2013 - 2014

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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Criminal Justice Technology AS degree program (1743010300).

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.

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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

After successfully completing this course 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.

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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**

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 <u>Demonstrate oral, written and interpersonal communication skills</u>--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 <u>Demonstrate basic computer skills and competency in common software applications</u>--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.

2013 - 2014

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; 33-3051 Police and Sheriff's Patrol Officers; 33-1012 First-Line Supervisors of Police and Detectives; 11-1021 General and Operations Manager
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Criminal Justice Technology AS degree program (1743010300).

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 & 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, or 11-1021 General and Operations Manager). 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 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.

The content includes but is not limited to identifying problems that keep the criminal justice system from functioning effectively and efficiently; discussing the implications of constitutional, case and statutory law and their relationship to the criminal justice system and homeland security; developing critical thinking and decision making processes; discussing ethics as it relates to criminal justice and homeland security; demonstrating knowledge of the duties of the law enforcement officer in anti-terrorist operations at the local, state and federal levels; and, demonstrating knowledge of the roles and responsibilities of local, state and federal agencies in critical infrastructure protection operations.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

Currently there are no applicable career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

<u>Articulation</u>

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

After successfully completing this course 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.

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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, 33-3051, 33-1012, 11-1021

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 <u>Describe and discuss the criminal justice system</u>--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 <u>Describe and discuss the field of criminal law</u>--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 <u>Identify the issues relating to human diversity in the criminal justice system</u>--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.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

CCC	
CIP Number	0743010307
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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Criminal Justice Technology AS degree program (1743010300).

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 content includes but is not limited to preparing students to work in homeland security and other criminal justice, legal or public service related fields. The program prepares students to work in law enforcement agencies, correctional institutions associated with homeland security and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations. The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Describe and discuss the criminal justice system.
02.0   Identify criminal investigation procedure.
03.0   Summarize law enforcement administration.
04.0   Demonstrate law enforcement operations procedures.
05.0   Describe the field of criminal law.
06.0   Explain evidence and rules of evidence.
07.0   Identify issues relating to human diversity in the criminal justice system.

2013 - 2014

Florida Department of Education
Student Performance Standards

Program Title: **Homeland Security**
CIP Number: **0743010307**
Program Length: **15 Credit Hours**
SOC Code(s):   **33 - 1099**

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   <u>Describe and discuss the criminal justice system</u>--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   Identify courtroom procedures.

02.0   <u>Identify criminal investigation procedures</u>--The student will be able to:

02.01   Explain investigative techniques used in solving crimes.
02.02   Explain the necessity for and the methods of marking and preserving evidence.
02.03   Discuss the importance of evidence to court proceedings following arrest.
02.04   Identify various types of investigative technology.
02.05   Describe the steps of a preliminary investigation.
02.06   Discuss principles of proper interrogation techniques.
02.07   Explain the importance of police records to the investigative process.

03.0   <u>Summarize law enforcement administration</u>--The student will be able to:

03.01   Compare and contrast the various organizational structures of law enforcement agencies.
03.02   Define the general principles of allocation and deployment of patrol resources.
03.03   Explain the concepts of criminal investigation management and supervision of cases.
03.04   Discuss the importance of specialized units.
03.05   Identify crime prevention techniques.
03.06   Discuss the relevance of Special Operations to the administration of police services.
03.07   Discuss the various technologies utilized by law enforcement agencies.

04.0   <u>Demonstrate law enforcement operations procedures</u>--The student will be able to:

04.01   Identify proper procedures for responding to media inquiries.
04.02   Demonstrate effective oral communication techniques.
04.03   Prepare an effective written report.
04.04   Compare and contrast the various types of patrol techniques.
04.05   Explain the importance of establishing good rapport with citizens.
04.06   Discuss safety practices used in stopping suspicious vehicles.
04.07   Differentiate between the generalist and specialist concepts of law enforcement activities.

05.0   Describe the field of criminal law--The student will be able to:

05.01   Explain how burden of proof relates to a criminal proceeding.
05.02   Identify the difference between procedural and substantive due process.
05.03   Identify the legal elements of crimes.
05.04   Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
05.05   Discuss the Bill of Rights of the U.S. Constitution.
05.06   Give an example of an ex post facto law.

06.0   Explain evidence and rules of evidence--The student will be able to:

06.01   State the purpose of evidence.
06.02   Name and describe types of evidence.
06.03   Define admissibility of evidence.
06.04   Define sufficiency of evidence.
06.05   Discuss the legal procedures for securing admissions and confessions.
06.06   Describe the general process and handling of all evidence from time of discovery through disposition.
06.07   Describe the nature, purpose and legal framework of privileged information regarding evidence.

07.0   Identify the issues relating to human diversity in the criminal justice system--The student will be able to:

07.01   List the purposes of a structured public/human relations program within a criminal justice agency.
07.02   Identify and describe community relations programs.
07.03   Identify major cultural, ethnic and human differences that exist in society.
07.04   Discuss examples of prejudice, discrimination and racism.
07.05   Discuss the psychological concepts of motivation and basic human needs.
07.06   Discuss ethics as it relates to criminal justice.
07.07   Discuss the impact of internal and external controls on criminal justice professionals.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

CCC	
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 Technician
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 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 SOC Code 19-4092 - Forensic Science Technicians.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Students study physical evidence development techniques and methodology and crime scene photography techniques and methodology to include specialized film and photo usage for court presentation and scene documentation. Students will demonstrate proficiency in the use of technology, safety, documentation and court presentation of items of evidentiary value.

Students will participate in mock crime scene exercises to include crime scene reconstruction, moot court hearings and various lab experiences that involve the processing of evidence and demonstrate protocols

Special Notes

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Demonstrate knowledge of recording the crime scene and related evidence on 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.

2013 - 2014

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   <u>Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video</u>--The student will be able to:

    01.01   Demonstrate ability to use manual, automatic and digital cameras.
    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 abilities and skills needed to use the video camera.
    01.04   Demonstrate knowledge of written documentation procedures related to crime scene photography.
    01.05   Demonstrate knowledge or process and procedures involved in a photo lab.
    01.06   Demonstrate knowledge of specialized photo equipment used in crime scene labs.
    01.07   Demonstrate ability to use different types of light sources used in evidence detection.
    01.08   Demonstrate knowledge of principles and methodology involved in photographing unique crime scene and evidentiary materials.

02.0   <u>Demonstrate knowledge of collection and development of evidence</u>--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.

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.
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.
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   <u>Demonstrate knowledge of crime scene report writing</u>--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 and dictation.
    07.04   Demonstrate ability to proofread and edit a report.
    07.05   Demonstrate knowledge of the use of proper spelling, grammar and punctuation.

08.0   <u>Demonstrate knowledge of courtroom testimony presentations</u>--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.
    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   <u>Demonstrate knowledge and understanding of the criminal justice system</u>--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, courts and corrections.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: **Gang-Related Investigations**
Career Cluster: **Law, Public Safety & Security**

CCC	
CIP Number	0743010705
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1099 First-Line Supervisors of Protective Service Workers, All Other
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 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 criminal justice practitioners/investigators in law enforcement agencies, correctional institutions, juvenile courts, social service agencies 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.

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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Students should also undergo clinical experience through the Practicum course. Students will intern with an organization that provides prevention, intervention, suppression and/or prosecution of gangs.

Special Notes

Students are able to participate in the Gang-Related Investigations certificate program while pursuing an AS degree in Criminal Justice Technology. Additionally, students who have successfully completed an AS degree are eligible to participate in this certificate program. 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 Gang-Related Investigations Certificate Professional Association student membership is encouraged in the Academy of Criminal Justice Sciences, the American Criminal Justice Association or Lambda Alpha Epsilon (LAE).

Planned and supervised occupational activities may be provided through directed experiences or practicum experience. Whenever the practicum method is offered, the following is required for each student: **(1) each student must receive approval from the Gang Education Program Director as to the organization the student will be interning with and the student must provide the Gang Education Program Director with the internship documentation prior to commencing the internship. (2) the student must submit an internship completion form during Module Seven (7) indicating that they have fulfilled the 60 hours of on the job work experience. In order to receive credit for the course, the internship requirement must be fulfilled by each student.   Students may or may not receive compensation by the organization for work performed.**

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

<u>Articulation</u>

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Describe and discuss history, classification and social factors of gangs.
02.0   Describe and discuss the principles of investigating, prosecuting and preventing resurgence of gangs.
03.0   Describe and discuss the interrelationship of gangs, drug trafficking, conspiracy and terrorism.
04.0   Describe and discuss the principles of managing a security threat of gangs in a correctional or detention facility.
05.0   Describe and discuss the relationship between domestic gangs and Central American/Mexican gangs.
06.0   Describe and discuss how technology is utilized in gang investigations and by gangs.
07.0   Describe and discuss the contemporary gang-related investigation topics, problems and issues.
08.0   Demonstrate prevention, intervention, prosecution and suppression skills utilized to impact gangs and gang crimes.

Florida Department of Education
Student Performance Standards

Program Title: **Gang-Related Investigations**
CIP Number: **0743010705**
Program Length: **24 credit hours**
SOC Code(s): **33-1099**

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 <u>Describe and discuss history, classification and social factors of gangs</u>--The student will be able to:

01.01 Discuss the definition and evolution of gang activity.
01.02 Describe the social factors which appear to be the root cause of gang formation.
01.03 Describe the four general gang classifications: turf, crime for profit, philosophical and hybrid.
01.04 Discuss concepts related to turf-oriented gangs.
01.05 Describe money generating gangs or crime for profit gangs.
01.06 Describe gangs formed based on political or religious philosophies.
01.07 Describe hybrid gangs.
01.08 Explain the strategies and methodologies in investigation, community efforts, and future trends.

02.0 <u>Describe and discuss the principles of investigating, prosecuting and preventing resurgence of gangs</u>--The student will be able to:

02.01 Discuss the definition of a criminal street gang, and factors that can influence gang membership.
02.02 Describe prevention programs to deter membership in gangs.
02.03 Describe intervention programs to reduce membership in gangs.
02.04 Describe suppression techniques to reduce and impact gang membership and gang crimes.
02.05 Explain theories of criminal subculture.
02.06 Identify the most prominent street gangs in the United States.
02.07 Discuss Italian organized crime groups.
02.08 Discuss outlaw motorcycle gangs, and supremacists.
02.09 Discuss Hispanic, Jamaican, Nigerian, Asian, Russian, and Israeli gangs.
02.10 Describe prosecution techniques used to dismantle gangs.

03.0 <u>Describe and discuss the interrelationship of gangs, drug trafficking, conspiracy and terrorism</u>–The student will be able to:

03.01 Discuss the origin, definition, and legal aspects of conspiracy as it relates to gangs and terrorism.
03.02 Describe the types, elements, advantages, and disadvantages of conspiracy investigations.
03.03 Describe the motivation, tactics, and organization of terrorism.

03.04 Explain the relationship of drug trafficking and the drug nexus with gangs and terrorism.

03.05 Describe national and international criminal gang profiles.

03.06 Explain the use of conspiracy theory and laws in the interdiction of gang organizations.

03.07 Discuss the effects of 9/11 on public safety agencies nationally and internationally.

04.0 Describe and discuss the principles of managing a security threat of gangs in a correctional or detention facility--The student will be able to:

04.01 Discuss the origin and evolution of corrections in the United States.

04.02 Discuss the definition and function of a correctional institution, county jail, and detention center.

04.03 Discuss critical issues facing incarceration.

04.04 Describe inmate culture and the influence of gang activity.

04.05 Explain strategies available to identify gang members as a security threat within the institution.

04.06 Discuss the value of enhanced relationships of corrections and law enforcement personnel in gang intelligence gathering and sharing.

05.0 Describe and discuss the relationship between domestic gangs and Central American/Mexican gangs--The student will be able to:

05.01 Discuss the geographical, cultural, social, political, and economic profiles of El Salvador, Guatemala, Honduras, Nicaragua, and Mexico.

05.02 Discuss the rationale for the United States' interest in Central America and Mexico gang issues.

05.03 Explain the causes and risk factors of gang activity in Central America and Mexico.

05.04 Describe the severity of the gang problem in Central America and Mexico.

05.05 Explain the current responses to the gang problem in Central America and Mexico.

06.0 Describe and discuss how technology is utilized in gang investigations and by gangs-- The student will be able to:

06.01 Discuss the recent history of technology developments that assist criminal justice agencies with mission accomplishment.

06.02 Discuss the contemporary use of technology by criminal justice agencies.

06.03 Discuss the contemporary use of technology by gangs and other criminal organizations.

06.04 Describe the criminal intelligence gathering process.

06.05 Describe the intelligence collection and application process.

06.06 Describe technology-based geographic intelligence systems.

06.07 Explain the crime analysis process.

06.08 Explain the intelligence sharing and dissemination process.

07.0 Describe and discuss the contemporary gang-related investigation topics, problems and issues--The student will be able to:

07.01 Discuss contemporary issues.
07.02 Discuss the historical perspectives.
07.03 Discuss the foundational philosophies.
07.04 Describe the prevention, intervention, suppression, and prosecution strategies and associated programs.
07.05 Develop skills associated with research.

08.0 <u>Demonstrate prevention, intervention, prosecution and suppression skills utilized to impact gangs and gang crimes</u>--The student will be able to:

08.01 Apply critical thinking skills in the analysis of contemporary issues related to gang prevention, intervention, suppression or prosecution.
08.02 Discuss the terminology, policies, and protocols utilized in the workplace.
08.03 Apply classroom course content, including knowledge, theory and skills to the work setting.
08.04 Apply the principles of human relations skills and ethical decision-making in the work setting.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: Fire Company Management
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020202
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-2021 Fire Inspector and Investigators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100).

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 align a cluster of Fire Science courses with the promotional and state certification requirements of local and regional public service agencies. The primary intent is to assist incumbent workers in acquiring professional certifications and opportunities for career advancement. Credits acquired through this certificate program can be applied towards the AS in Fire Science Technology. This program does not prepare students for certification as basic fire fighters. A student must successfully complete the basic recruit program in fire fighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 - Fire Inspectors and Investigators.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

In some instances, it may be necessary for selected instructors to be certified by the Bureau of Fire Standards and Training to teach specific courses. Planned and supervised occupational activities may be provided through directed laboratory experience, practicum or cooperative experience. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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   Demonstrate an understanding of the components of building construction that relate to fire and life safety.

03.0   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.

04.0   Examine the organization and management of a fire department and the relationship of government agencies to the fire service.

05.0   Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.

Florida Department of Education
Student Performance Standards

Program Title: **Fire Company Management**
CIP Numbers: **0743020202**
Program Length: **15 credit hours**
SOC Code(s): **33-2021**

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100).

01.0 <u>Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled</u>--The student will be able to:

01.01 Identify physical properties of the three states of matter.
01.02 Categorize the components of fire.
01.03 Recall the physical and chemical properties of fire.
01.04 Describe and apply the process of burning.
01.05 Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
01.06 Describe the dynamics of fire.
01.07 Discuss various materials and their relationship to fires as fuel.
01.08 Demonstrate knowledge of the characteristics of water as a fire suppression agent.
01.09 Articulate other suppression agents and strategies.
01.10 Compare other methods and techniques of fire extinguishments.

02.0 <u>Demonstrate an understanding of the components of building construction that relate to fire and life safety</u>--The student will be able to:

02.01 Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
02.02 Classify major types of building construction.
02.03 Analyze 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 Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
02.06 Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
02.07 Classify occupancy designations of the building code.
02.08 Identify the indicators of potential structural failure as they relate to firefighter safety.
02.09 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

03.0   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:

03.01   Apply mathematics and physics to the movement of water in fire suppression activities.
03.02   Comprehend the design principles of fire service pumping apparatus.
03.03   Analyze community fire flow demand criteria.
03.04   Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water at rest and in motion.

Non-Core Courses:

04.0   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:

04.01   Identify career development opportunities and strategies for success.
04.02   Explain the need for effective communication skills both written and verbal.
04.03   Articulate the concepts of span and control, effective delegation and division of labor.
04.04   Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
04.05   Examine the history and development of management and supervision.
04.06   Evaluate methods of managing available resources.
04.07   Identify roles and responsibilities of leaders in organizations.
04.08   Compare and contrast the traits of effective versus ineffective supervision and management styles.
04.09   Identify and assess safety needs for both emergency and non-emergency situations.
04.10   Identify the importance of ethics as they apply to supervisors.
04.11   Identify the role of a company officer in Incident Command System (ICS).
04.12   Describe the benefits of documentation.
04.13   Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

05.0   Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground--The student will be able to:

05.01   Demonstrate (verbally and written) knowledge of fire behavior and the chemistry of fire.
05.02   Articulate the main components of pre-fire planning and identify steps during a pre-fire plan review.
05.03   Recall the basics of building construction and how they interrelate to pre-fire planning.
05.04   Recall major steps taken during size-up and identify the order in which they will take place at an incident.
05.05   Recognize and articulate the importance of fire ground communications.
05.06   Identify and define the main functions within the ICS system and how they interrelate during an incident.
05.07   Given different scenarios, the student will set up and ICS call for appropriate resources and bring the scenario to a mitigated or controlled conclusion.

05.08   Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

2013 - 2014

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 - 68 credit hours
CTSO	N/A
SOC Codes (all applicable)	23-2011 Paralegals and Legal Assistants
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 64 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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Legal research experience is an integral part of the program. Word processing and computer competencies should also be developed.

Special Notes

The National Association of Paralegals (NALA) certification examination is available to graduates of this program.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 64 credit hours according to Rule 6A-14.030, F.A.C.

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:

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

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 the law library and apply knowledge to legal writing.
03.0   Demonstrate 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 principals of the law of business organizations.
08.0   Demonstrate knowledge of the fundamental principles of contract law including the Uniform Commercial Code.
09.0   Demonstrate knowledge of, and ability to perform, litigation techniques and procedures.
10.0   Demonstrate knowledge of management techniques and procedures.
11.0   Demonstrate knowledge of family law and procedure.
12.0   Demonstrate employability skills.
13.0   Demonstrate an understanding of entrepreneurship.

Florida Department of Education
Student Performance Standards

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

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 <u>Demonstrate knowledge of the ethical and professional standards of the paralegal</u>--The student will be able to:

01.01 Define a variety of legal terms and concepts relating to professionalism and the Unauthorized Practice of Law.
01.02 Contrast the duties and responsibilities of the legal secretary with those of the paralegal.
01.03 List five typical duties of the paralegal.
01.04 List four activities paralegals are prohibited from doing.
01.05 Briefly outline the history and development of the occupation of paralegal.
01.06 Write a convincing statement as to why a lawyer should hire a graduate of a good paralegal program.
01.07 Explain how lawyers and paralegal personnel function in our legal system.
01.08 List, discuss and apply the rules of ethics in the legal profession, with special emphasis on client confidentiality.
01.09 Describe methods for resolving ethical dilemmas within the legal environment.
01.10 Discuss what constitutes legal malpractice and illustrate the discussion with examples of malpractice.

02.0 <u>Demonstrate ability to utilize the law library and apply knowledge to legal writing</u>--The student will be able to:

02.01 Explain the court system of the State of Florida.
02.02 List the basic steps in legal research.
02.03 List and explain the different State and Federal courts, and describe the jurisdiction of each.
02.04 Discuss the fundamental features of civil litigation, criminal litigation and administrative procedures.
02.05 Discuss the term "authority" as it is used in legal writing, and explain the hierarchy of authority, and the difference between mandatory and persuasive authority.
02.06 Discuss case law, how it is made, its component parts, and how to use cases to resolve a legal problem.
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.

02.10 List the legal publications most commonly used in the practice of law.

02.11 Explain administrative rules or regulations and that they have the force of law.

02.12 Given a hypothetical case, find applicable statutory law.

02.13 Given a hypothetical case, find applicable regulatory law.

02.14 Given a hypothetical case, find applicable case law.

02.15 Demonstrate how to analogize or distinguish the facts and law of one case to the facts of a given legal problem.

02.16 Demonstrate a working knowledge of the legal research system, by writing a short memorandum on a given question of law, and explaining the steps taken in finding the sources and reaching the conclusions.

02.17 Demonstrate the ability to use a uniform system of citing cases, and to update and cross-reference cases.

02.18 Demonstrate the ability to locate and update legal authority using computer-assisted legal research tools.

02.19 Discuss the purpose of, and draft, a legal memorandum.

03.0 <u>Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations</u>--The student will be able to:

03.01 Define the following tort concepts as well as apply the concepts to factual situations:
   a. Intentional torts as regards interference with persons
   b. Intentional torts as regards interference with property
   c. Defenses to an intentional tort
   d. Negligence and the elements of negligence
   e. Reasonable person
   f. Res Ipsa Loquitur
   g. Proximate cause
   h. Defenses to negligence actions
   i. Strict liability
   j. Product liability

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. The Fourteenth Amendment as regards:
      • Due process clause, and substantive due process, as contrasted to procedural due process
      • Equal Protection 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. Crimes against persons: types, and the elements of each
   d. Crimes against property: types, and the elements of each
   e. Overlapping crimes against the person and against property
   f. Inchoate crimes
   g. Defenses to Criminal Prosecution

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 pleadings from information given in a simple hypothetical situation.
04.04   List and briefly explain six causes of action in civil cases.
04.05   Explain the basic concept of the Statute of Limitations.
04.06   Discuss and prepare discovery documents.
04.07   Discuss the basic rules of procedure and evidence code.
04.08   Describe how evidence/exhibits are organized for trial.
04.09   Describe the purpose and contents of a trial notebook.
04.10   Describe the typical steps in jury and nonjury civil trials from pretrial through the appeal, if any.

05.0   Demonstrate knowledge of real property law and its application to real property transactions--The student will be able to:

05.01   Define a variety of terms associated with real estate 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.

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 a variety of terms and concepts 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 procedures of Probate in general.

07.0 <u>Demonstrate knowledge of the fundamental principals of the law of business organizations</u>--The student will be able to:

    07.01 Define a variety of 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.
    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 the principal, the agent, and third parties.

08.0 <u>Demonstrate knowledge of fundamental principles of contract law including the uniform commercial code</u>--The student will be able to:

    08.01 Demonstrate knowledge of the elements of a contract.
    08.02 Demonstrate knowledge of contract terminology.
    08.03 Recognize and 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 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 <u>Demonstrate knowledge of, and ability to perform, litigation techniques and procedures</u>--The student will be able to:

    09.01 Describe the various types of interviews that a paralegal would conduct.
    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 the techniques for asking questions, and also list the basic points for good listening.
    09.04 Describe the form, or format, that the paralegal would use to present the results of the interview to the attorney.
    09.05 Describe the purpose of background investigations and analysis.
    09.06 List the sources of information for conducting the background investigations.
    09.07 Describe how the results of the background investigation and analysis can be presented to the attorney.
    09.08 Discuss the evaluation and use of the evidence.

10.0 <u>Demonstrate knowledge of management techniques and procedures</u>--The student will be able to:

10.01 Define a variety of terms and concepts 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 the steps and procedures involved in recruiting and selecting personnel for the law office.

10.05 Describe how client files are opened, maintained and closed.

10.06 Describe the purpose and content of an employee handbook.

10.07 Describe a typical law office; its purposes and uses.

10.08 Describe a filing system that would be suitable for a small law office.

10.09 List the advantages of data management and microcomputer skills in a law office.

10.10 Describe the elements of an emergency preparedness plan for a law office.

11.0 <u>Demonstrate knowledge of family law and procedure</u>--The student will be able to:

11.01 Define a variety of legal 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; dissolution, child custody, child support, alimony, property rights, and modification of these items.

11.04 List the grounds needed to obtain a dissolution of marriage and an annulment of a marriage in Florida.

11.05 Discuss pre- and post- nuptial agreements.

12.0 <u>Demonstrate knowledge of employability skills</u>--The student will be able to:

12.01 Conduct a job search.

12.02 Secure information about a job.

12.03 Identify documents that may be required when applying for a job.

12.04 Complete a job application or resume.

12.05 List and discuss four rules of interviewing.

12.06 Demonstrate competence in job interview techniques.

12.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

12.08 Identify acceptable work habits.

12.09 Demonstrate knowledge of how to make job changes appropriately.

12.10 Demonstrate acceptable employee health habits.

13.0 <u>Demonstrate an understanding of entrepreneurship</u>--The student will be able to:

13.01 Define entrepreneurship.

13.02 Describe the importance of entrepreneurship to the American economy.

13.03 Identify the necessary personal characteristics of a successful entrepreneur.

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Florida Department of Education
Curriculum Framework

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

AS	
CIP Number	1743010300
Program Type	College Credit
Standard Length	64 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1099 First-Line Supervisors of Protective Service Workers, All Other
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 33-1099). 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 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.

Program Structure

This program is a planned sequence of instruction consisting of 64 hours.

This program is a planned sequence of instruction consisting of 64 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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The identification, collection and presentation of evidence and criminal investigative techniques are topics that should be treated and taught in a laboratory and field setting. Students should also undergo clinical experience courses. Traffic control, photography, physical education, driving and crime scenes are also field-based operations.

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 12 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).

Career and Technical Student Organization (CTSO)

Currently there are no applicable career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 64 credit hours according to Rule 6A-14.030, F.A.C.

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 hours
> Homeland Security (0743010307) – 15 hours
> Homeland Security Specialist (0743010306) – 9 Hours

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

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   Demonstrate law enforcement operations procedures.
07.0   Describe and discuss the field of corrections.
08.0   Describe and discuss the field of criminal law.

09.0   Explain evidence and rules of evidence.
10.0   Demonstrate employability skills.
11.0   Identify issues relating to human diversity in the criminal justice system.

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Florida Department of Education
Student Performance Standards

Program Title: **Criminal Justice Technology**
CIP Numbers: **1743010300 AS**
Program Length: **64 credit hours**
SOC Code(s):   **33-1099**

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   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 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   <u>Describe and discuss juvenile delinquency</u>--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   <u>Summarize law enforcement administration</u>--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 relevance of Special Operations to the administration of police services.
    05.09   Discuss the various technologies utilized by law enforcement agencies.

06.0   <u>Demonstrate law enforcement operations procedures</u>--The student will be able to:

    06.01   Identify proper procedures for responding to media inquiries.
    06.02   Demonstrate knowledge of mobile patrol techniques.
    06.03   Appraise the value of making presentations to citizen groups.
    06.04   Demonstrate effective oral communication techniques.
    06.05   Prepare an effective written report.
    06.06   Compare and contrast the various types of patrol techniques.
    06.07   Explain the importance of establishing good rapport with citizens.
    06.08   Discuss safety practices used in stopping suspicious vehicles.
    06.09   Differentiate between the generalist and specialist concepts of law enforcement activities.
    06.10   Identify procedures in traffic crash investigation and traffic enforcement.

07.0   <u>Describe and discuss the field of corrections</u>--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 <u>Describe and discuss the field of criminal law</u>--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 <u>Explain evidence and rules of evidence</u>--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 <u>Demonstrate employability skills</u>--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   <u>Identify the issues relating to human diversity in the criminal justice system</u>--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.

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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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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, Program 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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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.

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:

    Crime Scene Technician (0743010601) - 28 credit hours
    Gang-related Investigations (0743010705) - 24 credit hours

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

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, 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 AS**
Program Length: **60 credit hours**
SOC Code(s): **19-4092**

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 Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video--The student will be able to:

01.01 Demonstrate ability to use manual, automatic and digital cameras.
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 abilities and skills needed to use the video camera.
01.04 Demonstrate knowledge of written documentation procedures related to crime scene photography.
01.05 Demonstrate knowledge or process and procedures involved in a photo lab.
01.06 Demonstrate knowledge of specialized photo equipment used in crime scene labs.
01.07 Demonstrate ability to use different types of light sources used in evidence detection.
01.08 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.

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.
    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.
    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 and dictation.
07.04   Demonstrate ability to proofread and edit a report.
07.05   Demonstrate knowledge of the use of proper spelling, grammar and punctuation.

08.0   <u>Demonstrate knowledge of courtroom testimony presentations</u>--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.
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   <u>Demonstrate knowledge and understanding of the criminal justice system</u>--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, courts and corrections.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

AS	
CIP Number	1743011201
Program Type	College Credit
Standard Length	64 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-9031 Gaming Surveillance Officers and Gaming Investigators 33-9032 Security Guards
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 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 64 credit hours.

This program is a planned sequence of instruction consisting of nine modules are included as part of this program to allow for multiple-entry points based on prior training of new students. Students with no prior training must complete all nine modules. The nine modules are:

- Introduction to Security and Loss Prevention
- Commercial Security
- Criminal Law and Legal Concepts for Security
- Interview and Interrogation
- Constitutional and Security Law
- Introduction to Private Investigations
- Crime Prevention and Analysis
- Problem Solving in Security
- Principals of Loss Prevention

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Practical skills and field exercises are an integral part of this program to include courtroom demeanor and testifying; report writing; identification; collection of evidence; interviewing techniques, analysis and problem solving.

Special Notes

This program will enable the student to obtain their Associate in Science degree in Security Management and Administration and/or Security Management and Administration Specialist certificate (CCC).

This program does not prepare students to obtain a Florida license as a Private Security Officer or Seaport Security Officer, as defined and regulated through Chapters 493 and 311, Florida Statutes, by the Florida Department of Agriculture and Consumer Services.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 64 credit hours according to Rule 6A-14.030, F.A.C.

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:

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

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   Demonstrate an understanding of 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 of 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 private security detention 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 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 screening in 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 loss prevention environmental challenges.

Florida Department of Education
Student Performance Standards

Program Title: **Security Management and Administration**
CIP Numbers: **1743011201 AS**
Program Length: **64 credit hours**
SOC Code(s):   **33-9031, 33-9032**

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   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   <u>Understand the routine activities of environmental criminology</u>--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   <u>Comprehend the outcomes of crime prevention including displacement and diffusion of benefits</u>--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   <u>Understand the importance of developing, implementing, and evaluating crime prevention programs</u>--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   <u>Demonstrate an understanding of the major historical events and the evolution of private security and loss prevention</u>--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   Demonstrate an understanding of the main functions of security and loss prevention--The student will be able to:

12.01   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.
12.02   Describe the ethics and integrity issues of human resources as they relate to the protection of organizations and employee rights.
12.03   Discuss the elements of technical security including threats from electronic eavesdropping and computer hacking, development of risk assessments and security surveys.
12.04   Identify the principal elements of operations security including vulnerability studies and systems analyses.
12.05   Describe the elements in information security including intellectual property, proprietary, and confidential information.
12.06   Describe the elements of completing a risk assessment or security survey.
12.07   Discuss the importance of a risk assessment as it relates to both security and loss prevention.
12.08   Discuss the three elements that result in risk, which are probability, vulnerability and threat.
12.09   Design a general outline for a report of risk assessment.

12.10 List the advantages of well-written policies and procedures.

13.0 <u>Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention</u>--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 <u>Demonstrate an understanding of the history and development of commercial security</u>--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 <u>Demonstrate an understanding of the management of security operations</u>--The student will be able to:

15.01 Describe the organization of proprietary security organizations.

15.02 Discuss organizational charts of companies in comparison with their commercial security operations.

15.03 Describe the role of the security director, detectives, investigators, and guards.

15.04 Integrate the use of technology in the study of personnel management, planning, and operations.

15.05 Research retail, industrial, hotel, office, electronic commerce, sports, and entertainment security operations.

15.06 Describe access control, personnel clearance, and document control.

15.07 Discuss the principles of fire and disaster prevention control.

15.08 Explain the register, cash, and computer control systems.

16.0 <u>Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program</u>--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 <u>Understand and recognize types of internal crimes</u>--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 <u>Demonstrate an understanding of the nature and control of vendor and cargo theft</u>--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 <u>Understand and recognize types of retail crime</u>--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 <u>Demonstrate an understanding of how to design risk management programs in commercial settings</u>--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 Research case law that relates to security functions in business environments.
21.02 Research government legal regulations that affect security actions.
21.03 Explain the difference between criminal law and civil law.
21.04 Describe the legal restrictions for security in the handling of interviews and interrogations.
21.05 Explain criminal and civil law relating to arrest, search and seizures.
21.06 Describe federal, state, and local laws and ordinances which affect security.

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 private security detention and interrogation--The student will be able to:

24.01 Describe the legal definition of reasonable suspicion.
24.02 Define optimal conditions and legal procedures for detention of suspects.
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 Discuss entrapment issues.

25.0 <u>Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing</u>--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 <u>Demonstrate an understanding of the legal issues involved in surveillance</u>--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 <u>Demonstrate an understanding of the legal and ethical issues of security</u>--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 <u>Demonstrate an understanding of the history of the constitution</u>--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 <u>Demonstrate an understanding of criminal law and procedures in relation to private security</u>--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 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 the legal procedures for removal of invitees from private property.
32.04 Define the rights and limitations of unions on public and private property.
32.05 Research common liabilities encountered with police and private security investigations.
32.06 Identify the limit on investigations by private citizens.
32.07 Define the term vicarious liability.

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 <u>Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony</u>--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 <u>Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process</u>--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 <u>Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information</u>--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 <u>Demonstrate an understanding of the importance of the legal aspects of interview and interrogation</u>--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 <u>Demonstrate an understanding of how to prepare for an interview and an interrogation</u>--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   <u>Demonstrate an understanding of the differences between public and private</u>
<u>investigations</u>--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   <u>Demonstrate an understanding of the sources of information available to an investigator</u>
<u>for the purpose of conducting an investigation</u>--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   <u>Demonstrate an understanding of the importance of ethics in investigations in the private</u>
<u>sector</u>--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   <u>Demonstrate an understanding of managing the business concepts of private</u>
<u>investigations</u>--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   <u>Comprehend the fundamentals of problem solving logic within the field of security</u>--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.

51.0   Comprehend the key technological resources incorporated in the problem solving
process--The student will be able to:

51.01   Discuss the utilization of crime statistics in problem identification.
51.02   Describe the role of Geographic Information Systems (GIS) in problem solving.
51.03   Explore the application of cameras in problem solving.
51.04   Explain the relevance of facial identification software as a technological resource.
51.05   Explain the technological advantage of access software, badge systems,
magnetometers, and x-ray machines for security.

52.0   Learn the important resources utilized in the problem solving approach to personnel
management--The student will be able to:

52.01   Describe the role and function of federal, state, county, and local agencies
specifically in the interaction of security with personnel departments.
52.02   Research the relationship of community groups with security individuals and
agencies.
52.03   Explain the role the media may play in the problem solving process.
52.04   Describe problem solving issues involved with employee screening and training.
52.05   Research the application of problem solving processes to management issues.
52.06   Reducing workplace violence through problem solving.

53.0   Understand the issues involved with problem solving in retail and residential settings--
The student will be able to:

53.01   Discuss the role of the problem solving process in the areas of shoplifting
prevention and employee theft.
53.02   Evaluate the protection of stored assets through problem solving techniques.
53.03   Explain the process of problem solving in the protection of cargo or assets in
transit.
53.04   Describe the problem solving process in the security management of apartment
and rental settings, gated and housing communities, and in neighborhoods.
53.05   Discuss the process of target selection by residential burglars.
53.06   Discuss problem solving through target hardening in residential areas.

54.0   Comprehend the problem solving issues in foot traffic and public access venues
surrounding facility management--The student will be able to:

54.01   Explain the problem solving process for security issues in areas with common or
public access.
54.02   Explain the problem solving issues for security in areas of construction, business
districts, malls, parking garages, factories, financial institutions, educational
settings, and healthcare facilities.

54.03   Use scenarios to enhance and practice problem solving skills.
54.04   Research facility entry protection using a problem solving technique.

55.0   <u>Understand the relevant problem solving techniques involved in computer security</u>--The student will be able to:

55.01   Explain problem identification for computer security.
55.02   Describe communication safety for computer security.
55.03   Explain computer access control.
55.04   Describe problem solving scenarios in computer security.

56.0   <u>Understand loss prevention fundamentals</u>--The student will be able to:

56.01   Describe the definition and history of loss prevention.
56.02   Examine the current and future issues of the security industry.
56.03   Discuss the societal factors governing the loss prevention field.

57.0   <u>Comprehend the importance of effective working relationships, communication, and pre-employment screening in the loss prevention field</u>--The student will be able to:

57.01   Examine the steps in a risk analysis through the use of a case study.
57.02   Review the history of law as it pertains to loss prevention.
57.03   Examine the methods for an effective internal and external loss prevention interpersonal relations program.
57.04   Develop an activity to strengthen loss prevention relations.
57.05   Study the legal requirements and essentials of an effective pre-employment screening policy and procedure.
57.06   Develop an employee orientation program on loss prevention.

58.0   <u>Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs</u>--The student will be able to:

58.01   Examine the sources of internal and external loss.
58.02   Develop policies and procedures to prevent loss.
58.03   Develop physical and electronic controls to prevent loss.

59.0   <u>Learn the basic techniques for investigation including methods for obtaining security services and equipment</u>--The student will be able to:

59.01   Examine the options for obtaining security equipment and personnel.
59.02   Research the difference between purchasing and leasing with an emphasis on purchasing agreements.
59.03   Review the types of investigations and the legal ramifications of investigation activity.
59.04   Describe interview and interrogation methods.
59.05   Discover sources of information gathering, methods of conducting investigations, and the basis of accounting procedures
59.06   Review the importance of accurate report writing and courtroom testimony in successful investigations

60.0   Understand the handling of fire and other safety related events--The student will be able to:

    60.01   Review the elements of a fire and prevention methodology.
    60.02   Examine the potential disasters in a workplace with an emphasis on the study of prevention methods.
    60.03   Review evacuation procedures and practices.
    60.04   Research the federal Occupational Safety and Health Administration (OSHA) laws and procedures with an emphasis on the field of loss prevention.

61.0   Comprehend the relationship of risk management and loss prevention--The student will be able to:

    61.01   Define the elements and scope of risk management.
    61.02   Explain the five methods for handling identified risk.
    61.03   Examine the importance of risk management to business insurance.
    61.04   Develop a risk management program and committee.
    61.05   Describe the risk management information systems available.

62.0   Comprehend loss prevention environmental challenges--The student will be able to:

    62.01   Examine loss prevention in the retail, health care, and educational industries.
    62.02   Review the projected technological advancements in the loss prevention field.
    62.03   Research the need for more education and training in the loss prevention profession.
    62.04   Discover societal factors impacting loss prevention.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

AS	
CIP Number	1743011600
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	15-1199 Computer Occupations, All Others
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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, Program SOC Code15-1199, Computer Occupations, All Other.

The program is designed to provide municipal, county, state, federal and corporate investigators in the latest techniques of modern computer crime investigation.

This program will provide the student with skills in researching, investigating, using computer software, interpreting laws, and using the internet as an investigative tool. The degree will prepare the student.

Students will learn how to effectively prepare search warrant documents leading to the seizure of a suspect's computer and related media in both residential and business settings. Students will learn how to properly image and thoroughly examine a PC and related media for evidence

relating to a criminal offense and how to present this evidence for prosecution. A student must successfully complete the required program core courses that will enable them to work in such career opportunities.

The content includes, but not limited to, the latest techniques in computer crime investigation, the proper procedure for preparing search warrant documents leading to the seizure of a suspect's computer and related media in both the residential and business settings. Properly image and thoroughly examine a PC and related media for evidence relating to criminal offenses and how to present this evidence for prosecution.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Practical skills and field exercises are an integral part of this program to include courtroom demeanor and testifying; report writing; identification; collection and preservation of evidence; interviewing and interrogation techniques, preparation of a search warrant; properly image and thoroughly examine a PC and related media for evidence relating to a criminal offense and how to present this evidence for prosecution.

Special Notes

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course

Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 63 credit hours according to Rule 6A-14.030, F.A.C.

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:

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

Standards

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

Occupational Completion Point – Data Code A

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: **1743011600 AS**
Program Length: **63 credit hours**
SOC Code(s): **15-1199**

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 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   <u>Understand the issues related to the jurisdiction of computer related crimes</u>--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   <u>Know the location of websites that can be used as resources in the investigation of a computer related crime</u>--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   <u>Understand the definition of acronyms and abbreviations that may apply to computer related crimes</u>--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   <u>Understand internet protocol</u>--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   <u>Understand the principles of internet newsgroups</u>--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   <u>Understand the principles of internet chat rooms</u>--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 <u>Demonstrate the techniques and software tools that can be used to track and investigate hackers, pedophiles and internet stalkers</u>--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 <u>Demonstrate the techniques and methods used by hackers, pedophiles and internet stalkers to commit crimes</u>--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 <u>Know the location of websites that can be used as resources in the investigation of hackers, pedophiles and internet stalkers</u>--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 <u>Understand the definition of internet pornography</u>--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 <u>Understand how a computer can be used to commit an internet pornography crime</u>--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 affect 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 affect 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 <u>Demonstrate how a computer can be used to commit an internet fraud crime</u>--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 <u>Understand the issues related to the laws and jurisdiction of internet fraud investigations</u>--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 <u>Know the principles of investigating an internet fraud crime</u>--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 <u>Demonstrate investigative software applications that may be used to investigate internet fraud crimes</u>--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 <u>Know the location of websites that can be used as resources in the investigation of internet fraud crimes</u>--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 <u>Understand how intellectual property issues affect computer related crime investigations</u>-
-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 <u>Understand the issues related to the jurisdiction of computer related crimes</u>--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 <u>Know how to write search warrants involving computer related crimes</u>--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 <u>The definition of forensics as applied to computer related crimes</u>--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 <u>Demonstrate how a computer can contain hidden data and how to preserve and locate
the hidden data</u>--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 <u>Understand the principles of preserving and processing a computer related crime scene</u>--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 <u>Demonstrate computer forensic software tools</u>--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 <u>Know the requirements of a search warrant in a computer related crime</u>--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 <u>Know the location of websites that can be used as resources in the forensic investigation of a computer related crime</u>--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 <u>Know the definition of software piracy</u>--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 <u>Know the definition of copyright infringement as related to electronic media</u>--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 <u>Demonstrate how a computer and the internet can be used to pirate computer software</u>--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 <u>Demonstrate how a computer and the internet can be used to violate copyrights</u>--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 <u>Understand the principles of investigating computer software piracy and copyright infringement cases</u>--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 <u>Understand the issues related to the jurisdiction of computer software piracy and copyright infringement investigations</u>--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 <u>Know the location of websites that can be used as resources in the investigation of computer software piracy and copyright infringement investigations</u>--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.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: **Fire Science Technology (FESHE Model)**
Career Cluster: **Law, Public Safety and Security**

AS	
CIP Number	1743020100
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-2021 Fire Inspectors and Investigators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 fire inspectors and investigators (SOC 33-2021), fire science technicians, fire officers, fire safety inspectors, fire assistants, safety inspectors, building inspectors, fire insurance investigators/inspectors, fire fighters, or to provide supplemental training for persons previously or currently employed in these occupations.

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

Student Performance Standards in this program have been adapted from the National Fire Protection Association Fire Fighter Professional Qualifications (NFPA 1001), Fire Officer Professional Qualifications (NFPA 1021), Professional Qualifications for Fire Inspector (NFPA 1031), and Fire Service Instructor Professional Qualifications (NFPA 1041).

Program Structure

This program is a planned sequence of instruction consisting of 60 credits.

This program is a planned sequence of instruction consisting of 60 credit hours to obtain an A.S. In 2000, the Fire and Emergency Services Higher Education Consortium identified **six core associate-level courses** in their model curriculum, including:

- Building Construction for Fire Protection
- Fire Behavior and Combustion
- Fire Prevention
- Fire Protection Hydraulics and Water Supply
- Fire Protection Systems
- Principles of Emergency Services

In 2001, the National Fire Science Curriculum Committee (NFSCC) was formed to develop standard titles, descriptions, outcomes, and outlines for each of the six core courses.

The FESHE website states: "Fire science associate degree programs are encouraged to require these courses as the "theoretical core" on which their major is based. The course outlines address the need for a uniformity of curriculum and content among the fire science courses with the United States' two-year programs."

The NFSCC also developed similar outlines for other courses that are commonly offered in fire science programs. If a school offers any of these **"non-core" courses**, it is suggested these outlines be adopted, as well. The non-core courses are:

- Fire Administration I
- Occupational Health and Safety
- Legal Aspects of the Emergency Services
- Hazardous Materials Chemistry
- Strategy and Tactics
- Fire Investigation I
- Fire Investigation II

Additionally, the NFSCC associate's group has developed additional new model course outlines to enable concentrations' in two additional areas:

Fire Protection Engineering Concentration:

- Performance-Based Design Fire Protection
- Advanced Concepts in Structural Fire Protection Systems
- Human Behavior in Fire

Fire Prevention Concentration:

- Fire and Life Safety Education
- Plans Review
- Principles of Code Enforcement

Details of the Fire Protection Engineering and Fire Prevention concentrations may be found on the FESHE website http://www.usfa.dhs.gov/nfa/higher_ed/model/download.shtm.

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.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory and field activities are an integral part of this program. The Rules of the State Fire Marshal Chapter 69A-37, Bureau of Standards and Training, state: In demonstrations involving the use of equipment and performance of tasks under nonhazardous conditions, whether in the classroom or the field, there shall be no less than one certified instructor for each ten students participating in the demonstrations. In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.

Special Notes

Successful completion of the fire fighter basic recruit program may garnish student's college credit toward the associate degree. The credits to be awarded are left to the discretion of the institution involved.

In some instances, it may be necessary for selected instructors to be certified by the Bureau of Fire Standards and Training to teach specific courses. Planned and supervised occupational activities may be provided through directed laboratory experience, practicum or cooperative experience. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed. In accordance with State Board of Education Rule 6A-10.0315, minimum basic skill levels have been established for admittance into a college associate degree program.

When the word "demonstrate" is used in a student performance standard, it shall require that actual performance and operation be accomplished, unless otherwise indicated.

Career and Technical Student Organization (CTSO)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

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.

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:

Fire Company Management (0743020202) – 15 credit hours

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

Standards

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

<u>**Core Courses:**</u>

01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.

02.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.

03.0 Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use 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.

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 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; basic fire chemistry and physics, introduction to fire protection systems; and introduction to fire strategy and tactics.

<u>**Non-Core Courses:**</u>

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, 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 Demonstrate advanced technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying.

13.0 Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters.

Florida Department of Education
Student Performance Standards

Program Title: **Fire Science Technology (FESHE Model)**
CIP Numbers: **1743020100 AS**
Program Length: **60 credit hours**
SOC Code(s): **33-2021**

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:

Core Courses:

01.0 <u>Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled</u>--The student will be able to:

01.01 Identify physical properties of the three states of matter.
01.02 Categorize the components of fire.
01.03 Recall the physical and chemical properties of fire.
01.04 Describe and apply the process of burning.
01.05 Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
01.06 Describe the dynamics of fire.
01.07 Discuss various materials and their relationship to fires as fuel.
01.08 Demonstrate knowledge of the characteristics of water as a fire suppression agent.
01.09 Articulate other suppression agents and strategies.
01.10 Compare other methods and techniques of fire extinguishments.

02.0 <u>Demonstrate an understanding of the components of building construction that relate to fire and life safety</u>--The student will be able to:

02.01 Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
02.02 Classify major types of building construction.
02.03 Analyze 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 Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
02.06 Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
02.07 Classify occupancy designations of the building code.
02.08 Identify the indicators of potential structural failure as they relate to firefighter safety.

02.09 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

03.0 <u>Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use 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</u>--The student will be able to:

03.01 Define the national fire problem and main issues relating thereto.
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 Review minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.
03.05 Define 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 for fire prevention.
03.08 Design media programs.
03.09 Discuss the major programs for public education.

04.0 <u>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</u>--The student will be able to:

04.01 Apply mathematics and physics to the movement of water in fire suppression activities.
04.02 Comprehend the design principles of fire service pumping apparatus.
04.03 Analyze community fire flow demand criteria.
04.04 Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water at rest and in motion.

05.0 <u>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</u>--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 describe 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.
05.06 Identify five different types of non-water based fire suppression systems and describe how these systems extinguish fire.
05.07 Describe the basic components of a fire alarm system.
05.08 Identify three different types of detectors and explain how they detect fire.

05.09 Describe the hazards of smoke and list the four factors that can influence smoke movement in a building.

05.10 Recognize the appropriate application of the different types of sprinklers.

05.11 Explain the operation and appropriate application for the different types of portable fire extinguishing systems.

05.12 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

06.0 <u>Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization 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; basic fire chemistry and physics, introduction to fire protection systems; and introduction to fire strategy and tactics</u>--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 Analyze the basic components of fire as a chemical reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.

06.03 Differentiate between fire service training and education; fire protection certificate program and a fire service degree program; and explain the value of education in the fire service.

06.04 List and describe the major organizations that provide emergency response service and illustrate how they interrelate.

06.05 Identify fire protection and emergency-service careers in both the public and in the private sector.

06.06 Synthesize the role of national, state and local support organizations in fire protection and emergency services.

06.07 Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.

06.08 Describe the common types of fire and emergency services facilities, equipment, and apparatus.

06.09 Compare and contrast effective management concepts for various emergency situations.

06.10 Identify and explain the components of fire prevention including code enforcement, public information, and public and private fire protection systems.

<u>Non-Core Courses:</u>

07.0 <u>Examine the organization and management of a fire department and the relationship of government agencies to the fire service</u>--The student will be able to:

07.01 Identify career development opportunities and strategies for success.

07.02 Explain the need for effective communication skills both written and verbal.

07.03 Articulate the concepts of span and control, effective delegation and division of labor.

07.04 Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.

07.05 Examine the history and development of management and supervision.

07.06   Evaluate methods of managing available resources.
07.07   Identify roles and responsibilities of leaders in organizations.
07.08   Compare and contrast the traits of effective versus ineffective supervision and management styles.
07.09   Identify and assess safety needs for both emergency and non-emergency situations.
07.10   Identify the importance of ethics as they apply to supervisors.
07.11   Identify the role of a company officer in Incident Command System (ICS).
07.12   Describe the benefits of documentation.
07.13   Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

08.0   <u>Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue</u>--The student will be able to:

08.01   Describe the history of health and safety programs.
08.02   Identify occupational health safety programs in industry today.
08.03   Identify occupational health 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 health 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, and technical rescue incidents.
08.17   Explain the need for and the process used for post-incident analysis.
08.18   Describe the components and value of critical incident 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 components of a wellness/fitness plan.
08.21   Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

09.0   <u>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</u>--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 Become familiar with 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.

09.04 Become familiar with legal decisions that have or will affect the fire service.

09.05 Discuss the organization and legal structure of the fire department.

09.06 Define the liabilities of firefighters.

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.

09.10 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.

09.11 Discuss the scope of the civil rights act.

09.12 Discuss the parameters and explain the basic intent of the Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).

09.13 Explain the at-will doctrine.

09.14 Explain the purpose of labor and employment laws.

09.15 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

10.0 <u>Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground</u>--The student will be able to:

10.01 Demonstrate (verbally and written) knowledge of fire behavior and the chemistry of fire.

10.02 Articulate the main components of pre-fire planning and identify steps during a pre-fire plan review.

10.03 Recall the basics of building construction and how they interrelate to pre-fire planning.

10.04 Recall major steps taken during size-up and identify the order in which they will take place at an incident.

10.05 Recognize and articulate the importance of fire ground communications.

10.06 Identify and define the main functions within the ICS system and how they interrelate during an incident.

10.07 Given different scenarios, the student will set up and ICS call for appropriate resources and bring the scenario to a mitigated or controlled conclusion.

10.08 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

11.0 <u>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 firesetter, and types of fire causes</u>--The student will be able to:

11.01 Identify and explain the responsibilities of the fire department from a firefighter's perspective when responding to the scene of a fire, including the possibility of incendiary devices often encountered.

11.02 Define criminal law and explain the constitutional amendments (4th, 5th, 6th, 8th, and 14th) as they apply to fire investigations.

11.03   Analyze the precedents set by constitutional law case studies that have affected fire investigations.

11.04   Define and explain the common terms used in fire investigations.

11.05   Describe the basic elements of fire dynamics and how they affect cause determination including fire behavior, characteristics of fuels and methods of heat transfer.

11.06   Analyze the relationship of building construction on fire investigations including types of construction, construction and finish materials.

11.07   Evaluate fire protection systems and building services and discuss how their installation affects the ignition of fires in buildings.

11.08   Discuss the basic principles of electricity.

11.09   Explain the role of the fire investigator in recognizing health and safety concerns including potential hazardous materials awareness.

11.10   Describe fire scene investigations and the process of conducting investigations using the scientific method.

11.11   Explain how an investigator determines the point of origin in a room.

11.12   Identify the types of fire causes and differentiate between accidental and incendiary causes.

11.13   Describe and explain the basic procedures used for investigating vehicle fires.

11.14   Identify the characteristics of arson and common motives of the firesetter.

11.15   Identify and analyze the causes involved in line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

12.0   <u>Demonstrate advanced technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying</u>--The student will be able to:

12.01   Explain the rule of law as it pertains to arrest, search and seizure   procedures and their application to fire investigations.

12.02   Recognize and interpret fire scenes common to various types of fires.

12.03   Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.

12.04   Explain the nature and behavior of fire including the effects of heat.

12.05   Explain and identify the combustion properties of liquids, gases and solid fuels.

12.06   Identify and explain electrical causes of fires.

12.07   List and explain the procedures for lifting fingerprints, evidence collection and preservations.

12.08   List and identify the make-up and use of incendiary devices, explosives, and bombs.

12.09   List the procedures for documenting fire scenes, including sketching, photography, and report writing.

12.10   Analyze fire-related deaths and injuries and describe methods of documentation.

12.11   Identify the techniques for interviewing and questioning suspects and subjects.

12.12   Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.

12.13   Identify and list the sources and technology available for fire investigations.

12.14   Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

13.0   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:

13.01   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.

13.02   Differentiate between elements, compounds and mixtures, and give examples of each.

13.03   Explain the difference between ionic and covalent bonding and be able to predict when each will occur.

13.04   Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.

13.05   Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.

13.06   Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.

13.07   Analyze 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 health and safety.

13.08   Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.

13.09   Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

Florida Department of Education
Curriculum Framework

Course Title: **Orientation to Career Clusters**
Course Type: **Orientation/Exploratory**

Secondary/Middle School	
Course Number	8000400
CIP Number	1498999907
Grade Level	6 – 8
Standard Length	Semester
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	Any CTSO as appropriate
Facility Code	002 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters. It is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of students.

The content includes but is not limited to the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. This course is recommended for students in the sixth grade but not required.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Refer to http://www.careerclusters.org for additional information and resources.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester; but it may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career and Technical Student Organization (CTSO)

The appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills should be introduced and students may participate in these organizations. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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.

Standards

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

01.0   Identify Florida's seventeen career clusters.
02.0   Identify and explore careers in the Agriculture, Food & Natural Resources cluster.
03.0   Identify and explore careers in the Architecture & Construction cluster.
04.0   Identify and explore careers in the Arts, A/V Technology & Communication cluster.
05.0   Identify and explore careers in the Business Management & Administration cluster.
06.0   Identify and explore careers in the Education & Training cluster.
07.0   Identify and explore careers in the Energy cluster.
08.0   Identify and explore careers in the Finance cluster.
09.0   Identify and explore careers in the Government & Public Administration cluster.
10.0   Identify and explore careers in the Health Science cluster.
11.0   Identify and explore careers in the Hospitality and Tourism cluster.
12.0   Identify and explore careers in the Human Service s cluster.
13.0   Identify and explore careers in the Information Technology cluster.
14.0   Identify and explore careers in the Law, Public Safety & Security cluster.
15.0   Identify and explore careers in the Manufacturing cluster.
16.0   Identify and explore careers in the Marketing, Sales & Service cluster.
17.0   Identify and explore careers in the Science, Technology, Engineering & Mathematics (STEM) cluster.

18.0   Identify and explore careers in the Transportation, Distribution & Logistics cluster.
19.0   Describe leadership skills.

Florida Department of Education
Student Performance Standards

Course Title: **Orientation to Career Clusters 1**
Course Number: **8000400**
Course Credit: **Semester**

Course Description:

This course is a broad overview of the seventeen career clusters offered in Florida. This course provides hands-on introductory activities for each career cluster as well as opportunities to acquire and demonstrate beginning leadership skills.

01.0   Identify Florida's seventeen career clusters--The student will be able to:

    01.01   List Florida's seventeen career clusters.
    01.02   Research the national career clusters website http://www.careerclusters.org.
    01.03   Identify the Career and Technical Student Organizations (CTSO's) that are appropriate for Career and Technical Education (CTE) programs.
    01.04   Explain the purpose of a CTSO.

02.0   Identify and explore careers in the Agriculture, Food & Natural Resources cluster--The student will be able to:

    02.01   Identify the pathways in the Agriculture, Food & Natural Resources career cluster and the careers in each pathway.
    02.02   Describe the types of places that employ individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
    02.03   Describe the variety of tasks performed by individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
    02.04   List the skills, abilities, and talents needed for careers in the Agriculture, Food & Natural Resources career cluster.
    02.05   Identify the level of training and education required for careers in the Agriculture, Food & Natural Resources career cluster.
    02.06   Research a career in the Agriculture, Food & Natural Resources career cluster and present findings to the class.
    02.07   Apply math, science, and reading skills in the completion of a project or activity related to the Agriculture, Food & Natural Resources career cluster.

03.0   Identify and explore careers in the Architecture & Construction cluster--The student will be able to:

    03.01   Identify the pathways in the Architecture & Construction career cluster and the careers in each pathway.
    03.02   Describe the types of places that employ individuals who have careers in the Architecture & Construction career cluster.
    03.03   Describe the variety of tasks performed by individuals who have careers in the Architecture & Construction career cluster.
    03.04   List the skills, abilities, and talents needed for careers in the Architecture & Construction career cluster.

03.05 Identify the level of training and education required for careers in the Architecture & Construction career cluster.

03.06 Research a career in the Architecture & Construction career cluster and present findings to the class.

03.07 Apply math, science, and reading skills in the completion of a project or activity related to the Architecture & Construction career cluster.

04.0 <u>Identify and explore careers in the Arts, A/V Technology & Communication cluster</u>--The student will be able to:

04.01 Identify the pathways in the Arts, A/V Technology & Communication career cluster and the careers in each pathway.

04.02 Describe the types of places that employ individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.03 Describe the variety of tasks performed by individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.04 List the skills, abilities, and talents needed for careers in the Arts, A/V Technology & Communication career cluster.

04.05 Identify the level of training and education required for careers in the Arts, A/V Technology & Communication career cluster.

04.06 Research a career in the Arts, A/V Technology & Communication career cluster and present findings to the class.

04.07 Apply math, science, and reading skills in the completion of a project or activity related to the Arts, A/V Technology & Communication career cluster.

05.0 <u>Identify and explore careers in the Business, Management & Administration cluster</u>--The student will be able to:

05.01 Identify the pathways in the Business, Management & Administration career cluster and the careers in each pathway.

05.02 Describe the types of places that employ individuals who have careers in the Business, Management & Administration career cluster.

05.03 Describe the variety of tasks performed by individuals who have careers in the Business, Management & Administration career cluster.

05.04 List the skills, abilities, and talents needed for careers in the Business, Management & Administration career cluster.

05.05 Identify the level of training and education required for careers in the Business, Management & Administration career cluster.

05.06 Research a career in the Business, Management & Administration career cluster and present findings to the class.

05.07 Apply math, science, and reading skills in the completion of a project or activity related to the Business, Management & Administration career cluster.

06.0 <u>Identify and explore careers in the Education & Training cluster</u>--The student will be able to:

06.01 Identify the pathways in the Education & Training career cluster and the careers in each pathway.

06.02 Describe the types of places that employ individuals who have careers in the Education & Training career cluster.

06.03 Describe the variety of tasks performed by individuals who have careers in the Education & Training career cluster.

06.04 List the skills, abilities, and talents needed for careers in the Education & Training career cluster.

06.05 Identify the level of training and education required for careers in the Education & Training career cluster.

06.06 Research a career in the Education & Training career cluster and present findings to the class.

06.07 Apply math, science, and reading skills in the completion of a project or activity related to the Education & Training career cluster.

07.0   Identify and explore careers in the Energy cluster--The student will be able to:

07.01 Identify the pathways in the Energy career cluster and the careers in each pathway.

07.02 Describe the types of places that employ individuals who have careers in the Energy career cluster.

07.03 Describe the variety of tasks performed by individuals who have careers in the Energy career cluster.

07.04 List the skills, abilities, and talents needed for careers in the Energy career cluster.

07.05 Identify the level of training and education required for careers in the Energy career cluster.

07.06 Research a career in the Energy career cluster and present findings to the class.

07.07 Apply math, science, and reading skills in the completion of a project or activity related to the Energy career cluster.

08.0   Identify and explore careers in the Finance cluster--The student will be able to:

08.01 Identify the pathways in the Finance career cluster and the careers in each pathway.

08.02 Describe the types of places that employ individuals who have careers in the Finance career cluster.

08.03 Describe the variety of tasks performed by individuals who have careers in the Finance career cluster.

08.04 List the skills, abilities, and talents needed for careers in the Finance career cluster.

08.05 Identify the level of training and education required for careers in the Finance career cluster.

08.06 Research a career in the Finance career cluster and present findings to the class.

08.07 Apply math, science, and reading skills in the completion of a project or activity related to the Finance career cluster.

09.0   Identify and explore careers in the Government & Public Administration cluster--The student will be able to:

09.01 Identify the pathways in the Government & Public Administration career cluster and the careers in each pathway.

09.02 Describe the types of places that employ individuals who have careers in the Government & Public Administration career cluster.

09.03 Describe the variety of tasks performed by individuals who have careers in the Government & Public Administration career cluster.

09.04 List the skills, abilities, and talents needed for careers in the Government & Public Administration career cluster.

09.05 Identify the level of training and education required for careers in the Government & Public Administration career cluster.

09.06 Research a career in the Government & Public Administration career cluster and present findings to the class.

09.07 Apply math, science, and reading skills in the completion of a project or activity related to the Government & Public Administration career cluster.

10.0 <u>Identify and explore careers in the Health Science cluster</u>--The student will be able to:

10.01 Identify the pathways in the Health Science career cluster and the careers in each pathway.

10.02 Describe the types of places that employ individuals who have careers in the Health Science career cluster.

10.03 Describe the variety of tasks performed by individuals who have careers in the Health Science career cluster.

10.04 List the skills, abilities, and talents needed for careers in the Health Science career cluster.

10.05 Identify the level of training and education required for careers in the Health Science career cluster.

10.06 Research a career in the Health Science career cluster and present findings to the class.

10.07 Apply math, science, and reading skills in the completion of a project or activity related to the Health Science career cluster.

11.0 <u>Identify and explore careers in the Hospitality & Tourism cluster</u>--The student will be able to:

11.01 Identify the pathways in the Hospitality & Tourism career cluster and the careers in each pathway.

11.02 Describe the types of places that employ individuals who have careers in the Hospitality & Tourism career cluster.

11.03 Describe the variety of tasks performed by individuals who have careers in the Hospitality & Tourism career cluster.

11.04 List the skills, abilities, and talents needed for careers in the Hospitality & Tourism career cluster.

11.05 Identify the level of training and education required for careers in the Hospitality & Tourism career cluster.

11.06 Research a career in the Hospitality & Tourism career cluster and present findings to the class.

11.07 Apply math, science, and reading skills in the completion of a project or activity related to the Hospitality & Tourism career cluster.

12.0 <u>Identify and explore careers in the Human Services cluster</u>--The student will be able to:

12.01 Identify the pathways in the Human Services career cluster and the careers in each pathway.

12.02 Describe the types of places that employ individuals who have careers in the Human Services career cluster.

12.03 Describe the variety of tasks performed by individuals who have careers in the Human Services career cluster.

12.04 List the skills, abilities, and talents needed for careers in the Human Services career cluster.

12.05 Identify the level of training and education required for careers in the Human Services career cluster.

12.06 Research a career in the Human Services career cluster and present findings to the class.

12.07 Apply math, science, and reading skills in the completion of a project or activity related to the Human Services career cluster.

13.0 <u>Identify and explore careers in the Information Technology cluster</u>--The student will be able to:

13.01 Identify the pathways in the Information Technology career cluster and the careers in each pathway.

13.02 Describe the types of places that employ individuals who have careers in the Information Technology career cluster.

13.03 Describe the variety of tasks performed by individuals who have careers in the Information Technology career cluster.

13.04 List the skills, abilities, and talents needed for careers in the Information Technology career cluster.

13.05 Identify the level of training and education required for careers in the Information Technology career cluster.

13.06 Research a career in the Information Technology career cluster and present findings to the class.

13.07 Apply math, science, and reading skills in the completion of a project or activity related to the Information Technology career cluster.

14.0 <u>Identify and explore careers in the Law, Public Safety & Security cluster</u>–The student will be able to:

14.01 Identify the pathways in the Law, Public Safety & Security career cluster and the careers in each pathway.

14.02 Describe the types of places that employ individuals who have careers in the Law, Public Safety & Security career cluster.

14.03 Describe the variety of tasks performed by individuals who have careers in the Law, Public Safety & Security career cluster.

14.04 List the skills, abilities, and talents needed for careers in the Law, Public Safety & Security career cluster.

14.05 Identify the level of training and education required for careers in the Law, Public Safety & Security career cluster.

14.06 Research a career in the Law, Public Safety & Security career cluster and present findings to the class.

14.07 Apply math, science, and reading skills in the completion of a project or activity related to the Law, Public Safety & Security career cluster.

15.0   Identify and explore careers in the Manufacturing cluster--The student will be able to:

    15.01   Identify the pathways in the Manufacturing career cluster and the careers in each pathway.

    15.02   Describe the types of places that employ individuals who have careers in the Manufacturing career cluster.

    15.03   Describe the variety of tasks performed by individuals who have careers in the Manufacturing career cluster.

    15.04   List the skills, abilities, and talents needed for careers in the Manufacturing career cluster.

    15.05   Identify the level of training and education required for careers in the Manufacturing career cluster.

    15.06   Research a career in the Manufacturing career cluster and present findings to the class.

    15.07   Apply math, science, and reading skills in the completion of a project or activity related to the Manufacturing career cluster.

16.0   Identify and explore careers in the Marketing, Sales & Service cluster--The student will be able to:

    16.01   Identify the pathways in the Marketing, Sales & Service career cluster and the careers in each pathway.

    16.02   Describe the types of places that employ individuals who have careers in the Marketing, Sales & Service career cluster.

    16.03   Describe the variety of tasks performed by individuals who have careers in the Marketing, Sales & Service career cluster.

    16.04   List the skills, abilities, and talents needed for careers in the Marketing, Sales & Service career cluster.

    16.05   Identify the level of training and education required for careers in the Marketing, Sales & Service career cluster.

    16.06   Research a career in the Marketing, Sales & Service career cluster and present findings to the class.

    16.07   Apply math, science, and reading skills in the completion of a project or activity related to the Marketing, Sales & Service career cluster.

17.0   Identify and explore careers in Engineering and Technology Education--The student will be able to:

    17.01   Identify the pathways in Engineering and Technology Education.

    17.02   Describe the types of places that employ individuals who have careers in Engineering and Technology Education.

    17.03   Describe the variety of tasks performed by individuals who have careers in Engineering and Technology Education.

    17.04   List the skills, abilities, and talents needed for careers in Engineering and Technology Education.

    17.05   Identify the level of training and education required for careers in Engineering and Technology Education.

    17.06   Research a career in Engineering and Technology Education and present findings to the class.

    17.07   Apply math, science, and reading skills in the completion of a project or activity related to the Engineering and Technology Education.

18.0   Identify and explore careers in the Transportation & Logistics cluster--The student will be able to:

    18.01   Identify the pathways in the Transportation & Logistics career cluster and the careers in each pathway.

    18.02   Describe the types of places that employ individuals who have careers in the Transportation & Logistics career cluster.

    18.03   Describe the variety of tasks performed by individuals who have careers in the Transportation & Logistics career cluster.

    18.04   List the skills, abilities, and talents needed for careers in the Transportation & Logistics career cluster.

    18.05   Identify the level of training and education required for careers in the Transportation & Logistics career cluster.

    18.06   Research a career in the Transportation & Logistics career cluster and present findings to the class.

    18.07   Apply math, science, and reading skills in the completion of a project or activity related to the Transportation & Logistics career cluster.

19.0   Describe leadership skills--The student will be able to:

    19.01   Identify the Career and Technical Student Organization(s) (CTSO's) that are appropriate for CTE programs in the all the career clusters.

    19.02   Describe the leadership opportunities available to members of the CTSO's identified above.

    19.03   Investigate the CTSO's at your school and/or in your school district (membership requirements/dues, activities, events, etc.).

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Course Number	8900100
CIP Number	0743999910
Grade Level	11-12, 30, 31
Standard Length	Multiple
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G
CTSO	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 that will enhance opportunities for employment in the career field chosen by the student.

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 or occupational completion point 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.

Laboratory Activities

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Special Notes

Career and Technical Student Organization (CTSO)

Florida Public Service Association is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

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**

01.0 Demonstrate expertise in a specific occupation within the career cluster.

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.

2013 - 2014

Florida Department of Education
Curriculum Framework

Course Title: **Exploration of Criminal Justice Occupations**
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Law, Public Safety & Security**

Middle School	
Course Number	8900220
CIP Number	0743019904
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	FPSA
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Law, Public Safety & Security career cluster. The student will be provided with basic information about the kinds of jobs and workers involved, the various career paths, occupational hazards, educational requirements, financial rewards, interpersonal and communication skills, and employability skills required. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special projects that are related to each occupational cluster are provided, i.e. role-playing activities related to specific activities. Other activities for specific careers could be as follows: law enforcement - rolling inked prints, lifting latent prints, crime scene processing, evidence identification and collection, and use of computers; court system - role playing to include attorneys, witnesses, bailiffs, clerks, and judges; correctional and correctional probation - interview and interrogation techniques, inventorying personal items, substance abuse recognition, and interpersonal skills; public safety telecommunication - field trips to public safety telecommunication centers; and private security officer - guest speakers and tours of security systems within businesses.

Special Notes

This program is a planned sequence of instruction consisting of .5 credits. The content should include, but not be limited to, the following career clusters: the law enforcement system, the court system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers. Basic computer literacy, employability skills, leadership and human relations' skills are an integral part of this program.

Teaching an understanding of the concepts of ethics and professionalism is an important aspect of orienting students to careers in the criminal justice field. Teachers are strongly encouraged to relate these concepts to classroom situations. Examples could include discussions and role-playing comparing plagiarism to falsifying reports; cheating on tests and assignments compared to dereliction of duty when patrolling an area or checking on the welfare of prisoners and parolees; perjury compared to spreading rumors; school dress codes compared to the role of the uniform in creating a professional appearance, and stealing compared to the acceptance of a gratuity, etc.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 (ESE) will need modifications to meet their special 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.

Standards

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

01.0   Demonstrate an understanding of the Emergency and fire management career pathway.
02.0   Demonstrate an understanding of the Security and protective services career pathway.
03.0   Demonstrate an understanding of the Law enforcement services career pathway.
04.0   Demonstrate an understanding of the Legal services career pathway.
05.0   Demonstrate an understanding of the Correction services career pathway.
06.0   Apply leadership and communication skills.
07.0   Describe how information technology is used in the Law, Public Safety and Security career cluster.
08.0   Use information technology tools.
09.0   Identify components of network systems.
10.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Exploration of Criminal Justice Occupations**
Course Number: **8900220**
Course Credit: **Semester**

Course Description:

01.0   <u>Demonstrate an understanding of the Legal services career pathway.</u> – The student will be able to:

    01.01   Define and use proper terminology associated with the Legal services career pathway.
    01.02   Describe some of the careers available in the Legal services career pathway.
    01.03   Identify common characteristics of the careers in the Legal services career pathway.
    01.04   Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
    01.05   Identify skills required to successfully enter any career in the Legal services career pathway.
    01.06   Describe technologies associated in careers within the Legal services career pathway.

02.0   <u>Demonstrate an understanding of the Security and protective services career pathway.</u> – The student will be able to:

    02.01   Define and use proper terminology associated with the Security and protective services career pathway.
    02.02   Describe some of the careers available in the Security and protective services career pathway.
    02.03   Identify common characteristics of the careers in the Security and protective services career pathway.
    02.04   Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
    02.05   Identify skills required to successfully enter any career in the Security and protective services career pathway.
    02.06   Describe technologies associated in careers within the Security and protective services career pathway.

03.0   <u>Demonstrate an understanding of the Law enforcement services career pathway.</u> – The student will be able to:

    03.01   Define and use proper terminology associated with the Law enforcement services career pathway.
    03.02   Describe some of the careers available in the Law enforcement services career pathway.
    03.03   Identify common characteristics of the careers in the Law enforcement services career pathway.

03.04   Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

03.05   Identify skills required to successfully enter any career in the Law enforcement services career pathway.

03.06   Describe technologies associated in careers within the Law enforcement services career pathway.

04.0   <u>Demonstrate an understanding of the Law enforcement services career pathway.</u> – The student will be able to:

04.01   Define and use proper terminology associated with the Law enforcement services career pathway.

04.02   Describe some of the careers available in the Law enforcement services career pathway.

04.03   Identify common characteristics of the careers in the Law enforcement services career pathway.

04.04   Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

04.05   Identify skills required to successfully enter any career in the Law enforcement services career pathway.

04.06   Describe technologies associated in careers within the Law enforcement services career pathway.

05.0   <u>Demonstrate an understanding of the Correction services career pathway.</u> – The student will be able to:

05.01   Define and use proper terminology associated with the Correction services career pathway.

05.02   Describe some of the careers available in the Correction services career pathway.

05.03   Identify common characteristics of the careers in the Correction services career pathway.

05.04   Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.

05.05   Identify skills required to successfully enter any career in the Correction services career pathway.

05.06   Describe technologies associated in careers within the Correction services career pathway.

06.0   <u>Apply leadership and communication skills.</u> – The student will be able to:

06.01   Discuss the establishment and history of the FPSA organization.

06.02   Identify the characteristics and responsibilities of organizational leaders.

06.03   Demonstrate parliamentary procedure skills during a meeting.

06.04   Participate on a committee which has an assigned task and report to the class.

06.05   Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06   Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.

07.0   <u>Describe how information technology is used in the </u>Law, Public Safety and Security <u>career cluster.</u> – The student will be able to:

07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.

07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.

08.0 <u>Use information technology tools.</u> – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.

09.0 <u>Identify components of network systems.</u>—The student will be able to:

09.01 Identify structure to access internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and internet services.

10.0 <u>Describe and use communication features of information technology.</u>-- The student will be able to:

10.01 Define important internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

2013 - 2014

Florida Department of Education
Curriculum Framework

Course Title: **Exploration of Criminal Justice Occupations and Career Planning**
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Law, Public Safety and Security**

	Secondary – Middle School
Course Number	8900222
CIP Number	07431099CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	FPSA
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Law, Public Safety and Security career cluster.

The purpose of this course is to provide experiences to acquaint students with career opportunities and job requirements in criminal justice occupations which will enable students to consider career objectives and interests. This course is consistent with Exploration of Criminal Justice Operations (8900220) but with the addition of the career and education planning course requirements.   The student will be provided with basic information about the kinds of jobs and workers involved, the various career paths, occupational hazards, educational requirements, financial rewards, interpersonal and communication skills, and employability skills required.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Special projects that are related to each occupational cluster are provided, i.e. role-playing activities related to specific activities. Other activities for specific careers could be as follows: law enforcement - rolling inked prints, lifting latent prints, crime scene processing, evidence identification and collection, and use of computers; court system - role playing to include attorneys, witnesses, bailiffs, clerks, and judges; correctional and correctional probation

- interview and interrogation techniques, inventorying personal items, substance abuse recognition, and interpersonal skills; public safety telecommunication - field trips to public safety telecommunication centers; and private security officer - guest speakers and tours of security systems within businesses.

Special Notes

Guest speakers from the criminal justice occupations make an important contribution to the effectiveness of this program. This career cluster includes many employment opportunities such as attorneys, law enforcement officers, private security officers, correctional officers, probation and parole officers and public safety telecommunication officers.

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 (ESE) will need modifications to meet their special 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.

Standards

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

01.0   Comprehend criminal justice codes of ethics.
02.0   Know the history and evolution of laws.
03.0   Discuss criminal laws at the federal, state, and local levels.
04.0   Discuss the functions and roles of a law enforcement officer.
05.0   Discuss court systems and trial processes.
06.0   Discuss the correctional system.
07.0   Identify the roles and responsibilities of private security officers.
08.0   Identify the different jobs within a public safety telecommunications center.

2013 - 2014

Florida Department of Education
Student Performance Standards

Course Title: **Exploration of Criminal Justice Occupations**
Course Number: **8900222**
Course Credit: **Semester**

01.0   Comprehend criminal justice codes of ethics.--The student will be able to:

01.01   Define ethics and professionalism as they relate to criminal justice occupations.
01.02   Define gratuity.
01.03   Comprehend acts that are considered unethical.
01.04   Explain the importance of ethical conduct in criminal justice occupations.
01.05   Explain the crimes of bribery and perjury.

02.0   Know the history and evolution of laws.--The student will be able to:

02.01   Describe the historical link between sin, law, and morality.
02.02   Know the forms of social control within a society.
02.03   Know the different types of laws and the origin of American law.
02.04   Comprehend the basic provisions of the U. S. Constitution and the role of the criminal justice system in defending and ensuring compliance with those provisions.

03.0   Discuss criminal laws at the federal, state, and local levels.--The student will be able to:

03.01   Explain the purpose of laws.
03.02   Describe how laws are enacted.
03.03   Describe the functions of the three branches of the federal and state governments.
03.04   Define the difference between federal, state, and local law enforcement, court systems, correctional agencies and probation/parole agencies.
03.05   Define the difference between a felony, a misdemeanor, and county and municipal ordinances.
03.06   Know the concept of elements of a crime.
03.07   Comprehend the concept of intent as it relates to elements of a crime.
03.08   Comprehend the concept of parties to a crime.
03.09   Discuss the concept of "probable cause".

04.0   Discuss the functions and roles of a law enforcement officer.--The student will be able to:

04.01   State the main duties and responsibilities of patrol officers, crime scene investigators, traffic investigators, and criminal investigators.
04.02   Identify the components of a law enforcement agency.
04.03   Ink and roll fingerprints.
04.04   Lift latent fingerprints.
04.05   Discuss the importance of chain of custody.
04.06   Discuss the importance of proper evidence collection.
04.07   Demonstrate proper evidence collection.
04.08   Discuss forensic opportunities within a law enforcement agency.

04.09   Demonstrate the ability to write an offense report, including a narrative.

05.0   <u>Discuss court systems and trial processes.</u>--The student will be able to:

05.01   Identify the roles and responsibilities of the people involved in the trial process.
05.02   Explain the difference between a trial court and an appellate court.
05.03   Explain the trial court process.
05.04   05.04   Demonstrate courtroom demeanor by participating in a mock trial.

06.0   <u>Discuss the correctional system.</u>--The student will be able to:

06.01   State the main duties and responsibilities of a correctional officer and jailer.
06.02   Discuss the history of the correctional system.
06.03   Discuss the differences between local, state, and federal correctional systems.
06.04   Describe the difference between parole and probation.
06.05   State the main duties of a probation and parole officer.

07.0   <u>Identify the roles and responsibilities of private security officers.</u>--The student will be able to:

07.01   Explain industrial and business security, including the types of security functions required.
07.02   Discuss legal authority for security officers.
07.03   Discuss proactive loss prevention techniques.
07.04   Describe techniques for defusing hostility.
07.05   Identify security concerns of banks, airports, hospitals, retail stores, restaurants and hotels, campuses and nuclear-generating power plants.
07.06   Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, work conditions, risks, and opportunities for career advancement in the security industry.

08.0   <u>Identify the different jobs within a public safety telecommunications center.</u>--The student will be able to:

08.01   State the main duties and responsibilities of a complaint taker, radio dispatcher and a teletype operator.
08.02   Describe the typical components of a public safety telecommunications center.
08.03   Explain the functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
08.04   Explain the routing of a 9-1-1 call.
08.05   Discuss information needed to process a 9-1-1 emergency call.
08.06   Demonstrate how to answer a 9-1-1 call.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

The student will be able to:

09.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
10.0   Develop skills to locate, evaluate, and interpret career information.

11.0   Develop skills to locate, evaluate, and interpret career information.
12.0   Identify and demonstrate processes for making short and long term goals.
13.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
14.0   Understand the relationship between educational achievement and career choices/postsecondary options.
15.0   Identify a career cluster and related pathways that match career and education goals.
16.0   Identify skills needed for career choices and match to personal abilities.
17.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
18.0   Demonstrate knowledge of technology and its application in career fields/clusters.

2013 – 2014
Florida Department of Education
Curriculum Framework

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

	Secondary	PSAV
Course Number	8900410	P439999
CIP Number	07439999CP	07439999CP
Grade Level	9-12, 30, 31	30, 31
Standard Length	Multiple credits	Multiple hours
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G
CTSO	FPSA	

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; 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.

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.

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf.

Career and Technical Student Organization (CTSO)

Florida Public Service Association is the appropriate career and technical student organization(s) for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

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.

2013 – 2014

Florida Department of Education
Student Performance Standards

Program Title: **Law, Public Safety & Security Cooperative Education – OJT**
(Public Service Cooperative Education – OJT)
Secondary Number: 8900410
PSAV Number: **P439999**

01.0 <u>Perform designated job skills</u>--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 <u>Demonstrate work ethics</u>--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.

2013 – 2014

Florida Department of Education
Curriculum Framework

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

	Secondary	PSAV
Program Number	8918000	P430199
CIP Number	0743010305	0743010305
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	450 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G CORR OFF @7 G	LAW ENF @7 G PUB SERV @7 G CORR OFF @7 G
CTSO	FPSA	N/A
SOC Codes (all applicable)	33-3041 Parking Enforcement Workers	33-3041 Parking Enforcement Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Basic Skills Level		Mathematics: 10 Language: 10 Reading: 10

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 one occupational completion point. 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 divided into eight (8) options consisting of Standards 23 – 91. This track is focused on the criminal justice system. Four (4) of these options should be selected to complete this one credit course.

Track 2 is comprised of Standards 92 – 103 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.

When offered at the postsecondary level, 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.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0120	Police Service Aide-Criminal Justice Operations	450 hours	33-3041

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8918010	Criminal Justice Operations 1	1 credit	33-3041	2
	8918020	Criminal Justice Operations 2	1 credit		2
	8918030	Criminal Justice Operations 3	1 credit		3
	*8918040	Criminal Justice Operations 4	1 credit		3

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

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

Classroom, shop, and laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes found in the industry. Field and laboratory activities include basic procedures in traffic control, patrol, search and arrest, stop and frisk, mock trial, jail operations, crime prevention, fingerprinting, forensic photography, and crime laboratory examination procedures. To accomplish field and laboratory activities, the coordination of field trips to criminal justice agencies is essential.

Special Notes

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Criminal Justice Operations 1	^^	^^	^^	#	#	#	#	#	#	#	#	#
Criminal Justice Operations 2	^^	^^	^^	2/53 4%	#	#	#	1/58 2%	2/35 6%	1/42 2%	4/56 7%	#
Criminal Justice Operations 3	^^	^^	^^	#	#	1/56 2%	#	#	3/35 9%	#	1/56 2%	3/53 9%
Criminal Justice Operations 4 – Track 1	^^	^^	^^	2/53 4%	13/52 25%	7/56 13%	4/55 7%	#	#	#	#	#
Criminal Justice Operations 4 – Track 2	^^	^^	^^	#	#	#	#	#	#	#	#	#

^^ *Alignment pending full implementation of the*   ** *Alignment pending review*
    Common Core State Standards for Mathematics.   # *Alignment attempted, but no correlation to academic course.*

Career and Technical Student Organization (CTSO)

Florida Public Service Association is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf.

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   Prepare written reports.
11.0   Describe and demonstrate traffic-control procedures.
12.0   Describe the use-of-force continuum and demonstrate defensive tactics (optional) and physical proficiency skills.
13.0   Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
14.0   Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and other blood-borne pathogens.
15.0   Describe and demonstrate criminal investigation procedures.
16.0   Describe and demonstrate forensic science tasks; such as fingerprinting, crime lab examination, and forensic photography.
17.0   Demonstrate computer literacy.
18.0   Apply basic job related math skills.
19.0   Demonstrate an awareness of human diversity.
20.0   Explain and demonstrate property control procedures.
21.0   Describe crime prevention programs and demonstrate their development and implementation.
22.0   Discuss entrepreneurship.
23.0   Understand the requirements of chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida.
24.0   Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
25.0   Make observations and write reports concerning security incidents.
26.0   Conduct security duties regarding fire detection, suppression and life safety.
27.0   Perform crime and accident prevention techniques.
28.0   Identify entrepreneurship opportunities in the private security industry.
29.0   Demonstrate employability skills in the private security industry.
30.0   Understand the importance of public and interagency relations.
31.0   Demonstrate interpersonal communication skills.
32.0   Perform crowd control.
33.0   Identify special problems for security.
34.0   Define international, domestic, secular, and religious terrorism.
35.0   Discuss the history of terrorist organizations.
36.0   Discuss the political, religious, operational, and financial aspects of terrorist organizations.
37.0   Discuss protecting the Homeland vs. Civil liberties.
38.0   Discuss key components of a terrorist event.
39.0   Locate and discuss bail bond laws, rules and regulations.
40.0   Discuss professional relationships of a bail bonds agent.
41.0   Discuss the procedures of operating a bail bond agency.
42.0   Explain arrest laws as they pertain to bail bonds agents.
43.0   Discuss arrest and search and seizure technique.
44.0   Identify and discuss collateral and collateral risks.
45.0   Discuss components of civil law.
46.0   Discuss components of criminal law.
47.0   Explain the role of the parking enforcement specialist (PES).
48.0   List the procedures of traffic crash scene management.

49.0   Demonstrate proficiency in first responder duties in emergency situations.
50.0   Conduct interviews to determine the who, what, when, and where of the traffic crash.
51.0   Discuss the signs of impairment.
52.0   Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation.
53.0   Explain and apply techniques of recording the crime scene and related evidence on film, disc and video.
54.0   Discuss and apply procedures for collection and development of evidence.
55.0   Discuss and apply fingerprint development and preservation techniques.
56.0   Discuss and apply crime scene data gathering techniques.
57.0   Demonstrate procedures for mapping, measuring, and logging the crime scene.
58.0   Discuss crime scene safety.
59.0   Explain the primary processes and activities that occur on a port.
60.0   Explain the importance of safety and security at seaports.
61.0   Identify the current relevant regulations that govern security requirements at a U.S. Port or facility.
62.0   Describe the importance of conducting continuous security assessments at the seaport.
63.0   Describe the unique nature of a port as a potential terrorism target.
64.0   Identify and report weapons of mass destruction (WMD) incidents.
65.0   Use proper procedures for self-protection during a WMD incident.
66.0   Describe the forms of crime that can take place in the seaport environment.
67.0   Detect surveillance and suspicious activities.
68.0   Intercept and question people seeking entry to or within restricted areas.
69.0   Monitor, control, and report the movement of cleared and uncleared vehicles.
70.0   Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials.
71.0   Implement steps to minimize negative impacts of conflicts.
72.0   Manage emotions to allow for high performance.
73.0   Demonstrate understanding of basic concepts related to crises.
74.0   Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC).
75.0   Discuss the rights and responsibilities of correctional officers.
76.0   Identify institutional criminalities.
77.0   Identify inmate deception and manipulation.
78.0   Discuss prevention procedures and techniques for riot and disturbance control.
79.0   Explain classification procedures.
80.0   Identify, control and dispose of contraband.
81.0   Identify confinement procedures and cell and area searches.
82.0   Discuss security threat groups (STGs) in correctional facilities.
83.0   Identify rules and regulations pertaining to corrections in the Florida Statutes and Florida Administrative Code.
84.0   Discuss inmate transport methods.
85.0   Perform general computer application activities.
86.0   Understand the history, societal implications, underlying theories, and industry applications of GIS technology.
87.0   Understand map types, purposes, and information they depict.
88.0   Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems.
89.0   Create, change, and manipulate data used to create a map.
90.0   Layout and print maps.
91.0   Participate in job shadowing/work based learning experiences.
92.0   Demonstrate comprehension and communication of legal knowledge skills.

93.0   Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance.
94.0   Perform e-mail activities.
95.0   Demonstrate knowledge of legal operating systems.
96.0   Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
97.0   Develop communication skills in technical reading and writing of legal documents.
98.0   Demonstrate personal and interpersonal skills appropriate for the legal workplace.
99.0   Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
100.0   Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance.
101.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
102.0   Develop an awareness of the ALS certification requirements, rules and guidelines.
103.0   Demonstrate employability skills (ALS).

Florida Department of Education
Student Performance Standards

Program Title: **Criminal Justice Operations**
PSAV Number: **P430199**

Course Number: CJK 0120
Occupational Completion Point: A
Police Service Aide-Criminal Justice Operations – 450 Hours – SOC Code 33-3041

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.
     01.02   Identify the history and goals of the criminal justice system.
     01.03   Identify and describe career opportunities in the criminal justice system.
     01.04   Identify the prerequisites for job entry into the criminal justice system.
     01.05   Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.

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.
     02.02   Apply standards of professionalism in the criminal justice system.

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.
     03.02   Identify constitutional law as it applies to the criminal justice system.
     03.03   Distinguish between state and federal laws.
     03.04   Differentiate between, and identify elements of, civil and criminal law.
     03.05   Discuss the impact of local ordinances.
     03.06   Describe criminal law procedures in Florida.

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.
     04.02   Describe the Florida court system as it applies to the criminal justice system.
     04.03   Describe the pretrial, trial, and post-trial processes.
     04.04   Describe the roles and responsibilities of the people involved in the trial processes.
     04.05   Describe the warrant and summons processes.
     04.06   Explain how to notify witnesses and defendants of court schedules.
     04.07   Demonstrate courtroom demeanor and participate in a mock trial.

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.
05.02 Identify law enforcement procedures related to juvenile delinquency.
05.03 Discuss Florida's juvenile court system, including procedures and alternative programs.
05.04 Discuss the juvenile corrections system, including alternative programs.
05.05 Analyze current trends in juvenile justice.

06.0 <u>Describe the correctional system</u>–The student will be able to:

06.01 Describe the history of corrections.
06.02 Differentiate between local, state, and federal correctional systems.
06.03 Compare and contrast different types of prison- and community-based programs.
06.04 Identify major correctional operations procedures and programs.
06.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.
06.06 Analyze current trends in correctional reform.
06.07 Identify the unique interpersonal skills required in communicating with inmates.

07.0 <u>Utilize personal, interpersonal, and communication skills</u>–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.
07.04 Create and demonstrate responsible ways of dealing with criticism.
07.05 Identify personal stressors and evaluate methods for resolution.
07.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.
07.07 Identify and plan solutions for situations that require crisis management and conflict resolution.
07.08 Use telecommunications to relay messages in a courteous, respectful way.
07.09 Explain the purpose and demonstrate the use of communication codes and the phonetic alphabet.
07.10 Describe the different types of communication equipment and identify protocols for their use.
07.11 Cultivate and document confidential informants
07.12 Identify interviewing techniques used with witnesses and victims.

08.0 <u>Demonstrate employability skills</u>–The student will be able to:

08.01 Identify sources of information regarding employment opportunities in criminal justice operations.
08.02 Identify advanced career options and training opportunities in the criminal justice profession.
08.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.
08.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.

08.05   Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.
08.06   Secure information about a particular job.
08.07   Complete a job resume.
08.08   Complete a job application.
08.09   Apply effective job interview techniques.
08.10   Describe how to make job changes appropriately.

09.0   <u>Describe and demonstrate characteristics and procedures of patrol</u>–The student will be able to:

09.01   State main duties and responsibilities of patrol officers.
09.02   Identify different patrol types and zones and evaluate the advantages and disadvantages of each.
09.03   Demonstrate defensive driving techniques (optional).
09.04   Read and interpret a map.
09.05   Analyze current trends in community-oriented policing.
09.06   Identify and describe procedures for dealing with domestic violence, including abuse and neglect.
09.07   Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.
09.08   Identify different patrol techniques.
09.09   Describe and demonstrate a traffic stop.
09.10   Describe and demonstrate the inspection of a vehicle and equipment.
09.11   Describe and demonstrate stop and frisk.
09.12   Describe how to establish rapport with a citizen.
09.13   Describe how to cultivate and document confidential informants.
09.14   Describe interview tactics with street informants and uncooperative witnesses

10.0   <u>Prepare written reports</u>–The student will be able to:

10.01   Identify the who-what-when-where-why-how elements of a report.
10.02   Describe the purpose of different types of reports.
10.03   Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
10.04   Identify and locate state statutes as they pertain to situations being reported.
10.05   Create a probable-cause affidavit and write the affidavit on the form that was created.

11.0   <u>Describe and demonstrate traffic control procedures</u>–The student will be able to:

11.01   Evaluate traffic emergencies and explain the actions to be taken.
11.02   Describe how to position an emergency vehicle and personnel at a traffic accident scene.
11.03   Describe and demonstrate the use of barricades and traffic cones at a traffic accident scene.
11.04   Demonstrate proper use of hand signals, a whistle, and a flashlight for directing traffic.
11.05   Conduct a traffic accident investigation.
11.06   Complete a traffic crash report (current Highway Patrol form).
11.07   Describe and demonstrate the duties of a school crossing guard.

11.08   Describe and demonstrate parking enforcement procedures.
11.09   Describe the use, flow, and value of regulatory citations.

12.0   <u>Describe the use-of-force continuum and demonstrate defensive tactics and physical proficiency skills</u>–The student will be able to:

12.01   Describe the use of force continuum.
12.02   Describe legal issues pertaining to the use of force that include Tennessee v. Garner and Graham v. Conner.
12.03   Identify potential weapons.
12.04   Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation, excluding pressure points, handgun retention, and impact weapons (optional).
12.05   Demonstrate weapon safety and familiarization.
12.06   Describe the four elements of arrest.
12.07   Describe and demonstrate behaviors of physical wellness according to an individual's abilities.

13.0   <u>Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)</u>–The student will be able to:

13.01   Identify the four classes of fires and the extinguishing agents for each.
13.02   Identify electrical hazards, hazardous materials, and life threatening situations.
13.03   Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.
13.04   Apply basic first aid techniques.
13.05   Apply CPR and secure CPR certification.

14.0   <u>Describe procedures to prevent the transmission of sexually transmitted diseases, including aids and blood-borne pathogens</u>–The student will be able to:

14.01   Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.
14.02   Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.
14.03   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.
14.04   Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients following Center for Disease Control (CDC) guidelines.
14.05   Explain the legal aspects of AIDS, including testing.
14.06   Create a Campaign advertisement, brochure, or presentation illustrating knowledge of the legal aspects of AIDS.

15.0   <u>Describe and demonstrate criminal investigation procedures</u>–The student will be able to:

15.01   State the purpose and types of investigations.
15.02   Describe the responsibilities of law enforcement officers at the crime scene.
15.03   Describe the role of evidence in investigations.

15.04 Describe crime scene investigation procedures.
15.05 Secure and preserve a crime scene or mock crime scene.
15.06 Photograph a crime scene or mock crime scene and the evidence.
15.07 Take measurements at a crime scene or mock crime scene
15.08 Record facts about crime using recording equipment and note taking.
15.09 Sketch a crime scene or mock crime scene.
15.10 Assist in identifying, handling, preserving, collecting, recording, and storing evidence.
15.11 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression.
15.12 Assist in processing a crime scene or mock crime scene for fingerprints.
15.13 Describe the chain of custody of evidence.
15.14 Identify different search methods.
15.15 Describe effective interview skills and techniques for obtaining information from witnesses and victims in a major investigation.
15.16 Describe when subpoenas should and should not be used for witnesses.
15.17 Describe Miranda warning requirements in suspect interviews.
15.18 Describe and demonstrate effective interviewing skills in taking confessions.
15.19 Take a sworn statement from a witness and suspect.
15.20 Describe how to show witnesses photos of suspects for identification.
15.21 Document witness and suspect statements in a report.
15.22 Assemble a major case file with appropriate folders.
15.23 Describe how to prepare for court testimony.

16.0 Describe and demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography–The student will be able to:

16.01 Roll fingerprints.
16.02 Identify focal points.
16.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
16.04 Lift and record latent prints.
16.05 Describe blood-type identification procedures and DNA profiling.
16.06 Describe hair and fiber examination procedures.
16.07 Describe broken glass examination procedures.
16.08 Identify basic photo laboratory procedures and take photographs.

17.0 Demonstrate computer literacy–The student will be able to:

17.01 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.
17.02 Access databases for information.
17.03 Access a computer program for career selection and postsecondary education opportunities.
17.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.
17.05 Use a word processor as applicable in specific criminal justice occupations.

18.0 Apply job related math skills–The student will be able to:

18.01 Produce a graph, chart, or table associated with the Criminal Justice System.
18.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.
18.03 Measure time, temperature, distance, capacity, and mass/weight.
18.04 Make estimations and approximations and judge the reasonableness of the result.

19.0 Demonstrate an awareness of human diversity–The student will be able to:

19.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.
19.02 Identify methods of communication that may enhance human relations with culturally diverse communities.

20.0 Explain and demonstrate property control procedures–The student will be able to:

20.01 Classify, identify, and mark property.
20.02 Match properties with reports.
20.03 Describe storage and control of evidence, property, and supplies.
20.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.

21.0 Describe crime prevention programs and demonstrate their development and implementation–The student will be able to:

21.01 Identify community crime prevention programs.
21.02 Describe how to develop and implement school and community crime prevention programs.
21.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).
21.04 Identify and discuss local crime prevention programs and opportunities for participation.
21.05 Describe the importance and possible uses of crime analysis information.
21.06 Conduct a security survey.

22.0 Discuss entrepreneurship–The student will be able to:

22.01 Define entrepreneurship and its prevalence in the criminal justice system.
22.02 Describe the advantages, disadvantages, and risks of entrepreneurship in various criminal justice operations.
22.03 Compare the personal characteristics of a successful entrepreneur to those of a successful employee.
22.04 Identify business skills required to operate a small business efficiently and effectively and their relation to the operation of criminal justice programs.

23.0 Understand the requirements of Chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida–The student will be able to:

23.01 Discuss the necessity of regulation of the private security industry.
23.02 Define key terms listed in Chapter 493.6101, F.S.

23.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.

23.04 Explain the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.

23.05 Explain the licensure and posting requirements specified in Section 493.6106, F.S.

23.06 Explain the investigation procedures of a license applicant as stated in Section 493.6108, F.S.

23.07 Explain license contents and duration, and the requirement to carry such license as stated in Section 493.6111, F.S.

23.08 Explain the requirements of license renewal per Section 493.6113, F.S.

23.09 Explain the requirements of Section 493.6114, F.S., for canceling or inactivating a license.

23.10 Explain the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.

23.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.

23.12 Describe the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.

23.13 List the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.

23.14 List the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.

23.15 Explain the exceptions to wearing a uniform while on duty per Section 493.6305, F.S.

23.16 Discuss the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.

23.17 Discuss the uniform, badge and insignia restrictions listed in Section 843.085, F.S.

23.18 Explain the procedures for filing and investigating violations of Chapter 493, F.S. or 5N-1, F.A.C. in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.

23.19 Identify prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

23.20 Identify the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.

23.21 Discuss the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.

23.22 Discuss the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.

23.23 Identify security officer school/training curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.

24.0 <u>Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force</u>–The student will be able to:

24.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.

24.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)

24.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.

24.04 Define reasonable force and comprehend the liabilities and effects of the use of force.

24.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
24.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
24.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
24.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
24.09 Explain the proper response to a crime in progress.
24.10 Discuss the guidelines for client-requested searches.

25.0 Make observations and write reports concerning security incidents–The student will be able to:

25.01 Explain and demonstrate basic observation techniques.
25.02 Prepare sample reports common to the private security industry.

26.0 Conduct security duties regarding fire detection, suppression and life safety–The student will be able to:

26.01 Discuss the mission of the security officer regarding fires.
26.02 Define fire, highlighting the necessary ingredients.
26.03 Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
26.04 Explain how to prevent and control fires and notify the fire department.
26.05 Describe sodium fires and acids.
26.06 Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
26.07 Be familiar with life safety issues, such as firefighting equipment, life safety plans, fire detection, location and intensity, evacuation.
26.08 Explain Section 877.15, F.S., failure to control or report a dangerous fire.

27.0 Perform crime and accident prevention techniques–The student will be able to:

27.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
27.02 Explain methods of prevention including securing company equipment, property and reporting deficiencies.

28.0 Identify entrepreneurship opportunities in the private security industry–The student will be able to:

28.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
28.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
28.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
28.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.

28.05　Compare opportunities for starting a security business to other job opportunities in the security industry.

29.0　Demonstrate employability skills in the private security industry–The student will be able to:

29.01　Conduct a job search and identify advanced-training opportunities and requirements in the security industry.
29.02　Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.

30.0　Understand the importance of public and interagency relations–The student will be able to:

30.01　Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
30.02　Identify effective ways to communicate with elders, juveniles, trespassers and transients.

31.0　Demonstrate interpersonal communication skills–The student will be able to:

31.01　Identify the effects of threats or challenges which are directed toward the security officer.
31.02　Identify the effects of threats or challenges which are directed toward a citizen by the security officer.

32.0　Perform crowd control–The student will be able to:

32.01　Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
32.02　Discuss the characteristics of crowds.
32.03　Identify methods for directing the flow of crowd traffic.
32.04　Explain the importance of teamwork among security officers in crowd control situations.
32.05　Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
32.06　Demonstrate effective security officer behavior in crowd control situations.

33.0　Identify special problems for security–The student will be able to:

33.01　Discuss strategies of dealing with individual with disabilities, the emotionally distressed, elderly, juveniles, and transients and trespassers.
33.02　Define and identify controlled substances.
33.03　Identify the characteristics of an individual under the influence.
33.04　Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
33.05　Describe the history, scope, and types of violence and potential violence in the workplace.

33.06 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.

33.07 Discuss responding to violent behavior.

33.08 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

34.0 <u>Define international, domestic, secular, and religious terrorism</u>–The student will be able to:

34.01 Distinguish between international and domestic terrorist organizations.

34.02 Distinguish between secular and religious terrorism.

34.03 Discuss the role of extremism in terrorism.

35.0 <u>Discuss the history of terrorist organizations</u>–The student will be able to:

35.01 Identify goals, objectives and the structure of terrorist organizations in the United States.

35.02 Identify goals, objectives, the structure, and regions of operation of terrorist international terrorist organizations.

35.03 Articulate philosophical orientation of domestic and international terrorist organizations.

35.04 Compare and contrast domestic terrorist organizations to international terrorist organizations.

36.0 <u>Discuss the political, religious, operational, and financial aspects of terrorist organizations</u>–The student will be able to:

36.01 Identify funding sources of terrorist organizations.

36.02 Discuss recruitment of individuals by terrorist organizations.

36.03 Identify different hierarchy of terrorist organizations.

37.0 <u>Discuss protecting the Homeland vs. Civil liberties</u>–The student will be able to:

37.01 Explain the origin of the USA PATRIOT Act and its modifications, and impact.

37.02 Demonstrate interview and interrogation techniques.

37.03 Compare methods of intelligence techniques.

37.04 Debate the importance of protecting the Homeland while maintaining civil liberties.

38.0 <u>Discuss key components of a terrorist event</u>–The student will be able to:

38.01 Discuss the components of an operational planning process to handle terrorist events.

38.02 Discuss the role of homeland security when responding to emergencies.

38.03 Argue the role of the worldwide media as a significant factor in terrorism events.

38.04 Recognize pre-incident indicators of terrorist activities.

38.05 Discuss the concept of weapons of mass destruction.

38.06 Identify major types of weapons of mass destruction.

38.07 Describe the three main concepts in protective measures during a weapons of mass destruction event: time, distance, and shielding.

38.08 Describe the four elements of the Recognize, Avoid, Isolate, and Notify (RAIN) concept during a weapons of mass destruction event.

39.0 Locate and discuss bail bond laws, rules and regulations–The student will be able to:

39.01 Locate and discuss Chapters 648, Bail and 903, Regulation of Limited Surety Agents, in the Florida Statutes (F.S.).
39.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).

40.0 Discuss professional relationships of a bail bonds agent–The student will be able to:

40.01 Discuss the relationship between the agent and the client.
40.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.
40.03 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
40.04 Describe the relationship between the agent and the client's attorney, s. 648.44(1) (a), F.S.
40.05 Explain how to facilitate client enrollment into court-ordered programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)

41.0 Discuss the procedures of operating a bail bond agency–The student will be able to:

41.01 Identify the general office procedures of an agent, s. 648.285, F.S.
41.02 Discuss the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.
41.03 Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
41.04 Explain the appointment requirements and responsibilities of primary bail bond agents, s. 69B-051, F.A.C., and s. 648.387, F.S.

42.0 Explain arrest laws as they pertain to bail bonds agents–The student will be able to:

42.01 Explain the following statutes: s. 903.21, F.S., Method of surrender; exoneration of obligors; s. 903.22, F.S., Arrest of principal by surety before forfeiture; s. 903.29, F.S., Arrest of principal by surety after forfeiture; and s. 843.15, F.S., Bail jumping.
42.02 Discuss the following case law relating to arrest powers of Taylor v. Taintor – U.S. Supreme Court.
42.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S., including the agent's right to delegate arrest power, s. 648.30(3), F.S.; value of certified copy of bond, s. 903.21, F.S.; and positive identification of defendant,
42.04 Explain the custody and control of defendant after arrest by surety, including the most direct route to deliver defendant to court jurisdiction, surrender slip from detention facility, and DFS Statement of Surrender Form, s. 648.4425, F.S.
42.05 Describe the liability of the agent and of the surety company for false arrest.

43.0 Discuss arrest and search and seizure technique–The student will be able to:

43.01 Discuss skip tracing techniques, including estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.); and the importance of application, photograph, and certified copy of bond.
43.02 Demonstrate handcuffing techniques.
43.03 Check for weapons per the Florida Stop and Frisk Law. s. 901.151, F.S.

44.0 <u>Identify and discuss collateral and collateral risks</u>–The student will be able to:

44.01 Identify forms of collateral, s. 69B-135, F.A.C. and s. 648.442, F.S.
44.02 Discuss collateral risks.

45.0 <u>Discuss components of civil law</u>–The student will be able to:

45.01 Discuss intentional torts, such as malicious prosecution action, the six elements necessary in posing a Mal Pro action, and false arrest action and grounds for defense.
45.02 Explain the process 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.
45.03 Identify conduct to avoid a civil law suit.
45.04 Explain privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.

46.0 <u>Discuss components of criminal law</u>–The student will be able to:

46.01 Identify what constitutes a felony, misdemeanor, traffic offense and infraction.
46.02 Know the basic elements of a crime: Actus Reaus, Mens Rea, and Se Inter.
46.03 Explain specific intent relative to knowledge and motive.
46.04 Discuss liabilities for the crimes of others (18 U.S. Code Sec. 2 and Chapter 843, F.S. – Obstructing Justice) and forgery
46.05 Define common law, statutory law and rules and regulations of administrative branches.

47.0 <u>Explain the role of the parking enforcement specialist (PES)</u>–The student will be able to:

47.01 Explain the authority of the PES as outlined in Chapter 316.640, F.S.
47.02 Identify parking enforcement statutes included in Chapter 316, F.S.
47.03 Explain state and local penalties for parking violations/infractions.
47.04 Identify and define key terms relative to the PES contained in Chapter 316.003, F.S.
47.05 Discuss the enforcement of traffic laws and ordinances within jurisdictional limits.
47.06 Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.

48.0 <u>List the procedures of traffic crash scene management</u>–The student will be able to:

48.01 Discuss how to evaluate the crash scene for hazards upon approach.
48.02 Explain how to position patrol vehicle to protect the integrity of the crash area.
48.03 Demonstrate how to check for the extent of injuries.
48.04 Obtain or administer necessary medical assistance.
48.05 Determine needs of injured parties and request assistance, if necessary.

48.06   Explain how to implement theft prevention measures.
48.07   Discuss preservation of crash scene techniques.
48.08   Manage and direct assistance (tow truck, medical personnel, etc.)
48.09   Diagram alternate routes to restore traffic flow.

49.0   Demonstrate proficiency in first responder duties in emergency situations–The student will be able to:

49.01   Identify the requirements of the Traffic Crash Investigator (TCI) including locating and treating the subject, inquiring about possible injuries, notifying medical personnel, assessing the scene for possible hazards, and identifying potential hazards such as fallen power lines, roads, body fluids, vehicle fluids, open contaminated cargo, chemicals, and loads.

50.0   Conduct interviews to determine the who, what, when, and where of the traffic crash–The student will be able to:

50.01   Identify the primary factors that influence the success of an interview.
50.02   Explain procedures for interviewing independent witnesses and drivers.
50.03   Compare and contrast each driver's and witness's interpretation of the crash.
50.04   Identify the three procedures used for interview and interrogation documentation.
50.05   Explain the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.

51.0   Discuss the signs of impairment–The student will be able to:

51.01   Describe the signs of alcohol impairment and how these often mimic other impairments and pre-existing conditions.
51.02   Define driving under the influence of an alcoholic beverage and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.
51.03   Identify "normal faculties" of an unimpaired individual.

52.0   Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation–The student will be able to:

52.01   Define key legal terms relative to the traffic crash investigation.
52.02   Explain the purposes of traffic crash reporting and investigating.
52.03   Identify the uses of a traffic crash report.
52.04   Identify the sources of information for each entry on the forms.
52.05   Create a crash diagram.
52.06   Analyze of detailed information concerning a crash.
52.07   Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
52.08   Identify the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
52.09   Identify the basic types of law violations that occur because of the crash.
52.10   Explain the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S. that has resulted in a traffic crash.

52.11   Complete the appropriate traffic crash investigation form according to Florida Statutes.
52.12   Assess the cause of collision based on crash diagrams.

53.0   Explain and apply techniques of recording the crime scene and related evidence on film, disc and video–The student will be able to:

53.01   Use a camera to document the crime scene and related evidentiary materials.
53.02   Explain written documentation procedures, specialized photo equipment, and light sources used in evidence collection and detection.

54.0   Discuss and apply procedures for collection and development of evidence–The student will be able to:

54.01   Apply basic principles of crime scene investigation.
54.02   Explain and demonstrate skill in specialized crime scene procedures.
54.03   Prepare crime scene related documents.
54.04   Discuss the coordination of crime scene investigation with other investigative personnel and agencies.
54.05   Explain the capabilities of a full-service crime lab.
54.06   Explain the chain of custody of evidence and submission protocols.
54.07   Determine appropriate collection, preserving, marking and packaging methods of crime scene evidence, including perishable items and biological and autopsy evidence

55.0   Discuss and apply fingerprint development and preservation techniques–The student will be able to:

55.01   Identify techniques involved in the detection, enhancement and recovery of latent fingerprints.
55.02   Demonstrate appropriate application of fingerprint processing techniques.
55.03   Explain the Henry Modified system of fingerprint classification.
55.04   Classify fingerprints using the Henry Modified system.
55.05   Demonstrate ability to roll standard prints.

56.0   Discuss and apply crime scene data gathering techniques–The student will be able to:

56.01   Explain methods used to locate the crime scene.
56.02   Explain the process of investigative note taking.
56.03   Develop a plan of action for conducting the crime scene investigation.

57.0   Demonstrate procedures for mapping, measuring, and logging the crime scene–The student will be able to:

57.01   Demonstrate proper procedures for searching a crime scene.
57.02   Determine the method to map, measure, and log the scene.
57.03   Sketch a crime scene or mock crime scene.
57.04   Locate the evidence in crime scene reproductions by taking the appropriate measurements.
57.05   Create the final crime scene sketch for courtroom presentation.

58.0 <u>Discuss crime scene safety</u>–The student will be able to:

    58.01 Discuss the potential health and safety hazards one could encounter at a crime scene.
    58.02 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
    58.03 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.
    58.04 Discuss emergency procedures involving personal risk in a crime scene situation.
    58.05 Identify and explain the use of protective equipment for crime scene processing.

59.0 <u>Explain the primary processes and activities that occur on a port</u>–The student will be able to:

    59.01 Identify the type of port (i.e., cargo port and/or a cruise ship port).
    59.02 Define the primary processes and activities that most commonly occur at each type of port.

60.0 <u>Explain the importance of safety and security at seaports</u>–The student will be able to:

    60.01 Analyze current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.
    60.02 Describe security issues surrounding the facilities and equipment most commonly used at a port.

61.0 <u>Identify the current relevant regulations that govern security requirements at a U.S. port or facility</u>–The student will be able to:

    61.01 Identify the regulations that govern international maritime transportation security.
    61.02 Identify the regulations that govern U.S. maritime transportation security.
    61.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.
    61.04 Compare and contrast the international, U.S., and Florida port security regulations.

62.0 <u>Describe the importance of conducting continuous security assessments at the seaport</u>–The student will be able to:

    62.01 Identify the purpose of a security assessment.
    62.02 Identify the basic steps in conducting an on-scene survey.

63.0 <u>Describe the unique nature of a port as a potential terrorism target</u>–The student will be able to:

    63.01 Describe the unique nature of a port as a potential terrorist target.
    63.02 Identify potential targets of terrorism at a port.
    63.03 Discuss potential areas where security personnel could possibly prevent an attack from happening.
    63.04 Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.

64.0 <u>Identify and report weapons of mass destruction (WMD) incidents</u>–The student will be able to:

64.01 Identify pre-incident indicators of WMD.
64.02 Identify signs and symptoms common to initial victims of a WMD-related incident or event.
64.03 Describe possible motivations of a terrorist using Chemical, Biological, Radiological, Nuclear and Enhanced Conventional Weapons (CBRNE).
64.04 Describe the characteristics of WMD incidents.

65.0 <u>Use proper procedures for self-protection during a WMD incident</u>–The student will be able to:

65.01 Describe the three main concepts in protective measures during a WMD incident: time, distance and shielding.
65.02 Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.

66.0 <u>Describe the forms of crime that can take place in the seaport environment</u>–The student will be able to:

66.01 List the range of crimes associated with criminal activities in ports.
66.02 Describe basic statistics on criminal activity in ports in terms of types of illegal activities.

67.0 <u>Detect surveillance and suspicious activities</u>–The student will be able to:

67.01 Identify suspicious behavior (including post 9/11 changes).
67.02 Discuss characteristics and behaviors of persons likely to threaten security.
67.03 Identify and respond appropriately to elicitation.
67.04 Evaluate and report indicators of surveillance and suspicious activities.

68.0 <u>Intercept and question people seeking entry to or within restricted areas</u>–The student will be able to:

68.01 List questions for interception of people seeking entry to or within restricted seaport areas.
68.02 Apply questioning techniques when encountering people seeking entry to or within restricted seaport areas.

69.0 <u>Monitor, control, and report the movement of cleared and uncleared vehicles</u>–The student will be able to:

69.01 Name the sections of Title 33 CFR and state and local laws that address vehicle screening and inspection.
69.02 Identify and discuss methods of monitoring the movement of all vehicles within the facility.
69.03 Identify and discuss ways to monitor vehicle-borne materials entering the port facility from landside.
69.04 Demonstrate proficiency in completing a vehicle log.

70.0 Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials–The student will be able to:

70.01 Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
70.02 Identify types of conventional weapons which could be included in a port's prohibited list.

71.0 Implement steps to minimize negative impacts of conflicts–The student will be able to:

71.01 Discuss situations where conflict can be constructive.
71.02 Discuss situations where conflict can be destructive.

72.0 Manage emotions to allow for high performance–The student will be able to:

72.01 Describe the role of stress on human performance.
72.02 Describe effective anger management strategies.

73.0 Demonstrate understanding of basic concepts related to crises–The student will be able to:

73.01 Define crisis.
73.02 Explain procedures for responding to a crisis.
73.03 Describe events to expect during a crisis.
73.04 Describe the tasks of the crisis manager during a crisis.

74.0 Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC)–The student will be able to:

74.01 Identify the primary responsibilities of the Criminal Justice Standards and Training Commission as established by statute (Chapter 943, F.S.)
74.02 Explain the mandates of Section 943.17 (1)(e), Florida Statutes

75.0 Discuss the rights and responsibilities of correctional officers–The student will be able to:

75.01 Explain the primary responsibilities of a correctional officer.
75.02 Explain the circumstances under which a correctional officer may inspect legal correspondence.
75.03 Discuss the circumstances under which a correctional officer may move an inmate to isolation status before a hearing.
75.04 Discuss the correctional officer's responsibility to conduct inmate searches.
75.05 Discuss the correctional officer's duty to search visitors.

76.0 Identify institutional criminalities–The student will be able to:

76.01 List the types of crimes that occur within a correctional setting.
76.02 Identify factors that impact and influence institutional criminality.
76.03 Compare and contrast the leading motives for single and multiple assailant events.

77.0 Identify inmate deception and manipulation–The student will be able to:

77.01   Identify reasons inmates engage in manipulation and deception of staff.
77.02   Identify ways to recognize of manipulation and deception.
77.03   Identify factors in selection of a staff victim of inmate deception and manipulation.
77.04   Identify methods which inmates use to gather information about staff for deception and manipulation.
77.05   Identify methods inmates use to verify information concerning staff.
77.06   List methods used by inmates to deceive or manipulate staff.
77.07   Distinguish between friendliness and familiarity.
77.08   Explain the effects of a correctional officer exhibiting excessive friendliness, over familiarization, and favoritism.

78.0   Discuss prevention procedures and techniques for riot and disturbance control–The student will be able to:

78.01   Define "riot" in a correctional setting.
78.02   Identify causal factors for riots and disturbances.
78.03   List indicators of facility tension often preceding riots and disturbances.
78.04   Discuss the correctional officer's responsibilities upon discovering a disturbance.
78.05   Identify guidelines to follow in the event the corrections officer is taken hostage within a correctional facility.

79.0   Explain classification procedures–The student will be able to:

79.01   Define classification as it pertains to categorizing inmates.
79.02   Classify individuals presented in scenarios into categories similar to those used in correctional facilities.

80.0   Identify, control and dispose of contraband–The student will be able to:

80.01   Define contraband and identify major categories of contraband.
80.02   Identify potential weapons in a corrections facility.
80.03   Explain the importance of controlling contraband.

81.0   Identify confinement procedures and cell and area searches–The student will be able to:

81.01   Identify and define the different types of confinement.
81.02   Identify and discuss the purposes of regular searches.
81.03   Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed.
81.04   Identify equipment/tools which may be needed for conducting a cell or area search.
81.05   Define "sally port."

82.0   Discuss security threat groups (STGS) in correctional facilities–The student will be able to:

82.01   Define the term security threat group(s) and the relationship to criminal street gangs.
82.02   Develop an understanding of the common identifiers, symbols, tattoos, graffiti, behavior, and physical evidence of gangs both in prison and on the streets.

82.03   Develop an understanding of the threat and propensity towards violence that these groups and their members pose to correctional staff, inmates/offenders, law enforcement and members of the community.

83.0   <u>Identify rules and regulations pertaining to corrections in the Florida Statutes and Florida Administrative Code</u>–The student will be able to:

83.01   Identify areas relevant to corrections, as outlined in the Florida Statutes.
83.02   Identify the role of the Florida Administrative Code in corrections.

84.0   <u>Discuss inmate transport methods</u>–The student will be able to:

84.01   Describe the elements of safe inmate transport.

85.0   <u>Perform general computer application activities</u>–The student will be able to:

85.01   Demonstrate basic computer file management skills.
85.02   Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
85.03   Use spreadsheet, presentation software, and integrated software packages to enhance communication.
85.04   Use computer networks (e.g., Internet, on-line databases) to facilitate collaborative or individual learning and communication.
85.05   Use computers to access, retrieve, organize, process, maintain, interpret, and evaluate data and information.

86.0   <u>Understand the history, societal implications, underlying theories, and industry applications of GIS technology</u>–The student will be able to:

86.01   Discuss the history and societal implications of mapping, GIS, and remote sensing.
86.02   Describe the underlying theories of GIS and remote sensing technologies.
86.03   Identify industry applications for GIS technology.

87.0   <u>Understand map types, purposes, and information they depict</u>–The student will be able to:

87.01   Compare and contrast various forms of maps in terms of purpose, information, and application.
87.02   Convert latitude and longitude information between DMS and DD forms.
87.03   Identify sources of GIS information and their applicability to GIS projects.
87.04   Demonstrate how to read a topographical map

88.0   <u>Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems</u>–The student will be able to:

88.01   Identify terminology associated with map coordinate systems and location.
88.02   Interpret location using the Geographic Coordinate System to identify absolute location.

88.03 Identify terminology associated with maps, map scale, map projections, and orienteering.
88.04 Explain the Universe Transverse Mercator (UTM) coordinate system.
88.05 Interpret locations using the UTM coordinate system.
88.06 Demonstrate an understanding of how maps are created using aerial photography.

89.0 <u>Create, change, and manipulate data used to create a map</u>–The student will be able to:

89.01 Identify the primary components of the GIS Project Management Model.
89.02 Utilize a GPS unit to collect waypoints, measure distance, and calculate area.
89.03 Create and customize a localized satellite map scenario using an appropriate GIS software application.
89.04 Demonstrate the use of zooming, identifying, bookmarks, selecting, and panning tools.
89.05 Explain the components of the map display and the tools in the tool bars of common mapping software.
89.06 Explain the need for and uses of metadata.
89.07 Demonstrate geocoding addresses, heads-up digitizing, editing symbols, clipping data layers, and creating buffers.
89.08 Demonstrate various styles of displaying symbols of data, sorting querying, and selection techniques.
89.09 Demonstrate editing feature data.
89.10 Explain spatial reference.
89.11 Demonstrate how to georeference an Image Data Layer and add Control Points.

90.0 <u>Layout and print maps</u>–The student will be able to:

90.01 Demonstrate the ability to define page margins and parameters for printing a specific size.
90.02 Demonstrate effective use of map elements that must be included in a map including title, author, data, legend, scale bar, north arrow.
90.03 Demonstrate effective use of page space through map scale and frame size.
90.04 Demonstrate process of creating digital archives of maps utilizing the export command.

91.0 <u>Participate in job shadowing/work based learning experiences</u>–The student will be able to:

91.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.
91.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.
91.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.

2013 – 2014

Florida Department of Education
Student Performance Standards

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

Course Description:

This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science						
Algebra 1	^^	**Biology 1**	#	**Anatomy/Physiology Honors**	#	**Astronomy Solar/Galactic Honors**	#
Algebra 2	^^	**Chemistry 1**	#	**Genetics**	#	**Marine Science 1 Honors**	#
Geometry	^^	**Physics 1**	#	**Earth-Space Science**	#	**Physical Science**	#

^^   *Alignment pending full implementation of the*   **   *Alignment pending review*
       Common Core State Standards for Mathematics.   #   *Alignment attempted, but no correlation to academic course.*

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.
01.02   Identify the history and goals of the criminal justice system.
01.03   Identify and describe career opportunities in the criminal justice system.
01.04   Identify the prerequisites for job entry into the criminal justice system.
01.05   Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.

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.
02.02   Apply standards of professionalism in the criminal justice system.

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.
03.02   Identify constitutional law as it applies to the criminal justice system.
03.03   Distinguish between state and federal laws.

03.04 Differentiate between, and identify elements of, civil and criminal law.
03.05 Discuss the impact of local ordinances.
03.06 Describe criminal law procedures in Florida.

04.0 <u>Describe court systems and trial processes</u>–The student will be able to:

04.01 Describe the federal court system as it applies to the criminal justice system.
04.02 Describe the Florida court system as it applies to the criminal justice system.
04.03 Describe the pretrial, trial, and post-trial processes.
04.04 Describe the roles and responsibilities of the people involved in the trial processes.
04.05 Describe the warrant and summons processes.
04.06 Explain how to notify witnesses and defendants of court schedules.
04.07 Demonstrate courtroom demeanor and participate in a mock trial.

05.0 <u>Discuss the juvenile justice system</u>–The student will be able to:

05.01 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.
05.02 Identify law enforcement procedures related to juvenile delinquency.
05.03 Discuss Florida's juvenile court system, including procedures and alternative programs.
05.04 Discuss the juvenile corrections system, including alternative programs.
05.05 Analyze current trends in juvenile justice.

06.0 <u>Describe the correctional system</u>–The student will be able to:

06.01 Describe the history of corrections.
06.02 Differentiate between local, state, and federal correctional systems.
06.03 Compare and contrast different types of prison- and community-based programs.
06.04 Identify major correctional operations procedures and programs.
06.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.
06.06 Analyze current trends in correctional reform.
06.07 Identify the unique interpersonal skills required in communicating with inmates.

07.0 <u>Utilize personal, interpersonal, and communication skills</u>–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.
07.04 Create and demonstrate responsible ways of dealing with criticism.
07.05 Identify personal stressors and evaluate methods for resolution.
07.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.
07.07 Identify and plan solutions for situations that require crisis management and conflict resolution.
07.08 Use telecommunications to relay messages in a courteous, respectful way.
07.09 Explain the purpose and demonstrate the use of communication codes and the phonetic alphabet.

07.10 Describe the different types of communication equipment and identify protocols for their use.

07.11 Cultivate and document confidential informants

07.12 Identify interviewing techniques used with witnesses and victims.

08.0 <u>Demonstrate employability skills</u>–The student will be able to:

08.01 Identify sources of information regarding employment opportunities in criminal justice operations.

08.02 Identify advanced career options and training opportunities in the criminal justice profession.

08.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.

08.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.

08.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.

08.06 Secure information about a particular job.

08.07 Complete a job resume.

08.08 Complete a job application.

08.09 Apply effective job interview techniques.

08.10 Describe how to make job changes appropriately.

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Florida Department of Education
Student Performance Standards

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

Course Description:

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	**Biology 1**	#	**Anatomy/Physiology Honors**	2/53 4%	**Astronomy Solar/Galactic Honors**	#
Algebra 2	^^	**Chemistry 1**	#	**Genetics**	2/35 6%	**Marine Science 1 Honors**	1/42 2%
Geometry	^^	**Physics 1**	#	**Earth-Space Science**	1/58 2%	**Physical Science**	4/56 7%

^^ *Alignment pending full implementation of the*   ** *Alignment pending review*
   Common Core State Standards for Mathematics.   # *Alignment attempted, but no correlation to academic course.*

09.0   <u>Describe and demonstrate characteristics and procedures of patrol</u>–The student will be able to:

   09.01 State main duties and responsibilities of patrol officers.
   09.02 Identify different patrol types and zones and evaluate the advantages and disadvantages of each.
   09.03 Demonstrate defensive driving techniques (optional).
   09.04 Read and interpret a map.
   09.05 Analyze current trends in community-oriented policing.
   09.06 Identify and describe procedures for dealing with domestic violence, including abuse and neglect.
   09.07 Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.
   09.08 Identify different patrol techniques.
   09.09 Describe and demonstrate a traffic stop.
   09.10 Describe and demonstrate the inspection of a vehicle and equipment.
   09.11 Describe and demonstrate stop and frisk.
   09.12 Describe how to establish rapport with a citizen.
   09.13 Describe how to cultivate and document confidential informants.
   09.14 Describe interview tactics with street informants and uncooperative witnesses

10.0   Prepare written reports–The student will be able to:

   10.01   Identify the who-what-when-where-why-how elements of a report.
   10.02   Describe the purpose of different types of reports.
   10.03   Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
   10.04   Identify and locate state statutes as they pertain to situations being reported.
   10.05   Create a probable-cause affidavit and write the affidavit on the form that was created.

11.0   Describe and demonstrate traffic control procedures–The student will be able to:

   11.01   Evaluate traffic emergencies and explain the actions to be taken.
   11.02   Describe how to position an emergency vehicle and personnel at a traffic accident scene.
   11.03   Describe and demonstrate the use of barricades and traffic cones at a traffic accident scene.
   11.04   Demonstrate proper use of hand signals, a whistle, and a flashlight for directing traffic.
   11.05   Conduct a traffic accident investigation.
   11.06   Complete a traffic crash report (current Highway Patrol form).
   11.07   Describe and demonstrate the duties of a school crossing guard.
   11.08   Describe and demonstrate parking enforcement procedures.
   11.09   Describe the use, flow, and value of regulatory citations.

12.0   Describe the use-of-force continuum and demonstrate defensive tactics and physical proficiency skills–The student will be able to:

   12.01   Describe the use of force continuum.
   12.02   Describe legal issues pertaining to the use of force that include Tennessee v. Garner and Graham v. Conner.
   12.03   Identify potential weapons.
   12.04   Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation, excluding pressure points, handgun retention, and impact weapons (optional).
   12.05   Demonstrate weapon safety and familiarization.
   12.06   Describe the four elements of arrest.
   12.07   Describe and demonstrate behaviors of physical wellness according to an individual's abilities.

13.0   Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)–The student will be able to:

        This standard supports the following Next Generation Sunshine State Standards:
        SC.912.L.14.35; SC.912.L.17.16; SC.912.L.18.11; SC.912.N.2.1; SC.912.N.3.1;
        SC.912.P.10.4, 5; SC.912.P.12.12

   13.01   Identify the four classes of fires and the extinguishing agents for each.
   13.02   Identify electrical hazards, hazardous materials, and life threatening situations.

13.03   Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.

13.04   Apply basic first aid techniques.

13.05   Apply CPR and secure CPR certification.

14.0   <u>Describe procedures to prevent the transmission of sexually transmitted diseases, including aids and blood-borne pathogens</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.7

14.01   Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.

14.02   Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.

14.03   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.

14.04   Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients following Center for Disease Control (CDC) guidelines.

14.05   Explain the legal aspects of AIDS, including testing.

14.06   Create a Campaign advertisement, brochure, or presentation illustrating knowledge of the legal aspects of AIDS.

Florida Department of Education
Student Performance Standards

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

Course Description:

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	**Biology 1**	1/56 2%	**Anatomy/Physiology Honors**	#	**Astronomy Solar/Galactic Honors**	#
Algebra 2	^^	**Chemistry 1**	#	**Genetics**	3/35 9%	**Marine Science 1 Honors**	#
Geometry	^^	**Physics 1**	3/53 6%	**Earth-Space Science**	#	**Physical Science**	1/56 2%

^^   *Alignment pending full implementation of the*   **   *Alignment pending review*
    Common Core State Standards for Mathematics.   #   *Alignment attempted, but no correlation to academic course.*

15.0   <u>Describe and demonstrate criminal investigation procedures</u>–The student will be able to:

    15.01   State the purpose and types of investigations.
    15.02   Describe the responsibilities of law enforcement officers at the crime scene.
    15.03   Describe the role of evidence in investigations.
    15.04   Describe crime scene investigation procedures.
    15.05   Secure and preserve a crime scene or mock crime scene.
    15.06   Photograph a crime scene or mock crime scene and the evidence.
    15.07   Take measurements at a crime scene or mock crime scene
    15.08   Record facts about crime using recording equipment and note taking.
    15.09   Sketch a crime scene or mock crime scene.
    15.10   Assist in identifying, handling, preserving, collecting, recording, and storing evidence.
    15.11   Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression.
    15.12   Assist in processing a crime scene or mock crime scene for fingerprints.
    15.13   Describe the chain of custody of evidence.
    15.14   Identify different search methods.
    15.15   Describe effective interview skills and techniques for obtaining information from witnesses and victims in a major investigation.
    15.16   Describe when subpoenas should and should not be used for witnesses.
    15.17   Describe Miranda warning requirements in suspect interviews.

15.18 Describe and demonstrate effective interviewing skills in taking confessions.
15.19 Take a sworn statement from a witness and suspect.
15.20 Describe how to show witnesses photos of suspects for identification.
15.21 Document witness and suspect statements in a report.
15.22 Assemble a major case file with appropriate folders.
15.23 Describe how to prepare for court testimony.

16.0 <u>Describe and demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.4; SC.912.L.16.1, 3, 9; SC.912.P.8.2; SC.912.P.10.22

16.01 Roll fingerprints.
16.02 Identify focal points.
16.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
16.04 Lift and record latent prints.
16.05 Describe blood-type identification procedures and DNA profiling.
16.06 Describe hair and fiber examination procedures.
16.07 Describe broken glass examination procedures.
16.08 Identify basic photo laboratory procedures and take photographs.

17.0 <u>Demonstrate computer literacy</u>–The student will be able to:

17.01 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.
17.02 Access databases for information.
17.03 Access a computer program for career selection and postsecondary education opportunities.
17.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.
17.05 Use a word processor as applicable in specific criminal justice occupations.

18.0 <u>Apply job related math skills</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1; SC.912.P.12.4

18.01 Produce a graph, chart, or table associated with the Criminal Justice System.
18.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.
18.03 Measure time, temperature, distance, capacity, and mass/weight.
18.04 Make estimations and approximations and judge the reasonableness of the result.

19.0 <u>Demonstrate an awareness of human diversity</u>–The student will be able to:

19.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.

19.02 Identify methods of communication that may enhance human relations with culturally diverse communities.

20.0 <u>Explain and demonstrate property control procedures</u>–The student will be able to:

20.01 Classify, identify, and mark property.
20.02 Match properties with reports.
20.03 Describe storage and control of evidence, property, and supplies.
20.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.

21.0 <u>Describe crime prevention programs and demonstrate their development and implementation</u>–The student will be able to:

21.01 Identify community crime prevention programs.
21.02 Describe how to develop and implement school and community crime prevention programs.
21.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).
21.04 Identify and discuss local crime prevention programs and opportunities for participation.
21.05 Describe the importance and possible uses of crime analysis information.
21.06 Conduct a security survey.

22.0 <u>Discuss entrepreneurship</u>–The student will be able to:

22.01 Define entrepreneurship and its prevalence in the criminal justice system.
22.02 Describe the advantages, disadvantages, and risks of entrepreneurship in various criminal justice operations.
22.03 Compare the personal characteristics of a successful entrepreneur to those of a successful employee.
22.04 Identify business skills required to operate a small business efficiently and effectively and their relation to the operation of criminal justice programs.

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Florida Department of Education
Student Performance Standards

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

Course Description:

This course offers two (2) tracks and is intended to provide flexibility for students in the last year of the Criminal Justice program.

Track 1 is divided into eight (8) options consisting of Standards 23 – 91. This track is focused on the criminal justice system. Four (4) of these options should be selected to complete this one credit course.

Track 2 is comprised of Standards 92 – 103 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.

TRACK 1

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science				
Algebra 1	^^	**Biology 1**	7/56 13%	**Anatomy/Physiology Honors**	2/53 4%	**Astronomy Solar/Galactic Honors**	13/52 25%
Algebra 2	^^	**Chemistry 1**	4/55 7%	**Genetics**	#	**Marine Science 1 Honors**	#
Geometry	^^	**Physics 1**	#	**Earth-Space Science**	#	**Physical Science**	#

^^ *Alignment pending full implementation of the*   ** *Alignment pending review*
   Common Core State Standards for Mathematics.   # *Alignment attempted, but no correlation to academic course.*

Option 1: Private Security Officer:

23.0   Understand the requirements of chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida–The student will be able to:

23.01   Discuss the necessity of regulation of the private security industry.
23.02   Define key terms listed in Chapter 493.6101, F.S.
23.03   Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
23.04   Explain the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
23.05   Explain the licensure and posting requirements specified in Section 493.6106, F.S.

23.06 Explain the investigation procedures of a license applicant as stated in Section 493.6108, F.S.

23.07 Explain license contents and duration, and the requirement to carry such license as stated in Section 493.6111, F.S.

23.08 Explain the requirements of license renewal per Section 493.6113, F.S.

23.09 Explain the requirements of Section 493.6114, F.S., for canceling or inactivating a license.

23.10 Explain the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.

23.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.

23.12 Describe the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.

23.13 List the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.

23.14 List the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.

23.15 Explain the exceptions to wearing a uniform while on duty per Section 493.6305, F.S.

23.16 Discuss the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.

23.17 Discuss the uniform, badge and insignia restrictions listed in Section 843.085, F.S.

23.18 Explain the procedures for filing and investigating violations of Chapter 493, F.S. or 5N-1, F.A.C. in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.

23.19 Identify prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

23.20 Identify the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.

23.21 Discuss the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.

23.22 Discuss the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.

23.23 Identify security officer school/training curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.

24.0 <u>Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force</u>–The student will be able to:

24.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.

24.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft).

24.03 Know the types of force, and purposes of its use, as stated in Chapter 776.

24.04 Define reasonable force and comprehend the liabilities and effects of the use of force.

24.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.

24.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.

24.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.

24.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.

24.09   Explain the proper response to a crime in progress.
24.10   Discuss the guidelines for client-requested searches.

25.0   <u>Make observations and write reports concerning security incidents</u>–The student will be able to:

25.01   Explain and demonstrate basic observation techniques.
25.02   Prepare sample reports common to the private security industry.

26.0   <u>Conduct security duties regarding fire detection, suppression and life safety</u>–The student will be able to:

26.01   Discuss the mission of the security officer regarding fires.
26.02   Define fire, highlighting the necessary ingredients.
26.03   Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
26.04   Explain how to prevent and control fires and notify the fire department.
26.05   Describe sodium fires and acids.
26.06   Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
26.07   Be familiar with life safety issues, such as firefighting equipment, life safety plans, fire detection, location and intensity, evacuation.
26.08   Explain Section 877.15, F.S., failure to control or report a dangerous fire.

27.0   <u>Perform crime and accident prevention techniques</u>–The student will be able to:

27.01   Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
27.02   Explain methods of prevention including securing company equipment, property and reporting deficiencies.

28.0   <u>Identify entrepreneurship opportunities in the private security industry</u>–The student will be able to:

28.01   Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
28.02   Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
28.03   Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
28.04   Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.
28.05   Compare opportunities for starting a security business to other job opportunities in the security industry.

29.0   <u>Demonstrate employability skills in the private security industry</u>–The student will be able to:

29.01   Conduct a job search and identify advanced-training opportunities and requirements in the security industry.

29.02 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.

30.0 Understand the importance of public and interagency relations–The student will be able to:

30.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
30.02 Identify effective ways to communicate with elders, juveniles, trespassers and transients.

31.0 Demonstrate interpersonal communication skills–The student will be able to:

31.01 Identify the effects of threats or challenges which are directed toward the security officer.
31.02 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.

32.0 Perform crowd control–The student will be able to:

32.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
32.02 Discuss the characteristics of crowds.
32.03 Identify methods for directing the flow of crowd traffic.
32.04 Explain the importance of teamwork among security officers in crowd control situations.
32.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
32.06 Demonstrate effective security officer behavior in crowd control situations.

33.0 Identify special problems for security–The student will be able to:

33.01 Discuss strategies of dealing with individual with disabilities, the emotionally distressed, elderly, juveniles, and transients and trespassers.
33.02 Define and identify controlled substances.
33.03 33.03 Identify the characteristics of an individual under the influence.
33.04 33.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
33.05 Describe the history, scope, and types of violence and potential violence in the workplace.
33.06 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
33.07 Discuss responding to violent behavior.
33.08 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

Option 2: Homeland Security

The purpose of this option is familiarizing students with situations specific to homeland security.

34.0 Define international, domestic, secular, and religious terrorism–The student will be able to:

34.01   Distinguish between international and domestic terrorist organizations.
34.02   Distinguish between secular and religious terrorism.
34.03   Discuss the role of extremism in terrorism.

35.0   <u>Discuss the history of terrorist organizations</u>–The student will be able to:

35.01   Identify goals, objectives and the structure of terrorist organizations in the United States.
35.02   Identify goals, objectives, the structure, and regions of operation of terrorist international terrorist organizations.
35.03   Articulate philosophical orientation of domestic and international terrorist organizations.
35.04   Compare and contrast domestic terrorist organizations to international terrorist organizations.

36.0   <u>Discuss the political, religious, operational, and financial aspects of terrorist organizations</u>– The student will be able to:

36.01   Identify funding sources of terrorist organizations.
36.02   Discuss recruitment of individuals by terrorist organizations.
36.03   Identify different hierarchy of terrorist organizations.

37.0   <u>Discuss protecting the Homeland vs. Civil liberties</u>–The student will be able to:

37.01   Explain the origin of the USA PATRIOT Act and its modifications, and impact.
37.02   Demonstrate interview and interrogation techniques.
37.03   Compare methods of intelligence techniques.
37.04   Debate the importance of protecting the Homeland while maintaining civil liberties.

38.0   <u>Discuss key components of a terrorist event</u>–The student will be able to:

38.01   Discuss the components of an operational planning process to handle terrorist events.
38.02   Discuss the role of homeland security when responding to emergencies.
38.03   Argue the role of the worldwide media as a significant factor in terrorism events.
38.04   Recognize pre-incident indicators of terrorist activities.
38.05   Discuss the concept of weapons of mass destruction.
38.06   Identify major types of weapons of mass destruction.
38.07   Describe the three main concepts in protective measures during a weapons of mass destruction event: time, distance, and shielding.
38.08   Describe the four elements of the Recognize, Avoid, Isolate, and Notify (RAIN) concept during a weapons of mass destruction event.

Option 3: Bail Bond Agent

The purpose of this option is to introduce students to the area of bail bonds agents (SOC 12-2099) and advanced training in the bail bonding industry.

39.0   <u>Locate and discuss bail bond laws, rules and regulations</u>–The student will be able to:

39.01 Locate and discuss Chapters 648, Bail and 903, Regulation of Limited Surety Agents, in the Florida Statutes (F.S.).

39.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).

40.0 Discuss professional relationships of a bail bonds agent–The student will be able to:

40.01 Discuss the relationship between the agent and the client.

40.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.

40.03 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.

40.04 Describe the relationship between the agent and the client's attorney, s. 648.44(1) (a), F.S.

40.05 Explain how to facilitate client enrollment into court-ordered programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)

41.0 Discuss the procedures of operating a bail bond agency–The student will be able to:

41.01 Identify the general office procedures of an agent, s. 648.285, F.S.

41.02 Discuss the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.

41.03 Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.

41.04 Explain the appointment requirements and responsibilities of primary bail bond agents, s. 69B-051, F.A.C., and s. 648.387, F.S.

42.0 Explain arrest laws as they pertain to bail bonds agents–The student will be able to:

42.01 Explain the following statutes: s. 903.21, F.S., Method of surrender; exoneration of obligors; s. 903.22, F.S., Arrest of principal by surety before forfeiture; s. 903.29, F.S., Arrest of principal by surety after forfeiture; and s. 843.15, F.S., Bail jumping.

42.02 Discuss the following case law relating to arrest powers of Taylor v. Taintor – U.S. Supreme Court.

42.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S., including the agent's right to delegate arrest power, s. 648.30(3), F.S.; value of certified copy of bond, s. 903.21, F.S.; and positive identification of defendant.

42.04 Explain the custody and control of defendant after arrest by surety, including the most direct route to deliver defendant to court jurisdiction, surrender slip from detention facility, and DFS Statement of Surrender Form, s. 648.4425, F.S.

42.05 Describe the liability of the agent and of the surety company for false arrest.

43.0 Discuss arrest and search and seizure techniques–The student will be able to:

43.01 Discuss skip tracing techniques, including estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.; and the importance of application, photograph, and certified copy of bond.

43.02 Demonstrate handcuffing techniques.

43.03 Check for weapons per the Florida Stop and Frisk Law. s. 901.151, F.S.

44.0 Identify and discuss collateral and collateral risks–The student will be able to:

44.01   Identify forms of collateral, s. 69B-135, F.A.C. and s. 648.442, F.S.
44.02   Discuss collateral risks.

45.0   <u>Discuss components of civil law</u>–The student will be able to:

45.01   Discuss intentional torts, such as malicious prosecution action, the six elements necessary in posing a Mal Pro action, and false arrest action and grounds for defense.
45.02   Explain the process 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.
45.03   Identify conduct to avoid a civil law suit.
45.04   Explain privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.

46.0   <u>Discuss components of criminal law</u>–The student will be able to:

46.01   Identify what constitutes a felony, misdemeanor, traffic offense and infraction.
46.02   Know the basic elements of a crime: Actus Reaus, Mens Rea, and Se Inter.
46.03   Explain specific intent relative to knowledge and motive.
46.04   Discuss liabilities for the crimes of others (18 U.S. Code Sec. 2 and Chapter 843, F.S. – Obstructing Justice) and forgery.
46.05   Define common law, statutory law and rules and regulations of administrative branches.

Option 4: Police Service Aide

The purpose of this option is to introduce students to employment possibilities in the areas of Parking Enforcement Specialists (SOC 33-3041), Traffic Crash Investigators (SOC 33-3099), and Community Service officers/Police Service Aides (SOC 33-9099.99), Parking Enforcement Specialist (PES).

47.0   <u>Explain the role of the parking enforcement specialist (PES)</u>–The student will be able to:

47.01   Explain the authority of the PES as outlined in Chapter 316.640, F.S.
47.02   Identify parking enforcement statutes included in Chapter 316, F.S.
47.03   Explain state and local penalties for parking violations/infractions.
47.04   Identify and define key terms relative to the PES contained in Chapter 316.003, F.S.
47.05   Discuss the enforcement of traffic laws and ordinances within jurisdictional limits.
47.06   Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.

48.0   <u>List the procedures of traffic crash scene management</u>–The student will be able to:

48.01   Discuss how to evaluate the crash scene for hazards upon approach.
48.02   Explain how to position patrol vehicle to protect the integrity of the crash area.
48.03   Demonstrate how to check for the extent of injuries.
48.04   Obtain or administer necessary medical assistance.
48.05   Determine needs of injured parties and request assistance, if necessary.

48.06   Explain how to implement theft prevention measures.
48.07   Discuss preservation of crash scene techniques.
48.08   Manage and direct assistance (tow truck, medical personnel, etc.)
48.09   Diagram alternate routes to restore traffic flow.

49.0   Demonstrate proficiency in first responder duties in emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.34, 38

49.01   Identify the requirements of the Traffic Crash Investigator (TCI) including locating and treating the subject, inquiring about possible injuries, notifying medical personnel, assessing the scene for possible hazards, and identifying potential hazards such as fallen power lines, roads, body fluids, vehicle fluids, open contaminated cargo, chemicals, and loads.

50.0   Conduct interviews to determine the who, what, when, and where of the traffic crash–The student will be able to:

50.01   Identify the primary factors that influence the success of an interview.
50.02   Explain procedures for interviewing independent witnesses and drivers.
50.03   Compare and contrast each driver's and witness's interpretation of the crash.
50.04   Identify the three procedures used for interview and interrogation documentation.
50.05   Explain the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.

51.0   Discuss the signs of impairment–The student will be able to:

51.01   Describe the signs of alcohol impairment and how these often mimic other impairments and pre-existing conditions.
51.02   Define driving under the influence of an alcoholic beverage and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.
51.03   Identify "normal faculties" of an unimpaired individual.

52.0   Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation–The student will be able to:

52.01   Define key legal terms relative to the traffic crash investigation.
52.02   Explain the purposes of traffic crash reporting and investigating.
52.03   Identify the uses of a traffic crash report.
52.04   Identify the sources of information for each entry on the forms.
52.05   Create a crash diagram.
52.06   Analyze of detailed information concerning a crash.
52.07   Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
52.08   Identify the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
52.09   Identify the basic types of law violations that occur because of the crash.

52.10 Explain the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S. that has resulted in a traffic crash.

52.11 Complete the appropriate traffic crash investigation form according to Florida Statutes.

52.12 Assess the cause of collision based on crash diagrams.

Option 5: Crime Scene Technician

The purpose of this option is to prepare students for the 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 194092), Crime Scene Technician, 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.

53.0 Explain and apply techniques of recording the crime scene and related evidence on film, disc and video–The student will be able to:

53.01 Use a camera to document the crime scene and related evidentiary materials.

53.02 Explain written documentation procedures, specialized photo equipment, and light sources used in evidence collection and detection.

54.0 Discuss and apply procedures for collection and development of evidence–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 2, 3, 4, 5, 6, 7; SC.912.N.2.1, 2, 3, 5; SC.912.N.3.1

54.01 Apply basic principles of crime scene investigation.

54.02 Explain and demonstrate skill in specialized crime scene procedures.

54.03 Prepare crime scene related documents.

54.04 Discuss the coordination of crime scene investigation with other investigative personnel and agencies.

54.05 Explain the capabilities of a full-service crime lab.

54.06 Explain the chain of custody of evidence and submission protocols.

54.07 Determine appropriate collection, preserving, marking and packaging methods of crime scene evidence, including perishable items and biological and autopsy evidence.

55.0 Discuss and apply fingerprint development and preservation techniques–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1; SC.912.P.8.2, 6; SC.912.P.12.12

55.01 Identify techniques involved in the detection, enhancement and recovery of latent fingerprints.

55.02 Demonstrate appropriate application of fingerprint processing techniques.

55.03 Explain the Henry Modified system of fingerprint classification.

55.04 Classify fingerprints using the Henry Modified system.

55.05   Demonstrate ability to roll standard prints.

56.0   <u>Discuss and apply crime scene data gathering techniques</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1

56.01   Explain methods used to locate the crime scene.
56.02   Explain the process of investigative note taking.
56.03   Develop a plan of action for conducting the crime scene investigation.

57.0   <u>Demonstrate procedures for mapping, measuring, and logging the crime scene</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: MA.912.G.1.2; SC.912.N.3.5

57.01   Demonstrate proper procedures for searching a crime scene.
57.02   Determine the method to map, measure, and log the scene.
57.03   Sketch a crime scene or mock crime scene.
57.04   Locate the evidence in crime scene reproductions by taking the appropriate measurements.
57.05   Create the final crime scene sketch for courtroom presentation.

58.0   <u>Discuss crime scene safety</u>–The student will be able to:

58.01   Discuss the potential health and safety hazards one could encounter at a crime scene.
58.02   Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
58.03   Discuss state and federal regulations regarding hazardous materials as related to crime scenes.
58.04   Discuss emergency procedures involving personal risk in a crime scene situation.
58.05   Identify and explain the use of protective equipment for crime scene processing.

Option 6: Seaport Security Officer

The purpose of this program is to introduce students to employment opportunities as Seaport Security Officers.

59.0   <u>Explain the primary processes and activities that occur on a port</u>–The student will be able to:

59.01   Identify the type of port (i.e., cargo port and/or a cruise ship port).
59.02   Define the primary processes and activities that most commonly occur at each type of port.

60.0   <u>Explain the importance of safety and security at seaports</u>–The student will be able to:

60.01   Analyze current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.

60.02 Describe security issues surrounding the facilities and equipment most commonly used at a port.

61.0 Identify the current relevant regulations that govern security requirements at a U.S. port or facility–The student will be able to:

61.01 Identify the regulations that govern international maritime transportation security.
61.02 Identify the regulations that govern U.S. maritime transportation security.
61.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.
61.04 Compare and contrast the international, U.S., and Florida port security regulations.

62.0 Describe the importance of conducting continuous security assessments at the seaport– The student will be able to:

62.01 Identify the purpose of a security assessment.
62.02 Identify the basic steps in conducting an on-scene survey.

63.0 Describe the unique nature of a port as a potential terrorism target–The student will be able to:

63.01 Describe the unique nature of a port as a potential terrorist target.
63.02 Identify potential targets of terrorism at a port.
63.03 Discuss potential areas where security personnel could possibly prevent an attack from happening.
63.04 Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.

64.0 Identify and report weapons of mass destruction (WMD) incidents–The student will be able to:

64.01 Identify pre-incident indicators of WMD.
64.02 Identify signs and symptoms common to initial victims of a WMD-related incident or event.
64.03 Describe possible motivations of a terrorist using Chemical, Biological, Radiological, Nuclear and Enhanced Conventional Weapons (CBRNE).
64.04 Describe the characteristics of WMD incidents.

65.0 Use proper procedures for self-protection during a WMD incident–The student will be able to:

65.01 Describe the three main concepts in protective measures during a WMD incident: time, distance and shielding.
65.02 Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.

66.0 Describe the forms of crime that can take place in the seaport environment–The student will be able to:

66.01 List the range of crimes associated with criminal activities in ports.

66.02 Describe basic statistics on criminal activity in ports in terms of types of illegal activities.

67.0 <u>Detect surveillance and suspicious activities</u>–The student will be able to:

67.01 Identify suspicious behavior (including post 9/11 changes).
67.02 Discuss characteristics and behaviors of persons likely to threaten security.
67.03 Identify and respond appropriately to elicitation.
67.04 Evaluate and report indicators of surveillance and suspicious activities.

68.0 <u>Intercept and question people seeking entry to or within restricted areas</u>–The student will be able to:

68.01 List questions for interception of people seeking entry to or within restricted seaport areas.
68.02 Apply questioning techniques when encountering people seeking entry to or within restricted seaport areas.

69.0 <u>Monitor, control, and report the movement of cleared and uncleared vehicles</u>–The student will be able to:

69.01 Name the sections of Title 33 CFR and state and local laws that address vehicle screening and inspection.
69.02 Identify and discuss methods of monitoring the movement of all vehicles within the facility.
69.03 Identify and discuss ways to monitor vehicle-borne materials entering the port facility from landside.
69.04 Demonstrate proficiency in completing a vehicle log.

70.0 <u>Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials</u>–The student will be able to:

70.01 Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
70.02 Identify types of conventional weapons which could be included in a port's prohibited list.

71.0 <u>Implement steps to minimize negative impacts of conflicts</u>–The student will be able to:

71.01 Discuss situations where conflict can be constructive.
71.02 Discuss situations where conflict can be destructive.

72.0 <u>Manage emotions to allow for high performance</u>–The student will be able to:

72.01 Describe the role of stress on human performance.
72.02 Describe effective anger management strategies.

73.0 <u>Demonstrate understanding of basic concepts related to crises</u>–The student will be able to:

73.01 Define crisis.
73.02 Explain procedures for responding to a crisis.

73.03 Describe events to expect during a crisis.
73.04 Describe the tasks of the crisis manager during a crisis.

Option 7: Correctional Officer

The purpose of this option is to introduce students to the field of correctional officer.

74.0 Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC)–
The student will be able to:

74.01 Identify the primary responsibilities of the Criminal Justice Standards and
Training Commission as established by statute (Chapter 943, F.S.)
74.02 Explain the mandates of Section 943.17 (1)(e), Florida Statutes

75.0 Discuss the rights and responsibilities of correctional officers–The student will be able to:

75.01 Explain the primary responsibilities of a correctional officer.
75.02 Explain the circumstances under which a correctional officer may inspect legal
correspondence.
75.03 Discuss the circumstances under which a correctional officer may move an
inmate to isolation status before a hearing.
75.04 Discuss the correctional officer's responsibility to conduct inmate searches.
75.05 Discuss the correctional officer's duty to search visitors.

76.0 Identify institutional criminalities–The student will be able to:

76.01 List the types of crimes that occur within a correctional setting.
76.02 Identify factors that impact and influence institutional criminality.
76.03 Compare and contrast the leading motives for single and multiple assailant
events.

77.0 Identify inmate deception and manipulation–The student will be able to:

77.01 Identify reasons inmates engage in manipulation and deception of staff.
77.02 Identify ways to recognize of manipulation and deception.
77.03 Identify factors in selection of a staff victim of inmate deception and manipulation.
77.04 Identify methods which inmates use to gather information about staff for
deception and manipulation.
77.05 Identify methods inmates use to verify information concerning staff.
77.06 List methods used by inmates to deceive or manipulate staff.
77.07 Distinguish between friendliness and familiarity.
77.08 Explain the effects of a correctional officer exhibiting excessive friendliness, over
familiarization, and favoritism.

78.0 Discuss prevention procedures and techniques for riot and disturbance control–The
student will be able to:

78.01 Define "riot" in a correctional setting.
78.02 Identify causal factors for riots and disturbances.
78.03 List indicators of facility tension often preceding riots and disturbances.
78.04 Discuss the correctional officer's responsibilities upon discovering a disturbance.

78.05   Identify guidelines to follow in the event the corrections officer is taken hostage within a correctional facility.

79.0   Explain classification procedures–The student will be able to:

79.01   Define classification as it pertains to categorizing inmates.
79.02   Classify individuals presented in scenarios into categories similar to those used in correctional facilities.

80.0   Identify, control and dispose of contraband–The student will be able to:

80.01   Define contraband and identify major categories of contraband.
80.02   Identify potential weapons in a corrections facility.
80.03   Explain the importance of controlling contraband.

81.0   Identify confinement procedures and cell and area searches–The student will be able to:

81.01   Identify and define the different types of confinement.
81.02   Identify and discuss the purposes of regular searches.
81.03   Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed.
81.04   Identify equipment/tools which may be needed for conducting a cell or area search.
81.05   Define "sally port."

82.0   Discuss security threat groups (STGS) in correctional facilities–The student will be able to:

82.01   Define the term security threat group(s) and the relationship to criminal street gangs.
82.02   Develop an understanding of the common identifiers, symbols, tattoos, graffiti, behavior, and physical evidence of gangs both in prison and on the streets.
82.03   Develop an understanding of the threat and propensity towards violence that these groups and their members pose to correctional staff, inmates/offenders, law enforcement and members of the community.

83.0   Identify rules and regulations pertaining to corrections in the Florida Statutes and Florida Administrative Code–The student will be able to:

83.01   Identify areas relevant to corrections, as outlined in the Florida Statutes.
83.02   Identify the role of the Florida Administrative Code in corrections.

84.0   Discuss inmate transport methods–The student will be able to:

84.01   Describe the elements of safe inmate transport.

Option 8: Geospatial Information Systems (GIS) Technology

The purpose of the option is to introduce students to GIS technologies from learning the basics of GIS programs, such as launching a map, viewing and editing metadata, to creating new shape files, and eventually to building a local map with data downloaded from the Internet.

While learning these valuable skills, students will be using the same geospatial tools that GIS Technicians in the industry are using.

85.0 <u>Perform general computer application activities</u>–The student will be able to:

85.01 Demonstrate basic computer file management skills.
85.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
85.03 Use spreadsheet, presentation software, and integrated software packages to enhance communication.
85.04 Use computer networks (e.g., Internet, on-line databases) to facilitate collaborative or individual learning and communication.
85.05 Use computers to access, retrieve, organize, process, maintain, interpret, and evaluate data and information.

86.0 <u>Understand the history, societal implications, underlying theories, and industry applications of GIS technology</u>–The student will be able to:

86.01 Discuss the history and societal implications of mapping, GIS, and remote sensing.
86.02 Describe the underlying theories of GIS and remote sensing technologies.
86.03 Identify industry applications for GIS technology.

87.0 <u>Understand map types, purposes, and information they depict</u>–The student will be able to:

87.01 Compare and contrast various forms of maps in terms of purpose, information, and application.
87.02 Convert latitude and longitude information between DMS and DD forms.
87.03 Identify sources of GIS information and their applicability to GIS projects.
87.04 Demonstrate how to read a topographical map

88.0 <u>Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems</u>–The student will be able to:

88.01 Identify terminology associated with map coordinate systems and location
88.02 Interpret location using the Geographic Coordinate System to identify absolute location
88.03 Identify terminology associated with maps, map scale, map projections, and orienteering
88.04 Explain the Universe Transverse Mercator (UTM) coordinate system
88.05 Interpret locations using the UTM coordinate system
88.06 Demonstrate an understanding of how maps are created using aerial photography.

89.0 <u>Create, change, and manipulate data used to create a map</u>–The student will be able to:

89.01 Identify the primary components of the GIS Project Management Model.
89.02 Utilize a GPS unit to collect waypoints, measure distance, and calculate area.

89.03 Create and customize a localized satellite map scenario using an appropriate GIS software application.

89.04 Demonstrate the use of zooming, identifying, bookmarks, selecting, and panning tools.

89.05 Explain the components of the map display and the tools in the tool bars of common mapping software.

89.06 Explain the need for and uses of metadata.

89.07 Demonstrate geocoding addresses, heads-up digitizing, editing symbols, clipping data layers, and creating buffers.

89.08 Demonstrate various styles of displaying symbols of data, sorting querying, and selection techniques.

89.09 Demonstrate editing feature data.

89.10 Explain spatial reference.

89.11 Demonstrate how to georeference an Image Data Layer and add Control Points.

90.0 Layout and print maps–The student will be able to:

90.01 Demonstrate the ability to define page margins and parameters for printing a specific size.

90.02 Demonstrate effective use of map elements that must be included in a map including title, author, data, legend, scale bar, north arrow.

90.03 Demonstrate effective use of page space through map scale and frame size.

90.04 Demonstrate process of creating digital archives of maps utilizing the export command.

Job Shadowing/Work Based Learning Experiences

The job shadowing work experience is a *temporary, unpaid exposure to the workplace* in an occupational area of interest to the student in the Criminal Justice field. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. It is highly recommended that students participate in job shadowing experiences within the Criminal Justice field in at least one of the options above.

91.0 Participate in job shadowing/work based learning experiences–The student will be able to:

91.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.

91.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.

91.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.

TRACK 2

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science						
Algebra 1	^^	Biology 1	#	Anatomy/Physiology Honors	#	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	#	Genetics	#	Marine Science 1 Honors	#
Geometry	^^	Physics 1	#	Earth-Space Science	#	Physical Science	#

^^   *Alignment pending full implementation of the*   **   *Alignment pending review*
    Common Core State Standards for Mathematics.   #   *Alignment attempted, but no correlation to academic course.*

92.0   <u>Demonstrate comprehension and communication of legal knowledge skills</u>–The student will be able to:

     92.01   Read and comprehend technical and non-technical legal terminology utilized in reading assignments related to course content including trade journals, books, magazines and electronic sources (e.g. Latin and legal terms etc.)
     92.02   Write clear and well-organized documents, integrating a variety of information from a range of law areas.
     92.03   Take notes, organize, summarize, and paraphrase ideas and details.
     92.04   Accurately follow written and oral instructions.
     92.05   Interpret data on graphs, charts, diagrams, and tables commonly used in the legal profession
     92.06   Understand the federal and state court systems, juries and jurisdiction

93.0   <u>Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance</u>–The student will be able to:

     93.01   Develop keyboarding skills to enter and manipulate text and data (e.g., create, edit, format, input, design layout).
     93.02   Describe and use current and emerging computer technology and software to perform legal business related tasks.
     93.03   Demonstrate knowledge of basic file management, filing rules and filing procedures skills.
     93.04   Identify, describe and utilize communications and networking systems required in legal workplace environments (e.g., electronic mail, internet, conflicts check system etc.).
     93.05   Use reference materials and manuals available for applications and operation systems software.
     93.06   Troubleshoot problems with computer software, hardware, peripherals, and other office equipment (e.g., printers, facsimile, dictation equipment, postage meters etc.).
     93.07   Describe ethical issues and problems associated with computers and information systems.

94.0   <u>Perform e-mail activities</u>–The student will be able to:

     94.01   Describe e-mail capabilities and functions.
     94.02   Use the Internet to perform e-mail activities.

95.0   <u>Demonstrate knowledge of legal operating systems</u>–The student will be able to:

95.01   Identify and utilize basic legal operating system file naming conventions (e.g., basic   principles, business names, governmental names, organizational names and personal names.).

95.02   Use appropriate legal office procedures for letters, envelopes, interoffice memoranda, processing mail, proof reading and, delivery services.

95.03   Know and understand the duties performed by a notary public

95.04   Understand and use appropriate telephone etiquette (e.g., courtesy, first impressions, telephone use etc.)

96.0   Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance–The student will be able to:

96.01   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.).

96.02   Perform legal business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.).

96.03   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.)

97.0   Develop communication skills in technical reading and writing of legal documents–The student will be able to:

97.01   Utilize basic grammar, spelling, punctuation, capitalization, word usage and number usage skills to create/develop legal documents

97.02   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.).

97.03   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.

98.0   Demonstrate personal and interpersonal skills appropriate for the legal workplace–The student will be able to:

98.01   Accept constructive criticism in a positive manner.

98.02   Apply appropriate strategies to manage and resolve conflict in work situations.

98.03   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.).

99.0   Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing–The student will be able to:

99.01   Use database, spreadsheets, presentation software, scheduling, and integrated software packages to enhance communications.

99.02   Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.

99.03   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.

99.04   Use miscellaneous equipment and information services to complete legal tasks (e.g., copiers, dictation equipment, facsimile, filing equipment and postage meters).

100.0   <u>Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance</u>–The student will be able to:

100.01   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).

100.02   Follow accepted rules, regulations and policies for office accounting.

101.0   <u>Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance</u>–The student will be able to:

101.01   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.

101.02   Identify, analyze and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.

101.03   Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.

102.0   <u>Develop an awareness of the ALS certification requirements, rules and guidelines</u>–The student will be able to:

102.01   Define the purpose of the ALS examination.

102.02   Understand the duties and composition of the ALS certification Board.

102.03   Explain and conduct ALS pre-testing preparation procedures.

102.04   Know the testing application procedures, fees and appropriate deadlines.

102.05   Know ALS examination procedures, how tests are conducted and graded, and how certification is maintained.

103.0   <u>Demonstrate employability skills (ALS)</u>–The student will be able to:

103.01   Identify sources of information regarding employment opportunities in the ALS profession.

103.02   Identify advanced career options and training opportunities in the ALS profession.

103.03   Conduct a job search and identify the training, experience, and other qualifications required for different positions.

103.04   Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.

103.05   Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in the ALS profession.
103.06   Secure information about a particular job.
103.07   Complete a job resume.
103.08   Complete a job application.
103.09   Apply effective job interview techniques.
103.10   Describe how to make job changes appropriately.

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Florida Department of Education
Curriculum Framework

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

	Secondary	**PSAV**
Program Number	8918031	P430109
CIP Number	0743010900	0743010900
Grade Level	12, 30, 31	30, 31
Standard Length	1 credit	68 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G	LAW ENF @7 G PUB SERV @7 G
CTSO	FPSA	N/A
SOC Codes (all applicable)	33-9032, Security Guards	33-9032, Security Guards
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
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.

Program Structure

This program is a planned sequence of instruction consisting of instruction consisting of one program with two occupational completion points. When the recommended sequence is followed, the structure will allow students to complete a specified portion of the program for employment or remain for advanced training. Per DOACS regulations, Section 5N-1.140, F.A.C., an applicant for a Class "D" Security Officer license may fulfill the training requirement by:

1. Successful completion of 40 hours of training; or
2. Successful completion of 24 hours of training, Course A, before initial application for, and 16 hours of training, Course B, upon the first application for renewal of, a Class "D" license.

When offered at the postsecondary level, 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.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0132	Private Security Officer	40 hours	33-9032
B	CJK0134	Armed Private Security Officer	28 hours	33-9032

The following table illustrates the **Secondary** program structure:

OCP	Program Number	Course Title	Length	SOC Code
A	8918031	Private Security Officer	1 credit	33-9032

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Activities that provide practical experience in managing security include using verbal and nonverbal skills to defuse conflict, cooperating with emergency personnel, directing traffic, preparing and delivering courtroom testimony, and responding to and analyzing results of case studies of security incidents. This program also includes methods and practice in patrolling and securing access, observing and protecting crime scenes and evidence, detecting and reporting incidents, and firearms training.

Special Notes

OCP A in this program prepares secondary and postsecondary students for the unarmed Private Security Officer, Class "D" license, and occupations that require security licensing in accordance with Chapter 493, F.S. and Chapter 5N-1, F.A.C.

OCP B additionally prepares postsecondary students for advanced certified training for the Class "G" Armed Private Security Officer license and for specialized security such as that employed by

nuclear-generating plants and hospitals. All objectives in the Armed Private Security Officer program are regulated by the DOACS in their <u>Firearms Instructor's Training Manual</u>, latest revision, in accordance with Chapter 493, F.S. The DOACS licenses Class "K" Firearms Instructors to teach this course, and students as Class "G" Armed Private Security Officers, after successful completion of this course. If the student can show proof that he or she is an active law enforcement officer, currently certified under the Florida Criminal Justice Standards and Training Commission, or has completed the training required for that certification within the last 12 months, or if the applicant submits one of the certificates specified in Chapter 493.6105(7)(a), F.S., the DOACS may waive the firearms training requirement.

Certified personnel should teach specialized techniques such as CPR. Upon completion of this program, the instructor will provide a certificate to the student verifying that the CPR and HIV/AIDS requirements have been met.

Career and Technical Student Organization (CTSO)

FPSA (secondary) and ASIS (postsecondary) are the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 9, Language 9, and Reading 9. 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf.

Standards

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

Private Security Officer, Class "D" License - SOC 33-9032

Course A - 24 Hours

01.0   Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida.
02.0   Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
03.0   Apply basic first aid and cardiopulmonary resuscitation (CPR) techniques.
04.0   Conduct emergency procedures.
05.0   Understand the importance of ethics and professional conduct.
06.0   Access Control.
07.0   Demonstrate patrol techniques.
08.0   Make observations and write reports concerning security incidents.
09.0   Demonstrate interviewing techniques.
10.0   Conduct security duties regarding fire detection, suppression and life safety.
11.0   Perform crime and accident prevention techniques.
12.0   Perform crime and accident scene protection.
13.0   Identify entrepreneurship opportunities in the private security industry.
14.0   Terrorism Awareness.
15.0   Demonstrate employability skills in the private security industry.

Course B - 16 Hours

16.0   Understand the importance of public and interagency relations.
17.0   Demonstrate courtroom procedures.
18.0   Understand the fundamentals of personal security.
19.0   Demonstrate interpersonal communication skills.
20.0   Demonstrate professional communication skills.
21.0   Perform traffic control.
22.0   Perform crowd control.
23.0   Terrorism Awareness
24.0   Identify special problems for security.

Armed Private Security Officer, Class "G" License - SOC 33-9032 **(PSAV only unless specific secondary institutions have received authorization to do so from their leadership).**

25.0   Recall the basic provisions of Chapter 493, F.S., as they relate to armed security officers.
26.0   Recall the provisions of Chapter 775, F.S., relating to the classification of crimes.
27.0   Describe the situations in which an individual can use force according to Chapter 776, F.S.
28.0   Recall the provisions of Chapter 790, F.S., relating to owning and carrying firearms.
29.0   Recall the civil and criminal liability relating to the use of deadly force.
30.0   Demonstrate operational firearms safety measures.
31.0   Demonstrate firearms mechanical skills.
32.0   Meet the DOACS qualification standards with a firearm on the firing range.

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Florida Department of Education
Student Performance Standards

Program Title: **Private Security Officer**
PSAV Number: **P430109**

Course Number: CJK0132
Occupational Completion Point: A
Private Security Officer, Class "D" License – 40 Hours – SOC Code 33-9032

Course A- 24 Hours

01.0 <u>Understand the requirements of Chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida</u>--The student will be able to:

  01.01 Discuss the necessity of regulation of the private security industry.
  01.02 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
  01.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
  01.04 Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
  01.05 Understand the licensure and posting requirements specified in Section 493.6106, F.S.
  01.06 Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
  01.07 Understand license contents and duration, and the requirement to carry such license while on duty as a private security officer as stated in Section 493.6111, F.S.
  01.08 Know the requirements of license renewal per Section 493.6113, F.S.
  01.09 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
  01.10 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S and 790.06.
  01.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
  01.12 Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
  01.13 Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
  01.14 Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
  01.15 Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.
  01.16 Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
  01.17 Understand the uniform, badge and insignia restrictions listed in Section 843.085, F.S. and that impersonating a law enforcement officer is an offense for which disciplinary action may be taken by DOACS.

01.18   Recognize that complaints of a violation of Chapter 493, F.S. or 5N-1, F.A.C. shall be filed with, and investigated by, the DOACS and that, if probable cause exists to believe a violation has occurred, cases shall be conducted in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.

01.19   Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

01.20   Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.

02.0   <u>Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force</u>--The student will be able to:

02.01   Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.

02.02   Identify the limitations of arrest authority (i.e. citizen arrest, retail theft).

02.03   Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.

02.04   Define *reasonable force* and comprehend the liabilities and effects of the use of force.

02.05   Discuss the legal aspects of firearms, know the definition of *deadly force* and comprehend the circumstances and officer must consider before using it.

02.06   Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.

02.07   Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.

02.08   Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.

02.09   Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.

02.10   Identify types of questions a witness may be asked and ways to prepare for testifying.

02.11   Understand the proper response to a crime in progress.

02.12   Understand the guidelines for when a client requests a search.

03.0   <u>Apply basic first aid techniques</u>--The student will be able to:

03.01   Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.

03.02   Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.

03.03   Understand the Florida Good Samaritan Act.

03.04   Successfully demonstrate CPR techniques.

03.05   Be oriented to Blood Borne Pathogens.

04.0   <u>Conduct emergency procedures</u>--The student will be able to:

04.01   Identify emergency plans for fire and bomb threat evacuations.

04.02   Explain natural disaster preparation and responses (i.e., hurricanes and floods).

04.03   Use appropriate security tactics in special circumstances, such as a major electrical failure.

05.0   <u>Understand the importance of ethics and professional conduct</u>--The student will be able to:

05.01 Describe what professional conduct is for a security officer.
05.02 Discuss the code of conduct/ethics for security officers.
05.03 Understand "command presence" and the symbolism of a uniform and proper personal grooming.
05.04 Discuss the importance of the uniform and proper personal grooming to image and professionalism in using assertive techniques to maintain security.
05.05 Discuss discipline issues.
05.06 Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.
05.07 Discuss the importance of honesty in dealing with the public, employees and supervisors.
05.08 Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.
05.09 Sexual Harassment.
05.10 Internet, cell phone, and text-messaging etiquette.

06.0 <u>Access Control</u>–The student will be able to:

06.01 People.
06.02 Vehicular.
06.03 Basic Technology.
06.04 TWIC Definition.

07.0 <u>Demonstrate patrol techniques</u>--The student will be able to:

07.01 Describe the types of patrols.
07.02 Define "patrolling" and explain the purposes for patrolling areas.
07.03 Describe fixed post duties and vehicle control.
07.04 Identify the required equipment for security patrols.
07.05 Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.
07.06 Explain effective patrolling techniques, including preventive patrols and fire watches.

08.0 <u>Make observations and write reports concerning security incidents</u>--The student will be able to:

08.01 Explain and demonstrate basic observation techniques.
08.02 Prepare field notes and record initial observations concerning security incidents.
08.03 Define the six key interrogative elements of a report: who, what, when, where, why and how.
08.04 Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.
08.05 Describe the process for completing a report: generating ideas to include; outlining, writing and revising a draft; and proofreading the final report for correct grammar, punctuation, and capitalization.
08.06 Recognize sample reports common to the private security industry.
08.07 Introduce student to bullet-style outline

09.0 <u>Demonstrate interviewing techniques</u>--The student will be able to:

09.01   Explain what an interview is.
09.02   Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.
09.03   Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.
09.04   Apply different approaches to interviews, including methods for ending an interview.
09.05   Define deceptive cues.

10.0   Conduct security duties regarding fire detection, suppression and life safety--The student will be able to:

10.01   Discuss the mission of the security officer regarding fires.
10.02   Define fire, highlighting the necessary ingredients.
10.03   Explain the responsibilities of the security officer regarding: fire prevention and fire extinguishing.
10.04   Explain how to prevent and control fires and notify the fire department.
    a.   Describe sodium fires and acids.
    b.   Describe procedures for controlling small fires.
    c.   Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
10.05   Be familiar with life safety issues, such as:
    a.   Life safety plans.
    b.   Fire detection, location and intensity
    c.   Evacuation
10.06   Explain Section 877.15, F.S., failure to control or report a dangerous fire.

11.0   Perform crime and accident prevention techniques--The student will be able to:

11.01   Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
11.02   Explain methods of prevention of injury, elimination of hazards and reporting.
11.03   Explain methods of prevention including securing company equipment, property and reporting deficiencies.
11.04   Use telecommunications equipment.
11.05   CCTV

12.0   Perform crime and accident scene protection--The student will be able to:

12.01   Define a crime scene.
12.02   Understand the value of crime/accident scene integrity to investigators, etc.
12.03   Define the duties of the first security officer on the scene to:
    a.   Determine what makes up the crime/accident scene.
    b.   Isolate and protect the crime/accident scene.
    c.   Identify witnesses.
12.04   Identify methods to protect the crime/accident scene.
12.05   Understand evidence preservation and define "chain of custody".
12.06   Discuss effects of contamination of evidence.

13.0 <u>Terrorism Awareness</u>–The student will be able to:

    13.01 Definition and history of terrorism
    13.02 National threat levels
    13.03 Types of terrorist attacks
    13.04 Role of security officer
    13.05 Recognition and response to potential terrorist activities

14.0 <u>Identify entrepreneurship opportunities in the private security industry</u>--The student will be able to:

    14.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
    14.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
    14.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
    14.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.
    14.05 Compare opportunities for starting a security business to other job opportunities in the security industry.

15.0 <u>Demonstrate employability skills in the private security industry</u>--The student will be able to:

    15.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.
    15.02 Identify an employer's cost for security services and other major business investments.
    15.03 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.
    15.04 Write a resume and modify it for different types of security jobs.
    15.05 Write a letter of introduction to a prospective employer.
    15.06 Obtain and complete sample application forms for employment as a private security officer.
    15.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.
    15.08 Identify work habits of successful employees.
    15.09 Describe methods of making job changes appropriately.
    15.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

Course B - 16 Hours

16.0 <u>Understand the importance of public and interagency relations</u>--The student will be able to:

    16.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
    16.02 Understand the importance of maintaining a good working relationship with the media.

16.03   Understand the importance of maintaining a positive relationship with the community.
16.04   Identify effective ways to communicate with elders, juveniles, trespassers and transients.
16.05   Demonstrate crisis prevention and intervention techniques by deescalating conflict.

17.0   <u>Demonstrate courtroom procedures</u>--The student will be able to:

17.01   Explain the security officer's role as a witness in both criminal and civil court.
17.02   Explain the roles of the judge, prosecutor, defense attorney and jury.
17.03   Explain the security officer's rights as a victim/witness.
17.04   Identify the types of questions a witness may be asked.
17.05   Understand the use of reference records; value of good notes and reports; and the use of security records in court.
17.06   Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.
17.07   Discuss courtroom testimony issues; preparation and giving testimony.
17.08   Demonstrate proper courtroom demeanor.

18.0   <u>Understand the fundamentals of personal security.</u>--The student will be able to:

18.01   Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.
18.02   Describe techniques for diffusing hostility and de-escalation.
18.03   Describe safety concerns and steps to follow when responding to potentially violent situations and violent crimes.
         a.   Evasive tactics.
         b.   Describe weapons safety practices and ways to decrease the accidental or deliberate use of weapons.
         c.   Describe the types of weapons--such as batons, chemical weapons, knives, and guns--that might be used against a security officer or other individuals in violent situations.
         d.   Identify unarmed methods for responding to violent crimes, discouraging the use of weapons, and enhancing weapon safety.
         e.   Review the security officer's use of weapons as outlined in Chapter 493, Florida Statutes.

19.0   <u>Demonstrate interpersonal communication skills</u>--The student will be able to:

19.01   Understand perception factors - appearance, body language, tone of voice, etc.
19.02   Understand the importance of clarity in verbal and written communication.
19.03   Demonstrate professional communication skills.
19.04   Identify the effects of threats or challenges which are directed toward the security officer.
19.05   Identify the effects of threats or challenges which are directed toward a citizen by the security officer.

20.0   <u>Demonstrate professional communications skills</u>--The student will be able to:

20.01   Demonstrate two-way radio use and procedures.
20.02   Demonstrate proper telephone etiquette.

20.03   Demonstrate other professional communication techniques.

21.0   <u>Perform traffic control</u>--The student will be able to:

21.01   Describe general responsibilities of traffic controllers.
21.02   Identify areas where security officer may direct traffic (i.e. private property, special events, parking lots).
21.03   Demonstrate position and posture in directing traffic.
21.04   Identify practical hand signals.
21.05   Identify safety equipment used during traffic direction.
21.06   Demonstrate use of the whistle, the flashlight, traffic cones and flares.

22.0   <u>Perform crowd control</u>--The student will be able to:

22.01   Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
22.02   Discuss the characteristics of crowds.
22.03   Identify methods for directing the flow of crowd traffic.
22.04   Understand the importance of teamwork among security officers in crowd control situations.
22.05   Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives, eliciting cooperation and identifying agitator).
22.06   Demonstrate effective security officer behavior in crowd control situations.
22.07   Riot and protest preparation.

23.0   <u>Identify special problems for security</u>--The student will be able to:

23.01   Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.
23.02   Know the definition of, and be able to identify, controlled substances.
23.03   Recognize when you are dealing with someone under the influence.
23.04   Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels, how to respond to a hazardous incident and security officer safety and accident prevention.

24.0   <u>Terrorism Awareness</u>–The student will be able to:

24.01   Dynamics of a terrorist attack.
24.02   Proactive Counter Intelligence and Operational Security (OPSEC).
24.03   Physical security and access control.
24.04   Bomb incident response.
24.05   Mail screening:
        a.   Biological/Chemical
        b.   Explosive
24.06   Types of attacks and responses (BENICE):
        a.   Biological
        b.   Explosive
        c.   Nuclear
        d.   Incendiary
        e.   Chemical
        f.   Energetic

24.07 Samples of Florida incidents.

25.0 <u>Have an awareness of violence in the workplace</u>–The student will be able to:

25.01 Describe the history, scope, and incidence of violence in the workplace.
25.02 Be aware of potential violence.
25.03 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
25.04 Discuss responding to violent behavior.
25.05 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

Course Number: CJK0134
Occupational Completion Point: B
Armed Private Security Officer, Class "G" License – 28 Hours – SOC Code 33-9032

26.0 <u>Recall the provisions of Chapter 493, F.S., as they relate to armed security officers</u>--The student will be able to:

26.01 Recall the minimum training requirements for an armed security officer license.
26.02 Recall that a current class "G" license must be carried when on duty.
26.03 Explain that annual firearms qualification is required for license renewal.
26.04 Recall the provisions of Section 493.6115, F.S., which gives the Florida DOACS authority to license and regulate armed security officers.
26.05 List the grounds for disciplinary action by the Florida Department of State against an armed security officer enumerated in Section 493.6118 F.S.
26.06 Recall the fines and penalties the Florida DOACS can assess against armed security officers for rules violations.
26.07 Recall that Section 493.6121 F.S. gives the Florida DOACS the authority to investigate and regulate armed security officers.
26.08 List the classes of licenses authorized to carry firearms for private investigative services.
26.09 List the classes of licenses authorized to carry firearms for private security services.
26.10 Recall that uniforms are required to be worn except during limited special assignments.

27.0 <u>Recall the provisions of chapter 775, F.S., relating to the classification of crimes</u>--The student will be able to:

27.01 Recall that our current law is derived from the common law of England.
27.02 List the basic legal definitions in Section 775.08, F.S.
27.03 List the classes of felonies and misdemeanors.
27.04 Recall the penalties for each class of felony and misdemeanor.
27.05 Define "attempted murder of a law enforcement officer".
27.06 List the fines for each class of felony and misdemeanor.

28.0 <u>Describe the situations in which an individual can use force according to Chapter 776, F.S.</u>--The student will be able to:

28.01 Recall that force can be used to defend oneself.

28.02   Recall that force can be used in the defense of others.
28.03   Recall that force cannot be used as an act of aggression.
28.04   Define deadly force.

29.0   Recall the provisions of Chapter 790, F.S., relating to owning and carrying firearms--The student will be able to:

29.01   Recall the definitions listed in Section 790.001 F.S.
29.02   Recall that it is generally illegal to carry a concealed weapon without a license.
29.03   Recall that the Florida Department of State may issue a license to carry a concealed weapon.
29.04   Recall that the use of weapons while committing a crime carries enhanced penalties.
29.05   Recall that discharging firearms in public is illegal.
29.06   Recall that dealers may not sell certain weapons to minors.
29.07   Recall that it is unlawful for convicted felons to possess firearms or certain other weapons.
29.08   List instances when it is lawful for a citizen to possess or use firearms.

30.0   Recall the civil and criminal reliability relating to the use of deadly force--The student will be able to:

30.01   Define each of the following:
    a.   Criminal liability.
    b.   Civil liability.
    c.   Negligence.
    d.   Standard of care.
    e.   Liability.
    f.   Vicarious liability.
30.02   Explain when deadly force may or may not be used.
30.03   Given a situation, describe the proper course of action to be taken to resolve the situation.

31.0   Demonstrate operational firearms safety measures--The student will be able to:

31.01   Demonstrate the general safety rules for handling firearms.
31.02   Demonstrate proper wearing and storage of firearms.
31.03   Demonstrate safety rules for firing of the handgun.
31.04   Demonstrate semi-automatic pistol safety standards.
31.05   Demonstrate operational standards for firearms.
31.06   Demonstrate general storage of semi-automatic weapons.
31.07   Describe the proper type of holster for each type of firearm.

32.0   Demonstrate firearms mechanical skills--The student will be able to:

32.01   Describe the two types of revolver.
32.02   Recall the nomenclature for a revolver.
32.03   Describe the functioning of a .38 caliber revolver.
32.04   Define the types of stoppages.
32.05   Describe the immediate action required for common malfunctions.
32.06   Demonstrate the care and cleaning of a revolver.

32.07   Demonstrate loading and unloading a revolver.
32.08   Describe the types of semi-automatic pistols.
32.09   Recall the nomenclature for the semi-automatic pistol.
32.10   Describe the safety features of the semi-automatic pistol.
32.11   Demonstrate rendering a semi-automatic pistol safe.
32.12   Demonstrate field stripping and inspecting a semi-automatic pistol.
32.13   Describe the functioning of a semi-automatic pistol.
32.14   Describe semi-automatic pistol stoppages.
32.15   Demonstrate immediate action to clear stoppages and malfunctions.
32.16   Demonstrate loading and unloading a semi-automatic pistol.
32.17   Demonstrate care and cleaning of a semi-automatic pistol

33.0   <u>Meet DOACS qualification standards with a firearm on the firing range</u>--The student will be able to:

33.01   Qualify with a firearm using the qualification course mandated by the Florida DOACS or meet the requirements specified in Section 493.6105(6) or (7) (a), F.S.

Florida Department of Education
Student Performance Standards

Course Title: **Private Security Officer**
Course Number: **8918031**
Course Credit: **1**

01.0   <u>Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida</u>--The student will be able to:

01.01   Discuss the necessity of regulation of the private security industry.
01.02   Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
01.03   Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
01.04   Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
01.05   Understand the licensure and posting requirements specified in Section 493.6106, F.S.
01.06   Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
01.07   Understand license contents and duration, and the requirement to carry such license while on duty as a private security officer as stated in Section 493.6111, F.S.
01.08   Know the requirements of license renewal per Section 493.6113, F.S.
01.09   Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
01.10   Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
01.11   Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
01.12   Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
01.13   Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
01.14   Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
01.15   Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.
01.16   Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
01.17   Understand the uniform, badge and insignia restrictions listed in Section 843.085, F.S. and that impersonating a law enforcement officer is an offense for which disciplinary action may be taken by DOACS.
01.18   Recognize that complaints of a violation of Chapter 493, F.S. or 5N-1, F.A.C. shall be filed with, and investigated by, the DOACS and that, if probable cause exists to believe a violation has occurred, cases shall be conducted in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.
01.19   Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

01.20 Be familiar with the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.
01.21 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
01.22 Be familiar with the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.
01.23 Be familiar with the school curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.

02.0 <u>Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force</u>--The student will be able to:

02.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
02.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)
02.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.
02.04 Define reasonable force and comprehend the liabilities and effects of the use of force.
02.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
02.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
02.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
02.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
02.09 Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.
02.10 Identify types of questions a witness may be asked and ways to prepare for testifying.
02.11 Understand the proper response to a crime in progress.
02.12 Understand the guidelines for when a client requests a search.

03.0 <u>Apply basic first aid techniques</u>--The student will be able to:

03.01 Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.
03.02 Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.
03.03 Understand the Florida Good Samaritan Act.
03.04 Demonstrate CPR techniques.
03.05 Be oriented to Blood Borne Pathogens.

04.0 <u>Conduct emergency procedures</u>--The student will be able to:

04.01 Identify emergency plans for fire and bomb threat evacuations.
04.02 Explain riot and protest preparation and how to protect property and people during those disturbances.
04.03 Explain natural disaster preparation and responses (i.e., hurricanes and floods)
04.04 Use appropriate security tactics in special circumstances, such as a major electrical failure.

05.0   Understand the importance of ethics and professional conduct--The student will be able to:

    05.01   Describe what professional conduct is for a security officer.
    05.02   Discuss the code of conduct/ethics for security officers.
    05.03   Understand "command presence" and the symbolism of a uniform and proper personal grooming.
    05.04   Demonstrate using assertive techniques to maintain security.
    05.05   Discuss discipline issues.
    05.06   Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.
    05.07   Discuss the importance of honesty in dealing with the public, employees and supervisors.
    05.08   Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.

06.0   Demonstrate patrol techniques--The student will be able to:

    06.01   Describe the types of patrols.
    06.02   Define "patrolling" and explain the purposes for patrolling areas.
    06.03   Describe fixed post duties and vehicle control.
    06.04   Identify the required equipment for security patrols.
    06.05   Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.
    06.06   Explain effective patrolling techniques, including preventive patrols and fire watches.

07.0   Make observations and write reports concerning security incidents--The student will be able to:

    07.01   Explain and demonstrate basic observation techniques
    07.02   Prepare field notes and record initial observations concerning security incidents.
    07.03   Define the five key interrogative elements of a report: who, what, when, where, and how.
    07.04   Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.
    07.05   Describe the process for completing a report: generating ideas to include; outlining, writing and revising a draft; and proofreading the final report for correct grammar, punctuation, and capitalization.
    07.06   Recognize sample reports common to the private security industry.

08.0   Conduct security duties regarding fire detection, suppression and life safety--The student will be able to:

    08.01   Discuss the mission of the security officer regarding fires.
    08.02   Define fire, highlighting the necessary ingredients.
    08.03   Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
    08.04   Explain how to prevent and control fires and notify the fire department.
        a.   Describe sodium fires and acids.
        b.   Describe procedures for controlling small fires.

      c. Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.

08.05 Be familiar with life safety issues, such as:
   a. Fire fighting equipment not previously identified.
   b. Life safety plans.
   c. Fire detection, location and intensity
   d. Evacuation

08.06 Explain Section 877.15, F.S., failure to control or report a dangerous fire.

09.0   Perform crime and accident prevention techniques--The student will be able to:

09.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.

09.02 Explain methods of prevention of injury, elimination of hazards and reporting.

09.03 Explain methods of prevention including securing company equipment, property and reporting deficiencies.

09.04 Use telecommunications equipment.

10.0   Perform crime and accident scene protection--The student will be able to:

10.01 Define a crime scene.

10.02 Understand the value of crime/accident scene integrity to investigators, etc.

10.03 Define the duties of the first security officer on the scene to:
   a. Determine what makes up the crime/accident scene.
   b. Isolate and protect the crime/accident scene.
   c. Identify witnesses.

10.04 Identify methods to protect the crime/accident scene.

10.05 Understand evidence preservation and define "chain of custody".

10.06 Discuss effects of contamination of evidence.

11.0   Identify entrepreneurship opportunities in the private security industry--The student will be able to:

11.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.

11.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.

11.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.

11.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.

11.05 Compare opportunities for starting a security business to other job opportunities in the security industry.

12.0   Demonstrate employability skills in the private security industry--The student will be able to:

12.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.

12.02 Identify an employer's cost for security services and other major business investments.

12.03 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.

12.04 Write a resume and modify it for different types of security jobs.

12.05 Write a letter of introduction to a prospective employer.

12.06 Obtain and complete sample application forms for employment as a private security officer.

12.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.

12.08 Identify work habits of successful employees.

12.09 Describe methods of making job changes appropriately.

12.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

13.0 Understand the importance of public and interagency relations--The student will be able to:

13.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.

13.02 Understand the importance of maintaining a good working relationship with the media.

13.03 Understand the importance of maintaining a positive relationship with the community.

13.04 Identify effective ways to communicate with elders, juveniles, trespassers and transients.

13.05 Demonstrate crisis prevention and intervention techniques by deescalating conflict.

14.0 Demonstrate courtroom procedures--The student will be able to:

14.01 Explain the security officer's role as a witness in both criminal and civil court.

14.02 Explain the roles of the judge, prosecutor, defense attorney and jury.

14.03 Explain the security officer's rights as a victim/witness.

14.04 Identify the types of questions a witness may be asked.

14.05 Understand the use of reference records; value of good notes and reports; and the use of security records in court.

14.06 Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.

14.07 Discuss courtroom testimony issues; preparation and giving testimony.

14.08 Demonstrate proper courtroom demeanor.

15.0 Demonstrate interviewing techniques--The student will be able to:

15.01 Explain what an interview is.

15.02 Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.

15.03 Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.

15.04 Apply different approaches to interviews, including methods for ending an interview.

16.0   Understand the fundamentals of personal security--The student will be able to:

16.01   Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.
16.02   Describe techniques for diffusing hostility.
16.03   Describe safety concerns and steps to follow when responding to potentially violent situations and violent crimes.
   a.   Evasive tactics.
   b.   Describe weapons safety practices and ways to decrease the accidental or deliberate use of weapons.
   c.   Insight as to legal problems encountered by a security officer using weapons on the job.
   d.   Describe the types of weapons--such as batons, chemical weapons, knives, and guns--that might be used against a security officer or other individuals in violent situations.
   e.   Identify unarmed methods for responding to violent crimes, discouraging the use of weapons, and enhancing weapon safety.
   f.   Review the security officer's use of weapons as outlined in Chapter 493, Florida Statutes.

17.0   Demonstrate interpersonal communication skills--The student will be able to:

17.01   Understand perception factors - appearance, body language, tone of voice, etc.
17.02   Understand the importance of clarity in verbal and written communication.
17.03   Demonstrate professional communication skills.
17.04   Identify the effects of threats or challenges which are directed toward the security officer.
17.05   Identify the effects of threats or challenges which are directed toward a citizen by the security officer.

18.0   Demonstrate professional communications skills--The student will be able to:

18.01   Demonstrate two-way radio use and procedures.
18.02   Demonstrate proper telephone etiquette.
18.03   Demonstrate other professional communication techniques

19.0   Perform traffic control--The student will be able to:

19.01   Describe general responsibilities of traffic controllers.
19.02   Identify areas where security officer may direct traffic (i.e. private property, special events, and parking lots).
19.03   Demonstrate position and posture in directing traffic.
19.04   Identify practical hand signals.
19.05   Identify safety equipment used during traffic direction.
19.06   Demonstrate use of the whistle, the flashlight, traffic cones and flares.

20.0   Perform crowd control--The student will be able to:

20.01   Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
20.02   Discuss the characteristics of crowds.
20.03   Identify methods for directing the flow of crowd traffic.

20.04 Understand the importance of teamwork among security officers in crowd control situations.
20.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
20.06 Demonstrate effective security officer behavior in crowd control situations.

21.0 <u>Identify special problems for security</u>--The student will be able to:

21.01 Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.
21.02 Know the definition of, and be able to identify, controlled substances.
21.03 Recognize when you are dealing with someone under the influence.
21.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
21.05 Have an awareness of violence in the workplace:
   a. Describe the history, scope, and incidence of violence in the workplace.
   b. Be aware of potential violence.
   c. Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
   d. Discuss responding to violent behavior.
   e. Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

2013 - 2014

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, 30, 31
Standard Length	3 credits
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	FPSA
SOC Codes (all applicable)	33-2011 Fire Fighters
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 network support services positions.

The introduction to fire fighting 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 cluster is a planned sequence of instruction consisting of three courses that will provide a foundation in Fire Science for additional postsecondary instruction.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8918210	Fire Fighting 1	1 credit	33-2011	2
	8918220	Fire Fighting 2	1 credit		2
	8918230	Fire Fighting 3	1 credit		3

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Visit the following website for additional information:
http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Fire Fighting 1	^^	^^	^^	7/53 13%	11/52 21%	9/56 16%	16/55 29%	12/58 21%	6/35 17%	10/42 24%	14/56 25%	9/53 17%
Fire Fighting 2	^^	^^	^^	5/53 9%	10/52 19%	3/56 5%	10/55 18%	12/58 21%	4/35 11%	6/42 14%	13/56 23%	12/53 23%
Fire Fighting 3	^^	^^	^^	1/53 2%	5/52 10%	#	5/55 9%	6/58 10%	1/35 3%	2/42 5%	6/56 11%	4/53 8%

^^   *Alignment pending full implementation of the*   **   *Alignment pending review*
       Common Core State Standards for Mathematics.   #   *Alignment attempted, but no correlation to academic course.*

Career and Technical Student Organization (CTSO)

FPSA is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf.

Standards

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

01.0   Demonstrate knowledge of fire department organization, procedures and responsibilities.
02.0   Use fire alarms and communications equipment.
03.0   Demonstrate knowledge of fire behavior.
04.0   Use portable fire extinguishers.
05.0   Sexually transmitted diseases/emergency medical care (First Responder Model).
06.0   Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model).
07.0   Detect the presence of hazardous materials.
08.0   Follow fire prevention inspection practices.
09.0   Personal protective equipment.
10.0   Demonstrate knowledge of fire apparatus.
11.0   Use ropes, tools, and equipment.
12.0   Demonstrate safety procedures.
13.0   Use ladders.
14.0   Use fire hose, nozzles, and appliances.
15.0   Use fire streams.
16.0   Use water supplies.
17.0   Use private fire protection systems.
18.0   Demonstrate salvage procedures.
19.0   Demonstrate overhaul procedures.
20.0   Demonstrate knowledge of the fundamentals of extinguishment.
21.0   Demonstrate knowledge of the effects of building construction on fire fighting.
22.0   Use fire alarms and communications equipment.
23.0   Demonstrate ventilation practices.
24.0   Demonstrate rescue procedures.
25.0   Use forcible entry equipment.
26.0   Participate in controlled burning exercises.

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.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science				
Algebra 1	^^	**Biology 1**	9/56 16%	**Anatomy/Physiology Honors**	7/53 13%	**Astronomy Solar/Galactic Honors**	11/52 21%
Algebra 2	^^	**Chemistry 1**	16/55 29%	**Genetics**	6/35 17%	**Marine Science 1 Honors**	10/42 24%
Geometry	^^	**Physics 1**	9/53 17%	**Earth-Space Science**	12/58 21%	**Physical Science**	14/56 25%

. ^^ *Alignment pending full implementation of the*   ** *Alignment pending review*
     Common Core State Standards for Mathematics.   # *Alignment attempted, but no correlation to academic course.*

01.0 <u>Demonstrate knowledge of fire department organization, procedures and responsibilities</u>–The student will be able to:

01.01 Describe the organization of the fire department.
01.02 Explain the Firefighter I's role as a member of the organization.
01.03 Explain the Firefighter II's role as a member of the organization.
01.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
01.05 Explain the mission of the fire service and of the local fire department.
01.06 Explain the function of a standard operating procedure.
01.07 Explain the fire department rules and regulations that apply to the position of firefighter.
01.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.
01.09 Explain the role of other agencies that may respond to emergencies.
01.10 Describe the components of a member assistance program.
01.11 Define the following terms: a) chain of command, b) span of control, and c) unity of command.

02.0 <u>Use fire alarms and communications equipment</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.N.3.5

02.01   Define the procedure for a citizen to report a fire or other emergency.
02.02   Demonstrate action taken upon receipt of an alarm or report of an emergency.
02.03   Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
02.04   Identify procedures required for receipt and processing of business and personal calls.
02.05   Define and demonstrate prescribed fire department radio procedures, including:
   a.   Routine traffic
   b.   Emergency traffic
   c.   Emergency evacuation signals
02.06   Demonstrate both mobile and portable radio equipment.

03.0   <u>Demonstrate knowledge of fire behavior</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.E.7.1, T.5.1.4, SC.912.N.1.2, SC.912.P.8.5, SC.912.P.8.8, SC.912.N.1.1, P.8.7, L.18.9, P.10.12, L.18.9, L.14.43, L.14.44, P. 12.12. P. 10.8, P.10.6

03.01   Define fire.
03.02   Define the fire triangle and tetrahedron.
03.03   Identify two chemical, mechanical, and electrical energy heat sources.
03.04   Recognize the following conditions and explain their associated hazards and appropriate actions:
   a.   Incident fire
   b.   Rollover
   c.   Hot smoldering fire
   d.   Flashover
   e.   Steady state
   f.   Backdraft
03.05   Define the three methods of heat transfer.
03.06   Define the three physical stages of matter in which fuels are commonly found.
03.07   Define the hazard of finely divided fuels as they relate to the combustion process. Define flash point, fire point, and ignition temperature.
03.08   Define concentrations of oxygen in air as it affects combustion and life safety.
03.09   Identify three products of combustion commonly found in structural fires, which create a life hazard.
03.10   Define the following units of heat measurement:
   a.   British Thermal Unit (BTU)
   b.   Fahrenheit (°F)
   c.   Celsius (°C)
   d.   Calorie (C)
03.11   Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

04.0   <u>Use portable fire extinguishers</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.N.1.2, SC.912.H.1.1, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.3.1

04.01   Identify the classification of types of fire as they relate to the use of portable extinguishers.

04.02   Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.

04.03   Define the portable extinguisher rating system.

04.04   Extinguish Class A and B fires using the appropriate portable fire extinguisher.

05.0   <u>Sexually transmitted diseases/emergency medical care (First Responder Model)</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.L.16.17

05.01   Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of all patients following Centers for Disease Control (CDC) guidelines.

06.0   <u>Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model)</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3, SC.912.L.18.4, SC.912.L.18.4, SC.912.L.18.3

06.01   Conduct a primary assessment of problems that are a threat to life if not corrected immediately.

06.02   Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.

06.03   Perform the following procedures as defined in the Journal of the American Medical Association, "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)":
- a. Single-rescuer CPR
  - Adult
  - Child
  - Infant
- b. Two-rescuer CPR on an adult
- c. Management of an obstructed airway
  - Conscious and unconscious adult
  - Conscious and unconscious child
  - Conscious and unconscious infant

06.04   Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.

06.05   Identify three (3) types of external bleeding and the characteristics of each type. Demonstrate three (3) procedures for controlling external bleeding. Identify characteristics and emergency medical care of thermal burns according to degree and severity.

06.06   Identify the emergency medical care for chemical burns, including chemical burns of the eyes. Identify the symptoms and demonstrate emergency medical care of traumatic shock.

06.07   Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.

06.08   Identify the method of contacting the poison control center that serves the local jurisdiction.

07.0   <u>Detect the presence of hazardous materials</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5, SC.912.P.8.8, SC.912.E.7.1, SC.912.E.5.1, SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3, SC.912.L.18.4, SC.912.E.5.2, SC.912.P.8.9

07.01   Define hazardous materials.

07.02   Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.

07.03   Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division. Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.

07.04   Identify typical container shapes that can indicate hazardous materials. Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
        a.   UN/NA identification numbers
        b.   NFPA 704 markings
        c.   Military hazardous materials markings
        d.   Special hazard communication markings
        e.   Pipeline markings
        f.   Container markings

07.05   Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.

07.06   Identify U.S. and Canadian placards and labels that indicate hazardous materials.

07.07   Identify the basic information on material safety data sheets (MSDS) and shipping papers that indicates hazardous materials.

07.08   Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.

07.09   Identify examples of clues (other that occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.

07.10   Describe the limitation of using the senses in determining the presence or absence of hazardous materials.

08.0   <u>Follow fire prevention inspection practices</u>–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5, SC.912.P.8.8, MA.C.1.4, AT.5.2.4, SC.912.N.1.1-1.7, SC.912.N.3.5,

08.01   Identify five common causes of fires and their prevention.

08.02   Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials, for the following topics: a) stop, drop, and roll, b) crawl low in smoke, c) escape planning, d) alerting others, e) calling the fire department, f) fire station tour, and g) residential smoke detector replacement and maintenance.

08.03   Define the importance of public relations relative to the inspection programs.

08.04   Demonstrate inspection procedures for private dwellings.

08.05   Document the presentation given in 40.02, given a reporting form that includes: a) program title, b) number of participants, c) evaluations.

08.06   Identify life safety programs for the home.

08.07   Prepare diagrams or sketches of buildings to record the locations of items of concern during pre-fire planning operations.

08.08   Collect and record in writing information required for the purpose of preparing a report on a building inspection or survey.

08.09   Identify common fire hazards and make recommendations for their correction.

08.10   Identify school exit drill procedures.

08.11   Conduct a building fire safety survey and prepare a written report summarizing the results.

08.12   Inspect fire protection standpipe systems for readiness, including a visual inspection of the following: a) hose (if provided), b) nozzles, c) outlet thread connections, and d) fire department connections.

08.13   Identify smoke, heat, and flame detection alarm systems.

08.14   Identify the fire hazards commonly found in the following types of occupancies: a) manufacturing, b) commercial, c) residential, and d) public assemblies.

08.15   Identify standard types of chimneys and flues and recognize deficiencies likely to cause fires.

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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.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	3/56 5%	Anatomy/Physiology Honors	5/53 9%	Astronomy Solar/Galactic Honors	10/52 19%
Algebra 2	^^	Chemistry 1	10/55 18%	Genetics	4/35 11%	Marine Science 1 Honors	6/42 14%
Geometry	^^	Physics 1	12/53 23%	Earth-Space Science	12/58 21%	Physical Science	13/56 23%

^^ *Alignment pending full implementation of the Common Core State Standards for Mathematics.*
** *Alignment pending review*
# *Alignment attempted, but no correlation to academic course.*

09.0   Personal protective equipment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.3.5

09.01 Model the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
09.02 Model the physical requirements of the wearer of the SCBA.
09.03 Model the limitations of the SCBA.
09.04 Model the safety features of all types of self-contained breathing apparatus.
09.05 Demonstrate the function of each component of the SCBA.
09.06 Demonstrate that the SCBA is in a safe condition for immediate use.
09.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
09.08 Demonstrate the use of SCBA in conditions of restricted space. Demonstrate the following emergency techniques to be used in the event of SCBA failure:
    a. Use of emergency bypass or purge-valve
    b. Conservation of air
    c. Breathing from the breathing tube or regulator in the event of a face piece failure

09.09 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.

09.10 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.

09.11 Identify each of the following articles of protective equipment and describe their uses and limitations:
   a. Helmet (with shield)
   b. Hood
   c. Boots
   d. Gloves
   e. Turnout or bunker coat
   f. Turnout or bunker pants
   g. SCBA
   h. Personal Alert Safety System (PASS)
   i. Eye protection

09.12 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.

09.13 Demonstrate the donning and doffing of the personal protective equipment listed in 5.12.

09.14 Identify the hazardous environments requiring the use of respiratory protection.

09.15 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.

09.16 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
   a. A firefighter with functioning respiratory protection
   b. A firefighter without functioning respiratory protection
   c. A civilian without respiratory protection

10.0 <u>Demonstrate knowledge of fire apparatus</u>--The student will be able to:

10.01 Identify the function of the following:
   a. Engine company
   b. Truck company
   c. Rescue/Squad company

10.02 Describe the functions of the following units:
   a. Pumper/Engine
   b. Aerial Apparatus
   c. Mobile Water Supply Apparatus/Tanker
   d. Wildland Fire Apparatus
   e. ARFF – Aircraft Rescue and Fire Fighting

10.03 Identify special equipment used in the following apparatus:
   a. Rescue
   b. Chemical
   c. Floodlight and power
   d. Air truck

11.0 <u>Use ropes, tools, and equipment</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.12.2, SC.912.P.12.4

11.01 When given the proper size and amount of rope, demonstrate tying a:
   a. Bowline knot
   b. Clove hitch
   c. Figure of eight on a bight
   d. Figure of eight follow-through
   e. Figure of eight stopper knot
   f. Chimney hitch
   g. Becket or sheet bend
   h. Girth hitch
   i. Overhand safety knot
11.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
11.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
11.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.
11.05 Identify the reasons for placing a rope out of service.
11.06 Distinguish between life safety and utility ropes.

12.0 <u>Demonstrate safety procedures</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.E.5.1, SC.912.E.5.2, SC.912.P.12.4, SC.912.E.7.1, SC.912.N.1.2,
SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3,SC.912.L.18.4, SC.912.P.12.7,
SC.912.L.14.6

12.01 Identify dangerous building conditions created by fire.
12.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.
12.03 Explain hazards related to electrical emergencies.
12.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).
12.05 Describe the responsibilities of a firefighter as required by NFPA 1500.
12.06 Demonstrate the procedures for shutting off the gas service to a building.
12.07 Demonstrate the procedures for shutting off electrical service to a building.
12.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
12.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.
12.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.
12.11 Identify a minimum of three common types of accidents or injuries, and their causes that occur in the following locations:
   a. Fire ground
   b. Responding and returning
   c. Training
   d. Non-fire emergencies
   e. Other on-duty locations
12.12 Identify safety procedures for ensuring a safe station/facility environment.
12.13 Identify potential long-term consequences of exposure to products of combustion.

13.0   Use ladders--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.C.1.4, SC.912.P.12.2, SC.912.P.12.4, SC.912.N.35

13.01   Identify and describe the use of the following types of ladders:
a.   Folding/attic
b.   Roof
c.   Straight/wall
d.   Aerial ladders
13.02   Raise, position, and lower the following types of ground ladders:
a.   14 ft. single or wall ladder
b.   24 ft. extension ladder
c.   35 ft. extension ladder
d.   Attic/folding ladder
13.03   Demonstrate the deployment of a roof ladder on a pitched roof.
13.04   Climb the full length of each type of ground (and aerial, if available) ladder
carrying fire fighting tools or equipment while ascending and descending.
13.05   Climb the full length of each type of ground (and aerial, if available) ladder and
bring an "injured person" down the ladder.
13.06   Demonstrate the techniques of working from ground or aerial ladders with tools
and appliances, with and without a safety harness.
13.07   Demonstrate the techniques of cleaning, inspecting and maintaining ladders.

14.0   Use fire hose, nozzles, and appliances--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.E.5.1, SC.912.E.5.2, SC.912.P.12.2, SC.912.P.12.4

14.01   Identify the sizes, types, amounts, and use of hose as required to be carried on a
pumper according to NFPA 1901.
14.02   Demonstrate the use of all nozzles, hose adapters, and hose appliances as
required to be carried on a pumper according to NFPA 1901.
14.03   When given the necessary equipment and operating as an individual and as a
member of a team, advance dry hose lines of two different sizes, both of which
shall be 1 1/2 inch or larger, from a pumper:
a.   Into a structure
b.   Up a ladder to a second floor landing
c.   Up an inside stairway to an upper floor
d.   Up an outside stairway to an upper floor
e.   Down an inside stairway to a lower floor
f.   Down an outside stairway to a lower floor
g.   To an upper floor by hoisting
14.04   When given the necessary equipment and operating as a member of a team,
advance charged attack lines of two different sizes, both which shall be 1 1/2
inch or larger, from a pumper:
a.   Into a structure
b.   Up a ladder to a second floor landing
c.   Up an outside stairway to an upper floor
d.   Up an inside stairway to an upper floor

e. Down an inside stairway to a lower floor
f. Down an outside stairway to a lower floor
g. To an upper floor by hoisting

14.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
14.06 Demonstrate at least 3 different types of hose loads and finishes.
14.07 Demonstrate three types of hose rolls.
14.08 Demonstrate two types of hose carries.
14.09 Demonstrate coupling and uncoupling of fire hose.
14.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
14.11 Demonstrate the methods for extending a hose line.
14.12 Demonstrate replacing a burst section of hose line.
14.13 Demonstrate a hand lay of 300 ft. (90m) of supply line 2-1/2 in. (65 mm) or larger from a pumper to a water source.

15.0 <u>Use fire streams</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.E.7.1, SC.912.P.12.2, SC.912.P.12.4, PE.A.2.4, SC.912.E.5.2, SC.912.P.8.5, SC.912.P.8.8

15.01 Define a fire stream.
15.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
15.03 Define water hammer and at least one method for its prevention.
15.04 Define the following methods of water application:
    a. Direct
    b. Indirect
    c. Combination
15.05 Identify precautions to be followed while advancing hose lines to a fire.
15.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
15.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
15.08 Demonstrate the methods for applying foam.

16.0 <u>Use water supplies</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.8.5, SC.912.P.12.2, SC.912.P.12.4, SC.912.P.8.8, SC.912.P1-5

16.01 Identify the water distribution system, and other water sources in the local community.
16.02 Identify the following parts of a water distribution system:
    a. Distributors
    b. Primary feeders
    c. Secondary feeders
16.03 Explain the operation of a:
    a. Dry-barrel hydrant
    b. Wet-barrel hydrant

16.04 Define the following:
    a. Normal operating pressure of a water distribution system
    b. Residual pressure of a water distribution system
    c. Flow pressure
16.05 Identify the following types of main water valves:
    a. Indicating
    b. Non-indicating
    c. Post indicator
    d. Outside screw and yoke
16.06 Describe how the following conditions reduce hydrant effectiveness:
    a. Obstructions to use of hydrant
    b. Direction of hydrant outlets to suitability of use
    c. Mechanical damage
    d. Rust and corrosion
    e. Failure to open the hydrant fully
    f. Ability to drain
16.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
16.08 Identify and explain the four (4) fundamental components of a modern water system.
16.09 Demonstrate deployment of a portable water tank.
16.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
16.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
16.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
16.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
16.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
16.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
16.16 Identify two causes of increased resistance or friction loss in water mains.

17.0 <u>Use private fire protection systems</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5,SC.912.P.8.8, SC.912.P.12.2, SC.912.P.12.4

17.01 Identify a fire department sprinkler connection and water motor alarm.
17.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
17.03 Define how the automatic sprinkler heads open and release water.
17.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
17.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
17.06 Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
17.07 Identify the "Main Control" valve on an automatic sprinkler system.
17.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

18.0   Demonstrate salvage procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5, SC.912.P.8.8, SC.912.E.5.1, SC.912.E.5.2

18.01   Identify the purpose of salvage and its value to the public and the fire
        department.
18.02   Demonstrate the removal of debris, and the removal and routing of water from a
        structure.
18.03   Demonstrate the covering or closing of openings made during fire fighting
        operations.

19.0   Demonstrate overhaul procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5, SC.912.P.8.8, SC.912.E.7.1, SC.912.P.8.1, SC.912.P.8.2, SC.912.P.8.12

19.01   Identify the purpose of overhaul.
19.02   Recognize at least four (4) indicators of hidden fires.
19.03   Demonstrate searching for hidden fires.
19.04   Demonstrate how to separate and remove charred material from unburned
        material.
19.05   Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and
        pulling apart burned materials.
19.06   Define duties of fire fighters left at the fire scene for fire and security surveillance.

20.0   Demonstrate knowledge of the fundamentals of extinguishment--The student will be able
        to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.E.7.1, SC.912.E.7.4, SC.912.N.1.2

20.01   Describe the tactics employed to fight wildland fires.

21.0   Demonstrate knowledge of the effects of building construction on fire fighting--The
        student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.8.5, SC.912.P.8.7, SC.912.P.8.8,SC.912.E.5.1, SC.912.E.5.2, SC.912.P.10.4

21.01   Describe the basic structural characteristics of the following types of building
        construction:
        a. Wood frame
        b. Ordinary
        c. Heavy timber
        d. Noncombustible
        e. Fire resistant
21.02   Identify the general fire behavior expected with each type of building
        construction, including the spread of fire and the safety of the building,
        occupants, and firefighters.

21.03 Describe at least three hazards associated with truss and lightweight construction.

21.04 Identify dangerous building conditions created by fire and fire suppression activities.

21.05 Identify five (5) indicators of building collapse.

21.06 Describe the effects of fire and fire fighting activities on the following building materials:
   a. Wood
   b. Masonry
   c. Cast iron
   d. Steel
   e. Gypsum wallboard
   f. Reinforced concrete
   g. Glass
   h. Plaster on lath

21.07 Define the following terms as they relate to building construction:
   a. Load bearing
   b. Partition wall
   c. Veneer wall (exterior)
   d. Party wall
   e. Fire wall
   f. Cantilever wall

22.0 <u>Use fire alarms and communications equipment</u>--The student will be able to:

22.01 Identify fire location indicators provided to direct fire fighters to specific locations in protected public or private properties.

22.02 Identify supervisory alarm equipment provided in the fire station and prescribed action to be taken upon receipt of designated signals.

22.03 Define the policy and demonstrate the procedure of ordering and transmitting multiple alarms of fire and calls for special assistance from the emergency scene.

23.0 <u>Demonstrate ventilation practices</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.12.2, SC.912.P.12.4, SC.912.P.8.5, SC.912.P.8.8

23.01 Describe the use of different types of power saws and jack hammers.

23.02 Identify the different types of roofs, demonstrate the techniques used to ventilate each type, and identify the necessary precautions.

23.03 Identify the manual and automatic venting devices found within structures.

23.04 Describe the operations and considerations necessary to control the spread of smoke and fire through duct systems, including: a) determining location and routing of ducts, b) shutting down systems to prevent spread of heat and smoke, c) checking false ceilings or framing enclosing duct systems, d) examining duct system after ventilation, e) checking duct system outlets, and   f) determining if duct system has openings, smoke dampers, or smoke detectors.

23.05 Identify considerations that must be made when determining the size and location of a ventilation opening, including: a) availability of natural openings, b) location of fire, c) direction fire will be drawn, d) type of building construction, e)

wind direction, f) progress of fire, g) condition of building, h) obstructions, and i) relative efficiency of large openings versus small openings.

23.06   Identify the location of an opening and the precautions to be taken when ventilating a basement.

23.07   Describe fire ground situations where forced ventilation procedures may be required.

23.08   Demonstrate the ventilation of a flat and pitched roof using both hands and power tools.

24.0   <u>Demonstrate rescue procedures</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.4.1, SC.912.N.1.2

24.01   Describe the techniques and safety procedures as they relate to the following rescue activities: a) structural collapses, b) trench collapses, c) caves and tunnels, d) water and ice emergencies, e) emergencies involving energized electrical lines, and f) industrial hazards.

24.02   Demonstrate the techniques and safety procedures to be followed when given simulated rescue situations, which will include the following scenarios: a) search and rescue of victim(s) from a residential structure, b) search of large interior areas, i.e., stores, warehouses, basements maintenance bays, etc., c) rescue of entrapped firefighter, d) search and rescue in areas of restricted passage, and e) search and rescue of victim(s) in a multi-story building.

24.03   Tie a standard rescue knot on a victim and lower a person from a third-floor level. Identify safety procedures used during elevator and escalator rescue operations.

24.04   Don a life safety harness that meets the requirements of NFPA 1983.

24.05   Inspect a life safety harness and identify the conditions that would require its removal from service.

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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.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	**Biology 1**	#	**Anatomy/Physiology Honors**	1/53 2%	**Astronomy Solar/Galactic Honors**	5/52 10%
Algebra 2	^^	**Chemistry 1**	5/55 9%	**Genetics**	1/35 3%	**Marine Science 1 Honors**	2/42 5%
Geometry	^^	**Physics 1**	4/53 8%	**Earth-Space Science**	6/58 10%	**Physical Science**	6/56 11%

^^   *Alignment pending full implementation of the*   **   *Alignment pending review*
     Common Core State Standards for Mathematics.   #   *Alignment attempted, but no correlation to academic course.*

25.0   Use forcible entry equipment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.12.2, SC.912.P.12.4

   25.01   Identify the materials and construction features of door and window locking devices.
   25.02   Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
   25.03   Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
   25.04   Identify and safely carry at least 1 of the following:
       a. Cutting tool
       b. Prying tool
       c. Pulling tool
       d. Striking tool
   25.05   Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.
   25.06   Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.

25.07   Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
25.08   Demonstrate breaking window or door glass and removing obstruction.

26.0   <u>Participate in controlled burning exercises</u>--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.P.12.2, SC.912.P.12.4, SC.912.E.5.1, SC.912.E.5.2, PE.A.2.4, SC.912.P.8.7

26.01   Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.
26.02   Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.
26.03   Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.
26.04   Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.
26.05   Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.
26.06   Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire in an elevated location within a structure (attic or upper floor).
26.07   Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire in a below grade area or other location that requires an initial attack from above.
26.08   Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire involving (simulated) energized electrical components.
26.09   Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire involving a flammable gas cylinder and or piping.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

	Secondary	PSAV
Program Number	9101000	P090101
CIP Number	0743039900	0743039900
Grade Level	11,12, 30, 31	30, 31
Standard Length	1.5 credits	232 hours
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G PUB SAF TE@7G *Applicable Subject Matter Experts may assist in teaching this course.	FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G PUB SAF TE@7G *Applicable Subject Matter Experts may assist in teaching this course.
CTSO	FPSA	N/A
SOC Codes (all applicable)	43-5031 Police, Fire, and Ambulance Dispatchers	43-5031 Police, Fire, and Ambulance Dispatchers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level		Math 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.

The purpose of this program is to prepare students for employment as 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 and safety including CPR.

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 occupational completion point.

When offered at the postsecondary adult career and technical level, 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.

The following table illustrates the program structure **PSAV**:

OCP	Course Number	Course Title	Course Length	SOC Code
A	EMS0002	Dispatcher: Police, Fire, and Ambulance	232 hours	43-5031

The following table illustrates the program structure **Secondary**:

OCP	Course Number	Course Title	Course Length	SOC Code
A	9101100	Dispatcher: Police, Fire, and Ambulance	1.5 credits	43-5031

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for

students. The program objectives and outcomes will be enhanced if the student has the opportunity to achieve actual experience in utilization of some telecommunications equipment such as telephone, teletype and radio dispatch console.

Special Notes

Effective October 1, 2012, 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.

Career and Technical Student Organization (CTSO)

FPSA is the appropriate career and technical student organization (for Secondary students only) for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training."

Cooperative Training – OJT

On-the-job training is appropriate and strongly encouraged for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf.

Standards

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

01.0 Describe and demonstrate professional ethics and the role of telecommunicator.
02.0 Describe guidelines and operational standards of call classification and prioritization.
03.0 Identify and explain operation of communication equipment and resources.
04.0 Demonstrate communication and interpersonal skills.
05.0 Perform operational skills.
06.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat awareness).
07.0 Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes.
08.0 Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes.
09.0 Comprehend stress management techniques.
10.0 Understand the duties of a public safety telecommunicator.
11.0 Emergency Management
12.0 CPR

Florida Department of Education
Student Performance Standards

Program Title: **Public Safety Telecommunication**
PSAV Number: **P090101**

Course Number: EMS0002
Occupational Completion Point: A
Dispatcher: Police, Fire, and Ambulance – 232 Hours – SOC Code 43-5031

01.0   Describe and demonstrate professional ethics and the role of telecommunicator--The student will be able to:

     01.01   Define ethics and professionalism.
     01.02   Comprehend acts that are considered professionally unethical.
     01.03   Explain team concept.
     01.04   Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.
     01.05   Comprehend the historical development of the role of the telecommunication profession.
     01.06   Describe the evolution of telecommunications and 911.
     01.07   Explain how criminal and civil law affects telecommunication operations.
     01.08   Describe impact and importance of disseminating public information.
     01.09   Explain importance of and procedure for testifying in court.
     01.10   Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPPA) and how it relates to telecommunications.
     01.11   Explain Florida's The "Sunshine" Law and how it relates to public record requests.

02.0   Describe guidelines and operational standards of call classification and prioritization--The student will be able to:

     02.01   Explain the importance of call classification and prioritization.
     02.02   Describe the call type using the proper classification process.
     02.03   Demonstrate telephone techniques including call handling guidelines.
     02.04   Demonstrate interpersonal skills.
     02.05   Demonstrate friendly and accurate customer service.

03.0   Identify and explain operation of communication equipment and resources--The student will be able to:

     03.01   Describe typical components of communication centers.
     03.02   Identify communication equipment functions and terminology.
     03.03   Explain functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
     03.04   Explain the operation of various manual and automated equipment that may be utilized within the communication system.
     03.05   Explain the operation of a telephone system
     03.06   Explain the operation of ADA services including TDD and telephone relay services.

03.07   Explain the operation of radio equipment.
03.08   Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN).
03.09   Explain the operation of 911 equipment.
03.10   Identify the referral process for access to resources outside of the public safety agency.
03.11   Explain the role of Telematic Call Centers in a public safety related incident.

04.0   Demonstrate communication and interpersonal skills--The student will be able to:

04.01   Use calm and controlled voice on radio and telephone.
04.02   Demonstrate internal and external customer service skills.
04.03   Demonstrate multi-function dexterity.
04.04   Demonstrate the ability to recognize when information received is not appropriate to the situation or appears suspicious.
04.05   Demonstrate active listening skills.
04.06   Use proper pronunciation and enunciation.
04.07   Demonstrate ability to give and follow instructions.
04.08   Demonstrate specific calming techniques as appropriate.
04.09   Demonstrate comprehension of diverse cultural needs.
04.10   Demonstrate decision-making skills.
04.11   Explain the difference between a fact and an inference.

05.0   Perform operational skills--The student will be able to:

05.01   Obtain and organize pertinent information for dispatch.
05.02   Correctly complete appropriate forms, logs, and files.
05.03   Utilize available resources properly.
05.04   Identify various procedures used when dispatching emergency and non-emergency calls.
05.05   Demonstrate an understanding of federal, state, and local laws for disseminating information.
05.06   Obtain and process requests for service and/or resources from field units in a timely manner.
05.07   Explain the importance of briefing on-coming telecommunicators.
05.08   Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
05.09   Explain geographical jurisdictions and how it affects day-to-day activities.

06.0   Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat awareness)--The student will be able to:

6.01   Understand the roles and responsibilities of fire department responders.
6.02   Define types of fire emergency calls.
6.03   Understand the telecommunicator's role in firefighter safety
6.04   Define hazardous materials as substances (solids, liquids, or gases) that when released is capable of causing harm to people, the environment, and property.
6.05   Identify the differences between hazardous materials emergencies and other emergencies.

6.06   Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.

6.07   Identify that hazardous materials may be found in various types of containers.

6.08   Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.

6.09   Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.

6.10   Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.

07.0   <u>Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes</u>--The student will be able to:

07.01   Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters).

07.02   Comprehend the various types of emergency response modes to fire and medical calls.

07.03   Define what is Primary and Secondary units.

07.04   Define what is Basic Life Support (BLS).

07.05   Define what is Advance Life Support (ALS).

07.06   Define what is a multi-casualty incident (MCI).

07.07   Understand the role and responsibility of Communications during a MCI.

07.08   Define Air Rescue Transport Unit (ATU).

07.09   Define Trauma Center and Trauma Alert criteria.

07.10   Understand why some EMS calls may require Police response.

08.0   <u>Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes</u>--The student will be able to:

08.01   Understand the roles and responsibilities of law enforcement officers.

08.02   Understand the various reasons that citizens request police assistance.

08.03   Define criminal and civil complaints.

08.04   Understand why a telecommunicator should not give legal advice.

08.05   Define in-progress, just occurred, and past event calls.

08.06   Understand the phases of crisis call incidents including active shooter, hostage situations, barricaded subjects, suicide threats.

08.07   Identify the proper interview questions for crisis calls.

08.08   Identify the officer safety issues for both primary and secondary response.

08.09   Understand the role of the telecommunicator during a crisis call incident.

08.10   Understand the telecommunicator's role in officer safety.

08.11   Define Amber and Silver alert calls.

09.0   <u>Comprehend stress management techniques</u>--The student will be able to:

09.01   Define stress.

09.02   Describe stressors unique to the telecommunicator.

09.03   Describe techniques necessary to prevent and manage stress.

09.04   Explain Critical Incident Stress Management (CISM).

09.05   Describe actions necessary to manage stress during an "in progress" incident.

10.0   <u>Understand the duties of a public safety telecommunicator</u>--The student will be able to:

   10.01   Understand the proper conduct of a public safety telecommunicator.
   10.02   Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
   10.03   Understand the importance of reporting for duty and the impact absences have on a communications center.

11.0   <u>Emergency Management</u>--The student will be able to:

   11.01   Understand the role and responsibilities of the U.S. Department of Homeland Security.
   11.02   Be familiar with different types of domestic and international terrorism threats.
   11.03   Understand basic terminology regarding terrorism threats such as CBRNE, Syndromic Surveillance, etc.
   11.04   Understand the role and responsibilities of NIMS.
   11.05   Understand the role and responsibilities of FEMA.
   11.06   Successfully complete the NIMS courses IS 100.b (Introduction to Incident Command System); IS 200.b (ICS for Single Resources and Initial Action Incidents); and IS 700.a (National Incident Management System (NIMS), An Introduction).
   11.07   Understand the role and responsibilities of NORAD (North American Aerospace Defense Command).
   11.08   Understand the role and responsibilities of Emergency Management, both on the local level and state level.
   11.09   Be familiar with Disaster Preparedness plans.
   11.10   Be familiar with Emergency Operations plans.
   11.11   Understand the role and responsibilities of the Emergency Operations Center.
   11.12   Understand mutual-aid and automatic-aid agreements and their importance.
   11.13   Understand the role of the telecommunicator during a disaster.
   11.14   Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc.
   11.15   Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.

12.0   <u>CPR</u>–The student will be able to:

   12.01   Attend and successfully complete a CPR certification class.

Florida Department of Education
Student Performance Standards

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

Course Description:

01.0   Describe and demonstrate professional ethics and the role of telecommunicator--The student will be able to:

    01.01   Define ethics and professionalism.
    01.02   Comprehend acts that are considered professionally unethical.
    01.03   Explain team concept.
    01.04   Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.
    01.05   Comprehend the historical development of the role of the telecommunication profession.
    01.06   Describe the evolution of telecommunications and 911.
    01.07   Explain how criminal and civil law affects telecommunication operations.
    01.08   Describe impact and importance of disseminating public information.
    01.09   Explain importance of and procedure for testifying in court.
    01.10   Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPPA) and how it relates to telecommunications.
    01.11   Explain Florida's The "Sunshine" Law and how it relates to public record requests.

02.0   Describe guidelines and operational standards of call classification and prioritization--The student will be able to:

    02.01   Explain the importance of call classification and prioritization.
    02.02   Describe the call type using the proper classification process.
    02.03   Demonstrate telephone techniques including call handling guidelines.
    02.04   Demonstrate interpersonal skills.
    02.05   Demonstrate friendly and accurate customer service.

03.0   Identify and explain operation of communication equipment and resources--The student will be able to:

    03.01   Describe typical components of communication centers.
    03.02   Identify communication equipment functions and terminology.
    03.03   Explain functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
    03.04   Explain the operation of various manual and automated equipment that may be utilized within the communication system.
    03.05   Explain the operation of a telephone system
    03.06   Explain the operation of ADA services including TDD and telephone relay services.
    03.07   Explain the operation of radio equipment.

03.08 Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN).
03.09 Explain the operation of 911 equipment.
03.10 Identify the referral process for access to resources outside of the public safety agency.
03.11 Explain the role of Telematic Call Centers in a public safety related incident.

04.0 Demonstrate communication and interpersonal skills--The student will be able to:

04.01 Use calm and controlled voice on radio and telephone.
04.02 Demonstrate internal and external customer service skills.
04.03 Demonstrate multi-function dexterity.
04.04 Demonstrate the ability to recognize when information received is not appropriate to the situation or appears suspicious.
04.05 Demonstrate active listening skills.
04.06 Use proper pronunciation and enunciation.
04.07 Demonstrate ability to give and follow instructions.
04.08 Demonstrate specific calming techniques as appropriate.
04.09 Demonstrate comprehension of diverse cultural needs.
04.10 Demonstrate decision-making skills.
04.11 Explain the difference between a fact and an inference.

05.0 Perform operational skills--The student will be able to:

05.01 Obtain and organize pertinent information for dispatch.
05.02 Correctly complete appropriate forms, logs, and files.
05.03 Utilize available resources properly.
05.04 Identify various procedures used when dispatching emergency and non-emergency calls.
05.05 Demonstrate an understanding of federal, state, and local laws for disseminating information.
05.06 Obtain and process requests for service and/or resources from field units in a timely manner.
05.07 Explain the importance of briefing on-coming telecommunicators.
05.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
05.09 Explain geographical jurisdictions and how it affects day-to-day activities.

06.0 Demonstrate as understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat--The student will be able to:

06.01 Understand the roles and responsibilities of fire department responders.
06.02 Define types of fire emergency calls.
06.03 Understand the telecommunicator's role in firefighter safety.
06.04 Define hazardous materials as substances (solids, liquids, or gases) that when released is capable of causing harm to people, the environment, and property.
06.05 Identify the differences between hazardous materials emergencies and other emergencies.
06.06 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.

06.07   Identify that hazardous materials may be found in various types of containers.
06.08   Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
06.09   Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.
06.10   Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.

07.0   Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes--The student will be able to:

07.01   Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters).
07.02   Comprehend the various types of emergency response modes to fire and medical calls.
07.03   Define what is Primary and Secondary units.
07.04   Define what is Basic Life Support (BLS).
07.05   Define what is Advance Life Support (ALS).
07.06   Define what is a multi-casualty incident (MCI).
07.07   Understand the role and responsibility of Communications during a MCI.
07.08   Define Air Rescue Transport Unit (ATU).
07.09   Define Trauma Center and Trauma Alert criteria.
07.10   Understand why some EMS calls may require Police response.

08.0   Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes--The student will be able to:

08.01   Understand the roles and responsibilities of law enforcement officers.
08.02   Understand the various reasons that citizens request police assistance.
08.03   Define criminal and civil complaints.
08.04   Understand why a telecommunicator should not give legal advice.
08.05   Define in-progress, just occurred, and past event calls.
08.06   Understand the phases of crisis call incidents including active shooter, hostage situations, barricaded subjects, suicide threats.
08.07   Identify the proper interview questions for crisis calls.
08.08   Identify the officer safety issues for both primary and secondary response.
08.09   Understand the role of the telecommunicator during a crisis call incident.
08.10   Understand the telecommunicator's role in officer safety.
08.11   Define Amber and Silver alert calls.

09.0   Comprehend stress management techniques--The student will be able to:

09.01   Define stress.
09.02   Describe stressors unique to the telecommunicator.
09.03   Describe techniques necessary to prevent and manage stress.
09.04   Explain Critical Incident Stress Management (CISM).
09.05   Describe actions necessary to manage stress during an "in progress" incident.

10.0   Understand the duties of a public safety telecommunicator--The student will be able to:

10.01   Understand the proper conduct of a public safety telecommunicator.
10.02   Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
10.03   Understand the importance of reporting for duty and the impact absences have on a communications center

11.0   Emergency Management--The student will be able to:

11.01   Understand the role and responsibilities of the US Department of Homeland Security.
11.02   Be familiar with different types of domestic and international terrorism threats.
11.03   Understand basic terminology regarding terrorism threats such as CBRNE, Syndromic Surveillance, etc.
11.04   Understand the role and responsibilities of NIMS.
11.05   Understand the role and responsibilities of FEMA.
11.06   Successfully complete the NIMS courses IS 100.b (Introduction to Incident Command System); IS 200.b (ICS for Single Resources and Initial Action Incidents); and IS 700.a (National Incident Management System (NIMS), An Introduction).
11.07   Understand the role and responsibilities of NORAD (North American Aerospace Defense Command).
11.08   Understand the role and responsibilities of Emergency Management, both on the local level and state level.
11.09   Be familiar with Disaster Preparedness plans.
11.10   Be familiar with Emergency Operations plans.
11.11   Understand the role and responsibilities of the Emergency Operations Center.
11.12   Understand mutual-aid and automatic-aid agreements and their importance.
11.13   Understand the role of the telecommunicator during a disaster.
11.14   Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc.
11.15   Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.

12.0   CPR–The student will be able to:

12.01   Attend and successfully complete a CPR certification class.

2013 - 2014

Florida Department of Education
Curriculum Framework

Course Title: **Introduction to Law, Public Safety and Security**
Course Type: **Orientation/Exploratory**
Career Cluster: **Law, Public Safety and Security**

	Secondary - Middle School
Program Number	9160350
CIP Number	149160350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	N/A
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Introduction to Law, Public Safety and Security career cluster Thousands of challenging educational and training opportunities are offered in the highly skilled Law, Public Safety, Corrections and Security Career Cluster. These opportunities continue to expand in the areas of corporate, industrial, homeland security and public safety. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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.

Standards

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

01.0   Demonstrate an understanding of the Emergency and fire management career pathway.
02.0   Demonstrate an understanding of the Security and protective services career pathway.
03.0   Demonstrate an understanding of the Law enforcement services career pathway.
04.0   Demonstrate an understanding of the Legal services career pathway.
05.0   Demonstrate an understanding of the Correction services career pathway.
06.0   Apply leadership and communication skills.
07.0   Describe how information technology is used in the Law, Public Safety and Security career cluster.
08.0   Use information technology tools.
09.0   Identify components of network systems.
10.0   Describe and use communication features of information technology.

2013 - 2014

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to Law, Public Safety and Security**
Course Number: **9160350**
Course Credit: **Semester**

Course Description:

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Introduction to Law, Public Safety and Security career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Legal services career pathway. – The student will be able to:

01.01 Define and use proper terminology associated with the Legal services career pathway.
01.02 Describe some of the careers available in the Legal services career pathway.
01.03 Identify common characteristics of the careers in the Legal services career pathway.
01.04 Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
01.05 Identify skills required to successfully enter any career in the Legal services career pathway.
01.06 Describe technologies associated in careers within the Legal services career pathway.

02.0 Demonstrate an understanding of the Security and protective services career pathway. – The student will be able to:

02.01 Define and use proper terminology associated with the Security and protective services career pathway.
02.02 Describe some of the careers available in the Security and protective services career pathway.
02.03 Identify common characteristics of the careers in the Security and protective services career pathway.
02.04 Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
02.05 Identify skills required to successfully enter any career in the Security and protective services career pathway.
02.06 Describe technologies associated in careers within the Security and protective services career pathway.

03.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Law enforcement services career pathway.

03.02 Describe some of the careers available in the Law enforcement services career pathway.

03.03 Identify common characteristics of the careers in the Law enforcement services career pathway.

03.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.

03.06 Describe technologies associated in careers within the Law enforcement services career pathway.

04.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Law enforcement services career pathway.

04.02 Describe some of the careers available in the Law enforcement services career pathway.

04.03 Identify common characteristics of the careers in the Law enforcement services career pathway.

04.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.

04.06 Describe technologies associated in careers within the Law enforcement services career pathway.

05.0 Demonstrate an understanding of the Correction services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Correction services career pathway.

05.02 Describe some of the careers available in the Correction services career pathway.

05.03 Identify common characteristics of the careers in the Correction services career pathway.

05.04 Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Correction services career pathway.

05.06 Describe technologies associated in careers within the Correction services career pathway.

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FPSA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.

07.0 <u>Describe how information technology is used in the </u>Law, Public Safety and Security <u>career cluster.</u> – The student will be able to:

07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.

07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.

08.0 <u>Use information technology tools.</u> – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.

09.0 <u>Identify components of network systems.</u>—The student will be able to:

09.01 Identify structure to access internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and internet services.

10.0 <u>Describe and use communication features of information technology.</u>-- The student will be able to:

10.01 Define important internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

2013 - 2014

Florida Department of Education
Curriculum Framework

Course Title: **Introduction to Law, Public Safety and Security and Career Planning**
Course Type: **Orientation/Exploratory**
Career Cluster: **Law, Public Safety and Security**

Secondary - Middle School	
Program Number	9160360
CIP Number	149160360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	N/A
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Introduction to Law, Public Safety and Security career cluster Thousands of challenging educational and training opportunities are offered in the highly skilled Law, Public Safety, Corrections and Security Career Cluster. These opportunities continue to expand in the areas of corporate, industrial, homeland security and public safety. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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.

Standards

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

01.0   Demonstrate an understanding of the Emergency and fire management career pathway.
02.0   Demonstrate an understanding of the Security and protective services career pathway.
03.0   Demonstrate an understanding of the Law enforcement services career pathway.
04.0   Demonstrate an understanding of the Legal services career pathway.
05.0   Demonstrate an understanding of the Correction services career pathway.
06.0   Apply leadership and communication skills.
07.0   Describe how information technology is used in the Law, Public Safety and Security career cluster.
08.0   Use information technology tools.
09.0   Identify components of network systems.
10.0   Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: **Introduction to Law, Public Safety and Security**
Course Number: **9160350**
Course Credit: **Semester**

Course Description:

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Introduction to Law, Public Safety and Security career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Legal services career pathway. – The student will be able to:

01.01 Define and use proper terminology associated with the Legal services career pathway.
01.02 Describe some of the careers available in the Legal services career pathway.
01.03 Identify common characteristics of the careers in the Legal services career pathway.
01.04 Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
01.05 Identify skills required to successfully enter any career in the Legal services career pathway.
01.06 Describe technologies associated in careers within the Legal services career pathway.

02.0 Demonstrate an understanding of the Security and protective services career pathway. – The student will be able to:

02.01 Define and use proper terminology associated with the Security and protective services career pathway.
02.02 Describe some of the careers available in the Security and protective services career pathway.
02.03 Identify common characteristics of the careers in the Security and protective services career pathway.
02.04 Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
02.05 Identify skills required to successfully enter any career in the Security and protective services career pathway.
02.06 Describe technologies associated in careers within the Security and protective services career pathway.

03.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Law enforcement services career pathway.

03.02 Describe some of the careers available in the Law enforcement services career pathway.

03.03 Identify common characteristics of the careers in the Law enforcement services career pathway.

03.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.

03.06 Describe technologies associated in careers within the Law enforcement services career pathway.

04.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Law enforcement services career pathway.

04.02 Describe some of the careers available in the Law enforcement services career pathway.

04.03 Identify common characteristics of the careers in the Law enforcement services career pathway.

04.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.

04.06 Describe technologies associated in careers within the Law enforcement services career pathway.

05.0 Demonstrate an understanding of the Correction services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Correction services career pathway.

05.02 Describe some of the careers available in the Correction services career pathway.

05.03 Identify common characteristics of the careers in the Correction services career pathway.

05.04 Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Correction services career pathway.

05.06 Describe technologies associated in careers within the Correction services career pathway.

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FPSA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.

07.0 <u>Describe how information technology is used in the Law, Public Safety and Security career cluster.</u> – The student will be able to:

07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.

07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.

08.0 <u>Use information technology tools.</u> – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.

09.0 <u>Identify components of network systems.</u>—The student will be able to:

09.01 Identify structure to access internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and internet services.

10.0 <u>Describe and use communication features of information technology.</u>-- The student will be able to:

10.01 Define important internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

The student will be able to:

11.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
12.0   Develop skills to locate, evaluate, and interpret career information.
13.0   Identify and demonstrate processes for making short and long term goals.
14.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
15.0   Understand the relationship between educational achievement and career choices/postsecondary options.
16.0   Identify a career cluster and related pathways that match career and education goals.
17.0   Identify skills needed for career choices and match to personal abilities.
18.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
19.0   Demonstrate knowledge of technology and its application in career fields/clusters.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: **Juvenile Justice Detention/Residential Officer**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	L100100
CIP Number	0743011001
Grade Level	30,31
Standard Length	150 hours
Teacher Certification	Must be Department of Juvenile Justice certified in the Criminal Justice Standards & Training Commission's Instructor Techniques course pursuant to 63H-2.008 F.A.C.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialist; 21-1021 Child, Family, & School Social Workers; 39-9041 Residential Advisors
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

The content includes but is not limited to the interpersonal skills necessary to work successfully with youth. There is a concentration on understanding the adolescent youth, recognizing their developmental patterns, and how to effectively communicate with them.   The program also recognizes the need for the new officer to be familiar with the plethora of mental health issues that can plague adolescent youth, the impact of trauma, gender bias, and substance abuse as well as the indicators of potential suicide.   The focus is on establishing how the youth can be assisted to become productive adults.

Program Structure

This program is a planned sequence of instruction consisting of two 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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
		Phase 1 Course Overview/Review	Done prior (Pre-requisite)	39-9041 21-1092 21-1021
	CJB0250	Professional Attributes of a Juvenile Justice Officer	75 hours	39-9041 21-1092
A	CJB0251	Juvenile Justice Issues	75 hours	21-1021

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program may only be taught by a Department of Juvenile Justice certified instructor. This series of on-line courses must be successfully completed prior to entering the academy. A comprehensive review is included in the academy prior to taking the certification examination. The Juvenile Justice Detention/Residential Officer pre-requisite courses are as follows:

Admission to Detention/Residential (whichever is applicable to the officer)

Admission to Detention:
1.   Identify the required intake documents.
2.   Identify the actions to take if the intake documents are incomplete.
3.   Identify the actions to take if a youth is a suicide risk or is ill.
4.   State the importance of being thorough and not rushing the admissions process.
5.   State the importance of observing the confidentiality of youth information.

6.   Conducting a frisk search of youth.
7.   Conducting a visual search of youth.
8.   Conducting an electronic search of youth.
9.   Inventorying and storing youth's possessions.
10. Conducting strip search, including inspecting for lice and "scabies."
11. Supervising youth shower.
12. Issuing required uniform/clothing.
13. Completing all the admissions paperwork required in the Juvenile Justice Information System (JJIS).
14. Logging the new admission into the Master Control logbook.
15. Providing youth a phone call to parents or guardian.
16. Identifying youth with critical or special needs.
17. Classifying youth with critical or special needs in the Juvenile Justice Information System (JJIS).
18. Making youth's room assignment based on his/her particular needs.
19. Identify procedures for escorting youth to room.
20. Identify the proper steps for checking youth's sleeping room.
21. Identify the purpose and content of orientation during the admission process.
22. Identify the timeframe for conducting and documenting orientation.

Admission to Residential:
1.   State the responsibilities of the Commitment Manager.
2.   Identify the key components of the Bed Management Information System.
3.   Identify the Resource Utilization components.
4.   State the process for reporting questionable referrals.
5.   Identify the time frames for admission to a residential program.
6.   Identify who should be notified of a residential placement.
7.   State what is needed in a Commitment Packet.
8.   Determine how to get necessary missing Commitment Packet documents.
9.   Identify Medicaid provisions for children in care.
10. Identify DNA testing requirements.
11. Differentiate between notification procedures for programs with and without JJIS capability.
12. Identify the methods used to notify parents or guardians.
13. State requirements for notifying court and JPO about admission.
14. Describe the procedure for conducting a strip search.
15. Explain the three types of screening conducted during intake.
16. Describe shower procedures when a youth enters a program.
17. State policy on youth dress and personal property.
18. State policy on medications brought with youth to program.
19. Explain classification and assignment.
20. Explain procedure for establishing youth identification and address verification.
21. State Jimmy Ryce procedures.
22. State the timeframe for orientation to a residential commitment program.
23. Discuss the orientation content including:
     - Review of expectations;
     - Program rules;
     - Behavior management system;
     - Release criteria;
     - Eligibility criteria for off-campus activities;
     - Grievance procedure;

- Disaster preparedness;
- Physical layout of facility; and
- Assignment and introductions.

24. Define "case management".
25. Describe the role of the treatment team in case management.
26. Describe the steps in the case management process.

DJJ and the Law

1. Define juvenile according to Florida Statute.
2. Define a delinquent act.
3. Define the juvenile court.
4. Define jurisdiction.
5. Describe the juvenile court process.
6. Define detention order.
7. Define arraignment hearing.
8. Define adjudicatory hearing.
9. Define disposition hearing.
10. Describe "Youth Rights" for youths in custody.
11. Define abuse, neglect, and abandonment.
12. Define institutional abuse or neglect.
13. State the authorities to which abuse, neglect, or abandonment must be reported.
14. Identify the penalty and fine for failure to report abuse, neglect, or abandonment.
15. List in the correct order the phases of grievance process.
16. Describe the officer's role in each phase of the grievance process.

DJJ and the Organization

1. State the key elements of the DJJ Mission and Vision statements.
2. Identify the DJJ Executive Leadership Team and its responsibilities.
3. Describe the DJJ organization on the regional and state levels.
4. Describe the continuum of care.
5. Describe the different types of DJJ programs and services.
6. Describe the different levels of residential commitment programs.

Safety and Searches

1. Describe the key elements of supervision of youth.
2. Describe the three levels of supervision of youth identified as potential suicide risks.
3. Describe procedure for conducting counts.
4. Identify the steps for proper positioning when supervising youth.
5. Identify the supervision requirements of youth during non-wake hours.
6. Identify procedures for moving a group of youth from one location in the facility.
7. Describe procedure for requesting permission to move youth.
8. Describe times when there should be no youth movement in a facility.
9. Identify the procedures for handling any medical emergency.
10. Identify the locations of all emergency response equipment.
11. Identify the requirements for contacting 9-1-1 in life-threatening situations.
12. Identify how to document and report a youth injury.
13. Identify the officer's role in maintaining the working order and cleanliness of the facility.
14. Describe the purpose of a shift change briefing.

15. List the required information relayed during a shift change briefing.
16. Describe when additional meetings are required.
17. Conducting a frisk search of youth.
18. Conducting a visual search of youth.
19. Conducting an electronic search of youth.
20. Identify times when room searches are required.
21. Describe how to search youth sleeping rooms and document search.
22. Describe procedures for submitting a maintenance and repair work order.
23. Identify times when perimeter searches are required.
24. Describe how to conduct perimeter search, complete perimeter checklist, and document results of the search.
25. Define contraband.
26. Identify steps to detect, confiscate, report and document contraband.
27. Identify the Florida Statute that describes the penalties associated with unlawful articles in a facility.

Security

1. Identify the different types of security devices used in facilities.
2. Explain the procedures for reporting a deficiency in a security device(s).
3. Describe the requirements of facility staff for promoting a secure facility.
4. Define the function of Master Control in a facility.
5. Describe the responsibilities of Master Control.
6. Describe the requirements of documenting and maintaining a logbook in Master Control.
7. Explain the facilities responsibility for maintaining and controlling all facility keys.
8. Describe the operating procedures of key control.
9. Describe the procedures for reporting lost or damaged keys.
10. Explain the process when an officer leaves with a set of facility keys.
11. Identify the circumstances when keys can be removed from a facility.
12. Define the procedures regarding possession of firearms on state property.
13. Describe the procedures for law enforcement entering/not-entering facility with firearms.
14. Describe the procedures for documenting and reporting a youth with a firearm.
15. Identify the possible behaviors that could indicate a potential escape attempt.
16. Identify the procedures to assist in preventing an escape.
17. Describe the procedures of what to do if an escape attempt occurs.
18. Identify how to alert the officers of an escape attempt.
19. Identify the procedures an officer must follow when responding to an attempted escape.
20. Describe the procedures for maintaining control of the remaining youth during an escape or attempted escape.
21. Explain the mandated reporting and documentation procedures for an escape or attempted escape.
22. Describe the procedures for responding to a disturbance within a facility.
23. Define support call.
24. Identify the procedures when responding to a support call.
25. Describe how to document a support call.
26. Describe the procedures in the event of a hostage situation.
27. Identify how to alert Master Control of the hostage situation.
28. Describe the procedures for maintaining control of the remaining youth during a hostage situation.
29. Describe how to document and report a hostage situation.
30. Describe the procedures for responding to a bomb threat.

31. Describe how to document and report a bomb threat.
32. Define tool control.
33. Describe the responsibility of the staff with regards to security and control of tools and equipment within the facility.
34. Identify the tools the youth can and cannot use.
35. Identify the importance of maintaining a tool inventory.
36. Identify the procedures for inspections and replacements of tools within a facility.
37. Explain the process when a discrepancy is discovered in the tool inventory.

Transportation

1. Describe **STOP**, which is the department's transportation system. **STOP** stands for **Statewide Transportation of Youth Program**.
2. Identify proper preparation of the vehicle and required equipment prior to transport.
3. Identify how to properly complete a vehicle log.
4. Identify the mandated staffing requirements for a transport.
5. Identify the proper preparation of youth and their paperwork prior to transport.
6. Identify the proper way to secure and escort youth on a transport.
7. Describe communication procedures while transporting youth.
8. Describe proper procedures for ensuring safety and security while transporting youth.
9. Explain "On the Road" checklist.
10. Describe procedure for vehicle breakdown.
11. Describe procedure for an accident.
12. Describe procedure for escape attempt.
13. Identify the steps for minimizing potential security threats at the final destination.
14. Identify proper guidelines for maintaining safety, security, and active control at final transport destinations.
15. Identify proper procedures for releasing a youth to a commitment program or detention facility.
16. Identify steps to completing a vehicle log.
17. Identify procedures for off-loading youth.
18. Describe how to return the vehicle and other equipment after a transport.
19. Describe how to respond to an emergency or incident that occurs during a transport.

Youth Management

1. Explain the purpose of the behavior management system.
2. Identify the tools that are used to communicate DJJ facility rules and behavioral expectations of youth.
3. Identify types of confinement and procedures used when using confinement as a behavior management method.
4. Identify the services a youth must continue to receive to youth placed in confinement.
5. Identify the rules violations that constitute mandatory confinement.
6. Define controlled observation.
7. Identify the criteria needed for a youth to be placed on controlled observation.
8. Identify the authorization that is needed to place a youth on controlled observation.
9. Identify how to conduct placement in controlled observation.
    - Describe when you would use physical intervention during controlled observation.
    - Identify how to advise a youth during controlled observation.
    - Describe when to search a youth during controlled observation.

- Identify how to conduct a room inspection during controlled observation.
- Identify how to conduct a Health Status Checklist.
- Describe staff interventions that may be used during controlled observation.
- Identify how to handle a mental health crisis for suicide risk youth during controlled observation.
10. Identify the supervision and reports used during controlled observation.
11. Identify how you would release the youth from controlled observation.
12. Describe the expectations of the youth and responsibilities of the officer as it relates to the daily activity schedule.
13. Identify the items that must be provided to youth for daily hygiene and personal grooming.
14. Identify the procedures that govern visitation at a facility.
15. Describe the procedures for youth having access to a telephone and receiving phone calls.
16. Describe the procedures for incoming and outgoing mail for youth.
17. Identify the required supervision for youth 10 years of age or younger.
18. Identify the required supervision for youth having developmental disabilities.
19. Identify the required supervision for youth who are physically handicapped.
20. Identify the required supervision for youth classified as sex offenders.

Release from Detention/Residential (whichever is applicable to the officer)

Release from Detention:
1. Identify the documents needed for a youth's release.
2. Describe how to verify the court's authorization to release youth.
3. List ways to verify youth's identity and that of person picking up the youth.
4. Demonstrate the steps in a release procedure.

Release from Residential:
1. Identify the documents needed for a youth's release.
2. Describe how to verify the court's authorization to release youth.
3. List ways to verify youth's identity and that of person picking up the youth.
4. Demonstrate the steps in a release procedure.

Each of the courses listed above has an online examination that must be passed with a score of 70% or better.

Career and Technical Student Organization (CTSO)

N/A

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 program-specific OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be

able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

N/A

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- Admission to Detention/Residential (whichever is applicable to the officer)
- DJJ and the Law
- DJJ and the Organization
- Safety and Searches
- Security
- Transportation
- Youth Management
- Release from Detention/Residential (whichever is applicable to the officer)

01.0   Report Writing and Note Taking
02.0   Communication
03.0   Feedback
04.0   Active Listening
05.0   Courtesy
06.0   Relationship Building
07.0   Restorative Justice
08.0   Professionalism
09.0   Stress
10.0   Cultural Diversity
11.0   Power
12.0   Adolescent Behavior
13.0   Gender-specific Programming
14.0   Gang Activity
15.0   Mental Health
16.0   Substance Abuse
17.0   Trauma Informed Practice
18.0   Abuse
19.0   Suicide
20.0   Medical Information

Florida Department of Education
Student Performance Standards

Program Title: **Juvenile Justice Detention/Residential Officer**
PSAV Number: **L100100**

Pre-requisite courses:

Each of the following courses has an online examination that must be passed with a score of 70% of better. This series of courses must be successfully completed prior to entering the academy. A comprehensive review is included in the academy prior to taking the certification examination.

• Admission to Detention/Residential (whichever is applicable to the officer)
• DJJ and the Law
• DJJ and the Organization
• Safety and Searches
• Security
• Transportation
• Youth Management
• Release from Detention/Residential (whichever is applicable to the officer)

Course Number: CJB0250
Professional Attributes of a Juvenile Justice Officer – 75 Hours –
SOC Code 21-1092, 21-1021, 39-9041

01.0   Report Writing and Note Taking

01.01   Define "note taking" as brief notations concerning specific events (i.e., accident, crime, incident, etc.) or a general collection of notes concerning many aspects of a juvenile justice detention/residential officer's job (i.e., an observation).
01.02   List procedures to be followed in taking notes.
01.03   Demonstrate the ability to accomplish a task involving note taking.
01.04   Define "sentence" as a group of words containing a subject and verb and expressing a complete thought.
01.05   Name the four elements of a sentence.
01.06   Define an incomplete sentence as one lacking in one of four elements: punctuation, a subject, a verb or a complete idea.
01.07   Use the correct verb tense in sentences.
01.08   Determine subject-verb agreement.
01.09   Distinguish between statements written in the active and the passive voice.
01.10   Define a "report" as a permanent written record that communicates important facts that can be used as a public record and in legal proceedings.
01.11   Identify the basic steps in report writing, to include: organizing your thoughts, taking notes, preparing to write, and writing.
01.12   Identify the basic requisites of report writing, to include: complete, conscious, clear, and correct (4 C's).
01.13   Identify the difference between fact and opinion.
01.14   Write an incident report utilizing "who, what, where, when, and how."

01.15   Apply the report checklist when proofing reports.
01.16   State what information is included in internal reports.
01.17   Describe what is included in an incident report, a confinement/controlled observation report, a Protective Action Response (PAR) report and a central communication center report.
01.18   State the purpose of logbooks.
    a.   Describe what information is included in logbooks.
    b.   Describe what information is contained in the visitor logbook.
01.19   State what information is included in external reports.
01.20   Define a "report" as a permanent written record that communicates important facts to be used in the future.
01.21   List uses of reports.
01.22   Identify readers of reports.
01.23   Identify types of reports used.
01.24   Identify the basic steps in report writing.
01.25   Identify the basic requisites of report writing.
01.26   Describe what Juvenile Justice reports are used for.
01.27   State who uses Juvenile Justice reports.
01.28   Explain the five essentials used to outline your report, "who, what, where, when, and how."
01.29   Define "sentence" as a group of words containing a subject and verb and expressing a complete thought.
01.30   Demonstrate the ability to properly spell words commonly used in juvenile justice.
01.31   Distinguish between statements written in the active and the passive voice.
01.32   Identify sentences written in active or passive style.
01.33   State statements in the active voice are usually clearer than those in the passive voice.
01.34   Demonstrate the ability to properly spell words commonly used in Juvenile Justice.
01.35   Identify the tools used to eliminate misspelled words.
01.36   Select the correct homonym based on the content of the sentence.
01.37   Identify that statements in the active voice are usually clearer that those in the passive voice.
01.38   Identify that all reports should be written in the first person (e.g., "I saw" as opposed to "This officer observed").
01.39   Define "editing" as rewriting to improve report content.
01.40   Define "proofreading" as the correction of errors in spelling, capitalization, and punctuation.
01.41   Demonstrate the ability to write a report incorporating the requisites as discussed or described in class.
01.42   Demonstrate the ability to evaluate reports by editing and proofreading reports written in class for corrections.
01.43   Identify basic writing rules.
01.44   Identify kinds of information that might be entered into a notebook/field book.

02.0   Communication

02.01   Define professional "verbal" communication.
02.02   Define professional "nonverbal" communication.
02.03   Identify the parts of the communication model.
02.04   Identify examples of effective communication with youth.

02.05 Explain why "I" messages are more effective than "You" messages for the youth in your care.
02.06 Practice effective communication with co-workers.
02.07 Identify appropriate communications with co-workers.
02.08 Explain how and what information should be communicated to other staff.
02.09 State when information should be shared with co-workers.
02.10 Explain why a forceful communication approach may not be effective with the youth in your care.

03.0 Feedback

03.01 Define Feedback.
03.02 Describe the importance of providing feedback.

04.0 Active Listening

04.01 Describe the importance of active listening.
04.02 Define active listening.
04.03 Describe techniques that should be used to be an active listener.
04.04 Practice Active Listening Techniques.

05.0 Courtesy

05.01 Define courtesy.
05.02 Describe how you can use courtesy to show respect to others.
05.03 Describe how you can use courtesy to show consideration for others.
05.04 Explain why courtesy is an important element of Juvenile Justice work.
05.05 Describe some ways to be courteous to others.
05.06 Describe behaviors that do not demonstrate courtesy.

06.0 Relationship Building

06.01 Describe the behaviors that demonstrate effective relationship building.
06.02 Identify which of the Do's and Don'ts of relationship building are demonstrated in an interaction between an officer and a youth.
06.03 Describe the Do's and Don'ts of relationship building between an officer and co-worker.
06.04 Describe unprofessional behaviors.
06.05 Explain the advantages of working together as a team.

07.0 Professionalism

07.01 Define professionalism.
07.02 Define "ethics" as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
07.03 Define "professionalism" as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
07.04 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.

07.05   Explain the importance of ethical conduct in juvenile justice.
07.06   Identify acts that are considered unethical.
07.07   Identify the <u>Rules/Statutes</u> that govern the conduct of those representing the State.
07.08   Identify the provisions for youth under Section 985.02, Florida Statutes.
07.09   Identify situations that would constitute a Standard of Conduct violation when related to communications between staff and youth.
07.10   Identify the Standard of Conduct violations(s) associated with participating in horseplay or using questionable language, gestures, or teasing that is inappropriate in the workplace.
07.11   Identify the prohibitions stated in Section 985.4045, Florida Statutes.
07.12   Describe the Do's and Don'ts of working on a team.
07.13   Describe ways to positively handle disagreements with co-workers.
07.14   Identify inappropriate behaviors.
07.15   Identify behavior patterns or actions on the part of staff that tend to indicate misconduct.
07.16   Explain the importance of reporting professional misconduct.
07.17   Identify the penalties and sentences that may result when willful failure to report incidents of sexual misconduct or inappropriate behaviors between youth and staff occur.
07.18   Explain what to do if you witness a co-worker using inappropriate conduct.
07.19   Demonstrate professional telephone techniques.
07.20   Identify the standardized radio 10-codes when utilizing radio communication.
07.21   Identify and explain the five standard emergency color codes.
07.22   Identify the steps in handling requests.
07.23   Explain the attributes required for performing duties with juvenile inmates.
07.24   Identify grooming behaviors.

08.0   <u>Power</u>

08.01   Define power as it pertains to individuals, relationships, and society/populations.
08.02   Define authority.
08.03   Describe the effects of a perceived lack of power.
08.04   Describe the relationship between lack of power and conflict.
08.05   Describe how power imbalances occur among diverse cultures.
08.06   Describe behaviors that do not demonstrate appropriate use of authority.
08.07   Identify examples of how power can be misused by officers in facilities.
08.08   Identify examples of hate crimes related to the misuse of power.

09.0   <u>Stress</u>

09.01   Define stress.
09.02   Determine individual stress level.
09.03   Describe the positive and negative effects of stress.
09.04   Identify the causes of stress.
09.05   Recognize the early warning signs of stress.
09.06   Describe coping strategies that juvenile justice detention/residential officers can use to help reduce stress.
09.07   Identify long-term stress reduction techniques to prevent cumulative effects of stress.

09.08 Define "fight-or-flight response" as the body's preparation when threatened to either stand and fight or run away.

09.09 Identify immediate and long-term stress responses related to personality, health, and job performance.

09.10 Identify the most common warning signs of stress in a juvenile justice detention/ residential officer.

09.11 Identify the effects of stress upon officers in confrontational situations.

09.12 Describe officer stress reduction methods.

09.13 Describe how juvenile justice detention/residential officers can balance the stress between their personal and work lives.

09.14 Identify personal stressors in the environmental, personal, work-related, and self-induced categories.

09.15 Assess personal level of stress using a life change or other stress assessment Inventory and personality type through a personality profile.

Course Number: CJB0251
Occupational Completion Point: A
Juvenile Justice Issues – 75 Hours – SOC Code 21-1092, 21-1021, 39-9041

10.0   Restorative Justice

10.01   Describe the concept of Restorative Justice.

10.02   Cite at least five reasons for following a Restorative Justice philosophy.

10.03   Describe how Restorative Justice differs from traditional justice.

10.04   Identify the three stakeholders and how the Restorative Justice process involves each.

10.05   List examples of programs based on the Restorative Justice philosophy.

10.06   Describe how crime creates a wound and justice heals it.

10.07   Identify at least three of the Restorative Justice signposts.

10.08   Describe the Balanced Approach to Restorative Justice.

10.09   Define the components of the Balanced Approach to Restorative Justice.

10.10   Apply the accountability component to given scenarios.

10.11   Relate the competency component to interventions and outcomes.

10.12   Contrast treatment and competency development.

10.13   Describe the role of officers in promoting the Balanced Approach to Restorative Justice in facilities.

10.14   Apply the three components of the Balanced Approach to Restorative Justice.

10.15   Analyze how victims feel.

10.16   Identify the four major impact areas victims of crime may be affected by.

11.0   Cultural Diversity

11.01   Define cultural diversity and discuss the importance of being aware of it.

11.02   Define and explain culture.

11.03   Define and explain ethnicity.

11.04   Define and explain cultural effectiveness.

11.05   Describe the 5 cultural attributes.

11.06   Define and explain prejudice.

11.07   Define and explain discrimination.

11.08   Define and explain the 3 barriers to communicating across cultures.

11.09   Define and explain stereotype.

11.10 Recognize characteristics and comments that are associated with various ethnic groups and are stereotypical.
11.11 Explain how prejudices can lead to discrimination.
11.12 Describe how stereotyping affects communication in culturally diverse situations.
11.13 Identify the guidelines for bridging barriers of communication between different cultures.
11.14 Describe the techniques for building rapport and trust between officers and youth who are of different cultures.

12.0 Adolescent Behavior

12.01 Explain the purpose and benefits to officers of understanding adolescent behavior.
12.02 Identify fundamental facts about adolescent behavior.
12.03 State that adolescents are not adults and, therefore, will not behave like adults.
    a. Define adolescence.
    b. Define behavior.
    c. Describe the 5 reasons adolescents do not behave as adults.
    d. Describe unique characteristics of juvenile offenders.
12.04 State that human behavior, including adolescent behavior, is all about fulfilling needs.
    a. Identify the five levels of needs in Maslow's theory.
    b. State how Maslow's Hierarchy of Needs Theory explains adolescent behavior.
    c. State how Maslow's Hierarchy of Needs Theory explains adult behavior.
12.05 State that, above all else, adolescents are struggling to establish their own identities.
12.06 Explain how the desire for peer approval increases antisocial behavior.
12.07 State the importance of understanding developmental factors when working with adolescents.
12.08 Describe the cognitive development process of adolescents.
12.09 Identify physical changes youth experience in adolescence.
12.10 Identify social/emotional characteristics of youth in adolescence.
12.11 List factors that can lead to troubled development.
12.12 Describe characteristics and behaviors commonly exhibited by delinquent youth.
12.13 Demonstrate how an officer should respond to uncooperative youth behaviors.

13.0 Gender-specific Programming

13.01 Describe gender-specific programming.
13.02 List at least five topics that girls in Juvenile Justice system programs need.
13.03 List at least five descriptors of the world of the adolescent boy and girl today.
13.04 Describe the 4 issues and needs that are specific to females.
13.05 Identify behavioral characteristics of female inmates.
13.06 Describe special needs of female inmates.
13.07 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.
13.08 Based on the gender of the youth, demonstrate differences in how an officer might respond to uncooperative youth behaviors.
13.09 List the differences between males and females.

13.10 Identify gender differences in communication styles
13.11 List at least three special needs of gay, lesbian and bisexual youth.

14.0 Gang Activity

14.01 Define gang.
14.02 Identify the DJJ policy on gangs.
14.03 Define gang member.
14.04 List common myths about criminal street gangs.
14.05 Explain why youth join gangs.
14.06 Identify what group is joining gangs at the fastest rate.
14.07 Identify the three levels in a typical gang hierarchy.
14.08 Identify which levels in the gang hierarchy are the most dangerous.
14.09 List and describe the gangs found primarily in Florida.
14.10 Describe the role of gang graffiti.
14.11 Identify typical signs of gang activity within their facility.
14.12 Define "gang" as a group of persons gathered together for some antisocial or criminal purpose.
14.13 Identify concerns of the facility with regard to juvenile justice detention/residential gangs.

15.0 Mental Health

15.01 Explain the responsibility of the DJJ facility to provide mental health assessment and services.
15.02 Describe the 4 mental health services provided daily.
15.03 Identify the most common mental health concerns in the Juvenile Justice System.
15.04 Describe the role of an officer in relation to a youth with mental health issues.
15.05 Identify the role of a juvenile justice detention/residential facility regarding mental health issues.
15.06 Define an emotionally disturbed youth.
15.07 Identify the most common mental disorders.
15.08 Define "mental disorder" as psychological and/or behavioral problems which impair functioning in daily living.
15.09 Match the type of mental disorder with behaviors that are characteristics of it.
15.10 State that mental disorders do not include mental retardation, developmental disability, simple intoxication or drug addiction.
15.11 Identify factors to observe and report when monitoring an individual's behavior patterns.
15.12 Identify actions to take when responding to an individual experiencing an emotional or psychological episode.
15.13 Define developmentally disabled youth.
15.14 Describe characteristic behaviors of developmentally disabled youth.
15.15 Describe appropriate interventions for mentally disabled youth.
15.16 Describe the behaviors a youth with Autism might display.
   a. Examine Autistic Syndrome Disorder (ASD).
   b. Define ASD.
   c. Identify the levels of ASD: Autism, Asperger's, and Pervasive Development Disorder – Not Otherwise Specified.
   d. Describe the general characteristics of each level.

      e. Determine the specific needs of a youth with ASD in a detention/residential facility.

15.17 Describe how officers should treat youth with Autism.
   a. Describe the role of an officer when addressing the needs of a youth with ASD.
   b. Identify the special considerations in caring for youth diagnosed with ASD.
   c. Identify responsibilities for, and steps to, observing and reporting both diagnosed and undiagnosed youth.

16.0   Substance Abuse

16.01 Define "substance use", "substance abuse", and "substance dependence."
16.02 Identify reasons why people use drugs.
16.03 Identify factors which influence drug effects.
16.04 Identify characteristics of substance abuse.
16.05 Identify characteristics of substance dependence.
16.06 Identify some factors contributing to dependence.
16.07 List common problems associated with substance abuse.
16.08 Describe ways to identify an individual under the influence of drugs or alcohol.
16.09 List ways drugs are taken and how fast an effect occurs.
16.10 Describe possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
16.11 Identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).
16.12 Identify symptoms of illness that resemble intoxication.
16.13 Explain steps to take when encountering a subject possibly under the influence of drugs (including alcohol).
16.14 Describe appropriate interventions for youth with mental health or substance abuse problems.

17.0   Trauma Informed Practice

17.01 Define Trauma Informed Practice.
17.02 Describe how knowing Trauma Informed Practice will assist you in your jobs.
17.03 List at least 3 ways you may recognize trauma in a youth.
17.04 List at least 3 behavioral signs that a youth has experienced trauma.
17.05 List at least 3 triggers that might agitate a traumatized youth.
17.06 List at least 3 early physical warning signs that indicate a youth may be about to lose control.
17.07 List at least 5 behaviors an officer should engage in to demonstrate Trauma Informed Practice.
17.08 Identify key issues and behaviors associated with individuals with trauma histories.

18.0   Abuse

18.01 Define abuse.
18.02 Define emotional abuse.
18.03 Describe what to do if characteristics of physical, sexual, or emotional abuse are noted in a youth.
18.04 Identify common characteristics of juvenile sex offenders.

18.05 Describe appropriate interventions for youth who may have been victims of abuse.

18.06 Describe appropriate intervention techniques for juvenile sex offenders.

18.07 Identify characteristic behaviors of youth who may have been victims of physical abuse.

18.08 Identify characteristic behaviors of youth who may have been sexually abused or assaulted.

18.09 Identify characteristic behaviors of youth who may have been victims of emotional abuse.

19.0 Suicide

19.01 Describe the statistics related to youth/teen suicides in Florida.

19.02 Identify the facts and myths of suicide.

19.03 Explain the importance of suicide prevention strategies in the Juvenile Justice System.

19.04 Identify the risk of suicide for a youth in custody.

19.05 Identify the indicators that are associated with increased risk of suicide.

19.06 Identify the risk factors that can influence a youth to attempt suicide.

19.07 Identify the need for increased awareness and monitoring of youth when they have been determined to be at risk of suicide.

19.08 Identify the high risk periods for suicide attempts.

19.09 Identify the specific levels of supervision used in a detention facility for youth at risk of suicide.

19.10 Define precautionary observation, secure observation, and close supervision.

19.11 Identify contributing facility conditions and how they affect the risk of suicide.

19.12 Identify why a youth's room is a common place for suicide attempts.

19.13 Describe specific dangerous objects and substances that can be found in the facility.

19.14 Describe the importance of staff intervention and response to each suicide attempt.

19.15 Describe helpful techniques on how to respond to suicidal youth using reflective listening skills and open communication.

19.16 Identify what procedures are necessary for suicide attempts.

19.17 Identify what the "knife for life" and snips are used for when staff responds to a suicide attempt.

19.18 Discuss the consequences for the failure to appropriately respond to a youth attempting to harm his/herself.

20.0 Medical Information

20.01 Identify conditions that require immediate medical assessment.

20.02 Define chronic versus acute condition.

20.03 Describe common chronic conditions found in a juvenile justice detention/residential facility.

20.04 Describe when parents should be notified about a youth's treatment or condition.

20.05 Define communicable disease.

20.06 Describe common communicable diseases found in a juvenile justice detention/residential facility.

20.07 Describe the documentation requirements of an officer related to medical assessments.

20.08   Define pathogens and blood borne pathogens.
20.09   Describe how HIV and Hepatitis B are transmitted.
20.10   Define body fluids.
20.11   Identify the officers' tasks that have a risk of occupational exposure to blood borne pathogens.
20.12   Define Universal Precautions.
20.13   Describe the Universal Precautions procedures that can limit exposure to bloodborne diseases.
20.14   Describe the procedures to follow if you come into contact with another person's blood or body fluids.
20.15   List the personal protective equipment and its proper usage.
20.16   State the approved hazardous waste disposal procedures.

2013 – 2014

Florida Department of Education
Curriculum Framework

Program Title: **Seasonal Law Enforcement Training Program**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	P430100
CIP Number	0743010708
Grade Level	30, 31
Standard Length	408 Hours
Teacher Certification	LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff Patrol Officers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 & 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 Type II Law Enforcement Commission will be issued by the appropriate Park Superintendent and commissions may be reissued for subsequent periods of employment upon certification that required training has been met. The commission enables the bearer to carry

firearms, make arrests, investigate violations of the Code of Federal regulations, investigate motor vehicle crashes (excluding fatal crashes), take preliminary reports on felony and fatal incidents as well as assist in the follow-up investigation under supervision and direction of an employee with a Type I Law Enforcement Commission Authority.

 National Park Officers must always act within the boundaries of their authority and uphold the recognized standards of their profession's code of ethics. The proposed MDC SLETP program is designed for students to become Seasonal Park Rangers and perform law enforcement in areas administered by the National Park Service. Instruction will consist of basic criminal justice values and ethics, definitions of sexual harassment including ways to avoid compromising interactions with other Rangers and the public, and emphasizes the command structure within the National Parks Service. Students will also receive a basic understanding of the structure and components of the federal criminal justice system.
Web address http://www.nps.gov/index.htm

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0410	NPS Legal	76 hours	33-3051
	CJK0411	NPS Behavioral Science	36 hours	33-3051
	CJK0412	NPS Enforcement Operations	31 hours	33-3051
	CJK0413	NPS Patrol Procedures	103 hours	33-3051
	CJK0414	NPS Firearms	66 hours	33-3051
	CJK0415	NPS Driving	36 hours	33-3051
	CJK0416	NPS Physical Techniques	52 hours	33-3051
A	CJK0422	Dart Firing Stun Gun	8 hours	33-3051

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

N/A

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education: However, this does not preclude the awarding of credits by any college through local agreements.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

Florida Department of Education
Student Performance Standards

Program Title: **Seasonal Law Enforcement Training Program**
PSAV Number: **P430100**

Course Number: CJK 0410
Occupational Completion Point: A
National Parks Service Legal – 76 hours – SOC Code 33-3051

01.0 Identify the National Park Service Mission as established by, "The Organic Act" legislation.
02.0 Describe and identify the evolution of law enforcement in the National Park Service, highlight watershed events and the circumstances that led to a revision of the law enforcement authority of NPS employees in the 1970s.
03.0 Identify the authority of National Park Service employees at the creation of the service and the current authority of National Park Service law enforcement rangers.
04.0 Identify the powers of the legislative, executive, and judicial branches of the U.S. government.
05.0 Identify the rights and privileges guaranteed to citizens by the First, Fourth, Fifth, Sixth, and Eighth Amendments to the Constitution.
06.0 Identify how the U.S. Constitution applies to law enforcement ranger behavior.
07.0 Identify the components of the criminal justice system that originate in the U.S. Constitution.
08.0 Identify those constitutional provisions most relevant to the National Park Service and its law enforcement mission, i.e.: Article I, Section 8, Clauses 1, 14, 17 and 18; Article II, Sections 2 and 3; Article III, Sections 1 and 2, Clause 1; Article IV, Section 2, Clauses 1 and 2, Section 3, Clause 2.
09.0 Identify when speech, or expression, is protected under the First Amendment to the U.S. Constitution.
10.0 Identify the following unprotected speech: fighting words, advocacy of imminent lawless action, expression creating a clear and present danger, and true threats.
11.0 Identify where (the forum) the people have the most protection exercising their first amendment rights and how the government can control expression in that area.
12.0 Identify the elements and applicability of 18 U.S.C. §§ 241 and 242 to law enforcement.
13.0 Identify the elements, applicability, and scope of 42 U.S.C. § 1983 and the Bivens Analogy to law enforcement.
14.0 Recognize the most common incidents of civil liability for law enforcement rangers under Bivens and the defense of qualified immunity.
15.0 Recognize incidents of potential civil liability for law enforcement rangers under state tort theories and the FTCA protection from individual liability.
16.0 Identify the legal standards outlined in Graham v. Connor and Tennessee v. Garner for the use of force during the seizure of an individual.
17.0 Identify when deadly force is objectively reasonable.
18.0 Identify legal issues associated with the use of intermediate weapons, such as striking instruments and chemical sprays.
19.0 Identify the elements of "qualified immunity" and when a law enforcement ranger sued for excessive use of force is entitled to it.
20.0 Identify the Federal statute that defines the arrest, search and investigative authority of law enforcement rangers and special agents of the National Park Service.
21.0 Identify the method by which the National Park Service may utilize the law enforcement authority of other Department of Interior and Department of the Agriculture agencies to assist those other bureaus with law enforcement functions.
22.0 Identify the circumstances where law enforcement rangers may provide emergency assistance to State and local agencies beyond the boundaries of the National Park System.
23.0 Describe the four types of territorial jurisdiction of Federal lands and the impact of each on enforcement actions within the National Park System.

24.0   Identify which areas of Federal lands fall within the definition of the Special Maritime and Territorial Jurisdiction of the United States as found in Title 18 of the United States Code, section 7.

25.0   Identify the elements of the Assimilative Crimes Act, as found in Title 18, United States Code, and Section 13.

26.0   Describe how legislation may impact the law enforcement activities of the law enforcement ranger.

27.0   Describe how the Federal Good Samaritan Act affects the actions of law enforcement rangers during on-duty or off-duty incidents.

28.0   Describe the purpose of parts 1 through 7 of Title 36 C.F.R.

29.0   Identify the maximum penalties prescribed for violation of 36 C.F.R as outlined in Section 1.3.

30.0   Recognize those sections of 36 C.F.R that serve to reference and adopt State and Federal laws and regulations and the circumstances under which law enforcement rangers and special agents of the National Park Service can assimilate State law.

31.0   Identify the regulatory areas that apply regardless of land ownership within park areas that are within the legislative jurisdiction of the United States.

32.0   Identify the appropriate regulations that apply to specific law enforcement situations presented during the class.

33.0   Identify the other U.S.C. sections and C.F.R. titles which law enforcement rangers and special agents of the National Park Service may enforce, i.e., 21 U.S.C. (drug offenses), 50 C.F.R. (Wildlife Fisheries).

34.0   Identify the distinctions between crimes and torts, criminal law and civil law.

35.0   Identify the elements of a criminal statute.

36.0   Distinguish between a felony and a misdemeanor.

37.0   Describe the difference between crimes that require specific intent and crimes that require only general intent.

38.0   Identify when a person may be prosecuted as a principle, accessory after the fact, or one who has committed misprision of felony, in accordance with 18 U.S.C. §§ 2 through 4.

39.0   Identify the statute of limitations for capital and non-capital offenses.

40.0   Identify the correct punishments and fines for Federal crimes as listed in 18 U.S.C. §§ 3559 and 3571.

41.0   Identify the elements and differences between 18 U.S.C. §§ 111 and 113.

42.0   Identify the elements of 18 U.S.C. § 201.

43.0   Identify the elements of 18 U.S.C. § 1001.

44.0   Identify the elements and differences between 18 U.S.C. §§ 641 and 661.

45.0   Identify the elements of 21 U.S.C. § 844.

46.0   Recognize when the Fourth Amendment applies to governmental action.

47.0   Identify situations in which a reasonable expectation of privacy exists, to include curtilage and open fields.

48.0   Identify appropriate actions that may be taken when reasonable suspicion exists.

49.0   Identify when probable cause exists to the extent that an arrest or search may be justified.

50.0   Identify the origin, purpose, and scope of the exclusionary rule.

51.0   Identify exceptions to the exclusionary rule; e.g., no standing to object, good faith, inevitable discovery, and impeachment.

52.0   Identify the limitations of an arrest warrant.

53.0   Identify when an arrest involving a felony requires the use of a warrant.

54.0   Identify when an arrest involving a misdemeanor requires the use of a warrant.

55.0   Identify those officials who have the authority to issue Federal arrest and search warrants.

56.0   Explain the authority vested in Type I and Type II law enforcement rangers to assist in the execution of arrest and/or search warrants according to NPS policy.

57.0   Identify the components of an affidavit for a search warrant.

58.0   Identify circumstances in which a telephonic search warrant should be obtained.

59.0   Identify the legal requirements for executing a search warrant; e.g., authority to execute, time of entry, method of entry, locations on a premise which may be searched, duration of the search, and inventory.

60.0   Identify the conditions under which a law enforcement ranger may use force to execute a warrant (search or arrest) according to the provisions of Title 18 U.S.C. § 3109.

61.0   Identify the scope and purpose of a protective sweep.

62.0   Identify circumstances in which persons on the premises may or may not be searched for evidence or frisked during the execution of a premises search warrant.

63.0   Identify circumstances in which evidence may be seized under the plain view doctrine.

64.0   Identify fact situations where warrantless searches are permitted regarding motor vehicles.

65.0   Identify fact situations where warrantless searches are allowed during exigent circumstances; e.g., hot pursuit, destruction or removal of evidence, and emergency scenes.

66.0   Identify the requirements and scope of a search incident to a lawful arrest.

67.0   Identify circumstances in which a suspect's consent to search is voluntary.

68.0   Identify the circumstances in which a third party has actual or apparent authority to grant consent to search a suspect's property.

69.0   Identify the requirements allowing an inventory of lawfully impounded personal property.

70.0   Identify the circumstances when an inspection is permitted for real and personal property.

71.0   Identify circumstances when a warrant is required to seize vehicles subject to the general forfeiture statute.

72.0   Identify applicability of the Fifth Amendment privilege against self-incrimination.

73.0   Identify when Miranda warnings are required, what constitutes a valid Miranda waiver and the process after a suspect invokes a Miranda right.

74.0   Identify situations, other than custodial interrogation, in which the Fifth Amendment Privilege against self-incrimination applies.

75.0   Identify situations when the Sixth Amendment right to counsel is applicable.

76.0   Identify how the Fifth Amendment Due Process Clause affects eye-witness identification procedures.

77.0   Identify the structure and functions of the Federal court system, and the duties of US Federal District Court and Magistrate Court Judges.

78.0   Identify the methods of causing a defendant to appear before a United States Magistrate Judge.

79.0   Identify the proper procedures to follow immediately after arrest and the purpose of and procedure at the initial appearance and detention hearing.

80.0   Identify the procedures when the defendant is arrested in a district other than where the crime occurred, and the purpose of a removal and identity hearing.

81.0   Identify the proper procedure to follow when a criminal incident involves a diplomat or Congressperson and the proper procedure after the arrest of a juvenile.

82.0   Identify the proper procedure to follow in notifying a foreign national's consular representative when a criminal incident involves the arrest of a foreign national.

83.0   Identify the requirement for, and the procedures at, the preliminary hearing and arraignment.

84.0   Identify the documents required to formally accuse a defendant.

85.0   Identify how the defense obtains information from the government that can be used in trial and for other purposes, e.g. discovery under Rule 16, Federal Rules of Criminal Procedure; the Brady doctrine, Giglio v. United States, the Jencks Act, and Rule 26.2, Federal Rules of Criminal Procedure.

86.0   Identify the procedural stages of a criminal trial.

87.0   Describe relevant, direct, and circumstantial evidence.

88.0   Identify the matters about which a lay witness can testify and what constitutes hearsay.

89.0   Identify factors that can affect witness credibility and the need to collect information regarding a witness' credibility.

90.0   Describe how evidence should be collected so a foundation can be laid in court.

91.0   Describe how statements and reports are used to aid witnesses in courtroom testimony and in preparation for testimony.

92.0   Identify the characteristics and testimonial skills that make law enforcement rangers effective witnesses.

93.0   Identify common techniques used to impeach witnesses during cross-examination and subjects that should not be volunteered by a witness when testifying.

94.0   Identify select Federal natural resource laws that provide protection for natural resources located on National Park System lands, including but not limited to the Lacey Act, Paleontological

Resources Preservation Act, Park System Resources Protection Act, Endangered Species Act, Migratory Bird Treaty Act and Marine Mammal Protection Act.

95.0 Explain the evolution of Federal natural resource laws and their applicability to NPS enforcement programs.

96.0 Identify investigative procedures that are beneficial to natural resource case management.

97.0 Identify levels and complexity of enforcement efforts that should be used to investigate natural resource criminal activities.

98.0 Identify specific types of illegal activities associated with commercialization of protected natural resources.

99.0 Explain the negative impacts to the integrity of our ecosystems and native species caused by illegal commercialization of natural resources.

100.0 Identify the NPS law enforcement chain of command and the management of the NPS law enforcement program.

101.0 Identify the policy documents affecting the NPS law enforcement program.

102.0 Demonstrate the ability to locate policy information within RM 9.

103.0 Identify agency policies that need to be memorized or understood in order to safely perform law enforcement.

104.0 Articulate the agency use of force policy.

105.0 Identify the agency pursuit policy, and policy regarding road blocks and stopping fleeing vehicles.

106.0 Identify NPS policies for dealing with juveniles.

107.0 Identify consequences for violating NPS policy.

108.0 Identify the procedure for obtaining a policy waiver.

109.0 Identify select Federal natural resource laws that provide protection for natural resources located on National Park System lands, including but not limited to the Lacey Act, Paleontological Resources Preservation Act, Park System Resources Protection Act, Endangered Species Act, Migratory Bird Treaty Act and Marine Mammal Protection Act.

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119.0 Articulate the agency use of force policy.

120.0 Identify the agency pursuit policy, and policy regarding road blocks and stopping fleeing vehicles.

121.0 Identify NPS policies for dealing with juveniles.

122.0 Identify consequences for violating NPS policy.

123.0 Identify the procedure for obtaining a policy waiver.

124.0 Identify two criminal elements and historic background of the Antiquities Act of 1906.

125.0 Identify five elements of the Archeological Resources Protection Act of 1979.

126.0 Identify three criminal and two civil penalties of ARPA and the three methods of forfeiting seized property.

127.0 Identify two civil procedures of ARPA.

128.0 Identify the criminal elements and penalties of the Native American Graves Protection and Repatriation Act (NAGPRA) as defined in Title 18 U.S.C. § 1170.

129.0 Identify four additional Federal laws, which can be used in conjunction with ARPA.

Program Title: **Seasonal Law Enforcement Training Program**
PSAV Number: **P430100**

Course Number: CJK 0411
Occupational Completion Point: A
National Parks Service Behavioral Science – 36 hours – SOC Code 33-3051

01.0   Identify cultural diversity in the law enforcement workplace.
02.0   Identify the meanings and demonstrate understand of various terms related to ethics and core values.
03.0   Identify the Federal Law Enforcement Code of Conduct as defined by the Department of Interior and found in RM-9.
04.0   Identify misconduct situations specific to the law enforcement ranger and the appropriate sources of ethics regulations and guidance.
05.0   Identify and demonstrate the five steps of the law enforcement interview.
06.0   Identify and demonstrate appropriate procedures when conducting interviews with one or two law enforcement rangers.
07.0   Identify and demonstrate question formulation methods and questioning techniques.
08.0   Identify and demonstrate the proper techniques to access memory through the cognitive interviewing process.
09.0   Identify the principal barriers to effective communication.
10.0   Identify common barriers to cross cultural communications.
11.0   Identify the components required to be an effective customer service and law enforcement communicator.
12.0   Identify the principles and implications of verbal and nonverbal communication.
13.0   Identify the implications of symbolic communication.
14.0   Demonstrate the appropriate procedures for preparing for a law enforcement interview.
15.0   Demonstrate the appropriate use of the five steps of the law enforcement interview including the introduction, rapport, questioning, summary, and close.
16.0   Identify verbal and nonverbal behaviors while interviewing victims, witnesses and suspects.
17.0   Recognize the victim rights law that affects victims of crime.
18.0   Identify the congressionally mandated crime victims' rights, "The Justice for All Act".
19.0   Identify the primary responsibility of rangers and agents to the victims and witnesses they serve as defined by Department of the Interior (DOI) policy in 446 Departmental Manual and the Attorney General's (AG) Guidelines.
20.0   Identify victims as defined by DOI and AG's Guidelines.
21.0   Identify victim's reactions to crime.
22.0   Identify the responsibilities of a law enforcement park ranger for death notification.
23.0   Identify the role of the law enforcement ranger in conflict management and resolution.
24.0   Identify the responsibilities of the law enforcement ranger in domestic conflicts.
25.0   Identify five factors that affect the course of conflict.
26.0   Identify the continuum of responses to conflict situations.
27.0   Identify appropriate conflict management techniques.
28.0   Demonstrate effective communications techniques.
29.0   Demonstrate the proper application of victim awareness procedures.
30.0   Demonstrate appropriate methods for managing conflicts.
31.0   Demonstrate the ability to choose the appropriate response from the continuum of responses to conflicts.
32.0   Identify human behaviors that may be classified as abnormal.

33.0 Identify procedure(s) for handling persons exhibiting abnormal behavior.
34.0 Demonstrate verbal and nonverbal communication methods.
35.0 Demonstrate use of the law enforcement ranger's authority, including the appropriate use of force.
36.0 Demonstrate methods and techniques of managing conflict.
37.0 Apply techniques in recognizing, approaching, and dealing with individuals exhibiting abnormal behavior.
38.0 Identify legal and procedural requirements of the Americans with Disabilities Act of 1990.
39.0 Identify relevant case law associated with law enforcement and special needs groups.
40.0 Identify specific symptoms and special concerns for people with physical, mental, and age-related special needs.
41.0 Identify specific security issues for various special needs groups.
42.0 Identify factors for those who may be at risk for in-custody deaths.
43.0 Identify basic handcuffing and restraint techniques with concern for in-custody deaths.
44.0 Identify the appropriate use and application of force for special needs groups.
45.0 Demonstrate effective communication and behavior management techniques for dealing with each of the various special needs groups presented in scenarios.
46.0 Identify common circumstances that would cause a law enforcement ranger to become embittered, angry and disillusioned.
47.0 Identify the psychological and physiological effects of hyper vigilance on a law enforcement ranger.
48.0 Identify the lifestyle management practices law enforcement rangers should employ throughout their career.

Course Number: CJK 0412
Occupational Completion Point: A
National Parks Service Enforcement Operations – 31 hours – SOC Code 33-3051

01.0 Identify steps to be taken when responding to a bomb threat.
02.0 Identify procedures to be followed if a suspected bomb / IED is found.
03.0 Identify and demonstrate the duties of first responding rangers to an explosion.
04.0 Identify some of the reasons booby traps are used and the identification of common booby traps.
05.0 Identify the National Incident Command System (NIMS) and how it relates to the first responder.
06.0 Identify the actions of a law enforcement ranger within the immediate crisis area.
07.0 Identify the ICER concept as it relates to the first law enforcement responder.
08.0 Identify the principle categories and types of property crimes.
09.0 Identify the techniques used to investigate these crimes.
10.0 Identify patterns and modus operandi common to the various categories of property crimes.
11.0 Identify the major provisions of the Controlled Substances Act (CSA).
12.0 Identify the primary narcotic and non-narcotic substances within the depressant classification of drugs. Narcotic; Opium, Morphine, Codeine, Heroin, Dilaudid, Oxycodone, Methadone and Demerol. Non-narcotic; Barbiturates, Tranquilizers and Alcohol.
13.0 Identify two categories within the stimulant classification of drugs of abuse:
13.01 Cocaine
13.02 Amphetamine-type Compounds.
14.0 Identify five drugs within the hallucinogenic classification of drugs of abuse:
14.01 Marijuana, Peyote, Psychedelic Mushrooms, Lysergic Acid Diethylamide (LSD)
14.02 Phencyclidine (PCP).
15.0 Identify the current substances considered to be "Club" and "Date Rape" drug:
15.01 MDMA (Ecstasy),
15.02 Ketamine,
15.03 Rohypnol,
15.04 GHB

15.05 GBL.
16.0 Identify general symptoms of drug use for:
16.01 Depressants,
16.02 Stimulants
16.03 Hallucinogens.
17.0 Identify of signs of marijuana cultivation or clandestine labs activity on public lands.
18.0 Identify paraphernalia used by drug abusers to administer various controlled substances.
19.0 Identify various controlled substances through physical examination and the use of reference materials to include identification of odor of burning marijuana.
20.0 Identify and demonstrate the procedures for conducting a presumptive field drug test of suspect controlled substances.
21.0 Identify the three classifications of sex crimes.
22.0 Identify the Federal statutes and avenues of prosecution of the sex offender.
23.0 Identify the elements of and evidence associated with a drug facilitated sexual assault.
24.0 Identify the elements of and evidence associated with an assault and a robbery.
25.0 Identify the elements of and evidence associated with Domestic Violence.
26.0 Recognize the significance of criminal investigations and criminalistics.
27.0 Identify the preliminary police investigation and the role of the first responder.
28.0 Recognize the crime scene and proper search techniques.
29.0 Identify the proper methods of documenting a crime scene.
30.0 Recognize physical evidence.
31.0 Identify the proper methods for the collection and preservation of physical evidence.
32.0 Identify the importance and procedures for the establishment of a chain of custody.
33.0 Identify the roles of the crime laboratory and its relationship to the scientific community.
34.0 Demonstrate proficiency in rolling finger prints.
35.0 Demonstrate the documentation and collection of two and three dimensional impression evidence.
36.0 Identify, locate, and develop tool marks (friction ridge evidence i.e. Latent Prints).
37.0 Demonstrate the identification, collection and proper packaging of evidence for preservation and later identification in a court proceeding.
38.0 Locate and demonstrate the collection of trace and biological evidence.
39.0 Sketch a crime scene
40.0 Describe importance of documentation in maintaining chain of custody.

Course Number: CJK 0413
Occupational Completion Point: A
National Parks – 103 hours – SOC Code 33-3051

01.0 State the duties of a law enforcement ranger at the scene of an accident.
02.0 Identify the procedures for traffic control and crowd control at the scene of an accident to include the protection of personal property at accident scenes.
03.0 Describe physical evidence to note and record in an accident investigation.
04.0 Identify the tools essential to managing the scene and conducting the investigation.
05.0 Apply three types of reference points used in accident scene diagram and create a field sketch of a vehicular accident.
06.0 Apply the coordinate and triangulation methods of measurement.
07.0 Understand the role of enforcement actions in the accident prevention program.
08.0 Identify the correct terminology used in describing the accident site.
09.0 Describe the reporting procedure to follow for an accident involving a government vehicle, boats, etc.
10.0 Identify ten critical procedures for gathering statements from the victims and witnesses.
11.0 Demonstrate the constitutional standard in the use of force.
12.0 Identify factors that may cause unnecessary hesitation during use of force application.

13.0   Identify methods of overcoming unnecessary hesitation in use of force applications.
14.0   Demonstrate the fundamentals of documenting a use of force incident.
15.0   Demonstrate the components of patrol preparation.
16.0   Demonstrate the ability to recognize and deal with common offenses encountered during patrol.
17.0   Demonstrate the procedures for responding to general service, urgent and emergency response calls.
18.0   Demonstrate the ability to document intelligence and information received while conducting patrol duties.
19.0   Demonstrate procedures for preparing the radio for use and the mechanical procedures for transmitting radio messages.
20.0   Demonstrate procedures for transmitting clear and accurate messages.
21.0   Demonstrate the message format for transmitting radio messages in various law enforcement situations.
22.0   Identify various law enforcement databases utilized in law enforcement and the various types of information available from these databases.
23.0   Identify how tactics, mental preparation, physical fitness, equipment and shooting skills influence ranger safety and survival.
24.0   Identify fundamental, contributory factors relating to ranger assaults and deaths.
25.0   Identify those areas of personal lives which are directly affected by a law enforcement career and countermeasures necessary to increase personal safety.
26.0   Identify the essential elements and uses of law enforcement notes.
27.0   Produce accurate, complete, concise, clear and objective law enforcement notes.
28.0   Identify the essential elements and uses of a narrative police report.
29.0   Produce an accurate, complete, concise, clear and objective narrative police report.
30.0   Identify the essential elements and uses of a violation notice (citation).
31.0   Produce an accurate, complete, concise, clear and objective violation notice/citation.
32.0   Demonstrate safe weapon handling for tactical applications.
33.0   Demonstrate body movement techniques for tactical applications.
34.0   Demonstrate how to clear and cover danger areas.
35.0   Demonstrate the use of Contact and Cover for tactical applications.
36.0   Demonstrate the use of cover and concealment.
37.0   Demonstrate door entry and room clearing.
38.0   Demonstrate methods for handling suspects with visible weapons
39.0   Demonstrate the location of the natural voids in a vehicle.
40.0   Apply the search methods applicable to a vehicle.
41.0   Identify the stated goals and objectives of domestic terrorists and common issues that motivate them.
42.0   Identify the stated goals and objectives of environmental extremist groups and extremist animal rights groups and common issues that motivate them.
43.0   Identify characteristics of outlaw motorcycle gangs and street gangs and motivations that drive group members.
44.0   Discuss strategies for intelligence gathering, pre-incident planning and ranger contacts and interviews.
45.0   Demonstrate proper radio communications.
46.0   Utilize appropriate techniques to conduct a risk or high risk traffic stop.
47.0   Demonstrate proper methods and techniques for interviewing suspects, victims and witnesses.
48.0   Utilize proper techniques to secure and search individuals identified to be involved in criminal activity.

Program Title: **Seasonal Law Enforcement Training Program**
PSAV Number: **P430100**

Course Number: CJK 0414
Occupational Completion Point: A
National Parks Service Firearms – 66 hours – SOC Code 33-3051

01.0   Demonstrate range safety rules, procedures, and terminology.
02.0   Demonstrate the use of firearms range safety equipment.
03.0   Demonstrate fundamental safe weapons handling skills.
04.0   Demonstrate and identify the Sig Arms family specification, nomenclature, internal safety features, cycle of operation and methods of making the weapon safe.
05.0   Demonstrate the fundamentals of marksmanship, the proper wearing of duty belt/equipment, deployment of the weapon from the holster, returning the weapon to the holster and preparing the weapon for duty carry.
06.0   Demonstrate unloading, emergency reload, magazine exchange, tactical reload, immediate action and malfunctions.
07.0   Demonstrate field stripping, maintenance, re-assembly and function check.
08.0   Demonstrate and/or identify covering the target, scan position, support hand only position, barricade positions, one hand shooting/reloading, alibis/re-fires, scoring and marksmanship ratings.
09.0   Demonstrate the knowledge of nomenclature for the Remington 870P pump-action shotgun and the 11-87 Semiautomatic shotguns.
10.0   Demonstrate the fundamentals of marksmanship.
11.0   Demonstrate the fundamentals of weapon handling skills.
12.0   Demonstrate the shooting positions.
13.0   Demonstrate the disassembly, care/cleaning and assembly of the Model 870P pump shotgun.
14.0   Firearms safety and ammunition storage in the home.
15.0   Firearms safety and handling while off duty and not in the home.
16.0   Firearms safety and handling while on duty.
17.0   Render various firearms safely.
18.0   Demonstrate the fundamentals of weapon handling skills in reduced light conditions.
19.0   Demonstrate the fundamentals of marksmanship in reduced light conditions.
20.0   Demonstrate the techniques for threat identification and identify the characteristics of law enforcement flashlights used in reduced light conditions.
21.0   Demonstrate the fundamentals of basic marksmanship while firing from positions simulating a down/disabled officer.
22.0   Demonstrate the fundamentals of weapons handling while firing from positions simulating a down/disabled officer.
23.0   Demonstrate shooting positions simulating a down/disabled officer.
24.0   Demonstrate safe weapon handling and proficiency in each situation requiring the use of deadly force.
25.0   Demonstrate proper judgment of when to use or not use deadly force in each JPS scenario.
26.0   Display fundamental firearm skills and handling techniques.
27.0   Demonstrate proper use of cover/concealment.
28.0   Demonstrate proper marksmanship skills while shooting from various positions.
29.0   Identify the nomenclature, technical data and cycle of operation.
30.0   Demonstrate the fundamentals of marksmanship.
31.0   Demonstrate the fundamentals of weapon handling skills.
32.0   Demonstrate the shooting positions.
33.0   Identify the disassembly, care/cleaning and assembly of the weapon.

Course Number: CJK 0415
Occupational Completion Point: A
National Parks Service Driving – 36 hours – SOC Code 33-3051

01.0 Demonstrate the use of visual and physical cues for maintaining control of a vehicle during an emergency response.
02.0 Demonstrate braking techniques for emergency response driving.
03.0 Demonstrate steering techniques for emergency response driving.
04.0 Demonstrate the lines of travel through true apex and late apex turns.
05.0 Demonstrate acceleration techniques during emergency response driving.
06.0 Drive an emergency response vehicle within the limitations of the driver and the vehicle under prevailing conditions.
07.0 Demonstrate the appropriate driver preparation for vehicle operation.
08.0 Demonstrate the elements of collision avoidance.
09.0 Demonstrate adaptive driving techniques for low speed driving.
10.0 Demonstrate driving techniques for preventing skids.
11.0 Demonstrate the techniques of skid recognition and recovery.
12.0 Identify hazards encountered when driving at night or under other reduced lighting conditions.
13.0 Identify techniques and equipment, which will improve vision while driving at night.
14.0 Identify specific daytime driving techniques, which must be modified to maximize safety when driving under reduced lighting conditions.
15.0 Identify and demonstrate the acceptable procedures used in the Personal Preparation Phase of a risk and high-risk vehicle stop.
16.0 Identify and demonstrate the acceptable procedures used during the Pre-Stop Phase of a risk and high-risk vehicle stop.
17.0 Identify and demonstrate the proper techniques and procedures to use during the Stop Phase of a risk and high-risk vehicle stop.
18.0 Identify and demonstrate the proper techniques and procedures for the Contact Phase of a risk and high-risk vehicle stop.
19.0 Identify and demonstrate the acceptable procedures used during the Closure a risk and high-risk vehicle stop.

Course Number: CJK 0416
Occupational Completion Point: A
National Parks Service Physical Techniques – 52 hours – SOC Code 33-3051

01.0 Identify and demonstrate the use of threat assessment in law enforcement situations.
02.0 Identify and demonstrate appropriate responses to a threat assessment utilizing components of a law enforcement ranger's Position of Advantage.
03.0 Demonstrate the basic operation of restraint equipment while adhering to the principles of handcuffing.
04.0 Demonstrate standing, kneeling and prone handcuffing and the proper removal of handcuffs while adhering to the principles of handcuffing.
05.0 Demonstrate handcuffed and un-handcuffed escort positions.
06.0 Identify and demonstrate a standing search incident to an arrest while adhering to the 8 searching principles.
07.0 Identify and demonstrate the searching technique commonly used for Terry frisks.
08.0 Recognize the legal distinctions between a search incident to arrest, a consent search, and a Terry frisk.
09.0 Demonstrate stances for the law enforcement ranger.
10.0 Demonstrate the concepts and elements of footwork and body movement.
11.0 Identify personal weapons and demonstrate their application during an altercation.

12.0   Demonstrate concepts for fighting in a close quarter environment.
13.0   Identify and demonstrate the concepts and techniques of weapon awareness.
14.0   Identify and demonstrate preventing a suspect's reach for a ranger's holstered weapon.
15.0   Identify and demonstrate weapon retention in the holster after the weapon is grabbed.
16.0   Identify and demonstrate weapon retention techniques for take-backs and take-aways.
17.0   Identify and demonstrate out of the holster weapon retention.
18.0   Identify and demonstrate weapon retention for a long gun.
19.0   Demonstrate the elbow takedown.
20.0   Demonstrate the head push down take down.
21.0   Demonstrate the startle flinch concepts and techniques.
22.0   Demonstrate prevention techniques from high, middle and low tackles.
23.0   Demonstrate after grab techniques from high and middle tackles.
24.0   Demonstrate ground is imminent techniques from high, middle and low tackles.
25.0   Demonstrate ground defense techniques and escapes against a suspect when a ranger is on the ground.
26.0   Identify the origin, characteristics, effects, first aid, and post care treatment regarding the inflammatory agent **Oleoresin Capsicum** (O.C.**)**
27.0   Identify and demonstrate proper body positioning, and deployment techniques.
28.0   Demonstrate opening techniques, baton ready positions, baton strikes and strike target areas on the suspect in both the open and closed mode.
29.0   Demonstrate and articulate appropriate use of force during laboratory scenarios.
30.0   Demonstrate baton retention techniques when confronted by a potential threat.
31.0   Demonstrate edged weapon avoidance concepts and warning signs of a potential attack.
32.0   Demonstrate evasion techniques when handling a suspect armed with an edged weapon.
33.0   Demonstrate redirection techniques when suddenly assaulted by a suspect with an edged weapon.
34.0   Demonstrate interception and securing techniques for a sudden attack with an edged weapon.
35.0   Measure for current height and weight; body weight will be determined by a calibrated scale.
36.0   Measure current level of body fat to lean muscle through the use of a skin fold calipers.
37.0   Perform a proper warm-up prior to engaging in any of the physically demanding components of the PEB.
38.0   Demonstrate speed and agility through performance of the Illinois agility run.
39.0   Demonstrate flexibility of the lower back, hamstrings, and shoulder musculature through the performance of the trunk flexion test.
40.0   Demonstrate muscular strength through performance of the bench press test which is a ratio of the maximum amount lifted and the individual's body weight.
41.0   Demonstrate cardiovascular endurance through performance of the 1.5 mile run.
42.0   Identify the level of performance in each assessment area by comparing the individuals performance value to the corresponding PEB score and understanding that a score at the 25th percentile or higher in each area excluding the body composition and flexibility represents an acceptable level of physical fitness.
43.0   Identify the components of an ECD.
44.0   Demonstrate the safe handling, carry/draw, and operation of an ECD.
45.0   Identify major characteristics of Excited Delirium Syndrome and high risk population groups.
46.0   Demonstrate the proper procedures for probe removal and proper handling of removed probes.

Program Title: **Seasonal Law Enforcement Training Program**
PSAV Number: **P430100**

Course Number: CJK 0422
Occupational Completion Point: A
Dart-Firing Stun Gun (DFSG) – 8 hours – SOC Code 33-3051

01.0   Identify use of a dart-firing stun gun (DFSG) per F.S. 943.1717 and 790.01(4)(b)
02.0   Identify and articulate legislative concerns regarding DFSGs and their impact on officers in Florida
03.0   Identify and articulate the possible effects that a DFSG has on the human body
04.0   Properly and safely operate a DFSG
05.0   Articulate verbally and in reports justification for tactical options chosen while participating in DFSG simulated scenarios
06.0   Use verbal skills to de-escalate a situation and avoid the use of a DFSG
07.0   Summarize basic training or equivalency requirements for dart-firing stun gun use.
08.0   Summarize required annual training for dart-firing stun gun use.
09.0   Describe statutorily authorized use of a dart-firing stun gun.
10.0   Explain lawful possession and use of a dart-firing stun gun by a civilian.
11.0   Provide a brief history of stun guns.
12.0   Describe the basic nomenclature and mechanics of a stun gun.
13.0   Describe the basic nomenclature and mechanics of a dart-firing stun gun.
14.0   Explain use as a drive stun device.
15.0   Describe the proper maintenance, care, and storage of the dart-firing stun gun.
16.0   Explain that a dart-firing stun gun is intended to prevent injury to the subject involved and other persons present.
17.0   Describe the possible effects that a dart-firing stun gun has on the human body.
18.0   Explain medical considerations involving dart-firing stun gun use.
19.0   Explain how to handle an impaired, ill, injured or pregnant subject.
20.0   Explain the after-care considerations of dart-firing stun gun use.
21.0   Explain legal justification of use of a dart-firing stun gun.
22.0   Describe how to properly use verbal skills to de-escalate a situation and avoid the use of the dart-firing stun gun when practical.
23.0   Explain why not every subject displaying an active physical resistance will necessitate the use of a dart-firing stun gun.
24.0   Explain why use of a dart-firing stun gun in a punitive manner is prohibited.
25.0   Identify that a dart-firing stun gun is not a substitute for a firearm.
26.0   Describe primary and alternative sites on the body to target with a dart-firing stun gun.
27.0   Describe areas to avoid targeting with a dart-firing stun gun.
28.0   Describe environmental conditions to consider prior to using a dart-firing stun gun.
29.0   Describe how to properly utilize backup officer(s) to gain compliance and handcuff a subject during use of a dart-firing stun gun.
30.0   Explain the use of multiple exposures to gain compliance.
31.0   Summarize the need to stay current on dart-firing stun gun policy issues and trends.
32.0   Demonstrate how to properly document use of force reports involving dart-firing stun gun use.
33.0   Performance objectives
34.0   Demonstrate how to discharge a dart-firing stun gun.
35.0   Identify tactical options available while participating in dart-firing stun gun simulation scenarios.
36.0   Articulate tactical options used while participating in dart-firing stun gun simulation scenario exercises.

2013 – 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430102
CIP Number	0743010200
Grade Level	30, 31
Standard Length	420 hours
Teacher Certification	CORR OFF @7 G PUB SERV @7 G LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012-Correctional Offices and Jailers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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. Within this program, selected sections of the Florida CMS Law Enforcement Basic Recruit Training Program have been modified to fit the needs of Correctional officers wanting to become certified Florida Law Enforcement Officers. The Florida CMS Law Enforcement Basic Recruit Training Program is published in two volumes: 1) Florida Basic Recruit Training Program Law Enforcement and 2) Florida Basic Recruit Training Program High Liability Lessons.

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).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations of arrest; search and seizure; patrol procedures; traffic control and direction; law enforcement vehicle operations; investigation of traffic crashes; DUI enforcement techniques; crime scene investigation techniques; trial procedures and testimony; communications.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0300	Introduction to Corrections	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	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Correctional Basic Recruit Training Program ATMS #1190** is available at http://www.fdle.state.fl.us/Content/getdoc/c1e57560-e996-496b-bbb6-9de39663eb4e/2012-07_CO_IG.aspx.

2013 – 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430105
CIP Number	0743010700
Grade Level	30, 31
Standard Length	770 hours
Teacher Certification	LAW ENF @7 G CORR OFF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officer
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
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.

Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their professions code of ethics. This chapter provides an overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics,

defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

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 candidates for full-time or part-time law enforcement officers (SOC 33-3051) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

The Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC) has statutory responsibility for developing and maintaining the basic recruit training curricula for law enforcement officers through Chapter 943, F.S. This is accomplished by FDLE through the use of a Curriculum Maintenance System (CMS); a formal process for identifying and collecting information relating to job tasks, knowledge, skills, attitudes, and abilities required for entry into this profession.

The CMS process provides information for the development of the officer basic recruit training curriculum and examination questions for the State Officer Certification Examination. It ensures that officers in the state are being trained appropriately and that the officer certification examination is legally defensible as a tool for establishing entry into the profession.

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.

The SECURE Problem-solving Model provides a guide to identifying the effectiveness of the officer's actions. The SECURE model provides a guide to identifying problems, analyzing information, identifying options, responding, and evaluating the effectiveness of the officer's actions. The threaded key concepts that an officer must apply in SECURE integrate the knowledge, skill or attitude into their behavior. Threading is the repeated application of key concepts to each major subject in the curriculum. Threaded concepts include Officer Safety, Legal, Human Interaction, Ethics, Communications, Interpersonal Skills, and Community-oriented Policing.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0007	Introduction to Law Enforcement	11 hours	33-3051
	CJK0008	Legal	69 hours	
	CJK0017	Communications	76 hours	
	CJK0011	Human Issues	40 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	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	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

N/A

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 program-specific OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Law Enforcement Basic Recruit Training Program ATMS# 1177** is available at http://www.fdle.state.fl.us/Content/getdoc/5b95cf86-1270-463c-89e3-05158a71054b/2012_LE_IG.aspx

Revised: 2/5/2013

2013 – 2014
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**

PSAV	
Program Number	P430107
CIP Number	0743010703
Grade Level	30, 31
Standard Length	579 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

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Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their professions code of ethics. This chapter provides an overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics, defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

This program is established for the purpose of providing job-related training to candidates for full-time or part-time law enforcement officers (SOC 33-3051) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.). **A student enrolling in this program must hold current certification as a correctional probation officer 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; basic law and legal procedures; law enforcement operations; investigation skills; laws, rules, and regulations of arrest; search and seizure; use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0221	Correctional Cross-Over to Law Enforcement Introduction and Legal	47 hours	33-3051
	CJK0222	Correctional Cross-Over to Law Enforcement Communications	56 hours	
	CJK0223	Correctional Cross-Over to Law Enforcement Human Issues	32 hours	
	CJK0061	Patrol I	58 hours	
	CJK0062	Patrol II	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK 393	Cross-Over Program Updates	8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0227	Correctional Probation Cross-Over to Law Enforcement Officer Wellness	42 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

<ins>Articulation</ins>

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

After successfully completing this program, the student will be able to perform the following: 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 curricula for the **Crossover from Correctional Probation Officer to Law Enforcement Officer (ATMS# 1179) is** available at:
http://www.fdle.state.fl.us/Content/getdoc/4a51488c-a4c3-4298-adf6-7a13a2809d4e/2012-07-CPO-to-LE.aspx

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430110
CIP Number	0743012004
Grade Level	30, 31
Standard Length	220 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7G
CTSO	N/A
SOC Codes (all applicable)	33-9032 Security Guards
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

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 Seaport Security Officers (SOC 33-9032) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Law Enforcement the

requirements of the Florida Department of Agriculture and Consumer Services (DOACS) Chapter 493, Florida Statutes (F.S.), (Chapter 311, Florida Statutes (F.S.), and the requirements of the Florida Department of Agriculture and Consumer Services (DOACS) Chapter 493, (F.S.), and Chapter 5N-1, Florida Administrative Code (F.A.C.).

Licensure as a Class D Security Officer is required prior to, or concurrent with, obtaining certification as a Seaport Security Officer per section 311.121, F.S.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	DSC0230	Seaport Security Officer	220 hours	33-9032

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Activities that provide practical experience in managing security include using verbal and nonverbal skills to defuse conflict, cooperating with emergency personnel, directing traffic, preparing and delivering courtroom testimony, and responding to and analyzing results of case studies of security incidents. This program also includes methods and practice in patrolling and securing access, observing and protecting crime scenes and evidence, detecting and reporting incidents, and firearms training.

Special Notes

Initial training for seaport security officers shall be in the form of face-to-face training because Florida Statute does not allow for virtual or online training for initial certification. The last 20 hours of the initial training should be port specific that addresses port threats, port protocol, and port logistics. There may be situations where seaport security officers from other states wish to seek employment in our state; Florida Statute 311 requires the Seaport Security Officer Qualification, Training and Standards Coordinating Council to determine equivalencies and continuing education units (CEUs) for those individuals out of state or those currently employed in Florida but are transferring between ports. It should be noted that continuing education training can be delivered in varied formats (face-to-face, virtual, online, etc.).

Any person wishing to determine if their training meets the intent and standards of Florida Law and Rule should submit their training records to the Chairperson of the Seaport Security Officer

Qualification, Training and Standards Coordinating Council at: Florida Department of Education, Suite 701 Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399-0400, via certified mail. The submission should include the following information: name, mailing address, phone number, copies of training certificates that states the name and series of the training, instructor, and date received, and where the training was given. The council will then review the submitted information and provide an equivalency determination. A letter from the chairperson of the Seaport Security Officer Qualification, Training and Standards Coordinating Council will be provided to the applicant upon completion of the equivalency review. As requests for equivalency determination are approved, a list of all the approved courses will be listed in the current curriculum framework on an annual basis unless otherwise determined by the council.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 9, Language 9, and Reading 9. 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Explain the primary processes and activities that occur on a port.
02.0   Explain the roles of the primary stakeholders in the maritime domain and discriminate between authorized and non-authorized personnel.

03.0   Explain the major facilities, equipment and infrastructure present on a port.
04.0   Explain the importance of safety and security at seaports.
05.0   Describe the port's responsibilities to the community and the community's contributions to the port.
06.0   List relevant knowledge, skills and responsibilities required of facility personnel.
07.0   Identify the current relevant regulations that govern security requirements at a U.S. port or facility.
08.0   Differentiate roles of federal, state, local, port, vessel and facility organizations in establishing and maintaining port and facility security as specified in international and U.S. regulations.
09.0   Differentiate security conditions specified in 33CFR by MARSEC Level.
10.0   Describe the importance of conducting continuous security assessments at the seaport.
11.0   Describe the nature of terrorism.
12.0   Summarize the unique nature of a port as a potential terrorism target.
13.0   Identify and report Improvised Explosive Devices (IEDs).
14.0   Identify and report Weapons of Mass Destruction (WMD) incidents.
15.0   Use proper procedures for self-protection during a WMD incident.
16.0   Demonstrate relevant background knowledge on inside threats.
17.0   Describe the forms of crime that can take place in the seaport environment.
18.0   Identify pre-incident indicators using situation awareness.
19.0   Develop techniques and skills to increase situation awareness.
20.0   Give accurate descriptions of people, places and situations encountered.
21.0   Prepare an individual course of action for various security threats.
22.0   Identify barriers in achieving and maintaining high situation awareness.
23.0   Maintain situation awareness while on duty.
24.0   Detect surveillance and suspicious activities.
25.0   Make observations.
26.0   Evaluate and report surveillance and suspicious activities.
27.0   Prevent and counter surveillance.
28.0   Demonstrate knowledge on security related communication including the handling of Sensitive Security Information (SSI).
29.0   Display professional presence.
30.0   Utilize effective communication tactics in dealing with diverse people.
31.0   Demonstrate the effective use of various communication equipment and communication systems.
32.0   Document and report security incidents.
33.0   Validate personal identification and identify imposters.
34.0   Identify and report counterfeit and altered documents.
35.0   Demonstrate knowledge of the three security levels and the actions required for each level including credential and identification checks at specific access control points.
36.0   Monitor control for escorted and unescorted access to port facilities and vessels.
37.0   Document the movement of personnel, vehicle, high value property items, HazMat and controlled substances.
38.0   Use physical security systems to control access to facilities.
39.0   Control access to facility restricted areas.
40.0   Test, calibrate and maintain different types of screening equipment.
41.0   Screen people seeking entry to the facility.
42.0   Screen baggage and personal effects.
43.0   Intercept and question people seeking entry to or within restricted areas.
44.0   Conduct a thorough but expedient screening of people and baggage in a professional way.

45.0 List the screening measures and procedures at the three security levels.
46.0 Identify and report dangerous and/or suspicious substances, items and devices.
47.0 Monitor, control and report the movement of cleared and uncleared vehicles.
48.0 Demonstrate effective communication skills while conducting vehicle inspections.
49.0 Collect and issue all documents that are required for vehicle movement according to the port and current MARSEC Level.
50.0 Recognize suspicious and dangerous persons, items, agents, devices and hazardous materials.
51.0 Detect and report suspicious and dangerous persons, items, agents, devices, and hazardous materials.
52.0 Determine when to inspect a vehicle for CBRNE and VBIED.
53.0 Identify under what statutory authority and circumstances, Certified Seaport Security Officers may search vehicles in restricted areas for contraband such as money and drugs.
54.0 Safely conduct effective vehicle inspections according to the port facility security plan (FSP) and federal, state, and local law.
55.0 Recognize and appropriately use vehicle inspection equipment.
56.0 Direct flow of crowd traffic.
57.0 Direct the movement of people entering ports and restricted areas.
58.0 Secure and protect the incident area.
59.0 Control crowd in an emergency situation.
60.0 Identify government regulations and programs related to cargo and container security.
61.0 Identify vulnerabilities associated with cargo and containers.
62.0 Recognize false or altered cargo documentation.
63.0 Implement security methods to prevent and counter container theft and ensure container security.
64.0 Conduct a basic inspection of a container.
65.0 Identify current technological methods for scanning cargo and container contents for potential WMD devices.
66.0 Identify conflict situations that may arise.
67.0 Implement steps to minimize negative impacts of conflicts.
68.0 Manage emotions to allow for high performance.
69.0 Resolve conflict effectively.
70.0 Demonstrate understanding of basic concepts related to crises.
71.0 Practice and test contingency plans and crisis procedures.
72.0 Respond to a crisis.
73.0 Implement established communication and reporting protocols during times of shutdown and recovery.

Florida Department of Education
Student Performance Standards

Program Title: **Seaport Security Officer**
PSAV Number: **P430110**

Course Number: DSC0230
Occupational Completion Point: A
Seaport Security Officer – 220 Hours – SOC Code 33-9032

Module 1 - The Seaport Environment

01.0   Explain the primary processes and activities that occur on a port--The student will be able to:

01.01   Demonstrate awareness of whether the port is a cargo port and/or a cruise ship port.
01.02   Define what primary processes and activities most commonly occur at each type of port.

02.0   Explain the roles of the primary stakeholders in the maritime domain and discriminate between authorized and non-authorized unauthorized personnel--The student will be able to:

02.01   Discriminate between authorized and non-unauthorized security personnel, including uniforms, vehicles and forms of identification, involved in port security.
02.02   Discriminate between authorized and non-authorized labor, service and subcontracted personnel involved in daily port operations.

03.0   Explain the major facilities, equipment and infrastructure present on a port--The student will be able to:

03.01   Identify the facilities most commonly located on a port.
03.02   Identify the types of equipment most commonly used on a port.
03.03   Identify the major infrastructure found on a port.

04.0   Explain the importance of safety and security at seaports--The student will be able to:

04.01   Summarize current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.
04.02   State that there are different security actions required by the three MARSEC security levels.
04.03   Demonstrate awareness of the potential impact of port disruption.
04.04   Describe the safety issues surrounding the facilities and equipment most commonly used on a port.
04.05   Describe security issues surrounding the facilities and equipment most commonly used at a port.
04.06   Describe the safety issues surrounding major post infrastructure.
04.07   Describe security issues surrounding major port infrastructure.

04.08 Demonstrate awareness that there are safety issues related to the activities and processes most commonly executed on a port.

04.09 Describe security issues related to the activities and processes most commonly executed at a port.

05.0 <u>Describe the port's responsibilities to the community and the community's contributions to the port</u>--The student will be able to:

05.01 Describe the port as a system with its inputs, outputs and processes.

05.02 Identify the port's responsibilities including delivering Maritime Security Awareness training to the neighborhood/community.

05.03 Identify the community's contributions to the port including reporting suspicious/dangerous activities, devices and items.

Module 2 - Rules and Regulations in Seaport Security

06.0 <u>List relevant knowledge, skills and responsibilities required of facility personnel</u>--The student will be able to:

06.01 Note responsibilities of the owner or operator specified in 33CFR105.200.

06.02 Note knowledge and responsibilities required of the Facility Security Officer (FSO) as specified in 33CFR105.205.

06.03 List knowledge required of facility personnel with security duties specified in 33CFR105.210.

06.04 Note knowledge required of all other facility personnel specified in 33CFR105.215.

07.0 <u>Identify the current relevant regulations that govern security requirements at a U.S. port or facility</u>--The student will be able to:

07.01 Identify the regulations that govern international maritime transportation security.

07.02 Identify the regulations that govern U.S. maritime transportation security.

07.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.

08.0 <u>Differentiate roles of federal, state, local, port, vessel and facility organizations in establishing and maintaining port and facility security as specified in international and U.S. regulations</u>--The student will be able to:

08.01 Identify roles of the U.S. Coast Guard in establishing and maintaining port and facility security as specified in international and federal regulations.

08.02 Identify roles of U.S. Customs and Border Protection in establishing and maintaining port and facility security as specified in international and federal regulations.

08.03 Identify roles of the Florida Department of Law Enforcement in performing seaport security inspections.

08.04 Identify roles of state law enforcement in establishing and maintaining port and facility security as specified in international, federal and state regulations.

08.05 Identify roles of local law enforcement in establishing and maintaining port and facility security as specified in international, federal and state regulations.

08.06   Identify roles of port, vessel and facility security personnel in establishing and maintaining port and facility security as specified in international and U.S. regulations.

09.0   <u>Differentiate security conditions specified in 33CFR by MARSEC Level</u>--The student will be able to:

09.01   Identify the security conditions for MARSEC Level 1 specified in 33 CFR.
09.02   Identify the security conditions for MARSEC Level 2 specified in 33 CFR.
09.03   Identify the security conditions for MARSEC Level 3 specified in 33 CFR.

10.0   <u>Describe the importance of conducting continuous security assessments at the seaport</u>--The student will be able to:

10.01   Identify the purpose of a security assessment.
10.02   Identify the basic steps in conducting an on-scene survey.
10.03   Identify and describe areas at the port which that may be used for adversarial surveillance.
10.04   Identify potential security weaknesses in building, walls, fences and other structures.

Module 3 - Terrorism and Weapons of Mass Destruction

11.0   <u>Describe the nature of terrorism</u>--The student will be able to:

11.01   Discuss the definitions, history and threat of terrorism.
11.02   Compare and contrast domestic and international terrorism.
11.03   List signs of terrorism including surveillance, test of security, acquiring supplies, suspicious people who don't belong, dry runs/trial runs, deploying assets or getting into position.
11.04   Summarize the various types of weapons, dangerous substances and devices, the damage they can cause and their appearance.
11.05   Recognize pre-incident indicators of terrorist activities.

12.0   <u>Summarize the unique nature of a port as a potential terrorism target</u>--The student will be able to:

12.01   Describe the unique nature of a port as a potential terrorist target.
12.02   Describe the critical infrastructure/facilities that can be potential terrorist targets at a port.
12.03   Apply concepts learned to identify potential targets of terrorism at a port.
12.04   Check potential areas where security personnel could possibly prevent an attack from happening.
12.05   Identify the route of potential transportation of Weapons of Mass Destruction (WMD) at a port.
12.06   Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.
12.07   Demonstrate how to carry out physical searches in buildings, facilities, and near vessels.

13.0   <u>Identify and report Improvised Explosive Devices (IEDS)</u>--The student will be able to:

13.01   Identify indicators of a potential IED attack.
13.02   Report and accurately describe potential IEDs.

14.0   <u>Identify and report WMD incidents</u>--The student will be able to:

14.01   Define the terminology associated with WMD incidents (e.g., BNICE, WMD, CBRNE, and Cyber-terrorism).
14.02   Describe the difference between HAZMAT and terrorism incidents involving CBRNE.
14.03   Recognize pre-incident indicators of WMD.
14.04   Identify signs and symptoms common to initial victims of a WMD-related incident or event.
14.05   Describe possible motivations of a terrorist using CBRNE.
14.06   Summarize the characteristics of WMD incidents.
14.07   Report WMD incidents.

15.0   <u>Use proper procedures for self-protection during a WMD incident</u>--The student will be able to:

15.01   Describe the three main concepts in protective measures: time, distance and shielding.
15.02   Identify the minimum safe distance from a hazardous materials scene.
15.03   Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.

Module 4 - Inside Threats to Security

16.0   <u>Demonstrate relevant background knowledge on inside threats</u>--The student will be able to:

16.01   Define "inside threat."
16.02   Distinguish between "inside" and "outside" threats in terms of description, involved persons, and motives.
16.03   List common types (categories) of internal threats including those related to fraternization and manipulation.
16.04   List the characteristics of internal threats by category.
16.05   Describe the nature of potential damage and loss posed by internal threats.
16.06   Describe the relationship between inside threats and potential terrorist activities.

17.0   <u>Describe the forms of crime that can take place in the seaport environment</u>--The student will be able to:

17.01   List the range of crimes associated with criminal activities in ports.
17.02   Describe basic statistics on criminal activity in ports in terms of types of illegal activities.
17.03   Define "internal conspiracy."
17.04   Compare the potential threat of internal conspiracies as compared to other internal threat types.

Module 5 - Situation Awareness and Decision Making

18.0   Identify pre-incident indicators using situation awareness--The student will be able to:

18.01   Describe the role of situation awareness in preventing and mitigating security incidents.
18.02   Identify current security threats and patterns.
18.03   List techniques used to circumvent security measures.
18.04   Discuss the relationship between job security goals and situation awareness.

19.0   Develop techniques and skills to increase situation awareness--The student will be able to:

19.01   Identify skills required in looking for perceived threats to security in the port environment.
19.02   Identify skills required to improve comprehension and understanding of perceived threats in the port environment.
19.03   Discuss the role of anticipation and prediction in situation awareness.

20.0   Give more accurate descriptions of people, places, and situations encountered--The student will be able to:

20.01   Demonstrate the use of reactive observation skills in situation awareness.
20.02   Demonstrate the use of memory improving skills in situation awareness.
20.03   Recognize characteristics and behaviors of persons likely to threaten security.
20.04   Recognize and detect dangerous substances and devices.

21.0   Prepare an individual course of action for various security threats--The student will be able to:

21.01   Describe how situation awareness is used in formulating a course of action.
21.02   Describe the use of native skills in formulating a course of action.
21.03   Describe the use of imagery in formulating a course of action.
21.04   Identify methods for using prior experience in formulating a course of action.
21.05   Identify questions to ask to gather more information and reduce uncertainty.

22.0   Identify barriers in achieving and maintaining high situation awareness--The student will be able to:

22.01   Describe the role of perception in situation awareness.
22.02   Describe the effect of distractions and wandering attention on situation awareness.
22.03   Describe the effect of fatigue on situation awareness.
22.04   List stress factors that affect situation awareness.
22.05   Recognize how poor communication affects situation awareness.
22.06   List six cues or signs indicating a loss in situational awareness.
22.07   Describe the effect of complacency on situation awareness.

23.0   Maintain situation awareness while on duty--The student will be able to:

23.01   Discuss the use of self-assessment in maintaining situation awareness.
23.02   List skills to stay alert and mentally focused.

23.03   List ways to manage personal energy levels.
23.04   List ways to improve situation awareness.

Module 6 - Surveillance and Suspicious Activities

24.0   <u>Detect surveillance and suspicious activities</u>--The student will be able to:

24.01   Identify suspicious behavior (including post 9/11 changes).
24.02   Recognize characteristics and behaviors of persons likely to threaten security.
24.03   Recognize and respond appropriately to elicitation.
24.04   Determine what is suspicious in a scenario.
24.05   Identify reasons for surveillance.
24.06   Detect indicators of surveillance.

25.0   <u>Make observations</u>--The student will be able to:

25.01   Identify areas of critical concern in a port.
25.02   Observe and provide descriptions of people and vehicles.
25.03   Recognize techniques used to circumvent security measures.
25.04   Identify operational deterrents to surveillance/hardening.

26.0   <u>Evaluate and report surveillance and suspicious activities</u>--The student will be able to:

26.01   Evaluate and report indicators of surveillance and suspicious activities.
26.02   Identify local protocol for reporting surveillance and suspicious activities.

27.0   <u>Prevent and counter surveillance</u>--The student will be able to:

27.01   Identify methods for preventing and countering surveillance.
27.02   Operate counter surveillance equipment.

Module 7 - Communication and Reporting

28.0   <u>Demonstrate knowledge on security related communication including the handling of Sensitive Security Information (SSI)</u>--The student will be able to:

28.01   Identify SSI.
28.02   Demonstrate knowledge of the appropriate procedures for handling SSI."
28.03   Describe the importance of secure handling of SSI and confidentiality.

29.0   <u>Display professional presence</u>--The student will be able to:

29.01   Identify the various nonverbal elements involved in communicating as a professional.
29.02   Identify the various verbal elements involved in communicating as a professional.
29.03   Describe work ethics of security professionals and the role of ethics in securing ports.
29.04   Demonstrate knowledge of public relations principles.

30.0   <u>Utilize effective communication tactics in dealing with diverse people</u>--The student will be able to:

30.01 Display effective communication tactics in communicating with different personnel at a port.
30.02 Appreciate the risk of security leaks through communication by improper methods or to the wrong person.
30.03 Demonstrate communication skills when questioning identities of suspicious persons.
30.04 Display effective, non-discriminatory communication techniques in dealing with persons posing potential security risks.
30.05 Utilize effective communication tactics in an emergency.

31.0 Demonstrate the effective use of various communication equipment and communication systems--The student will be able to:

31.01 Describe backup methods for internal and external communications.
31.02 Employ communications equipment effectively (testing, calibration, operation, and maintenance).
31.03 State the importance of using effective communication skills in radio communication.
31.04 Describe the use of information technology and communications systems in port facility operations and in maintaining security.

32.0 Document and report security incidents--The student will be able to:

32.01 Ensure the maintenance of records when there are occurrences that threaten the security (Sec. 105.205).
32.02 Ensure the preparation and the submission of any reports as required when there are occurrences that threaten the security.
32.03 Ensure the recording and reporting of attainment changes in MARSEC Levels to the owner or operator and the cognizant COTP. (Sec. 105.205)
32.04 Describe the means by which facility personnel are notified of changes in security conditions.
32.05 Report suspicious verbal and nonverbal behavioral patterns of persons.
32.06 State the reporting requirements in case of a security incident or a breach of security.
32.07 Ensure notification, as soon as possible, to law enforcement personnel and other emergency responders.
32.08 Apply specific communication techniques to achieve goals and objectives of report.

Module 8 - Identification and Documentation: Access Control

33.0 Validate personal identification and identify imposters--The student will be able to:

33.01 State the key components of personal identification.
33.02 Apply the "Feel, Look, Ask and Give" (FLAG) strategies in checking identification.
33.03 Articulate physical likeness of people.
33.04 List best practices to ensure valid identification.

34.0 Identify and report counterfeit and altered documents--The student will be able to:

34.01   List the features of counterfeit documents.
34.02   Identify altered documents.
34.03   Compare counterfeit and altered documents to authentic ones.
34.04   Report counterfeit and altered documents.

35.0   <u>Demonstrate knowledge of the three security levels and the actions required for each level including credential and identification checks at specific access control points</u>--The student will be able to:

35.01   Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 1 at specific access control points.
35.02   Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 2 at specific access control points.
35.03   Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 3 at specific access control points.

36.0   <u>Monitor control for escorted and unescorted access to port facilities and vessels</u>--The student will be able to:

36.01   List different requirements for escorted and unescorted access to port facility secure areas.
36.02   Identify the features of a Transportation Worker Identification Credential (TWIC) card.
36.03   Describe relevant aspects of the TWIC program and how to carry them out.
36.04   Identify the credentialing requirements prescribed under Florida law.
36.05   Describe relevant aspects of the Florida access control requirements and how to carry them out.

37.0   <u>Document the movement of personnel, vehicle, high value property items, HazMat and controlled substances</u>--The student will be able to:

37.01   State the documents that shall be available for the movement of personnel, vehicle, high value property items, HazMat and controlled substance.
37.02   Identify the key forms of documentation used.
37.03   Fill up electronic logs for property movement.

38.0   <u>Use physical security systems to control access to facilities</u>--The student will be able to:

38.01   Use fences, lighting, gates and other counter surveillance measures to control access to facilities.
38.02   Perform access control using physical security systems.

39.0   <u>Control access to facility restricted areas</u>--The student will be able to:

39.01   Intercept people seeking entry to facility in restricted areas.
39.02   Question people in restricted areas.

Module 9 - Screening People and Baggage

40.0 <u>Test, calibrate, and maintain different types of screening equipment</u>--The student will be able to:

    40.01 Test screening equipment.
    40.02 Calibrate screening equipment.
    40.03 Maintain screening equipment.

41.0 <u>Screen people seeking entry to the facility</u>--The student will be able to:

    41.01 Set up a safe and practical screening area.
    41.02 Check I.D. and document personal data.
    41.03 Describe two different screening approaches (squeeze and head-to-toe).
    41.04 Use metal detectors and wand for screening.

42.0 <u>Screen baggage and personal effects</u>--The student will be able to:

    42.01 List the different contents of belongings to be checked between males and females.
    42.02 Use screening equipment (X-ray machine) to check baggage and carry-on luggage.

43.0 <u>Intercept and question people seeking entry to or within restricted areas</u>--The student will be able to:

    43.01 List questions for interception.
    43.02 Apply questioning techniques.
    43.03 Screen persons and parcels within restricted areas.

44.0 <u>Conduct a thorough but expedient screening of people and baggage in a professional way</u>--The student will be able to:

    44.01 Conduct a thorough but expedient screening.
    44.02 Show courtesy and foster a positive relationship between security and the community.
    44.03 Conduct screening being sensitive to gender, cultural and religious issues.
    44.04 Describe legal procedures and policies for seizure, including handling evidence.

45.0 <u>List the screening measures and procedures at the three security levels</u>--The student will be able to:

    45.01 List the screening measures and procedures at MARSEC 1.
    45.02 List the screening measures and procedures at MARSEC 2.
    45.03 List the screening measures and procedures at MARSEC 3.

46.0 <u>Identify and report dangerous and/or suspicious substances, items, and devices</u>--The student will be able to:

    46.01 Identify dangerous and/or suspicious substances, items, and devices, including hazardous material (HazMat) and their threats.

46.02   Report dangerous and/or suspicious substances, items, and devices, including hazardous material (HazMat).

Module 10 - Vehicle Screening and Inspection

47.0   Monitor, control, and report the movement of cleared and uncleared vehicles--The student will be able to:

47.01   Name the sections of 33 CFR and state and local laws that address vehicle screening and inspection.
47.02   Select ways to monitor the movement of all vehicles within the facility.
47.03   Select ways to monitor vehicle-borne materials entering the port facility from landside.
47.04   Demonstrate how to complete a vehicle log.
47.05   Methods to appropriately control the movement of all un-cleared vehicles within the facility.
47.06   Report un-cleared vehicles to the appropriate authority.

48.0   Demonstrate effective communication skills while conducting vehicle inspections--The student will be able to:

48.01   Demonstrate the appropriate communication skills to use with vehicle drivers and passengers.

49.0   Collect and issue all documents that are required for vehicle movement according to the port and current MARSEC Level--The student will be able to:

49.01   Identify the appropriate authorization documents required at the three MARSEC Levels.
49.02   Determine the authenticity of authorization documents.
49.03   Demonstrate the appropriate procedures for collecting documents from vehicle drivers.

50.0   Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials--The student will be able to:

50.01   Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
50.02   Indicate the damage that VBIED can cause.
50.03   Identify and recognize types of conventional weapons which could be included in a port's prohibited list.
50.04   Apply the Bureau of Alcohol, Tobacco and Firearms (BATF) Explosives Standards as they pertain to various types of vehicles, including explosive capacity, lethal air blast range, and minimum evacuation distance.
50.05   Identify types of CBRNE agents.
50.06   Indicate the damage that CBRNE agents can cause.
50.07   Identify types of hazardous materials.
50.08   Indicate the damage that hazardous materials can cause.

51.0   Detect and report suspicious and dangerous persons, items, agents, devices, and hazardous materials--The student will be able to:

51.01 Detect dangerous and suspicious situations, substances, agents, items, and devices.
51.02 Detect stowaways.
51.03 Report and document stowaways and dangerous and suspicious substances, items, and devices.

52.0 Determine when to inspect a vehicle for CBRNE and VBIED--The student will be able to:

52.01 Identify suspicious behavior of vehicle occupants.
52.02 Recognize indicators of the presence of CBRNE agents and VBIED.
52.03 Demonstrate the appropriate inspection intervals for each MARSEC Level.

53.0 Identify under what statutory authority and circumstances, Certified Seaport Security Officers may search vehicles in restricted areas for contraband such as money and drugs.

54.0 Safely conduct effective vehicle inspections according to the port facility security plan (FSP) and federal, state, and local law--The student will be able to:

54.01 Identify the legal inspection procedures that are in accordance with the FSP and federal, state, and local law.
54.02 Identify the appropriate inspection procedures for each MARSEC Level.
54.03 Identify the structural characteristics of the vehicles being inspected, including the undercarriage.
54.04 Describe the safety precautions that should be taken during vehicle inspections.
54.05 Indicate the appropriate methods for coordinating vehicle inspections.
54.06 Describe ways to ensure that vehicle inspection methods and procedures are reliable, accurate, and effective.

55.0 Recognize and appropriately use vehicle inspection equipment--The student will be able to:

55.01 Identify vehicle inspection equipment that is used at port facilities.
55.02 Demonstrate how to use the appropriate equipment to inspect vehicles and their contents.

Module 11 - Crowd Control/Movement of Personnel

56.0 Direct flow of crowd traffic--The student will be able to:

56.01 Classify different types of crowds.
56.02 List characteristics of crowds in a crisis situation.

57.0 Direct the movement of people entering ports and restricted areas--The student will be able to:

57.01 Follow the procedures for restricted areas.
57.02 Use techniques to ward crowds off restricted areas.

58.0 Secure and protect the incident area--The student will be able to:

58.01 Follow the procedures for incident area.
58.02 Use techniques to secure and protect incident area.
58.03 Use general awareness techniques for evidence preservation.

59.0 <u>Control crowd in an emergency situation</u>--The student will be able to:

59.01 Demonstrate the importance of keeping order.
59.02 Describe the procedures for reducing and avoiding panic in crowds in a crisis situation.
59.03 Communicate effectively with crowd during an emergency.
59.04 Evacuate crowd appropriately.
59.05 Mentally rehearse situation specific evacuation procedures to ensure personal safety.

Module 12 - Cargo and Container Security

60.0 <u>Identify government regulations and programs related to cargo and container security</u>--The student will be able to:

60.01 Explain the role of CBP as the lead agency in responding to cargo or container incidents.
60.02 Describe the Customs Trade Partnership Against Terrorism (CT-PAT).
60.03 Describe the Container Security Initiative (CSI).
60.04 Describe regulations regarding emergency information on HAZMAT cargos contained in 49CFR 172.600.

61.0 <u>Identify vulnerabilities associated with cargo and containers</u>--The student will be able to:

61.01 Identify vulnerabilities regarding stowaways on a vessel or in a container.
61.02 Identify seaport vulnerabilities associated with contraband in cargo/containers to include human traffic, narcotics, and currency.
61.03 Identify vulnerabilities associated with hazardous cargo/containers.
61.04 Identify vulnerabilities associated with biological hazards in cargo/containers to include illegal shipping of hazardous waste.
61.05 Identify seaport vulnerabilities associated with IED/WMD devices contained in cargo/containers.
61.06 Identify seaport vulnerabilities associated with fraud to include document fraud and inside threats.
61.07 Identify seaport vulnerabilities associated with theft to include direct theft from cargo facilities, hijacking and driver complicit hijacking, theft of an entire container using false paperwork, and pilferage.

62.0 <u>Recognize false or altered cargo documentation</u>--The student will be able to:

62.01 Identify information which should be present on a Bill of Lading.
62.02 Identify information which should be present on a Manifest.
62.03 Identify information which should be present on a Waybill.
62.04 Determine the validity of a container serial number using the following method: identify the components of a container serial number.

63.0   Implement security methods to prevent and counter container theft and ensure container security--The student will be able to:

63.01   Identify procedures relevant to the handling of cargo/containers on the port with respect to a change in the MARSEC Level.
63.02   Patrol security fence around cargo/containers.
63.03   Identify "best practices" for maintaining minimum empty space between containers and fence in a container yard.
63.04   Identify "best practices" for maintaining a security zone around cargo/container scanning equipment.
63.05   Identify the role of K9 units when inspecting cargo/containers for explosives, chemicals, currency, narcotics, etc.
63.06   Identify steps involved in the validation of paperwork prior to accepting or releasing a container.

64.0   Conduct a basic inspection of a container--The student will be able to:

64.01   Inspect seals on non-empty containers to verify that they meet or exceed PSA ISO 17712 by using the following methods: identify an intact and proper seal, identify a damaged seal, identify a missing seal, and identify incorrect seal.
64.02   Inspect the container door handle rivet to ensure that it has not been compromised.
64.03   Inspect empty containers prior to loading using the 7 point 7-point method.
64.04   Identify and report suspicious containers, such as: missing or damaged seal, unusual weight, and altered or unreadable container numbers.
64.05   Identify Smart Box shipping containers.

65.0   Identify current technological methods for scanning cargo and container contents for potential WMD devices--The student will be able to:

65.01   Identify cargo/container radiation scanning devices, such as: Radiation Portal Monitors (CBP), personal radiation detectors, and other radiation monitors.
65.02   Identify cargo/container inspection devices, such as: VACIS, X-ray, Gamma Ray, and other non-intrusive inspection devices.
65.03   Identify trace detection technologies used in cargo and container inspection.

Module 13 - Conflict Management

66.0   Identify conflict situations that may arise--The student will be able to:

66.01   Explain how poor communication can create conflicts.
66.02   Explain how poor decision making decision-making can create conflicts.

67.0   Implement steps to minimize negative impacts of conflicts--The student will be able to:

67.01   List situations where conflict can be constructive.
67.02   List situations where conflict can be destructive.

68.0   Manage emotions to allow for high performance--The student will be able to:

68.01   Give examples of the role of stress on human performance.

68.02   List effective anger management strategies.

69.0   <u>Resolve conflict effectively</u>--The student will be able to:

69.01   Apply appropriate stress reduction and anger management techniques.
69.02   Employ conflict resolution strategies.

Module 14 - Crisis Management

70.0   <u>Demonstrate understanding of basic concepts related to crises</u>--The student will be able to:

70.01   Define crisis.
70.02   Demonstrate basic understanding of the National Incident Management System (NIMS) including completion of the current FEMA course on basic incident management.
70.03   List and describe the types of threats and crises potentially facing ports.
70.04   Describe the various types of crisis-inducing attacks terrorists might make to a port.

71.0   <u>Practice and test contingency plans and crisis procedures</u>--The student will be able to:

71.01   List reasons for conducting drills to practice and test contingency plans and crisis procedures.

72.0   <u>Respond to a crisis</u>--The student will be able to:

72.01   Describe events to expect during a crisis.
72.02   Describe the tasks of the crisis manager during a crisis.
72.03   Given a description of a crisis incident, describe crisis response procedures.
72.04   Implement emergency protocols and procedures.

Module 15 - Port Shutdown and Rapid Recovery

73.0   <u>Implement established communication and reporting protocols during times of shutdown and recovery</u>--The student will be able to:

73.01   Demonstrate knowledge and skills of appropriate communication methods and systems to be used during shutdown and recovery.
73.02   Demonstrate knowledge of the protocols for communicating following an incident and requesting assistance.

2013 – 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430115
CIP Number	0743010701
Grade Level	30, 31
Standard Length	319 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officer
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

Commission-approved Auxiliary Basic Recruit Training Programs are created to train applicants for employment or appointment by criminal justice agencies, with or without compensation, to assist or aid full-time or part-time officers.

This program provides job-related training to students seeking employment as law enforcement volunteer personnel (SOC 33-3051) and as auxiliary law enforcement officers (SOC 33-3051). Law enforcement volunteer personnel do not have arrest powers or responsibility for care, custody, or control of inmates, are not required to take a licensure examination, and are not registered with the Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC). Auxiliary law enforcement officer is a position that requires entry-level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

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. This program must be approved by the Department of Education (DOE) utilizing standards jointly developed by the Florida Department of Law Enforcement (FDLE), Florida Department of Insurance (DOI) and the Emergency Medical Services (EMS) Bureau of the Department of Health (DOH) as specified in Section 401.435, 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 Criminal Justice Standards and Training Commission (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; medical first responder techniques; emergency preparedness techniques; court procedures; patrol procedures; communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0240	Law Enforcement Auxiliary Introduction	27 hours	33-3051
	CJK0241	Law Enforcement Auxiliary Patrol and Traffic	19 hours	
	CJK0242	Law Enforcement Auxiliary Investigations	17 hours	
	CJK0422	Dart Firing Stun Gun	8 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
Law Enforcement Auxiliary Officer Prerequisite Courses Above for a Total of 111 hours				

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Auxiliary Law Enforcement Officer ATMS #1180** is available at http://www.fdle.state.fl.us/Content/getdoc/c15e68bb-ff29-4f32-b710-84dbf6cea6eb/Aux-LE-2012-07.aspx

2013 – 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430122
CIP Number	0743010202
Grade Level	30, 31
Standard Length	449 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialist
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 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 Criminal Justice

Standards and Training Commission (CJSTC); corrections rules, rights, and responsibilities; basic law and legal procedures; correctional, correctional probation, and law enforcement operations; laws, rules and regulations of probationer supervision; 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; medical first responder techniques; emergency preparedness techniques; communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0271	Correctional Probation Legal	57 hours	21-1092
	CJK0272	Correctional Probation Interpersonal Communication Skills	44 hours	
	CJK0273	Correctional Probation Caseload Management	40 hours	
	CJK0274	Correctional Probation Supervision	88 hours	
	CJK0275	Correctional Probation Investigations	39 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
	CJK0281	Criminal Justice Officer Physical Fitness Training/Probation Officer	34 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at:

http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

All instructors must be certified by the CJSTC and the DOE, except Community Colleges where DOE certification is not required. General instructor requirements are found in Rule 11B-20.001, F.A.C., and high-liability instructor requirements are found in Rule 11B-20.0014, F.A.C. Within the Correctional Probation Legal portion of this program (course number CJK 0271), the following topics must be taught by a certified Law Topics Instructor in accordance with sections 11B-20.0014, F.A.C.:

- Constitutional Law
- Probable Cause
- Parties to a Crime
- Civil and criminal Liability
- Classification of Offenses
- Court Rules and Trial Procedures
- Courtroom Demeanor and Testimony
- Use of Force

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. When the word "demonstrate" is used in a student performance standard, it shall require that actual performance and operation be accomplished, unless otherwise indicated.

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.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Correctional Probation Basic Recruit Training Program ATMS #1176** is available at http://www.fdle.state.fl.us/Content/getdoc/ff86283f-05bb-48c2-99db-b737128190da/2012-CPO-BRTP-combined.aspx

2013 - 2014

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**

PSAV	
Program Number	P430125
CIP Number	0743010702
Grade Level	30, 31
Standard Length	489 hours
Teacher Certification	CORR OFF @7 G PUB SERV @7 G LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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. Within this program, selected sections of the Florida CMS Law Enforcement Basic Recruit Training Program have been modified to fit the needs of Correctional officers wanting to become certified Florida Law Enforcement Officers. The Florida CMS Law Enforcement Basic Recruit Training Program is published in two volumes: 1) Florida Basic Recruit Training Program Law Enforcement and 2) Florida Basic Recruit Training Program High Liability Lessons.

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; laws, rules, and regulations of arrest; search and seizure; patrol procedures; traffic control and direction; law enforcement vehicle operations; investigation of traffic crashes; DUI enforcement techniques; crime scene investigation techniques; trial procedures and testimony; communications.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0290	Correctional Cross-Over to Law Enforcement Introduction and Legal Overview	48 hours	33-3051
	CJK0291	Correctional Cross-Over to Law Enforcement Human Interaction and Communications	56 hours	
	CJK0292	Correctional Cross-Over to Law Enforcement Response to Human Issues	24 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0294	Correctional Cross-Over to Law Enforcement Patrol 2	20 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0086	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	
	CJK0295	Correctional Cross-Over to Law Enforcement Officer Wellness	35 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Crossover from Correctional Officer to Law Enforcement Officer ATMS #1191** is available at http://www.fdle.state.fl.us/Content/getdoc/f545d79e-7c6a-4d47-aa63-9af9198b7c21/2012-07-CO-to-LE.aspx.

2013 – 2014

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**

PSAV	
Program Number	P430132
CIP Number	0743010203
Grade Level	30,31
Standard Length	194 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all Applicable)	33-3012 Correctional Officer and Jailers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 content includes but is not limited to, knowledge of codes of ethics; development of correctional philosophies and systems; corrections rules, right, and responsibilities; basic law communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0230	Correctional Cross-Over to Correctional Probation Legal and Communication	18 hours	33-3012
	CJK0231	Correctional Cross-Over to Correctional Probation Supervision	57 hours	
	CJK0232	Correctional Cross-Over to Correctional Probation Investigations	30 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	
	CJK0273	Correctional Probation Caseload Management	40 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0235	Correctional Cross-Over to Correctional Probation Officer Wellness	14 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

N/A

Career and Technical Student Organization (CTSO)

N/A
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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Crossover from Correctional Officer to Correctional Probation Officer (ATMS# 1183)** is available at http://www.fdle.state.fl.us/Content/getdoc/376f8883-3f9b-42ac-96ef-fdef5b766ecd/2012-07-CO-to-CPO.aspx.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: **Bail Bond Agent**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	P430135
CIP Number	0743019902
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	13-2099 Financial Specialist, All other
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 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 Chapter 4-221, Florida Administrative Code.

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.

Program Structure

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

This program is a planned sequence of instruction consisting of several courses with one occupational completion point. The recommended sequence allows students to achieve the competencies necessary for employment in the industry.

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.

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.

The following table illustrates the program structure:

OCP	Course Number	Program Title	Course Length	SOC Code
A	SCY0050	Bail Bond Agent	120 hours	13-2099

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Classroom, shop, and laboratory activities are an integral part of this program. These activities include training in the general maintenance and safe use of all instructional resources. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

Special Notes

All questions and requests for information about examinations and examination administration should be directed to Prometric, A Division of Capstar, 1260 Energy Lane, St. Paul, Minnesota, 55108, fax number (800) 347-9242, TDD users (800) 790-3926, phone number (800) 343-6001 or http://www.prometric.com/default.htm.

Questions about licensing applications should be directed to the Florida Department of Financial Services (DFS), Bureau of Licensing, Qualifications Section, 200 East Gaines Street, Tallahassee, Florida, 32399-0319, phone number (850) 413-3137, extension 1 or www.fldfs.com.

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 at http://www.correspondencestudy.ufl.edu/PrintCatalog.aspx?c=N or from the Division of Continuing Education, Department of Correspondence Study, 2209 NW 13th Street Suite D, Gainesville, FL 32609, telephone number (352) 392-1711, fax number: (352) 392-6950, toll free: 800-327-4218, learn@dce.ufl.edu.

Career and Technical Student Organization (CTSO)

For this program Bail Bond Agent Florida Surety Agents Association may provide leadership training and reinforce specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 9, Language 9, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

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Accommodations

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<u>Articulation</u>

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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**
PSAV Number: **P430135**

Course Number: SCY 0050
Occupational Completion Point: A
Bail Bond Agent – 120 Hours – SOC Code 13-2099

01.0 <u>Bail bond laws, rules and regulations</u>--The student will be able to:

    01.01 Locate and discuss Chapters 648, Bail, and Chapter 903, Regulation of Limited Surety Agents, 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 <u>Professional relationships</u>--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.
        b. Disposition of cases, s. 648.571, 903.105(4) (a), 903.105(5), 903.331, F.S.
        c. Court appearances, s. 648.44(1) (n).
        d. Posting a bond, s. 69B-105 and .145, F.A.C.
        e. Taking collateral, s. 69B-120, .125, .130, .135 F.A.C. and s. 648.442, F.S.
    02.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.
    02.03 Discuss the relationship between the agent and the indemnitor, s. 69B-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 the relationship between the agent and the client's attorney, s. 648.44(1) (a), F.S.
    02.06 Discuss how to relate to law enforcement personnel, s. 648.42, .44(2), and .30, F.S.
    02.07 Understand how to refer clients to helpful programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)

03.0 <u>Operating a bail bond agency</u>--The student will be able to:

    03.01 Understand the general office procedures of an agent, s. 648.285, F.S.
    03.02 Review the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.
    03.03 Review and complete an application for bail, s. 69B-055(2), F.A.C.
    03.04 Review and complete an indemnity agreement, s. 69B-055(1), F.A.C.
    03.05 Maintain a daily bond register, s. 69B-055(1), F.A.C.
    03.06 Maintain an individual file for each client, s. 69B-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-055.115 and .120, F.A.C.
03.08 Understand the required forms and conditions for accepting and handling collateral, s. 69B-.120, .125, .130, .135, F.A.C. and 648.442, F.S.
03.09 Understand advertising requirements and limitations, s. 648.44(1), 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-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-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-051, F.A.C., and s. 648.387, F.S.
03.17 Understand the restrictions on temporary limited surety agents, s. 648.382, F.S.
03.18 Understand the duties, responsibilities and required supervision of temporary limited surety agents, s. 648.25(9), F.S.

04.0 Arrest laws--The student will be able to:

04.01 Explain the following:
a. s. 903.21, F.S., Method of surrender; 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. Inersoll
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. Value 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
• Most direct route to deliver defendant to court jurisdiction
• Surrender slip from detention facility
• DFS Statement of Surrender Form, s. 648.4425, F.S.
04.04 Describe the liability of the agent and of the surety company for false arrest.

05.0 Arrest techniques and search and seizure--The student will be able to:

05.01 Discuss skip tracing techniques:
a. Estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.)
b. Importance of application, photograph, and certified copy of bond
05.02 Demonstrate handcuffing techniques.
05.03 Check for weapons per the Florida Stop and Frisk Law, s. 901.151, F.S.

06.0   Defense--The student will be able to:

06.01   Demonstrate defense techniques.
06.02   Understand safety precautions.
06.03   Discuss the history of unarmed self-defense.
06.04   Know the elements of attack; surprise, speed, skill and strength.
06.05   Demonstrate methods of approach; mental alertness, position, and defensive stance.
06.06   Understand the use of pressure points and sensitive areas.
06.07   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-135, F.A.C. and s. 648.442, F.S.
07.02   Appraise collateral offered.
07.03   Record documents/documentary stamps and name of indemnitor, and issue receipts for return of collateral, s. 69B-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 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/nonpayments of estreatures/forfeitures, s. 903.26, and .29, F.S.
08.06   Discuss ramifications for non-payment of forfeitures and judgments, s. 903.29, 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. Malicious prosecution action
        b. Six elements necessary in posing a Mal Pro action
        c. 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 <u>Courtroom demeanor and court organization</u>--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)
      - Juvenile and Family Division
      - Probate
      - Criminal Division
   b. County Court
      - Civil Division
      - Magistrate Division
      - Crimes Division
      - Branch Court Division/Full Branch Courts/Traffic Branch Courts

11.0 <u>Criminal law</u>--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
      - Voluntary acts
      - Acts forbidden by law
      - Negative acts
   b. Mens Rea
   c. Se Inter

11.03 Understand specific intent relative to knowledge and relative to motive.

11.04 Understand liabilities:
   a. For the crimes of others
      - 18 U.S. Code Sec. 2
      - Chapter 843, F.S. – Obstructing Justice
         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.

2013 – 2014

Florida Department of Education
Curriculum Framework

Program Title:	**Crossover from Correctional Probation Officer Training to Traditional Correctional (BRTP)**
Program Type:	**Career Preparatory**
Career Cluster:	**Law, Public Safety & Security**

PSAV	
Program Number	P430142
CIP Number	0743010204
Grade Level	30, 31
Standard Length	256 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 officers between criminal justice disciplines. Within this program, selected sections of the Traditional Correctional Officer Basic Recruit Training Program have been modified to fit the needs of Correctional Probation Officers wanting to become certified Florida Correctional Officers. This program is established for the purpose of providing job-related training to candidates for full-time or part-time correctional officers (SOC 33-3012) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.). **A student enrolling in this program must hold current certification as a correctional probation 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; corrections rules, rights, and responsibilities; basic law and legal procedures; correctional operations; laws, search and seizure; use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; emergency preparedness techniques; communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0300	Introduction to Corrections	32 hours	33-3012
	CJK0287	Correctional Probation Cross-Over to Correctional Radio Communications and Searches	10 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	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0391	Correctional Probation Cross-Over to Correctional Officer Wellness	18 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

Currently there are no appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Crossover from Correctional Probation Officer Training to Correctional (BRTP) ATMS# 1193** is available at: http://www.fdle.state.fl.us/Content/getdoc/e11a57a7-ff2e-45ac-863c-475232776549/2012-07-CPO-to-CO.aspx

2013 – 2014

Florida Department of Education
Curriculum Framework

Program Title: **Combined CJSTC Law Enforcement and Corrections Basic Dual Certification**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	P430145
CIP Number	0743010707
Grade Level	30, 31
Standard Length	926 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers; 33-3051 Police and Sheriff's Patrol Officers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0350	Law Enforcement Cross-Over to Correctional Introduction and Legal	22 hours	33-3012
	CJK0352	Law Enforcement Cross-Over to Correctional Officer Safety	14 hours	
	CJK0315	Facility and Equipment	8 hours	
	CJK0351	Law Enforcement Cross-Over to Correctional Procedures	14 hours	
	CJK0325	Supervising in a Correctional Facility	40 hours	
	CJK0353	Law Enforcement Cross-Over to Correctional Supervising Special Populations	14 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0354	Law Enforcement Cross-Over to Correctional Officer Wellness	12 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	33-3051
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0007	Introduction to Law Enforcement	11 hours	
	CJK0008	Legal	69 hours	
	CJK0017	Communications	76 hours	
	CJK0011	Human Issues	40 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula's for the **Combined CJSTC Law Enforcement and Corrections Basic Dual Certification (ATMS# 1177 and ATMS# 1192)** is available in two separate documents at:

ATMS#1177- http://www.fdle.state.fl.us/Content/getdoc/5b95cf86-1270-463c-89e3-05158a71054b/2012_LE_IG.aspx

ATMS#1192- http://www.fdle.state.fl.us/Content/getdoc/f495ed65-2a89-46d7-92a5-d444faad4587/2012-07-LE-to-CO.aspx

2013 - 2014

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**

PSAV	
Program Number	P430152
CIP Number	0743010205
Grade Level	30, 31
Standard Length	156 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officers and Jailers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

This program is a planned sequence of instruction consisting of one occupational completion points. This program is established for the purpose of providing job-related training to

candidates for full-time or part-time correctional officers (SOC 33-3012) that require entry level certification in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.). **A student enrolling in this program must hold current certification as a law enforcement 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; development of correctional philosophies and systems; corrections rules, rights, and responsibilities; basic law and legal procedures; correctional operations; emergency preparedness techniques; communications skills; and human relations skills

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0350	Law Enforcement Cross-Over to Correctional Introduction and Legal	22 hours	33-3012
	CJK0352	Law Enforcement Cross-Over to Correctional Officer Safety	14 hours	
	CJK0315	Facility and Equipment	8 hours	
	CJK0351	Law Enforcement Cross-Over to Correctional Procedures	14 hours	
	CJK0325	Supervising in a Correctional Facility	40 hours	
	CJK0353	Law Enforcement Cross-Over to Correctional Supervising Special Populations	14 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0354	Law Enforcement Cross-Over to Correctional Officer Wellness	12 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Crossover from Law Enforcement Officer to Correctional Officer (ATMS# 1192)** is available at http://www.fdle.state.fl.us/Content/getdoc/f495ed65-2a89-46d7-92a5-d444faad4587/2012-07-LE-to-CO.aspx

2013 – 2014

Florida Department of Education
Curriculum Framework

Program Title: **Combined CJSTC Corrections and Law Enforcement Basic Dual Certification**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	P430155
CIP Number	0743010706
Grade Level	30, 31
Standard Length	909 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailer; 33-3051 Police and Sheriff's Patrol Officer
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0300	Introduction to Correction*s*	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	
	CJK0290	Correctional Cross-Over to Law Enforcement Introduction and Legal Overview	48 hours	33-3051
	CJK0291	Correctional Cross-Over to Law Enforcement Human Interaction and Communications	56 hours	
	CJK0292	Correctional Cross-Over to Law Enforcement Response to Human Issues	24 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0294	Correctional Cross-Over to Law Enforcement Patrol 2	20 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	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	

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0295	Correctional Cross-Over to Law Enforcement Officer Wellness	35 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 at: http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula's for the **Combined CJSTC Corrections and Law Enforcement Basic Dual Certification (ATMS #1190 and ATMS#1191)** is available in two separate documents at:

ATMS#1190- http://www.fdle.state.fl.us/Content/getdoc/c1e57560-e996-496b-bbb6-9de39663eb4e/2012-07_CO_IG.aspx

ATMS#1191- http://www.fdle.state.fl.us/Content/getdoc/f545d79e-7c6a-4d47-aa63-9af9198b7c21/2012-07-CO-to-LE.aspx

2013 – 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430162
CIP Number	0743010206
Grade Level	30,31
Standard Length	130 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all Applicable)	33-3012 Correctional Officer and Jailers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 content includes but is not limited to, knowledge of codes of ethics; development of correctional philosophies and systems; corrections rules, right, and responsibilities; basic law communications skills; and human relations skills.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0252	Law Enforcement Cross-Over to Correctional Probation Legal and Investigations	18 hours	33-3012
	CJK0256	Law Enforcement Cross-Over to Correctional Probation Caseload Management	27 hours	
	CJK0257	Law Enforcement Cross-Over to Correctional Probation Supervision	40 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0258	Law Enforcement Cross-Over to Correctional Probation Officer Wellness	10 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

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 curricula for the **Crossover from Law Enforcement Officer to Correctional Probation Officer ATMS#1184** is available at http://www.fdle.state.fl.us/Content/getdoc/9499cd89-b5c1-4c55-9b68-13293920b5ab/2012-07-LE-to-CPO.aspx

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430202
CIP Number	0743020501
Grade Level	30,31
Standard Length	320 hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2021 Fire Investigators
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College 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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0660	Fire Investigator I	160 hours	33-2021
B	FFP0661	Fire Investigator II	160 hours	33-2021

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The Fire Investigator is a restricted enrollment program. Applicants must be certified law enforcement, fire fighter or fire inspector.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards:

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

01.0   Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
02.0   Demonstrate knowledge of inspection practices for fire protection systems.
03.0   Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
04.0   Demonstrate knowledge of water supply for sprinkler and standpipe systems.
05.0   Demonstrate knowledge of acceptance testing for fire protection systems.
06.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
07.0   Demonstrate knowledge of various extinguishing agents.
08.0   Define types of building classifications and construction types.
09.0   Define various loads and forces that affect buildings.
10.0   Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
11.0   Define the characteristics of various building materials, with particular regard to fire resistance.
12.0   Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
13.0   Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
14.0   Demonstrate knowledge of features of matter and energy.
15.0   Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion.
16.0   Demonstrate knowledge of the fire tetrahedron and principles of extinguishment.
17.0   Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon.
18.0   Demonstrate knowledge of corrosive materials, i.e. acids and bases.
19.0   Demonstrate knowledge of path of travel of fire, heat, and smoke.
20.0   Demonstrate knowledge of the role and responsibilities of the fire investigator.
21.0   Demonstrate the ability to differentiate between accidental and incendiary fire causes.
22.0   Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
23.0   Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
24.0   Recognize and interpret fire scenes common to various types of fires.
25.0   Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
26.0   Explain the nature and behavior of fire including the effects of heat.
27.0   Explain and identify the combustion properties of liquids, gases and solid fuels.

28.0 Identify and explain electrical causes of fires.
29.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
30.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.
31.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.
32.0 Analyze fire-related deaths and injuries and describe methods of documentation.
33.0 Identify the techniques for interviewing and questioning suspects and subjects.
34.0 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
35.0 Identify and list the sources and technology available for fire investigations.
36.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

Florida Department of Education
Student Performance Standards

Program Title: **Fire Investigator**
Postsecondary Number: **P430202**

Course Number: FFP0660
Occupational Completion Point: A
Fire Investigator I – 160 Hours – SOC Codes 33-2021

01.0 <u>Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems</u>--The student will be able to:

01.01 List and define the classes of automatic sprinkler systems.
01.02 Identify and describe major controls of automatic sprinkler systems.
01.03 Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.

02.0 <u>Demonstrate knowledge of inspection practices for fire protection systems</u>--The student will be able to:

02.01 Discuss legal requirements for fire protection system inspections.
02.02 Discuss testing of fire protection systems.

03.0 <u>Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers</u>--The student will be able to:

03.01 List and define the classes of portable fire extinguishers.
03.02 Identify and describe major controls of portable fire extinguishers.
03.03 Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.

04.0 <u>Demonstrate knowledge of water supply for sprinkler and standpipe systems</u>--The student will be able to:

04.01 Identify the major parts of sprinkler systems.
04.02 Identify the major parts of standpipe systems.
04.03 Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
04.04 Discuss the use of standpipe systems in fire suppression tactics of fire departments.
04.05 Discuss the water supply system for sprinklers.
04.06 Discuss the water supply system for standpipes.

05.0 <u>Demonstrate knowledge of acceptance testing for fire protection systems</u>--The student will be able to:

05.01 Define acceptance testing.
05.02 Define compliance testing.
05.03 Discuss acceptance testing procedures for fire protection systems.

06.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:

06.01   Identify the certification procedures for portable fire extinguishers.
06.02   Identify the certification procedures for hood systems.
06.03   Identify the certification procedures for sprinkler systems.
06.04   Identify the certification procedures for fire alarm systems.

07.0   Demonstrate knowledge of various extinguishing agents--The student will be able to:

07.01   Discuss the properties of water as a fire extinguishing agent.
07.02   Discuss the properties of dry chemical as a fire extinguishing agent.
07.03   Discuss the properties of carbon dioxide as a fire extinguishing agent.
07.04   Discuss the properties of foam as a fire extinguishing agent.
07.05   Discuss the properties of halon as a fire extinguishing agent.

08.0   Define types of building classifications and construction types--The student will be able to:

08.01   Define and describe the characteristics of single-family residential construction.
08.02   Define and describe the characteristics of multi-family residential construction.
08.03   Define and describe the characteristics of light commercial construction.
08.04   Define and describe the characteristics of heavy commercial construction.
08.05   Define and describe the characteristics of industrial construction.

09.0   Define various loads and forces that affect buildings--The student will be able to:

09.01   Define (a) vertical load, (b) sheer load, (c) tortional load, (d) compressive   load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
09.02   Define wind pressure.
09.03   Discuss windstorm provisions of building codes.

10.0   Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:

10.01   Define fire propagation.
10.02   Define smoke generation.
10.03   Define fire control.
10.04   Define balloon construction.
10.05   Define tilt-slab construction.
10.06   Define post-and-lintel construction.
10.07   Given a particular occupancy, discuss the likely development of a fire within that type of construction.

11.0   Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:

11.01   Discuss the fire resistance characteristics of wood frame construction.
11.02   Discuss the fire resistance characteristics of metal frame construction.
11.03   Discuss the fire resistance characteristics of masonry construction.

11.04 Discuss the fire resistance characteristics of concrete construction.

12.0 <u>Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance</u>--The student will be able to:

12.01 Define and describe fire load and resistance in assembly occupancies.
12.02 Define and describe fire load and resistance in educational occupancies.
12.03 Define and describe fire load and resistance in health care occupancies.
12.04 Define and describe fire load and resistance in detention and correctional occupancies.
12.05 Define and describe fire load and resistance in residential occupancies.
12.06 Define and describe fire load and resistance in mercantile occupancies.
12.07 Define and describe fire load and resistance in business occupancies.
12.08 Define and describe fire load and resistance in industrial occupancies.
12.09 Define and describe fire load and resistance in storage occupancies.

13.0 <u>Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings</u>--The student will be able to:

13.01 Define fire resistance.
13.02 Define fire growth.
13.03 Define fire spread.
13.04 Define smoke propagation.

14.0 <u>Demonstrate knowledge of features of matter and energy</u>--The student will be able to:

14.01 Define the physical properties of matter.
14.02 Define the physical properties of energy.

15.0 <u>Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion</u>--The student will be able to:

15.01 Define oxidation.
15.02 Define reduction.
15.03 Define combustion.

16.0 <u>Demonstrate knowledge of the fire tetrahedron and principles of extinguishment</u>--The student will be able to:

16.01 List and define the four parts of the fire tetrahedron.
16.02 Discuss the principles of extinguishment.

17.0 <u>Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon</u>--The student will be able to:

17.01 Define the properties of oxygen.
17.02 Define the properties of hydrogen.
17.03 Define the properties of fluorine.
17.04 Define the properties of chlorine.
17.05 Define the properties of bromine.
17.06 Define the properties of phosphorus.

17.07 Define the properties of sulfur.
17.08 Define the properties of carbon.

18.0 <u>Demonstrate knowledge of corrosive materials, i.e. acids and bases</u>--The student will be able to:

18.01 Define the physical properties of acids.
18.02 Define the physical properties of bases.

19.0 <u>Demonstrate knowledge of the path of travel of fire, heat, and smoke</u>--The student will be able to:

19.01 Describe the path of travel for gasses in a structure.
19.02 Describe the path of travel for heat and its three modes of transfer in a structure.

20.0 <u>Demonstrate knowledge of the role and responsibilities of the fire investigator</u>--The student will be able to:

20.01 Define the role of the fire investigator.
20.02 Discuss the responsibilities of the fire investigator in terms of state and national standards.

21.0 <u>Demonstrate the ability to differentiate between accidental and incendiary fire causes</u>--The student will be able to:

21.01 Define accidental fire causes.
21.02 Define incendiary fire causes.

22.0 <u>Demonstrate the ability to recognize and report indicators of the point of origin of a fire</u>--The student will be able to:

22.01 List indicators of the point of origin of a fire.
22.02 Identify point of origin indicators.

Course Number: FFP0661
Occupational Completion Point: B
Fire Investigator II – 160 Hours – SOC Codes 33-2021

23.0 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
24.0 Recognize and interpret fire scenes common to various types of fires.
25.0 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
26.0 Explain the nature and behavior of fire including the effects of heat.
27.0 Explain and identify the combustion properties of liquids, gases and solid fuels.
28.0 Identify and explain electrical causes of fires.
29.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
30.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.
31.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.

32.0   Analyze fire-related deaths and injuries and describe methods of documentation.
33.0   Identify the techniques for interviewing and questioning suspects and subjects.
34.0   Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
35.0   Identify and list the sources and technology available for fire investigations.
36.0   Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

FFP 2630 Latent Investigation

01.0   Describe the proper procedure for fire death investigations.
02.0   Describe the proper procedure for fire injury investigations.
03.0   Describing the required reports for fire deaths and injuries investigations.
04.0   The student will demonstrate an understanding of motives for arson.
05.0   Describe the various motives for arson.
06.0   Describe the differences between at least three different motives for arson.
07.0   Describe arson for profit.
08.0   Describe an arson set.
09.0   Describe an arson device.
10.0   Explain the difference between arson sets and devices.
11.0   Identify the various types of explosives.
12.0   Identify various types of chemical and hazardous materials.
13.0   Identify various types of fire related deaths and injuries.
14.0   Identify the various types of arson as a crime.
15.0   Identify safety issues.
16.0   Identify, examine and understand arson laws.
17.0   Identify the chain of evidence.

FSFC 407 Arson Investigation

This course stresses effective crime scene work relative to fire investigation. Evidence preservation and collection, scene documentation, and investigator safety are main topics.

NOTE: Prerequisite: FFP 2243 - Latent Investigation, and a State Certificate of Compliance, Fire Inspector Certification, or Certified Police Officer.

FSFC 406 Post-Blast Investigation

This course, following the model curriculum of the Federal Bureau of Investigation, covers crime scene procedures, laboratory procedures, chemical and physical components, and legal issues relative to bombing incidents.

NOTE: This course is limited to certified investigators. Part of Fire Investigator II.

01.0   Describe an arson scene involving an explosion.
02.0   Describe the procedures for investigating an explosion scene.
03.0   Describe how to preserve evidence during an explosion investigation.
04.0   Describe the legal issues relative to bombings.
05.0   Describe how a laboratory is used for investigating explosions.

06.0   Describe what the limitations of laboratories are.
07.0   Describe what equipment is used in a laboratory.
08.0   Describe explosive materials.
09.0   Describe the chemical components of explosive materials.
10.0   Describe the physical components of explosive materials.
11.0   The student will demonstrate an understanding of arson crime scenes involving explosions.
12.0   The student will demonstrate an understanding of laboratory procedures.
13.0   The student will demonstrate an understanding of the chemical and physical components of explosive materials.

FFP 2670 Legal Issues for Investigators

NOTE: This is a restricted enrollment program. Applicants must be Certified Law Enforcement, Fire Fighter or Fire Inspector.

01.0   The student will demonstrate an understanding of the Florida Statutes by:

   01.01   Name the applicable State Statutes.
   01.02   Describe the content of the State Statutes.
   01.03   Describe the impact of State Statutes on arson investigations.

02.0   The student will demonstrate an understanding of preparing cases for trial by:

   02.01   Describe how to prepare a case for trial.
   02.02   Describe the stages of trials.
   02.03   Describe arson investigators responsibility in trials.

03.0   The student will demonstrate an understanding of interview techniques by:

   03.01   Describe and role playing appropriate interviewing techniques.
   03.02   Describe suspect's rights during interviews.
   03.03   Describe how to properly interview witnesses.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430203
CIP Number	0743020302
Grade Level	30, 31
Standard Length	80 hours
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2011 Fire Fighters
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College 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. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

The program must be approved by the Division of State Fire Marshal, Bureau of Fire Standards and Training. Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Standard for Fire Fighter Professional Qualifications (NFPA 1001) and the Standard for Fire Apparatus Driver/Operator Professional Qualifications (NFPA 1002), as regulated by the Florida Bureau of Fire Standards and Training through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

The fire apparatus operator program content additionally includes, but is not limited to, an understanding of hydraulics and fluid dynamics, principles of fire department water supply, nomenclature and operations of fire apparatus, appliances, municipal and rural water systems, maintenance, and safety in operational procedures.

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 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.

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0360 (Includes FFP1301, FFP1302)	Fire Apparatus Operator	80 hours	33-2011

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Visit the following website for additional information:
http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training."

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Demonstrate knowledge of fire department organization and procedures.
02.0   Use fire alarms and communications equipment.
03.0   Demonstrate knowledge of fire behavior.
04.0   Use portable fire extinguishers.
05.0   Personal protective equipment.
06.0   Demonstrate knowledge of fire apparatus.
07.0   Use forcible entry equipment.
08.0   Demonstrate ventilation practices.
09.0   Use ropes, tools, and equipment.
10.0   Demonstrate rescue procedures.
11.0   Demonstrate safety procedures.
12.0   Use ladders.
13.0   Use fire hose, nozzles, and appliances.
14.0   Use fire streams.
15.0   Use water supplies.

16.0 Use private fire protection systems.
17.0 Demonstrate salvage procedures.
18.0 Demonstrate overhaul procedures.
19.0 Demonstrate knowledge of the fundamentals of extinguishment.
20.0 Demonstrate knowledge of the effects of building construction on fire fighting.
21.0 Participate in controlled burning exercises.
22.0 Sexually transmitted diseases/emergency medical care.
23.0 Demonstrate proficiency in first responder to medical emergencies techniques.
24.0 Detect the presence of hazardous materials.
25.0 Collect hazardous materials.
26.0 Initiate protective action.
27.0 Initiate the notification process.
28.0 Fire prevention, public fire education, and fire cause determination.
29.0 Demonstrate knowledge of fire pump ratings.
30.0 Demonstrate knowledge of the relationship between flow and pressure.
31.0 Demonstrate knowledge of the Six rules of Hydraulics and Fireground Rules of Thumb.
32.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers.
33.0 Demonstrate knowledge of friction loss and nozzle reaction.
34.0 Demonstrate knowledge of relay pumping.
35.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas.
36.0 Demonstrate ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance.
37.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting.
38.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises.
39.0 Demonstrate the ability to draft, tandem and relay pumping.
40.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions.
41.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules.
42.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process.
43.0 Demonstrate knowledge of static, positive, and gravity water sources.
44.0 Demonstrate knowledge pressure control, priming devices, and cooling systems.
45.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques.
46.0 Demonstrate knowledge of gauges and valves.

Florida Department of Education
Student Performance Standards

Program Title: **Pump Operator**
Postsecondary Number: **P430203**

Course Number: FFP0360 (Includes FFP1301, FFP1302)
Occupational Completion Point: A
Fire Apparatus Operator – 80 Hours – SOC Code 33-2011

01.0   Demonstrate knowledge of fire department organization, procedures and responsibilities--The student will be able to:

01.01   Describe the organization of the fire department.
01.02   Explain the Firefighter I's role as a member of the organization.
01.03   Explain the Firefighter II's role as a member of the organization.
01.04   Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
01.05   Explain the mission of the fire service and of the local fire department.
01.06   Explain the function of a standard operating procedure.
01.07   Explain the fire department rules and regulations that apply to the position of firefighter.
01.08   Explain the basic components of incident management and the firefighter's role within the local incident management system.
01.09   Explain the role of other agencies that may respond to emergencies.
01.10   Describe the components of a member assistance program.

02.0   Use fire alarms and communications equipment--The student will be able to:

02.01   Define the procedure for a citizen to report a fire or other emergency.
02.02   Demonstrate action taken upon receipt of an alarm or report of an emergency.
02.03   Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
02.04   Identify procedures required for receipt and processing of business and personal calls.
02.05   Define and demonstrate prescribed fire department radio procedures, including:
         a. Routine traffic,
         b. Emergency traffic,
         c. Emergency evacuation signals, and
02.06   Demonstrate both mobile and portable radio equipment.

03.0   Demonstrate knowledge of fire behavior--The student will be able to:

03.01   Define fire.
03.02   Define the fire triangle and tetrahedron.
03.03   Identify two chemical, mechanical, and electrical energy heat sources.
03.04   Recognize the following conditions and explain their associated hazards and appropriate actions:
         a. Incident fire
         b. Rollover

      c. Hot smoldering fire
      d. Flashover
      e. Steady state
      f. Back draft

03.05 Define the three methods of heat transfer.

03.06 Define the three physical stages of matter in which fuels are commonly found.

03.07 Define the hazard of finely divided fuels as they relate to the combustion process.

03.08 Define flash point, fire point, and ignition temperature.

03.09 Define concentrations of oxygen in air as it affects combustion and life safety.

03.10 Identify three products of combustion commonly found in structural fires that create a life hazard.

03.11 Define the following units of heat measurement:
      a. British Thermal Unit (BTU)
      b. Fahrenheit (°F)
      c. Celsius (°C)
      d. Calorie (C)

03.12 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

04.0 <u>Use portable fire extinguishers</u>--The student will be able to:

04.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.

04.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.

04.03 Define the portable extinguisher rating system.

04.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.

05.0 <u>Personal protective equipment</u>--The student will be able to:

05.01 Demonstrate the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.

05.02 Identify the physical requirements of the wearer of the SCBA.

05.03 Identify the limitations of the SCBA.

05.04 Identify the safety features of all types of self-contained breathing apparatus.

05.05 Demonstrate the function of each component of the SCBA.

05.06 Demonstrate that the SCBA is in a safe condition for immediate use.

05.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.

05.08 Demonstrate the use of SCBA in conditions of restricted space.

05.09 Demonstrate the following emergency techniques to be used in the event of SCBA failure:
      a. Use of emergency bypass or purge-valve
      b. Conservation of air
      c. Breathing from the breathing tube or regulator in the event of a face piece failure

05.10 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.

05.11 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.

05.12 Identify each of the following articles of protective equipment and describe their uses and limitations:
  a. Helmet (with shield)
  b. Hood
  c. Boots
  d. Gloves
  e. Turnout or bunker coat
  f. Turnout or bunker pants
  g. SCBA
  h. Personal Alert Safety System (PASS)
  i. Eye protection
05.13 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.
05.14 Demonstrate the donning and doffing of the personal protective equipment listed in 5.10.
05.15 Identify the hazardous environments requiring the use of respiratory protection.
05.16 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
05.17 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
  a. A firefighter with functioning respiratory protection
  b. A firefighter without functioning respiratory protection
  c. A civilian without respiratory protection

06.0   Demonstrate knowledge of fire apparatus--The student will be able to:

06.01 Identify the function of the following:
  a. Engine company
  b. Truck company
  c. Rescue/Squad company
06.02 Describe the functions of the following units:
  a. Pumper/Engine
  b. Aerial Apparatus
  c. Mobile Water Supply Apparatus/Tanker
  d. Wildland Fire Apparatus
  e. ARFF – Aircraft Rescue and Fire Fighting
06.03 Identify special equipment used in the following apparatus:
  a. Rescue
  b. Chemical
  c. Floodlight and power
  d. Air truck

07.0   Use forcible entry equipment--The student will be able to:

07.01 Identify the materials and construction features of door and window locking devices.
07.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
07.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
07.04 Identify and safely carry at least 1 of the following:

      a. Cutting tool
      b. Prying tool
      c. Pulling tool
      d. Striking tool

07.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.

07.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.

07.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.

07.08 Demonstrate breaking window or door glass and removing obstruction.

08.0   <u>Demonstrate ventilation practices</u>--The student will be able to:

08.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.

08.02 Identify the dangers present and precautions to be taken in performing ventilation.

08.03 Describe the advantages and disadvantages of the following types of ventilation:
      a. Vertical
      b. Horizontal
      c. Trench/strip
      d. Mechanical
      e. Mechanical pressurization
      f. Hydraulic

08.04 Describe the signs, causes, and effects of backdraft explosions.

08.05 Describe the methods or procedures used to prevent backdraft explosions.

08.06 Identify the tools and equipment used during ventilation and demonstrate their use.

08.07 Recognize the characteristics of, and list necessary precautions when, ventilating at least the following roof types:
      a. Flat
      b. Shed
      c. Pitched
      d. Arched

08.08 Demonstrate the integrity of a roof system by sounding.

08.09 Describe how the following factors are used to determine the integrity of a roof system:
      a. Construction
      b. Visual observation
      c. Elapsed time of fire

08.10 Define procedures for the types or ventilation referred to in 08.03.

09.0   <u>Use ropes, tools, and equipment</u>--The student will be able to:

09.01 When given the proper size and amount of rope, demonstrate tying a:
      a. Bowline knot
      b. Clove hitch
      c. Figure of eight on a bight
      d. Figure of eight follow through
      e. Figure of eight stopper knot

      f.   Chimney hitch
      g. Becket or sheet bend
      h. Girth hitch
      i.   Overhand safety knot

09.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).

09.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.

09.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.

09.05 Identify the reasons for placing a rope out of service.

09.06 Distinguish between life safety and utility ropes.

10.0   <u>Demonstrate rescue procedures</u>--The student will be able to:

10.01 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.

10.02 Define and demonstrate primary and secondary search procedures under fire conditions:
      a. With a rope or hose
      b. Without a rope or hose

10.03 Don a life safety harness that meets the requirements of NFPA 1983, Standard on Fire Service Life Safety Rope, Harnesses, and Hardware.

10.04 Inspect a life safety harness and identify the conditions that would require its removal from service.

10.05 Identify and demonstrate the use of the following rescue tools:
      a. Cribbing and shoring material
      b. Block and tackle
      c. Hydraulic devices
      d. Pneumatic devices
      e. Ratchet devices

10.06 Demonstrate the following evolutions, which may be required to extricate an entrapped victim of a motor vehicle crash by displacing:
      a. Vehicle roof
      b. Vehicle door
      c. Windshield
      d. Steering wheel
      e. Steering column and dashboard

11.0   <u>Demonstrate safety procedures</u>--The student will be able to:

11.01 Identify dangerous building conditions created by fire.

11.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.

11.03 Explain hazards related to electrical emergencies.

11.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).

11.05 Describe the responsibilities of a firefighter as required by NFPA 1500.

11.06 Demonstrate the procedures for shutting off the gas services to a building.

11.07 Demonstrate the procedures for shutting off electrical service to a building.

11.08   Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.

11.09   Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.

11.10   Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.

11.11   Identify a minimum of three common types of accidents or injuries, and their causes, that occur in the following locations:
   a. Fire ground
   b. Responding and returning
   c. Training
   d. Non-fire emergencies
   e. Other on-duty locations

11.12   Identify safety procedures for ensuring a safe station/facility environment.

11.13   Identify potential long-term consequences of exposure to products of combustion.

12.0   <u>Use ladders</u>--The student will be able to:

12.01   Identify and describe the use of the following types of ladders:
   a. Folding/attic
   b. Roof
   c. straight/wall
   d. Aerial ladders

12.02   Raise, position, and lower the following types of ground ladders:
   a. ft. single or wall ladder
   b. 24 ft. extension ladder
   c. 35 ft. extension ladder
   d. Attic/folding ladder

12.03   Demonstrate the deployment of a roof ladder on a pitched roof.

12.04   Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.

12.05   Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.

12.06   Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.

12.07   Demonstrate the techniques of cleaning, inspecting and maintaining ladders.

13.0   <u>Use fire hose, nozzles, and appliances</u>--The student will be able to:

13.01   Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.

13.02   Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.

13.03   When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper:
   a. Into a structure
   b. Up a ladder to a second floor landing
   c. Up an inside stairway to an upper floor
   d. Up an outside stairway to an upper floor

      e.   Down an inside stairway to a lower floor
      f.   Down an outside stairway to a lower floor
      g.   To an upper floor by hoisting.
13.04 When given the necessary equipment and operating as a member of a team, advance charged attack lines of two different sizes, both which shall be 1 1/2 inch or larger, from a pumper:
      a.   Into a structure
      b.   Up a ladder to a second floor landing
      c.   Up an outside stairway to an upper floor
      d.   Up an inside stairway to an upper floor
      e.   Down an inside stairway to a lower floor
      f.   Down an outside stairway to a lower floor
      g.   To an upper floor by hoisting.
13.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
13.06 Demonstrate at least 3 different types of hose loads and finishes.
13.07 Demonstrate three types of hose rolls.
13.08 Demonstrate two types of hose carries.
13.09 Demonstrate coupling and uncoupling of fire hose.
13.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
13.11 Demonstrate the methods for extending a hose line.
13.12 Demonstrate replacing a burst section of hose line.
13.13 Demonstrate a hand lay of 300 feet (90 m) of supply line 1 1/2 inch (65 mm) or larger from a pumper to a water source.

14.0   <u>Use fire streams</u>--The student will be able to:

    14.01 Define a fire stream.
    14.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
    14.03 Define water hammer and at least one method for its prevention.
    14.04 Define the following methods of water application:
      a.   Direct
      b.   Indirect
      c.   Combination
    14.05 Identify precautions to be followed while advancing hose lines to a fire.
    14.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
    14.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
    14.08 Demonstrate the methods for applying foam.

15.0   <u>Use water supplies</u>--The student will be able to:

    15.01 Identify the water distribution system, and other water sources in the local community.
    15.02 Identify the following parts of a water distribution system:
      a.   Distributors
      b.   Primary feeders
      c.   Secondary feeders

15.03 Explain the operation of a:
   a. Dry-barrel hydrant
   b. Wet-barrel hydrant
15.04 Define the following:
   a. Normal operating pressure of a water distribution system
   b. Residual pressure of a water distribution system
   c. Flow pressure and d) static pressure
15.05 Identify the following types of main water valves:
   a. Indicating
   b. Non-indicating
   c. Post indicator
   d. Outside screw and yoke
15.06 Describe how the following conditions reduce hydrant effectiveness:
   a. Obstructions to use of hydrant
   b. Direction of hydrant outlets to suitability of use
   c. Mechanical damage
   d. Rust and corrosion
   e. Failure to open the hydrant fully
   f. Ability to drain
15.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
15.08 Identify and explain the four (4) fundamental components of a modern water system.
15.09 Demonstrate deployment of a portable water tank.
15.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
15.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
15.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
15.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
15.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
15.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
15.16 Identify two causes of increased resistance or friction loss in water mains.

16.0 <u>Use private fire protection systems</u>--The student will be able to:

16.01 Identify a fire department sprinkler connection and water motor alarm.
16.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
16.03 Define how the automatic sprinkler heads open and release water.
16.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
16.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
16.06 Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
16.07 Identify the "Main Control" valve on an automatic sprinkler system.
16.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

17.0   Demonstrate salvage procedures--The student will be able to:

    17.01   Identify the purpose of salvage and its value to the public and the fire department.
    17.02   Demonstrate the removal of debris, and the removal and routing of water from a structure.
    17.03   Demonstrate the covering or closing of openings made during fire fighting operations.

18.0   Demonstrate overhaul procedures--The student will be able to:

    18.01   Identify the purpose of overhaul.
    18.02   Recognize at least four (4) indicators of hidden fires.
    18.03   Demonstrate searching for hidden fires.
    18.04   Demonstrate how to separate and remove charred material from unburned material.
    18.05   Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.
    18.06   Define duties of fire fighters left at the fire scene for fire and security surveillance.

19.0   Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:

    19.01   Describe the tactics employed to fight wildland fires.

20.0   Demonstrate knowledge of the effects of building construction on fire fighting--The student will be able to:

    20.01   Describe the basic structural characteristics of the following types of building construction:
        a.   Wood frame
        b.   Ordinary
        c.   Heavy timber
        d.   Noncombustible
        e.   Fire resistant
    20.02   Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.
    20.03   Describe at least three hazards associated with truss and lightweight construction.
    20.04   Identify dangerous building conditions created by fire and fire suppression activities.
    20.05   Identify five indicators of building collapse.
    20.06   Describe the effects of fire and fire fighting activities on the following building materials:
        a.   Wood
        b.   Masonry
        c.   Cast iron
        d.   Steel
        e.   Gypsum wallboard

      f. Reinforced concrete

      g. Glass

      h. Plaster on lath

20.07 Define the following terms as they relate to building construction:

      a. Load bearing

      b. Partition wall

      c. Veneer wall (exterior)

      d. Party wall

      e. Fire wall

      f. Cantilever wall

21.0 <u>Participate in controlled burning exercises</u>--The student will be able to:

21.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.

21.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.

21.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.

21.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.

21.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.

22.0 <u>Sexually transmitted diseases/emergency medical care</u>--The student will be able to:

22.01 Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of <u>all</u> patients following Centers for Disease Control (CDC) guidelines.

23.0 <u>Demonstrate proficiency in first responder to medical emergencies techniques</u>--The student will be able to:

23.04 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.

23.05 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.

23.06 Perform the following procedures as defined in the Journal of the American Medical Association, "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)":

      a. Single-rescuer CPR

- Adult
- Child
- Infant

      b. Two-rescuer CPR on an adult

      c. Management of an obstructed airway

- Conscious and unconscious adult
- Conscious and unconscious child
- Conscious and unconscious infant

23.07 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.
23.08 Identify three (3) types of external bleeding and the characteristics of each type.
23.09 Demonstrate three (3) procedures for controlling external bleeding.
23.10 Identify characteristics and emergency medical care of thermal burns according to degree and severity.
23.11 Identify the emergency medical care for chemical burns, including chemical burns of the eyes.
23.12 Identify the symptoms and demonstrate emergency medical care of traumatic shock.
23.13 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.
23.14 Identify the method of contacting the poison control center that serves the local jurisdiction.

24.0 <u>Detect the presence of hazardous materials</u>--The student will be able to:

24.01 Define hazardous materials.
24.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
24.03 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division.
24.04 Identify the difference between hazardous materials incidents and other emergencies.
24.05 Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.
24.06 Identify typical container shapes that can indicate hazardous materials.
24.07 Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
   a. UN/NA identification numbers
   b. NFPA 704 markings
   c. Military hazardous materials markings
   d. Special hazard communication markings
   e. Pipeline markings
   f. Container markings
24.08 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.
24.09 Identify U.S. and Canadian placards and labels that indicate hazardous materials.
24.10 Identify the basic information on Material Safety Data Sheets (MSDS) and shipping papers that indicates hazardous materials.
24.11 Identify where to find Material Safety Data Sheets (MSDS).
24.12 Identify entries on MSDS that indicate the presence of hazardous materials.
24.13 Identify the entries on shipping papers that indicate the presence of hazardous materials.
24.14 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.
24.15 Identify the person responsible for having the shipping papers in each mode of transportation.

24.16 Identify where the papers can be found in an emergency in each mode of transportation.
24.17 Identify examples of clues (other that occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.
24.18 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.

25.0 Collect hazardous materials--The student will be able to:

25.01 Identify the three methods for determining the appropriate guide page for a hazardous material.
25.02 Identify the two general types of hazards found on each guide page.

26.0 Initiate protective action--The student will be able to:

26.01 Identify the location of both the local emergency response plan and the organization's standard operating procedures.
26.02 Identify the role of the first responder at the awareness level during a hazardous materials incident.
26.03 Identify the basic precautions to be taken to protect themselves and others in a hazardous materials incident.
26.04 Identify the precautions necessary when providing emergency medical care to victims of hazardous materials incidents.
26.05 Identify typical ignition sources found at the scenes of hazardous materials incidents.
26.06 Identify the ways hazardous materials are harmful to people, the environment, and property at hazardous materials incidents.
26.07 Identify the general routes of entry for human exposure to hazardous materials.
26.08 Given the identify of various hazardous materials (name, UN/NA identification number, or type placard), identify the following response information:
   a. Emergency action (fire, spill, or leak and first aid)
   b. Personal protective equipment necessary
   c. Initial isolation and protective action distances
26.09 Given the name of a hazardous material, identify the recommended personal protective equipment from the following list:
   a. Street clothing and work uniforms
   b. Structural fire-fighting protective clothing
   c. Positive pressure self-contained breathing apparatus
   d. Chemical-protective clothing and equipment
26.10 Identify the definitions for each of the following protective actions:
   a. Isolation of the hazard area and denial of entry
   b. Evacuation
   c. Sheltering in-place protection
26.11 Identify the shapes of recommended initial isolation and protective action zones.
26.12 Describe the difference between small and large spills as found in the table of Initial Isolation and Protective Action Distances.
26.13 Identify the circumstances under which the following distances are used at a hazardous material incident:
   a. Table of initial isolation and protective action distance
   b. Isolation distances in the numbered guides

26.14 Describe the difference between the isolation distances in the orange-bordered guide pages and the protective action distances in the green-bordered pages in the document.

26.15 Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.

27.0 <u>Initiate the notification process</u>--The student will be able to:

27.01 Given either a facility or transportation scenario involving hazardous materials, identify the appropriate initial notifications to be made and how to make them, consistent with the local emergency response plan or the organization's standard operating procedures.

28.0 <u>Fire prevention, public fire education, and fire cause determination</u>--The student will be able to:

28.01 Identify five (5) common causes of fires and their prevention.
28.02 Define the importance of inspection and public fire education programs to fire department public relations and the community.
28.03 Demonstrate inspection procedures for private dwellings.
28.04 Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials for the following topics:
a. Stop, drop and roll
b. Crawl low in smoke
c. Escape planning
d. Alerting others
e. Calling the fire department
f. Fire station tour
g. Residential smoke detector placement and maintenance
28.05 Document the presentation of a program covered in 28.04, given a reporting form that includes:
a. Program title
b. Number of participants
c. Evaluations

29.0 <u>Demonstrate knowledge of fire pump ratings</u>--The student will be able to:

29.01 Define fire pump ratings.
29.02 Interpret fire pump ratings.

30.0 <u>Demonstrate knowledge of the relationship between flow and pressure</u>--The student will be able to:

30.01 Define flow.
30.02 Define pressure.
30.03 Discuss the mathematical relationship between flow and pressure.
30.04 Perform calculations based on the formulas expressing the relationship between flow and pressure.

31.0 <u>Demonstrate knowledge of the Six Rules of Hydraulics and Fireground Rules of Thumb</u>--The student will be able to:

31.01   List and define the Six Rules of Hydraulics.
31.02   List and define the Fireground Rules of Thumb.

32.0   <u>Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers</u>--The student will be able to:

32.01   Identify major components of fire hydrants.
32.02   Identify major types of fire hydrants.
32.03   Identify major components of standpipe systems.
32.04   Identify major components of sprinkler systems.
32.05   Identify major types sprinkler heads.
32.06   Identify major components of municipal water systems.
32.07   Identify major components of static water supply.

33.0   <u>Demonstrate knowledge of friction loss and nozzle reaction</u>--The student will be able to:

33.01   Define friction loss.
33.02   Calculate friction loss over different lengths and diameters of fire hose.
33.03   Define nozzle reaction.
33.04   Discuss nozzle reaction with different types of nozzle at different pressures.

34.0   <u>Demonstrate knowledge of relay pumping</u>--The student will be able to:

34.01   Define relay pumping.
34.02   Perform the calculations to determine the relay set-up to deliver the desired flow.

35.0   <u>Demonstrate ability to perform basic hydraulic calculations given the required formulas</u>--The student will be able to:

35.01   Calculate flow rates.
35.02   Calculate tip pressures.
35.03   Calculate pumping capacity.

36.0   <u>Demonstrate the ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance</u>--The student will be able to:

36.01   Drive the serpentine course without error.
36.02   Drive the alley dock exercise without error.
36.03   Drive the opposite alley exercise without error.
36.04   Drive the diminishing clearance exercise without error.

37.0   <u>Demonstrate the ability to position an apparatus for hydrant hook-up and drafting</u>--The student will be able to:

37.01   Park the apparatus in position for catching the hydrant.
37.02   Park the apparatus in position for drafting.

38.0   <u>Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises</u>--The student will be able to:

38.01   Define cavitation.
38.02   Discuss measures to prevent cavitation.
38.03   Define water hammer.
38.04   Discuss measures to prevent water hammer.
38.05   3Define overheating.
38.06   3Discuss measures to prevent overheating.
38.07   Discuss troubleshooting pump operations by listening.

39.0   Demonstrate the ability to draft, tandem and relay pumping--The student will be able to:

39.01   Define drafting.
39.02   Define tandem pumping.
39.03   Perform drafting operations.
39.04   Perform tandem pumping operations.
39.05   Perform relay pumping operations.

40.0   Demonstrate the ability to perform apparatus inspections, testing, and routine service functions--The student will be able to:

40.01   Set up appropriate preventative maintenance schedules.
40.02   Perform complete apparatus inspection prior to operations.
40.03   Test apparatus components prior to use.
40.04   Discuss routine service and maintenance activities for fire apparatus.

41.0   Demonstrate knowledge of NFPA 1901 and applicable state laws and rules--The student will be able to:

41.01   List and discuss key provisions of NFPA 1901.
41.02   List and discuss key provisions of the Florida statutes relative to fire apparatus.

42.0   Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process--The student will be able to:

42.01   Identify major components of single-stage pumps.
42.02   Identify major components of multi-stage pumps.
42.03   Identify major components of pump piping.
42.04   List major steps of the pumping process.

43.0   Demonstrate knowledge of static, positive, and gravity water sources--The student will be able to:

43.01   Define static water sources.
43.02   Define positive water sources.
43.03   Define gravity water sources.

44.0   Demonstrate knowledge of pressure control, priming devices, and cooling systems--The student will be able to:

44.01   Define pressure controls and demonstrate operation of each major type.
44.02   Define priming devices.
44.03   Identify major components of primary and auxiliary cooling systems.

45.0   Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques--The student will be able to:

   45.01   Discuss the driving characteristics of emergency vehicles.
   45.02   Discuss defensive driving techniques.

46.0   Demonstrate knowledge of gauges and valves--The student will be able to:

   46.01   Identify all gauges on a typical pumper apparatus.
   46.02   Read all gauges on a typical pumper apparatus.
   46.03   Identify all valves on a typical pumper apparatus.
   46.04   Operate all valves on a typical pumper apparatus.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430204
CIP Number	0743020102
Grade Level	30, 31
Standard Length	360 hours
Teacher Certification	FIRE FIGHT @7G
CTSO	N/A
SOC Codes (all applicable)	33-2021 Fire Inspectors and Investigators
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College 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.

Program Structure

This program is a planned sequence of instruction consisting of two 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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0560	Firesafety Inspector I	200 hours	33-2021.01
B	FFP0562	Firesafety Inspector II	160 hours	33-2021.33

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Demonstrate understanding of the Life Safety Code as applied to various kinds of occupancies.
02.0   Demonstrate ability to locate proper citations within the Life Safety Code.
03.0   Demonstrate knowledge of the concept of code equivalency.
04.0   Demonstrate knowledge of types of egress and distances required.
05.0   Demonstrate the ability to properly classify types of occupancies.
06.0   Demonstrate the ability to calculate the size, area, and volume of complex building shapes.
07.0   Demonstrate ability to use architectural ruler.
08.0   Demonstrate recognition of various types and methods of construction as denoted in architectural drawings.
09.0   Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings.
10.0   Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings.
11.0   Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction.
12.0   Demonstrate knowledge of the construction process and materials used.
13.0   Demonstrate knowledge of legal foundations for fire inspections.
14.0   Demonstrate knowledge of the fire inspection process.
15.0   Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
16.0   Demonstrate knowledge of fire inspection report writing.
17.0   Demonstrate knowledge of complaint handling and code enforcement procedures.
18.0   Demonstrate knowledge of special occupancies.
19.0   Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
20.0   Demonstrate knowledge of fire behavior.
21.0   Demonstrate knowledge of fire cause determination.
22.0   Demonstrate knowledge of proper storage of flammable and combustibles.
23.0   Demonstrate knowledge of proper storage of hazardous materials.
24.0   Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
25.0   Demonstrate knowledge of inspection practices for fire protection systems.
26.0   Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
27.0   Demonstrate knowledge of water supply for sprinkler and standpipe systems.
28.0   Demonstrate knowledge of acceptance testing for fire protection systems.
29.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
30.0   Demonstrate knowledge of various extinguishing agents.

31.0 Define types of building classifications and construction types.
32.0 Define various loads and forces that affect buildings.
33.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
34.0 Define the characteristics of various building materials, with particular regard to fire resistance.
35.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
36.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
37.0 Periodic table of elements.
38.0 Chemical structure.
39.0 Inorganic compounds.
40.0 Organic compounds I: organic architecture.
41.0 Organic compounds II: non-polar compounds.
42.0 Organic compounds III: polar compounds.
43.0 Chemical formulas.
44.0 Identify the chemical and physical properties of matter.
45.0 Physical effects and exposure to hazardous materials.
46.0 Science officer research.
47.0 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.
48.0 Differentiate between elements, compounds and mixtures, and give examples of each.
49.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
50.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
51.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
52.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
53.0 Analyze 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 health and safety.
54.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
55.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
56.0 Name the parts of a pre-engineered system.
57.0 Explain how a pre-engineered system operates.
58.0 Describe the application of a pre-engineered system.
59.0 List the different types of extinguishing agents.
60.0 Define the different extinguishing agents.
61.0 Describe the properties of the various extinguishing agents.
62.0 The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
63.0 Name the components of a pre-engineered system alarm.
64.0 Describe the activation of the alarm system.
65.0 List the associated compliance codes required for alarm systems.
66.0 The student will demonstrate an understanding of inspection procedures.

67.0   Describe the inspection procedure for a pre-engineered system.
68.0   List the inspection guidelines for pre-engineered systems.
69.0   Explain the need for inspections of pre-engineered systems.
70.0   Identify the problem.
71.0   Detecting incendiary fires.
72.0   Understand the nature and behavior of fire.
73.0   Understand the combustible properties of liquid and gaseous fuels.
74.0   Understand the properties of solid fuels.
75.0   Identify sources of ignition.
76.0   Deal with structure fires.
77.0   Deal with wildland fires.
78.0   Deal with vehicle and ship fires.
79.0   Electrical cause fires.
80.0   Clothing and fabric fires.
81.0   Explosions.
82.0   Chemical fires and hazardous materials.
83.0   Available lab services.
84.0   Fire related deaths and injuries.
85.0   Arson as a crime.
86.0   Other investigative topics.
87.0   Describe an exothermic reaction.
88.0   Explain various terms describing fire behavior.
89.0   Describe hazards associated with fire.
90.0   Describe burn injuries and their care.
91.0   Know and use resources in injury prevention available on a national basis.
92.0   Know and use resources in injury prevention on a statewide basis.
93.0   Know and use resources in injury prevention on a local basis.
94.0   Understand the importance of documentation of activities.
95.0   Given forms and formats, document fire and life safety education programs.
96.0   Given forms and formats, prepare written reports.
97.0   Given a list of events, program requests, etc. maintain a work schedule.
98.0   Demonstrate an understanding of methods used in conducting fire and life safety programs.
99.0   Select instructional materials that are appropriate to the audience and learning objectives.
100.0 Maintain safety during fire and life safety education activities.
101.0 Present a lesson plan.
102.0 Notify the public of an educational event.
103.0 Distribute educational information.
104.0 Administer an evaluation instrument.
105.0 Score and evaluation instrument.
106.0 To train fire rescue department personnel in the role of Public Information Officer (PIO).
107.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
108.0 To stress the need for cooperation with the media.
109.0 To show trainees an example of an effective PIO at work at an emergency scene.
110.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
111.0 To be familiar with the most current media technology.
112.0 Understand the need for public information policies.

113.0   Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)

114.0   Discuss unified message.

Florida Department of Education
Student Performance Standards

Program Title: **Firesafety Inspector**
PSAV Number: **P430204**

Course Number: FFP0560
Occupational Completion Point: A
Firesafety Inspector I – 200 Hours – SOC Codes 33-2021, 33-2021.01

01.0 <u>Demonstrate understanding of the life safety code as applied to various kinds of occupancies</u>--The student will be able to:

    01.01 Identify the sections of the Life Safety Code.
    01.02 Identify which sections apply to different types of occupancies.
    01.03 Define key terms as used in the Life Safety Code.

02.0 <u>Demonstrate ability to locate proper citations within the Life Safety Code</u>--The student will be able to:

    02.01 Given a set of inspection circumstances, identify the section of the Life Safety Code that applies.
    02.02 Given a set of inspection circumstances, be able to cite the remedy as found in the Life Safety Code (LSC).

03.0 <u>Demonstrate knowledge of the concept of code equivalency</u>--The student will be able to:

    03.01 Given a set of similar inspection circumstances, choose between available codes and standards that best apply.
    03.02 Compare and contrast national, regional, state, and local codes and standards.

04.0 <u>Demonstrate knowledge of types of egress and distances required</u>--The student will be able to:

    04.01 Define types and characteristics of egress in the LSC.
    04.02 Find appropriate minimum distances to egress in the LSC.
    04.03 Define and discuss different methods of closure for means of egress.
    04.04 Describe appropriate markings for means of egress.

05.0 <u>Demonstrate the ability to properly classify types of occupancies</u>--The student will be able to:

    05.01 Define and describe assembly occupancies.
    05.02 Define and describe educational occupancies.
    05.03 Define and describe health care occupancies.
    05.04 Define and describe detention and correctional occupancies.
    05.05 Define and describe residential occupancies.
    05.06 Define and describe mercantile occupancies.
    05.07 Define and describe business occupancies.
    05.08 Define and describe industrial occupancies.

05.09   Define and describe storage occupancies.

06.0   Demonstrate the ability to calculate the size, area, and volume of complex building shapes--The student will be able to:

06.01   Calculate the size of various buildings.
06.02   Calculate the area of various buildings.
06.03   Calculate the volume of various buildings.

07.0   Demonstrate ability to use architectural ruler--The student will be able to:

07.01   Measure various building dimensions from working drawings, using the appropriate referenced scale.

08.0   Demonstrate recognition of various types and methods of construction as denoted in architectural drawings--The student will be able to:

08.01   Identify markings for different types of doors.
08.02   Identify markings for different types of windows.
08.03   Identify markings for load-bearing and non-load-bearing walls.
08.04   Identify markings for mechanical and air-handling systems.
08.05   Identify markings for electrical systems.
08.06   Identify markings for plumbing systems.

09.0   Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings--The student will be able to:

09.01   Identify characteristics of residential construction plans.
09.02   Identify characteristics of light commercial construction drawings.
09.03   Identify characteristics of heavy commercial construction drawings.

10.0   Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings--The student will be able to:

10.01   Identify the clearance radius for doors.
10.02   Identify the width of windows and doors.
10.03   Identify the movable and immovable partitions.

11.0   Demonstrate knowledge of the relationship between working drawings, "as-builts", and actual construction--The student will be able to:

11.01   Compare and contrast drawings done at each stage of construction.
11.02   Compare and contrast design drawings and "as-builts".
11.03   Discuss the importance of physical inspection during and after construction.

12.0   Demonstrate knowledge of the construction process and materials used--The student will be able to:

12.01   List steps in the construction process.
12.02   Identify the roles of general contractors.
12.03   Identify the roles of subcontractors.

12.04 Identify the principal building trades and their functions.

13.0 <u>Demonstrate knowledge of legal foundations for fire inspections</u>--The student will be able to:

13.01 Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
13.02 Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.

14.0 <u>Demonstrate knowledge of the fire inspection process</u>--The student will be able to:

14.01 Discuss fire inspection and its place within the fire department's organization.
14.02 Define and discuss inspection and re-inspection.
14.03 Discuss the scheduling of fire inspections.
14.04 Compare and contrast the customer service and code enforcement concepts of fire inspection.
14.05 Discuss the steps of the physical fire inspection.

15.0 <u>Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program</u>--The student will be able to:

15.01 List and describe the components of a complete fire prevention program.
15.02 Discuss the proactive role of the fire inspector.
15.03 Discuss the educational role of the fire inspection.

16.0 <u>Demonstrate knowledge of fire inspection report writing</u>--The student will be able to:

16.01 Define the parts of a complete fire inspection report.
16.02 Discuss the proper uses of fire inspection reports.
16.03 Discuss the proper handling, distribution, and retention of fire inspection reports.
16.04 Prepare a draft fire inspection report to acceptable industry standards.

17.0 <u>Demonstrate knowledge of complaint handling and code enforcement procedures</u>--The student will be able to:

17.01 Discuss methods of handling occupant complaints relative to fire inspections.
17.02 Discuss code enforcement authority of fire inspectors.
17.03 Discuss code development and adoption processes.
17.04 Discuss appeal process relative to code violations.

18.0 <u>Demonstrate knowledge of special occupancies</u>--The student will be able to:

18.01 Define special occupancies.
18.02 Discuss LSC applications relative to special occupancies.
18.03 Discuss fire inspection practices relative to special occupancies.

19.0 <u>Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads</u>--The student will be able to:

19.01 Define and discuss unsafe conditions.

19.02   Define and discuss fire hazards.
19.03   Define and discuss fire loads.

20.0   Demonstrate knowledge of fire behavior--The student will be able to:

20.01   Define and discuss the fire triangle.
20.02   Define and discuss the fire tetrahedron.
20.03   Define ignition temperature.
20.04   Define flammable range.
20.05   Define combustion.

21.0   Demonstrate knowledge of fire cause determination--The student will be able to:

21.01   Discuss how to determine the point of origin of a fire.
21.02   Define and discuss "V" patterns.
21.03   Define and discuss char patterns.
21.04   Define and discuss smoke stains.
21.05   Compare and contrast accidental and incendiary fire causes.

22.0   Demonstrate knowledge of proper storage of flammable and combustibles--The student will be able to:

22.01   Define and discuss flammable materials.
22.02   Define and discuss combustible materials.
22.03   Discuss proper storage methods.
22.04   Identify and discuss proper markings for flammable and combustible material storage areas.

23.0   Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:

23.01   Define and discuss hazardous materials.
23.02   Define and discuss material safety data sheets.
23.03   Discuss proper storage methods.
23.04   Identify and discuss proper markings for hazardous materials storage areas.

24.0   Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:

24.01   List and define the classes of automatic sprinkler systems.
24.02   Identify and describe major controls of automatic sprinkler systems.
24.03   Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.

25.0   Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:

25.01   Discuss legal requirements for fire protection system inspections.
25.02   Discuss testing of fire protection systems.

26.0   Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:

   26.01   List and define the classes of portable fire extinguishers.
   26.02   Identify and describe major controls of portable fire extinguishers.
   26.03   Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.

27.0   Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:

   27.01   Identify the major parts of sprinkler systems.
   27.02   Identify the major parts of standpipe systems.
   27.03   Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
   27.04   Discuss the use of standpipe systems in fire suppression tactics of fire departments.
   27.05   Discuss the water supply system for sprinklers.
   27.06   Discuss the water supply system for standpipes.

28.0   Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:

   28.01   Define acceptance testing.
   28.02   Define compliance testing.
   28.03   Discuss acceptance-testing procedures for fire protection systems.

29.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:

   29.01   Identify the certification procedures for portable fire extinguishers.
   29.02   Identify the certification procedures for hood systems.
   29.03   Identify the certification procedures for sprinkler systems.
   29.04   Identify the certification procedures for fire alarm systems.

30.0   Demonstrate knowledge of various extinguishing agents--The student will be able to:

   30.01   Discuss the properties of water as a fire-extinguishing agent.
   30.02   Discuss the properties of dry chemical as a fire-extinguishing agent.
   30.03   Discuss the properties of carbon dioxide as a fire-extinguishing agent.
   30.04   Discuss the properties of foam as a fire-extinguishing agent.
   30.05   Discuss the properties of halon as a fire-extinguishing agent.

31.0   Define types of building classifications and construction types--The student will be able to:

   31.01   Define and describe the characteristics of single-family residential construction.
   31.02   Define and describe the characteristics of multi-family residential construction.
   31.03   Define and describe the characteristics of light commercial construction.
   31.04   Define and describe the characteristics of heavy commercial construction.
   31.05   Define and describe the characteristics of industrial construction.

32.0   Define various loads and forces that affect buildings--The student will be able to:

    32.01 Define (a) vertical load, (b) sheer load, (c) tortional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
    32.02 Define wind pressure.
    32.03 Discuss windstorm provisions of building codes.

33.0   Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:

    33.01 Define fire propagation.
    33.02 Define smoke generation.
    33.03 Define fire control.
    33.04 Define balloon construction.
    33.05 Define tilt-slab construction.
    33.06 Define post-and-lintel construction.
    33.07 Given a particular occupancy, discuss the likely development of a fire within that type of construction.

34.0   Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:

    34.01 Discuss the fire resistance characteristics of wood frame construction.
    34.02 Discuss the fire resistance characteristics of metal frame construction.
    34.03 Discuss the fire resistance characteristics of masonry construction.
    34.04 Discuss the fire resistance characteristics of concrete construction.

35.0   Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:

    35.01 Define and describe fire load and resistance in assembly occupancies.
    35.02 Define and describe fire load and resistance in educational occupancies.
    35.03 Define and describe fire load and resistance in health care occupancies.
    35.04 Define and describe fire load and resistance in detention and correctional occupancies.
    35.05 Define and describe fire load and resistance in residential occupancies.
    35.06 Define and describe fire load and resistance in mercantile occupancies.
    35.07 Define and describe fire load and resistance in business occupancies.
    35.08 Define and describe fire load and resistance in industrial occupancies.
    35.09 Define and describe fire load and resistance in storage occupancies.

36.0   Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:

    36.01 Define fire resistance.
    36.02 Define fire growth.
    36.03 Define fire spread.
    36.04 Define smoke propagation.

Course Number: FFP0562
Occupational Completion Point: B
Firesafety Inspector II – 200 Hours – SOC Codes 33-2021, 33-2021.01

37.0   Periodic table of elements.
38.0   Chemical structure.
39.0   Inorganic compounds.
40.0   Organic compounds I: organic architecture.
41.0   Organic compounds II: non-polar compounds.
42.0   Organic compounds III: polar compounds.
43.0   Chemical formulas.
44.0   Identify the chemical and physical properties of matter.
45.0   Physical effects and exposure to hazardous materials.
46.0   Science officer research.
47.0   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.
48.0   Differentiate between elements, compounds and mixtures, and give examples of each.
49.0   Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
50.0   Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
51.0   Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
52.0   Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
53.0   Analyze 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 health and safety.
54.0   Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
55.0   Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
56.0   Name the parts of a pre-engineered system.
57.0   Explain how a pre-engineered system operates.
58.0   Describe the application of a pre-engineered system.
59.0   List the different types of extinguishing agents.
60.0   Define the different extinguishing agents.
61.0   Describe the properties of the various extinguishing agents.
62.0   The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
63.0   Name the components of a pre-engineered system alarm.
64.0   Describe the activation of the alarm system.
65.0   List the associated compliance codes required for alarm systems.
66.0   The student will demonstrate an understanding of inspection procedures.
67.0   Describe the inspection procedure for a pre-engineered system.
68.0   List the inspection guidelines for pre-engineered systems.
69.0   Explain the need for inspections of pre-engineered systems.
70.0   Identify the problem.
71.0   Detecting incendiary fires.
72.0   Understand the nature and behavior of fire.

73.0 Understand the combustible properties of liquid and gaseous fuels.
74.0 Understand the properties of solid fuels.
75.0 Identify sources of ignition.
76.0 Deal with structure fires.
77.0 Deal with wildland fires.
78.0 Deal with vehicle and ship fires.
79.0 Electrical cause fires.
80.0 Clothing and fabric fires.
81.0 Explosions.
82.0 Chemical fires and hazardous materials.
83.0 Available lab services.
84.0 Fire related deaths and injuries.
85.0 Arson as a crime.
86.0 Other investigative topics.

Elective: (choose one)

FFP1793 Fire and Life Safety Educator - Level I

87.0 Describe an exothermic reaction.
88.0 Explain various terms describing fire behavior.
89.0 Describe hazards associated with fire.
90.0 Describe burn injuries and their care.
91.0 Know and use resources in injury prevention available on a national basis.
92.0 Know and use resources in injury prevention on a statewide basis.
93.0 Know and use resources in injury prevention on a local basis.
94.0 Understand the importance of documentation of activities.
95.0 Given forms and formats, document fire and life safety education programs.
96.0 Given forms and formats, prepare written reports.
97.0 Given a list of events, program requests, etc. maintain a work schedule.
98.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
99.0 Select instructional materials that are appropriate to the audience and learning objectives.
100.0 Maintain safety during fire and life safety education activities.
101.0 Present a lesson plan.
102.0 Notify the public of an educational event.
103.0 Distribute educational information.
104.0 Administer an evaluation instrument.
105.0 Score and evaluation instrument.

FFP2706 Public Information Officer (PIO)

106.0 To train fire rescue department personnel in the role of PIO.
107.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
108.0 To stress the need for cooperation with the media.
109.0 To show trainees an example of an effective PIO at work at an emergency scene.
110.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
111.0 To be familiar with the most current media technology.

112.0   Understand the need for public information policies.
113.0   Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint
    Information Systems (JIS)
114.0   Discuss unified message.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: Fire Fighter
Program Type: Career Preparatory
Career Cluster: Law, Public Safety, & Security

PSAV	
Program Number	P430205
CIP Number	0743020300
Grade Level	30, 31
Standard Length	538 Hours **NOTE: The length of the Fire Fighter Core is 398 hours**
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2011 Fire Fighters; 53-3099 Motor Vehicle Operators, All Others; 29-2041 Emergency Medical Technicians and Paramedics
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

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 program must be approved by the Division of State Fire Marshal, Bureau of Fire Standards and Training. Standards and benchmarks in this program have been adapted from the National Fire Protection Association Standard for Fire Fighter Professional Qualifications (NFPA 1001) and the Standard for Fire Apparatus Driver/Operator Professional Qualifications (NFPA 1002), as regulated by the Florida Bureau of Fire Standards and Training through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

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.

Program Structure

Pursuant to s. 633.35(1) and 633.45(2)(a), Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established requirements for Training Firefighter Recruits or Firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of five occupational completion points, with OCPs A and B comprising the Fire Fighter Core and meets the requirements of the statute and rule listed above.

When offered at the post secondary level, 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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0010	Fire Fighter I	206 hours	33-2011
B	FFP0020	Fire Fighter II	192 hours	33-2011
C	FFP0360	Fire Apparatus Operator	80 hours	53-3099
D	FFP0363	Emergency Vehicle Operator Course (EVOC)	20 hours	53-3099
E	FFP0142	Medical First Responder	40 hours	29-2041

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

See the following website for additional information:
http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm

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 PSAV programs 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 10.0, Language 10.0, and Reading 10.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications (http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf).

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 pursuant to Section 1008.29, F.S.; 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.)

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an individual educational plan (IEP) served in exceptional student education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Introduction
02.0   Firefighter Safety and Health
03.0   Fire Behavior
04.0   Building Construction
05.0   Personal Protective Gear
06.0   Portable extinguishers
07.0   Ropes and Knots
08.0   Building Search and Victim Removal
09.0   Forcible Entry
10.0   Ladders
11.0   Ventilation
12.0   Water Supply
13.0   Hose
14.0   Water Fire Streams
15.0   Fire Control
16.0   Automatic Sprinkler Systems
17.0   Loss Control
18.0   Protecting Fire Scene Evidence
19.0   Fire Department Communications
20.0   FL SERC Awareness Level Hazardous Materials
21.0   Operations Level Hazardous Materials
22.0   Introduction to Wildland Fire Behavior
23.0   Wildland Firefighter Training

24.0   Building Construction and Structural Collapse Awareness
25.0   Rescue and Extrication
26.0   Water Supply
27.0   Fire Hose
28.0   Fire Streams
29.0   Fire Control
30.0   Fire Detection, Alarm, and Suppression Systems
31.0   Protecting Fire Scene Evidence
32.0   Fire Department Communications
33.0   Fire Prevention and Public Education
34.0   Flammable Gas Control
35.0   Florida Fire Chiefs Statewide Emergency Response Plan
36.0   Thermal Imaging – (TIC)
37.0   Positive Pressure Ventilation
38.0   Engine Company Evolutions
39.0   Ladder Company Evolutions
40.0   Company Evolutions - Combined Operations
41.0   Air monitoring – CO, LEL, O2 – SCBA
42.0   New Challenges
43.0   Firefighter Safety and Survival
44.0   Demonstrate knowledge of fire department organization and procedures.
45.0   Use fire alarms and communications equipment.
46.0   Demonstrate knowledge of fire behavior.
47.0   Use portable fire extinguishers.
48.0   Personal protective equipment.
49.0   Demonstrate knowledge of fire apparatus.
50.0   Use forcible entry equipment.
51.0   Demonstrate ventilation practices.
52.0   Use ropes, tools, and equipment.
53.0   Demonstrate rescue procedures.
54.0   Demonstrate safety procedures.
55.0   Use ladders.
56.0   Use fire hose, nozzles, and appliances.
57.0   Use fire streams.
58.0   Use water supplies.
59.0   Use private fire protection systems.
60.0   Demonstrate salvage procedures.
61.0   Demonstrate overhaul procedures.
62.0   Demonstrate knowledge of the fundamentals of extinguishment.
63.0   Demonstrate knowledge of the effects of building construction on fire fighting.
64.0   Participate in controlled burning exercises.
65.0   Sexually transmitted diseases/emergency medical care.
66.0   Detect the presence of hazardous materials.
67.0   Collect hazardous materials.
68.0   Initiate protective action.
69.0   Initiate the notification process.
70.0   Fire prevention, public fire education, and fire cause determination.
71.0   Demonstrate knowledge of fire pump ratings.
72.0   Demonstrate knowledge of the relationship between flow and pressure.
73.0   Demonstrate knowledge of the Six rules of Hydraulics and Fireground Rules of Thumb.
74.0   Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers.

75.0 Demonstrate knowledge of friction loss and nozzle reaction.
76.0 Demonstrate knowledge of relay pumping.
77.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas.
78.0 Demonstrate ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance.
79.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting.
80.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises.
81.0 Demonstrate the ability to draft, tandem and relay pumping.
82.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions.
83.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules.
84.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process.
85.0 Demonstrate knowledge of static, positive, and gravity water sources.
86.0 Demonstrate knowledge pressure control, priming devices, and cooling systems.
87.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques.
88.0 Demonstrate knowledge of gauges and valves.
89.0 Program logistics and focus.
90.0 Extent of the problem.
91.0 Personnel selection.
92.0 Necessity of Standard Operating Guidelines.
93.0 Legal aspects of emergency vehicle driving.
94.0 Vehicle dynamics.
95.0 Vehicle inspection and maintenance.
96.0 Vehicle operations and safety.
97.0 Emergency vehicle competency.
98.0 Straight line exercise.
99.0 Confined space turnaround exercise.
100.0 Alley dock exercise.
101.0 Serpentine exercise.
102.0 Off-set alley exercise.
103.0 Parallel park exercise.
104.0 Diminishing clearance exercise.
105.0 Stopping exercise.
106.0 Demonstrate proficiency in first responder to medical emergencies techniques.

Florida Department of Education
Student Performance Standards

Program Title: Fire Fighter
PSAV Number: P430205

Course Number: FFP0010
Occupational Completion Point: A
Fire Fighter I – 206 Hours – SOC Code 33-2011

01.0 <u>Introduction:</u>

    01.01 Describe the history and culture of the fire service.
    01.02 Describe the mission of the fire service.
    01.03 Define fire department organizational principles.
    01.04 Describe the organization of the Agency Having Jurisdiction (AHJ) fire department.
    01.05 Distinguish among functions of fire companies.
    01.06 Given the fire service terminology contained within the Firefighter I curriculum, define terms with 70% accuracy.
    01.07 Summarize primary knowledge and skills the firefighter must have to function effectively.
    01.08 Distinguish among the primary roles of fire service personnel.
    01.09 Explain the Firefighter I's role as a member of the organization.
    01.10 Distinguish among policies, procedures, and standard operating procedures (SOPs).
    01.11 Explain the function of a standard operating procedure.
    01.12 Explain the fire department policies and procedures that apply to the position of firefighter.
    01.13 Demonstrate the ability to use departmental documents, standards or code materials to locate information specific to those materials.
    01.14 Discuss fire service interaction with other organizations.
    01.15 List three other agencies that may respond to emergencies.
    01.16 Given a selection of publications, select the Florida Operations Guide (FOG).
    01.17 Explain the purpose of the FOG.
    01.18 Given Florida Statute 316.2398 explain the impact of "duty to drive with due regard for the safety of all persons using the highway" upon emergency driving liability.
    01.19 Recall from Florida Statute 316.2398, when the use of red warning signals is authorized for a volunteer's privately owned vehicle (POV).
    01.20 Recall from Florida Statute 316.2398 how many red warning signals may be displayed on a volunteer's POV.
    01.21 Recall from Florida Statute 316.2398 what documentation is required to be able to display red signals and where the documentation must it be kept.
    01.22 Given a violation of Florida Statute 316.2398, describe the punishment prescribed under the statute.
    01.23 Given 69A-37, locate the applicable sections for attaining and maintaining a certificate of compliance.
    01.24 Identify three purposes of the Incident Command System (ICS).
    01.25 Identify requirements to use ICS.

01.26 Given any of the fourteen (14) basic features of the Incident Command System (ICS), describe that feature.
01.27 Describe the role and function of the Incident Commander.
01.28 Describe the role and function of the Command Staff.
01.29 Describe the roles and functions of the Operations, Planning, Logistics, Finance/Administration sections and Information/Intelligence Function.
01.30 Describe the six (6) basic ICS facilities.
01.31 Identify facilities that may be located together.
01.32 Identify facility map symbols.
01.33 Describe common mobilization responsibilities.
01.34 Describe common responsibilities at an incident.
01.35 List individual accountability responsibilities.
01.36 Describe common demobilization responsibilities.
01.37 Describe National Incident Management System (NIMS) concepts and principles.
01.38 Identify the benefits of using NIMS as a national response model.
01.39 Describe how NIMS will help to coordinate and integrate the response to domestic incidents.
01.40 Identify NIMS components.
01.41 Identify the benefits of using ICS as the national response model.
01.42 Identify the organizational structure of ICS.
01.43 Identify five major management functions.
01.44 Describe the purpose of unique position titles in ICS.
01.45 Explain the roles and responsibilities of the Command and General Staff.
01.46 Determine when it is appropriate to institute an Area Command.
01.47 Describe the functions and purpose of Multiagency Coordination Systems.
01.48 Describe the Public Information Systems required by NIMS.
01.49 Identify ways in which NIMS affects how their jurisdictions prepare for incidents and events.
01.50 Describe how NIMS affects the way resources are managed before, during, and after an incident.
01.51 Describe the advantages of common communication and information management standards.
01.52 Explain how NIMS will influence technology and technological systems required for emergency response.

02.0 Firefighter Safety and Health:

02.01 List ways to prevent firefighter injuries.
02.02 Discuss National Fire Protection Association standards related to firefighter health and safety.
02.03 Describe the responsibilities of a firefighter as required by NFPA 1500.
02.04 Describe the primary purpose/focus of NFPA 1500.
02.05 Given NFPA 1500 identify at least 3 components affecting the Firefighter I.
02.06 Discuss Florida Firefighter Occupational Safety and Health Administration regulations.
02.07 Explain the two in two out requirement of 69A-62.003.
02.08 List the main goals of a safety program.
02.09 Discuss firefighter health considerations and employee assistance and wellness programs.
02.10 Describe an Employee Assistance Program.
02.11 List the benefits of an active physical fitness program.

02.12   Given an AHJ Employee Assistance Program, explain the purpose of the program and how to access it.

02.13   List guidelines for riding safely on the apparatus.

02.14   List 4 prohibited practices and describe the danger(s) of each (unbelted, riding the tailboard, mounting while moving, dismounting before the unit is fully stopped).

02.15   Discuss safety in the fire station.

02.16   Identify safety procedures for ensuring a safe station/facility environment.

02.17   Given a picture of a particular area within a fire station with 5 unsafe conditions present, identify at least 3 of the 5.

02.18   Describe ways to maintain safety in training.

02.19   List four (4) potential training hazards and explain how to avoid them.

02.20   Given a visual representation of a training area with five (5) potential hazards, identify three (3) with 100% accuracy.

02.21   Identify a minimum of three (3) common types of training accidents or injuries, and their causes.

02.22   Explain how to maintain and service equipment.

02.23   Given AHJ safety equipment, demonstrate its appropriate use.

02.24   Given an AHJ fire service tool or piece of equipment that requires cleaning, don the appropriate safety equipment and clean the item using methods approved by the AHJ or the manufacturer of the item.

02.25   Given a cleaning solvent approved for use by the AHJ, recall where the applicable MSDS sheet is, prepare the solvent for safe use and don appropriate safety equipment.

02.26   Given a tool or piece of equipment to repair, select the appropriate repair parts, tools to affect the repair and appropriate safety equipment to wear while affecting the repairs.

02.27   Demonstrate to the satisfaction of the AHJ, the ability to follow manufacturer's instructions or AHJ guidelines for tool and equipment maintenance and repair.

02.28   Given AHJ procedures for recording repairs, cleaning or servicing of tools and or equipment and the necessary forms or log books, document the repair, cleaning or service as appropriate to the satisfaction of the AHJ.

02.29   Discuss emergency scene preparedness.

02.30   Discuss emergency scene safety.

02.31   Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.

02.32   Explain the importance of personnel accountability.

02.33   Summarize basic interior operations techniques.

02.34   Describe emergency escape and rapid intervention.

02.35   Respond to an incident, correctly mounting and dismounting an apparatus.

02.36   Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.

02.37   Set up and operate in work areas at an incident using traffic and scene control.

02.38   Given an emergency scene and the presence of vehicle traffic, utilities or a specific environmental conditions, list at least three (3) additional potential hazards related to the condition specified.

02.39   Given an AHJ apparatus, describe the correct procedure(s) for dismounting apparatus in traffic.

02.40   Given a selected operation and four (4) acts being conducted as part of that operation, differentiate between safe and unsafe acts.

02.41 Given the hazard or the assignment, identify protective equipment that will improve safety.

02.42 Given a work zone, describe how it will be marked to improve operational safety.

02.43 Given protective equipment, demonstrate its proper use.

02.44 Given a simulated traffic or scene area to operate within, demonstrate the proper deployment of traffic and scene control devices.

02.45 Given a simulated emergency and a protected area, demonstrate safe work habits within the area in terms of situational awareness, movement within the area and when working near the edge of the protected area.

03.0 <u>Fire Behavior</u>:

03.01 Describe physical and chemical changes of matter related to fire.

03.02 Discuss modes of combustion, the fire triangle, and the fire tetrahedron.

03.03 List the four (4) components of the fire tetrahedron.

03.04 Explain the difference between the Fire Triangle and Fire Tetrahedron.

03.05 Explain the difference between heat and temperature.

03.06 Describe sources of heat energy.

03.07 Identify two (2) chemical, mechanical, and electrical energy heat sources.

03.08 Discuss the transmission of heat.

03.09 Define the three (3) methods of heat transfer.

03.10 Define the following units of heat measurement: British Thermal Unit (BTU), Fahrenheit (°F), Celsius (°C).

03.11 Explain how the physical states of fuel affect the combustion process.

03.12 Define the three physical stages of matter in which fuels are commonly found.

03.13 Define the hazard of finely divided fuels as they relate to the combustion process.

03.14 Define flash point, fire point, and ignition temperature.

03.15 Explain how oxygen concentration affects the combustion process.

03.16 Define concentrations of oxygen in air as it affects combustion and life safety.

03.17 Discuss the self-sustained chemical reaction involved in the combustion process.

03.18 Define fire.

03.19 Describe common products of combustion.

03.20 Distinguish among classifications of fires.

03.21 Describe the stages of fire development within a compartment.

03.22 List four (4) signs of a potential backdraft situation.

03.23 Describe the conditions that cause a backdraft.

03.24 Describe the effects of a backdraft.

03.25 Summarize factors that affect fire development within a compartment.

03.26 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

03.27 Describe methods used to control and extinguish fire.

03.28 List the four (4) methods of fire control (cool, remove fuel, remove oxygen, stop chemical chain reaction).

04.0 <u>Building Construction</u>:

04.01 Describe common building materials.

04.02 Describe construction types and the effect fire has on the structural integrity of the construction type.

04.03 Identify the primary strengths and weaknesses of construction types.

04.04 Within the AHJ area, list four (4) types of wall construction/materials in use.

04.05 Describe dangerous building conditions created by a fire or by actions taken while trying to extinguish a fire.
04.06 Identify indicators of building collapse.
04.07 List actions to take when imminent building collapse is suspected.
04.08 Describe hazards associated with lightweight and truss construction.

05.0 <u>Personal Protective Gear:</u>

05.01 Describe the purpose of protective clothing and equipment.
05.02 Describe characteristics of protective clothing and equipment.
05.03 Summarize guidelines for the care of personal protective clothing.
05.04 Given issued protective equipment consisting of at least helmet (with eye protection), hood, boots, gloves, bunker coat, and bunker pants, describe or demonstrate the care, inspection, and maintenance of the components.
05.05 List the four common respiratory hazards associated with fires and other emergencies.
05.06 Describe the potential long term consequences of exposure to products of combustion:
05.07 Distinguish characteristics of respiratory hazards.
05.08 Describe physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively.
05.09 Describe equipment and air-supply limitations of self contained breathing apparatus (SCBA).
05.10 Explain the reasons for fit testing each wearer of respiratory protection.
05.11 Discuss effective air management.
05.12 Distinguish among characteristics of air-purifying respirators, open-circuit SCBA, and closed-circuit SCBA.
05.13 Describe basic SCBA component assemblies.
05.14 Given an AHJ SCBA, describe the function of each component – SCBA specific
05.15 Discuss storing protective breathing apparatus.
05.16 Summarize recommendations for the use of Personal Alert Safety System (PASS) devices.
05.17 Describe precautionary safety checks for SCBA.
05.18 List four (4) safety checks that should be completed prior to donning.
05.19 Discuss general donning and doffing considerations for SCBA.
05.20 Summarize general items to check in daily, weekly, monthly, and annual SCBA inspections.
05.21 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
05.22 Summarize safety precautions for refilling SCBA cylinders.
05.23 Discuss safety precautions for SCBA use.
05.24 Describe actions to take in emergency situations using SCBA.
05.25 Given a situation and specified SCBA malfunction, list four (4) self-preservation/emergency actions.
05.26 Discuss operating in areas of limited visibility while wearing SCBA.
05.27 Given a non-lethal atmosphere and personal protective equipment (PPE), operate as part of a team in reduced visibility for the duration of one cylinder.
05.28 Discuss exiting areas with restricted openings under emergency conditions while wearing SCBA.
05.29 Don PPE and SCBA for use at an emergency.

05.30 Given an AHJ SCBA equipped apparatus, demonstrate donning SCBA from the storage or mounting location while wearing PPE.

05.31 Given issued protective equipment consisting of at least helmet (with eye protection), hood, boots, gloves, bunker coat, bunker pants and wearing civilian/station clothing, demonstrate donning all PPE (excluding SCBA & PASS) and be ready for safe operation in a hazard free atmosphere within one (1) minute.

05.32 Doff PPE and SCBA and prepare for reuse.

05.33 Given full PPE, a route that includes both work and non-work movement and a monitoring point, demonstrate the complete consumption of one cylinder, initiating emergency conditions as necessary to complete the route to the monitoring point.

05.34 Inspect PPE and SCBA for use at an emergency incident.

05.35 Given an AHJ SCBA, inspect then determine if the unit is in condition to don and use.

05.36 Clean and sanitize PPE and SCBA.

05.37 Fill an SCBA cylinder from a cascade system.

05.38 Fill an SCBA cylinder from a compressor/purifier.

05.39 Perform emergency operations procedures for an SCBA.

05.40 Given a situation involving a simulated regulator, face piece or low air emergency, a simulated hazardous atmosphere and full protective equipment, demonstrate the appropriate action to take for a distance of at least 30' in order to evacuate the hazardous atmosphere.

05.41 Exit a constricted opening while wearing standard SCBA.

05.42 Given full protective equipment, vision obscured mask and a 30' restricted passageway that requires both strap loosening and removal of SCBA to negotiate, as part of a team, exit via the restricted passageway without removing the mask or loosing control of the frame/regulator.

05.43 Change an SCBA cylinder — One-person method.

05.44 Change an SCBA cylinder — Two-person method

06.0 <u>Portable extinguishers:</u>

06.01 Describe methods by which agents extinguish fire.

06.02 Given a selected extinguisher, describe two (2) advantages and one (1) disadvantage.

06.03 List mechanisms by which portable extinguishers expel their contents.

06.04 Distinguish among classifications of fires and the most common agents used to extinguish them.

06.05 Name and define the five (5) classes of fire. (A, B, C, D, K).

06.06 Given a class A, B, C or D fire, list three (3) examples of that class of fire.

06.07 Given a class of fire and a selected extinguisher, explain the hazards of the class and extinguisher.

06.08 Describe types of extinguishers and their common uses.

06.09 Discuss extinguishers and agents for metal fires.

06.10 Explain the portable extinguisher rating system.

06.11 Given a class of fire and a compatible extinguisher, explain the rating system for capability and effectiveness.

06.12 Describe factors to consider in selecting the proper fire extinguisher.

06.13 Describe items to check for immediately before using a portable fire extinguisher.

06.14   Given a selected extinguisher, demonstrate the proper procedure for placing the extinguisher into operation.
06.15   Describe the PASS method of application.
06.16   Given a fire situation, demonstrate how to safely approach the fire, the distance from which to discharge the extinguishing agent and the method of application.
06.17   Summarize procedures that should be part of every fire extinguisher inspection.
06.18   Discuss damaged portable fire extinguishers and obsolete portable fire extinguishers.
06.19   Operate a stored pressure water extinguisher to extinguish a class A fire.
06.20   Operate a dry chemical (ABC) extinguisher to extinguish a class B fire of not less than 9 square feet.
06.21   Given a selection of water, dry chemical and CO2 extinguishers, a type of fire and size, select the most appropriate extinguisher.
06.22   Demonstration - Given full protective equipment, and appropriate extinguisher, extinguish a Class C fire.
06.23   Demonstrate operating a carbon dioxide (CO2) extinguisher.

07.0   Ropes and Knots:

07.01   Explain the differences between life safety and utility rope.
07.02   List three (3) uses each for life safety and utility rope in support of response activities.
07.03   Summarize basic guidelines for rope maintenance.
07.04   Given an AHJ rope and procedures, demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
07.05   Describe webbing and webbing construction.
07.06   Describe parts of a rope and considerations in tying a knot.
07.07   Describe knot characteristics and knot elements.
07.08   Describe characteristics of knots commonly used in the fire service.
07.09   Given the name, picture, or actual knot, identify it and describe the purpose for which it could be used.
07.10   Summarize hoisting safety considerations.
07.11   Inspect, clean, and store rope.
07.12   List three (3) conditions that would cause the rope to be placed out of service.
07.13   Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety knot while wearing structural firefighting gloves: Clove Hitch.
07.14   Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure-eight bend (Follow Through).
07.15   Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure eight on a bight.
07.16   Hoist an axe.
07.17   Hoist a pike pole.
07.18   Hoist a roof ladder.
07.19   Hoist a dry hoseline.
07.20   Hoist a charged hoseline.
07.21   Hoist a power saw.

07.22 Given a ladder, hose or other piece of equipment, an appropriate length of utility line and a point to secure to, secure the item utilizing an approved knot and safety to assure safe operations.

07.23 Given a selected tool/piece of equipment and a lifting height of 20', apply the appropriate knot, safety and tag line.

07.24 Given a tool or piece of equipment, an assistant to hoist, serviceable utility rope, tag line and a lifting height of 20', hoist the item, and place it in condition to be operated/used.

08.0 Building Search and Victim Removal:

08.01 Define and differentiate between a rescue and extrication operation.

08.02 Summarize safety guidelines for search and rescue personnel operating within a burning building.

08.03 Describe a successful rescue operation and the firefighter's role in it.

08.04 List four (4) rescue situations that would require respiratory protection in order to affect a safe rescue. (Heated gases, smoke/particulate, oxygen depleted atmosphere, CO incident).

08.05 Describe the psychological effects of operating in obscured conditions and ways to control these effects.

08.06 Describe the value of forcible entry tool utilization in rescue operations.

08.07 List three (3) uses of ladders in rescue situations (bridging, escape, entry).

08.08 Explain the objectives of a building search.

08.09 Describe the methodology for finding victims in a rescue situation.

08.10 List four (4) indicators of the presence of victims in a rescue situation, (time of day, occupancy, vehicles in driveway, neighbor/evacuee info).

08.11 List three (3) ways of determining if an area is tenable.

08.12 Describe primary search and secondary search.

08.13 Discuss conducting search operations.

08.14 Explain what actions a firefighter should take when in distress.

08.15 Describe actions that should be taken by a rapid intervention crew (RIC) when a firefighter is in distress.

08.16 Describe the primary responsibility of the back up (RIC) team in fire attack situations.

08.17 Discuss victim removal methods.

08.18 List four (4) victim/resident/firefighter removal methods.

08.19 Discuss emergency power and lighting equipment.

08.20 Conduct a primary and secondary search.

08.21 Given a below or above grade rescue situation, a selection of ladders, tools, a training manikin, protective equipment, an assignment and as part of a team, effect a below or above grade structural fire rescue.

08.22 Given reduced visibility conditions, tools, protective equipment, attack line, utility rope, an assignment to conduct a primary search and as part of a team, conduct a primary search as directed.

08.23 Exit a hazardous area.

08.24 Demonstrate the incline drag.

08.25 Demonstrate the blanket drag.

08.26 Demonstrate the webbing drag.

08.27 Given a fully equipped engine, protective equipment, a simulated hazardous environment, an assignment and as part of a team, perform the safe rescue of a

firefighter down with functioning respiratory protection, a firefighter down with non-functioning respiratory protection or a civilian down.

08.28 Given a simulated injured person with selected injuries in proximity of an immediate hazard, tools, protective equipment, an assignment and as part of a team, remove the person from the immediate hazard utilizing an approved method of carry, dragging or stretcher as directed.

08.29 Demonstrate the cradle-in-arms lift/carry — One-rescuer method.

08.30 Demonstrate the seat lift/carry — Two-rescuer method.

08.31 Demonstrate the extremities lift/carry — Two-rescuer method.

08.32 Demonstrate the chair lift/carry method 1 — Two rescuers.

08.33 Demonstrate the chair lift/carry method 2 — Two rescuers.

08.34 Illuminate the emergency scene.

08.35 Identify fire service lighting equipment.

09.0   Forcible Entry:

09.01 Select appropriate cutting tools for specific applications.

09.02 Discuss manual and hydraulic prying tools.

09.03 Discuss pushing/pulling tools and striking tools.

09.04 Summarize forcible entry tool safety rules.

09.05 Describe correct methods for carrying forcible entry tools.

09.06 Given a selection of AHJ forcible entry hand tools, protective equipment and an assignment, select the proper tool, demonstrate how to carry and correctly utilize the selected tool to accomplish the task assigned.

09.07 Summarize general care and maintenance practices for forcible entry tools.

09.08 Given a selection of hand and power forcible entry tools, protective equipment and an assignment, select the proper tool and demonstrate the proper care, inspection and maintenance after use.

09.09 Explain items to look for in sizing up a door.

09.10 Within the AHJ area, list four (4) basic door construction types in use and demonstrate normal operation.

09.11 List four (4) dangers associated with forcing entry through doors.

09.12 Describe the characteristics of various types of wooden swinging doors.

09.13 Describe the characteristics of various types of metal swinging doors.

09.14 Describe the characteristics of various types of sliding doors, revolving doors, and   overhead doors.

09.15 Explain how fire doors operate.

09.16 Describe the characteristics of basic types of locks.

09.17 Describe rapid-entry lockbox systems.

09.18 Describe methods of forcible entry through doors.

09.19 Describe methods of through-the-lock forcible entry for doors.

09.20 Explain action that can be taken to force entry involving padlocks.

09.21 Describe ways of gaining entry through gates and fences.

09.22 List hazards in forcing windows.

09.23 List four (4) dangers associated with forcing entry through windows.

09.24 Describe types of windows and entry techniques.

09.25 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.

09.26 Describe techniques for breaching walls.

09.27 List two (2) dangers associated with forcing entry through walls.

09.28 Describe techniques for breaching floors.

09.29 Clean, inspect, and maintain hand tools and equipment.
09.30 Clean, inspect, and maintain power tools and equipment.
09.31 Force entry through an inward-swinging door — Two-firefighter method.
09.32 Force entry through an outward-swinging door — Wedge-end method.
09.33 Given a variety of forcible entry tools, demonstrate forcing entry through a door, a window, and a wall or lock.
09.34 Force entry using the through-the-lock method.
09.35 Force entry using the through-the-lock method using the K-tool.
09.36 Force entry using the through-the-lock method using the A-tool.
09.37 Force entry through padlocks.
09.38 Force entry through a double-hung window.
09.39 Force entry through a window (glass pane).
09.40 Force a Lexan® window.
09.41 Force entry through a wood-framed wall (Type V Construction) with hand tools.
09.42 Force entry through a masonry wall with hand tools.
09.43 Force entry through a metal wall with power tools.
09.44 Breach a hardwood floor.
09.45 Given a locked window or door with glass, a selection of tools, protective equipment, an assignment as part of a team to force entry or vent, demonstrate the proper procedures for breaking the glass and clearing any obstructions.
09.46 Given a selection of walls to be breached, a selection of tools, protective equipment and an assignment as part of a team, force entry or escape.

10.0   Ladders:

10.01 Describe parts of a ladder.
10.02 Describe types of ground ladders used in the fire service.
10.03 Discuss materials used for ladder construction.
10.04 Discuss ladder maintenance and cleaning.
10.05 Summarize items to check for when inspecting and service testing ladders.
10.06 Summarize factors that contribute to safe ladder operation.
10.07 List three (3) hazards associated with carrying and raising ground ladders.
10.08 Describe the qualities of a foundation suitable for ladder placement.
10.09 Given a ladder and task, describe 2 methods of determining the proper climbing angle.
10.10 Describe the dangers associated with a ladder at an improper climbing angle.
10.11 Describe how to evaluate the ability of a wall to support the tip or fly of a given ladder.
10.12 Discuss selecting the proper ladder for the job.
10.13 Summarize items to consider before removing and replacing ladders on apparatus.
10.14 Describe proper procedures to follow when lifting and lowering ground ladders.
10.15 Describe various types of ladder carries.
10.16 Explain proper procedures for positioning ground ladders.
10.17 Explain precautions to take before raising a ladder.
10.18 Describe various types of ladder raises.
10.19 Given, an assignment as part of a team and full PPE, carry, position, raise, extend, secure, foot, lower, carry and re-stow each type of AHJ ladder so that each position is demonstrated at least once to the satisfaction of the AHJ.
10.20 Describe procedures for moving ground ladders.
10.21 Describe heeling and tying in ground ladders.

10.22   List guidelines for climbing ladders.
10.23   Given a positioned, ready to climb ladder, and an assignment, confirm or deny that the structural component utilized will support a ladder.
10.24   Describe methods for lowering conscious or unconscious victims down ground ladders.
10.25   Clean, inspect, and maintain a ladder.
10.26   Carry a ladder — One-firefighter low-shoulder method.
10.27   Carry a ladder — Two-firefighter low-shoulder method.
10.28   Carry a ladder — Three-firefighter flat-shoulder method.
10.29   Tie the halyard.
10.30   Raise a ladder — One-firefighter method.
10.31   Raise a ladder — Two-firefighter flat raise.
10.32   Raise a ladder — Two-firefighter beam raise.
10.33   Raise a ladder — Three- or four-firefighter flat raise.
10.34   Given a properly positioned ladder, full protective gear and as part of a team, climb a fully extended 24' or 28' ladder with an assigned tool, lock in, unlock, climb to the tip and return to the ground with the assigned tool.
10.35   Deploy a roof ladder — One-firefighter method.
10.36   Given a properly positioned ladder, full protective gear and as part of a team, climb an extended 24' or 28' ladder with a roof ladder and position it for climbing; when ordered, descend to the ground with the roof ladder.
10.37   Given a properly positioned ground and roof ladder, full protective gear, and as part of a team, climb an extended 24' or 28' ladder with an assigned tool, transit to the roof ladder, and simulate working from the roof ladder; when ordered, descend to the ground with the assigned tool.
10.38   Pivot a ladder — Two-firefighter method.
10.39   Shift a ladder — One-firefighter method.
10.40   Shift a ladder — Two-firefighter method.
10.41   Leg lock on a ground ladder.
10.42   Assist a conscious victim down a ground ladder.
10.43   Remove an unconscious victim down a ground ladder.
10.44   Given a properly positioned ladder, full protective gear and as part of a team climb a fully extended 24' or 28' ladder and demonstrate a through the window rescue of an unconscious patient.
10.45   Select, carry, and raise a ladder properly for various types of activities.

11.0   Ventilation:

11.01   Describe reasons for fireground ventilation.
11.02   Explain the principles of natural, horizontal, mechanical and hydraulic ventilation.
11.03   Identify the role of proper ventilation in the prevention of backdrafts.
11.04   Describe the effect of horizontal, mechanical and hydraulic ventilation on fire suppression operations.
11.05   List considerations that affect the decision to ventilate.
11.06   Discuss factors that are taken into account when deciding the need for ventilation.
11.07   Discuss vertical ventilation.
11.08   Describe 2 advantages and 2 disadvantages of vertical ventilation.
11.09   Describe how the following factors are used to determine the integrity of a roof system: construction, visual observation, elapsed time of fire.
11.10   List safety precautions to observe when undertaking vertical ventilation.

11.11   List warning signs of an unsafe roof condition.

11.12   List at least 6 basic indicators of potential collapse and or roof failure.

11.13   Given a flat, pitched or arched roof with both safe and unsafe soft areas, protective equipment, tools, ladders, an assignment and as part of a team, evaluate the integrity of a roof system by sounding.

11.14   Discuss roof coverings and using existing roof openings for vertical ventilation purposes.

11.15   Discuss ventilation considerations for various types of roofs.

11.16   Given a scenario requiring the ventilation of a flat or pitched roof, describe the proper technique and safety precautions for establishing and maintaining ventilation.

11.17   Describe trench or strip ventilation including advantages, disadvantages, utilization and value.

11.18   Explain procedures for ventilation of a conventional basement.

11.19   List factors that can reduce the effectiveness of vertical ventilation.

11.20   Discuss horizontal ventilation.

11.21   List the advantages and limitations of horizontal ventilation.

11.22   Discuss considerations for horizontal ventilation.

11.23   Distinguish between advantages and disadvantages of forced ventilation.

11.24   Discuss negative-pressure ventilation.

11.25   Discuss positive-pressure ventilation.

11.26   Compare and contrast positive-pressure and negative-pressure ventilation.

11.27   Describe hydraulic ventilation.

11.28   List disadvantages to the use of hydraulic ventilation.

11.29   List the advantages of hydraulic ventilation.

11.30   Explain the effects of building systems on fires or ventilation.

11.31   Ventilate a flat roof.

11.32   Ventilate a pitched roof.

11.33   Ventilate a structure using mechanical positive-pressure ventilation.

11.34   Ventilate a structure using horizontal hydraulic ventilation.

11.35   Given a smoke filled structure with an extinguished fire, protective equipment, tools, two (2) attack lines, an assignment, a nozzle and as part of a team, effect smoke removal and change of atmosphere using hydraulic ventilation.

11.36   Given a simulated structure fire, protective equipment, tools, ladders, hose lines, an assignment and as part of a team, conduct at least three (3) types of ventilation, one (1) utilizing hand tools, one (1) using power tools and one (1) using mechanical pressure ventilation.

11.37   Given a smoke filled structure with ventilation operations in progress, and obstructions hindering ventilation, demonstrate safely clearing the obstruction(s).

11.38   Given a selection of ventilation tools and equipment, protective equipment, and an assignment as part of a team, select the correct tool, carry it safely and demonstrate its safe operation.

12.0   Water Supply

12.01   Describe dry-barrel and wet-barrel hydrants.

12.02   Discuss fire hydrant marking and location.

12.03   Summarize potential problems to look for when inspecting fire hydrants.

12.04   List five (5) conditions that contribute to decreased hydrant flow and pressure.

12.05   Discuss alternative water supplies.

12.06   Discuss rural water supply operations.

12.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker (tender) shuttle.

12.08 Describe the loading and off-loading of tanks on mobile water supply apparatus.

12.09 Connect a supply hose to a hydrant, and fully open/close the hydrant.

12.10 Make soft-sleeve and hard-suction hydrant connections.

12.11 Assemble and connect the equipment necessary for drafting from a static water supply source.

12.12 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.

12.13 Demonstrate deploying a portable water tank.

13.0 <u>Hose</u>

13.01 Discuss fire hose sizes.

13.02 Describe types of fire hose damage and practices to prevent such damage.

13.03 Given at least three (3) lengths of hose with various examples of wear and damage and orders to inspect, differentiate between wear, damage and an in-service or out of service length. Should hose(s) damage necessitate removal from service, identify the various types of damage to the hose.

13.04 Discuss general care and maintenance of fire hose.

13.05 Explain the AHJ procedure for reporting a defective hose and removing it from service.

13.06 Given a length of hose, appropriate protective equipment and cleaning equipment, demonstrate the proper method for cleaning the hose for inspection and reloading purposes.

13.07 Given a length of cleaned, wet hose, appropriate protective equipment and hose drying equipment, demonstrate the proper method for drying hose in preparation for reloading.

13.08 Given a length of hose to be removed from service, appropriate protective equipment, AHJ procedures and such materials as required, demonstrate the marking of the hose so it is not placed in service.

13.09 Distinguish between characteristics of threaded couplings and non-threaded couplings.

13.10 Discuss care of fire hose couplings.

13.11 Describe the characteristics of hose appliances and tools.

13.12 Given a selection of NFPA 1901 pumper required nozzles, hose adaptors and hose appliances, demonstrate and explain their primary use.

13.13 Describe common hose rolls. (Twin doughnut optional).

13.14 List general hose loading guidelines.

13.15 Describe common hose loads.

13.16 Describe the purpose, advantages, and disadvantages of the flat, minuteman and triple layer hose load.

13.17 Describe hose load finishes.

13.18 Discuss preconnected hose loads for attack lines.

13.19 List guidelines when laying hose.

13.20 Describe the basic hose lays for supply hose.

13.21 Describe procedures for handling preconnected and other hose.

13.22 List general safety guidelines that should be followed when advancing a hoseline into a burning structure.

13.23 Discuss procedures for advancing hose.

13.24 Describe techniques for operating hoselines.
13.25 Inspect and maintain hose.
13.26 Make a straight hose roll.
13.27 Make a donut hose roll.
13.28 Couple a hose.
13.29 Uncouple a hose.
13.30 Given two (2) lengths of NST coupled hose and two (2) lengths of Storz coupled hose, demonstrate coupling and uncoupling without assistance.
13.31 Make the accordion hose load.
13.32 Make the flat hose load.
13.33 Make the preconnected flat hose load.
13.34 Make the triple layer hose load.
13.35 Make the minuteman hose load.
13.36 Connect to a hydrant using a forward lay.
13.37 Given an engine, water source, supply line and full protective equipment, demonstrate hand laying 100' of LDH supply line from the pumper to the water source
13.38 Make the reverse hose lay.
13.39 Advance the preconnected flat hose load.
13.40 Advance the minuteman hose load.
13.41 Advance the triple layer hose load.
13.42 Advance hose — Shoulder-load method.
13.43 Advance hose — Working line drag method.
13.44 Given the necessary equipment and operating as a member of a team, advance both dry and charged attack lines of two different sizes, both which shall be 1 ½ inch or larger, from a pumper into a structure.
13.45 Given the necessary equipment and operating as a member of a team, advance both dry and charged attack lines of two different sizes, both which shall be 1 ½ inch or larger: up an inside stairway to an upper floor; down an inside stairway to a lower floor.
13.46 Advance an uncharged line up a ladder into a window.
13.47 Advance a charged line up a ladder into a window.
13.48 Extend a hoseline.
13.49 Given the necessary equipment and operating as a member of a team, advance both dry and charged lines of two different sizes, both which shall be 1 ½ inch or larger, from a pumper:
   a. up a ladder to a second floor landing
   b. up an outside stairway to an upper floor
   c. down an outside stairway to a lower floor
   d. to an upper floor by hoisting
13.50 Replace a burst hoseline.
13.51 Operate a charged attack line from a ladder.

14.0 Water Fire Streams:

14.01 List methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures.
14.02 List and explain the properties of a fire stream.
14.03 Discuss the extinguishing properties of water.
14.04 List three (3) benefits and three (3) disadvantages of water as an extinguishing agent.

14.05   List the expansion rate of water converting to steam at 212F and 1100F.
14.06   Describe friction loss.
14.07   Define water hammer.
14.08   Explain the impact of water hammer on the water supply system.
14.09   List 2 methods of reducing or preventing water hammer.
14.10   Distinguish among characteristics of fire stream sizes.
14.11   Discuss types of streams and nozzles.
14.12   Given a selection of nozzle types, identify a solid, fog and broken stream nozzle.
14.13   List three (3) observable interior and exterior changes that indicate proper application and effect of a fire stream on a fire.
14.14   Discuss handling hand line nozzles.
14.15   Given an AHJ nozzle, explain how to safely operate and control it.
14.16   Describe the effect that low or excessive nozzle pressure has on fire stream application.
14.17   Given an AHJ nozzle, describe its capabilities in terms of flow rate, pattern and reach.
14.18   Describe types of nozzle control valves.
14.19   Explain the differences between a manually adjusted and automatic nozzle design.
14.20   List checks that should be included in nozzle inspections.
14.21   Operate a solid-stream nozzle.
14.22   Operate a fog-stream nozzle.
14.23   Given an AHJ nozzle, hose, demonstrate how to open and close the nozzle to minimize water hammer.
14.24   Given an AHJ adjustable pattern and flow nozzle, demonstrate how to adjust stream pattern and flow setting.
14.25   Operate a broken-stream nozzle.

15.0   Fire Control:

15.01   Describe initial factors to consider when suppressing structure fires.
15.02   List the fundamental steps in the process of fire extinguishment.
15.03   Explain the importance of exposure protection in the extinguishment process.
15.04   Summarize considerations prior to entering a burning building.
15.05   Explain the gas cooling technique.
15.06   Describe direct attack, indirect attack, and combination attack.
15.07   List at least one (1) advantage and disadvantage for each type of application.
15.08   Discuss deploying master stream devices.
15.09   Describe aerial devices used to deliver elevated master streams.
15.10   Describe actions and hazards associated with suppressing Class C fires.
15.11   List electrical hazards and guidelines for electrical emergencies.
15.12   Discuss responsibilities of companies in structural fires.
15.13   Explain actions taken in attacking fires in upper levels of structures.
15.14   Explain the differences in attack and control techniques for at grade and above grade fires.
15.15   List and describe at least five (5) special conditions or challenges that a high-rise fire presents.
15.16   Explain actions taken in attacking fires belowground in structures.
15.17   Explain the differences between at grade fires and below grade fires.
15.18   Discuss structure fires in properties protected by fixed systems.
15.19   Explain actions taken when attacking a vehicle fire.

15.20 Explain actions taken when attacking trash container fires.
15.21 Explain actions taken when attacking fires in confined spaces.
15.22 Attack a structure fire — Exterior attack.
15.23 Deploy and operate a master stream device.
15.24 Turn off building utilities.
15.25 Attack a structure fire (above, below, and grade level) — Interior attack.
15.26 Given a water source, hose line, nozzle, sufficient pressure, tools, equipment, protective equipment and a class A fire, demonstrate the following:
   a. Ability to apply water using direct attack.
   b. Ability to apply water using indirect attack.
   c. Ability to apply water using combination attack.
15.27 Given a water source, an AHJ minimum 1901 outfitted pumper, its tools and equipment, an assignment, a live class A fire situation and as part of a crew, demonstrate the following:
   a. Ability to attack fires at grade level.
   b. Ability to attack fires at above grade level.
   c. Ability to attack fires at below grade level.
   d. Ability to locate and suppress interior wall and sub floor fires.
15.28 Attack a passenger vehicle fire.
15.29 Extinguish a fire in a trash container.
15.30 Attack a fire in stacked/piled materials.

16.0 Automatic Sprinkler Systems:

16.01 List functions of fire detection, alarm, and suppression systems.
16.02 Discuss general automatic sprinkler protection and types of coverage.
16.03 List at least three (3) benefits of a full or partial sprinkler system with regard to life safety.
16.04 Given pictures of sprinkler system components, identify the fire department (FD) connection and motor alarm.
16.05 Given a selection of a fusible link, frangible bulb and chemical pellet type sprinkler head, describe the operation of one (1) selected head.
16.06 Describe control valves and operating valves used in sprinkler systems.
16.07 Describe major applications of sprinkler systems.
16.08 Discuss operations at fires in protected properties
16.09 Operate a sprinkler system control valve.
16.10 Manually stop the flow of water from a sprinkler.
16.11 List three (3) methods of stopping the flow of water from an active sprinkler head.- Wedges, kit, valve
16.12 Given an active sprinkler head, flowing at rated capacity, at least 8' off the ground, tools, protective equipment and as part of a team, stop the flow of water while the rest of the system remains in operation.
16.13 Connect hoseline to a sprinkler systemfire department connection (FDC).
16.14 Given a structure with a simulated above grade fire, tools, at least 1 ½ " attack line of at least 100' length, protective equipment, an assignment and as part of a team, connect and prepare to operate from the standpipe.
16.15 Given a standpipe connection with an adjustable pressure reducer, at least 100' of 1 ½" attack line, and protective equipment, demonstrate the adjustment of the pressure reducer to match nozzle flow.

17.0 Loss Control:

17.01 Explain the philosophy of loss control.

17.02 List four (4) methods of property conservation/loss control – salvage, overhaul, ventilation, minimize water damage.

17.03 List 4 benefits of property conservation/loss control – protection from weather, vandalism, smoke/fire and evidence protection, and customer satisfaction (good PR).

17.04 Discuss planning and procedures for salvage operations.

17.05 Describe salvage covers, salvage cover maintenance, and equipment used in salvage operations.

17.06 List three (3) types of salvage covers.

17.07 List four (4) uses for salvage covers – Cover roof openings, cover furnishings, chutes, and catchalls.

17.08 Summarize basic principles of salvage cover deployment.

17.09 Summarize methods used to catch and route water from fire fighting operations and cover openings using salvage covers.

17.10 Discuss overhaul operations.

17.11 List at least two (2) dangers associated with overhaul.

17.12 Explain the purpose of overhaul.

17.13 Describe how to minimize water damage during overhaul extinguishment operations.

17.14 Describe tools and equipment used in overhaul.

17.15 Discuss fire safety during overhaul.

17.16 Discuss locating hidden fires.

17.17 Recognize at least four (4) indicators of hidden fires -- discoloration, distortion, hot spot, smoke, failed sheet rock.

17.18 Summarize the overhaul process.

17.19 Clean, inspect, and repair a salvage cover.

17.20 Roll a salvage cover for a one-firefighter spread.

17.21 Spread a rolled salvage cover — One-firefighter method.

17.22 Fold a salvage cover for a one-firefighter spread.

17.23 Spread a folded salvage cover — One-firefighter method.

17.24 Fold a salvage cover for a two-firefighter spread.

17.25 Spread a folded salvage cover — Two-firefighter balloon throw.

17.26 Given a salvage cover, demonstrate one method of rolling and one method of folding for future use.

17.27 Given a room of furniture, protective equipment and an assignment as part of a team, arrange the room contents for protection and effectively protect it.

17.28 Construct a water chute without pike poles.

17.29 Construct a water chute with pike poles.

17.30 Given a structure with water run-off from an upper floor, protective equipment, tools, materials, an assignment and as part of a team, construct an effective water chute to divert water and conserve property.

17.31 Construct a catchall.

17.32 Given a structure with water run-off from an upper floor, protective equipment, tools, materials an assignment and working as part of a team, construct an effective catchall to conserve property.

17.33 Given an extinguished training fire, protective equipment, tools, hose line and an assignment as part of a team, demonstrate the safe removal of debris, rubble, and other materials.

17.34 Given a structure with fire debris, water runoff, protective equipment, tools, and an assignment as part of a team, remove the debris and route the water to minimize damage.

17.35 Locate and extinguish hidden fires.

17.36 Given a selection of attack lines and an overhaul assignment, select the most effective line for the situation.

17.37 Given a selection of water application devices and an overhaul assignment, select the most effective device for the situation.

17.38 Given an extinguished training fire, protective equipment, tools, hose line and an assignment as part of a team, demonstrate how to separate and remove charred material from unburned material.

17.39 Given a simulated or actual interior fire where knockdown and visible fire have been eliminated, protective equipment, hose line, tools, an assignment and working as part of a team, demonstrate searching for hidden or spot fires in a wall, ceiling or floor.

17.40 Given a simulated or actual interior fire where knockdown and visible fire have been eliminated, protective equipment, hose line, tools, an assignment and working as part of a team, demonstrate opening a ceiling, wall or floor searching for hidden or spot fires in a wall, ceiling or floor.

17.41 Given a structure with a selection of external openings made during firefighting operations, tools, materials, and an assignment as part of a team, cover / secure the opening.

17.42 Given a box of four (4) – 6 mm (millimeter) plastic sheeting, a selected opening or furnishings to be protected, tools, equipment, protective equipment and an assignment as part of a team, deploy the plastic and cover the selected opening or furnishings effectively.

18.0 Protecting Fire Scene Evidence:

18.01 Describe signs and indications of an incendiary fire.

18.02 List at least three (3) obvious signs of arson.

18.03 Summarize important observations to be made en route, after arriving at the scene, and during fire fighting operations.

18.04 Describe at least two (2) visual indicators used in determining the area of origin.

18.05 Given post fire pictures of a fire scene, identify the obvious signs of arson.

18.06 Given post fire pictures of a fire scene, identify the area of origin.

18.07 Discuss firefighter conduct and statements at the scene.

18.08 Explain firefighter responsibilities after the fire.

18.09 List at least four (4) duties of firefighters left at a post fire and overhaul scene to await the arrival of investigators.

18.10 Discuss protecting and preserving evidence.

18.11 List three (3) reasons for protection of fire scene. (evidence, safety, security).

18.12 Given a post fire scene, protective equipment, tools, an assignment and working as part of a team, conduct property conservation, overhaul and protect the area of origin for cause determination.

19.0 Fire Department Communications:

19.01 Describe communication responsibilities of the firefighter.

19.02 Summarize necessary skills for fire department communication.

19.03 Describe basic communications equipment used in telecommunications centers.

19.04 Describe basic business telephone courtesies.
19.05 Explain how a firefighter should proceed when receiving emergency calls from the public.
19.06 Given an emergency call to dispatch, list at least five (5) critical pieces of information needed by dispatch to properly process the call.
19.07 Describe types of public alerting systems.
19.08 Describe procedures that the public should use to report a fire or other emergency.
19.09 Discuss ways of alerting fire department personnel to emergencies.
19.10 Describe the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the AHJ fire station.
19.11 Summarize guidelines for radio communications.
19.12 Describe information given in arrival and progress reports.
19.13 Explain the purpose of tactical channels.
19.14 Discuss calls for additional resources and emergency radio traffic.
19.15 Discuss evacuation signals and personnel accountability reports.
19.16 Define and demonstrate prescribed fire department radio procedures, including: routine traffic, emergency traffic, and emergency evacuation signals.
19.17 Handle business calls and reports of emergencies.
19.18 Given AHJ procedures for answering non-emergency telephone calls, a telephone, an intercom or a non emergency call, properly answer, process and complete the call in accordance with AHJ procedures.
19.19 Use a portable radio for routine and emergency traffic.
19.20 Demonstrate the proper operation of both mobile and portable radio equipment.
19.21 Given a letter or letters of the alphabet, give the military phonetic identifier.

20.0 FL SERC Awareness Level Hazardous Materials:

20.01 Know the applicable regulations for hazardous materials.
20.02 Identify the regulatory requirements that apply to responders of hazardous materials incidents, and awareness.
20.03 Identify the expected roles of responders of hazardous materials incidents.
20.04 Identify who must receive awareness training.
20.05 Identify the training requirements of OSHA 29 CFR 1910.120 (EPA 40 CFR 311).
20.06 Identify the annual refresher training requirements for responders.
20.07 Identify the 4 roles or functions of the awareness level responder.
20.08 Define Hazardous Materials.
20.09 List the 5 levels of Hazardous Materials training.
20.10 Understanding the potential outcomes associated with an emergency created when hazardous substances are present.
20.11 Describe how hazardous material incidents differ from other emergencies.
20.12 Identify the hazards posed by hazardous materials incidents.
20.13 List the seven hazards which can be found at a hazmat incident.
20.14 Given one of the hazards that can be found at a hazmat incident, identify an example of that hazard.
20.15 The ability to recognize the presence of hazardous substances in an emergency.
20.16 Identify the 6 clues to the presence of hazardous materials.
20.17 The ability to identify the hazardous substances, if possible.
20.18 Demonstrate the ability to identify the hazard classes of hazardous materials.
20.19 Identify a hazardous material by class, name or UN/NA identification number.

20.20 An understanding the first responder awareness individual's role in the employer's emergency response plan including security and control.

20.21 Identify the role of the LEPC and SERC with regard to hazardous materials emergency response planning.

20.22 Explain the concept of "Duty to Act."

20.23 Explain the concept of "Standard of Care."

20.24 Describe SARA and how it relates to the employer's ERP.

20.25 List 2 operational modes at the awareness level.

20.26 Explain how the 2 awareness level operational modes are applied ability to realize the need for additional resources and make appropriate notifications to the communication center.

20.27 List the steps necessary to activate an Emergency Response Plan.

20.28 Given a simulated hazardous materials incident and various information, provide an initial report to the communications center.

20.29 Awareness Level - NAERG - An understanding of the NAERG.

20.30 Given a NAERG and sufficient information to identify a hazardous material, identify the actions to be taken in order to protect responders during hazardous materials emergencies.

20.31 Given a NAERG and sufficient information to identify a hazardous material, identify the actions to be taken in order to protect civilians during hazardous materials emergencies.

20.32 Given a NAERG, describe its purpose and intended use.

20.33 Identify the type and intended authority of the information that the NAERG provides.

20.34 Given a NAERG and a placard select the correct guide page.

20.35 List the 4 ways a guide page can be selected.

20.36 Identify which guide page is utilized when no information is available.

20.37 Given 2 guide page numbers, identify which one indicates the more dangerous product.

20.38 Given a NAERG, a scenario, the time of day and sufficient information to identify a chemical, provide information on isolation and protective action distances.

20.39 Given a picture of a scene, select the best guide page based upon the information in the picture.

20.40 Given a scenario and an exposed conscious or unconscious person, identify the correct course of action based upon the information provided.

21.0 Operations Level Hazardous Materials:

21.01 CFR 1910.120(q)(6)(ii)(A) – (F) and Florida SERT Operations.

21.02 Explain the four (4) functions of Hazmat Awareness.

21.03 Explain the five (5) functions or Hazmat Operations.

21.04 Given a Hazmat Operations function, define the function.

21.05 Given a proper Operations level action at a hazmat incident, match the action to the Operations level function.

21.06 Identify the incident levels.

21.07 Identify the need for the use of an Incident Management System.

21.08 Demonstrate the chain of command.

21.09 Identify methods for communicating status.

21.10 Identify the roles of the Safety Officer and EMS responders.

21.11 Identify the responsibility to establish and enforce control procedures.

21.12 Describe potential roles of the operation responder.

21.13 Identify three types of stressors.
21.14 Identify when withdraw may be indicated.
21.15 Describe the plans that effect hazardous materials operations.
21.16 Knowledge of the basic hazard and risk assessment techniques.
21.17 Perform a hazard/risk assessment.
21.18 Understand the need for damage assessment (Hazard/risk assessment)
21.19 Observations are essential.
21.20 What is around you that can be impacted?
21.21 What conduits are present to assist with the materials movement?
21.22 Specialized technical assistance may be required.
21.23 Identify the steps for determining objectives.
21.24 Identify when and how to obtain assistance.
21.25 Common references - ERG, Chapter 22 Awareness
21.26 Given an ERG, National Institute for Occupational Safety and Health (NIOSH) Pocket Guide or Material Safety Data Sheet (MSDS), a hazardous material and a situation, demonstrate the ability to use the designated reference to determine an initial course of action.
21.27 Know how to select and use proper personal protective equipment provided to the first responder operational level.
21.28 Identify proper personal protective equipment.
21.29 How can the hazards affect responders?
21.30 Physical properties of hazardous materials.
21.31 Chemical properties of hazardous materials.
21.32 An understanding of basic hazardous materials terms.
21.33 Define "Defensive Operations".
21.34 Define BLEVE and its potential impact.
21.35 Know how to perform basic control, containment and/or confinement operations within the capabilities of the resources and personal protective equipment available with their unit.
21.36 Identify ways to obtain information.
21.37 Identify information that needs to be collected.
21.38 Identify the DOT hazard classes and divisions of hazardous materials.
21.39 Identify important chemical and physical properties.
21.40 Explain how the General Hazardous Materials Behavior Model (GEBMO) can help firefighters understand the likely course of an incident.
21.41 Identify the difference between exposure and contamination.
21.42 Determine the appropriate DOT class of the product.
21.43 Radioactive packaging considerations.
21.44 Shipping papers are essential.
21.45 General classification of containers.
21.46 Container used is largely dependent upon vapor pressure of the product.
21.47 Identify general shapes of containers.
21.48 Identify important container markings.
21.49 Suggest materials that might be stored in containers.
21.50 Discuss radiological materials packaging.
21.51 Describe container stress and failures.
21.52 Know how to implement basic decontamination procedures. Skill 1hr.
21.53 Demonstrate emergency decontamination.
21.54 Perform technical decontamination.
21.55 Identify appropriate level of protection.
21.56 Identify ways objects become contaminated.

21.57   Identify various methods of decontamination.
21.58   Describe emergency decontamination.
21.59   Identify appropriate methods for dealing with contaminated patients.
21.60   Identify the various types of contamination.
21.61   Identify the various methods of decontamination.
21.62   Stages of decontamination.
21.63   An understanding of the relevant standard operating procedures and termination procedures.
21.64   Identify the 3 actions to be taken during termination.
21.65   Identify the information that should be obtained during an incident debriefing.

22.0   Introduction to Wildland Fire Behavior:

22.01   Define basic terminology used in wildland fire.
22.02   Identify the elements of the fire triangle.
22.03   Describe three methods of heat transfer.
22.04   List the basic characteristics of topography and describe how they affect wildland fire behavior.
22.05   Identify the basic fuel types.
22.06   Describe three methods of heat transfer.
22.07   Describe the effect temperature and relative humidity has on wildland fire behavior.
22.08   Describe the effect of precipitation on wildland fire behavior.
22.09   Describe the differences between a stable and unstable atmosphere.
22.10   Describe general and local winds.
22.11   Describe critical fire weather conditions.
22.12   List the different types of fire weather forecasts and outlooks available.
22.13   Identify indications that fire behavior may be increasing.
22.14   Describe combined influences that may cause extreme fire behavior and safety concerns.
22.15   List seven fire environment factors to be aware of while monitoring fire behavior

23.0   Wildland Firefighter Training:

23.01   Identify nine parts of a wildland fire: Finger, Flank (right and left), Head, Island, Origin, Perimeter, Pocket, Rear/Heel, Spot Fire.
23.02   Define nine wildland fire behavior terms: Backing, Blowup, Creeping, Crowning, Running, Smoldering, Spotting, Spread, Torching.
23.03   Discuss five other useful wildland firefighting terms: Anchor Point, Class of Fire – A-G, Control Line, Fireline, Mopup.
23.04   Explain the importance of the proper use and maintenance of Personal Protective Equipment (PPE).
23.05   Develop a list of personal gear needed for an extended period away from their home station.
23.06   Explain the firefighter's accountability for personal and agency property.
23.07   List the benefits of maintaining a high level of physical fitness and health.
23.08   Explain how eating well and staying hydrated can reduce firefighter fatigue.
23.09   Explain the importance of keeping personal gear and assigned area in fire camp clean and organized.
23.10   Explain different types of crew organizations commonly used in initial attack and extended attack.

23.11 Explain the importance of respecting cultural differences in terms of food, standards of behavior, dress, and customs.
23.12 Identify the common denominators on tragedy fires.
23.13 Given a scenario, identify the appropriate Watch Out Situations.
23.14 Apply appropriate Standard Firefighting Orders to minimize the potential for serious injury or death.
23.15 Describe how Lookouts, Communications, Escape routes and Safety zones (LCES) is related to the Standard Firefighting Orders.
23.16 Define escape route, escape time, and safety zone.
23.17 Identify travel barriers that will affect escape time.
23.18 List the three types of safety zone categories and describe one example of each.
23.19 Describe a general guideline for determining safety zone size to avoid radiant heat injury.
23.20 Identify the limitations of utilizing the Incident Response Pocket Guide safety zone guidelines.
23.21 Describe the difference between deployment sites and safety zones.
23.22 Explain the two most important functions of the fire shelter.
23.23 Discuss the inspection and care of the fire shelter.
23.24 Discuss the last resort survival options.
23.25 Discuss entrapment and deployment site.
23.26 Demonstrate the correct deployment procedures for the fire shelter in 25 seconds or less.
23.27 Define Situation Awareness and describe why it is important.
23.28 State the five communication responsibilities.
23.29 Identify potential hazards in the fire environment.
23.30 Define the Risk Management Process and describe why it is important.
23.31 Describe actions that foster teamwork.
23.32 Develop a list of three safety procedures to follow when traveling by each of the following: vehicle, boat, helicopter, fixed-wing aircraft, on foot.
23.33 Given hand tools, personal protective equipment, and proper maintenance tools, check the condition of each item, perform field maintenance, and identify those needing replacement.
23.34 Demonstrate the proper sharpening techniques for commonly used tools.
23.35 Given a description of three fireline jobs and a choice of tools, state the tool that would be used for each job.
23.36 Demonstrate the proper methods of carrying and passing tools.
23.37 Demonstrate the proper spacing when using hand tools.
23.38 Demonstrate the proper placement, near a fireline, of one or more tools when not in use.
23.39 Given a swatter or gunnysack and personal protective equipment, check the condition of the fire swatter and perform field maintenance.
23.40 Describe two hazards to operators when using a fusee.
23.41 Demonstrate or simulate how to ignite, use, and extinguish a fusee.
23.42 Describe four hazards to operators when using a drip torch.
23.43 State the proper fuel mixture for a drip torch
23.44 Prepare a drip torch for use and ignite.
23.45 Demonstrate the safe use of the drip torch.
23.46 Extinguish a drip torch and prepare it for storage.
23.47 Describe two field expedient methods for igniting wildland fuels.
23.48 Given a backpack pump and a source of water, demonstrate how to properly operate and maintain the pump.

23.49 Correctly identify common hose components and accessories.

23.50 Describe the process of correctly unrolling hose.

23.51 Use a hose clamp and/or field-expedient method to restrict water flow in a charged line.

23.52 Describe and demonstrate the two hose lay methods.

23.53 Correctly identify the water use hand signals.

23.54 Demonstrate the nozzle settings for straight stream and fog spray.

23.55 Describe a fire situation when the straight and fog spray nozzle water streams would be used.

23.56 Describe three protective measures for hose and fittings when in use or being transported.

23.57 Describe four hazards to hose lays.

23.58 Retrieve deployed hose using two methods; i.e., watermelon rolls, firefighters' carry, figure 8.

23.59 Identify and mark non-serviceable sections of hose and couplings.

23.60 Describe three methods for breaking the fire triangle.

23.61 Describe three methods of attack on a fire.

23.62 List three suppression techniques and describe their uses.

23.63 Describe the blackline concept.

23.64 Describe four kinds of fire control line.

23.65 Name four threats/hazards to an existing control line when fire is burning inside the line.

23.66 Describe the proper follow-up procedures for a dozer or tractor plow fireline.

23.67 Describe two kinds of coordinated crew techniques used for fireline construction and with at least four additional personnel, construct a fireline utilizing these techniques.

23.68 Describe safety procedures to follow when in an area where retardant/water drops are being made.

23.69 Describe five safety procedures to follow when working around engines, tractor plows, and dozers.

23.70 Demonstrate the proper use of appropriate hand tools during fire suppression activities.

23.71 Demonstrate the construction of a cup trench on a steep slope.

23.72 Describe five ways to communicate with designated personnel.

23.73 Describe a systematic method of locating spot fires.

23.74 Describe four considerations when patrolling a fire.

23.75 Describe frequencies and how they affect radio communications.

23.76 List four elements of proper radio use procedures.

23.77 Transmit a message clearly using proper procedure and language.

23.78 Describe three radio trouble shooting practices used to improve radio reception or transmission.

23.79 Describe precautions and care to protect the radio from damage.

23.80 Describe and demonstrate how to extinguish burning materials by chopping, scraping, and mixing them with soil and water.

23.81 Describe precautions to take when applying water to hot materials and demonstrate proper techniques for doing so.

23.82 Describe a systematic method of mopup and give two reasons for using this method.

23.83 Describe how each of the four senses aid in detecting burning materials.

23.84 Discuss the importance of breaking up and dispersing machine piles and berms adjacent to the control line.

23.85 Demonstrate the technique of cold trailing on a simulated fire perimeter.
23.86 State three factors that determine the amount of additional work required for a water or retardant line.
23.87 Given a constructed control line, strengthen the line to facilitate holding by rearranging and fireproofing fuels adjacent to the line.
23.88 Given a live fire or simulated (flag) fire exercise, the students will be able to:
   a. Demonstrate proper travel procedures en route to and from a fire.
   b. Demonstrate proper use, handling, and maintenance of hand tools.
   c. Construct progressive and leap frog hand line.
   d. Construct simple and progressive hose lays.
   e. Use escape routes to promptly retreat to a safety zone.
   f. Participate in an "after action review."
23.89 Identify the wildland/urban interface watch out situations.
23.90 Identify personnel safety concerns in wildland/urban interface fires.

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24.0 Building Construction and Structural Collapse Awareness:

24.01 Describe the effects of fire and suppression activities on common building materials.
24.02 Describe items to be observed during size-up of a building.
24.03 Describe building conditions that create additional risk in construction, renovation, and demolition.
24.04 Recognize the different building loads, their definitions and examples of each.
24.05 Define tension, compression, bending or shear forces.
24.06 Recognize an example of tension, compression, bending or shear forces.
24.07 Given a building material, identify whether it is ductile and brittle.
24.08 Describe the difference between elastic and plasticity in building materials.
24.09 Describe the purpose of a factor of safety in building design.
24.10 Given the term yield point, ultimate strength or yield stress, describe the term.
24.11 Given an example of a load being transferred throughout a structure, identify whether the example is an axial, eccentric or torsional load.
24.12 Describe the composition of vertical load systems within structures.
24.13 Describe or identify a Shear wall/Box system and Frame System.
24.14 Describe the purpose of Diagonal Bracing and Structural Redundancy.
24.15 Recognize the factors that determine the strength of wood, concrete and steel.
24.16 Recall the temperature at which steel loses strength and softens.
24.17 Given the terms, differentiate between Reinforced Concrete, Pre-tensioned Concrete and or Post-tensioned Concrete.
24.18 Identify the characteristics of wood construction.
24.19 Identify the characteristics of braced steel frame and light metal frame buildings.
24.20 Identify the characteristics of steel frame construction with cast-in-place walls.
24.21 Identify the characteristics of concrete shear wall buildings.
24.22 Identify the characteristics of concrete /steel walls with unreinforced masonry infill walls.
24.23 Identify the characteristics of tilt-up concrete wall buildings.
24.24 Identify the characteristics of precast concrete frame buildings.
24.25 Identify the characteristics of unreinforced masonry.

24.26   Identify the characteristics of reinforced masonry buildings.
24.27   Given an earthquake of a specified magnitude, use the Minus 1x10 Rule of
          Thumb to estimate the type and quantity of after shocks to expect.
24.28   Define earthquake horizontal, shear, and moment forces.
24.29   Recognize the difference between Building Resonance & Natural Frequency.
24.30   Describe and locate Dynamic wind dampers.
24.31   List when wind loading becomes a factor in collapse shoring.
24.32   Differentiate between high and low explosives.
24.33   Identify the building damaging energy of an explosion.
24.34   Recognize the differences between an internal and external building explosion in
          terms of building damage.
24.35   Describe the building damaging energy of a flood.
24.36   Describe why most building collapses occur.
24.37   Given a collapse or structural instability condition, recognize the inadequacy,
          failure or collapse.
24.38   Given the basic building type, recognize the collapse pattern associated with that
          building type.
24.39   Recognize the four (4) problems of building collapse hazard identification.
24.40   Recognize the three (3) types of hazards found in collapsed structures.
24.41   Recognize the four (4) components of a building hazard assessment.
24.42   Recall when mitigation activities can commence.
24.43   Recognize the primary rule of collapse shoring operations.
24.44   Given a specialized structural monitoring device, recognize how it is utilized.
24.45   Describe Void Space Rescue.
24.46   Describe Structural Triage in terms of: when should it be accomplished, who
          should do it, and how much time should be spent per building.
24.47   Recognize the number of members and function of the Search and Recon.
          Team.
24.48   Recognize what a Hasty Search is and who typically conducts it.
24.49   Given a drawing of a Marking system, match it to a Structural Hazard Evaluation,
          Search and Rescue Assessment or Victim Marking system.
24.50   Recognize the full name for the acronym USAR.
24.51   Recognize the basic approach to USAR (five components).
24.52   Recognize when Search and Rescue (SAR) activities begin.
24.53   Identify the basic four (4) phases of search and rescue within collapsed buildings.
24.54   Identify the three (3) components of a basic search and rescue plan.
24.55   Given the type of building, recognize the type search that is conducted.
24.56   Given the type of building, recognize the dangers facing rescuers.
24.57   Given the type of building, recognize the methods of victim access that can be
          expected.
24.58   Given a list of equipment, identify which is typically used for search.

25.0   Rescue and Extrication;

25.01   Discuss maintaining emergency power and lighting equipment.
25.02   Describe the different cleaning methods suitable for power plants, power tools
          and lighting equipment.
25.03   Describe characteristics of hydraulic rescue tools.
25.04   Describe characteristics of non-hydraulic rescue tools.
25.05   Explain the difference between traumatic and non-traumatic disentanglement
          (take apart versus rip apart).

25.06 Identify the advantages and disadvantages of hand, electric, hydraulic and pneumatic tools/extrication equipment.

25.07 Discuss cribbing for rescue operations.

25.08 Describe the characteristics of pneumatic tools.

25.09 Discuss lifting/pulling tools used in rescue operations.

25.10 Given five (5) tools from a selection of hand, electric, hydraulic and pneumatic forcible entry and or rescue tools for disassembly, cutting, pulling, lifting, separating, demonstrate the safe operation and handling of the tools wearing protective equipment appropriate for the tool.

25.11 Explain the size-up process for a vehicle incident.

25.12 Describe the fire department's role at a vehicle accident.

25.13 Describe the process of scene assessment and extrication size-up.

25.14 Describe items to look for when assessing the need for extrication activities.

25.15 Given a graphic of a vehicle, identify the points of strength and weakness in auto body construction.

25.16 Explain the difference between traumatic and non-traumatic disentanglement (take apart versus rip apart).

25.17 Explain the value of the Holmatro (or similar) vehicle extrication book from a safety perspective.

25.18 Discuss stabilizing vehicles involved in a vehicle incident.

25.19 Given cribbing/shoring material, extrication equipment, protective equipment appropriate for the operation, and as part of a team, stabilize a vehicle (with safety systems neutralized) for extrication right side up, on its side and on its roof using cribbing, cribbing/pneumatic, cribbing/hydraulic, cribbing/hand jacks.

25.20 List the three methods of gaining access to victims in vehicles.

25.21 List the most common hazards associated with wrecked passenger vehicles.

25.22 Identify at least five (5) dangers associated with vehicle components and systems.

25.23 Identify at least three (3) dangers unique to each of the following: Propane, Hydrogen and Hybrid Gas/electric fueled vehicles.

25.24 Explain the dangers associated with Supplemental Restraint Systems (SRS) and Side-Impact Protection Systems (SIPS).

25.25 Given a vehicle with air bag systems, describe the dangers the systems present and explain how to recognize, disarm or neutralize the airbags.

25.26 Given a simulated crash scene with PPE and as part of a crew, assess and neutralize any vehicle systems that might pose a threat to the operations.

25.27 Describe basic actions taken for patient management.

25.28 Describe patient removal.

25.29 Describe laminated safety glass and tempered glass.

25.30 Discuss removing glass from vehicles.

25.31 Explain considerations when removing vehicle roof and doors.

25.32 Describe common patterns of structural collapse.

25.33 Describe the most common means of locating hidden victims in a structural collapse. (NFPA® 1001, 6.4.1).

25.34 Describe structural collapse hazards.

25.35 Describe shoring.

25.36 Discuss technical rescue incidents.

25.37 Describe the firefighter's role at a special rescue operation.

25.38 Identify hazards associated with special rescue operations.

25.39 Recognize both the types and uses for rescue tools.

25.40 Explain the intent of safe rescue practices.

25.41 Explain the goals of special rescue teams.

25.42 Service and maintain portable power plants and lighting equipment.

25.43 Given a cleaning solvent and its directions for use, describe how to correctly use it.

25.44 Given equipment to maintain, manufacturer instructions/AHJ guidelines for its maintenance, and an assignment, describe how to perform the maintenance.

25.45 Operate power plants, power tools, and lighting equipment.

25.46 Given the procedures for documenting the cleaning and maintenance of equipment, equipment to clean or maintain, necessary supplies and safety gear and an assignment, complete the assignment and document in accordance with procedure.

25.47 Given the procedures for reporting problems found with equipment during maintenance and problems found, report the problem in accordance with procedure and take such action as required.

25.48 Complete the recording and reporting procedures in accordance with AHJ requirements.

25.49 Extricate a victim trapped in a motor vehicle.

25.50 Given several simulated crash vehicles with simulated patients to be extricated, stabilized right side up, on their side and on their roof, with PPE and as part of a team, assess the vehicle for extrication, a choose and apply appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard using hand, electric, hydraulic and pneumatic tools and equipment.

25.51 Assist rescue teams.

25.52 Given a selection of rescue tools and an assignment to bring a specified rescue tool to the tool staging area, identify the tool correctly and carry it safely to complete the assignment wearing PPE as appropriate.

25.53 Given a simulated rescue team situation, and the assignment to secure the area, establish public barriers utilizing such existing/natural barriers and such rope, cones, tape, etc as needed to identify the area as entry prohibited.

26.0 Water Supply:

26.01 Identify and explain the four (4) fundamental components of a modern water system.

26.02 Identify the following parts of a water distribution system:
   a. Distributors
   b. Primary feeders
   c. Secondary feeders

26.03 Identify the following types of main water valves:
   a. Indicating
   b. Non-indicating
   c. Post indicator
   d. Outside screw and yoke

26.04 Define the following water distribution terms:
   a. Normal operating pressure
   b. Residual pressure
   c. Flow pressure
   d. Static pressure

27.0 Fire Hose:

27.01   Explain service testing fire hose.
27.02   Identify the correct procedures for safely conducting hose service testing.
27.03   Discuss test site preparation for service testing fire hose.
27.04   List equipment necessary to service test fire hose.
27.05   Explain the service test procedure.
27.06   List the indicators that require a hose be removed from service.
27.07   Given various size hose to test, equipment, safety equipment and an assignment, test the hose.
27.08   Given AHJ hose test records, record the hose test results.
27.09   Visually differentiate between hose that has passed test, and hose that failed.

28.0   Fire Streams:

28.01   Describe the suppression characteristics of fire fighting foam.
28.02   List the methods by which foam prevents or controls a hazard.
28.03   Define terms associated with types of foam and the foam-making process.
28.04   Define drain time, foam concentrate, foam solution, finished foam, boil over,
28.05   Discuss how foam is generated.
28.06   Discuss foam concentrates.
28.07   Identify the concentrates that work on hydrocarbon and polar solvent fires.
28.08   Describe the characteristics of fire-fighting foams.
28.09   Describe the uses of fire-fighting foams.
28.10   Describe the limitations of fire-fighting foams.
28.11   Differentiate between hydrocarbon and polar solvent fuels.
28.12   Describe methods by which foam may be proportioned.
28.13   Discuss foam proportioners.
28.14   Discuss foam delivery devices.
28.15   List the advantages of using fog nozzles versus foam nozzles for foam application.
28.16   List the disadvantages of using fog nozzles versus foam nozzles for foam application.
28.17   List reasons for failure to generate foam or for generating poor-quality foam.
28.18   Identify the causes of poor foam generation.
28.19   Describe the corrective measures that can be taken to correct poor foam generation.
28.20   Describe foam application techniques.
28.21   Describe the reaction between hot metal and applied AFFF finished foam.
28.22   List the disadvantages of improper application or insufficient finished foam flow upon a fire.
28.23   Given specified type foam, a quantity of foam concentrate and a fire stream flow, calculate the amount of discharge time for finished foam.
28.24   Given specified simulated finished foam, the appropriate equipment, apparatus, PPE and as part of a team, demonstrate the various foam application techniques for the specified foam.
28.25   Given an AHJ foam system, demonstrate the proper foam application technique.
28.26   Discuss hazards associated with foam concentrates.
28.27   Describe the methods to reduce or avoid hazards.
28.28   Place a foam line in service — In-line eductor.
28.29   Given the necessary tools, equipment, apparatus, PPE, and a specified foam concentrate, set up and prepare to commence applying finished foam.

28.30   Given a simulated spill situation, specified simulated finished foam, the appropriate equipment, apparatus, PPE and as part of a team, approach and retreat from spills as part of a coordinated team.

28.31   Given an AHJ foam system, select the correct nozzle and such fittings as necessary to flow finished foam.

29.0   Fire Control:

29.01   Summarize considerations for hoseline selection.
29.02   Discuss stream selection.
29.03   Discuss suppressing Class B fires.
29.04   Describe the characteristics of pressurized flammable gases.
29.05   Describe the effects of a boiling liquid expanding vapor explosion (BLEVE).
29.06   Given a scenario, identify safe havens before approaching flammable gas cylinder fires.
29.07   Explain why bulk transport vehicle fires are difficult incidents.
29.08   Discuss control of gas utilities.
29.09   Describe the characteristics of pressurized flammable gases.
29.10   Identify the four (4) basic action plans for flammable gas fires.
29.11   Discuss command at structural fires.
29.12   Extinguish an ignitable liquid fire.
29.13   Given a team, an ignitable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.
29.14   Given a 100 SF minimum class B combustible liquid fire, a team, PPE including SCBA, hand lines and an assignment, size up, deploy and extinguish the fire.
29.15   Given a 100 SF minimum class B Flammable liquid fire, a team, PPE including SCBA, foam lines and an assignment, size up, set up, deploy and extinguish the fire.
29.16   Control a pressurized flammable gas container fire
29.17   Given a 100 SF minimum class B fire with both horizontal and vertical components, a team, PPE including SCBA, foam lines, 30 lb. extinguishers and an assignment, size up, set up, deploy and extinguish the horizontal component with foam and the vertical with dry chemical.
29.18   Establish Incident Command and coordinate interior attack of a structure fire.
29.19   Given a live fire scenario and an assignment, assemble and outfit a team and accomplish the assignment maintaining communications, accountability and control.
29.20   Given a scenario, establish command and provide the required information to dispatch.
29.21   Given a scenario, transfer command and provide the required information to the person assuming command.
29.22   Perform assigned duties in conformance with applicable NFPA, safety regulations and AHJ procedures.
29.23   Define the role of a Fire Fighter II as defined by the state of Florida.
29.24   Given a scenario that may or may not require establishment of command, determine if command is needed.
29.25   Given a scenario that requires establishment of command, organize and coordinate an incident management system until command is transferred.
29.26   Given a scenario, a FOG manual and an assignment within the incident management system, describe the function.

29.27 Given a class of fire, list in the order from best to least, the methods of extinguishment.

29.28 Given a class of fire and given a selection of dangers, select the greatest danger presented by the class of fire selected.

29.29 Given a specific hose deployment configuration and a selection of appliances and adaptors, select the appropriate appliances(s) and adaptor(s) needed.

29.30 Given a fire simulation or case study, identify the appropriate Search and Rescue effort.

29.31 Given a fire simulation or case study and a selected ventilation procedure, list the advantages and disadvantages of the selected procedure.

29.32 Given a type structure and the fire location in that structure, identify appropriate fire suppression approaches and practices.

29.33 Given a structure fire with an entry barrier and a selected method of gaining access, identify the tools necessary to accomplish the assignment.

29.34 Given a fire simulation in a residential or commercial structure and an on-scene report, select the appropriate nozzle and hose for fire control.

29.35 Define a high rise structure.

29.36 Describe the manpower requirements for high rise fires.

29.37 List five (5) challenges and five (5) dangers associated with high rise fires.

29.38 Describe the proper usage of elevators in high rise fires.

29.39 List at least two (2) radio communication issues and ways to overcome them.

29.40 Read and evaluate case studies to best control a fire.

29.41 List the sequence of search priorities and identify its basis.

29.42 Describe the advantages and disadvantages of evacuation versus protecting in place in rescue.

29.43 Define "area of refuge".

29.44 Given a selection of equipment and an assignment, assemble a high rise pack. Ready it for deployment and use.

29.45 Given a simulated high rise fire on a specified floor, full PPE, an assignment and as part of a team, advance a high rise pack and such tools as would be needed, set up, connect to the standpipe and initiate an interior attack with rescue and ventilation components.

29.46 Given a team, an ignitable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.

29.47 Given a team, a flammable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.

29.48 Given a team, a flammable liquid and gas scenario, protective equipment, dry chem extinguishers and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.

29.49 Describe the differences with regard to time and temperature between the heat build up in vented and non-vented spaces.

29.50 Describe the concept of thermal layering.

29.51 Given a stage of fire in a confined/non-vented space, identify the correct hose stream application to minimize damage to the thermal layer and effect extinguishment.

29.52 List at least three (3) examples of confined/non-vented enclosures.

29.53 Given a live fire scenario for a specified level of fire (attic, grade level, upper levels, or basement), an extinguishment assignment, a hose team, PPE and

equipment, deploy the appropriate hose load and apply the appropriate attack technique.

29.54 Given a live fire scenario, demonstrate the ability to evaluate and forecast a fire's growth and development.

29.55 Given a live fire scenario, a team and a forcible entry assignment, select tools for forcible entry and accomplish the assignment.

29.56 Incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts.

29.57 Determine developing hazardous building or fire conditions.

29.58 Given a live vehicle fire scenario, an extinguishment assignment, a hose team, PPE and equipment, select the appropriate hose load and apply the appropriate attack technique.

29.59 Given a live outdoor (dumpster or piles) fire scenario, an extinguishment assignment, a hose team, PPE and equipment, select the appropriate hose load and apply the appropriate attack technique.

29.60 Explain the characteristics of flammable liquids and gases that make these products a hazard.

29.61 Identify the fire fighting techniques employed in combating fires involving flammable liquids.

29.62 Identify the fire fighting techniques employed in combating fires involving flammable gases.

29.63 Explain the characteristics of flammable liquids and gases that make these products a hazard

30.0 Fire Detection, Alarm, and Suppression Systems:

30.01 Describe types of heat detectors.
30.02 Explain the basic operation and types of fire detection systems.
30.03 Describe types of smoke detectors/alarms.
30.04 Explain how flame detectors and fire-gas detectors operate.
30.05 Discuss combination detectors and indicating devices.
30.06 Describe types of automatic alarm systems.
30.07 Discuss supervising fire alarm systems and auxiliary services.
30.08 Describe the operation of an automatic fire sprinkler system.
30.09 Explain the basic operation and types of suppression systems.
30.10 Discuss water supply for sprinkler systems.
30.11 Describe major applications of sprinkler systems.

31.0 Protecting Fire Scene Evidence:

31.01 The role and relationship of Firefighter IIs, in fire investigations.
31.02 The role and relationship of Criminal Investigators in fire investigations.
31.03 The role and relationship of Insurance Investigators in fire investigations.
31.04 List the methods utilized to assess origin and cause.
31.05 List the types of evidence that may be used in fire cause determination.
31.06 Given a fire scene simulation or visual representations, locate the fire's area of origin.
31.07 Explain how legal considerations affect firefighters during operations that may involve incendiary evidence.
31.08 The effects and problems associated with removing property or evidence from the scene.

31.09 Given a fire scene simulation, equipment, an assignment and identified evidence, properly protect the evidence.
31.10 Describe at least 3 means of protecting potential fire cause evidence.
31.11 Given a fire scene simulation or visual representations of the fire's area of origin, identify the possible cause(s).

32.0   Fire Department Communications:

32.01 Recall SOPs for alarm assignments and fire department radio communication procedures.
32.02 Discuss calls for additional resources and emergency radio traffic.
32.03 Recall MAYDAY procedures.
32.04 Define MAYDAY communications.
32.05 List the conditions when MAYDAY communications should be initiated.
32.06 Describe the procedure for actions to be taken upon receiving a MAYDAY communication.
32.07 Explain the impact of MAYDAY communications on firefighter survival.
32.08 Given a fire ground scenario and a simulated need to enact MAYDAY communications, initiate MAYDAY procedures.
32.09 Given a fire ground scenario and receipt of a simulated MAYDAY communications, take such action and communicate as predicated by IMS position.
32.10 Discuss evacuation signals and personnel accountability reports.
32.11 Demonstrate the procedures to follow when PAR is called.
32.12 Summarize the information in incident reports.
32.13 List at least 5 content requirements for a basic incident report
32.14 List the purposes and usefulness of accurate reports.
32.15 List the consequences of inaccurate reports.
32.16 Given the requirement to complete an incident report, describe how to obtain necessary information, and required coding procedures.
32.17 Given the details of an incident, complete a basic incident report using the correct codes and proof the report for accuracy.
32.18 Given AHJ computers or other equipment necessary to complete reports, demonstrate the ability to utilize them in completion of a basic incident report including a narrative.
32.19 Demonstrate the ability to operate fire department communications equipment as part of fire ground operations and IMS.
32.20 Given a fire ground scenario, a team in your charge and a need for assistance, communicate the need, given AHJ communications equipment and standard operating procedures, so that the supervisor is consistently informed of team needs, SOPs are followed, and the assignment is accomplished safely.

33.0   Fire Prevention and Public Education:

33.01 Describe a survey and an inspection.
33.02 Discuss the fire prevention activities of reviewing community data and code enforcement.
33.03 Given AHJ SOPs, identify those relating to fire prevention, life safety and education.
33.04 Explain the importance of inspection and public fire education programs to fire department public relations and the community.

33.05   Summarize common fuel and heat-source hazards.
33.06   Discuss common fire hazards and why they increase the likelihood of a fire.
33.07   List five (5) common causes of fire and at least one (1) remedy for each cause.
33.08   Summarize special fire hazards in commercial, manufacturing, and public-assembly occupancies.
33.09   Summarize target hazard properties.
33.10   Discuss personal requirements and equipment requirements for conducting inspections.
33.11   Recognize the common symbols used in diagramming construction features, utilities, hazards, and fire protection systems.
33.12   Discuss scheduling and conducting fire inspections.
33.13   Given pictures or graphics of various fire suppression and detection systems components, identify the system and the component.
33.14   Given a structure or visuals of a structure with hazards and special considerations, identify the hazards and or special considerations that should be added to pre-incident sketch.
33.15   Given pre-incident forms and directions, complete all forms in accordance with the directions.
33.16   Explain the importance of a fire safety survey to the community.
33.17   Explain how a preincident planning survey is conducted.
33.18   Explain the importance of accurate diagrams in pre-incident surveys.
33.19   List the basic components of a pre-incident survey and form completion.
33.20   Explain the purpose of a residential fire safety survey.
33.21   Summarize guidelines for conducting residential fire safety surveys.
33.22   Given a residential structure or pictorial representation of a residential structure with at least ten (10) fire and/or life safety hazards, identify at least seven (7) of the hazards.
33.23   Describe the referral procedures for an AHJ regarding survey deficiencies or requests for assistance.
33.24   Given findings from a survey, demonstrate communicating preapproved recommendations to the occupants.
33.25   Given an AHJ attendance sheet and instructions, document a public education presentation.
33.26   Summarize common causes of residential fires.
33.27   Summarize items to address when conducting residential fire safety surveys.
33.28   Discuss general considerations for the preparation and delivery of fire and life safety information.
33.29   Explain the basic concepts of presenting public fire safety information.
33.30   List four (4) parts of public education informational materials.
33.31   Given public fire safety informational materials, explain how to use them.
33.32   Discuss presenting fire and life safety education for adults.
33.33   Given a program to present, the AHJ forms required for documentation, directions for form completion, an identified audience and an incident requiring notation, complete the forms and document the incident.
33.34   Discuss presenting fire and life-safety information for young children.
33.35   Discuss fire and life-safety presentation topics.
33.36   Given an identified audience, an assignment and the reference materials, present info on how to stop, drop and roll when your clothing is on fire.
33.37   Discuss fire station tours.
33.38   Given AHJ SOPS for conducting station tours, describe key safety and presentation points when giving fire station tours.

33.39 Prepare a pre-incident survey.
33.40 Given a structure, procedures, equipment, a partner and an assignment, perform a pre-incident survey. This survey will include of the Sketch the site, buildings, and special features.
33.41 Given an AHJ survey form and directions for correct completion, conduct a residential survey and complete the form.
33.42 Given findings from a survey and an AHJ list of preapproved recommendations, match the findings to the correct recommendations
33.43 Make a fire and life safety presentation.
33.44 Present a prepared program to an identified audience, given a lesson plan, an assignment, time allotment, and instructional materials for one of the following topics:
   a. Crawl low in smoke
   b. Escape planning
   c. Alerting others
   d. Calling the fire department
   e. Fire station tour
   f. Residential smoke detector placement and maintenance
33.45 Conduct a fire station tour.

34.0 Flammable Gas Control:

34.01 Describe the differences between refrigerated and pressurized gas storage.
34.02 Define and apply the following terms – Flammable range, UEL, LEL, specific gravity, vapor pressure, flash point, BTU, Mercaptan, cryogenic, Auto-ignition Temperature, Boiling Point.
34.03 Given the UEL, LEL, specific gravity, vapor pressure, flashpoint, boiling point and auto-ignition temperature of several unnamed gases, select the highest danger based upon the characteristics.
34.04 Given a cut-away of a gas cylinder, identify the major components.
34.05 Describe the effects of heat and pressure on closed cylinders.
34.06 Recognize the characteristics of Natural Gas and Propane fires.
34.07 Describe the signs of impending boiling liquid expanding vapor explosion (BLEVE).
34.08 List at least 3 methods of identifying cylinder contents.
34.09 Define the term safe haven.
34.10 Describe water stream usage and demands for pressurized cylinder fires.
34.11 Given a scenario with a premature flame extinguishment, select the best operational option.
34.12 Identify the types of valves used in pressurized gas containers and their operation.
34.13 Given a flammable gas scenario with various hazards, select the best course of action.
34.14 Given a flammable gas scenario with an action plan of cutting out a valve, identify conditions that would require retreating.
34.15 Given a flammable gas scenario with an action plan to secure the product, identify alternatives to "going in".
34.16 Describe the safest method of approaching a closed container on fire – there is none.
34.17 Given a scenario, select the proper nozzle pattern and optimum location for application and safety.

34.18   Given a team, full PPE, hose line and nozzle, demonstrate advancing towards a simulated gas fire and retreating.

34.19   Given a team, full PPE, 2 hose lines with nozzles, various equipment (ladders, webbing, haligan, electric fans, etc) normally carried on an engine and an assignment, create an unmanned hose line to cover a designated target while a second team provides cover for those so engaged.

34.20   Given various size hose lines and monitors, demonstrate various techniques for water application including a broken stream.

34.21   Given a flammable gas fire in liquid state, a team, a hose line/nozzle and an assignment to extinguish, extinguish the fire coordinating a dry-chem with water stream attack.

34.22   Given a flammable gas fire in vapor state, a team, a hose line/nozzle and an assignment to extinguish, extinguish the fire coordinating a dry-chem with water stream attack.

34.23   Conduct operations against twin 100's, a 420 in the upright and fallen over positions, a BBQ grill and a pipeline valve cutout in both liquid and vapor sides.

34.24   Given a cylinder and a situation, assess the cylinder integrity/changing cylinder conditions and formulate appropriate actions.

34.25   Demonstrate a valve cut out approach and retreat on a simulated pipeline valve.

34.26   Choose effective procedures when conditions change.

34.27   Using non-flammable compressed gas such as nitrogen, having dry-chem, a hose line, a gas cylinder with a failed valve with a supply line from that tank/pipeline, tools, a team, full PPE and an assignment, crimp the line to secure the flow.

35.0   Florida Fire Chiefs Statewide Emergency Response Plan:

35.01   Describe the purpose of the SERP.

35.02   Identify the Florida Statute that establishes a structure for disaster management.

35.03   Recall the number of regional response areas.

35.04   Differentiate between a type I and II pumper.

35.05   Identify the Agency responsible for Fire/Search and Rescue Emergency Support Functions.

35.06   Identify the training required for firefighters and company officers.

36.0   Thermal Imaging – (TIC):

36.01   Describe the operating principle and limitations of TICs.

36.02   List the advantages and disadvantages of using TICs.

36.03   Define the term intrinsically safe and explain its application with reference to TICs.

36.04   Utilize to identify hotspots.

36.05   Utilize as member of a team in simulated smoke and fire condition.

36.06   Utilize as a member of a team in fire and smoke condition.

36.07   Given simulated smoke and fire conditions and a TIC failure, take action to maintain team safety as either operator or team leader.

36.08   Given a specific brand of TIC, manufacturers' instructions, AHJ maintenance procedures and such tools, cleaning materials as specified, conduct a service check and maintenance of the unit to including battery and screen. Document this service in writing as directed.

37.0   Positive Pressure Ventilation:

      37.01   Explain the concept of PPV.
      37.02   Explain the requirements for setting up a PPV fan(s) for proper operation.
      37.03   Describe the advantages, disadvantages and safety issues regarding the use of PPV.
      37.04   Describe the vent openings required for PPV operations.
      37.05   Describe how PPV may be used in support of offensive operations.
      37.06   Describe how PPV may be used in support of defensive operations.
      37.07   Explain the difference in operating PPV fans in series or parallel.
      37.08   Given a smoked out structure, utilize a PPV fan with proper ventilation to clear out the smoke.
      37.09   Demonstrate offensive use of PPV on a live fire scenario.
      37.10   Demonstrate defensive use of PPV on a live fire scenario.
      37.11   Given an active smoke generator in the tower, demonstrate utilizing PPV to pressurize the stairwell.

38.0   Engine Company Evolutions:

      38.01   Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
      38.02   Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.
      38.03   Demonstrate master stream deployment.
      38.04   Describe and demonstrate positions and functions.
      38.05   Describe and demonstrate coordinating attack and ventilation.
      38.06   Describe integrating pre-plans with tactical safety.
      38.07   Stability of structures exposed to heat.
      38.08   Describe and demonstrate reading smoke.
      38.09   Describe hose team leader position (not on the nozzle).
      38.10   Demonstrate communications – observation, emergency.
      38.11   Demonstrate situational awareness – crew, environment, safe haven, rescue vs. recovery.
      38.12   Describe water supply for attack, for defense.
      38.13   Describe risk versus gain.
      38.14   Discuss a case history.
      38.15   Demonstrate skill during an evolutions.

39.0   Ladder Company Evolutions:

      39.01   Describe the elements of a personal accountability system and demonstrate   the application of the system at an incident.
      39.02   Describe and demonstrate forcible entry.
      39.03   Describe and demonstrate vertical ventilation, PPV deployment and use.
      39.04   Demonstrate derial deployment and operations – climb, dismount, mount, operate hose lines as appropriate, operate all tools, assist in set-up.
      39.05   Describe and demonstrate search and rescue.
      39.06   Describe and demonstrate roof ops.
      39.07   Describe safe haven.
      39.08   Describe and demonstrate emergency procedures – aerial failure.
      39.09   Describe electrical hazards.

39.10 Describe 2nd egress for interior crews.
39.11 Describe and demonstrate situational awareness – scene security.
39.12 Roof stability, when to be, when not to be.
39.13 Risk versus gain.
39.14 Tactical use and dangers of elevated master streams.
39.15 Discuss a case history.

40.0 <u>Company Evolutions - Combined Operations:</u>

40.01 Structure fire, eng/ladder response – each Fire Fighter I filling a position on both the engine and the ladder.
40.02 Given a fully equipped engine, ladder, a crew of 3 plus an instructor/officer for each, and a live fire scenario; respond to and perform such skills as necessary to mitigate the situation.
40.03 Utilize Mayday communications in simulated emergency.
40.04 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.

41.0 <u>Air monitoring – CO, LEL, Oxygen – SCBA:</u>

41.01 Gas monitors are a tool for determining the safety of an area with regard to specific products. They are much better than nothing at all in determining the safety of an atmosphere, post –fire.
41.02 Conditions for SCBA removal- maximum permissible level for removal.
41.03 Dangers not indicated by traditional air monitors – pockets, stagnant air, off gas from impregnated metals, cyanide.
41.04 Entry requirements prior to determination of breathable atmosphere.
41.05 Limiting access based upon findings and who must comply.

42.0 <u>New Challenges:</u>

42.01 Strengthened/mold resistant sheet rock – differences standard to strengthened, fire resistance, ability to breach/remove.
42.02 National Gypsum Hi-Impact 8000 – layer of Lexan – see http://www.lapeercofireassoc.org/files/ReinforcedDrywall.pdf.
42.03 Fighting fire in non-vented spaces – GPS – Gallons per Second Theory, decision to enter, maintaining thermal balance.
42.04 Venting facilities with Lexan – Properties of Lexan (GE trade name) how to remove, cause failure, being introduced for use in car side windows.
42.05 Difference between acrylic (Plexiglas) and polycarbonate (Lexan) Lexan 30X stronger than Plexiglas.
42.06 Storm windows, doors, systems – various storm protection systems – plywood, corrugated metal, roll ups, reinforced garages. How to gain entry, decision to enter versus exterior operations.
42.07 Styrofoam in buildings including full and partial construction (Styrofoam parapets).
42.08 Marshield lead lined gypsum, doors, bricks, etc for radiation protection applications.
42.09 Magnetic Resonance Imaging – (MRI) – dangers.
42.10 Hydrogen Cyanide as a major byproduct of combustion.
42.11 Tilt-wall construction challenges.

42.12   R-85 FUELS.

43.0   Firefighter Safety and Survival:

43.01   Orientation.
43.02   Introduction
43.03   Case studies.
43.04   Orientation of skill stations.
43.05   Proactive tasks of RIT.
43.06   Identify the differences between the operations and technician levels.
43.07   Describe operations level activities and technician level activities.
43.08   Define stress inoculation and how it applies to RIT/Safety and Survival.
43.09   Identify how to locate a downed firefighter, assess the firefighter's condition and the environment.
43.10   Demonstrate how to provide an emergency air supply.
43.11   Describe the steps to call for additional resources.
43.12   Demonstrate how to start the rescue effort.
43.13   Identify the five objectives of RIT.
43.14   Define "Hormonal Mediated Tachycardia" and how it affects firefighter survival.
43.15   Explain the meaning of surveillance and reconnaissance as they pertain to the fire building and suppression activities.
43.16   Explain proactive behaviors that RIT can accomplish.
43.17   Explain and identify how RIT can provide a means of egress from a fire building.
43.18   Explain how time can affect RIT operations.
43.19   Explain the environment often encountered by RIT.
43.20   Identify possible resources for RIT operations.
43.21   Identify RIT positions and responsibilities.
43.22   Identify RIT team positions and their responsibilities to include: Rescue Sector Officer RIT Leader, RIT members.
43.23   Identify concepts behind risk management on the fire ground.
43.24   Identify and describe RIT tools and equipment.
43.25   Define the acronym ESCAPE.
43.26   Discuss and demonstrate the mule kick technique of breeching walls.
43.27   Discuss and demonstrate breeching 2x4 drywall walls, concrete block and/or brick.
43.28   Define the procedures for a window escape.
43.29   Demonstrate Straddle and Hang.
43.30   Demonstrate Hang and Drop.
43.31   Describe the procedure for a ladder bail out.
43.32   Describe the procedures for a rope bail out.
43.33   Describe the procedures for a hose slide.
43.34   Describe the procedures for a drywall ladder climb.
43.35   Define the acronym CAN as it pertains to a RIT radio report.
43.36   Packaging Drags.
43.37   Up/Down Stairs.
43.38   Denver Drill – Tight space rescue.
43.39   High Anchor.
43.40   Conventional window Lifts.
43.41   Nance drill – Below floor rescue.
43.42   Entanglement.
43.43   Headfirst Ladder Slide.

43.44 Wall Breaching.
43.45 Reading Couplings.
43.46 Scenarios – application of skills and knowledge acquired to include MAYDAY communication.

Course Number: FFP0360 (Includes FFP 1301, FFP 1302)
Occupational Completion Point: C
Fire Apparatus Operator (Pump Operator) – 80 Hours – SOC Code 53-3099

44.0 Demonstrate knowledge of fire department organization, procedures and responsibilities--The student will be able to:

44.01 Describe the organization of the fire department.
44.02 Explain the Firefighter I's role as a member of the organization.
44.03 Explain the Firefighter II's role as a member of the organization.
44.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
44.05 Explain the mission of the fire service and of the local fire department.
44.06 Explain the function of a standard operating procedure.
44.07 Explain the fire department rules and regulations that apply to the position of firefighter.
44.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.
44.09 Explain the role of other agencies that may respond to emergencies.
44.10 Describe the components of a member assistance program.

45.0 Use fire alarms and communications equipment--The student will be able to:

45.01 Define the procedure for a citizen to report a fire or other emergency.
45.02 Demonstrate action taken upon receipt of an alarm or report of an emergency.
45.03 Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
45.04 Identify procedures required for receipt and processing of business and personal calls.
45.05 Define and demonstrate prescribed fire department radio procedures, including:
   a. Routine traffic,
   b. Emergency traffic,
   c. Emergency evacuation signals, and
45.06 Demonstrate both mobile and portable radio equipment.

46.0 Demonstrate knowledge of fire behavior--The student will be able to:

46.01 Define fire.
46.02 Define the fire triangle and tetrahedron.
46.03 Identify two chemical, mechanical, and electrical energy heat sources.
46.04 Recognize the following conditions and explain their associated hazards and appropriate actions:
   a. Incident fire
   b. Rollover
   c. Hot smoldering fire
   d. Flashover

      e.   Steady state
      f.   Back draft
46.05 Define the three methods of heat transfer.
46.06 Define the three physical stages of matter in which fuels are commonly found.
46.07 Define the hazard of finely divided fuels as they relate to the combustion process.
46.08 Define flash point, fire point, and ignition temperature.
46.09 Define concentrations of oxygen in air as it affects combustion and life safety.
46.10 Identify three products of combustion commonly found in structural fires that create a life hazard.
46.11 Define the following units of heat measurement:
      a.   British Thermal Unit (BTU)
      b.   Fahrenheit (°F)
      c.   Celsius (°C)
      d.   Calorie (C)
46.12 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

47.0   Use portable fire extinguishers--The student will be able to:

47.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
47.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
47.03 Define the portable extinguisher rating system.
47.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.

48.0   Personal protective equipment--The student will be able to:

48.01 Demonstrate the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
48.02 Identify the physical requirements of the wearer of the SCBA.
48.03 Identify the limitations of the SCBA.
48.04 Identify the safety features of all types of self-contained breathing apparatus.
48.05 Demonstrate the function of each component of the SCBA.
48.06 Demonstrate that the SCBA is in a safe condition for immediate use.
48.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
48.08 Demonstrate the use of SCBA in conditions of restricted space.
48.09 Demonstrate the following emergency techniques to be used in the event of SCBA failure:
      a.   Use of emergency bypass or purge-valve
      b.   Conservation of air
      c.   Breathing from the breathing tube or regulator in the event of a face piece failure
48.10 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.
48.11 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.
48.12 Identify each of the following articles of protective equipment and describe their uses and limitations:
      a.   Helmet (with shield)

   b. Hood
   c. Boots
   d. Gloves
   e. Turnout or bunker coat
   f. Turnout or bunker pants
   g. SCBA
   h. Personal Alert Safety System (PASS)
   i. Eye protection
48.13 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.
48.14 Demonstrate the donning and doffing of the personal protective equipment listed in 48.10.
48.15 Identify the hazardous environments requiring the use of respiratory protection.
48.16 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
48.17 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
   a. A firefighter with functioning respiratory protection
   b. A firefighter without functioning respiratory protection
   c. A civilian without respiratory protection

49.0   Demonstrate knowledge of fire apparatus--The student will be able to:

   49.01 Identify the function of the following:
      a. Engine company
      b. Truck company
      c. Rescue/Squad company
   49.02 Describe the functions of the following units:
      a. Pumper/Engine
      b. Aerial Apparatus
      c. Mobile Water Supply Apparatus/Tanker
      d. Wildland Fire Apparatus
      e. ARFF – Aircraft Rescue and Fire Fighting
   49.03 Identify special equipment used in the following apparatus:
      a. Rescue
      b. Chemical
      c. Floodlight and power
      d. Air truck

50.0   Use forcible entry equipment--The student will be able to:

   50.01 Identify the materials and construction features of door and window locking devices.
   50.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
   50.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
   50.04 Identify and safely carry at least 1 of the following:
      a. Cutting tool
      b. Prying tool
      c. Pulling tool

       d. Striking tool

50.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.

50.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.

50.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.

50.08 Demonstrate breaking window or door glass and removing obstruction.

51.0   <u>Demonstrate ventilation practices</u>--The student will be able to:

51.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.

51.02 Identify the dangers present and precautions to be taken in performing ventilation.

51.03 Describe the advantages and disadvantages of the following types of ventilation:
       a. Vertical
       b. Horizontal
       c. Trench/strip
       d. Mechanical
       e. Mechanical pressurization
       f. Hydraulic

51.04 Describe the signs, causes, and effects of backdraft explosions.

51.05 Describe the methods or procedures used to prevent backdraft explosions.

51.06 Identify the tools and equipment used during ventilation and demonstrate their use.

51.07 Recognize the characteristics of, and list necessary precautions when, ventilating at least the following roof types:
       a. Flat
       b. Shed
       c. Pitched
       d. Arched

51.08 Demonstrate the integrity of a roof system by sounding.

51.09 Describe how the following factors are used to determine the integrity of a roof system:
       a. Construction
       b. Visual observation
       c. Elapsed time of fire

51.10 Define procedures for the types or ventilation referred to in 51.03.

52.0   <u>Use ropes, tools, and equipment</u>--The student will be able to:

52.01 When given the proper size and amount of rope, demonstrate tying a:
       a. Bowline knot
       b. Clove hitch
       c. Figure of eight on a bight
       d. Figure of eight follow through
       e. Figure of eight stopper knot
       f. Chimney hitch
       g. Becket or sheet bend
       h. Girth hitch

       i.   Overhand safety knot

52.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).

52.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.

52.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.

52.05 Identify the reasons for placing a rope out of service.

52.06 Distinguish between life safety and utility ropes.

53.0   <u>Demonstrate rescue procedures</u>--The student will be able to:

53.01 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.

53.02 Define and demonstrate primary and secondary search procedures under fire conditions:
    a. With a rope or hose
    b. Without a rope or hose

53.03 Don a life safety harness that meets the requirements of NFPA 1983, Standard on Fire Service Life Safety Rope, Harnesses, and Hardware.

53.04 Inspect a life safety harness and identify the conditions that would require its removal from service.

53.05 Identify and demonstrate the use of the following rescue tools:
    a. Cribbing and shoring material
    b. Block and tackle
    c. Hydraulic devices
    d. Pneumatic devices
    e. Ratchet devices

53.06 Demonstrate the following evolutions, which may be required to extricate an entrapped victim of a motor vehicle crash by displacing:
    a. Vehicle roof
    b. Vehicle door
    c. Windshield
    d. Steering wheel
    e. Steering column and dashboard

54.0   <u>Demonstrate safety procedures</u>--The student will be able to:

54.01 Identify dangerous building conditions created by fire.

54.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.

54.03 Explain hazards related to electrical emergencies.

54.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).

54.05 Describe the responsibilities of a firefighter as required by NFPA 1500.

54.06 Demonstrate the procedures for shutting off the gas services to a building.

54.07 Demonstrate the procedures for shutting off electrical service to a building.

54.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.

54.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.

54.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.

54.11 Identify a minimum of three common types of accidents or injuries, and their causes, that occur in the following locations:
   a. Fire ground
   b. Responding and returning
   c. Training
   d. Non-fire emergencies
   e. Other on-duty locations

54.12 Identify safety procedures for ensuring a safe station/facility environment.

54.13 Identify potential long-term consequences of exposure to products of combustion.

55.0 Use ladders--The student will be able to:

55.01 Identify and describe the use of the following types of ladders:
   a. Folding/attic
   b. Roof
   c. Straight/wall
   d. Aerial ladders

55.02 Raise, position, and lower the following types of ground ladders:
   a. 14 ft. single or wall ladder
   b. 24 ft. extension ladder
   c. 35 ft. extension ladder
   d. Attic/folding ladder

55.03 Demonstrate the deployment of a roof ladder on a pitched roof.

55.04 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.

55.05 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.

55.06 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.

55.07 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.

56.0 Use fire hose, nozzles, and appliances--The student will be able to:

56.01 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.

56.02 Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.

56.03 When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper:
   a. Into a structure
   b. Up a ladder to a second floor landing
   c. Up an inside stairway to an upper floor
   d. Up an outside stairway to an upper floor
   e. Down an inside stairway to a lower floor
   f. Down an outside stairway to a lower floor
   g. To an upper floor by hoisting.

56.04 When given the necessary equipment and operating as a member of a team, advance charged attack lines of two different sizes, both which shall be 1 1/2 inch or larger, from a pumper:
    a. Into a structure
    b. Up a ladder to a second floor landing
    c. Up an outside stairway to an upper floor
    d. Up an inside stairway to an upper floor
    e. Down an inside stairway to a lower floor
    f. Down an outside stairway to a lower floor
    g. To an upper floor by hoisting.
56.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
56.06 Demonstrate at least 3 different types of hose loads and finishes.
56.07 Demonstrate three types of hose rolls.
56.08 Demonstrate two types of hose carries.
56.09 Demonstrate coupling and uncoupling of fire hose.
56.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
56.11 Demonstrate the methods for extending a hose line.
56.12 Demonstrate replacing a burst section of hose line.
56.13 Demonstrate a hand lay of 300 feet (90 m) of supply line 1 1/2 inch (65 mm) or larger from a pumper to a water source.

57.0 <u>Use fire streams</u>--The student will be able to:

57.01 Define a fire stream.
57.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
57.03 Define water hammer and at least one method for its prevention.
57.04 Define the following methods of water application:
    a. Direct
    b. Indirect
    c. Combination
57.05 Identify precautions to be followed while advancing hose lines to a fire.
57.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
57.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
57.08 Demonstrate the methods for applying foam.

58.0 <u>Use water supplies</u>--The student will be able to:

58.01 Identify the water distribution system, and other water sources in the local community.
58.02 Identify the following parts of a water distribution system:
    a. Distributors
    b. Primary feeders
    c. Secondary feeders
58.03 Explain the operation of a:
    a. Dry-barrel hydrant
    b. Wet-barrel hydrant

58.04 Define the following:
    a. Normal operating pressure of a water distribution system
    b. Residual pressure of a water distribution system
    c. Flow pressure and d) static pressure
58.05 Identify the following types of main water valves:
    a. Indicating
    b. non-indicating
    c. Post indicator
    d. Outside screw and yoke
58.06 Describe how the following conditions reduce hydrant effectiveness:
    a. Obstructions to use of hydrant
    b. Direction of hydrant outlets to suitability of use
    c. Mechanical damage
    d. Rust and corrosion
    e. Failure to open the hydrant fully
    f. Ability to drain
58.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
58.08 Identify and explain the four (4) fundamental components of a modern water system.
58.09 Demonstrate deployment of a portable water tank.
58.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
58.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
58.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
58.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
58.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
58.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
58.16 Identify two causes of increased resistance or friction loss in water mains.

59.0 <u>Use private fire protection systems</u>--The student will be able to:

59.01 Identify a fire department sprinkler connection and water motor alarm.
59.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
59.03 Define how the automatic sprinkler heads open and release water.
59.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
59.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
59.06 1Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
59.07 Identify the "Main Control" valve on an automatic sprinkler system.
59.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

60.0 <u>Demonstrate salvage procedures</u>--The student will be able to:

60.01 Identify the purpose of salvage and its value to the public and the fire department.

60.02 Demonstrate the removal of debris, and the removal and routing of water from a structure.

60.03 Demonstrate the covering or closing of openings made during fire fighting operations.

61.0 <u>Demonstrate overhaul procedures</u>--The student will be able to:

61.01 Identify the purpose of overhaul.

61.02 Recognize at least four (4) indicators of hidden fires.

61.03 Demonstrate searching for hidden fires.

61.04 Demonstrate how to separate and remove charred material from unburned material.

61.05 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.

61.06 Define duties of fire fighters left at the fire scene for fire and security surveillance.

62.0 <u>Demonstrate knowledge of the fundamentals of extinguishment</u>--The student will be able to:

62.01 Describe the tactics employed to fight wildland fires.

63.0 <u>Demonstrate knowledge of the effects of building construction on fire fighting</u>--The student will be able to:

63.01 Describe the basic structural characteristics of the following types of building construction:
a. Wood frame
b. Ordinary
c. Heavy timber
d. Noncombustible
e. Fire resistant

63.02 Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.

63.03 Describe at least three hazards associated with truss and lightweight construction.

63.04 Identify dangerous building conditions created by fire and fire suppression activities.

63.05 Identify five indicators of building collapse.

63.06 Describe the effects of fire and fire fighting activities on the following building materials:
a. Wood
b. Masonry
c. Cast iron
d. Steel
e. Gypsum wallboard
f. Reinforced concrete
g. Glass
h. Plaster on lath

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63.07 Define the following terms as they relate to building construction:
- a. Load bearing
- b. Partition wall
- c. Veneer wall (exterior)
- d. Party wall
- e. Fire wall
- f. Cantilever wall

64.0 <u>Participate in controlled burning exercises</u>--The student will be able to:

64.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.
64.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.
64.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.
64.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.
64.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.

65.0 <u>Sexually transmitted diseases/emergency medical care</u>--The student will be able to:

65.01 Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of <u>all</u> patients following Centers for Disease Control (CDC) guidelines.

66.0 <u>Detect the presence of hazardous materials</u>--The student will be able to:

66.01 Define hazardous materials.
66.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
66.03 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division.
66.04 Identify the difference between hazardous materials incidents and other emergencies.
66.05 Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.
66.06 Identify typical container shapes that can indicate hazardous materials.
66.07 Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
- a. UN/NA identification numbers
- b. NFPA 704 markings
- c. Military hazardous materials markings
- d. Special hazard communication markings
- e. Pipeline markings
- f. Container markings
66.08 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.

66.09 Identify U.S. and Canadian placards and labels that indicate hazardous materials.

66.10 Identify the basic information on Material Safety Data Sheets (MSDS) and shipping papers that indicates hazardous materials.

66.11 Identify where to find Material Safety Data Sheets (MSDS).

66.12 Identify entries on MSDS that indicate the presence of hazardous materials.

66.13 Identify the entries on shipping papers that indicate the presence of hazardous materials.

66.14 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.

66.15 Identify the person responsible for having the shipping papers in each mode of transportation.

66.16 Identify where the papers can be found in an emergency in each mode of transportation.

66.17 Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.

66.18 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.

67.0 <u>Collect hazardous materials</u>--The student will be able to:

67.01 Identify the three methods for determining the appropriate guide page for a hazardous material.

67.02 Identify the two general types of hazards found on each guide page.

68.0 <u>Initiate protective action</u>--The student will be able to:

68.01 Identify the location of both the local emergency response plan and the organization's standard operating procedures.

68.02 Identify the role of the first responder at the awareness level during a hazardous materials incident.

68.03 Identify the basic precautions to be taken to protect themselves and others in a hazardous materials incident.

68.04 Identify the precautions necessary when providing emergency medical care to victims of hazardous materials incidents.

68.05 Identify typical ignition sources found at the scenes of hazardous materials incidents.

68.06 Identify the ways hazardous materials are harmful to people, the environment, and property at hazardous materials incidents.

68.07 Identify the general routes of entry for human exposure to hazardous materials.

68.08 Given the identify of various hazardous materials (name, UN/NA identification number, or type placard), identify the following response information:
a. Emergency action (fire, spill, or leak and first aid)
b. Personal protective equipment necessary
c. Initial isolation and protective action distances

68.09 Given the name of a hazardous material, identify the recommended personal protective equipment from the following list:
a. Street clothing and work uniforms
b. Structural fire-fighting protective clothing
c. Positive pressure self-contained breathing apparatus

      d. Chemical-protective clothing and equipment
68.10 Identify the definitions for each of the following protective actions:
      a. Isolation of the hazard area and denial of entry
      b. Evacuation
      c. Sheltering in-place protection
68.11 Identify the shapes of recommended initial isolation and protective action zones.
68.12 Describe the difference between small and large spills as found in the table of Initial Isolation and Protective Action Distances.
68.13 Identify the circumstances under which the following distances are used at a hazardous material incident:
      a. Table of initial isolation and protective action distance
      b. Isolation distances in the numbered guides
68.14 Describe the difference between the isolation distances in the orange-bordered guide pages and the protective action distances in the green-bordered pages in the document.
68.15 Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.

69.0   <u>Initiate the notification process</u>--The student will be able to:

69.01 Given either a facility or transportation scenario involving hazardous materials, identify the appropriate initial notifications to be made and how to make them, consistent with the local emergency response plan or the organization's standard operating procedures.

70.0   <u>Fire prevention, public fire education, and fire cause determination</u>--The student will be able to:

70.01 Identify five (5) common causes of fires and their prevention.
70.02 Define the importance of inspection and public fire education programs to fire department public relations and the community.
70.03 Demonstrate inspection procedures for private dwellings.
70.04 Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials for the following topics:
      a. Stop, drop and roll
      b. Crawl low in smoke
      c. Escape planning
      d. Alerting others
      e. Calling the fire department
      f. Fire station tour
      g. Residential smoke detector placement and maintenance
70.05 Document the presentation of a program covered in 70.04, given a reporting form that includes:
      a. Program title
      b. Number of participants
      c. Evaluations

71.0   <u>Demonstrate knowledge of fire pump ratings</u>--The student will be able to:

71.01 Define fire pump ratings.
71.02 Interpret fire pump ratings.

72.0 Demonstrate knowledge of the relationship between flow and pressure--The student will be able to:

72.01 Define flow.
72.02 Define pressure.
72.03 Discuss the mathematical relationship between flow and pressure.
72.04 Perform calculations based on the formulas expressing the relationship between flow and pressure.

73.0 Demonstrate knowledge of the Six Rules of Hydraulics and Fireground Rules of Thumb--The student will be able to:

73.01 List and define the Six Rules of Hydraulics.
73.02 List and define the Fireground Rules of Thumb.

74.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers--The student will be able to:

74.01 Identify major components of fire hydrants.
74.02 Identify major types of fire hydrants.
74.03 Identify major components of standpipe systems.
74.04 Identify major components of sprinkler systems.
74.05 Identify major types sprinkler heads.
74.06 Identify major components of municipal water systems.
74.07 Identify major components of static water supply.

75.0 Demonstrate knowledge of friction loss and nozzle reaction--The student will be able to:

75.01 Define friction loss.
75.02 Calculate friction loss over different lengths and diameters of fire hose.
75.03 Define nozzle reaction.
75.04 Discuss nozzle reaction with different types of nozzle at different pressures.

76.0 Demonstrate knowledge of relay pumping--The student will be able to:

76.01 Define relay pumping.
76.02 Perform the calculations to determine the relay set-up to deliver the desired flow.

77.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas--The student will be able to:

77.01 Calculate flow rates.
77.02 Calculate tip pressures.
77.03 Calculate pumping capacity.

78.0 Demonstrate the ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance--The student will be able to:

78.01 Drive the serpentine course without error.
78.02 Drive the alley dock exercise without error.

78.03   Drive the opposite alley exercise without error.
78.04   Drive the diminishing clearance exercise without error.

79.0   Demonstrate the ability to position an apparatus for hydrant hook-up and drafting--The student will be able to:

79.01   Park the apparatus in position for catching the hydrant.
79.02   Park the apparatus in position for drafting.

80.0   Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises--The student will be able to:

80.01   Define cavitation.
80.02   Discuss measures to prevent cavitation.
80.03   Define water hammer.
80.04   Discuss measures to prevent water hammer.
80.05   Define overheating.
80.06   Discuss measures to prevent overheating.
80.07   Discuss troubleshooting pump operations by listening.

81.0   Demonstrate the ability to draft, tandem and relay pumping--The student will be able to:

81.01   Define drafting.
81.02   Define tandem pumping.
81.03   Perform drafting operations.
81.04   Perform tandem pumping operations.
81.05   Perform relay pumping operations.

82.0   Demonstrate the ability to perform apparatus inspections, testing, and routine service functions--The student will be able to:

82.01   Set up appropriate preventative maintenance schedules.
82.02   Perform complete apparatus inspection prior to operations.
82.03   Test apparatus components prior to use.
82.04   Discuss routine service and maintenance activities for fire apparatus.

83.0   Demonstrate knowledge of NFPA 1901 and applicable state laws and rules--The student will be able to:

83.01   List and discuss key provisions of NFPA 1901.
83.02   List and discuss key provisions of the Florida statutes relative to fire apparatus.

84.0   Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process--The student will be able to:

84.01   Identify major components of single-stage pumps.
84.02   Identify major components of multi-stage pumps.
84.03   Identify major components of pump piping.
84.04   List major steps of the pumping process.

85.0   Demonstrate knowledge of static, positive, and gravity water sources--The student will be able to:

    85.01   Define static water sources.
    85.02   Define positive water sources.
    85.03   Define gravity water sources.

86.0   Demonstrate knowledge of pressure control, priming devices, and cooling systems--The student will be able to:

    86.01   Define pressure controls and demonstrate operation of each major type.
    86.02   Define priming devices.
    86.03   Identify major components of primary and auxiliary cooling systems.

87.0   Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques--The student will be able to:

    87.01   Discuss the driving characteristics of emergency vehicles.
    87.02   Discuss defensive driving techniques.

88.0   Demonstrate knowledge of gauges and valves--The student will be able to:

    88.01   Identify all gauges on a typical pumper apparatus.
    88.02   Read all gauges on a typical pumper apparatus.
    88.03   Identify all valves on a typical pumper apparatus.
    88.04   Operate all valves on a typical pumper apparatus.

Course Number: FFP0363
Occupational Completion Point: D
Emergency Vehicle Operator Course (EVOC) –20 Hours – SOC Code 53-3099

89.0   Program logistics and focus--The student will be able to:

    89.01   Understand the goal of the emergency vehicle driver training program.
    89.02   Recognize the importance of an emergency vehicle driver training program.
    89.03   Identify the elements of a comprehensive emergency vehicle driver training program.

90.0   Extent of the problem--The student will be able to:

    90.01   Understand the complexities of driving under emergency conditions and the existence of laws governing emergency vehicle operations.
    90.02   Recognize the high incidence of accidents involving emergency vehicles and the associated deaths and injuries to emergency service personnel and members of the public.
    90.03   Know the types, conditions, and causes of accidents involving emergency vehicles and their impact upon all concerned.
    90.04   Recognize the factors that contribute to the incidence of accidents involving emergency vehicles.

91.0   Personnel selection--The student will be able to:

91.01 Recognize that personnel selection procedures are the first steps in developing an effective emergency vehicle driver program.

91.02 Understand that the human aspects of emergency vehicle driver selection are an important component in the driver selection.

91.03 Recognize that a number of abilities necessary for driving emergency vehicle must be acquired.

91.04 Recognize that importance of maintaining accurate and complete personnel records both for the protection of the emergency service organization and the individual emergency vehicle driver.

91.05 Understand that importance of maintaining emergency vehicle driving proficiency through an on-going recertification program.

92.0 Necessity of Standard Operating Guidelines--The student will be able to:

92.01 Understand the reasons that development and implementation of Standard Operating Guidelines (SOG) are important to operating an effective emergency vehicle driver training program

92.02 Recognize the subject areas necessary for SOG's that impact the certification, operation, and recertification of emergency vehicle drivers.

93.0 Legal aspects of emergency vehicle driving--The student will be able to:

93.01 Understand the changing legal climate which exists and its impact upon emergency vehicle drivers and the associated emergency services organizations.

93.02 Identify the primary legal principles which affect emergency vehicle drivers and recognize their implications upon emergency vehicle operations.

93.03 Recognize that specific state driving laws affect the emergency vehicle driver.

93.04 Recognize that individual state or local laws, standards, and requirements impact emergency vehicle driver training and operations

94.0 Vehicle dynamics--The student will be able to:

94.01 Understand the physical forces which act upon vehicles and their impact upon vehicle handling.

94.02 Recognize that certain vehicle characteristics can influence the impact of physical forces on emergency vehicles.

95.0 Vehicle inspection and maintenance--The student will be able to:

95.01 Understand the value and importance of regular inspections of emergency vehicles to ensure safe operations.

95.02 Identify the major component systems of an emergency vehicle and recognize their contribution to the vehicle's operations.

95.03 Understand how to perform pre and post-trip inspections.

95.04 Understand the various classes of preventative maintenance and the importance of a preventative maintenance program for emergency vehicles.

95.05 Recognize the role of the emergency vehicle driver in performing certain vehicle inspection and maintenance functions.

95.06 Understand the importance of keeping accurate and complete records.

96.0   Vehicle operations and safety--The student will be able to:

   96.01   Recognize that motivation is both physically and mentally based; and, when
           motivated, positive change in individuals can be accomplished
   96.02   Understand that there are a number of important actions which must be
           completed prior to initiating the driving of any emergency vehicle.
   96.03   Recognize that emergency response driving is a complex process involving
           many factors, tasks, and maneuvers.

97.0   Emergency vehicle competency--The student will be able to:

   97.01   Understand the purpose of successfully completing a competency course as a
           component of an emergency vehicle driver training program.
   97.02   Recognize the importance of safe operations and specific safety precautions
           when participating on an emergency while driver training competency course.
   97.03   Understand the method of scoring for evaluating an emergency vehicle driver
           completing the competency course.

98.0   Straight line exercise–The student will demonstrate:

   98.01   Operation of the vehicle within close quarters both in forward and reverse
           directions at a steady speed.
   98.02   Adjusting the mirrors for proper viewing, make minor adjustments in steering, and
           gain confidence in traversing a restricted area.

99.0   Confined space turnaround exercise–The student will demonstrate:

   99.01   Become familiar with the turning radius of the vehicle.
   99.02   Depth perception involving the placement of the rear of the vehicle as seen
           through the vehicle's mirrors.

100.0   Alley dock exercise–The student will demonstrate:

   100.01 Positioning the emergency vehicle to back into a confined space.
   100.02 The judgment of depth perception and distance using the vehicle's mirrors to
          position the rear of the vehicle at or close to a fixed point.

101.0   Serpentine exercise–The student will demonstrate:

   101.01 The location of the corners of the vehicle for maneuverability purposes.
   101.02 The turning radius of the vehicle while proceeding forward and backward.
   101.03 Utilize both mirrors of the vehicle during one continuous exercise.
   101.04 Confidence in the use of mirrors for vehicle maneuvering

102.0   Off-set alley exercise–The student will demonstrate:

   102.01 Become aware of the front and rear tracking of the vehicle.
   102.02 Depth perception through the vehicle's mirrors especially recognizing the location
          of the right rear wheel.

103.0   Parallel park exercise–The student will demonstrate:

103.01 Understanding of the importance of vehicle positioning prior to starting a movement that requires an exact right side placement.
103.02 Turning radius of the vehicle as it impacts restricted space placement.
103.03 The position of the right front extremity of the vehicle while completing a maneuver.
103.04 Placement of the right side of the vehicle at a specific point utilizing the vehicle's mirrors.

104.0   Diminishing clearance exercise–The student will demonstrate:

104.01 The importance of properly aligning a vehicle when entering a very confined asymmetrical area.
104.02 Traveling through a continually more finding restricted area.

105.0   Stopping exercise–The student will demonstrate:

105.01 The positioning of the front of the vehicle.
105.02 Break smoothly and precisely while brining the vehicle to a stop at a specified point.

Course Number: FFP0142
Occupational Completion Point: E
Medical First Responder – 40 Hours – SOC Code 29-2041

106.0   Demonstrate proficiency in first responder to medical emergencies techniques--The student will be able to:

106.01 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
106.02 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.
106.03 Perform the following procedures as defined in the Journal of the American Medical Association, "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)":
a. Single-rescuer CPR
• Adult
• Child
• Infant
b. Two-rescuer CPR on an adult
c. Management of an obstructed airway
• Conscious and unconscious adult
• Conscious and unconscious child
• Conscious and unconscious infant
106.04 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.
106.05 Identify three (3) types of external bleeding and the characteristics of each type.
106.06 Demonstrate three (3) procedures for controlling external bleeding.
106.07 Identify characteristics and emergency medical care of thermal burns according to degree and severity.

106.08 Identify the emergency medical care for chemical burns, including chemical burns of the eyes.

106.09 Identify the symptoms and demonstrate emergency medical care of traumatic shock.

106.10 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.

106.11 Identify the method of contacting the poison control center that serves the local jurisdiction.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430206
CIP Number	0743020203
Grade Level	30, 31
Standard Length	648 hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	33-1021 First Line Supervisor of Fire Fighting and Prevention Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College 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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0760	Fire Officer I	328 hours	33-1021
B	FFP0761	Fire Officer II	320 hours	33-1021

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This instructional program prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an illness or 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. This program must be approved by the Department of Education (DOE) utilizing standards jointly developed by the Florida Department of Law Enforcement (FDLE), Florida Department of Financial Services (DFS) and the Emergency Medical Services (EMS) Bureau of the Department of Health (DOH) as specified in Section 401.435, F.S.

The program must be approved by the DFS, Division of State Fire Marshal, Bureau of Fire Standards and Training (BFST). Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Fire Fighter Professional Qualifications NFPA 1001 and NFPA 1021, Fire Officer Professional Qualifications, as regulated by the Florida BFST through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

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.

The Fire Officer I program content additionally includes, but is not limited to, an understanding of principles of supervision, training methods, fire inspection practices, fire protection systems, fire suppression tactics, and hazardous materials.

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

There is no examination for the Fire Officer II but credentials must be submitted to Standards for review with a completed application.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

Fire Officer I and Fire Officer II certifications are governed by the Bureau of Fire Standards and Training. After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate knowledge of legal foundations for fire inspections.
02.0   Demonstrate knowledge of the fire inspection process.
03.0   Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
04.0   Demonstrate knowledge of fire inspection report writing.
05.0   Demonstrate knowledge of complaint handling and code enforcement procedures.
06.0   Demonstrate knowledge of special occupancies.
07.0   Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
08.0   Demonstrate knowledge of fire behavior.
09.0   Demonstrate knowledge of fire cause determination.
10.0   Demonstrate knowledge of proper storage of flammables and combustibles.
11.0   Demonstrate knowledge of proper storage of hazardous materials.
12.0   Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
13.0   Demonstrate knowledge of inspection practices for fire protection systems.
14.0   Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
15.0   Demonstrate knowledge of water supply for sprinkler and standpipe systems.
16.0   Demonstrate knowledge of acceptance testing for fire protection systems.
17.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
18.0   Define types of building classifications and constructions and construction types.
19.0   Define various loads and forces that affect buildings.
20.0   Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control.
21.0   Define the characteristics of various building materials, with particular regard to fire resistance.
22.0   Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
23.0   Describe principles of fire resistance, fire growth, and behavior of fire in buildings.
24.0   Demonstrate knowledge of the incident management system.
25.0   Demonstrate advanced knowledge and ability to function in the incident management system.
26.0   Develop incident action plans for fire fighting scenarios.
27.0   Demonstrate knowledge of flashover and backdraft.
28.0   Demonstrate knowledge of various extinguishing agents.
29.0   Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray.
30.0   Demonstrate knowledge of the principles of fire fighting strategy and tactics.
31.0   Demonstrate knowledge of "ideal rate of flow".
32.0   Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up.
33.0   Demonstrate knowledge of fire situational analysis and its impact on firefighter safety.
34.0   Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
35.0   Demonstrate knowledge of proper position of apparatus.
36.0   Demonstrate knowledge of proper water source determination for delivery to the fire scene.
37.0   Demonstrate knowledge of the signs of building collapse.
38.0   Demonstrate knowledge of the capability and limitation of personal protective equipment.

39.0   Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
40.0   Demonstrate knowledge of proper position of apparatus.
41.0   Demonstrate knowledge of proper water source determination for delivery to the fire scene.
42.0   Demonstrate knowledge of the signs of building collapse.
43.0   Demonstrate knowledge of the capability and limitation of personal protective equipment.
44.0   Demonstrate an understanding of firefighting in multiple dwellings.
45.0   Demonstrate an understanding of firefighting in a high-rise building.
46.0   Demonstrate an understanding of firefighting in a contiguous structure.
47.0   Demonstrate an understanding of firefighting taxpayers and mixed-use occupancies.
48.0   Demonstrating an understanding of firefighting in commercial occupancies and strip malls.
49.0   Demonstrate knowledge of critical incident stress management.
50.0   Demonstrate knowledge of features of matter and energy.
51.0   Demonstrate knowledge of the principles of chemical reaction, oxidation, reduction and combustion.
52.0   Demonstrate knowledge of the fore tetrahedron and principles of extinguishment.
53.0   Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, phosphorus, sulfur, and carbon.
54.0   Demonstrate knowledge of corrosive materials, i.e. acids and bases.
55.0   Demonstrate knowledge of path of travel of fire, heat and smoke.
56.0   Demonstrate knowledge of the role and responsibilities of the fire investigator.
57.0   Demonstrate an ability to differentiate between accidental and incendiary fire cause.
58.0   Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
59.0   Demonstrate knowledge of the function of management.
60.0   Demonstrate knowledge of principles leadership.
61.0   Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al).
62.0   Demonstrate knowledge of span of control and unity of command.
63.0   Demonstrate knowledge of principles of motivation.
64.0   Demonstrate knowledge of personality typing as applied to leadership.
65.0   Demonstrate knowledge of the principles of small group behavior.
66.0   Demonstrate knowledge of ethical and legal considerations for first level supervisors.
67.0   Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism.
68.0   Demonstrate the ability to design and present in-service training.
69.0   Demonstrate the knowledge of the principles of adult learning.
70.0   Demonstrate the ability to design valid test items.
71.0   Demonstrate the ability to effectively critique presentations.
72.0   The student will become familiar with the periodic table of contents, chemical structure, inorganic compounds, organic compounds I – organic architecture, organic compounds II – non-polar compounds, organic compounds III – polar compounds, chemical formulas; identify the chemical and physical properties of matter; physical effects and exposure to hazardous materials; science officer research.
73.0   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.
74.0   Differentiate between elements, compounds and mixtures, and give examples of each.
75.0   Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
76.0   Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.

77.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.

78.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.

79.0 Analyze 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 health and safety.

80.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.

81.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

82.0 The student will become familiar with identifying the problem, detecting incendiary fires, understand the nature and behavior of fire, understand the combustible properties of liquid and gaseous fuels, understand the properties of solid fuels, identify sources of ignition, deal with structure fires, deal with wildland fires, deal with vehicle and ship fires, electrical cause fires, clothing and fabric fires, explosions, chemical fires and hazardous materials, available lab services, fire related deaths and injuries, arson as a crime, other investigative topics; the students will be able to identify the fundamental theories and concepts of fire investigation; identify the various types of structure fires; identify the various types of grass and wood land fires; identify the various types of automobile, motor vehicle, and ship fires; identify the different variety of electrical fires; identify various types of clothing and fabric fires.

83.0 The student will become familiar with modern fire protection, emergency medical, and rescue services; evaluating local risks and planning for the necessary resources; leadership strategies for the political process; organizing and deploying resources; human resource management; fiscal management; capital resource management; leading and managing; training for fire and emergency response services; performance measurement and organizational improvement; health, wellness, and injury prevention; comprehensive prevention programs; regulations, standards, and issues of liability; information management; communication systems and emergency response centers; intergovernmental cooperation; identify career development opportunities and strategies for success; explain the need for effective communication skills both written and verbal; articulate the concepts of span and control, effective delegation and division of labor; recognize appropriate appraising and disciplinary actions and the impact on employee behavior; examine the history and development of management and supervision; evaluate methods of managing available resources; identify roles and responsibilities of leaders in organizations; compare and contrast the traits of effective versus ineffective supervision and management styles; identify and assess safety needs for both emergency and non-emergency situations; identify the importance of ethics as they apply to supervisors; identify the role of a company officer in incident command system (ICS); describe the benefits of documentation; identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

84.0 The student will be able to design and develop a training course and lesson plan upon completion of this chapter.

85.0 Enabling objectives.

86.0 The student will be able to develop their plan for professional development as a fire service instructor.

87.0 The student will be able to establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.

88.0 The student will be able to construct, administer, and evaluate an assessment instrument.

89.0 Define the different types of laws; explain their basic differences, and how the law functions in society.

90.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.

91.0 Explain the role and purpose of national codes and standards concerning their legal influence.

92.0 Become familiar with legal decisions that have or will affect the fire service.

93.0 Discuss the organization and legal structure of the fire department.

94.0 Define the liabilities of firefighters.

95.0 Recognize legal duties of emergency service members.

96.0 Discuss negligence in an emergency setting.

97.0 Define discrimination and identify areas of potential discrimination in the emergency service.

98.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.

99.0 Discuss the scope of the civil rights act.

100.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.

101.0 Explain the at-will doctrine.

102.0 Explain the purpose of labor and employment laws.

103.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

104.0 Describe an exothermic reaction.

105.0 Explain various terms describing fire behavior.

106.0 Describe hazards associated with fire.

107.0 Describe burn injuries and their care.

108.0 Know and use resources in injury prevention available on a national basis.

109.0 Know and use resources in injury prevention on a statewide basis.

110.0 Know and use resources in injury prevention on a local basis.

111.0 Understand the importance of documentation of activities.

112.0 Given forms and formats, document fire and life safety education programs.

113.0 Given forms and formats, prepare written reports.

114.0 Given a list of events, program requests, etc. maintain a work schedule.

115.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.

116.0 Select instructional materials that are appropriate to the audience and learning objectives.

117.0 Maintain safety during fire and life safety education activities.

118.0 Present a lesson plan.

119.0 Notify the public of an educational event.

120.0 Distribute educational information.

121.0 Administer an evaluation instrument.

122.0 Score and evaluation instrument.

123.0 Train fire rescue department personnel in the role of PIO.

124.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.

125.0 Stress the need for cooperation with the media.

126.0 Show trainees an example of an effective PIO at work at an emergency scene.

127.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.
128.0 Be familiar with the most current media technology.
129.0 Understand the need for public information policies.
130.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
131.0 Discuss unified message.

Florida Department of Education
Student Performance Standards

Program Title: **Fire Officer**
PSAV Number: **P430206**

Course Number: FFP0760
Occupational Completion Point: A
Fire Officer I – 328 Hours – SOC Code 33-1021

01.0   Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:

     01.01   Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
     01.02   Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.

02.0   Demonstrate knowledge of the fire inspection process--The student will be able to:

     02.01   Discuss fire inspection and its place within the fire department's organization
     02.02   Define and discuss inspection and re-inspection
     02.03   Discuss the scheduling of fire inspections
     02.04   Compare and contrast the customer service and code enforcement concepts of fire inspection
     02.05   Discuss the steps of the physical fire inspections

03.0   Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:

     03.01   List and describe the components of a complete fire prevention program.
     03.02   Discuss the proactive role of the fire inspector
     03.03   Discuss the educational role of the fire inspection.

04.0   Demonstrate knowledge of fire inspection report writing--The student will be able to:

     04.01   Define the parts of a complete fire inspection report.
     04.02   Discuss the proper handling, distribution, and retention of fire inspection reports.
     04.03   Prepare a draft fire inspection report to acceptable industry standards.

05.0   Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:

     05.01   Discuss methods of handling occupant complaints relative to fire inspections.
     05.02   Discuss code enforcement authority of fire inspectors.
     05.03   Discuss code development and adoption processes
     05.04   Discuss appeal process relative to code violations.

06.0   Demonstrate knowledge of special occupancies--The student will be able to:

06.01   Define special occupancies
06.02   Discuss LSC applications related to special occupancies.
06.03   Discuss fire inspection practice relative to special occupancies.

07.0   Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:

07.01   Define and discuss unsafe conditions
07.02   Define and discuss fire hazards.
07.03   Define and discuss fire loads.

08.0   Demonstrate knowledge of fire behavior--The student will be able to:

08.01   Define and discuss the fire triangle
08.02   Define the discuss the fire tetrahedron.
08.03   Define ignition temperature
08.04   Define flammable range.
08.05   Define combustion.

09.0   Demonstrate knowledge of fire cause determination--The student will be able to:

09.01   Discuss how to determine the point of origin of a fire
09.02   Define and discuss "V" patterns.
09.03   Define and discuss char patterns.
09.04   Define and discuss smoke stains.
09.05   Compare and contrast accidental and incendiary fire causes.

10.0   Demonstrate knowledge of proper storage of flammables and combustibles--The student will be able to:

10.01   Define and discuss flammable materials
10.02   Define and discuss combustible materials
10.03   Discuss proper storage methods
10.04   Identify and discuss proper markings for flammable and combustible material storage areas.

11.0   Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:

11.01   Define and discuss hazardous materials
11.02   Define and discuss material safety data sheets
11.03   Discuss proper storage methods
11.04   Identify and discuss proper markings for hazardous materials storage areas.

12.0   Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:

12.01   List and define the classes of automatic sprinkler systems
12.02   Identify and describe major controls of automatic sprinkler systems
12.03   Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies

13.0   Demonstrate knowledge of inspection practices for fire protection systems.--The student will be able to:

    13.01   Discuss legal requirements for fire protection system inspection
    13.02   Discuss testing of fire protection systems

14.0   Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:

    14.01   List and define the classes of portable fire extinguishers.
    14.02   Identify and describe major controls of portable fire extinguishers.
    14.03   Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.

15.0   Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:

    15.01   Identify the major parts of sprinkler systems
    15.02   Identify the major parts of standpipe systems.
    15.03   Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
    15.04   Discuss the use of standpipe system in fire suppression tactics of fire departments.
    15.05   Discuss the water supply system for sprinklers.
    15.06   Discuss the water supply system for standpipes.

16.0   Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:

    16.01   Define acceptance testing
    16.02   Define compliance testing
    16.03   Discuss acceptance testing procedures for fire protection systems

17.0   Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:

    17.01   Identify the certification procedures for portable fire extinguishers.
    17.02   Identify the certification procedures for hood systems.
    17.03   Identify the certification procedures for sprinkler systems.
    17.04   Identify the certification procedures for fire alarm systems.

18.0   Define types of building classifications and constructions and construction types--The student will be able to:

    18.01   Define and describe the characteristics of single-family residential construction.
    18.02   Define and describe the characteristics of multi-family residential construction.
    18.03   Define and describe the characteristics of light commercial construction.
    18.04   Define and describe the characteristics of heavy commercial construction.
    18.05   Define and describe the characteristics of industrial construction.

19.0 <u>Define various loads and forces that affect buildings</u>--The student will be able to:

    19.01 Define (a) vertical load, (b) sheer load, (c) tortional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
    19.02 Define wind pressure.
    19.03 Discuss windstorm provisions of building codes.

20.0 <u>Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control</u>--The student will be able to:

    20.01 Define fire propagation.
    20.02 Define smoke generation.
    20.03 Define fire control.
    20.04 Define balloon construction.
    20.05 Define tilt-slab construction.
    20.06 Define post-and-lintel construction.
    20.07 Given a particular occupancy, discuss the likely development of a fire within that type of construction.

21.0 <u>Define the characteristics of various building materials, with particular regard to fire resistance</u>--The student will be able to:

    21.01 Discuss the fire resistance characteristics of wood frame construction.
    21.02 Discuss the fire resistance characteristics of metal frame construction.
    21.03 Discuss the fire resistance characteristics of masonry construction.
    21.04 Discuss the fire resistance characteristics of concrete construction.

22.0 <u>Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance</u>--The student will be able to:

    22.01 Define and describe fire load and resistance in assembly occupancies.
    22.02 Define and describe fire load and resistance in educational occupancies.
    22.03 Define and describe fire load and resistance in health care occupancies.
    22.04 Define and describe fire load and resistance in detention and correctional occupancies.
    22.05 Define and describe fire load and resistance in residential occupancies.
    22.06 Define and describe fire load and resistance in mercantile occupancies.
    22.07 Define and describe fire load and resistance in business occupancies.
    22.08 Define and describe fire load and resistance in industrial occupancies.
    22.09 Define and describe fire load and resistance in storage occupancies.

23.0 <u>Describe principles of fire resistance, fire growth, and behavior of fire in buildings</u>--The student will be able to:

    23.01 Define fire resistance.
    23.02 Define fire growth.
    23.03 Define fire spread.
    23.04 Define smoke propagation.

24.0 <u>Demonstrate knowledge of the incident management system</u>--The student will be able to:

24.01 Define principle features of an Incident Command system (ICS) as an incident management system.
24.02 Define and explain the primary management functions.
24.03 Explain Management by Objectives.
24.04 Define "Unity of Command" and "Chain of Command".
24.05 Demonstrate establishment and transfer of command.
24.06 Explain the need for organizational flexibility.
24.07 Define unified Command.
24.08 Define Span of Control.
24.09 Understand and use common terminology.
24.10 Describe Personnel Accountability System (PAS)
24.11 Explain Integrated Communications.
24.12 Define Resource Management
24.13 Understand and develop an Incident Action Plan (IAP)
24.14 Explain how the incident organization expands or contracts to meet operational needs of the incident or event
24.15 Describe the use of Branches, Divisions, and Groups within the Operations Section, and provide supervisory titles associated with each level.
24.16 List the essential elements of information involved in transfer of command.
24.17 Match organizational positions with appropriate ICS sections.
24.18 Describe an ICS organization appropriate to a small incident using an Incident Briefing form.
24.19 Name each of the principal facilities used in conjunction with ICS, and explain the purpose and use of each.
24.20 Identify which facilities may be located together at an incident or event.
24.21 Describe the need for proper incident resource management.
24.22 Describe three ways of managing resources and the advantages of each.
24.23 Explain the purpose of resource typing.
24.24 Describe the three resource status conditions used at an incident, and the purpose and limits associated with each.
24.25 Explain how resources status is changed, how notifications of changes are made, and how status is maintained at an incident or event.
24.26 In a small group exercise, list various kinds of resources that may be encountered during incidents in which the student is or may become involved.
24.27 Provide typing for these resources.
24.28 List actions to be accomplished prior to leaving for an incident or event.
24.29 List the steps involved at incident check-in.
24.30 List (or select form a list) major personal responsibilities at an incident or event.
24.31 List the major steps necessary in the incident or event demobilization process.

25.0 <u>Demonstrate advanced knowledge and ability to function in the incident management system</u>--The student will be able to:

25.01 Match responsibility statements to each ICS organizational element.
25.02 List the ICS positions that may include deputies, and describe deputy roles and responsibilities.
25.03 Describe differences between deputies and assistants.
25.04 Describe ICS reporting and working relationships for Technical Specialist and Agency Representatives.
25.05 Describe reporting relationships and information flow within the organization.

25.06   Describe the steps in transferring and assuming incident command.
25.07   List the major elements included in the incident briefing.
25.08   Develop a sample organization around a major event to include the use of all appropriate sections and organizational modules.
25.09   Describe how incidents can best be managed by appropriate and early designation of primary staff members and by proper delegation of authority.
25.10   Describe how Unified Command functions on a multi-jurisdiction or multi-agency incident.
25.11   List the minimum staffing requirement within each organizational element for at least two incidents of different sizes.
25.12   Describe the role and use of forms in effective incident management.
25.13   Identify and describe four basic principles of resource management.
25.14   Identify the basic steps involved in managing incident resources.
25.15   Know the contents of, and how the Operational Planning Worksheet (ICS Form 215), is used.
25.16   Identify the organizational elements at the incident can order resources.
25.17   Describe the differences between single and multipoint resource ordering and the reasons for each.
25.18   Describe why and how resources are assigned to staging areas, camps and direct tactical assignments.
25.19   Describe the purpose and importance of planning for resource demobilization.
25.20   Identify five key considerations associated with resource management and the reasons for each.
25.21   Describe the function and general duties associated with each element of Air Operations Branch organization.
25.22   Diagram a full Air Operations Branch organization using a simulated scenario.
25.23   Describe the function and use of the ICS Form 220, Air Operations Summary Worksheet. List the major steps involved in the planning process.
25.24   Identify the ICS titles of personnel who have responsibilities in developing the incident action plan and list their duties.
25.25   As part of an exercise, identify incident objectives for a simulated scenario.
25.26   As part of an exercise, describe appropriate strategies and tactics to meet incident objectives for a simulated scenario.
25.27   Explain the use of Operational Periods in the planning process, and how Operational Periods are derived.
25.28   Explain the function of the Operational Planning Worksheet (ICS Form 215) and other forms, which may be used in preparing the Incident Action Plan.
25.29   Explain the criteria for determining when the Incident Action Plan should be prepared in writing.
25.30   Identify the kinds of supporting materials included in an Incident Action Plan.
25.31   List the major sections in a Demobilization Plan. As part of a group exercise, develop an Incident Action Plan for a simulated scenario.

26.0   Develop incident action plans for fire fighting scenarios--The student will be able to:

26.01   Use an Incident Command System worksheet to layout an ICS structure for a given scenario.
26.02   Describe the functions of various sections of an ICS structure.

27.0   Demonstrate knowledge of flashover and backdraft--The student will be able to:

27.01   Define the phenomenon of flashover.
27.02   List the indicators of flashover.
27.03   List the safety actions to take regarding flashover.
27.04   Define the phenomenon of backdraft.
27.05   List the indicators of backdraft.
27.06   List the safety actions to take regarding backdraft.
27.07   List the safety actions to take regarding backdraft.

28.0   <u>Demonstrate knowledge of various extinguishing agents</u>--The student will be able to:

28.01   Discuss the properties of water as a fire extinguishing agent.
28.02   Discuss the properties of dry chemical as a fire extinguishing agent
28.03   Discuss the properties of carbon dioxide as a fire extinguishing agent.
28.04   Discuss the properties of foam as a fire extinguishing agent.
28.05   Discuss the properties of halon as a fire extinguishing agent.

29.0   <u>Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray</u>--The student will be able to:

29.01   Discuss the advantages and disadvantages of solid streams.
29.02   Discuss the advantages and disadvantages of straight streams.
29.03   Discuss the advantages and disadvantages of fog sprays.

30.0   <u>Demonstrate knowledge of the principles of fire fighting strategy and tactics</u>--The student will be able to:

30.01   List basic principles of fire fighting tactics.
30.02   Define single company operations.
30.03   Discuss safety issues relative to fire fighting strategy.

31.0   <u>Demonstrate knowledge of "ideal rate of flow"</u>--The student will be able to:

31.01   Define "Ideal Rate of Flow".
31.02   Calculate ideal rate of flow in various fire fighting scenarios.

32.0   <u>Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up</u>--The student will be able to:

32.01   List and define the five observable tactical considerations.
32.02   List and define the fifteen points of size-up.

33.0   <u>Demonstrate knowledge of fire situational analysis and its impact on firefighter safety</u>--The student will be able to:

33.01   Define fire situational analysis.
33.02   Discuss safety considerations in various fire fighting scenarios.

34.0   <u>Demonstrate knowledge of engine company and ladder company operations give a fireground scenario</u>--The student will be able to:

34.01   Define engine companies.

34.02 Define truck companies
34.03 Compare and contrast engine and truck company operations.

35.0 <u>Demonstrate knowledge of proper position of apparatus</u>--The student will be able to:

35.01 Define and discuss staging.
35.02 Define and discuss forward lay.
35.03 Define and discuss reverse lay.
35.04 Define and discuss catching a hydrant.

36.0 <u>Demonstrate knowledge of proper water source determination for delivery to the fire scene</u>--The student will be able to:

36.01 Discuss how to determine the rating of fire hydrant.
36.02 List and describe alternate sources of water where hydrants are not available.

37.0 <u>Demonstrate knowledge of the signs of building collapse</u>--The student will be able to:

37.01 List signs of building collapse.
37.02 List and discuss actions to be taken if collapse is imminent.
37.03 Define and estimate collapse zones.

38.0 <u>Demonstrate knowledge of the capability and limitation of personal protective equipment</u>--The student will be able to:

38.01 List and describe personal protective equipment worn by firefighters.
38.02 Discuss when personal protective equipment should be take out of service for repair or replacement.

39.0 <u>Demonstrate knowledge of engine company and ladder company operations give a fireground scenario</u>--The student will be able to:

39.01 Define engine companies.
39.02 Define truck companies
39.03 Compare and contrast engine and truck company operations.

40.0 <u>Demonstrate knowledge of proper position of apparatus</u>--The student will be able to:

40.01 Define and discuss staging.
40.02 Define and discuss forward lay
40.03 Define and discuss reverse lay
40.04 Define and discuss catching a hydrant

41.0 <u>Demonstrate knowledge of proper water source determination for delivery to the fire scene</u>--The student will be able to:

41.01 Discuss how to determine the rating of fire hydrant.
41.02 List and describe alternate sources of water where hydrants are not available.

42.0 <u>Demonstrate knowledge of the signs of building collapse</u>--The student will be able to:

42.01   List signs of building collapse.
42.02   List and discuss actions to be taken if collapse is imminent.
42.03   Define and estimate collapse zones.

43.0   <u>Demonstrate knowledge of the capability and limitation of personal protective equipment</u>--The student will be able to:

43.01   List and describe personal protective equipment worn by firefighters.
43.02   Discuss when personal protective equipment should be take out of service for repair or replacement.

44.0   <u>Demonstrate an understanding of firefighting in multiple dwellings</u>--The student will be able to:

44.01   Identify firefighting problems in multiple dwellings.
44.02   Identity life hazards in multiple dwellings.
44.03   Define the acronym CRAVE and apply it to an in-class scenario.

45.0   <u>Demonstrate an understanding of firefighting in a high-rise building</u>--The student will be able to:

45.01   Define a high-rise building.
45.02   List the challenges of fighting a fire in a high-rise building.

46.0   <u>Demonstrate an understanding of firefighting in a contiguous structure</u>--The student will be able to:

46.01   Define contiguous structures.
46.02   Explain the two categories of contiguous structures.
46.03   Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.

47.0   <u>Demonstrate an understanding of firefighting in taxpayers and mixed-use occupancies</u>--The student will be able to:

47.01   Define mixed use and taxpayer occupancies.
47.02   Identify the construction features of taxpayer and mixed use occupancies.
47.03   Identify the life hazards and firefighting problems encountered in these occupancies.
47.04   Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.

48.0   <u>Demonstrate an understanding of firefighting in commercial occupancies and strip malls</u>--The student will be able to:

48.01   Identify commercial occupancies and many of the associated hazards.
48.02   Identify and discuss a variety of roof hazards
48.03   Discuss sprinkler use in such occupancies.
48.04   Identify and discuss life hazards associated with commercial occupancies and strip malls.

48.05 Explain the strategic approach involving commercial occupancies and strip malls and apply it to a classroom scenario.

49.0 Demonstrate knowledge of critical incident stress management--The student will be able to:

49.01 Define critical incident stress.
49.02 Discuss the critical incident stress debriefing process.
49.03 Recognize the potential signs of a firefighter suffering from critical incident stress.

50.0 Demonstrate knowledge of features of matter and energy--The student will be able to:

50.01 Define the physical properties of matter.
50.02 Define the physical properties of energy.

51.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction and combustion--The student will be able to:

51.01 Define oxidation.
51.02 Define reduction.
51.03 Define combustion.

52.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:

52.01 List and define the four parts of the fire tetrahedron.
52.02 Discuss the principles of extinguishment.

53.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:

53.01 Define the properties of oxygen.
53.02 Define the properties of hydrogen
53.03 Define the properties of fluorine.
53.04 Define the properties of chlorine.
53.05 Define the properties of bromine.
53.06 Define the properties of phosphorus.
53.07 Define the properties of sulfur.
53.08 Define the properties of carbon.

54.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:

54.01 Define the physical properties of acids.
54.02 Define the physical properties of bases.

55.0 Demonstrate knowledge of path of travel of fire, heat and smoke--The student will be able to:

55.01 Describe the path of travel for gasses in a structure.
55.02 Describe the path of travel for heat and its three mode of transfer in a structure.

56.0 Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:

56.01 Define the role of the fire investigator
56.02 Discuss the responsibilities of the fire investigator in terms of state and national standards.

57.0 Demonstrate the ability to differentiate between accidental and inceniary fire cause--The student will be able to:

57.01 Define accidental fire causes.
57.02 Define incendiary fire causes.

58.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:

58.01 List indicators of the point of origin of a fire.
58.02 Identify point of origin indicators at an actual fire scene.

59.0 Demonstrate knowledge of the functions of management--The student will be able to:

59.01 List the functions of management.
59.02 Select the appropriate management function in different scenarios.

60.0 Demonstrate knowledge of principles of leadership--The student will be able to:

60.01 Compare and contrast various models of leadership theory.
60.02 Select the appropriate leadership style in different scenarios.

61.0 Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al)--The student will be able to:

61.01 Identify various major management theorists by their principal contribution to the literature.
61.02 Compare and contrast the major management theories.

62.0 Demonstrate knowledge of span of control and unity of command--The student will be able to:

62.01 Define span of control
62.02 Define unity of command
62.03 Construct an organizational chart according to proper span of control and unity of command concepts.

63.0 Demonstrate knowledge of principles of motivation--The student will be able to:

63.01 Define motivators
63.02 Define hygiene factors
63.03 Select the appropriate motivator to employ in different scenarios.

64.0 <u>Demonstrate knowledge of personality typing as applied to leadership</u>--The student will be able to:

    64.01 Discuss Jung's theory of personality.
    64.02 Discuss the Meyers-Briggs model.
    64.03 Discuss his/her own personality type and leadership style.
    64.04 Discuss the application of personality typing to supervision.

65.0 <u>Demonstrate knowledge of the principles of small group behavior</u>--The student will be able to:

    65.01 List and define the four steps of small group formation.
    65.02 Define risky shift.
    65.03 Define the "Abilene Paradox".
    65.04 Compare and contrast leading versus facilitating small groups.

66.0 <u>Demonstrate knowledge of ethical and legal considerations for first level supervisors</u>--The student will be able to:

    66.01 Compare and contrast the ethics of obligation and the ethics of aspiration
    66.02 Define vicarious liability
    66.03 Define putative knowledge
    66.04 Describe key provisions of federal and state labor relations law
    66.05 Discuss supervisory issues relative to cultural diversity
    66.06 Discuss supervisory responsibilities relative to sexual harassment

67.0 <u>Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism</u>--The student will be able to:

    67.01 Define and discuss terrorism, including significant incidents that have occurred within the United States.
    67.02 Illustrate through cases histories, various types of potential incidents.
    67.03 Define domestic and international terrorism per the current Department of Justice definitions.
    67.04 Recognize circumstances that indicate a potential terrorist act.
    67.05 Recognize suspicious circumstances that may indicate possible terrorism.
    67.06 Define differences and similarities between responding to terrorist and non-terrorist incidents.
    67.07 Recognize circumstances and on-scene key indicators that may indicate a suspicious incident.
    67.08 Implement appropriate self-protective measures.
    67.09 Define scene security requirements unique to terrorist incidents.

68.0 <u>Demonstrate the ability to design and present in-service training</u>--The student will be able to:

    68.01 Design a brief in-service training presentation.
    68.02 Deliver a live in-service training presentation.

69.0 <u>Demonstrate the knowledge of the principles of adult learning</u>--The student will be able to:

69.01 List and define the parts of Bloom's taxonomy
69.02 List and define level of fluency
69.03 Compare and contrast adult education and training with K-12 education and training.

70.0 Demonstrate the ability to design valid test items--The student will be able to:

70.01 Write valid test questions
70.02 Write effective distracters
70.03 Validate test items

71.0 Demonstrate the ability to effectively critique presentations--The student will be able to:

71.01 Conduct a constructive review of another's performance
71.02 Give useful verbal feedback

Course Number: FFP0761
Occupational Completion Point: B
Fire Officer II – 320 Hours – SOC Code 33-1021

72.0 The student will become familiar with:

72.01 Periodic table of elements
72.02 Chemical structure
72.03 Inorganic compounds
72.04 Organic compounds I: organic architecture
72.05 Organic compounds II: non-polar compounds
72.06 Organic compounds III: polar compounds
72.07 Chemical formulas
72.08 Identify the chemical and physical properties of matter
72.09 Physical effects and exposure to hazardous materials
72.10 Science officer research

73.0 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.
74.0 Differentiate between elements, compounds and mixtures, and give examples of each.
75.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
76.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
77.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
78.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
79.0 Analyze 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 health and safety.
80.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.

81.0   Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

82.0   <u>The student will become familiar with the following topics:</u>

    82.01   Identify the problem
    82.02   Detecting incendiary fires
    82.03   Understand the nature and behavior of fire
    82.04   Understand the combustible properties of liquid and gaseous fuels
    82.05   Understand the properties of solid fuels
    82.06   Identify sources of ignition
    82.07   Deal with structure fires
    82.08   Deal with wildland fires
    82.09   Deal with vehicle and ship fires
    82.10   Electrical cause fires
    82.11   Clothing and fabric fires
    82.12   Explosions
    82.13   Chemical fires and hazardous materials
    82.14   Available lab services
    82.15   Fire related deaths and injuries
    82.16   Arson as a crime
    82.17   Other investigative topics
    82.18   The students will be able to identify the fundamental theories and concepts of fire investigation.
    82.19   Identify the various types of structure fires.
    82.20   Identify the various types of grass and wood land fires.
    82.21   Identify the various types of automobile, motor vehicle, and ship fires.
    82.22   Identify the different variety of electrical fires.
    82.23   Identify various types of clothing and fabric fires.

83.0   <u>The student will become familiar with the following topics:</u>

    83.01   Modern fire protection, emergency medical, and rescue services.
    83.02   Evaluating local risks and planning for the necessary resources.
    83.03   Leadership strategies for the political process.
    83.04   Organizing and deploying resources.
    83.05   Human resource management.
    83.06   Fiscal management.
    83.07   Capital resource management.
    83.08   Leading and managing.
    83.09   Training for fire and emergency response services.
    83.10   Performance measurement and organizational improvement.
    83.11   Health, wellness, and injury prevention.
    83.12   Comprehensive prevention programs.
    83.13   Regulations, standards, and issues of liability.
    83.14   Information management.
    83.15   Communication systems and emergency response centers.
    83.16   Intergovernmental cooperation.
    83.17   Identify career development opportunities and strategies for success.
    83.18   Explain the need for effective communication skills both written and verbal.

83.19 Articulate the concepts of span and control, effective delegation and division of labor.

83.20 Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.

83.21 Examine the history and development of management and supervision.

83.22 Evaluate methods of managing available resources.

83.23 Identify roles and responsibilities of leaders in organizations.

83.24 Compare and contrast the traits of effective versus ineffective supervision and management styles.

83.25 Identify and assess safety needs for both emergency and non-emergency situations.

83.26 Identify the importance of ethics as they apply to supervisors.

83.27 Identify the role of a company officer in Incident Command System (ICS).

83.28 Describe the benefits of documentation.

83.29 Identify and analyze the major causes involved in line of duty fire fighter deaths related to health, wellness, fitness and vehicle operations.

84.0 Design and develop a training course and lesson plan, upon completion of this chapter.

85.0 Enabling objectives--Upon completion, the student shall be able to:

85.01 List and describe the five phases of the instructional design process

85.02 Construct goals and objectives for a class

85.03 Explain how a lesson plan is used

86.0 Develop a plan for professional development as a fire service instructor–The student will be able to

86.01 Describe the role of mentors

86.02 Identify various continuing professional development opportunities

86.03 Discuss the value of using a library as a fire service instructors

86.04 Describe research as it pertains to the fire service instructor

86.05 Describe various ways to obtain professional development opportunities

86.06 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor

86.07 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor

87.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards–The student will be able to

87.01 Discuss the NFPA role in standards development

87.02 List and relate the various NFPA standards relative to the fire service instructor

87.03 List and discuss the role of local, state, and federal agencies relative to the fire service instructor

87.04 Define negligence and its affect on the fire service instructor

87.05 Describe what constitutes harassment

87.06 Discuss academic honesty and privacy issues

87.07 Explain the affects of ADA relative to fire service instructors

87.08 Explain copyright and how it applies to instructors

88.0 <u>Construct, administer, and evaluate an assessment instrument</u>–The student will be able to

88.01 Define the four levels of evaluation
88.02 Differentiate between summative and formative evaluation
88.03 Define the different kinds of tests
88.04 Discuss the difference among the various types of tests
88.05 List various sources for tests

89.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
90.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
91.0 Explain the role and purpose of national codes and standards concerning their legal influence.
92.0 Become familiar with legal decisions that have or will affect the fire service.
93.0 Discuss the organization and legal structure of the fire department.
94.0 Define the liabilities of firefighters.
95.0 Recognize legal duties of emergency service members.
96.0 Discuss negligence in an emergency setting.
97.0 Define discrimination and identify areas of potential discrimination in the emergency service.
98.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
99.0 Discuss the scope of the civil rights act.
100.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
101.0 Explain the at-will doctrine.
102.0 Explain the purpose of labor and employment laws.
103.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

ENC 1200 Business Communications
    (Or equivalent)
CGM 1000 Microcomputer Concepts
    (Or equivalent)

*Elective***:** (choose one)

FFP1793 Fire and Life Safety Educator - Level I

104.0 Describe an exothermic reaction.
105.0 Explain various terms describing fire behavior.
106.0 Describe hazards associated with fire.
107.0 Describe burn injuries and their care.
108.0 Know and use resources in injury prevention available on a national basis.
109.0 Know and use resources in injury prevention on a statewide basis.
110.0 Know and use resources in injury prevention on a local basis.
111.0 Understand the importance of documentation of activities.
112.0 Given forms and formats, document fire and life safety education programs.
113.0 Given forms and formats, prepare written reports.

114.0   Given a list of events, program requests, etc. maintain a work schedule.
115.0   Demonstrate an understanding of methods used in conducting fire and life safety programs.
116.0   Select instructional materials that are appropriate to the audience and learning objectives.
117.0   Maintain safety during fire and life safety education activities.
118.0   Present a lesson plan.
119.0   Notify the public of an educational event.
120.0   Distribute educational information.
121.0   Administer an evaluation instrument.
122.0   Score and evaluation instrument.

FFP2706 Public Information Officer (PIO)

123.0   Train fire rescue department personnel in the role of PIO.
124.0   Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
125.0   Stress the need for cooperation with the media.
126.0   Show trainees an example of an effective PIO at work at an emergency scene.
127.0   Give trainees an opportunity to practice specific performance based skills required in the PIO function.
128.0   Be familiar with the most current media technology.
129.0   Understand the need for public information policies.
130.0   Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
131.0   Discuss unified message.

2013 - 2014

Florida Department of Education
Curriculum Framework

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

	PSAV
Program Number	P430207
CIP Number	0743029900
Grade Level	30, 31
Standard Length	120 Hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	25-1194 Vocational Education Teachers, Post-secondary
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College 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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0160	Fire Instructor I	40 hours	25-1194
B	FFP0161	Fire Instructor II	40 hours	25-1194
C	FFP0162	Fire Instructor III	40 hours	25-1194

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Instructor I, II and III Requirements:

Instructor I
- Minimum 6 years experience with organized fire department
- High school graduate
- Physical ability to perform tasks
- Completion of Fire Service Course Delivery
- Pass state test
- May teach courses in which they are certified

Instructor II
- Same as Instructor I plus:
  - Associates degree or higher
  - Completed Fire Service Course Design
  - May teach any class recognized by Bureau of Fire Standards and Training (BFST) that they can provide verification of successful completion of said class

Instructor III
- Same requirements and approved teaching assignments as Instructor II except:
  - Requires bachelor's degree or higher
  - No state testing required at this time

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 11, Language 11, and Reading 11. 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards:

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

01.0   Understand adult learning strategies and concepts.
02.0   Begin an active training program.
03.0   Gain leadership of the training group.
04.0   Give presentations and lead discussions.
05.0   Facilitate structured activities and promote team learning.
06.0   Conclude and evaluate an active training program.
07.0   List and describe the five phases of the instructional design process.
08.0   Construct goals and objectives for a class.
09.0   Explain how a lesson plan is used.
10.0   Develop a plan for professional development as a fire service instructor.
11.0   Describe the role of mentors.
12.0   Identify various continuing professional development opportunities.
13.0   Discuss the value of using a library as fire service instructors.
14.0   Describe research as it pertains to the fire service instructor.
15.0   Describe various ways to obtain professional development opportunities.

16.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.

17.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.

18.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.

19.0 Discuss the NFPA role in standards development.

20.0 List and relate the various NFPA standards relative to the fire service instructor.

21.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.

22.0 Define negligence and its affect on the fire service instructor.

23.0 Describe what constitutes harassment.

24.0 Discuss academic honesty and privacy issues.

25.0 Explain the affects of ADA relative to fire service instructors.

26.0 Explain copyright and how it applies to instructors.

27.0 Construct, administer, and evaluate an assessment instrument.

28.0 Define the four levels of evaluation.

29.0 Differentiate between summative and formative evaluation.

30.0 Define the different kinds of tests.

31.0 Discuss the difference among the various types of tests.

32.0 List various sources for tests.

Florida Department of Education
Student Performance Standards

Program Title: **Fire Instructor**
Postsecondary Number: **P430207**

Course Number: FFP0160
Occupational Completion Point: A
Fire Instructor I – 40 Hours – SOC Code 25-1194

01.0   Understand adult learning strategies and concepts--The student will be able to:

      01.01   Understand the nature of adult learning.
      01.02   Discuss the concerns about active training.
      01.03   Understand the concepts involved in the delivery of active training.

02.0   Begin an active training program--The student will be able to:

      02.02   Prepare mentally to instruct.
      02.03   Arrange the physical training environment.
      02.04   Greet participants and establish rapport.
      02.05   Get the best from the first thirty minutes of training.
      02.06   Review the agenda.
      02.07   Invite feedback to the agenda.

03.0   Gain leadership of the training group--The student will be able to:

      03.03   Set group norms.
      03.04   Control timing and pacing.
      03.05   Get the group's attention.
      03.06   Increase student receptivity to leadership.
      03.07   Handle problem situations.

04.0   Give presentations and lead discussions--The student will be able to:

      04.04   Know their group.
      04.05   Organize their presentation.
      04.06   Watch their body language.
      04.07   Add visual aids.
      04.08   Make smooth transitions.

05.0   Facilitate structured activities and promote team learning--The student will be able to:

      05.05   Structure activities.
      05.06   Facilitate team learning.

06.0   Conclude and evaluate an active training program--The student will be able to:

      06.06   Review program content.
      06.07   Obtain final questions and concerns.

06.08 Promote self-assessment.
06.09 Focus on back-on-the-job applications.
06.10 Express final sentiments.
06.11 Evaluate the program.

Course Number: FFP0161
Occupational Completion Point: B
Fire Instructor II – 40 Hours – SOC Code 25-1194

07.0 List and describe the five phases of the instructional design process.
08.0 Construct goals and objectives for a class.
09.0 Explain how a lesson plan is used.
10.0 Develop a plan for professional development as a fire service instructor.
11.0 Describe the role of mentors.
12.0 Identify various continuing professional development opportunities.
13.0 Discuss the value of using a library as fire service instructors.
14.0 Describe research as it pertains to the fire service instructor.
15.0 Describe various ways to obtain professional development opportunities.
16.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
17.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
18.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
19.0 Discuss the NFPA role in standards development.
20.0 List and relate the various NFPA standards relative to the fire service instructor.
21.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
22.0 Define negligence and its affect on the fire service instructor.
23.0 Describe what constitutes harassment.
24.0 Discuss academic honesty and privacy issues.
25.0 Explain the affects of ADA relative to fire service instructors.
26.0 Explain copyright and how it applies to instructors.
27.0 Construct, administer, and evaluate an assessment instrument.
28.0 Define the four levels of evaluation.
29.0 Differentiate between summative and formative evaluation.
30.0 Define the different kinds of tests.
31.0 Discuss the difference among the various types of tests.
32.0 List various sources for tests.

Course Number: FFP0162
Occupational Completion Point: C
Fire Instructor III – 40 Hours – SOC Code 25-1194

This is not a stand alone course but the below requirements:

- Same requirements and approved teaching assignments as Instructor II except:
  - Requires bachelor's degree or higher
  - No state testing required at this time

2013 - 2014

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	P430208
CIP Number	0743010907
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	Law Enforcement @ 7 G Public Service @ 7 G
CTSO	N/A
SOC Codes (all applicable)	33-9021 Private Detectives and Investigators
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 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 (DOACS) 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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	SCY0051	Private Investigator Intern 1	24 hours	33-9021
	SCY0052	Private Investigator Intern 2	16 hours	

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Classroom and laboratory activities are an integral part of this program. These activities include practical experience in managing security; using verbal and nonverbal skills to defuse conflict; cooperating with emergency personnel; conducting record searches; employment or financial assets investigations; delivering court testimony; and responding to and analyzing results of case studies of investigative incidents. This program also includes methodology on conducting electronic surveillance, executive protection, obtaining, maintaining and preserving evidence, and firearms training.

Special Notes

Effective January 1, 2012, 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.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 9, Language 9, and Reading 9. 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Understand Chapter 493, Florida Statute and Chapter 5n-1, Florida Administrative Code.
02.0   Under the intern/sponsor relationship as required by Chapter 493, section 6116, F.S.
03.0   Professional ethics.
04.0   Legal issues; liability.
05.0   Surveillance.
06.0   Report writing.
07.0   Equipment for private investigation.
08.0   Interviewing and truth verification.
09.0   Sources of information.
10.0   The computer and investigations.
11.0   Restriction on records.
12.0   Locating people and performing background investigations.
13.0   Evidence.
14.0   Executive protection.
15.0   Anti-terrorism.
16.0   Courtroom and formal hearing demeanor and practice for private investigators.

17.0   Pretrial responsibilities.
18.0   Specific responsibilities.
19.0   The investigator as witness.
20.0   The investigator on the stand.
21.0   Self-evaluation as a witness.

Florida Department of Education
Student Performance Standards

Program Title: **Private Investigator Intern**
PSAV Number: **P430208**

Course Number: SCY0051
Occupational Completion Point: A
Private Investigator Intern 1 – 24 Hours – SOC Code 33-9021

01.0 <u>Understand Chapter 493, Florida statute and chapter 5n-1, Florida Administrative Code</u>--The students will be able to:

01.01 Understand Chapter 493, F.S. and 5N-1, F.A.C.
01.02 Discuss the regulation requirements of the private security industry.
01.03 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
01.04 Identify those who may perform the duties of private investigator, but to whom Chapter 493, F.S. does not apply.
01.05 Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120 F.A.C.
01.06 Understand the licensure and posting requirements specified in Section 493.6106 and 493.6203, F.S.
01.07 Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
01.08 Understand the licensing identification requirements as described in 493.6111.
01.09 Understand license contents and duration, and the requirement to carry such license while on duty as a private investigator intern as stated in Section 693.6111, F.S.
01.10 Understand the responsibilities associated with the sponsorship of interns as stated in Section 493.6116 (1) F.S.
01.11 Understand the penalties for violations of statute per Section 493.6120.
01.12 Know the requirements and procedures of license renewal per Section 493.6113, F.S.
01.13 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
01.14 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
01.15 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
01.16 Understand the penalties for violation of the provisions of Chapter 493 F.S. as listed in Section 5N-1.113, F.A.C.
01.17 Understand the restrictions against the use of the state of Florida seal as stated in Section 493.6124, F.S.
01.18 Know the applicable fees, different classes, purposes and costs of licenses listed in Sections 493.6201-493.6202, F.S. and Section 5N-1.116, F.A.C.
01.19 Recognize that complaints as defined in Chapter 493, F.S. and 5N-1, F.A.C., shall be filed with and investigated by the DOACS if probable cause exists that a violation has occurred.

01.20 Understand license issuance, operation and transferability as described in 5N-1.120(1).

01.21 Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

01.22 Be familiar with the licensure requirements for firearm instructors, schools and training facilities as stated in Sections 5N-1.134 and 5N-1.138 F.A.C.

01.23 Understand the restrictions for divulging investigative information and false reporting as stated in Section 493.6119, F.S.

01.24 Explain the need for confidentiality per Section 493.6122, F.S.

01.25 Explain unlawful symbols of authority per Sections 843.085 and 493.6118.

01.26 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.

01.27 Be familiar with the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.

01.28 Be familiar with the school curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.

02.0 Under the intern/sponsor relationship as required by Chapter 493, section 6116, F.S.--The students will be able to:

02.01 Understand the responsibilities associated with the sponsorship of interns as stated in Section 493.6116 (1) F.S.

02.02 Be familiar with the letter of intent to sponsor private investigator intern as stated in Section 493.6116 (2) F.S.

02.03 Be familiar with the process of termination/completion of sponsorship as stated in Section 493.6116 (5) F.S.

02.04 Be familiar with the intern semi-annual progress report requirement as stated in Section 493.6116 (5) F.S.

02.05 Understand the Employee Action Report and its relationship among interns, sponsors, and licensed private investigation agencies.

02.06 Understand the concept of "direction and control" of interns by their sponsors.

02.07 Know the definition of "subcontractor" as defined by the Internal Revenue Service.

02.08 Understand the prohibitions under Chapter 493, Florida Statute as it relates to being paid for services rendered.

03.0 Professional ethics--The students will be able to:

03.01 Understand the client/investigator relationship.

03.02 Recognize the importance of the initial client interview.

03.03 Understand whether a client's intentions are legal and ethical.

03.04 Explain how to establish a clear understanding of the client's goals and contract.

03.05 Understand the need to work the case in a timely and cost-effective manner.

03.06 Understand the need to provide regular updates and reports.

03.07 Explain the need for confidentiality.

03.08 Recognize the need to disseminate information.

03.09 Identify potential conflicts of interests.

03.10 Understand the need to provide a quality work product.

03.11 Understand the need to provide detailed reports and invoices.

03.12 Understand the concept of "truth in advertising".

03.13 Understand the procedure for Agency-to-Agency billing.

04.0   Legal issues, liability--The student will be able to:

04.01   Explain Civil and Criminal liabilities/law enforcement notification requirement.
04.02   Identify "Invasion of Privacy"/the correct way of conducting audio/video surveillance.
04.03   Understand the legal parameters of trespassing.
04.04   Explain the legal ramifications resulting from falsification of information on reports.
04.05   Explain the legal ramifications of misrepresentation of authority.
04.06   Understand the proper release of information.
04.07   Demonstrate proper chain of custody procedure and explain the legal consequences for evidence tampering.

05.0   Surveillance--The student will be able to:

05.01   Understand the appropriate use and need for surveillance.
05.02   Demonstrate the ability to plan surveillance, formal and informal.
05.03   Understand the need for precaution when conducting surveillance.
05.04   Explain the different techniques for conducting surveillance
05.05   Explain the techniques and issues involved on a vehicular surveillance,

06.0   Report writing--The student will be able to:

06.01   Understand the need for taking accurate field notes\prerequisite for good reporting.
06.02   Explain the five elements of report writing referred to as Who, What, When, Where, and How.
06.03   Demonstrate proper procedures in efficient and accurate report writing.
06.04   Understand the importance of proofreading and editing.
06.05   Explain importance of proper punctuation, capitalization and spelling.
06.06   Explain sources available for grammar guidance.

07.0   Equipment for private investigation--The student will be able to:

07.01   Understand appropriate legal issues as it relates to private investigations.
07.02   Demonstrate basic knowledge of specialty investigation equipment.
07.03   Demonstrate basic knowledge on the proper\legal use of audio recorder/audio recording.
07.04   Demonstrate basic knowledge on the proper\legal use of video recorders/video recording.
07.05   Demonstrate basic knowledge on the proper\legal use of still cameras\still photography.
07.06   Understand when to use photography on surveillance.

08.0   Interviewing and truth verification--The student will be able to:

08.01   Understand the importance of interviews as part of an investigation.
08.02   Understand the interview as a basic tool of investigation.
08.03   Explain the primary purpose of an interview – obtain information.

08.04 Define the principle types of interviews – Complainant, Witness, Suspect, Subject, and other interviews that are applicable.
08.05 Understand the need for training to be an effective interviewer.
08.06 Explain the personal traits, attitude and conduct of a successful interviewer.
08.07 Be familiar with the variables that prevent an interviewer from doing an effective job.
08.08 Identify the basic qualifications of the interviewer.
08.09 Identify the types of interviewees.
08.10 Explain the variables that discourage talking.
08.11 Explain the variables that encourage talking.
08.12 Identify the general rules of the interview – Preparation, the Opening, Body Language, Proper Questioning, and Proper Closing.

09.0 Sources of information--The student will be able to:

09.01 Understand Florida's "open records state" laws.
09.02 Explain difference between public and private records.
09.03 Identify categories of public and private records.
09.04 Demonstrate how to research public records.
09.05 Identify public records vendors.
09.06 Understand how to avoid information pitfalls\verifying all information.
09.07 Identify information resources available in the internet.

10.0 The computer and investigations--The student will be able to:

10.01 Explain terminology common operating a computer.
10.02 Demonstrate basic computer knowledge.
10.03 Identify different types of computers.
10.04 Identify software available to assist in investigations.
10.05 Identify the tools available to the investigator on the internet.

11.0 Restriction on records-The student will be able to:

11.01 Define the objectives of the Fair Credit Reporting Act.
11.02 Define the objectives of the Gramm-Leach-Bliley Act.
11.03 Explain what information NCIC stands for and what restrictions it places on obtaining certain records.

Course Number: SCY0052
Occupational Completion Point: B
Private Investigator Intern 2 – 16 Hours – SOC Code 33-9021

12.0 Locating people and performing background investigations--The student will be able to:

12.01 Understand how to conduct "skip tracing".
12.02 Identify the fundamentals of background Investigations.
12.03 Understand credit reports and the information contained therein.
12.04 Explain what and how to conduct conviction history checks.
12.05 Demonstrate how to verify employment.
12.06 Demonstrate how to verify workers' compensation claims and their validity.
12.07 Demonstrate how to verify educational history and their validity.

12.08   Identify privacy laws as they apply to motor vehicle checks.
12.09   Demonstrate how to present gathered information.

13.0   <u>Evidence</u>--The student will be able to:

13.01   Understand the importance of evidence and explain applicable terminology as it relates to gathering evidence.
13.02   Explain the procedure when searching for evidence.
13.03   Demonstrate the proper procedure for collecting and presenting evidence.
13.04   Explain comparison and analysis of evidence.
13.05   Identify what may constitute evidence in vehicular accidents.
13.06   Explain fire cause and origin evidence.
13.07   Understand role of an expert witness.
13.08   Explain evidence admissibility within the parameters of a legal proceeding.
13.09   Identify potential evidence in workplace\individual accidents.
13.10   Identify evidence in maritime investigations.

14.0   <u>Executive protection</u>--The student will be able to:

14.01   Explain the basics of executive protection.
14.02   Identify the proper procedure for evaluating risk.
14.03   Demonstrate protective techniques.
14.04   Identify the skills necessary for protection service.
14.05   Explain the bodyguard\client relationship.
14.06   Understand the techniques for dealing\working with difficult clients.
14.07   Identify possible booby traps and explosives.
14.08   Explain how to work with law enforcement within executive protection parameters.

15.0   <u>Anti-terrorism</u>--The student will be able to:

15.01   Describe different types of terrorism.
15.02   Identify major terrorist groups.
15.03   Understand different terrorist acts.
15.04   Explain where to report any terrorist activity.

16.0   <u>Courtroom and formal hearing demeanor and practice for private investigators</u>--The student will be able to:

16.01   Explain why case preparation is the most important element in being a good witness in a judicial proceeding.
16.02   Discuss when case preparation begins.
16.03   Identify the basic tools for all investigations – good notes, accurate documentation, evidence, and reliable witness statements.

17.0   <u>Pretrial responsibilities</u>--The student will be able to:

17.01   Understand the general responsibilities regarding pre-trial preparation.
17.02   Demonstrate a basic understanding of the 'rules of evidence'.
17.03   Demonstrate a basic knowledge of court procedures.

17.04   Identify the duties of each court official –witness, judge, jury, prosecutor, and defense attorney.

18.0   <u>Specific responsibilities</u>--The student will be able to:

18.01   Explain the need to review all investigative notes before trial.
18.02   Understand the need to have at least one pre-trial conference with the attorneys.
18.03   Understand the obligation to professionally represent the client.
18.04   Understand the necessity of making all evidence available at time of trial.

19.0   <u>The investigator as witness</u>--The student will be able to:

19.01   Understand that in court, the investigator is the same as any other witness, to only state the facts.
19.02   Explain proper conduct expected of an investigator while waiting to testify.
19.03   Describe proper attire for court appearances.
19.04   Discuss the importance of proper conduct and professional appearance as a witness.

20.0   <u>The investigator on the stand</u>--The student will be able to:

20.01   Discuss how to properly approach the witness stand when called to testify.
20.02   Demonstrate the correct manner to address court officials while testifying.
20.03   Understand the importance of relating the facts in logical and chronological order.
20.04   Explain common tactics used by opposing the attorney during cross-examination.
20.05   List "easy ways" to lose a court case.

21.0   <u>Self-evaluation as a witness</u>--The student will be able to:

21.01   Explain how an investigator's case preparation and appearance in court reflects on his\her competency.
21.02   Understand the need for constructive criticism from peers.
21.03   Discus the importance of learning from one's own mistakes.

2013 - 2014

Florida Department of Education
Curriculum Framework

Program Title: **Police Service Aide**
Program Type: **Career Preparatory**
Career Cluster: **Law, Public Safety & Security**

PSAV	
Program Number	P439991
CIP Number	0743019903
Grade Level	30, 31
Standard Length	206 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3041 Parking Enforcement Workers; 33-9099 Protective Service Workers, All others
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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), and Community Service Officers/Police Service Aides (SOC 33-9099). 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.

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.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0110	Parking Enforcement Specialist	16 hours	33-3041
B	CJK0112	Traffic Accident Investigator	80 hours	33-9099
C	CJK0114	Police Service Aide	110 hours	33-9099

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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.

Career and Technical Student Organization (CTSO)

N/A

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.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills (if applicable)

In PSAV programs 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 at http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

01.0   Explain the role of the PES.
02.0   Demonstrate appropriate use of the radio for maximum efficiency.
03.0   Vehicle operations.
04.0   Trial procedures and testimony.
05.0   State the authority of the TCI as outlined in Chapter 316.640, F.S.
06.0   List the procedures of traffic crash scene management.
07.0   Demonstrate use of the radio for maximum efficiency.
08.0   Demonstrate proficiency in first responder to medical emergencies techniques.

09.0   List the basic principles of traffic crash investigation.
10.0   Conduct interviews to determine the who, what, when, and where of the traffic crash.
11.0   Understand importance of good note-taking and diagramming.
12.0   Know the signs of impairment.
13.0   Examine the crash scene and identify the elements that should be included in the Florida Traffic Crash Report.
14.0   State the definitions relative to the TCI.
15.0   Accurately complete the appropriate traffic crash investigation form(s) and Uniform Traffic Citation.
16.0   Discuss trial procedures and testimony.
17.0   Explain the Community Service Officer's/Police Service Aide's role, ethics and professionalism.
18.0   Demonstrate patrol procedures.
19.0   Demonstrate investigative report writing skills.
20.0   Conduct preliminary property crime investigations.

Florida Department of Education
Student Performance Standards

Program Title: **Police Service Aide**
PSAV Number: **P439991**

Course Number: CJK0110
Occupational Completion Point: A
Parking Enforcement Specialist – 16 Hours – SOC Code 33-3041

01.0 <u>Explain the role of the parking enforcement specialist (PES)</u>--The student will be able to:

    01.01 State the authority of the PES as outlined in Chapter 316.640, F.S.
    01.02 State what parking enforcement statutes are in Chapter 316, F.S.
    01.03 State that parking violations/infractions are offenses punishable under the laws of this state by a fine, forfeiture, or other civil penalty.
    01.04 State the definitions relevant to the PES contained in Chapter 316.003, F.S.
    01.05 State the meaning of "arrest" as defined in Black's Law Dictionary.
    01.06 State what an "admission" includes in accordance with Chapter 90.803(18), F.S.
    01.07 Explain that municipalities and counties may enact ordinances, which act as local regulations for parking.
    01.08 Explain that municipalities and counties may enact ordinances that apply only within the geographical limits of the county or city enacting them.
    01.09 State that the Uniform Traffic Citation may not be issued for violation of municipal or county ordinances, per Chapter 316.1945, F.S.
    01.10 Define "obstruction of justice".
    01.11 Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.
    01.12 State those resisting a PES with or without violence to his/her person and obstruction by disguise are considered obstructing justice pursuant to Chapter 843, F.S.
    01.13 Explain that it is a misdemeanor to alter any vehicle registration certificate, license plate, and mobile home sticker or validation sticker per Chapter 320.061, F.S.
    01.14 Define "courtesy".
    01.15 State that courtesy may be demonstrated by tone of voice, word selection and usage, mannerisms, attitude, respect for others, positioning of body and driving habits.
    01.16 Explain that courtesy affects the image of an agency and is an important public relations tool.
    01.17 Explain that courtesy creates support for the PES.
    01.18 Identify officious and oppressive manner, disrespectful attitude, officious tone of voice, and use of negative body language as non-language factors which contribute to negative response from the public.
    01.19 Identify guidelines that help improve human relation's skills.

02.0 <u>Demonstrate appropriate use of the radio for maximum efficiency</u>--The student will be able to:

02.01 Identify the FCIC as the Florida Crime Information Center at the FDLE, and the NCIC as the National Crime Information Center at the Federal Bureau of Investigation.

02.02 State the FCIC will provide information on wanted/missing persons, stolen property, vehicle/vessel identification data, criminal history and registered sexual predators per Chapters 775.21 and 943.0435, F.S.

02.03 State that a PES can use the FCIC to obtain driver license and vehicle/vessel identification data available through links with the Florida Department of Highway Safety and Motor Vehicles and the Florida Department of Environmental Protection.

02.04 State that when using a radio for communication the PES will operate and monitor radio frequencies for calls for service and receiving messages.

02.05 Explain when a PES communicates via the radio in the presence of a citizen, he or she should display care and concern for the public by using appropriate procedures so as to lessen distress and concern.

02.06 Identify general radio procedures.

02.07 Explain appropriate microphone techniques.

03.0   Vehicle operations--The student will be able to:

03.01 State that vision supplies approximately 90-95% of incoming data to a driver.

03.02 List acuity, depth perception, field of vision, color vision, and night vision as the components of vision that may impact vehicle operation and control.

03.03 State that a driver's sense of hearing allows him/her to locate the source of a sound (i.e. siren, screeching brakes, etc.).

03.04 State a driver's sense of equilibrium is important in detecting and identifying vehicle dynamics.

03.05 State that a driver's sense of smell can be used to detect gasoline leakage, propane gas, fire, electrical shortage and brake fluid leaks.

03.06 List diabetes, narcolepsy, heart conditions, and epilepsy as conditions that may impair a driver's functioning, particularly in stressful conditions.

03.07 List stress, emotions, fatigue, drug use and shift work as transient factors that may affect a driver's ability to act and react.

03.08 State a driver's psychological attitude is a significant factor in driving.

03.09 State that the "left-right-left" says when driving through or taking off from an intersection, look to the left, then the right and then glance back to the left.

03.10 Explain that when the PES sees an emergency vehicle approaching with siren and flashing lights, the PES must, according to Chapter 316.126, F.S.: yield the right-of-way to the emergency vehicle; pull as close to the curb as possible, clear of any intersection; and stop and remain in position until the emergency vehicle has passed.

03.11 List the body, windshield and windows, lights, tires and rims as the exterior areas of the assigned agency/special duty vehicle to be checked during routine maintenance and inspection.

03.12 List gauges, mirrors, horn, lights, brakes, air conditioning and loose items as the interior areas of the vehicle to be checked during routine maintenance inspection.

03.13 List fluids, belts, hoses, and wires as the engine compartment of the vehicle to be checked during routine maintenance and inspection.

03.14 List spare tire, jack, first aid kit, flares, fire extinguisher, and radio as the items in the vehicle to be checked during routine maintenance and inspection.

03.15 Define territorial jurisdiction.

03.16 Read a map to locate addresses within jurisdictional boundaries.
03.17 Identify state roads, local roads, and federal highways using the symbols located on a map.

04.0 <u>Trial procedures and testimony</u>--The student will be able to:

04.01 Define "subpoena".
04.02 Define "subpoena duces tecum".
04.03 State that subpoenas may be issued by administrative, civil, and regulatory agencies.
04.04 Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal proceedings.
04.05 Know the Florida court system structure and comprehend how the courts relate to law enforcement.
04.06 Comprehend the rules of the court and the basic court trial procedures.
04.07 Comprehend the responsibilities of a PES with regard to court proceedings, the proper appearance of a PES and the appropriate behavior and techniques that a PES should employ in a moot court setting.

Course Number: CJK0112
Occupational Completion Point: B
Traffic Accident Investigator – 80 Hours – SOC Code 33-9099

05.0 <u>State the authority of the TCI as outlined in chapter 316.640, F.S</u>--The student will be able to:

05.01 Explain the TCI's role.
05.02 Explain ethics and professionalism.
05.03 Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.

06.0 <u>List the procedures of traffic crash scene management</u>--The student will be able to:

06.01 Evaluate the crash scene for hazards upon approach.
06.02 Position patrol vehicle to protect the integrity of the crash area.
06.03 Check for the extent of injuries.
06.04 Obtain or administer necessary medical assistance.
06.05 Determine needs and request assistance, if necessary.
06.06 Implement theft prevention measures.
06.07 Preserve crash scene when appropriate.
06.08 Manage and direct assistance (tow truck, medical personnel, etc.)
06.09 Restore traffic flow, which could include alternate routes.
06.10 Clear the scene.

07.0 <u>Demonstrate appropriate use of the radio for maximum efficiency</u>--The student will be able to:

07.01 Operate and monitor radio frequencies for calls for service and receiving messages.

07.02 When communicating via the radio in the presence of a citizen, display care and concern for the public by using appropriate procedures so as to lessen distress and concern.

07.03 Identify general radio procedures.

07.04 Explain appropriate microphone techniques.

07.05 Demonstrate the proper use of a portable radio unit, vehicle radio station, and preparation of a radio message utilizing the basic codes and language that are standard to law enforcement agencies.

08.0 <u>Demonstrate proficiency in first responder to medical emergencies techniques</u>--The student will be able to:

08.01 State the TCI should know when to determine if emergency medical service is needed by asking all parties involved if they have any injuries, and looking for injuries that may not be apparent to the parties involved.

08.02 State that the TCI should only administer, according to agency guidelines, those forms of first aid for which he/she has been trained.

08.03 State the signs of sudden cardiac arrest.

08.04 Demonstrate mastery of each technique of cardio-pulmonary resuscitation (CPR).

08.05 State definition of "shock".

08.06 Identify signs and symptoms associated with shock.

08.07 State the way to control bleeding in the lower extremities.

08.08 State the reasons that use of a tourniquet for controlling bleeding is only as a last resort.

08.09 State the definitions and signs for the following medical conditions:
   a. Heart attack.
   b. Angina.
   c. Heart failure.
   d. Stroke.
   e. Diabetic coma.
   f. Insulin shock.
   g. Seizures.
   h. Asthma.

08.10 Define procedures for gaining access to patients in various vehicular situations, to include:
   a. Closed upright vehicles.
   b. Closed overturned vehicles.
   c. Pinned beneath vehicles.
   d. Pinned inside vehicles.
   e. Vehicles with electrical hazards.
   f. Vehicles involving hazardous materials.

08.11 State the TCI must locate the subject requiring treatment by looking for the possible injured parties.

08.12 State the TCI must verbally ask about possible injuries.

08.13 State the TCI must access the scene for possible hazards.

08.14 State the TCI must identify potential hazards, to include:
   a. Fallen power lines.
   b. Roads.
   c. Body fluids.
   d. Vehicle fluids.

   e. Open contaminated cargo.
   f. Precarious cargo.
   g. Chemicals.
   h. Loads.

08.15 State the TCI must evaluate the nature and extent of injury or condition by conducting an initial assessment.

08.16 Demonstrate assessment of the various conditions and explain what measures should be taken for each.

08.17 State the TCI must know the standard first aid equipment, to include:
   a. Bandages and band aids.
   b. Compresses.
   c. Eye patches.
   d. First aid cream.
   e. Triangular bandages.
   f. Burn ointment.
   g. Sting kit.

08.18 State the TCI must know what protective equipment (i.e. gloves, face shield, bio-hazardous bags, protective eye shields) is to be used and when.

08.19 State the TCI will search for information regarding potential medical conditions looking for medical alert jewelry, or by asking the victim or bystanders.

08.20 List the general care steps for burns.

09.0 <u>List the basic principles of traffic crash investigation</u>--The student will be able to:

09.01 State that the TCI should not violate any rights of a citizen guaranteed by the Bill of Rights of the United States Constitution.

09.02 List the basic principles of traffic crash investigation, to include:
   a. Giving first aid.
   b. Protecting the crash scene.
   c. Clearing the area to prevent another crash.
   d. Taking statements.
   e. Collecting and measuring evidence.
   f. Diagramming the scene.
   g. Determining the primary collision factor.
   h. Completing the crash report.
   i. Providing testimony, when necessary.

09.03 Locate drivers and independent witnesses by questioning bystanders.

09.04 Receive the basic information from people either involved in the crash, or who witnessed the crash, as to what happened, who was involved, where it happened and how it happened.

10.0 <u>Conduct interviews to determine the who, what, when, and where of the traffic crash</u>--The student will be able to:

10.01 State the primary factors that influence the success of an interview.

10.02 State independent witnesses should be interviewed as soon as possible to avoid having them leave the scene.

10.03 State independent witnesses must be interviewed separately from parties involved in the crash to avoid collaboration and testimony corruption.

10.04 State drivers should be interviewed separately to avoid confrontation.

10.05 List each driver's interpretation of the crash events to determine if the accounts confirm the statements of other drivers, witnesses and physical evidence.

10.06 State that note taking, tape recording and written statements are the three procedures used for interview and interrogation documentation.

10.07 State the definitions of a "confession", an "admission", a "witness" and an "independent witness".

10.08 Know the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.

10.09 Demonstrate the correct and incorrect way to conduct an interview employing the use of interpersonal skills in courtesy and human diversity through the use of tone of voice, language, mannerisms, attitude and respect or tolerance for others.

10.10 State that courtesy is an important element in criminal justice work because it:
   a. Affects public relations.
   b. Reflects on the agency.
   c. Creates support.
   d. Reflects self-respect.
   e. Relaxes involved parties.

11.0 <u>Understand importance of good note taking and diagramming</u>--The student will be able to:

11.01 Discuss the following procedures necessary for good note taking:
   a. Use a notebook and pen.
   b. Write legibly.
   c. Use a standard format.
   d. Use correct spelling and numbers
   e. Use a field sketch.
   f. Use abbreviations.
   g. Be timely.
   h. Listen and write.

11.02 State the four reasons field notes are used.

11.03 State the TCI should document the independent witnesses' names, addresses, and telephone numbers for future contact.

11.04 State the independent witnesses' accounts of the crash events should be listed as they occur.

11.05 Explain the importance of diagramming.

11.06 List the equipment used in sketching/diagramming.

11.07 Identify information to be included in the field sketch.

11.08 Construct a field sketch of a crash scene.

11.09 Explain the difference between the field sketch and the diagram.

12.0 <u>Know the signs of impairment</u>--The student will be able to:

12.01 Know the signs of alcohol impairment may include, but are not limited to:
   a. A smell of an alcohol beverage on breath or clothing.
   b. Slurred speech.
   c. Imbalance.
   d. Constricted or dilated eye pupils.

12.02 Know that the signs of chemical impairment often mimic the characteristics of alcohol.

12.03 Know the pre-existing medical conditions that may be confused with alcohol impairment.

12.04 Know the definition of driving under the influence of an alcoholic beverage, and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.

12.05 State that "normal faculties" are the ability to walk, talk, judge distance and make judgments.

13.0 Examine the crash scene and identify the elements that should be included in the florida uniform traffic crash report--The student will be able to:

13.01 Determine what type of report, if any, is required.

13.02 State the TCI should survey the extent of the damaged vehicles and/or other property by viewing the area.

13.03 Be able to visually estimate the dollar amount of damages to vehicles and/or other property.

13.04 State that the names, addresses, and telephone numbers of all property owners must be included in the report.

13.05 State conditions under which drivers involved in the crash will complete a Driver Exchange of Information form (DHSMV Form 90006).

13.06 Observe the total crash scene to locate:
   a. General geographic directions.
   b. Evidence of, or most logical point of, perception.
   c. Evidence of direction/location of travel.
   d. First point of impact.
   e. Point of maximum engagement.
   f. Points of secondary impacts.
   g. Paths of travel post-collision.
   h. Point(s) of final rest.
   i. Fixed objects that are directly or indirectly involved in the crash and/or crash scene such as visual obstructions and access points for other traffic.

13.07 Look for landmarks, signage, and roadway markings that did or should have influenced the crash; such as curbs, road striping, medians, safety zones, traffic control devices and traffic information devices.

13.08 State the two types of evidence that should be collected on the scene and list examples of each type.

13.09 State the six types of surface marks a vehicle may make.

13.10 List factors to be considered when evaluating skid marks to determine vehicular speed.

13.11 Demonstrate accurate and meaningful measurement taking at a crash scene.

13.12 Demonstrate knowledge and use of the formula and Speed Nomograph for calculating the drag factor.

13.13 Demonstrate the knowledge, and use of, the formula for determining speed from a skid mark.

13.14 List three reasons why photography is a valuable tool at a crash scene.

13.15 List the legal considerations affecting the admissibility of photographs.

13.16 List the three types of photographs that should be taken at a crash scene.

13.17 Demonstrate the proper use and placement of measuring devices within the area to be photographed.

13.18 Demonstrate the correct manner to take photographs.
13.19 State reasons for marking finished photographs.

14.0 <u>State the definitions relative to the TCI</u>--The student will be able to:

14.01 State the definitions relative to the TCI found in Section 316.003, F.S.
14.02 State the following definitions relative to the TCI:
   a. First harmful event.
   b. Fatal injury.
   c. Incapacitating injury.
   d. Primary collision factor.
   e. Sketch.
14.03 State the following legal definitions relative to the traffic crash investigation:
   a. Admission.
   b. Arrest.
   c. Contraband.
   d. Deposition.
   e. Duces Tecum.
   f. Evidence.
   g. FCIC/NCIC.
   h. Forfeiture.
   i. Infraction.
   j. Jurisdiction.
   k. Jury.
   l. Misdemeanor.
   m. Ordinance.
   n. Probable cause.
   o. Reasonable doubt.
   p. Restitution.
   q. Search.
   r. Seizure.
   s. Subpoena.
   t. Venue.
   u. Witness.

15.0 <u>Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation</u>--The student will be able to:

15.01 State the purposes of traffic crash reporting and investigating.
15.02 State the uses of a traffic crash report.
15.03 Identify the sources of information for each entry on the forms.
15.04 State the items to be shown on a crash diagram.
15.05 Explain the necessity for analysis of detailed information concerning the crash.
15.06 Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
15.07 Name the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
15.08 Name the contributory traffic violation, non-contributory traffic violation and non-traffic violation as the basic types of law violations that occur because of the crash.

15.09 State the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S., that has resulted in a traffic crash.

15.10 Complete the appropriate traffic crash investigation form according to Florida Statutes.

16.0 <u>Trial procedures and testimony</u>--The student will be able to:

16.01 State the importance of court preparation for the TCI.

16.02 Explain the pre-trial hearing/conference responsibilities of the TCI.

16.03 Explain the importance of depositions.

16.04 State the appropriate demeanor to display during a hearing/pre-trial conference is to present an image of professional appearance, manner, and bearing.

16.05 Explain wearing the proper uniform, having good personal grooming/hygiene, and being aware of habits (i.e. gum chewing, nail biting) are required to make a good personal appearance.

16.06 Identify appropriate behavior when giving testimony and/or statements.

16.07 Describe tactics used by opposing counsel during cross-examination.

16.08 State the techniques the TCI may use to counteract cross-examination tactics used by the defense counsel.

Course Number: CJK0114
Occupational Completion Point: C
Police Service Aide – 110 Hours – SOC Code 33-9099

17.0 <u>Explain the community service officer's/police service aide's role, ethics, and professionalism</u>--The student will be able to:

17.01 Explain the Community Service Officer's/Police Service Aide's role.

17.02 Explain ethics and professionalism.

18.0 <u>Demonstrate patrol procedures</u>--The student will be able to:

18.01 Use the telephone and police radio properly.

18.02 Recognize the symptoms of mental illness and retardation and notify the proper authorities.

18.03 Perform foot patrol and vehicular patrol and recognize police hazards.

18.04 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.

18.05 Operate a vehicle according to National Safety Council standards.

19.0 <u>Demonstrate investigative report writing skills</u>--The student will be able to:

19.01 Comprehend the types and basic requisites of reports.

19.02 Identify the basic steps in writing a report.

19.03 Apply the fundamentals in writing a report.

20.0 <u>Conduct preliminary property crime investigations</u>--The student will be able to:

20.01 Apply proper methods of collecting, preserving, marking and transporting evidence.

20.02   Process surfaces for latent fingerprints.
20.03   Complete an evidence receipt, maintaining the chain of custody.
20.04   Discuss the information required for specific property crime investigations.
20.05   Describe procedures for investigating specific property crimes.
20.06   Demonstrate preliminary investigation of specific property crimes.