol and recognize police hazards.
15.04	Operate a vehicle according to National Safety Council standards.
15.05	Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.
16.0	Demonstrate investigative report writing skills--The student will be able to:
16.01	Comprehend the types and basic requisites of reports.
16.02	Identify the basic steps in writing a report.
16.03	Apply the fundamentals in writing a report.
17.0	Conduct preliminary property crime investigations--The student will be able to:
17.01	Apply proper methods of collecting, preserving, marking and transporting evidence.
17.02	Process surfaces for latent fingerprints.
17.03	Complete an evidence receipt, maintaining the chain of custody.
17.04	Describe procedures for investigating specific property crimes.
17.05	Demonstrate preliminary investigation of specific property crimes.
18.0	18.0 Define the role of a the Traffic Control Officer--The student will be able to:
18.01	Define a Traffic Control Officer (TCO) as stated in chapter 316.640(4) (a).
18.02	List the qualifications of a traffic control officer (TCO).

18.03	Explain the responsibilities of a traffic control officer.
18.04	List the limitations of traffic control officer.
19.0	Define Control and Direction Concepts and Procedures - -The student will be able to:
19.01	Define "traffic control devices" according to chapter 316.003(23)
19.02	Define "traffic signals" according to chapter 316.003(24).
19.03	Define the main objectives of traffic direction and control.
19.04	List methods of controlling traffic.
19.05	Identify when traffic direction and control are applicable pursuant to agency protocol.
19.06	List equipment available to an officer for use in directing traffic.
19.07	Evaluate a traffic situation before intervening to direct traffic.
19.08	Identify factors that should be considered when planning to direct traffic.
19.09	List the safety precautions that an officer should follow when directing traffic.
19.10	Identify the correct place that an officer should stand while directing traffic.
19.11	List basic conduct for officers directing traffic. <ul style="list-style-type: none"> <li>a. Engage the attention of drivers at all times. <ul style="list-style-type: none"> <li>1) Make eye contact with a stopped or stopping motorist.</li> <li>2) Use hand signals, such as pointing, to gain a motorist's attention.</li> </ul> </li> <li>b. Keep your hands free.</li> <li>c. Do not engage in idle conversation.</li> <li>d. Do not smoke.</li> <li>e. Do not twirl a chain or other objects.</li> <li>f. Do not use electronic devices such as cell phones.</li> </ul>
19.12	Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic.
19.13	Explain why voice commands are seldom used in directing traffic.
19.14	List procedures to follow if voice commands must be used.
19.15	List procedures to follow when assisting pedestrians across the street.
19.16	Describe the various whistle signals to get the attention of the driver or pedestrian. <ul style="list-style-type: none"> <li>a. One long blast for the vehicle to stop.</li> <li>b. Two short blasts for the vehicle to go.</li> </ul>

	c. Several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal.
19.17	List the various hand signals used in conjunction with the whistle signals. a. stop b. turn right c. turn left d. start e. keep moving f. resume traffic signal control
19.18	Demonstrate the various hand signals used in conjunction with the whistle signals.
19.19	Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.
19.20	Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it. a. To light, strike the flare away from body to prevent injury. b. Position the flare in an area free of combustible materials. c. Extinguish the flare by smothering it in non-combustible materials, such as soil.
19.21	Demonstrate how to safely light a flare, position it, and extinguish it.
19.22	Demonstrate how to activate a chemical light stick.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.