

**Florida Department of Education
Curriculum Framework**

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

CCC	
CIP Number	0743010304
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officers 33-3012 Correctional Officers and Jailers 33-1099 First Line Supervisors of Protective Service Workers, All Other
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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as Police and Sheriff's Patrol Officers (SOC 33-3051), Correctional Officers and Jailers (SOC 33-3012), and criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed

in these occupations (SOC 33-1099). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

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

01.0 Describe and discuss the criminal justice system--The student will be able to:

01.01 Define the primary components of criminal justice and their primary responsibilities.

01.02 Identify problems that keep the system from functioning effectively and efficiently.

01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.

01.04 Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.

01.05 List the procedures an offender undergoes in his/her progression through the system.

01.06 Define and evaluate the present day value of the Peelian Principles.

01.07 Identify courtroom procedures.

01.08 Discuss the implications of constitutional law, case, and statutory law and their relationship to the criminal justice system.

01.09 Discuss the history and evolution of corrections.

01.10 Discuss the philosophies of incarceration.

01.11 Discuss the major problems facing contemporary corrections.

02.0 Describe and discuss juvenile delinquency--The student will be able to:

02.01 Define juvenile delinquency.

02.02 Explain the proceedings of the juvenile court system.

02.03 Compare the advantages and disadvantages of juvenile incarceration.

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

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

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

Additional Information

Laboratory Activities

Laboratory 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.

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.**

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

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

CCC	
CIP Number	0743010306
Program Type	College Credit Certificate (CCC)
Program Length	9 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1099 First-Line Supervisors of Protective Service Workers, All Other; 33-1012 First-Line Supervisors of Police and Detectives
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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

This program prepares students to work in law enforcement, homeland security, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as criminal justice or homeland security practitioners/supervisors/managers in law enforcement agencies and homeland security organizations and also provides supplemental training for persons previously or currently employed in these occupations (SOC 33-3051 Police and Sheriff's Patrol Officers, 33-3012 First-Line Supervisors of Police and Detectives, 33-1099 First-

Line Supervisors of Protective Service Workers, All Other). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

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.

Standards

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

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

**Florida Department of Education
Student Performance Standards**

Program Title: Homeland Security Specialist
CIP Number: 0743010306
Program Length: 9 credit hours
SOC Code(s): 33-1099, 33-3051, 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 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 criminal justice system--The student will be able to:

02.01 Explain how burden of proof relates to a criminal proceeding.

02.02 Define and contrast civil and criminal proceedings.

02.03 Identify the difference between procedural and substantive due process.

02.04 Explain the legacy of English common law and its relationship to modern jurisprudence.

02.05 Identify the legal elements of crimes.

02.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.

02.07 Discuss legal defenses in criminal law.

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

Additional Information

Laboratory Activities

Laboratory 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, 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)

Currently there is 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The 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.

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 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.

**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 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 Identify courtroom procedures.

02.0 Identify criminal investigation procedures--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 Summarize law enforcement administration--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	Demonstrate law enforcement operations procedures--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.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

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

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

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

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

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

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

- | | |
|-------|---|
| 01.0 | Demonstrate knowledge of recording the crime scene and related evidence on 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	Demonstrate knowledge of courtroom testimony presentations--The student will be able to:
08.01	Demonstrate the knowledge and skill needed in courtroom proceedings.
08.02	Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings.
08.03	Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
08.04	Demonstrate the knowledge and skills of preparing for courtroom testimony.
09.0	Demonstrate knowledge and understanding of the criminal justice system--The student will be able to:
09.01	Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
09.02	Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police, courts and corrections.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as 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.

Standards

After successfully completing this program, 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 Describe and discuss history, classification and social factors of gangs--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 Describe and discuss the principles of investigating, prosecuting and preventing resurgence of gangs--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	Describe and discuss the interrelationship of gangs, drug trafficking, conspiracy and terrorism--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	Demonstrate prevention, intervention, prosecution and suppression skills utilized to impact gangs and gang crimes--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.

Additional Information

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.

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.**

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Fire Officer II
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020104
Program Type	College Credit Certificate
Program Length	18 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1021 First-Line Supervisors of Fire Fighting and Prevention Workers
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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to

become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-1021 First-Line Supervisors/Managers of Fire Fighting and Prevention Workers.

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:

Fire Officer II

- 01.0 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.
- 02.0 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.
- 03.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 04.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 05.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 06.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 07.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 08.0 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.
- 09.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 10.0 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.
- 11.0 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.
- 12.0 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.

- 13.0 The student will be able to design and develop a training course and lesson plan upon completion of this chapter.
- 14.0 Enabling objectives.
- 15.0 The student will be able to develop their plan for professional development as a fire service instructor.
- 16.0 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.
- 17.0 The student will be able to construct, administer, and evaluate an assessment instrument.
- 18.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
- 19.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
- 20.0 Explain the role and purpose of national codes and standards concerning their legal influence.
- 21.0 Become familiar with legal decisions that have or will affect the fire service.
- 22.0 Discuss the organization and legal structure of the fire department.
- 23.0 Define the liabilities of firefighters.
- 24.0 Recognize legal duties of emergency service members.
- 25.0 Discuss negligence in an emergency setting.
- 26.0 Define discrimination and identify areas of potential discrimination in the emergency service.
- 27.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
- 28.0 Discuss the scope of the civil rights act.
- 29.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
- 30.0 Explain the at-will doctrine.
- 31.0 Explain the purpose of labor and employment laws.
- 32.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 33.0 Describe an exothermic reaction.
- 34.0 Explain various terms describing fire behavior.
- 35.0 Describe hazards associated with fire.
- 36.0 Describe burn injuries and their care.
- 37.0 Know and use resources in injury prevention available on a national basis.
- 38.0 Know and use resources in injury prevention on a statewide basis.
- 39.0 Know and use resources in injury prevention on a local basis.
- 40.0 Understand the importance of documentation of activities.
- 41.0 Given forms and formats, document fire and life safety education programs.
- 42.0 Given forms and formats, prepare written reports.
- 43.0 Given a list of events, program requests, etc. maintain a work schedule.
- 44.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 45.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 46.0 Maintain safety during fire and life safety education activities.
- 47.0 Present a lesson plan.
- 48.0 Notify the public of an educational event.

- 49.0 Distribute educational information.
- 50.0 Administer an evaluation instrument.
- 51.0 Score and evaluation instrument.
- 52.0 Train fire rescue department personnel in the role of PIO.
- 53.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 54.0 Stress the need for cooperation with the media.
- 55.0 Show trainees an example of an effective PIO at work at an emergency scene.
- 56.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 57.0 Be familiar with the most current media technology.
- 58.0 Understand the need for public information policies.
- 59.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 60.0 Discuss unified message.

**Florida Department of Education
Student Performance Standards**

Program Title: Fire Officer II
CIP Numbers: 0743020104
Program Length: 18 credit hours
SOC Code(s): 33-1021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

01.0	The student will become familiar with:
01.01	Periodic table of elements
01.02	Chemical structure
01.03	Inorganic compounds
01.04	Organic compounds I: organic architecture
01.05	Organic compounds II: non-polar compounds
01.06	Organic compounds III: polar compounds
01.07	Chemical formulas
01.08	Identify the chemical and physical properties of matter
01.09	Physical effects and exposure to hazardous materials
01.10	Science officer research
02.0	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.
03.0	Differentiate between elements, compounds and mixtures, and give examples of each.
04.0	Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
05.0	Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
06.0	Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.

07.0	Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
08.0	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.
09.0	Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
10.0	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.
11.0	The student will become familiar with the following topics:
11.01	Identify the problem
11.02	Detecting incendiary fires
11.03	Understand the nature and behavior of fire
11.04	Understand the combustible properties of liquid and gaseous fuels
11.05	Understand the properties of solid fuels
11.06	Identify sources of ignition
11.07	Deal with structure fires
11.08	Deal with wildland fires
11.09	Deal with vehicle and ship fires
11.10	Electrical cause fires
11.11	Clothing and fabric fires
11.12	Explosions
11.13	Chemical fires and hazardous materials
11.14	Available lab services
11.15	Fire related deaths and injuries
11.16	Arson as a crime
11.17	Other investigative topics
11.18	The students will be able to identify the fundamental theories and concepts of fire investigation.

11.19	Identify the various types of structure fires.
11.20	Identify the various types of grass and wood land fires.
11.21	Identify the various types of automobile, motor vehicle, and ship fires.
11.22	Identify the different variety of electrical fires.
11.23	Identify various types of clothing and fabric fires.
12.0	The student will become familiar with the following topics:
12.01	Modern fire protection, emergency medical, and rescue services.
12.02	Evaluating local risks and planning for the necessary resources.
12.03	Leadership strategies for the political process.
12.04	Organizing and deploying resources.
12.05	Human resource management.
12.06	Fiscal management.
12.07	Capital resource management.
12.08	Leading and managing.
12.09	Training for fire and emergency response services.
12.10	Performance measurement and organizational improvement.
12.11	Health, wellness, and injury prevention.
12.12	Comprehensive prevention programs.
12.13	Regulations, standards, and issues of liability.
12.14	Information management.
12.15	Communication systems and emergency response centers.
12.16	Intergovernmental cooperation.
12.17	Identify career development opportunities and strategies for success.

12.18	Explain the need for effective communication skills both written and verbal.
12.19	Articulate the concepts of span and control, effective delegation and division of labor.
12.20	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
12.21	Examine the history and development of management and supervision.
12.22	Evaluate methods of managing available resources.
12.23	Identify roles and responsibilities of leaders in organizations.
12.24	Compare and contrast the traits of effective versus ineffective supervision and management styles.
12.25	Identify and assess safety needs for both emergency and non-emergency situations.
12.26	Identify the importance of ethics as they apply to supervisors.
12.27	Identify the role of a company officer in Incident Command System (ICS).
12.28	Describe the benefits of documentation.
12.29	Identify and analyze the major causes involved in line of duty fire fighter deaths related to health, wellness, fitness and vehicle operations.
13.0	Design and develop a training course and lesson plan, upon completion of this chapter.
14.0	Enabling objectives--Upon completion, the student shall be able to:
14.01	List and describe the five phases of the instructional design process
14.02	Construct goals and objectives for a class
14.03	Explain how a lesson plan is used
15.0	Develop a plan for professional development as a fire service instructor--The student will be able to
15.01	Describe the role of mentors
15.02	Identify various continuing professional development opportunities
15.03	Discuss the value of using a library as a fire service instructors
15.04	Describe research as it pertains to the fire service instructor
15.05	Describe various ways to obtain professional development opportunities

15.06	Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor
15.07	Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor
16.0	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
16.01	Discuss the NFPA role in standards development
16.02	List and relate the various NFPA standards relative to the fire service instructor
16.03	List and discuss the role of local, state, and federal agencies relative to the fire service instructor
16.04	Define negligence and its effect on the fire service instructor
16.05	Describe what constitutes harassment
16.06	Discuss academic honesty and privacy issues
16.07	Explain the effects of ADA relative to fire service instructors
16.08	Explain copyright and how it applies to instructors
17.0	Construct, administer, and evaluate an assessment instrument–The student will be able to
17.01	Define the four levels of evaluation
17.02	Differentiate between summative and formative evaluation
17.03	Define the different kinds of tests
17.04	Discuss the difference among the various types of tests
17.05	List various sources for tests
18.0	Define the different types of laws; explain their basic differences, and how the law functions in society.
19.0	Become familiar with federal, state, and local laws, which regulate or influence emergency services.
20.0	Explain the role and purpose of national codes and standards concerning their legal influence.
21.0	Become familiar with legal decisions that have or will affect the fire service.
22.0	Discuss the organization and legal structure of the fire department.
23.0	Define the liabilities of firefighters.

24.0	Recognize legal duties of emergency service members.
25.0	Discuss negligence in an emergency setting.
26.0	Define discrimination and identify areas of potential discrimination in the emergency service.
27.0	Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
28.0	Discuss the scope of the civil rights act.
29.0	Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
30.0	Explain the at-will doctrine.
31.0	Explain the purpose of labor and employment laws.
32.0	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)	
<i>Elective:</i> (choose one)	
FFP1793 Fire and Life Safety Educator - Level I	
33.0	Describe an exothermic reaction.
34.0	Explain various terms describing fire behavior.
35.0	Describe hazards associated with fire.
36.0	Describe burn injuries and their care.

37.0	Know and use resources in injury prevention available on a national basis.
38.0	Know and use resources in injury prevention on a statewide basis.
39.0	Know and use resources in injury prevention on a local basis.
40.0	Understand the importance of documentation of activities.
41.0	Given forms and formats, document fire and life safety education programs.
42.0	Given forms and formats, prepare written reports.
43.0	Given a list of events, program requests, etc. maintain a work schedule.
44.0	Demonstrate an understanding of methods used in conducting fire and life safety programs.
45.0	Select instructional materials that are appropriate to the audience and learning objectives.
46.0	Maintain safety during fire and life safety education activities.
47.0	Present a lesson plan.
48.0	Notify the public of an educational event.
49.0	Distribute educational information.
50.0	Administer an evaluation instrument.
51.0	Score and evaluation instrument.
FFP2706 Public Information Officer (PIO)	
52.0	Train fire rescue department personnel in the role of PIO.
53.0	Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
54.0	Stress the need for cooperation with the media.
55.0	Show trainees an example of an effective PIO at work at an emergency scene.
56.0	Give trainees an opportunity to practice specific performance based skills required in the PIO function.

57.0	Be familiar with the most current media technology.
58.0	Understand the need for public information policies.
59.0	Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
60.0	Discuss unified message.

Additional Information

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 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.

There is no examination for the Fire Officer II but credentials must be submitted to Standards for review with a completed application.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Fire Investigator I
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020105
Program Type	College Credit Certificate
Program Length	12 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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 Fire Investigators.

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 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 04.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 05.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 06.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 07.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 08.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 09.0 Demonstrate knowledge of various extinguishing agents.
- 10.0 Define types of building classifications and construction types.
- 11.0 Define various loads and forces that affect buildings.
- 12.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
- 13.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 14.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 15.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
- 16.0 Demonstrate knowledge of features of matter and energy.
- 17.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion.
- 18.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment.
- 19.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon.
- 20.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 21.0 Demonstrate knowledge of path of travel of fire, heat, and smoke.
- 22.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 23.0 Demonstrate the ability to differentiate between accidental and incendiary fire causes.
- 24.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.

**Florida Department of Education
Student Performance Standards**

Program Title: Fire Investigator I
CIP Numbers: 0743020105
Program Length: 12 credit hours
SOC Code(s): 33-2021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	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	Demonstrate an understanding of the components of building construction that relate to fire and life safety--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.
03.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
03.01	List and define the classes of automatic sprinkler systems.
03.02	Identify and describe major controls of automatic sprinkler systems.
03.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
04.0	Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
04.01	Discuss legal requirements for fire protection system inspections.
04.02	Discuss testing of fire protection systems.
05.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
05.01	List and define the classes of portable fire extinguishers.
05.02	Identify and describe major controls of portable fire extinguishers.
05.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
06.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
06.01	Identify the major parts of sprinkler systems.
06.02	Identify the major parts of standpipe systems.
06.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
06.04	Discuss the use of standpipe systems in fire suppression tactics of fire departments.
06.05	Discuss the water supply system for sprinklers.
06.06	Discuss the water supply system for standpipes.
07.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:

07.01	Define acceptance testing.
07.02	Define compliance testing.
07.03	Discuss acceptance testing procedures for fire protection systems.
08.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
08.01	Identify the certification procedures for portable fire extinguishers.
08.02	Identify the certification procedures for hood systems.
08.03	Identify the certification procedures for sprinkler systems.
08.04	Identify the certification procedures for fire alarm systems.
09.0	Demonstrate knowledge of various extinguishing agents--The student will be able to:
09.01	Discuss the properties of water as a fire extinguishing agent.
09.02	Discuss the properties of dry chemical as a fire extinguishing agent.
09.03	Discuss the properties of carbon dioxide as a fire extinguishing agent.
09.04	Discuss the properties of foam as a fire extinguishing agent.
09.05	Discuss the properties of halon as a fire extinguishing agent.
10.0	Define types of building classifications and construction types--The student will be able to:
10.01	Define and describe the characteristics of single-family residential construction.
10.02	Define and describe the characteristics of multi-family residential construction.
10.03	Define and describe the characteristics of light commercial construction.
10.04	Define and describe the characteristics of heavy commercial construction.
10.05	Define and describe the characteristics of industrial construction.
11.0	Define various loads and forces that affect buildings--The student will be able to:
11.01	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.
11.02	Define wind pressure.

11.03	Discuss windstorm provisions of building codes.
12.0	Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
12.01	Define fire propagation.
12.02	Define smoke generation.
12.03	Define fire control.
12.04	Define balloon construction.
12.05	Define tilt-slab construction.
12.06	Define post-and-lintel construction.
12.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
13.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
13.01	Discuss the fire resistance characteristics of wood frame construction.
13.02	Discuss the fire resistance characteristics of metal frame construction.
13.03	Discuss the fire resistance characteristics of masonry construction.
13.04	Discuss the fire resistance characteristics of concrete construction.
14.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
14.01	Define and describe fire load and resistance in assembly occupancies.
14.02	Define and describe fire load and resistance in educational occupancies.
14.03	Define and describe fire load and resistance in health care occupancies.
14.04	Define and describe fire load and resistance in detention and correctional occupancies.
14.05	Define and describe fire load and resistance in residential occupancies.
14.06	Define and describe fire load and resistance in mercantile occupancies.
14.07	Define and describe fire load and resistance in business occupancies.
14.08	Define and describe fire load and resistance in industrial occupancies.

14.09	Define and describe fire load and resistance in storage occupancies.
15.0	Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
15.01	Define fire resistance.
15.02	Define fire growth.
15.03	Define fire spread.
15.04	Define smoke propagation.
16.0	Demonstrate knowledge of features of matter and energy--The student will be able to:
16.01	Define the physical properties of matter.
16.02	Define the physical properties of energy.
17.0	Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion--The student will be able to:
17.01	Define oxidation.
17.02	Define reduction.
17.03	Define combustion.
18.0	Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
18.01	List and define the four parts of the fire tetrahedron.
18.02	Discuss the principles of extinguishment.
19.0	Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
19.01	Define the properties of oxygen.
19.02	Define the properties of hydrogen.
19.03	Define the properties of fluorine.
19.04	Define the properties of chlorine.
19.05	Define the properties of bromine.
19.06	Define the properties of phosphorus.

19.07	Define the properties of sulfur.
19.08	Define the properties of carbon.
20.0	Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
20.01	Define the physical properties of acids.
20.02	Define the physical properties of bases.
21.0	Demonstrate knowledge of the path of travel of fire, heat, and smoke--The student will be able to:
21.01	Describe the path of travel for gasses in a structure.
21.02	Describe the path of travel for heat and its three modes of transfer in a structure
22.0	Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
22.01	Define the role of the fire investigator.
22.02	Discuss the responsibilities of the fire investigator in terms of state and national standards.
23.0	Demonstrate the ability to differentiate between accidental and incendiary fire causes--The student will be able to:
23.01	Define accidental fire causes.
23.02	Define incendiary fire causes.
24.0	Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:
24.01	List indicators of the point of origin of a fire.
24.02	Identify point of origin indicators.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Fire Investigator II
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020106
Program Type	College Credit Certificate
Program Length	12 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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 Fire Investigators.

Standards

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

- 01.0 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
- 02.0 Recognize and interpret fire scenes common to various types of fires.
- 03.0 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
- 04.0 Explain the nature and behavior of fire including the effects of heat.
- 05.0 Explain and identify the combustion properties of liquids, gases and solid fuels.
- 06.0 Identify and explain electrical causes of fires.
- 07.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
- 08.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.
- 09.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.
- 10.0 Analyze fire-related deaths and injuries and describe methods of documentation.
- 11.0 Identify the techniques for interviewing and questioning suspects and subjects.
- 12.0 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
- 13.0 Identify and list the sources and technology available for fire investigations.
- 14.0 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 II
CIP Numbers: 0743020106
Program Length: 12 credit hours
SOC Code(s): 33-2021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

- | | |
|------|--|
| 01.0 | Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations. |
| 02.0 | Recognize and interpret fire scenes common to various types of fires. |
| 03.0 | Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire. |
| 04.0 | Explain the nature and behavior of fire including the effects of heat. |
| 05.0 | Explain and identify the combustion properties of liquids, gases and solid fuels. |
| 06.0 | Identify and explain electrical causes of fires. |
| 07.0 | List and explain the procedures for lifting fingerprints, evidence collection and preservation. |
| 08.0 | List and identify the make-up and use of incendiary devices, explosives, and bombs. |
| 09.0 | List the procedures for documenting fire scenes, including sketching, photography, and report writing. |
| 10.0 | Analyze fire-related deaths and injuries and describe methods of documentation. |
| 11.0 | Identify the techniques for interviewing and questioning suspects and subjects. |
| 12.0 | Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying. |
| 13.0 | Identify and list the sources and technology available for fire investigations. |
| 14.0 | 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.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

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

CCC	
CIP Number	0743020107
Program Type	College Credit Certificate
Program Length	6 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-1194 Vocational Education Teachers, Postsecondary
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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 25-1194 Vocational Education Teachers, Postsecondary.

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 adult learning strategies and concepts.
- 04.0 Begin an active training program.
- 05.0 Gain leadership of the training group.
- 06.0 Give presentations and lead discussions.
- 07.0 Facilitate structured activities and promote team learning.
- 08.0 Conclude and evaluate an active training program.
- 09.0 List and describe the five phases of the instructional design process.
- 10.0 Construct goals and objectives for a class.
- 11.0 Explain how a lesson plan is used.
- 12.0 Develop a plan for professional development as a fire service instructor.
- 13.0 Describe the role of mentors.
- 14.0 Identify various continuing professional development opportunities.
- 15.0 Discuss the value of using a library as fire service instructors.
- 16.0 Describe research as it pertains to the fire service instructor.
- 17.0 Describe various ways to obtain professional development opportunities.
- 18.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
- 19.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
- 20.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
- 21.0 Discuss the NFPA role in standards development.
- 22.0 List and relate the various NFPA standards relative to the fire service instructor.
- 23.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
- 24.0 Define negligence and its effect on the fire service instructor.
- 25.0 Describe what constitutes harassment.
- 26.0 Discuss academic honesty and privacy issues.
- 27.0 Explain the effects of ADA relative to fire service instructors.
- 28.0 Explain copyright and how it applies to instructors.
- 29.0 Construct, administer, and evaluate an assessment instrument.
- 30.0 Define the four levels of evaluation.
- 31.0 Differentiate between summative and formative evaluation.
- 32.0 Define the different kinds of tests.
- 33.0 Discuss the difference among the various types of tests.
- 34.0 List various sources for tests.

**Florida Department of Education
Student Performance Standards**

Program Title: Firesafety Instructor I
CIP Numbers: 0743020107
Program Length: 6 credit hours
SOC Code(s): 25-1194

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

- | | |
|-------|--|
| 01.0 | Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to: |
| 01.01 | Identify physical properties of the three states of matter. |
| 01.02 | 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 | Demonstrate an understanding of the components of building construction that relate to fire and life safety--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 adult learning strategies and concepts--The student will be able to:
03.01	Understand the nature of adult learning.
03.02	Discuss the concerns about active training.
03.03	Understand the concepts involved in the delivery of active training.
04.0	Begin an active training program--The student will be able to:
04.01	Prepare mentally to instruct.
04.02	Arrange the physical training environment.
04.03	Greet participants and establish rapport.
04.04	Get the best from the first thirty minutes of training.
04.05	Review the agenda.
04.06	Invite feedback to the agenda.
05.0	Gain leadership of the training group--The student will be able to:
05.01	Set group norms.
05.02	Control timing and pacing.
05.03	Get the group's attention.
05.04	Increase student receptivity to leadership.
05.05	Handle problem situations.
06.0	Give presentations and lead discussions--The student will be able to:

06.01	Know their group.
06.02	Organize their presentation.
06.03	Watch their body language.
06.04	Add visual aids.
06.05	Make smooth transitions.
07.0	Facilitate structured activities and promote team learning--The student will be able to:
07.01	Structure activities.
07.02	Facilitate team learning.
08.0	Conclude and evaluate an active training program--The student will be able to:
08.01	Review program content.
08.02	Obtain final questions and concerns.
08.03	Promote self-assessment.
08.04	Focus on back-on-the-job applications.
08.05	Express final sentiments.
08.06	Evaluate the program.
For certification of Firesafety Instructor II, these following standards are required:	
09.0	List and describe the five phases of the instructional design process.
10.0	Construct goals and objectives for a class.
11.0	Explain how a lesson plan is used.
12.0	Develop a plan for professional development as a fire service instructor.
13.0	Describe the role of mentors.

14.0	Identify various continuing professional development opportunities.
15.0	Discuss the value of using a library as fire service instructors.
16.0	Describe research as it pertains to the fire service instructor.
17.0	Describe various ways to obtain professional development opportunities.
18.0	Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
19.0	Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
20.0	Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
21.0	Discuss the NFPA role in standards development.
22.0	List and relate the various NFPA standards relative to the fire service instructor.
23.0	List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
24.0	Define negligence and its affect on the fire service instructor.
25.0	Describe what constitutes harassment.
26.0	Discuss academic honesty and privacy issues.
27.0	Explain the affects of ADA relative to fire service instructors.
28.0	Explain copyright and how it applies to instructors.
29.0	Construct, administer, and evaluate an assessment instrument.
30.0	Define the four levels of evaluation.
31.0	Differentiate between summative and formative evaluation.
32.0	Define the different kinds of tests.
33.0	Discuss the difference among the various types of tests.
34.0	List various sources for tests.

For certification of Firesafety Instructor II, these following standards are required.

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

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Firesafety Inspector I
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020108
Program Type	College Credit Certificate
Program Length	15 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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 Fire Inspectors and Investigators.

Standards

Fire Inspector I

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 Demonstrate understanding of the Life Safety Code as applied to various kinds of occupancies.
- 04.0 Demonstrate ability to locate proper citations within the Life Safety Code.
- 05.0 Demonstrate knowledge of the concept of code equivalency.
- 06.0 Demonstrate knowledge of types of egress and distances required.
- 07.0 Demonstrate the ability to properly classify types of occupancies.
- 08.0 Demonstrate the ability to calculate the size, area, and volume of complex building shapes.
- 09.0 Demonstrate ability to use architectural ruler.
- 10.0 Demonstrate recognition of various types and methods of construction as denoted in architectural drawings.
- 11.0 Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings.
- 12.0 Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings.
- 13.0 Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction.
- 14.0 Demonstrate knowledge of the construction process and materials used.
- 15.0 Demonstrate knowledge of legal foundations for fire inspections.
- 16.0 Demonstrate knowledge of the fire inspection process.
- 17.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 18.0 Demonstrate knowledge of fire inspection report writing.
- 19.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 20.0 Demonstrate knowledge of special occupancies.
- 21.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
- 22.0 Demonstrate knowledge of fire behavior.
- 23.0 Demonstrate knowledge of fire cause determination.
- 24.0 Demonstrate knowledge of proper storage of flammable and combustibles.
- 25.0 Demonstrate knowledge of proper storage of hazardous materials.
- 26.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 27.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 28.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 29.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 30.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 31.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 32.0 Demonstrate knowledge of various extinguishing agents.
- 33.0 Define types of building classifications and construction types.
- 34.0 Define various loads and forces that affect buildings.
- 35.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.

- 36.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 37.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 38.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.

**Florida Department of Education
Student Performance Standards**

Program Title: Firesafety Inspector I
CIP Numbers: 0743020108
Program Length: 15 credit hours
SOC Code(s): 33-2021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	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	Demonstrate an understanding of the components of building construction that relate to fire and life safety--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.
03.0	Demonstrate understanding of the life safety code as applied to various kinds of occupancies--The student will be able to:
03.01	Identify the sections of the Life Safety Code.
03.02	Identify which sections apply to different types of occupancies.
03.03	Define key terms as used in the Life Safety Code.
04.0	Demonstrate ability to locate proper citations within the Life Safety Code--The student will be able to:
04.01	Given a set of inspection circumstances, identify the section of the Life Safety Code that applies.
04.02	Given a set of inspection circumstances, be able to cite the remedy as found in the Life Safety Code (LSC).
05.0	Demonstrate knowledge of the concept of code equivalency--The student will be able to:
05.01	Given a set of similar inspection circumstances, choose between available codes and standards that best apply.
05.02	Compare and contrast national, regional, state, and local codes and standards.
06.0	Demonstrate knowledge of types of egress and distances required--The student will be able to:
06.01	Define types and characteristics of egress in the LSC.
06.02	Find appropriate minimum distances to egress in the LSC.
06.03	Define and discuss different methods of closure for means of egress.
06.04	Describe appropriate markings for means of egress.
07.0	Demonstrate the ability to properly classify types of occupancies--The student will be able to:
07.01	Define and describe assembly occupancies.
07.02	Define and describe educational occupancies.
07.03	Define and describe health care occupancies.

07.04	Define and describe detention and correctional occupancies.
07.05	Define and describe residential occupancies.
07.06	Define and describe mercantile occupancies.
07.07	Define and describe business occupancies.
07.08	Define and describe industrial occupancies.
07.09	Define and describe storage occupancies.
08.0	Demonstrate the ability to calculate the size, area, and volume of complex building shapes--The student will be able to:
08.01	Calculate the size of various buildings.
08.02	Calculate the area of various buildings.
08.03	Calculate the volume of various buildings.
09.0	Demonstrate ability to use architectural ruler--The student will be able to:
09.01	Measure various building dimensions from working drawings, using the appropriate referenced scale.
10.0	Demonstrate recognition of various types and methods of construction as denoted in architectural drawings--The student will be able to:
10.01	Identify markings for different types of doors.
10.02	Identify markings for different types of windows.
10.03	Identify markings for load-bearing and non-load-bearing walls.
10.04	Identify markings for mechanical and air-handling systems.
10.05	Identify markings for electrical systems.
10.06	Identify markings for plumbing systems.
11.0	Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings--The student will be able to:
11.01	Identify characteristics of residential construction plans.
11.02	Identify characteristics of light commercial construction drawings.
11.03	Identify characteristics of heavy commercial construction drawings.

12.0	Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings--The student will be able to:
12.01	Identify the clearance radius for doors.
12.02	Identify the width of windows and doors.
12.03	Identify the movable and immovable partitions.
13.0	Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction--The student will be able to:
13.01	Compare and contrast drawings done at each stage of construction.
13.02	Compare and contrast design drawings and "as-built".
13.03	Discuss the importance of physical inspection during and after construction.
14.0	Demonstrate knowledge of the construction process and materials used--The student will be able to:
14.01	List steps in the construction process.
14.02	Identify the roles of general contractors.
14.03	Identify the roles of subcontractors.
14.04	Identify the principal building trades and their functions.
15.0	Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
15.01	Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
15.02	Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
16.0	Demonstrate knowledge of the fire inspection process--The student will be able to:
16.01	Discuss fire inspection and its place within the fire department's organization.
16.02	Define and discuss inspection and re-inspection.
16.03	Discuss the scheduling of fire inspections.
16.04	Compare and contrast the customer service and code enforcement concepts of fire inspection.
16.05	Discuss the steps of the physical fire inspection.
17.0	Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:

17.01	List and describe the components of a complete fire prevention program.
17.02	Discuss the proactive role of the fire inspector.
17.03	Discuss the educational role of the fire inspection.
18.0	Demonstrate knowledge of fire inspection report writing--The student will be able to:
18.01	Define the parts of a complete fire inspection report.
18.02	Discuss the proper uses of fire inspection reports.
18.03	Discuss the proper handling, distribution, and retention of fire inspection reports.
18.04	Prepare a draft fire inspection report to acceptable industry standards.
19.0	Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
19.01	Discuss methods of handling occupant complaints relative to fire inspections.
19.02	Discuss code enforcement authority of fire inspectors.
19.03	Discuss code development and adoption processes.
19.04	Discuss appeal process relative to code violations.
20.0	Demonstrate knowledge of special occupancies--The student will be able to:
20.01	Define special occupancies.
20.02	Discuss LSC applications relative to special occupancies.
20.03	Discuss fire inspection practices relative to special occupancies.
21.0	Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
21.01	Define and discuss unsafe conditions.
21.02	Define and discuss fire hazards.
21.03	Define and discuss fire loads.
22.0	Demonstrate knowledge of fire behavior--The student will be able to:
22.01	Define and discuss the fire triangle.

22.02	Define and discuss the fire tetrahedron.
22.03	Define ignition temperature.
22.04	Define flammable range.
22.05	Define combustion.
23.0	Demonstrate knowledge of fire cause determination--The student will be able to:
23.01	Discuss how to determine the point of origin of a fire.
23.02	Define and discuss "V" patterns.
23.03	Define and discuss char patterns.
23.04	Define and discuss smoke stains.
23.05	Compare and contrast accidental and incendiary fire causes.
24.0	Demonstrate knowledge of proper storage of flammable and combustibles--The student will be able to:
24.01	Define and discuss flammable materials.
24.02	Define and discuss combustible materials.
24.03	Discuss proper storage methods.
24.04	Identify and discuss proper markings for flammable and combustible material storage areas.
25.0	Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
25.01	Define and discuss hazardous materials.
25.02	Define and discuss material safety data sheets.
25.03	Discuss proper storage methods.
25.04	Identify and discuss proper markings for hazardous materials storage areas.
26.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
26.01	List and define the classes of automatic sprinkler systems.
26.02	Identify and describe major controls of automatic sprinkler systems.

26.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
27.0	Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
27.01	Discuss legal requirements for fire protection system inspections.
27.02	Discuss testing of fire protection systems.
28.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
28.01	List and define the classes of portable fire extinguishers.
28.02	Identify and describe major controls of portable fire extinguishers.
28.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
29.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
29.01	Identify the major parts of sprinkler systems.
29.02	Identify the major parts of standpipe systems.
29.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
29.04	Discuss the use of standpipe systems in fire suppression tactics of fire departments.
29.05	Discuss the water supply system for sprinklers.
29.06	Discuss the water supply system for standpipes.
30.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
30.01	Define acceptance testing.
30.02	Define compliance testing.
30.03	Discuss acceptance-testing procedures for fire protection systems.
31.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
31.01	Identify the certification procedures for portable fire extinguishers.
31.02	Identify the certification procedures for hood systems.
31.03	Identify the certification procedures for sprinkler systems.

31.04	Identify the certification procedures for fire alarm systems.
32.0	Demonstrate knowledge of various extinguishing agents--The student will be able to:
32.01	Discuss the properties of water as a fire-extinguishing agent.
32.02	Discuss the properties of dry chemical as a fire-extinguishing agent.
32.03	Discuss the properties of carbon dioxide as a fire-extinguishing agent.
32.04	Discuss the properties of foam as a fire-extinguishing agent.
32.05	Discuss the properties of halon as a fire-extinguishing agent.
33.0	Define types of building classifications and construction types--The student will be able to:
33.01	Define and describe the characteristics of single-family residential construction.
33.02	Define and describe the characteristics of multi-family residential construction.
33.03	Define and describe the characteristics of light commercial construction.
33.04	Define and describe the characteristics of heavy commercial construction.
33.05	Define and describe the characteristics of industrial construction.
34.0	Define various loads and forces that affect buildings--The student will be able to:
34.01	Define (a) vertical load, (b) sheer load, (c) torsional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
34.02	Define wind pressure.
34.03	Discuss windstorm provisions of building codes.
35.0	Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
35.01	Define fire propagation.
35.02	Define smoke generation.
35.03	Define fire control.
35.04	Define balloon construction.
35.05	Define tilt-slab construction.

35.06	Define post-and-lintel construction.
35.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
36.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
36.01	Discuss the fire resistance characteristics of wood frame construction.
36.02	Discuss the fire resistance characteristics of metal frame construction.
36.03	Discuss the fire resistance characteristics of masonry construction.
36.04	Discuss the fire resistance characteristics of concrete construction.
37.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
37.01	Define and describe fire load and resistance in assembly occupancies.
37.02	Define and describe fire load and resistance in educational occupancies.
37.03	Define and describe fire load and resistance in health care occupancies.
37.04	Define and describe fire load and resistance in detention and correctional occupancies.
37.05	Define and describe fire load and resistance in residential occupancies.
37.06	Define and describe fire load and resistance in mercantile occupancies.
37.07	Define and describe fire load and resistance in business occupancies.
37.08	Define and describe fire load and resistance in industrial occupancies.
37.09	Define and describe fire load and resistance in storage occupancies.
38.0	Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
38.01	Define fire resistance.
38.02	Define fire growth.
38.03	Define fire spread.
38.04	Define smoke propagation.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Fire Officer I
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020109
Program Type	College Credit Certificate
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1021 First-Line Supervisors of Fire Fighting and Prevention Workers
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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to

become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-1021 First-Line Supervisors/Managers of Fire Fighting and Prevention Workers.

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:

Fire Officer I

- 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 Demonstrate knowledge of legal foundations for fire inspections.
- 04.0 Demonstrate knowledge of the fire inspection process.
- 05.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 06.0 Demonstrate knowledge of fire inspection report writing.
- 07.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 08.0 Demonstrate knowledge of special occupancies.
- 09.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
- 10.0 Demonstrate knowledge of fire behavior.
- 11.0 Demonstrate knowledge of fire cause determination.
- 12.0 Demonstrate knowledge of proper storage of flammables and combustibles.
- 13.0 Demonstrate knowledge of proper storage of hazardous materials.
- 14.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 15.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 16.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 17.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 18.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 19.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 20.0 Define types of building classifications and constructions and construction types.
- 21.0 Define various loads and forces that affect buildings.
- 22.0 Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control.
- 23.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 24.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 25.0 Describe principles of fire resistance, fire growth, and behavior of fire in buildings.
- 26.0 Demonstrate knowledge of the incident management system.
- 27.0 Demonstrate advanced knowledge and ability to function in the incident management system.
- 28.0 Develop incident action plans for firefighting scenarios.
- 29.0 Demonstrate knowledge of flashover and backdraft.
- 30.0 Demonstrate knowledge of various extinguishing agents.
- 31.0 Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray.
- 32.0 Demonstrate knowledge of the principles of firefighting strategy and tactics.
- 33.0 Demonstrate knowledge of "ideal rate of flow".
- 34.0 Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up.

- 35.0 Demonstrate knowledge of fire situational analysis and its impact on firefighter safety.
- 36.0 Demonstrate knowledge of Engine Company and ladder company operations give a fireground scenario.
- 37.0 Demonstrate knowledge of proper position of apparatus.
- 38.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 39.0 Demonstrate knowledge of the signs of building collapse.
- 40.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.
- 41.0 Demonstrate knowledge of Engine Company and ladder company operations give a fireground scenario.
- 42.0 Demonstrate knowledge of proper position of apparatus.
- 43.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 44.0 Demonstrate knowledge of the signs of building collapse.
- 45.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.
- 46.0 Demonstrate an understanding of firefighting in multiple dwellings.
- 47.0 Demonstrate an understanding of firefighting in a high-rise building.
- 48.0 Demonstrate an understanding of firefighting in a contiguous structure.
- 49.0 Demonstrate an understanding of firefighting taxpayers and mixed-use occupancies.
- 50.0 Demonstrating an understanding of firefighting in commercial occupancies and strip malls.
- 51.0 Demonstrate knowledge of critical incident stress management.
- 52.0 Demonstrate knowledge of features of matter and energy.
- 53.0 Demonstrate knowledge of the principles of chemical reaction, oxidation, reduction and combustion.
- 54.0 Demonstrate knowledge of the fore tetrahedron and principles of extinguishment.
- 55.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, phosphorus, sulfur, and carbon.
- 56.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 57.0 Demonstrate knowledge of path of travel of fire, heat and smoke.
- 58.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 59.0 Demonstrate an ability to differentiate between accidental and incendiary fire cause.
- 60.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
- 61.0 Demonstrate knowledge of the function of management.
- 62.0 Demonstrate knowledge of principles leadership.
- 63.0 Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al).
- 64.0 Demonstrate knowledge of span of control and unity of command.
- 65.0 Demonstrate knowledge of principles of motivation.
- 66.0 Demonstrate knowledge of personality typing as applied to leadership.
- 67.0 Demonstrate knowledge of the principles of small group behavior.
- 68.0 Demonstrate knowledge of ethical and legal considerations for first level supervisors.
- 69.0 Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism.
- 70.0 Demonstrate the ability to design and present in-service training.
- 71.0 Demonstrate the knowledge of the principles of adult learning.
- 72.0 Demonstrate the ability to design valid test items.
- 73.0 Demonstrate the ability to effectively critique presentations.

**Florida Department of Education
Student Performance Standards**

Program Title: Fire Officer I
CIP Numbers: 0743020109
Program Length: 24 credit hours
SOC Code(s): 33-1021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	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	Demonstrate an understanding of the components of building construction that relate to fire and life safety--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.
03.0	Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
03.01	Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
03.02	Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
04.0	Demonstrate knowledge of the fire inspection process--The student will be able to:
04.01	Discuss fire inspection and its place within the fire department's organization
04.02	Define and discuss inspection and re-inspection
04.03	Discuss the scheduling of fire inspections
04.04	Compare and contrast the customer service and code enforcement concepts of fire inspection
04.05	Discuss the steps of the physical fire inspections.
05.0	Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:
05.01	List and describe the components of a complete fire prevention program.
05.02	Discuss the proactive role of the fire inspector
05.03	Discuss the educational role of the fire inspection.
06.0	Demonstrate knowledge of fire inspection report writing--The student will be able to:
06.01	Define the parts of a complete fire inspection report.
06.02	Discuss the proper handling, distribution, and retention of fire inspection reports.
06.03	Prepare a draft fire inspection report to acceptable industry standards.
07.0	Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
07.01	Discuss methods of handling occupant complaints relative to fire inspections.

07.02	Discuss code enforcement authority of fire inspectors.
07.03	Discuss code development and adoption processes
07.04	Discuss appeal process relative to code violations.
08.0	Demonstrate knowledge of special occupancies--The student will be able to:
08.01	Define special occupancies
08.02	Discuss LSC applications related to special occupancies.
08.03	Discuss fire inspection practice relative to special occupancies
09.0	Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
09.01	Define and discuss unsafe conditions
09.02	Define and discuss fire hazards.
09.03	Define and discuss fire loads.
10.0	Demonstrate knowledge of fire behavior--The student will be able to:
10.01	Define and discuss the fire triangle
10.02	Define and discuss the fire tetrahedron.
10.03	Define ignition temperature
10.04	Define flammable range.
10.05	Define combustion.
11.0	Demonstrate knowledge of fire cause determination--The student will be able to:
11.01	Discuss how to determine the point of origin of a fire
11.02	Define and discuss "V" patterns.
11.03	Define and discuss char patterns.
11.04	Define and discuss smoke stains.
11.05	Compare and contrast accidental and incendiary fire causes.

12.0	Demonstrate knowledge of proper storage of flammables and combustibles--The student will be able to:
12.01	Define and discuss flammable materials
12.02	Define and discuss combustible materials
12.03	Discuss proper storage methods
12.04	Identify and discuss proper markings for flammable and combustible material storage areas.
13.0	Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
13.01	Define and discuss hazardous materials
13.02	Define and discuss material safety data sheets
13.03	Discuss proper storage methods
13.04	Identify and discuss proper markings for hazardous materials storage areas.
14.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
14.01	List and define the classes of automatic sprinkler systems
14.02	Identify and describe major controls of automatic sprinkler systems
14.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies
15.0	Demonstrate knowledge of inspection practices for fire protection systems.--The student will be able to:
15.01	Discuss legal requirements for fire protection system inspection
15.02	Discuss testing of fire protection systems
16.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
16.01	List and define the classes of portable fire extinguishers.
16.02	Identify and describe major controls of portable fire extinguishers.
16.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
17.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
17.01	Identify the major parts of sprinkler systems

17.02	Identify the major parts of standpipe systems.
17.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
17.04	Discuss the use of standpipe system in fire suppression tactics of fire departments.
17.05	Discuss the water supply system for sprinklers.
17.06	Discuss the water supply system for standpipes.
18.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
18.01	Define acceptance testing
18.02	Define compliance testing
18.03	Discuss acceptance testing procedures for fire protection systems
19.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
19.01	Identify the certification procedures for portable fire extinguishers.
19.02	Identify the certification procedures for hood systems.
19.03	Identify the certification procedures for sprinkler systems.
19.04	Identify the certification procedures for fire alarm systems.
20.0	Define types of building classifications and constructions and construction types--The student will be able to:
20.01	Define and describe the characteristics of single-family residential construction.
20.02	Define and describe the characteristics of multi-family residential construction.
20.03	Define and describe the characteristics of light commercial construction.
20.04	Define and describe the characteristics of heavy commercial construction.
20.05	Define and describe the characteristics of industrial construction.
21.0	Define various loads and forces that affect buildings--The student will be able to:
21.01	Define (a) vertical load, (b) sheer load, (c) torsional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
21.02	Define wind pressure.

21.03	Discuss windstorm provisions of building codes.
22.0	Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control--The student will be able to:
22.01	Define fire propagation.
22.02	Define smoke generation.
22.03	Define fire control.
22.04	Define balloon construction.
22.05	Define tilt-slab construction.
22.06	Define post-and-lintel construction.
22.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
23.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
23.01	Discuss the fire resistance characteristics of wood frame construction.
23.02	Discuss the fire resistance characteristics of metal frame construction.
23.03	Discuss the fire resistance characteristics of masonry construction.
23.04	Discuss the fire resistance characteristics of concrete construction.
24.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
24.01	Define and describe fire load and resistance in assembly occupancies.
24.02	Define and describe fire load and resistance in educational occupancies.
24.03	Define and describe fire load and resistance in health care occupancies.
24.04	Define and describe fire load and resistance in detention and correctional occupancies.
24.05	Define and describe fire load and resistance in residential occupancies.
24.06	Define and describe fire load and resistance in mercantile occupancies.
24.07	Define and describe fire load and resistance in business occupancies.
24.08	Define and describe fire load and resistance in industrial occupancies.

24.09	Define and describe fire load and resistance in storage occupancies.
25.0	Describe principles of fire resistance, fire growth, and behavior of fire in buildings--The student will be able to:
25.01	Define fire resistance.
25.02	Define fire growth.
25.03	Define fire spread.
25.04	Define smoke propagation.
26.0	Demonstrate knowledge of the incident management system--The student will be able to:
26.01	Define principle features of an Incident Command system (ICS) as an incident management system.
26.02	Define and explain the primary management functions.
26.03	Explain Management by Objectives.
26.04	Define "Unity of Command" and "Chain of Command".
26.05	Demonstrate establishment and transfer of command.
26.06	Explain the need for organizational flexibility.
26.07	Define unified Command.
26.08	Define Span of Control.
26.09	Understand and use common terminology.
26.10	Describe Personnel Accountability System (PAS)
26.11	Explain Integrated Communications.
26.12	Define Resource Management
26.13	Understand and develop an Incident Action Plan (IAP)
26.14	Explain how the incident organization expands or contracts to meet operational needs of the incident or event
26.15	Describe the use of Branches, Divisions, and Groups within the Operations Section, and provide supervisory titles associated with each level.
26.16	List the essential elements of information involved in transfer of command.

26.17	Match organizational positions with appropriate ICS sections.
26.18	Describe an ICS organization appropriate to a small incident using an Incident Briefing form.
26.19	Name each of the principal facilities used in conjunction with ICS, and explain the purpose and use of each.
26.20	Identify which facilities may be located together at an incident or event.
26.21	Describe the need for proper incident resource management.
26.22	Describe three ways of managing resources and the advantages of each.
26.23	Explain the purpose of resource typing.
26.24	Describe the three resource status conditions used at an incident, and the purpose and limits associated with each.
26.25	Explain how resources status is changed, how notifications of changes are made, and how status is maintained at an incident or event.
26.26	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.
26.27	Provide typing for these resources.
26.28	List actions to be accomplished prior to leaving for an incident or event.
26.29	List the steps involved at incident check-in.
26.30	List (or select from a list) major personal responsibilities at an incident or event.
26.31	List the major steps necessary in the incident or event demobilization process.
27.0	Demonstrate advanced knowledge and ability to function in the incident management system--The student will be able to:
27.01	Match responsibility statements to each ICS organizational element.
27.02	List the ICS positions that may include deputies, and describe deputy roles and responsibilities.
27.03	Describe differences between deputies and assistants.
27.04	Describe ICS reporting and working relationships for Technical Specialist and Agency Representatives.
27.05	Describe reporting relationships and information flow within the organization.
27.06	Describe the steps in transferring and assuming incident command.
27.07	List the major elements included in the incident briefing.

27.08	Develop a sample organization around a major event to include the use of all appropriate sections and organizational modules.
27.09	Describe how incidents can best be managed by appropriate and early designation of primary staff members and by proper delegation of authority.
27.10	Describe how Unified Command functions on a multi-jurisdiction or multi-agency incident.
27.11	List the minimum staffing requirement within each organizational element for at least two incidents of different sizes.
27.12	Describe the role and use of forms in effective incident management.
27.13	Identify and describe four basic principles of resource management.
27.14	Identify the basic steps involved in managing incident resources.
27.15	Know the contents of, and how the Operational Planning Worksheet (ICS Form 215), is used.
27.16	Identify the organizational elements at the incident can order resources.
27.17	Describe the differences between single and multipoint resource ordering and the reasons for each.
27.18	Describe why and how resources are assigned to staging areas, camps and direct tactical assignments.
27.19	Describe the purpose and importance of planning for resource demobilization.
27.20	Identify five key considerations associated with resource management and the reasons for each.
27.21	Describe the function and general duties associated with each element of Air Operations Branch organization.
27.22	Diagram a full Air Operations Branch organization using a simulated scenario.
27.23	Describe the function and use of the ICS Form 220, Air Operations Summary Worksheet. List the major steps involved in the planning process.
27.24	Identify the ICS titles of personnel who have responsibilities in developing the incident action plan and list their duties.
27.25	As part of an exercise, identify incident objectives for a simulated scenario.
27.26	As part of an exercise, describe appropriate strategies and tactics to meet incident objectives for a simulated scenario.
27.27	Explain the use of Operational Periods in the planning process, and how Operational Periods are derived.
27.28	Explain the function of the Operational Planning Worksheet (ICS Form 215) and other forms, which may be used in preparing the Incident Action Plan.
27.29	Explain the criteria for determining when the Incident Action Plan should be prepared in writing.
27.30	Identify the kinds of supporting materials included in an Incident Action Plan.

27.31	List the major sections in a Demobilization Plan. As part of a group exercise, develop an Incident Action Plan for a simulated scenario.
28.0	Develop incident action plans for firefighting scenarios--The student will be able to:
28.01	Use an Incident Command System worksheet to layout an ICS structure for a given scenario.
28.02	Describe the functions of various sections of an ICS structure.
29.0	Demonstrate knowledge of flashover and backdraft--The student will be able to:
29.01	Define the phenomenon of flashover.
29.02	List the indicators of flashover.
29.03	List the safety actions to take regarding flashover.
29.04	Define the phenomenon of backdraft.
29.05	List the indicators of backdraft.
29.06	List the safety actions to take regarding backdraft.
29.07	List the safety actions to take regarding backdraft.
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	Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray--The student will be able to:
31.01	Discuss the advantages and disadvantages of solid streams.
31.02	Discuss the advantages and disadvantages of straight streams.
31.03	Discuss the advantages and disadvantages of fog sprays.
32.0	Demonstrate knowledge of the principles of firefighting strategy and tactics--The student will be able to:

32.01	List basic principles of firefighting tactics.
32.02	Define single company operations.
32.03	Discuss safety issues relative to firefighting strategy.
33.0	Demonstrate knowledge of “ideal rate of flow”--The student will be able to:
33.01	Define “Ideal Rate of Flow”.
33.02	Calculate ideal rate of flow in various firefighting scenarios.
34.0	Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up--The student will be able to:
34.01	List and define the five observable tactical considerations.
34.02	List and define the fifteen points of size-up.
35.0	Demonstrate knowledge of fire situational analysis and its impact on firefighter safety--The student will be able to:
35.01	Define fire situational analysis.
35.02	Discuss safety considerations in various firefighting scenarios.
36.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
36.01	Define engine companies.
36.02	Define truck companies
36.03	Compare and contrast engine and truck company operations.
37.0	Demonstrate knowledge of proper position of apparatus--The student will be able to:
37.01	Define and discuss staging.
37.02	Define and discuss forward lay.
37.03	Define and discuss reverse lay.
37.04	Define and discuss catching a hydrant.
38.0	Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
38.01	Discuss how to determine the rating of fire hydrant.

38.02	List and describe alternate sources of water where hydrants are not available.
39.0	Demonstrate knowledge of the signs of building collapse--The student will be able to:
39.01	List signs of building collapse.
39.02	List and discuss actions to be taken if collapse is imminent.
39.03	Define and estimate collapse zones.
40.0	Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
40.01	List and describe personal protective equipment worn by firefighters.
40.02	Discuss when personal protective equipment should be taken out of service for repair or replacement.
41.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
41.01	Define engine companies.
41.02	Define truck companies
41.03	Compare and contrast engine and truck company operations.
42.0	Demonstrate knowledge of proper position of apparatus--The student will be able to:
42.01	Define and discuss staging.
42.02	Define and discuss forward lay
42.03	Define and discuss reverse lay
42.04	Define and discuss catching a hydrant
43.0	Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
43.01	Discuss how to determine the rating of fire hydrant.
43.02	List and describe alternate sources of water where hydrants are not available.
44.0	Demonstrate knowledge of the signs of building collapse--The student will be able to:
44.01	List signs of building collapse.
44.02	List and discuss actions to be taken if collapse is imminent.

44.03	Define and estimate collapse zones.
45.0	Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
45.01	List and describe personal protective equipment worn by firefighters.
45.02	Discuss when personal protective equipment should be taken out of service for repair or replacement.
46.0	Demonstrate an understanding of firefighting in multiple dwellings--The student will be able to:
46.01	Identify firefighting problems in multiple dwellings.
46.02	Identify life hazards in multiple dwellings.
46.03	Define the acronym CRAVE and apply it to an in-class scenario.
47.0	Demonstrate an understanding of firefighting in a high-rise building--The student will be able to:
47.01	Define a high-rise building.
47.02	List the challenges of fighting a fire in a high-rise building.
48.0	Demonstrate an understanding of firefighting in a contiguous structure--The student will be able to:
48.01	Define contiguous structures.
48.02	Explain the two categories of contiguous structures.
48.03	Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
49.0	Demonstrate an understanding of firefighting in taxpayers and mixed-use occupancies--The student will be able to:
49.01	Define mixed use and taxpayer occupancies.
49.02	Identify the construction features of taxpayer and mixed use occupancies.
49.03	Identify the life hazards and firefighting problems encountered in these occupancies.
49.04	Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
50.0	Demonstrate an understanding of firefighting in commercial occupancies and strip malls--The student will be able to:
50.01	Identify commercial occupancies and many of the associated hazards.
50.02	Identify and discuss a variety of roof hazards

50.03	Discuss sprinkler use in such occupancies.
50.04	Identify and discuss life hazards associated with commercial occupancies and strip malls.
50.05	Explain the strategic approach involving commercial occupancies and strip malls and apply it to a classroom scenario.
51.0	Demonstrate knowledge of critical incident stress management--The student will be able to:
51.01	Define critical incident stress.
51.02	Discuss the critical incident stress debriefing process.
51.03	Recognize the potential signs of a firefighter suffering from critical incident stress.
52.0	Demonstrate knowledge of features of matter and energy--The student will be able to:
52.01	Define the physical properties of matter.
52.02	Define the physical properties of energy.
53.0	Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction and combustion--The student will be able to:
53.01	Define oxidation.
53.02	Define reduction.
53.03	Define combustion.
54.0	Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
54.01	List and define the four parts of the fire tetrahedron.
54.02	Discuss the principles of extinguishment.
55.0	Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
55.01	Define the properties of oxygen.
55.02	Define the properties of hydrogen
55.03	Define the properties of fluorine.
55.04	Define the properties of chlorine.
55.05	Define the properties of bromine.

55.06	Define the properties of phosphorus.
55.07	Define the properties of sulfur.
55.08	Define the properties of carbon.
56.0	Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
56.01	Define the physical properties of acids.
56.02	Define the physical properties of bases.
57.0	Demonstrate knowledge of path of travel of fire, heat and smoke--The student will be able to:
57.01	Describe the path of travel for gasses in a structure.
57.02	Describe the path of travel for heat and its three mode of transfer in a structure.
58.0	Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
58.01	Define the role of the fire investigator
58.02	Discuss the responsibilities of the fire investigator in terms of state and national standards.
59.0	Demonstrate the ability to differentiate between accidental and incendiary fire cause--The student will be able to:
59.01	Define accidental fire causes.
59.02	Define incendiary fire causes.
60.0	Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:
60.01	List indicators of the point of origin of a fire.
60.02	Identify point of origin indicators at an actual fire scene.
61.0	Demonstrate knowledge of the functions of management--The student will be able to:
61.01	List the functions of management.
61.02	Select the appropriate management function in different scenarios.
62.0	Demonstrate knowledge of principles of leadership--The student will be able to:
62.01	Compare and contrast various models of leadership theory.

62.02	Select the appropriate leadership style in different scenarios.
63.0	Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al)--The student will be able to:
63.01	Identify various major management theorists by their principal contribution to the literature.
63.02	Compare and contrast the major management theories.
64.0	Demonstrate knowledge of span of control and unity of command--The student will be able to:
64.01	Define span of control
64.02	Define unity of command
64.03	Construct an organizational chart according to proper span of control and unity of command concepts.
65.0	Demonstrate knowledge of principles of motivation--The student will be able to:
65.01	Define motivators
65.02	Define hygiene factors
65.03	Select the appropriate motivator to employ in different scenarios.
66.0	Demonstrate knowledge of personality typing as applied to leadership--The student will be able to:
66.01	Discuss Jung's theory of personality.
66.02	Discuss the Meyers-Briggs model.
66.03	Discuss his/her own personality type and leadership style.
66.04	Discuss the application of personality typing to supervision.
67.0	Demonstrate knowledge of the principles of small group behavior--The student will be able to:
67.01	List and define the four steps of small group formation.
67.02	Define risky shift.
67.03	Define the "Abilene Paradox".
67.04	Compare and contrast leading versus facilitating small groups.
68.0	Demonstrate knowledge of ethical and legal considerations for first level supervisors--The student will be able to:

68.01	Compare and contrast the ethics of obligation and the ethics of aspiration
68.02	Define vicarious liability
68.03	Define putative knowledge
68.04	Describe key provisions of federal and state labor relations law
68.05	Discuss supervisory issues relative to cultural diversity
68.06	Discuss supervisory responsibilities relative to sexual harassment
69.0	Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism--The student will be able to:
69.01	Define and discuss terrorism, including significant incidents that have occurred within the United States.
69.02	Illustrate through cases histories, various types of potential incidents.
69.03	Define domestic and international terrorism per the current Department of Justice definitions.
69.04	Recognize circumstances that indicate a potential terrorist act.
69.05	Recognize suspicious circumstances that may indicate possible terrorism.
69.06	Define differences and similarities between responding to terrorist and non-terrorist incidents.
69.07	Recognize circumstances and on-scene key indicators that may indicate a suspicious incident.
69.08	Implement appropriate self-protective measures.
69.09	Define scene security requirements unique to terrorist incidents.
70.0	Demonstrate the ability to design and present in-service training--The student will be able to:
70.01	Design a brief in-service training presentation.
70.02	Deliver a live in-service training presentation.
71.0	Demonstrate the knowledge of the principles of adult learning--The student will be able to:
71.01	List and define the parts of Bloom's taxonomy
71.02	List and define level of fluency
71.03	Compare and contrast adult education and training with K-12 education and training.

72.0	Demonstrate the ability to design valid test items--The student will be able to:
72.01	Write valid test questions
72.02	Write effective distracters
72.03	Validate test items
73.0	Demonstrate the ability to effectively critique presentations--The student will be able to:
73.01	Conduct a constructive review of another's performance
73.02	Give useful verbal feedback

Additional Information

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 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.

There is no examination for the Fire Officer II but credentials must be submitted to Standards for review with a completed application.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**Florida Department of Education
Curriculum Framework**

Program Title: Firesafety Inspector II
Career Cluster: Law, Public Safety & Security

CCC	
CIP Number	0743020110
Program Type	College Credit Certificate
Program Length	12 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	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills. http://www.fldoe.org/workforce/dwdframe/arti_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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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 firefighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 Fire Inspectors and Investigators.

Standards

Fire Inspector II

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

- 01.0 Periodic table of elements.
- 02.0 Chemical structure.
- 03.0 Inorganic compounds.
- 04.0 Organic compounds I: organic architecture.
- 05.0 Organic compounds II: non-polar compounds.
- 06.0 Organic compounds III: polar compounds.
- 07.0 Chemical formulas.
- 08.0 Identify the chemical and physical properties of matter.
- 09.0 Physical effects and exposure to hazardous materials.
- 10.0 Science officer research.
- 11.0 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.
- 12.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 13.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 14.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 15.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 16.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 17.0 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.
- 18.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 19.0 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.
- 20.0 Name the parts of a pre-engineered system.
- 21.0 Explain how a pre-engineered system operates.
- 22.0 Describe the application of a pre-engineered system.
- 23.0 List the different types of extinguishing agents.
- 24.0 Define the different extinguishing agents.
- 25.0 Describe the properties of the various extinguishing agents.
- 26.0 The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
- 27.0 Name the components of a pre-engineered system alarm.
- 28.0 Describe the activation of the alarm system.
- 29.0 List the associated compliance codes required for alarm systems.
- 30.0 The student will demonstrate an understanding of inspection procedures.

- 31.0 Describe the inspection procedure for a pre-engineered system.
- 32.0 List the inspection guidelines for pre-engineered systems.
- 33.0 Explain the need for inspections of pre-engineered systems.
- 34.0 Identify the problem.
- 35.0 Detecting incendiary fires.
- 36.0 Understand the nature and behavior of fire.
- 37.0 Understand the combustible properties of liquid and gaseous fuels.
- 38.0 Understand the properties of solid fuels.
- 39.0 Identify sources of ignition.
- 40.0 Deal with structure fires.
- 41.0 Deal with wildland fires.
- 42.0 Deal with vehicle and ship fires.
- 43.0 Electrical cause fires.
- 44.0 Clothing and fabric fires.
- 45.0 Explosions.
- 46.0 Chemical fires and hazardous materials.
- 47.0 Available lab services.
- 48.0 Fire related deaths and injuries.
- 49.0 Arson as a crime.
- 50.0 Other investigative topics.
- 51.0 Describe an exothermic reaction.
- 52.0 Explain various terms describing fire behavior.
- 53.0 Describe hazards associated with fire.
- 54.0 Describe burn injuries and their care.
- 55.0 Know and use resources in injury prevention available on a national basis.
- 56.0 Know and use resources in injury prevention on a statewide basis.
- 57.0 Know and use resources in injury prevention on a local basis.
- 58.0 Understand the importance of documentation of activities.
- 59.0 Given forms and formats, document fire and life safety education programs.
- 60.0 Given forms and formats, prepare written reports.
- 61.0 Given a list of events, program requests, etc. maintain a work schedule.
- 62.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 63.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 64.0 Maintain safety during fire and life safety education activities.
- 65.0 Present a lesson plan.
- 66.0 Notify the public of an educational event.
- 67.0 Distribute educational information.
- 68.0 Administer an evaluation instrument.
- 69.0 Score and evaluation instrument.
- 70.0 To train fire rescue department personnel in the role of Public Information Officer (PIO).
- 71.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.

- 72.0 To stress the need for cooperation with the media.
- 73.0 To show trainees an example of an effective PIO at work at an emergency scene.
- 74.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 75.0 To be familiar with the most current media technology.
- 76.0 Understand the need for public information policies.
- 77.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 78.0 Discuss unified message.

**Florida Department of Education
Student Performance Standards**

Program Title: Firesafety Inspector II
CIP Numbers: 0743020110
Program Length: 12 credit hours
SOC Code(s):33-2021

This certificate program is part of the Fire Science Technology (FESHE Model) AS (1743020100). At the completion of this program, the student will be able to:

01.0	Periodic table of elements.
02.0	Chemical structure.
03.0	Inorganic compounds.
04.0	Organic compounds I: organic architecture.
05.0	Organic compounds II: non-polar compounds.
06.0	Organic compounds III: polar compounds.
07.0	Chemical formulas.
08.0	Identify the chemical and physical properties of matter.
09.0	Physical effects and exposure to hazardous materials.
10.0	Science officer research.
11.0	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.
12.0	Differentiate between elements, compounds and mixtures, and give examples of each.
13.0	Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
14.0	Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
15.0	Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
16.0	Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.

17.0	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.
18.0	Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
19.0	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.
20.0	Name the parts of a pre-engineered system.
21.0	Explain how a pre-engineered system operates.
22.0	Describe the application of a pre-engineered system.
23.0	List the different types of extinguishing agents.
24.0	Define the different extinguishing agents.
25.0	Describe the properties of the various extinguishing agents.
26.0	The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
27.0	Name the components of a pre-engineered system alarm.
28.0	Describe the activation of the alarm system.
29.0	List the associated compliance codes required for alarm systems.
30.0	The student will demonstrate an understanding of inspection procedures.
31.0	Describe the inspection procedure for a pre-engineered system.
32.0	List the inspection guidelines for pre-engineered systems.
33.0	Explain the need for inspections of pre-engineered systems.
34.0	Identify the problem.
35.0	Detecting incendiary fires.
36.0	Understand the nature and behavior of fire.
37.0	Understand the combustible properties of liquid and gaseous fuels.
38.0	Understand the properties of solid fuels.
39.0	Identify sources of ignition.

40.0	Deal with structure fires.
41.0	Deal with wildland fires.
42.0	Deal with vehicle and ship fires.
43.0	Electrical cause fires.
44.0	Clothing and fabric fires.
45.0	Explosions.
46.0	Chemical fires and hazardous materials.
47.0	Available lab services.
48.0	Fire related deaths and injuries.
49.0	Arson as a crime.
50.0	Other investigative topics.
Elective:	(choose one)
<u>FFP1793 Fire and Life Safety Educator - Level I</u>	
51.0	Describe an exothermic reaction.
52.0	Explain various terms describing fire behavior.
53.0	Describe hazards associated with fire.
54.0	Describe burn injuries and their care.
55.0	Know and use resources in injury prevention available on a national basis.
56.0	Know and use resources in injury prevention on a statewide basis.
57.0	Know and use resources in injury prevention on a local basis.

58.0	Understand the importance of documentation of activities.
59.0	Given forms and formats, document fire and life safety education programs.
60.0	Given forms and formats, prepare written reports.
61.0	Given a list of events, program requests, etc. maintain a work schedule.
62.0	Demonstrate an understanding of methods used in conducting fire and life safety programs.
63.0	Select instructional materials that are appropriate to the audience and learning objectives.
64.0	Maintain safety during fire and life safety education activities.
65.0	Present a lesson plan.
66.0	Notify the public of an educational event.
67.0	Distribute educational information.
68.0	Administer an evaluation instrument.
69.0	Score and evaluation instrument.
<u>FFP2706 Public Information Officer (PIO)</u>	
70.0	To train fire rescue department personnel in the role of PIO.
71.0	To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
72.0	To stress the need for cooperation with the media.
73.0	To show trainees an example of an effective PIO at work at an emergency scene.
74.0	To give trainees an opportunity to practice specific performance based skills required in the PIO function.
75.0	To be familiar with the most current media technology.
76.0	Understand the need for public information policies.
77.0	Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)

78.0 Discuss unified message.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**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 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 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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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

The purpose of this program is to 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.

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). At the completion of this program, the student will be able to:

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	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	Demonstrate an understanding of the components of building construction that relate to fire and life safety--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.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Articulation

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

**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; 23-2093 Title Examiners, Abstractors, and Searchers
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.

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 principles 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
Program Length: 64 credit hours
SOC Code(s): 23-2011, 23-2093

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 the ethical and professional standards of the paralegal--The student will be able to:

01.01 Define a variety of legal terms and concepts relating to professionalism and the 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 Demonstrate ability to utilize the law library and apply knowledge to legal writing--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	Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations--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:
<ul style="list-style-type: none"> • 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	Demonstrate knowledge of the fundamental principals of the law of business organizations--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	Demonstrate knowledge of fundamental principles of contract law including the uniform commercial code--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	Demonstrate knowledge of, and ability to perform, litigation techniques and procedures--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	Demonstrate knowledge of management techniques and procedures--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	Demonstrate knowledge of family law and procedure--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	Demonstrate knowledge of employability skills--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	Demonstrate an understanding of entrepreneurship--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.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

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

**Florida Department of Education
Curriculum Framework**

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

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

Standards

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

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss the principles of criminology.
- 03.0 Identify criminal investigation procedure.
- 04.0 Describe and discuss juvenile delinquency.
- 05.0 Summarize law enforcement administration.
- 06.0 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.

**Florida Department of Education
Student Performance Standards**

Program Title: Criminal Justice Technology
CIP Numbers: 1743010300
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	Describe and discuss juvenile delinquency--The student will be able to:
04.01	Define juvenile delinquency.
04.02	Explain the proceedings of the juvenile court system.
04.03	Compare the advantages and disadvantages of juvenile incarceration.
04.04	Identify some of the major causes of juvenile delinquency.
04.05	Identify the problem areas that have an influence upon juvenile delinquency between peers, parents and school.
04.06	Discuss the relevance and dynamics of gangs as they relate to juvenile delinquency.
04.07	Discuss the importance of the public school system relative to the detection and prevention of juvenile delinquency.
04.08	Describe juvenile rehabilitative programs.
05.0	Summarize law enforcement administration--The student will be able to:
05.01	Appraise the impact of national patrol studies.
05.02	Compare and contrast the various organizational structures of law enforcement agencies.
05.03	Give examples of different departmental recruiting techniques.

05.04	Define the general principles of allocation and deployment of patrol resources.
05.05	Explain the concepts of criminal investigation management and supervision of cases.
05.06	Discuss the importance of specialized units.
05.07	Identify crime prevention techniques.
05.08	Discuss the relevance of Special Operations to the administration of police services.
05.09	Discuss the various technologies utilized by law enforcement agencies.
06.0	Demonstrate law enforcement operations procedures--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	Describe and discuss the field of corrections--The student will be able to:
07.01	Discuss the history and evolution of corrections.
07.02	Discuss the philosophies of incarceration.
07.03	Discuss major problems facing contemporary corrections.
07.04	Identify the major differences between juvenile and adult institutionalization.
07.05	Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.

07.06	Discuss the advantages and disadvantages of career and technical education within an institutional setting.
07.07	Identify contemporary sentencing guidelines.
07.08	Define the concept of community based corrections.
07.09	Define and contrast the concepts of probation and parole.
07.10	Identify the advantages of work release and pre-release programs.
07.11	Discuss the problems associated with probation caseloads.
07.12	Explain the concept of contracting for correctional services.
07.13	Identify important historical progressions in the origins of probation and parole.
07.14	Define the general categories of treatment services.
07.15	Explain the various roles of psychologists, psychiatrists, and sociologists in corrections.
07.16	Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
07.17	Explain the inmate classification process.
07.18	Explain how the classification process can frequently intensify conflict between treatment and security goals.
07.19	Discuss group and individual counseling of the offender.
07.20	Identify types of community resources that are available for offender treatment services.
08.0	Describe and discuss the field of criminal law--The student will be able to:
08.01	Explain how burden of proof relates to a criminal proceeding.
08.02	Define and contrast civil and criminal proceedings.
08.03	Identify the difference between procedural and substantive due process.
08.04	Explain the legacy of English common law and its relationship to modern jurisprudence.
08.05	Identify the legal elements of crimes.
08.06	Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
08.07	Discuss legal defenses in criminal law.

08.08	Discuss the Bill of Rights of the U.S. Constitution.
08.09	Give an example of an ex post facto law.
09.0	Explain evidence and rules of evidence--The student will be able to:
09.01	State the purpose of evidence.
09.02	Name and describe types of evidence.
09.03	Define admissibility of evidence.
09.04	Define sufficiency of evidence.
09.05	Discuss the legal procedures for securing admissions and confessions.
09.06	Describe the general process and handling of all evidence from time of discovery through disposition.
09.07	Describe the nature, purpose and legal framework of privileged information regarding evidence.
10.0	Demonstrate employability skills--The student will be able to:
10.01	Conduct a job search.
10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete a job application.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons.
10.07	Identify acceptable work habits.
10.08	Demonstrate knowledge of how to make job changes appropriately.
10.09	Demonstrate acceptable employee health habits.
11.0	Identify the issues relating to human diversity in the criminal justice system--The student will be able to:
11.01	List the purposes of a structured public/human relations program within a criminal justice agency.
11.02	Identify and describe community relations programs.

11.03 Identify impediments to a successful minority recruitment program.

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

11.05 Discuss examples of prejudice, discrimination and racism.

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

11.07 Discuss ethics as it relates to criminal justice.

11.08 Discuss the impact of internal and external controls on criminal justice professionals.

Additional Information

Laboratory Activities

Laboratory 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).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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.

**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, SOC Code 19-4092 (Forensic Science Technicians).

Program Structure

This program is a planned sequence of instruction consisting of 60 hours. This program is a planned sequence of instruction consisting of 60 credit hours. The content includes, but is not limited to, working knowledge of all basic tenets in crime scene technology that are encompassed in the

phases of crime scene search, recording, evidence gathering, packaging of evidence and courtroom testifying. The purpose is to provide for the proper collection of crime scene evidence according to all legal dictates and to present in related courts.

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

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	Demonstrate knowledge of courtroom testimony presentations--The student will be able to:
08.01	Demonstrate the knowledge and skill needed in courtroom proceedings.
08.02	Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings.
08.03	Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
08.04	Demonstrate the knowledge and skills of preparing for courtroom testimony.
09.0	Demonstrate knowledge and understanding of the criminal justice system--The student will be able to:
09.01	Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
09.02	Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police, courts and corrections.

Additional Information

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

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

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

**Florida Department of Education
Curriculum Framework**

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

AS	
CIP Number	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

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

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

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

10.0	Demonstrate an understanding of the career fields of specialized security and loss prevention--The student will be able to:
10.01	Research growth trends in both private security and loss prevention.
10.02	Discuss employment opportunities with security and loss prevention professionals in various industries and specialties.
10.03	Conduct interviews with both security and loss prevention professionals.
10.04	Read case studies and job descriptions.
11.0	Demonstrate an understanding of the legal aspects of both security and loss prevention--The student will be able to:
11.01	Address the impact that the growth of litigation in security and loss prevention operations has on companies with security and loss prevention programs.
11.02	Read case histories and studies that effect security and loss prevention.
11.03	Define liability.
11.04	Review key factors in negligent security and loss prevention litigation.
11.05	Examine the duty to protect.
12.0	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	Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention--The student will be able to:

13.01	Explain the different challenges placed on security and loss prevention by societal factors and the changing nature of workplace (crime trends, advances in technology, increased diversity, privatization of public services and globalization).
13.02	List the types of specialized education and learning experience necessary in security and loss prevention to maintain employment within the industry.
13.03	Discuss the multidimensional competencies needed in security and loss prevention such as asset protection expertise, administration and execution of loss control programs, visionary concepts as related to security and loss prevention, resourcefulness, and effective communication.
13.04	Describe the goals of security and loss prevention professionals to include negotiation skills and the ability to enhance the professional standing within the organizational structure of any organization.
13.05	Examine the indirect cost of economic crime and exploring external and internal industry threats.
14.0	Demonstrate an understanding of the history and development of commercial security--The student will be able to:
14.01	Describe the history of counterfeiting and its role in the rise of private security.
14.02	Discuss the role of industrial development in the development of security.
14.03	Explain how the mobility of the financial economy contributed to the rise of security.
14.04	Discuss how labor disputes, espionage, and industrial crime led to the growth and development of security.
14.05	Research recent trends in economic activities, the results of the 1968 Rand Report, and Hallcrest II (1990) in relation to the security industry.
15.0	Demonstrate an understanding of the management of security operations--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	Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program--The student will be able to:
16.01	Describe the different types of shoplifters such as amateurs, professionals, and thrill seekers.

16.02	Explain the methods of shoplifting such as concealment and price switching.
16.03	Discuss the shoplifting detection methods of surveillance, audits, and employee awareness.
16.04	Describe shoplifting prevention with the use of plainclothes officers, electronic surveillance, and electronic tagging.
16.05	Apply the methods of proper surveillance, apprehension, and detention of suspects.
16.06	Explain non-accusatory confrontation of suspects.
16.07	Establish the proper documentation of events.
17.0	Understand and recognize types of internal crimes--The student will be able to:
17.01	Describe merchandise thefts by employees such as under ringing, trash removal, and personal bags.
17.02	Explain cash thefts in the form of refund and layaway fraud.
17.03	Discuss embezzlement such as bank deposit rolling, check kiting, lapping, payroll fraud, and travel expense fraud.
17.04	Describe business abuse of graft, kickbacks, conflict of interest, inappropriate gifts, and bid-rigging.
17.05	Explain the use of proprietary information in trade secrets and business processes.
17.06	Discuss employee theft and shoplifting.
18.0	Demonstrate an understanding of the nature and control of vendor and cargo theft--The student will be able to:
18.01	Describe delivery shortages.
18.02	Explain freight overcharges.
18.03	Describe counterfeit or damaged good shipments.
18.04	Describe access control of delivery procedures in the separation of shipping and receiving areas.
18.05	Discuss secure shipping receivers.
19.0	Understand and recognize types of retail crime--The student will be able to:
19.01	Describe bad check detection.
19.02	Describe the basics of credit card fraud.
19.03	Discuss the issues involved with counterfeit currency.

19.04	Describe currency, container, and price switching.
19.05	Discuss refund fraud.
19.06	Describe quick change schemes and inventory shrinkage.
20.0	Demonstrate an understanding of how to design risk management programs in commercial settings--The student will be able to:
20.01	Describe the risk identification process.
20.02	Explain security layering.
20.03	Discuss the integration of physical, human resource, and information security systems.
20.04	Describe the loss prevention procedures and controls of deterrence, detection, and recovery.
20.05	Discuss employee training for loss prevention.
20.06	Research the purchase of technology for loss prevention.
20.07	Describe the development of a loss prevention master plan.
21.0	Demonstrate an understanding of the definition of criminal and civil law--The student will be able to:
21.01	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	Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing--The student will be able to:
25.01	Discuss the legal issues surrounding employee drug testing.
25.02	Describe elements of the Drug Free Work Place Act of 1988.

25.03	List the proper procedures for the use of polygraphs for investigations.
25.04	Describe the elements of the Employee Polygraph Protection Act of 1988.
25.05	List the admissibility of polygraph tests in court proceedings.
26.0	Demonstrate an understanding of the legal issues involved in surveillance--The student will be able to:
26.01	Define when an observed individual has a reasonable right to privacy.
26.02	Read and discuss washroom surveillance and cases involving expectation of privacy.
26.03	Describe the legal issues of electronic "eavesdropping" and the differences in state and local laws.
26.04	Define proper management techniques for electronically compiled evidence.
26.05	Discuss the legal principles necessary to effectively prosecute employees.
27.0	Demonstrate an understanding of the legal and ethical issues of security--The student will be able to:
27.01	Describe the elements of assault and battery claims against private security.
27.02	List the principles of false arrest and imprisonment.
27.03	Discuss the legal definition of invasion of privacy.
27.04	Discuss the issue of vicarious liability in training and supervision of security personnel.
27.05	List and discuss the legal reasoning of "color of state law" cases.
27.06	Comprehend the issue of diversity in the work place.
28.0	Demonstrate an understanding of the history of the constitution--The student will be able to:
28.01	Discuss the history and purpose of the Constitution.
28.02	Identify the role and purpose of law in society.
28.03	Discuss the origin of modern criminal law in America.
28.04	List the commonly used terms associated with the Constitution.
28.05	Identify and list the important constitutional law cases that affect private security.
29.0	Demonstrate an understanding of criminal law and procedures in relation to private security--The student will be able to:

29.01	Identify private security powers and authority.
29.02	Research the Bill of Rights as it defines private security limitations.
29.03	Define tort, civil liability, criminal liability, habeas corpus, writs, and subpoena.
29.04	Define the right to privacy as interpreted by the fourth, fifth and sixth Amendments.
29.05	Identify the criminal law principles and definitions.
29.06	List the legal steps of arrest and trial.
30.0	Demonstrate an understanding of the legal concept of public and private arrest procedures--The student will be able to:
30.01	Research the requirements for a legal arrest and securing a warrant.
30.02	List the different types of arrests, public and private.
30.03	Define the arrest powers of a private citizen.
30.04	Research the alternatives to arrest.
30.05	Define the term detention by police.
31.0	Demonstrate an understanding of the laws of search and seizure within security work--The student will be able to:
31.01	Discuss the intent of the Fourth Amendment.
31.02	Define the laws of search and seizure for private security personnel.
31.03	Define plain view and consent searches.
32.0	Demonstrate an understanding of the fundamentals of 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	Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony--The student will be able to:
	34.01 Research the steps necessary to prepare a civil or criminal case for court with the assistance of criminal justice personnel.
	34.02 List the steps necessary for court testimony.
	34.03 Review, discuss, and communicate in writing the private security related case studies presented in the class.
35.0	Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process--The student will be able to:
	35.01 Discuss the philosophy and purpose of the interview.
	35.02 Discuss the philosophy and purpose of the interrogation.
	35.03 Explain the investigative process.

35.04	List the definitions and commonly used terms in interviews and interrogations.
35.05	List the differences between the private and public processes.
36.0	Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information--The student will be able to:
36.01	Define the types and uses of complaints.
36.02	Describe how to legally manage and document written and oral statements of complainants and witnesses during an interview or interrogation.
36.03	Research the different types of witnesses and complainants.
36.04	List the ten basic rules for interviewing witnesses and complainants.
36.05	Research how to take proper notes for an investigation, interview and interrogation.
37.0	Demonstrate an understanding of the importance of the legal aspects of interview and interrogation--The student will be able to:
37.01	Define the legal aspects of private and public interview and interrogation.
37.02	Explain the Miranda decision and the Miranda warning.
37.03	Research the relevant Constitutional Amendments.
37.04	Describe the warnings and approaches used in special situations including juveniles and persons under the influence.
37.05	Define a voluntary confession.
38.0	Demonstrate an understanding of how to prepare for an interview and an interrogation--The student will be able to:
38.01	Explain the elements of establishing the interview goals and selecting the interviewer.
38.02	Describe the selection of a location based on background information.
38.03	Explain the development of an interview strategy and establishing rapport in an interview or interrogation.
38.04	Describe the process of analyzing the facts and evidence.
39.0	Demonstrate an understanding of the behavioral aspects of the interview and interrogation process--The student will be able to:
39.01	Define common terms used in identifying behavior.
39.02	Describe guidelines for evaluation of behavior.
39.03	Discuss the interpretation of verbal and non-verbal behavior.

39.04	List and define the types of resistance.
39.05	Analyze the causes of denials.
39.06	Describe the environmental issues.
39.07	Describe the use of the polygraph.
39.08	Define the types of admission and confession.
39.09	List the twenty two guidelines for taking admissions and confessions.
39.10	Explain the process from admission to confession.
40.0	Demonstrate an understanding of the process of conducting an interview and an interrogation--The student will be able to:
40.01	Define the types of interviews and interrogations.
40.02	Explain the strategy of the interview including the setting of goals and the ten basic rules for interviewing.
40.03	Explain the establishment of rapport through the use of the environmental setting and personal communication skills.
40.04	Describe the approaches to conducting interviews and interrogations.
40.05	Practice the gathering of verbal and written statements.
40.06	Explain the skills necessary to the closing of an interview.
40.07	Explain the effects of an unsuccessful interview or interrogation.
41.0	Demonstrate an understanding of case studies through the use of scenarios--The student will be able to:
41.01	Research well-known case studies and legal decisions.
41.02	Practice interview techniques using well known case studies and scenarios.
41.03	Practice interrogation skills using well known case studies and scenarios.
42.0	Demonstrate an understanding of the history and evolution of investigations in the private sector--The student will be able to:
42.01	Review the history and evolution of investigations.
42.02	Research key organizations and individuals instrumental in investigations.
42.03	Complete essay questions and review exercises on investigation topics.

43.0	Demonstrate an understanding of the qualities and skills necessary to become a successful investigator--The student will be able to:
43.01	Define private and public investigations.
43.02	List the personal attributes of a successful investigator.
43.03	Discuss the purpose and effectiveness of an investigation.
43.04	Discuss the qualities and skills needed in investigations.
44.0	Demonstrate an understanding of the role and day-to-day operations of modern day investigators in the private sector--The student will be able to:
44.01	Conduct interviews with real-life investigators in the private sector.
44.02	Read case histories.
44.03	Research the private investigation industry.
44.04	Discuss the basic questions in an investigation.
45.0	Demonstrate an understanding of the differences between public and private investigations--The student will be able to:
45.01	Discuss the difference between civil and criminal cases and investigations.
45.02	Examine the methods of operation conducted by private investigators.
45.03	List the major differences between the public and private sector.
45.04	Explore the types of public investigations in the United States.
45.05	Explain the main objective of a public investigation and the objectives of private investigations.
46.0	Demonstrate an understanding of the sources of information available to an investigator for the purpose of conducting an investigation--The student will be able to:
46.01	Discuss the people and organizations that can be used as sources of information for the investigator.
46.02	Research the public records at the local, state, and federal levels which can assist in conducting an investigation.
46.03	Examine the constitutional and legal limitations regarding sources of information.
46.04	Explain how the internet can be utilized as an investigative tool.
47.0	Demonstrate an understanding of the importance of ethics in investigations in the private sector--The student will be able to:
47.01	Discuss the ethical obligations of an investigator in the private sector.

47.02	Review the code of ethics from organizations.
47.03	List issues relating to ethics.
47.04	Discuss scenarios relating to ethical behavior.
48.0	Demonstrate an understanding of managing the business concepts of private investigations--The student will be able to:
48.01	Discuss the types of business concepts within the investigation industry.
48.02	Discuss the financial potential of the investigative specialties and occupations.
48.03	Research the licensing requirements for each state.
48.04	Explain assignments performed by investigators in the private sector.
49.0	Comprehend the fundamentals of problem solving logic within the field of security--The student will be able to:
49.01	Describe the origin of problem solving logic.
49.02	Discuss the work of Herman Goldstein as it relates to problem solving.
49.03	Explain the SARA (Scanning, Analysis, Response, and Assessment) model of problem solving.
50.0	Understand the principles and process of risk assessment as a tool in problem solving--The student will be able to:
50.01	Describe the origin and principles of risk assessment.
50.02	Research the methods of loss prevention survey.
50.03	Discuss the systems approach to risk assessment.
50.04	Describe the link between problem solving and risk assessment.
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	Understand the relevant problem solving techniques involved in computer security--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	Understand loss prevention fundamentals--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	Comprehend the importance of effective working relationships, communication, and pre-employment screening in the loss prevention field--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	Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs--The student will be able to:
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	Learn the basic techniques for investigation including methods for obtaining security services and equipment--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.

Additional Information

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

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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.fl DOE.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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

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

**Florida Department of Education
Curriculum Framework**

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

AS	
CIP Number	1743011600
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	15-1199 Computer Occupations, 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.

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, SOC Code 15-1199, (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.

Standards

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

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

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

**Florida Department of Education
Student Performance Standards**

Program Title: Computer Related Crime Investigation
CIP Numbers: 1743011600
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	Understand the issues related to the jurisdiction of computer related crimes--The student will be able to:
05.01	Review laws and rules regarding jurisdiction.
05.02	Discuss state jurisdiction.
05.03	Discuss federal jurisdiction.
05.04	Discuss international jurisdiction.
05.05	Define the jurisdiction of various types of computer related crimes.
06.0	Know the location of websites that can be used as resources in the investigation of a computer related crime--The student will be able to:
06.01	Locate search engines on the internet.
06.02	Explore indexes of websites.
06.03	Download lists of sources of information.
06.04	Obtain access to secured sources of information on the internet.
07.0	Understand the definition of acronyms and abbreviations that may apply to computer related crimes--The student will be able to:

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information

Laboratory Activities

Laboratory 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

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

**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 credit hours.

The program provides seven optional specializations. Note that some specializations such as Officer II will require meeting the requirements of the specialization for Fire Officer I. Also, some students may have current certification for Fire Officer I which may provide the opportunity to seek the second specialization such as Fire Officer II.

This program is a planned sequence of instruction consisting of 60 hours of college credit to obtain an AS degree. 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 standards.

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 **standards**, it is suggested these outlines be adopted, as well. The standards 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.

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 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.
- 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.

Optional standards for programs specializing in Fire Officer I

- 14.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 15.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 16.0 Demonstrate knowledge of legal foundations for fire inspections.
- 17.0 Demonstrate knowledge of the fire inspection process.
- 18.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 19.0 Demonstrate knowledge of fire inspection report writing.
- 20.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 21.0 Demonstrate knowledge of special occupancies.
- 22.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.

- 23.0 Demonstrate knowledge of fire behavior.
- 24.0 Demonstrate knowledge of fire cause determination.
- 25.0 Demonstrate knowledge of proper storage of flammables and combustibles.
- 26.0 Demonstrate knowledge of proper storage of hazardous materials.
- 27.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 28.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 29.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 30.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 31.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 32.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 33.0 Define types of building classifications and constructions and construction types.
- 34.0 Define various loads and forces that affect buildings.
- 35.0 Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control.
- 36.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 37.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 38.0 Describe principles of fire resistance, fire growth, and behavior of fire in buildings.
- 39.0 Demonstrate knowledge of the incident management system.
- 40.0 Demonstrate advanced knowledge and ability to function in the incident management system.
- 41.0 Develop incident action plans for fire fighting scenarios.
- 42.0 Demonstrate knowledge of flashover and backdraft.
- 43.0 Demonstrate knowledge of various extinguishing agents.
- 44.0 Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray.
- 45.0 Demonstrate knowledge of the principles of fire fighting strategy and tactics.
- 46.0 Demonstrate knowledge of "ideal rate of flow".
- 47.0 Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up.
- 48.0 Demonstrate knowledge of fire situational analysis and its impact on firefighter safety.
- 49.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
- 50.0 Demonstrate knowledge of proper position of apparatus.
- 51.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 52.0 Demonstrate knowledge of the signs of building collapse.
- 53.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.
- 54.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
- 55.0 Demonstrate knowledge of proper position of apparatus.
- 56.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 57.0 Demonstrate knowledge of the signs of building collapse.
- 58.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.
- 59.0 Demonstrate an understanding of firefighting in multiple dwellings.
- 60.0 Demonstrate an understanding of firefighting in a high-rise building.
- 61.0 Demonstrate an understanding of firefighting in a contiguous structure.
- 62.0 Demonstrate an understanding of firefighting taxpayers and mixed-use occupancies.
- 63.0 Demonstrating an understanding of firefighting in commercial occupancies and strip malls.

- 64.0 Demonstrate knowledge of critical incident stress management.
- 65.0 Demonstrate knowledge of features of matter and energy.
- 66.0 Demonstrate knowledge of the principles of chemical reaction, oxidation, reduction and combustion.
- 67.0 Demonstrate knowledge of the fore tetrahedron and principles of extinguishment.
- 68.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, phosphorus, sulfur, and carbon.
- 69.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 70.0 Demonstrate knowledge of path of travel of fire, heat and smoke.
- 71.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 72.0 Demonstrate an ability to differentiate between accidental and incendiary fire cause.
- 73.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
- 74.0 Demonstrate knowledge of the function of management.
- 75.0 Demonstrate knowledge of principles leadership.
- 76.0 Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al).
- 77.0 Demonstrate knowledge of span of control and unity of command.
- 78.0 Demonstrate knowledge of principles of motivation.
- 79.0 Demonstrate knowledge of personality typing as applied to leadership.
- 80.0 Demonstrate knowledge of the principles of small group behavior.
- 81.0 Demonstrate knowledge of ethical and legal considerations for first level supervisors.
- 82.0 Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism.
- 83.0 Demonstrate the ability to design and present in-service training.
- 84.0 Demonstrate the knowledge of the principles of adult learning.
- 85.0 Demonstrate the ability to design valid test items.
- 86.0 Demonstrate the ability to effectively critique presentations.

Optional standards for programs specializing in Fire Officer II

- 87.0 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.
- 88.0 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.
- 89.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 90.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 91.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 92.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 93.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 94.0 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.
- 95.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.

- 96.0 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.
- 97.0 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.
- 98.0 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.
- 99.0 The student will be able to design and develop a training course and lesson plan upon completion of this chapter.
- 100.0 Enabling objectives.
- 101.0 The student will be able to develop their plan for professional development as a fire service instructor.
- 102.0 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.
- 103.0 The student will be able to construct, administer, and evaluate an assessment instrument.
- 104.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
- 105.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
- 106.0 Explain the role and purpose of national codes and standards concerning their legal influence.
- 107.0 Become familiar with legal decisions that have or will affect the fire service.
- 108.0 Discuss the organization and legal structure of the fire department.
- 109.0 Define the liabilities of firefighters.
- 110.0 Recognize legal duties of emergency service members.
- 111.0 Discuss negligence in an emergency setting.
- 112.0 Define discrimination and identify areas of potential discrimination in the emergency service.
- 113.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
- 114.0 Discuss the scope of the civil rights act.
- 115.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.

- 116.0 Explain the at-will doctrine.
- 117.0 Explain the purpose of labor and employment laws.
- 118.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 119.0 Describe an exothermic reaction.
- 120.0 Explain various terms describing fire behavior.
- 121.0 Describe hazards associated with fire.
- 122.0 Describe burn injuries and their care.
- 123.0 Know and use resources in injury prevention available on a national basis.
- 124.0 Know and use resources in injury prevention on a statewide basis.
- 125.0 Know and use resources in injury prevention on a local basis.
- 126.0 Understand the importance of documentation of activities.
- 127.0 Given forms and formats, document fire and life safety education programs.
- 128.0 Given forms and formats, prepare written reports.
- 129.0 Given a list of events, program requests, etc. maintain a work schedule.
- 130.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 131.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 132.0 Maintain safety during fire and life safety education activities.
- 133.0 Present a lesson plan.
- 134.0 Notify the public of an educational event.
- 135.0 Distribute educational information.
- 136.0 Administer an evaluation instrument.
- 137.0 Score and evaluation instrument.
- 138.0 Train fire rescue department personnel in the role of PIO.
- 139.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 140.0 Stress the need for cooperation with the media.
- 141.0 Show trainees an example of an effective PIO at work at an emergency scene.
- 142.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 143.0 Be familiar with the most current media technology.
- 144.0 Understand the need for public information policies.
- 145.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 146.0 Discuss unified message.

Optional standards for programs specializing in Fire Company Management

- 147.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 148.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 149.0 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.
- 150.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service.
- 151.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.

Optional standards for programs specializing in Fire Inspector I

- 152.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 153.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 154.0 Demonstrate understanding of the Life Safety Code as applied to various kinds of occupancies.
- 155.0 Demonstrate ability to locate proper citations within the Life Safety Code.
- 156.0 Demonstrate knowledge of the concept of code equivalency.
- 157.0 Demonstrate knowledge of types of egress and distances required.
- 158.0 Demonstrate the ability to properly classify types of occupancies.
- 159.0 Demonstrate the ability to calculate the size, area, and volume of complex building shapes.
- 160.0 Demonstrate ability to use architectural ruler.
- 161.0 Demonstrate recognition of various types and methods of construction as denoted in architectural drawings.
- 162.0 Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings.
- 163.0 Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings.
- 164.0 Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction.
- 165.0 Demonstrate knowledge of the construction process and materials used.
- 166.0 Demonstrate knowledge of legal foundations for fire inspections.
- 167.0 Demonstrate knowledge of the fire inspection process.
- 168.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 169.0 Demonstrate knowledge of fire inspection report writing.
- 170.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 171.0 Demonstrate knowledge of special occupancies.
- 172.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
- 173.0 Demonstrate knowledge of fire behavior.
- 174.0 Demonstrate knowledge of fire cause determination.
- 175.0 Demonstrate knowledge of proper storage of flammable and combustibles.
- 176.0 Demonstrate knowledge of proper storage of hazardous materials.
- 177.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 178.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 179.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 180.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 181.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 182.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 183.0 Demonstrate knowledge of various extinguishing agents.
- 184.0 Define types of building classifications and construction types.
- 185.0 Define various loads and forces that affect buildings.
- 186.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
- 187.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 188.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 189.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.

Optional standards for programs specializing in Fire Inspector II

- 190.0 Periodic table of elements.
- 191.0 Chemical structure.
- 192.0 Inorganic compounds.
- 193.0 Organic compounds I: organic architecture.
- 194.0 Organic compounds II: non-polar compounds.
- 195.0 Organic compounds III: polar compounds.
- 196.0 Chemical formulas.
- 197.0 Identify the chemical and physical properties of matter.
- 198.0 Physical effects and exposure to hazardous materials.
- 199.0 Science officer research.
- 200.0 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.
- 201.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 202.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 203.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 204.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 205.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 206.0 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.
- 207.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 208.0 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.
- 209.0 Name the parts of a pre-engineered system.
- 210.0 Explain how a pre-engineered system operates.
- 211.0 Describe the application of a pre-engineered system.
- 212.0 List the different types of extinguishing agents.
- 213.0 Define the different extinguishing agents.
- 214.0 Describe the properties of the various extinguishing agents.
- 215.0 The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
- 216.0 Name the components of a pre-engineered system alarm.
- 217.0 Describe the activation of the alarm system.
- 218.0 List the associated compliance codes required for alarm systems.
- 219.0 The student will demonstrate an understanding of inspection procedures.
- 220.0 Describe the inspection procedure for a pre-engineered system.
- 221.0 List the inspection guidelines for pre-engineered systems.
- 222.0 Explain the need for inspections of pre-engineered systems.
- 223.0 Identify the problem.

- 224.0 Detecting incendiary fires.
- 225.0 Understand the nature and behavior of fire.
- 226.0 Understand the combustible properties of liquid and gaseous fuels.
- 227.0 Understand the properties of solid fuels.
- 228.0 Identify sources of ignition.
- 229.0 Deal with structure fires.
- 230.0 Deal with wildland fires.
- 231.0 Deal with vehicle and ship fires.
- 232.0 Electrical cause fires.
- 233.0 Clothing and fabric fires.
- 234.0 Explosions.
- 235.0 Chemical fires and hazardous materials.
- 236.0 Available lab services.
- 237.0 Fire related deaths and injuries.
- 238.0 Arson as a crime.
- 239.0 Other investigative topics.
- 240.0 Describe an exothermic reaction.
- 241.0 Explain various terms describing fire behavior.
- 242.0 Describe hazards associated with fire.
- 243.0 Describe burn injuries and their care.
- 244.0 Know and use resources in injury prevention available on a national basis.
- 245.0 Know and use resources in injury prevention on a statewide basis.
- 246.0 Know and use resources in injury prevention on a local basis.
- 247.0 Understand the importance of documentation of activities.
- 248.0 Given forms and formats, document fire and life safety education programs.
- 249.0 Given forms and formats, prepare written reports.
- 250.0 Given a list of events, program requests, etc. maintain a work schedule.
- 251.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 252.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 253.0 Maintain safety during fire and life safety education activities.
- 254.0 Present a lesson plan.
- 255.0 Notify the public of an educational event.
- 256.0 Distribute educational information.
- 257.0 Administer an evaluation instrument.
- 258.0 Score and evaluation instrument.
- 259.0 To train fire rescue department personnel in the role of Public Information Officer (PIO).
- 260.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 261.0 To stress the need for cooperation with the media.
- 262.0 To show trainees an example of an effective PIO at work at an emergency scene.
- 263.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 264.0 To be familiar with the most current media technology.

- 265.0 Understand the need for public information policies.
- 266.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 267.0 Discuss unified message.

Optional standards for programs specializing in Fire Investigator I

- 268.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 269.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 270.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 271.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 272.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 273.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 274.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 275.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 276.0 Demonstrate knowledge of various extinguishing agents.
- 277.0 Define types of building classifications and construction types.
- 278.0 Define various loads and forces that affect buildings.
- 279.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
- 280.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 281.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 282.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
- 283.0 Demonstrate knowledge of features of matter and energy.
- 284.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion.
- 285.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment.
- 286.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon.
- 287.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 288.0 Demonstrate knowledge of path of travel of fire, heat, and smoke.
- 289.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 290.0 Demonstrate the ability to differentiate between accidental and incendiary fire causes.
- 291.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.

Optional standards for programs specializing in Fire Investigator II

- 292.0 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
- 293.0 Recognize and interpret fire scenes common to various types of fires.
- 294.0 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
- 295.0 Explain the nature and behavior of fire including the effects of heat.
- 296.0 Explain and identify the combustion properties of liquids, gases and solid fuels.
- 297.0 Identify and explain electrical causes of fires.
- 298.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
- 299.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.

- 300.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.
- 301.0 Analyze fire-related deaths and injuries and describe methods of documentation.
- 302.0 Identify the techniques for interviewing and questioning suspects and subjects.
- 303.0 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
- 304.0 Identify and list the sources and technology available for fire investigations.
- 305.0 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.

Optional standards for programs specializing in Fire Instructor

- 306.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 307.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 308.0 Understand adult learning strategies and concepts.
- 309.0 Begin an active training program.
- 310.0 Gain leadership of the training group.
- 311.0 Give presentations and lead discussions.
- 312.0 Facilitate structured activities and promote team learning.
- 313.0 Conclude and evaluate an active training program.
- 314.0 List and describe the five phases of the instructional design process.
- 315.0 Construct goals and objectives for a class.
- 316.0 Explain how a lesson plan is used.
- 317.0 Develop a plan for professional development as a fire service instructor.
- 318.0 Describe the role of mentors.
- 319.0 Identify various continuing professional development opportunities.
- 320.0 Discuss the value of using a library as fire service instructors.
- 321.0 Describe research as it pertains to the fire service instructor.
- 322.0 Describe various ways to obtain professional development opportunities.
- 323.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
- 324.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
- 325.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
- 326.0 Discuss the NFPA role in standards development.
- 327.0 List and relate the various NFPA standards relative to the fire service instructor.
- 328.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
- 329.0 Define negligence and its effect on the fire service instructor.
- 330.0 Describe what constitutes harassment.
- 331.0 Discuss academic honesty and privacy issues.
- 332.0 Explain the effects of ADA relative to fire service instructors.
- 333.0 Explain copyright and how it applies to instructors.
- 334.0 Construct, administer, and evaluate an assessment instrument.
- 335.0 Define the four levels of evaluation.

- 336.0 Differentiate between summative and formative evaluation.
- 337.0 Define the different kinds of tests.
- 338.0 Discuss the difference among the various types of tests.
- 339.0 List various sources for tests.

**Florida Department of Education
Student Performance Standards**

Program Title: Fire Science Technology (FESHE Model)
CIP Numbers: 1743020100
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:

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

01.01 Identify physical properties of the three states of matter.

01.02 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 Demonstrate an understanding of the components of building construction that relate to fire and life safety--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 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--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	Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems--The student will be able to:
04.01	Apply mathematics and physics to the movement of water 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	Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers--The student will be able to:
05.01	Explain the benefits of fire protection systems in various types of structures.

05.02	Describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants.
05.03	Explain why water is a widely used extinguishing agent and 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	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--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.
07.0	Examine the organization and management of a fire department and the relationship of government agencies to the fire service--The student will be able to:
07.01	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	Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue--The student will be able to:
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	Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases--The student will be able to:
09.01	Define the different types of laws; explain their basic differences, and how the law functions in society.
09.02	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	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground--The student will be able to:
10.01	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	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--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	Demonstrate advanced technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying--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.
<u>Optional standards for programs specializing in Fire Officer I</u>	
14.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
14.01	Identify physical properties of the three states of matter.
14.02	Categorize the components of fire.
14.03	Recall the physical and chemical properties of fire.
14.04	Describe and apply the process of burning.
14.05	Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
14.06	Describe the dynamics of fire.
14.07	Discuss various materials and their relationship to fires as fuel.
14.08	Demonstrate knowledge of the characteristics of water as a fire suppression agent.

14.09	Articulate other suppression agents and strategies.
14.10	Compare other methods and techniques of fire extinguishments.
15.0	Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
15.01	Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
15.02	Classify major types of building construction.
15.03	Analyze the hazards and tactical considerations associated with the various types of building construction.
15.04	Explain the different loads and stresses that are placed on a building and their interrelationships.
15.05	Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
15.06	Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
15.07	Classify occupancy designations of the building code.
15.08	Identify the indicators of potential structural failure as they relate to firefighter safety.
16.0	Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
16.01	Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
16.02	Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
17.0	Demonstrate knowledge of the fire inspection process--The student will be able to:
17.01	Discuss fire inspection and its place within the fire department's organization
17.02	Define and discuss inspection and re-inspection
17.03	Discuss the scheduling of fire inspections
17.04	Compare and contrast the customer service and code enforcement concepts of fire inspection
17.05	Discuss the steps of the physical fire inspections
18.0	Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:
18.01	List and describe the components of a complete fire prevention program.
18.02	Discuss the proactive role of the fire inspector

18.03	Discuss the educational role of the fire inspection.
19.0	Demonstrate knowledge of fire inspection report writing--The student will be able to:
19.01	Define the parts of a complete fire inspection report.
19.02	Discuss the proper handling, distribution, and retention of fire inspection reports.
19.03	Prepare a draft fire inspection report to acceptable industry standards.
20.0	Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
20.01	Discuss methods of handling occupant complaints relative to fire inspections.
20.02	Discuss code enforcement authority of fire inspectors.
20.03	Discuss code development and adoption processes
20.04	Discuss appeal process relative to code violations.
21.0	Demonstrate knowledge of special occupancies--The student will be able to:
21.01	Define special occupancies
21.02	Discuss LSC applications related to special occupancies.
21.03	Discuss fire inspection practice relative to special occupancies.
22.0	Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
22.01	Define and discuss unsafe conditions
22.02	Define and discuss fire hazards.
22.03	Define and discuss fire loads.
23.0	Demonstrate knowledge of fire behavior--The student will be able to:
23.01	Define and discuss the fire triangle
23.02	Define and discuss the fire tetrahedron.
23.03	Define ignition temperature
23.04	Define flammable range.

23.05	Define combustion.
24.0	Demonstrate knowledge of fire cause determination--The student will be able to:
24.01	Discuss how to determine the point of origin of a fire
24.02	Define and discuss "V" patterns.
24.03	Define and discuss char patterns.
24.04	Define and discuss smoke stains.
24.05	Compare and contrast accidental and incendiary fire causes.
25.0	Demonstrate knowledge of proper storage of flammables and combustibles--The student will be able to:
25.01	Define and discuss flammable materials
25.02	Define and discuss combustible materials
25.03	Discuss proper storage methods
25.04	Identify and discuss proper markings for flammable and combustible material storage areas.
26.0	Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
26.01	Define and discuss hazardous materials
26.02	Define and discuss material safety data sheets
26.03	Discuss proper storage methods
26.04	Identify and discuss proper markings for hazardous materials storage areas.
27.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
27.01	List and define the classes of automatic sprinkler systems
27.02	Identify and describe major controls of automatic sprinkler systems
27.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies
28.0	Demonstrate knowledge of inspection practices for fire protection systems.--The student will be able to:
28.01	Discuss legal requirements for fire protection system inspection

28.02	Discuss testing of fire protection systems
29.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
29.01	List and define the classes of portable fire extinguishers.
29.02	Identify and describe major controls of portable fire extinguishers.
29.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
30.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
30.01	Identify the major parts of sprinkler systems
30.02	Identify the major parts of standpipe systems.
30.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
30.04	Discuss the use of standpipe system in fire suppression tactics of fire departments.
30.05	Discuss the water supply system for sprinklers.
30.06	Discuss the water supply system for standpipes.
31.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
31.01	Define acceptance testing
31.02	Define compliance testing
31.03	Discuss acceptance testing procedures for fire protection systems
32.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
32.01	Identify the certification procedures for portable fire extinguishers.
32.02	Identify the certification procedures for hood systems.
32.03	Identify the certification procedures for sprinkler systems.
32.04	Identify the certification procedures for fire alarm systems.
33.0	Define types of building classifications and constructions and construction types--The student will be able to:
33.01	Define and describe the characteristics of single-family residential construction.

33.02	Define and describe the characteristics of multi-family residential construction.
33.03	Define and describe the characteristics of light commercial construction.
33.04	Define and describe the characteristics of heavy commercial construction.
33.05	Define and describe the characteristics of industrial construction.
34.0	Define various loads and forces that affect buildings--The student will be able to:
34.01	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.
34.02	Define wind pressure.
34.03	Discuss windstorm provisions of building codes.
35.0	Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control--The student will be able to:
35.01	Define fire propagation.
35.02	Define smoke generation.
35.03	Define fire control.
35.04	Define balloon construction.
35.05	Define tilt-slab construction.
35.06	Define post-and-lintel construction.
35.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
36.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
36.01	Discuss the fire resistance characteristics of wood frame construction.
36.02	Discuss the fire resistance characteristics of metal frame construction.
36.03	Discuss the fire resistance characteristics of masonry construction.
36.04	Discuss the fire resistance characteristics of concrete construction.
37.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
37.01	Define and describe fire load and resistance in assembly occupancies.

37.02	Define and describe fire load and resistance in educational occupancies.
37.03	Define and describe fire load and resistance in health care occupancies.
37.04	Define and describe fire load and resistance in detention and correctional occupancies.
37.05	Define and describe fire load and resistance in residential occupancies.
37.06	Define and describe fire load and resistance in mercantile occupancies.
37.07	Define and describe fire load and resistance in business occupancies.
37.08	Define and describe fire load and resistance in industrial occupancies.
37.09	Define and describe fire load and resistance in storage occupancies.
38.0	Describe principles of fire resistance, fire growth, and behavior of fire in buildings--The student will be able to:
38.01	Define fire resistance.
38.02	Define fire growth.
38.03	Define fire spread.
38.04	Define smoke propagation.
39.0	Demonstrate knowledge of the incident management system--The student will be able to:
39.01	Define principle features of an Incident Command system (ICS) as an incident management system.
39.02	Define and explain the primary management functions.
39.03	Explain Management by Objectives.
39.04	Define "Unity of Command" and "Chain of Command".
39.05	Demonstrate establishment and transfer of command.
39.06	Explain the need for organizational flexibility.
39.07	Define unified Command.
39.08	Define Span of Control.
39.09	Understand and use common terminology.

39.10	Describe Personnel Accountability System (PAS)
39.11	Explain Integrated Communications.
39.12	Define Resource Management
39.13	Understand and develop an Incident Action Plan (IAP)
39.14	Explain how the incident organization expands or contracts to meet operational needs of the incident or event
39.15	Describe the use of Branches, Divisions, and Groups within the Operations Section, and provide supervisory titles associated with each level.
39.16	List the essential elements of information involved in transfer of command.
39.17	Match organizational positions with appropriate ICS sections.
39.18	Describe an ICS organization appropriate to a small incident using an Incident Briefing form.
39.19	Name each of the principal facilities used in conjunction with ICS, and explain the purpose and use of each.
39.20	Identify which facilities may be located together at an incident or event.
39.21	Describe the need for proper incident resource management.
39.22	Describe three ways of managing resources and the advantages of each.
39.23	Explain the purpose of resource typing.
39.24	Describe the three resource status conditions used at an incident, and the purpose and limits associated with each.
39.25	Explain how resources status is changed, how notifications of changes are made, and how status is maintained at an incident or event.
39.26	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.
39.27	Provide typing for these resources.
39.28	List actions to be accomplished prior to leaving for an incident or event.
39.29	List the steps involved at incident check-in.
39.30	List (or select from a list) major personal responsibilities at an incident or event.
39.31	List the major steps necessary in the incident or event demobilization process.
40.0	Demonstrate advanced knowledge and ability to function in the incident management system--The student will be able to:

40.01	Match responsibility statements to each ICS organizational element.
40.02	List the ICS positions that may include deputies, and describe deputy roles and responsibilities.
40.03	Describe differences between deputies and assistants.
40.04	Describe ICS reporting and working relationships for Technical Specialist and Agency Representatives.
40.05	Describe reporting relationships and information flow within the organization.
40.06	Describe the steps in transferring and assuming incident command.
40.07	List the major elements included in the incident briefing.
40.08	Develop a sample organization around a major event to include the use of all appropriate sections and organizational modules.
40.09	Describe how incidents can best be managed by appropriate and early designation of primary staff members and by proper delegation of authority.
40.10	Describe how Unified Command functions on a multi-jurisdiction or multi-agency incident.
40.11	List the minimum staffing requirement within each organizational element for at least two incidents of different sizes.
40.12	Describe the role and use of forms in effective incident management.
40.13	Identify and describe four basic principles of resource management.
40.14	Identify the basic steps involved in managing incident resources.
40.15	Know the contents of, and how the Operational Planning Worksheet (ICS Form 215), is used.
40.16	Identify the organizational elements at the incident can order resources.
40.17	Describe the differences between single and multipoint resource ordering and the reasons for each.
40.18	Describe why and how resources are assigned to staging areas, camps and direct tactical assignments.
40.19	Describe the purpose and importance of planning for resource demobilization.
40.20	Identify five key considerations associated with resource management and the reasons for each.
40.21	Describe the function and general duties associated with each element of Air Operations Branch organization.
40.22	Diagram a full Air Operations Branch organization using a simulated scenario.
40.23	Describe the function and use of the ICS Form 220, Air Operations Summary Worksheet. List the major steps involved in the planning process.

40.24	Identify the ICS titles of personnel who have responsibilities in developing the incident action plan and list their duties.
40.25	As part of an exercise, identify incident objectives for a simulated scenario.
40.26	As part of an exercise, describe appropriate strategies and tactics to meet incident objectives for a simulated scenario.
40.27	Explain the use of Operational Periods in the planning process, and how Operational Periods are derived.
40.28	Explain the function of the Operational Planning Worksheet (ICS Form 215) and other forms, which may be used in preparing the Incident Action Plan.
40.29	Explain the criteria for determining when the Incident Action Plan should be prepared in writing.
40.30	Identify the kinds of supporting materials included in an Incident Action Plan.
40.31	List the major sections in a Demobilization Plan. As part of a group exercise, develop an Incident Action Plan for a simulated scenario.
41.0	Develop incident action plans for firefighting scenarios--The student will be able to:
41.01	Use an Incident Command System worksheet to layout an ICS structure for a given scenario.
41.02	Describe the functions of various sections of an ICS structure.
42.0	Demonstrate knowledge of flashover and backdraft--The student will be able to:
42.01	Define the phenomenon of flashover.
42.02	List the indicators of flashover.
42.03	List the safety actions to take regarding flashover.
42.04	Define the phenomenon of backdraft.
42.05	List the indicators of backdraft.
42.06	List the safety actions to take regarding backdraft.
42.07	List the safety actions to take regarding backdraft.
43.0	Demonstrate knowledge of various extinguishing agents--The student will be able to:
43.01	Discuss the properties of water as a fire extinguishing agent.
43.02	Discuss the properties of dry chemical as a fire extinguishing agent
43.03	Discuss the properties of carbon dioxide as a fire extinguishing agent.

43.04	Discuss the properties of foam as a fire extinguishing agent.
43.05	Discuss the properties of halon as a fire extinguishing agent.
44.0	Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray--The student will be able to:
44.01	Discuss the advantages and disadvantages of solid streams.
44.02	Discuss the advantages and disadvantages of straight streams.
44.03	Discuss the advantages and disadvantages of fog sprays.
45.0	Demonstrate knowledge of the principles of firefighting strategy and tactics--The student will be able to:
45.01	List basic principles of firefighting tactics.
45.02	Define single company operations.
45.03	Discuss safety issues relative to firefighting strategy.
46.0	Demonstrate knowledge of "ideal rate of flow"--The student will be able to:
46.01	Define "Ideal Rate of Flow".
46.02	Calculate ideal rate of flow in various firefighting scenarios.
47.0	Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up--The student will be able to:
47.01	List and define the five observable tactical considerations.
47.02	List and define the fifteen points of size-up.
48.0	Demonstrate knowledge of fire situational analysis and its impact on firefighter safety--The student will be able to:
48.01	Define fire situational analysis.
48.02	Discuss safety considerations in various firefighting scenarios.
49.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
49.01	Define engine companies.
49.02	Define truck companies
49.03	Compare and contrast engine and truck company operations.

50.0	Demonstrate knowledge of proper position of apparatus--The student will be able to:
50.01	Define and discuss staging.
50.02	Define and discuss forward lay.
50.03	Define and discuss reverse lay.
50.04	Define and discuss catching a hydrant.
51.0	Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
51.01	Discuss how to determine the rating of fire hydrant.
51.02	List and describe alternate sources of water where hydrants are not available.
52.0	Demonstrate knowledge of the signs of building collapse--The student will be able to:
52.01	List signs of building collapse.
52.02	List and discuss actions to be taken if collapse is imminent.
52.03	Define and estimate collapse zones.
53.0	Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
53.01	List and describe personal protective equipment worn by firefighters.
53.02	Discuss when personal protective equipment should be taken out of service for repair or replacement.
54.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
54.01	Define engine companies.
54.02	Define truck companies
54.03	Compare and contrast engine and truck company operations.
55.0	Demonstrate knowledge of proper position of apparatus--The student will be able to:
55.01	Define and discuss staging.
55.02	Define and discuss forward lay
55.03	Define and discuss reverse lay

55.04	Define and discuss catching a hydrant
56.0	Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
56.01	Discuss how to determine the rating of fire hydrant.
56.02	List and describe alternate sources of water where hydrants are not available.
57.0	Demonstrate knowledge of the signs of building collapse--The student will be able to:
57.01	List signs of building collapse.
57.02	List and discuss actions to be taken if collapse is imminent.
57.03	Define and estimate collapse zones.
58.0	Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
58.01	List and describe personal protective equipment worn by firefighters.
58.02	Discuss when personal protective equipment should be taken out of service for repair or replacement.
59.0	Demonstrate an understanding of firefighting in multiple dwellings--The student will be able to:
59.01	Identify firefighting problems in multiple dwellings.
59.02	Identify life hazards in multiple dwellings.
59.03	Define the acronym CRAVE and apply it to an in-class scenario.
60.0	Demonstrate an understanding of firefighting in a high-rise building--The student will be able to:
60.01	Define a high-rise building.
60.02	List the challenges of fighting a fire in a high-rise building.
61.0	Demonstrate an understanding of firefighting in a contiguous structure--The student will be able to:
61.01	Define contiguous structures.
61.02	Explain the two categories of contiguous structures.
61.03	Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
62.0	Demonstrate an understanding of firefighting in taxpayers and mixed-use occupancies--The student will be able to:

62.01	Define mixed use and taxpayer occupancies.
62.02	Identify the construction features of taxpayer and mixed use occupancies.
62.03	Identify the life hazards and firefighting problems encountered in these occupancies.
62.04	Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
63.0	Demonstrate an understanding of firefighting in commercial occupancies and strip malls--The student will be able to:
63.01	Identify commercial occupancies and many of the associated hazards.
63.02	Identify and discuss a variety of roof hazards
63.03	Discuss sprinkler use in such occupancies.
63.04	Identify and discuss life hazards associated with commercial occupancies and strip malls.
63.05	Explain the strategic approach involving commercial occupancies and strip malls and apply it to a classroom scenario.
64.0	Demonstrate knowledge of critical incident stress management--The student will be able to:
64.01	Define critical incident stress.
64.02	Discuss the critical incident stress debriefing process.
64.03	Recognize the potential signs of a firefighter suffering from critical incident stress.
65.0	Demonstrate knowledge of features of matter and energy--The student will be able to:
65.01	Define the physical properties of matter.
65.02	Define the physical properties of energy.
66.0	Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction and combustion--The student will be able to:
66.01	Define oxidation.
66.02	Define reduction.
66.03	Define combustion.
67.0	Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
67.01	List and define the four parts of the fire tetrahedron.

67.02	Discuss the principles of extinguishment.
68.0	Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
68.01	Define the properties of oxygen.
68.02	Define the properties of hydrogen
68.03	Define the properties of fluorine.
68.04	Define the properties of chlorine.
68.05	Define the properties of bromine.
68.06	Define the properties of phosphorus.
68.07	Define the properties of sulfur.
68.08	Define the properties of carbon.
69.0	Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
69.01	Define the physical properties of acids.
69.02	Define the physical properties of bases.
70.0	Demonstrate knowledge of path of travel of fire, heat and smoke--The student will be able to:
70.01	Describe the path of travel for gasses in a structure.
70.02	Describe the path of travel for heat and its three mode of transfer in a structure.
71.0	Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
71.01	Define the role of the fire investigator
71.02	Discuss the responsibilities of the fire investigator in terms of state and national standards.
72.0	Demonstrate the ability to differentiate between accidental and incendiary fire cause--The student will be able to:
72.01	Define accidental fire causes.
72.02	Define incendiary fire causes.
73.0	Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:

73.01	List indicators of the point of origin of a fire.
73.02	Identify point of origin indicators at an actual fire scene.
74.0	Demonstrate knowledge of the functions of management--The student will be able to:
74.01	List the functions of management.
74.02	Select the appropriate management function in different scenarios.
75.0	Demonstrate knowledge of principles of leadership--The student will be able to:
75.01	Compare and contrast various models of leadership theory.
75.02	Select the appropriate leadership style in different scenarios.
76.0	Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al)--The student will be able to:
76.01	Identify various major management theorists by their principal contribution to the literature.
76.02	Compare and contrast the major management theories.
77.0	Demonstrate knowledge of span of control and unity of command--The student will be able to:
77.01	Define span of control
77.02	Define unity of command
77.03	Construct an organizational chart according to proper span of control and unity of command concepts.
78.0	Demonstrate knowledge of principles of motivation--The student will be able to:
78.01	Define motivators
78.02	Define hygiene factors
78.03	Select the appropriate motivator to employ in different scenarios.
79.0	Demonstrate knowledge of personality typing as applied to leadership--The student will be able to:
79.01	Discuss Jung's theory of personality.
79.02	Discuss the Meyers-Briggs model.
79.03	Discuss his/her own personality type and leadership style.

79.04	Discuss the application of personality typing to supervision.
80.0	Demonstrate knowledge of the principles of small group behavior--The student will be able to:
80.01	List and define the four steps of small group formation.
80.02	Define risky shift.
80.03	Define the "Abilene Paradox".
80.04	Compare and contrast leading versus facilitating small groups.
81.0	Demonstrate knowledge of ethical and legal considerations for first level supervisors--The student will be able to:
81.01	Compare and contrast the ethics of obligation and the ethics of aspiration
81.02	Define vicarious liability
81.03	Define putative knowledge
81.04	Describe key provisions of federal and state labor relations law
81.05	Discuss supervisory issues relative to cultural diversity
81.06	Discuss supervisory responsibilities relative to sexual harassment
82.0	Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism--The student will be able to:
82.01	Define and discuss terrorism, including significant incidents that have occurred within the United States.
82.02	Illustrate through cases histories, various types of potential incidents.
82.03	Define domestic and international terrorism per the current Department of Justice definitions.
82.04	Recognize circumstances that indicate a potential terrorist act.
82.05	Recognize suspicious circumstances that may indicate possible terrorism.
82.06	Define differences and similarities between responding to terrorist and non-terrorist incidents.
82.07	Recognize circumstances and on-scene key indicators that may indicate a suspicious incident.
82.08	Implement appropriate self-protective measures.
82.09	Define scene security requirements unique to terrorist incidents.

83.0	Demonstrate the ability to design and present in-service training--The student will be able to:
83.01	Design a brief in-service training presentation.
83.02	Deliver a live in-service training presentation.
84.0	Demonstrate the knowledge of the principles of adult learning--The student will be able to:
84.01	List and define the parts of Bloom's taxonomy
84.02	List and define level of fluency
84.03	Compare and contrast adult education and training with K-12 education and training.
85.0	Demonstrate the ability to design valid test items--The student will be able to:
85.01	Write valid test questions
85.02	Write effective distracters
85.03	Validate test items
86.0	Demonstrate the ability to effectively critique presentations--The student will be able to:
86.01	Conduct a constructive review of another's performance
86.02	Give useful verbal feedback
<u>Optional standards for programs specializing in Fire Officer II</u>	
87.0	The student will become familiar with:
87.01	Periodic table of elements
87.02	Chemical structure
87.03	Inorganic compounds
87.04	Organic compounds I: organic architecture
87.05	Organic compounds II: non-polar compounds
87.06	Organic compounds III: polar compounds
87.07	Chemical formulas

87.08	Identify the chemical and physical properties of matter
87.09	Physical effects and exposure to hazardous materials
87.10	Science officer research
88.0	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.
89.0	Differentiate between elements, compounds and mixtures, and give examples of each.
90.0	Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
91.0	Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
92.0	Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
93.0	Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
94.0	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.
95.0	Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
96.0	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.
97.0	The student will become familiar with the following topics:
97.01	Identify the problem
97.02	Detecting incendiary fires
97.03	Understand the nature and behavior of fire
97.04	Understand the combustible properties of liquid and gaseous fuels
97.05	Understand the properties of solid fuels
97.06	Identify sources of ignition
97.07	Deal with structure fires
97.08	Deal with wildland fires
97.09	Deal with vehicle and ship fires
97.10	Electrical cause fires

97.11	Clothing and fabric fires
97.12	Explosions
97.13	Chemical fires and hazardous materials
97.14	Available lab services
97.15	Fire related deaths and injuries
97.16	Arson as a crime
97.17	Other investigative topics
97.18	The students will be able to identify the fundamental theories and concepts of fire investigation.
97.19	Identify the various types of structure fires.
97.20	Identify the various types of grass and wood land fires.
97.21	Identify the various types of automobile, motor vehicle, and ship fires.
97.22	Identify the different variety of electrical fires.
97.23	Identify various types of clothing and fabric fires.
98.0	The student will become familiar with the following topics:
98.01	Modern fire protection, emergency medical, and rescue services.
98.02	Evaluating local risks and planning for the necessary resources.
98.03	Leadership strategies for the political process.
98.04	Organizing and deploying resources.
98.05	Human resource management.
98.06	Fiscal management.
98.07	Capital resource management.
98.08	Leading and managing.
98.09	Training for fire and emergency response services.

98.10	Performance measurement and organizational improvement.
98.11	Health, wellness, and injury prevention.
98.12	Comprehensive prevention programs.
98.13	Regulations, standards, and issues of liability.
98.14	Information management.
98.15	Communication systems and emergency response centers.
98.16	Intergovernmental cooperation.
98.17	Identify career development opportunities and strategies for success.
98.18	Explain the need for effective communication skills both written and verbal.
98.19	Articulate the concepts of span and control, effective delegation and division of labor.
98.20	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
98.21	Examine the history and development of management and supervision.
98.22	Evaluate methods of managing available resources.
98.23	Identify roles and responsibilities of leaders in organizations.
98.24	Compare and contrast the traits of effective versus ineffective supervision and management styles.
98.25	Identify and assess safety needs for both emergency and non-emergency situations.
98.26	Identify the importance of ethics as they apply to supervisors.
98.27	Identify the role of a company officer in Incident Command System (ICS).
98.28	Describe the benefits of documentation.
98.29	Identify and analyze the major causes involved in line of duty fire fighter deaths related to health, wellness, fitness and vehicle operations.
99.0	Design and develop a training course and lesson plan, upon completion of this chapter.
100.0	Enabling objectives--Upon completion, the student shall be able to:
100.01	List and describe the five phases of the instructional design process

100.02	Construct goals and objectives for a class
100.03	Explain how a lesson plan is used
101.0	Develop a plan for professional development as a fire service instructor–The student will be able to
101.01	Describe the role of mentors
101.02	Identify various continuing professional development opportunities
101.03	Discuss the value of using a library as a fire service instructors
101.04	Describe research as it pertains to the fire service instructor
101.05	Describe various ways to obtain professional development opportunities
101.06	Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor
101.07	Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor
102.0	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
102.01	Discuss the NFPA role in standards development
102.02	List and relate the various NFPA standards relative to the fire service instructor
102.03	List and discuss the role of local, state, and federal agencies relative to the fire service instructor
102.04	Define negligence and its affect on the fire service instructor
102.05	Describe what constitutes harassment
102.06	Discuss academic honesty and privacy issues
102.07	Explain the affects of ADA relative to fire service instructors
102.08	Explain copyright and how it applies to instructors
103.0	Construct, administer, and evaluate an assessment instrument–The student will be able to
103.01	Define the four levels of evaluation
103.02	Differentiate between summative and formative evaluation
103.03	Define the different kinds of tests

103.04 Discuss the difference among the various types of tests
103.05 List various sources for tests
104.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
105.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
106.0 Explain the role and purpose of national codes and standards concerning their legal influence.
107.0 Become familiar with legal decisions that have or will affect the fire service.
108.0 Discuss the organization and legal structure of the fire department.
109.0 Define the liabilities of firefighters.
110.0 Recognize legal duties of emergency service members.
111.0 Discuss negligence in an emergency setting.
112.0 Define discrimination and identify areas of potential discrimination in the emergency service.
113.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
114.0 Discuss the scope of the civil rights act.
115.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
116.0 Explain the at-will doctrine.
117.0 Explain the purpose of labor and employment laws.
118.0 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
119.0 Describe an exothermic reaction.
120.0 Explain various terms describing fire behavior.
121.0 Describe hazards associated with fire.
122.0 Describe burn injuries and their care.
123.0 Know and use resources in injury prevention available on a national basis.
124.0 Know and use resources in injury prevention on a statewide basis.
125.0 Know and use resources in injury prevention on a local basis.
126.0 Understand the importance of documentation of activities.
127.0 Given forms and formats, document fire and life safety education programs.
128.0 Given forms and formats, prepare written reports.
129.0 Given a list of events, program requests, etc. maintain a work schedule.
130.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
131.0 Select instructional materials that are appropriate to the audience and learning objectives.
132.0 Maintain safety during fire and life safety education activities.
133.0 Present a lesson plan.
134.0 Notify the public of an educational event.
135.0 Distribute educational information.
136.0 Administer an evaluation instrument.
137.0 Score and evaluation instrument.

FFP2706 Public Information Officer (PIO)

138.0 Train fire rescue department personnel in the role of PIO.

139.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.

140.0 Stress the need for cooperation with the media.

141.0 Show trainees an example of an effective PIO at work at an emergency scene.

142.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.

143.0 Be familiar with the most current media technology.

144.0 Understand the need for public information policies.

145.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)

146.0 Discuss unified message

Optional standards for programs specializing in Fire Company Management

147.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:

147.01 Identify physical properties of the three states of matter.

147.02 Categorize the components of fire.

147.03 Recall the physical and chemical properties of fire.

147.04 Describe and apply the process of burning.

147.05 Define and use basic terms and concepts associated with the chemistry and dynamics of fire.

147.06 Describe the dynamics of fire.

147.07 Discuss various materials and their relationship to fires as fuel.

147.08 Demonstrate knowledge of the characteristics of water as a fire suppression agent.

147.09 Articulate other suppression agents and strategies.

147.10	Compare other methods and techniques of fire extinguishments.
148.0	Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
148.01	Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
148.02	Classify major types of building construction.
148.03	Analyze the hazards and tactical considerations associated with the various types of building construction.
148.04	Explain the different loads and stresses that are placed on a building and their interrelationships.
148.05	Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
148.06	Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
148.07	Classify occupancy designations of the building code.
148.08	Identify the indicators of potential structural failure as they relate to firefighter safety.
148.09	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.
149.0	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:
149.01	Apply mathematics and physics to the movement of water in fire suppression activities.
149.02	Comprehend the design principles of fire service pumping apparatus.
149.03	Analyze community fire flow demand criteria.
149.04	Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water at rest and in motion.
150.0	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:
150.01	Identify career development opportunities and strategies for success.
150.02	Explain the need for effective communication skills both written and verbal.
150.03	Articulate the concepts of span and control, effective delegation and division of labor.
150.04	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
150.05	Examine the history and development of management and supervision.
150.06	Evaluate methods of managing available resources.

150.07	Identify roles and responsibilities of leaders in organizations.
150.08	Compare and contrast the traits of effective versus ineffective supervision and management styles.
150.09	Identify and assess safety needs for both emergency and non-emergency situations.
150.10	Identify the importance of ethics as they apply to supervisors.
150.11	Identify the role of a company officer in Incident Command System (ICS).
150.12	Describe the benefits of documentation.
150.13	Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
151.0	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground--The student will be able to:
151.01	Demonstrate (verbally and written) knowledge of fire behavior and the chemistry of fire.
151.02	Articulate the main components of pre-fire planning and identify steps during a pre-fire plan review.
151.03	Recall the basics of building construction and how they interrelate to pre-fire planning.
151.04	Recall major steps taken during size-up and identify the order in which they will take place at an incident.
151.05	Recognize and articulate the importance of fire ground communications.
151.06	Identify and define the main functions within the ICS system and how they interrelate during an incident.
151.07	Given different scenarios, the student will set up and ICS call for appropriate resources and bring the scenario to a mitigated or controlled conclusion.
151.08	Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
152.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
152.01	Identify physical properties of the three states of matter.
152.02	Categorize the components of fire.
152.03	Recall the physical and chemical properties of fire.
152.04	Describe and apply the process of burning.
152.05	Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
152.06	Describe the dynamics of fire.

152.07	Discuss various materials and their relationship to fires as fuel.
152.08	Demonstrate knowledge of the characteristics of water as a fire suppression agent.
152.09	Articulate other suppression agents and strategies.
152.10	Compare other methods and techniques of fire extinguishments.
153.0	Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
153.01	Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
153.02	Classify major types of building construction.
153.03	Analyze the hazards and tactical considerations associated with the various types of building construction.
153.04	Explain the different loads and stresses that are placed on a building and their interrelationships.
153.05	Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
153.06	Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
153.07	Classify occupancy designations of the building code.
153.08	Identify the indicators of potential structural failure as they relate to firefighter safety.
154.0	Demonstrate understanding of the life safety code as applied to various kinds of occupancies--The student will be able to:
154.01	Identify the sections of the Life Safety Code.
154.02	Identify which sections apply to different types of occupancies.
154.03	Define key terms as used in the Life Safety Code.
155.0	Demonstrate ability to locate proper citations within the Life Safety Code--The student will be able to:
155.01	Given a set of inspection circumstances, identify the section of the Life Safety Code that applies.
155.02	Given a set of inspection circumstances, be able to cite the remedy as found in the Life Safety Code (LSC).
156.0	Demonstrate knowledge of the concept of code equivalency--The student will be able to:
156.01	Given a set of similar inspection circumstances, choose between available codes and standards that best apply.
156.02	Compare and contrast national, regional, state, and local codes and standards.
157.0	Demonstrate knowledge of types of egress and distances required--The student will be able to:

157.01	Define types and characteristics of egress in the LSC.
157.02	Find appropriate minimum distances to egress in the LSC.
157.03	Define and discuss different methods of closure for means of egress.
157.04	Describe appropriate markings for means of egress.
158.0	Demonstrate the ability to properly classify types of occupancies--The student will be able to:
158.01	Define and describe assembly occupancies.
158.02	Define and describe educational occupancies.
158.03	Define and describe health care occupancies.
158.04	Define and describe detention and correctional occupancies.
158.05	Define and describe residential occupancies.
158.06	Define and describe mercantile occupancies.
158.07	Define and describe business occupancies.
158.08	Define and describe industrial occupancies.
158.09	Define and describe storage occupancies.
159.0	Demonstrate the ability to calculate the size, area, and volume of complex building shapes--The student will be able to:
159.01	Calculate the size of various buildings.
159.02	Calculate the area of various buildings.
159.03	Calculate the volume of various buildings.
160.0	Demonstrate ability to use architectural ruler--The student will be able to:
160.01	Measure various building dimensions from working drawings, using the appropriate referenced scale.
161.0	Demonstrate recognition of various types and methods of construction as denoted in architectural drawings--The student will be able to:
161.01	Identify markings for different types of doors.
161.02	Identify markings for different types of windows.

161.03	Identify markings for load-bearing and non-load-bearing walls.
161.04	Identify markings for mechanical and air-handling systems.
161.05	Identify markings for electrical systems.
161.06	Identify markings for plumbing systems.
162.0	Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings--The student will be able to:
162.01	Identify characteristics of residential construction plans.
162.02	Identify characteristics of light commercial construction drawings.
162.03	Identify characteristics of heavy commercial construction drawings.
163.0	Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings--The student will be able to:
163.01	Identify the clearance radius for doors.
163.02	Identify the width of windows and doors.
163.03	Identify the movable and immovable partitions.
164.0	Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction--The student will be able to:
164.01	Compare and contrast drawings done at each stage of construction.
164.02	Compare and contrast design drawings and "as-built".
164.03	Discuss the importance of physical inspection during and after construction.
165.0	Demonstrate knowledge of the construction process and materials used--The student will be able to:
165.01	List steps in the construction process.
165.02	Identify the roles of general contractors.
165.03	Identify the roles of subcontractors.
165.04	Identify the principal building trades and their functions.
166.0	Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
166.01	Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.

166.02	Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
167.0	Demonstrate knowledge of the fire inspection process--The student will be able to:
167.01	Discuss fire inspection and its place within the fire department's organization.
167.02	Define and discuss inspection and re-inspection.
167.03	Discuss the scheduling of fire inspections.
167.04	Compare and contrast the customer service and code enforcement concepts of fire inspection.
167.05	Discuss the steps of the physical fire inspection.
168.0	Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:
168.01	List and describe the components of a complete fire prevention program.
168.02	Discuss the proactive role of the fire inspector.
168.03	Discuss the educational role of the fire inspection.
169.0	Demonstrate knowledge of fire inspection report writing--The student will be able to:
169.01	Define the parts of a complete fire inspection report.
169.02	Discuss the proper uses of fire inspection reports.
169.03	Discuss the proper handling, distribution, and retention of fire inspection reports.
169.04	Prepare a draft fire inspection report to acceptable industry standards.
170.0	Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
170.01	Discuss methods of handling occupant complaints relative to fire inspections.
170.02	Discuss code enforcement authority of fire inspectors.
170.03	Discuss code development and adoption processes.
170.04	Discuss appeal process relative to code violations.
171.0	Demonstrate knowledge of special occupancies--The student will be able to:
171.01	Define special occupancies.

171.02 Discuss LSC applications relative to special occupancies.
171.03 Discuss fire inspection practices relative to special occupancies.
172.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
172.01 Define and discuss unsafe conditions.
172.02 Define and discuss fire hazards.
172.03 Define and discuss fire loads.
173.0 Demonstrate knowledge of fire behavior--The student will be able to:
173.01 Define and discuss the fire triangle.
173.02 Define and discuss the fire tetrahedron.
173.03 Define ignition temperature.
173.04 Define flammable range.
173.05 Define combustion.
174.0 Demonstrate knowledge of fire cause determination--The student will be able to:
174.01 Discuss how to determine the point of origin of a fire.
174.02 Define and discuss "V" patterns.
174.03 Define and discuss char patterns.
174.04 Define and discuss smoke stains.
174.05 Compare and contrast accidental and incendiary fire causes.
175.0 Demonstrate knowledge of proper storage of flammable and combustibles--The student will be able to:
175.01 Define and discuss flammable materials.
175.02 Define and discuss combustible materials.
175.03 Discuss proper storage methods.
175.04 Identify and discuss proper markings for flammable and combustible material storage areas.

176.0	Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
176.01	Define and discuss hazardous materials.
176.02	Define and discuss material safety data sheets.
176.03	Discuss proper storage methods.
176.04	Identify and discuss proper markings for hazardous materials storage areas.
177.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
177.01	List and define the classes of automatic sprinkler systems.
177.02	Identify and describe major controls of automatic sprinkler systems.
177.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
178.0	Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
178.01	Discuss legal requirements for fire protection system inspections.
178.02	Discuss testing of fire protection systems.
179.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
179.01	List and define the classes of portable fire extinguishers.
179.02	Identify and describe major controls of portable fire extinguishers.
179.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
180.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
180.01	Identify the major parts of sprinkler systems.
180.02	Identify the major parts of standpipe systems.
180.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
180.04	Discuss the use of standpipe systems in fire suppression tactics of fire departments.
180.05	Discuss the water supply system for sprinklers.
180.06	Discuss the water supply system for standpipes.

181.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
181.01	Define acceptance testing.
181.02	Define compliance testing.
181.03	Discuss acceptance-testing procedures for fire protection systems.
182.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
182.01	Identify the certification procedures for portable fire extinguishers.
182.02	Identify the certification procedures for hood systems.
182.03	Identify the certification procedures for sprinkler systems.
182.04	Identify the certification procedures for fire alarm systems.
183.0	Demonstrate knowledge of various extinguishing agents--The student will be able to:
183.01	Discuss the properties of water as a fire-extinguishing agent.
183.02	Discuss the properties of dry chemical as a fire-extinguishing agent.
183.03	Discuss the properties of carbon dioxide as a fire-extinguishing agent.
183.04	Discuss the properties of foam as a fire-extinguishing agent.
183.05	Discuss the properties of halon as a fire-extinguishing agent.
184.0	Define types of building classifications and construction types--The student will be able to:
184.01	Define and describe the characteristics of single-family residential construction.
184.02	Define and describe the characteristics of multi-family residential construction.
184.03	Define and describe the characteristics of light commercial construction.
184.04	Define and describe the characteristics of heavy commercial construction.
184.05	Define and describe the characteristics of industrial construction.
185.0	Define various loads and forces that affect buildings--The student will be able to:
185.01	Define (a) vertical load, (b) sheer load, (c) torsional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.

185.02	Define wind pressure.
185.03	Discuss windstorm provisions of building codes.
186.0	Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
186.01	Define fire propagation.
186.02	Define smoke generation.
186.03	Define fire control.
186.04	Define balloon construction.
186.05	Define tilt-slab construction.
186.06	Define post-and-lintel construction.
186.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
187.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
187.01	Discuss the fire resistance characteristics of wood frame construction.
187.02	Discuss the fire resistance characteristics of metal frame construction.
187.03	Discuss the fire resistance characteristics of masonry construction.
187.04	Discuss the fire resistance characteristics of concrete construction.
188.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
188.01	Define and describe fire load and resistance in assembly occupancies.
188.02	Define and describe fire load and resistance in educational occupancies.
188.03	Define and describe fire load and resistance in health care occupancies.
188.04	Define and describe fire load and resistance in detention and correctional occupancies.
188.05	Define and describe fire load and resistance in residential occupancies.
188.06	Define and describe fire load and resistance in mercantile occupancies.
188.07	Define and describe fire load and resistance in business occupancies.

188.08 Define and describe fire load and resistance in industrial occupancies.
188.09 Define and describe fire load and resistance in storage occupancies.
189.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
189.01 Define fire resistance.
189.02 Define fire growth.
189.03 Define fire spread.
189.04 Define smoke propagation.
<u>Optional standards for programs specializing in Fire Inspector II</u>
190.0 Periodic table of elements.
191.0 Chemical structure.
192.0 Inorganic compounds.
193.0 Organic compounds I: organic architecture.
194.0 Organic compounds II: non-polar compounds.
195.0 Organic compounds III: polar compounds.
196.0 Chemical formulas.
197.0 Identify the chemical and physical properties of matter.
198.0 Physical effects and exposure to hazardous materials.
199.0 Science officer research.
200.0 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.
201.0 Differentiate between elements, compounds and mixtures, and give examples of each.
202.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
203.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
204.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.

205.0	Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
206.0	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.
207.0	Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
208.0	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.
209.0	Name the parts of a pre-engineered system.
210.0	Explain how a pre-engineered system operates.
211.0	Describe the application of a pre-engineered system.
212.0	List the different types of extinguishing agents.
213.0	Define the different extinguishing agents.
214.0	Describe the properties of the various extinguishing agents.
215.0	The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
216.0	Name the components of a pre-engineered system alarm.
217.0	Describe the activation of the alarm system.
218.0	List the associated compliance codes required for alarm systems.
219.0	The student will demonstrate an understanding of inspection procedures.
220.0	Describe the inspection procedure for a pre-engineered system.
221.0	List the inspection guidelines for pre-engineered systems.
222.0	Explain the need for inspections of pre-engineered systems.
223.0	Identify the problem.
224.0	Detecting incendiary fires.
225.0	Understand the nature and behavior of fire.
226.0	Understand the combustible properties of liquid and gaseous fuels.
227.0	Understand the properties of solid fuels.

228.0 Identify sources of ignition.
229.0 Deal with structure fires.
230.0 Deal with wildland fires.
231.0 Deal with vehicle and ship fires.
232.0 Electrical cause fires.
233.0 Clothing and fabric fires.
234.0 Explosions.
235.0 Chemical fires and hazardous materials.
236.0 Available lab services.
237.0 Fire related deaths and injuries.
238.0 Arson as a crime.
239.0 Other investigative topics.
Elective: (choose one)
FFP1793 Fire and Life Safety Educator - Level I
240.0 Describe an exothermic reaction.
241.0 Explain various terms describing fire behavior.
242.0 Describe hazards associated with fire.
243.0 Describe burn injuries and their care.
244.0 Know and use resources in injury prevention available on a national basis.
245.0 Know and use resources in injury prevention on a statewide basis.
246.0 Know and use resources in injury prevention on a local basis.

247.0	Understand the importance of documentation of activities.
248.0	Given forms and formats, document fire and life safety education programs.
249.0	Given forms and formats, prepare written reports.
250.0	Given a list of events, program requests, etc. maintain a work schedule.
251.0	Demonstrate an understanding of methods used in conducting fire and life safety programs.
252.0	Select instructional materials that are appropriate to the audience and learning objectives.
253.0	Maintain safety during fire and life safety education activities.
254.0	Present a lesson plan.
255.0	Notify the public of an educational event.
256.0	Distribute educational information.
257.0	Administer an evaluation instrument.
258.0	Score and evaluation instrument
FFP2706 Public Information Officer (PIO)	
259.0	To train fire rescue department personnel in the role of PIO.
260.0	To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
261.0	To stress the need for cooperation with the media.
262.0	To show trainees an example of an effective PIO at work at an emergency scene.
263.0	To give trainees an opportunity to practice specific performance based skills required in the PIO function.
264.0	To be familiar with the most current media technology.
265.0	Understand the need for public information policies.
266.0	Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
267.0	Discuss unified message.

Optional standards for programs specializing in Fire Investigator I

268.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
268.01	Identify physical properties of the three states of matter.
268.02	Categorize the components of fire.
268.03	Recall the physical and chemical properties of fire.
268.04	Describe and apply the process of burning.
268.05	Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
268.06	Describe the dynamics of fire.
268.07	Discuss various materials and their relationship to fires as fuel.
268.08	Demonstrate knowledge of the characteristics of water as a fire suppression agent.
268.09	Articulate other suppression agents and strategies.
268.10	Compare other methods and techniques of fire extinguishments.
269.0	Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
269.01	Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
269.02	Classify major types of building construction.
269.03	Analyze the hazards and tactical considerations associated with the various types of building construction.
269.04	Explain the different loads and stresses that are placed on a building and their interrelationships.
269.05	Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
269.06	Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
269.07	Classify occupancy designations of the building code.
269.08	Identify the indicators of potential structural failure as they relate to firefighter safety.
270.0	Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
270.01	List and define the classes of automatic sprinkler systems.

270.02	Identify and describe major controls of automatic sprinkler systems.
270.03	Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
271.0	Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
271.01	Discuss legal requirements for fire protection system inspections.
271.02	Discuss testing of fire protection systems.
272.0	Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
272.01	List and define the classes of portable fire extinguishers.
272.02	Identify and describe major controls of portable fire extinguishers.
272.03	Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
273.0	Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
273.01	Identify the major parts of sprinkler systems.
273.02	Identify the major parts of standpipe systems.
273.03	Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
273.04	Discuss the use of standpipe systems in fire suppression tactics of fire departments.
273.05	Discuss the water supply system for sprinklers.
273.06	Discuss the water supply system for standpipes.
274.0	Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
274.01	Define acceptance testing.
274.02	Define compliance testing.
274.03	Discuss acceptance testing procedures for fire protection systems.
275.0	Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
275.01	Identify the certification procedures for portable fire extinguishers.
275.02	Identify the certification procedures for hood systems.

275.03	Identify the certification procedures for sprinkler systems.
275.04	Identify the certification procedures for fire alarm systems.
276.0	Demonstrate knowledge of various extinguishing agents--The student will be able to:
276.01	Discuss the properties of water as a fire extinguishing agent.
276.02	Discuss the properties of dry chemical as a fire extinguishing agent.
276.03	Discuss the properties of carbon dioxide as a fire extinguishing agent.
276.04	Discuss the properties of foam as a fire extinguishing agent.
276.05	Discuss the properties of halon as a fire extinguishing agent.
277.0	Define types of building classifications and construction types--The student will be able to:
277.01	Define and describe the characteristics of single-family residential construction.
277.02	Define and describe the characteristics of multi-family residential construction.
277.03	Define and describe the characteristics of light commercial construction.
277.04	Define and describe the characteristics of heavy commercial construction.
277.05	Define and describe the characteristics of industrial construction.
278.0	Define various loads and forces that affect buildings--The student will be able to:
278.01	Define (a) vertical load, (b) sheer load, (c) torsional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
278.02	Define wind pressure.
278.03	Discuss windstorm provisions of building codes.
279.0	Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
279.01	Define fire propagation.
279.02	Define smoke generation.
279.03	Define fire control.
279.04	Define balloon construction.

279.05	Define tilt-slab construction.
279.06	Define post-and-lintel construction.
279.07	Given a particular occupancy, discuss the likely development of a fire within that type of construction.
280.0	Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
280.01	Discuss the fire resistance characteristics of wood frame construction.
280.02	Discuss the fire resistance characteristics of metal frame construction.
280.03	Discuss the fire resistance characteristics of masonry construction.
280.04	Discuss the fire resistance characteristics of concrete construction
281.0	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
281.01	Define and describe fire load and resistance in assembly occupancies.
281.02	Define and describe fire load and resistance in educational occupancies.
281.03	Define and describe fire load and resistance in health care occupancies.
281.04	Define and describe fire load and resistance in detention and correctional occupancies.
281.05	Define and describe fire load and resistance in residential occupancies.
281.06	Define and describe fire load and resistance in mercantile occupancies.
281.07	Define and describe fire load and resistance in business occupancies.
281.08	Define and describe fire load and resistance in industrial occupancies.
281.09	Define and describe fire load and resistance in storage occupancies.
282.0	Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
282.01	Define fire resistance.
282.02	Define fire growth.
282.03	Define fire spread.
282.04	Define smoke propagation.

283.0	Demonstrate knowledge of features of matter and energy--The student will be able to:
283.01	Define the physical properties of matter.
283.02	Define the physical properties of energy.
284.0	Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion--The student will be able to:
284.01	Define oxidation.
284.02	Define reduction.
284.03	Define combustion.
285.0	Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
285.01	List and define the four parts of the fire tetrahedron.
285.02	Discuss the principles of extinguishment.
286.0	Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
286.01	Define the properties of oxygen.
286.02	Define the properties of hydrogen.
286.03	Define the properties of fluorine.
286.04	Define the properties of chlorine.
286.05	Define the properties of bromine.
286.06	Define the properties of phosphorus.
286.07	Define the properties of sulfur.
286.08	Define the properties of carbon.
287.0	Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
287.01	Define the physical properties of acids.
287.02	Define the physical properties of bases.
288.0	Demonstrate knowledge of the path of travel of fire, heat, and smoke--The student will be able to:

288.01	Describe the path of travel for gasses in a structure.
288.02	Describe the path of travel for heat and its three modes of transfer in a structure.
289.0	Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
289.01	Define the role of the fire investigator.
289.02	Discuss the responsibilities of the fire investigator in terms of state and national standards.
290.0	Demonstrate the ability to differentiate between accidental and incendiary fire causes--The student will be able to:
290.01	Define accidental fire causes.
290.02	Define incendiary fire causes.
291.0	Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:
291.01	List indicators of the point of origin of a fire.
291.02	Identify point of origin indicators.
<u>Optional standards for programs specializing in Fire Investigator II</u>	
292.0	Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
293.0	Recognize and interpret fire scenes common to various types of fires.
294.0	Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
295.0	Explain the nature and behavior of fire including the effects of heat.
296.0	Explain and identify the combustion properties of liquids, gases and solid fuels.
297.0	Identify and explain electrical causes of fires.
298.0	List and explain the procedures for lifting fingerprints, evidence collection and preservation.
299.0	List and identify the make-up and use of incendiary devices, explosives, and bombs.
300.0	List the procedures for documenting fire scenes, including sketching, photography, and report writing.
301.0	Analyze fire-related deaths and injuries and describe methods of documentation.
302.0	Identify the techniques for interviewing and questioning suspects and subjects.

303.0	Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
304.0	Identify and list the sources and technology available for fire investigations.
305.0	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.
<u>Optional standards for programs specializing in Fire Instructor</u>	
306.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
306.01	Identify physical properties of the three states of matter.
306.02	Categorize the components of fire.
306.03	Recall the physical and chemical properties of fire.
306.04	Describe and apply the process of burning.
306.05	Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
306.06	Describe the dynamics of fire.
306.07	Discuss various materials and their relationship to fires as fuel.
306.08	Demonstrate knowledge of the characteristics of water as a fire suppression agent.
306.09	Articulate other suppression agents and strategies.
306.10	Compare other methods and techniques of fire extinguishments.
307.0	Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
307.01	Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
307.02	Classify major types of building construction.
307.03	Analyze the hazards and tactical considerations associated with the various types of building construction.
307.04	Explain the different loads and stresses that are placed on a building and their interrelationships.
307.05	Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
307.06	Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
307.07	Classify occupancy designations of the building code.

307.08	Identify the indicators of potential structural failure as they relate to firefighter safety.
307.09	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.
308.0	Understand adult learning strategies and concepts--The student will be able to:
308.01	Understand the nature of adult learning.
308.02	Discuss the concerns about active training.
308.03	Understand the concepts involved in the delivery of active training.
309.0	Begin an active training program--The student will be able to:
309.01	Prepare mentally to instruct.
309.02	Arrange the physical training environment.
309.03	Greet participants and establish rapport.
309.04	Get the best from the first thirty minutes of training.
309.05	Review the agenda.
309.06	Invite feedback to the agenda.
310.0	Gain leadership of the training group--The student will be able to:
310.01	Set group norms.
310.02	Control timing and pacing.
310.03	Get the group's attention.
310.04	Increase student receptivity to leadership.
310.05	Handle problem situations.
311.0	Give presentations and lead discussions--The student will be able to:
311.01	Know their group.
311.02	Organize their presentation.
311.03	Watch their body language.

311.04	Add visual aids.
311.05	Make smooth transitions.
312.0	Facilitate structured activities and promote team learning--The student will be able to:
312.01	Structure activities.
312.02	Facilitate team learning.
313.0	Conclude and evaluate an active training program--The student will be able to:
313.01	Review program content.
313.02	Obtain final questions and concerns.
313.03	Promote self-assessment.
313.04	Focus on back-on-the-job applications.
313.05	Express final sentiments.
313.06	Evaluate the program.
314.0	List and describe the five phases of the instructional design process.
315.0	Construct goals and objectives for a class.
316.0	Explain how a lesson plan is used.
317.0	Develop a plan for professional development as a fire service instructor.
318.0	Describe the role of mentors.
319.0	Identify various continuing professional development opportunities.
320.0	Discuss the value of using a library as fire service instructors.
321.0	Describe research as it pertains to the fire service instructor.
322.0	Describe various ways to obtain professional development opportunities.
323.0	Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
324.0	Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.

325.0	Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
326.0	Discuss the NFPA role in standards development.
327.0	List and relate the various NFPA standards relative to the fire service instructor.
328.0	List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
329.0	Define negligence and its affect on the fire service instructor.
330.0	Describe what constitutes harassment.
331.0	Discuss academic honesty and privacy issues.
332.0	Explain the affects of ADA relative to fire service instructors.
333.0	Explain copyright and how it applies to instructors.
334.0	Construct, administer, and evaluate an assessment instrument.
335.0	Define the four levels of evaluation.
336.0	Differentiate between summative and formative evaluation.
337.0	Define the different kinds of tests.
338.0	Discuss the difference among the various types of tests.
339.0	List various sources for tests.

Additional Information

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

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

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.

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 or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Fire Officer I	0743020109	24 credit hours
Fire Officer II	0743020104	18 credit hours
Fire Company Management	0743020202	15 credit hours
Firesafety Inspector I	0743020108	15 credit hours
Firesafety Inspector II	0743020110	12 credit hours
Fire Investigator I	0743020105	12 credit hours
Fire Investigator II	0743020106	12 credit hours
Fire Instructor	0743020107	6 credit hours

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

**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@7 7 G CORR OFF 7 G
CTSO	FPSSA

Purpose

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

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

Course Structure

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

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program 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.

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

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

04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.

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

Additional Information

Laboratory Activities

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.

Career and Technical Student Organization (CTSO)

Florida Public Service Association (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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

Secondary – Middle School	
Program Number	8900220
CIP Number	0743019904
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 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.

Standards

After successfully completing this program, 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:

The program of study explores the law enforcement system, the court system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers.

CTE Standards and Benchmarks	
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.

CTE Standards and Benchmarks

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:

CTE Standards and Benchmarks

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	Describe how information technology is used in the Law, Public Safety and Security career cluster. – 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	Use information technology tools. – 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	Identify components of network systems.—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	Describe and use communication features of information technology.-- The student will be able to:

CTE Standards and Benchmarks

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.

Additional Information

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.

Career and Technical Student Organization (CTSO)

The Florida Public Service Association (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**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 – Cooperative Education - OJT

Course Number	8900410
CIP Number	07439999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF @7 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(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security cluster(s).

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

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

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

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

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

Secondary Number: 8900410

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

Additional Information

Special Notes

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>.

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

Career and Technical Student Organization (CTSO)

Florida Public Service Association (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities may need additional time (beyond 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.

**Florida Department of Education
Curriculum Framework**

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

Secondary – Career Preparatory

Program Number	8918000
CIP Number	0743010305
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	LAW ENF @7 7 G PUB SERV 7 G CORR OFF 7 G
CTSO	FPSA, Inc.
SOC Codes (all applicable)	13-1041 Compliance Officers 33-9090 Miscellaneous Protective Service Workers 19-4092 Forensic Science Technicians 23-2011 Paralegals and Legal Assistants 33-3041 Parking Enforcement Workers
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

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 comprised of Standards 37 – 49 and is a one credit course focused on the Public Service Aide.

Track 2 is comprised of Standards 50 - 61 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.

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	33-9090	2
	8918020	Criminal Justice Operations 2	1 credit	33-3041	2
	8918030	Criminal Justice Operations 3	1 credit	19-4092	3
	*8918040	Criminal Justice Operations 4 (Track 1)	1 credit	13-1041	3
	*8918040	Criminal Justice Operations 4 (Track 2)	1 credit	23-2011	3

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

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Criminal Justice Operations 1	^^	^^	^^	**	**	**	**	**	**	**	**	**
Criminal Justice Operations 2	^^	^^	^^	**	**	**	**	**	**	**	**	**
Criminal Justice Operations 3	^^	^^	^^	**	**	**	**	**	**	**	**	**

Criminal Justice Operations 4	^^	^^	^^	**	**	**	**	**	**	**	**	**
-------------------------------	----	----	----	----	----	----	----	----	----	----	----	----

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

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

The requirements for this program can be located at:

<http://www.fdle.state.fl.us/Content/CJST/curriculum/CJSTC-Specialized-Training-Courses.aspx>

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Criminal Justice Operations.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Criminal Justice Operations.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Criminal Justice Operations.
- 04.0 Identify the history, goals, and career opportunities in the criminal justice system.
- 05.0 Interpret ethics and professionalism in relation to the criminal justice system.
- 06.0 Discuss constitutional and criminal laws at the federal, state, and local levels.
- 07.0 Describe court systems and trial processes.
- 08.0 Discuss the juvenile justice system.
- 09.0 Describe the correctional system.
- 10.0 Utilize personal, interpersonal, and communication skills.
- 11.0 Demonstrate employability skills.
- 12.0 Describe and demonstrate characteristics and procedures of patrol.
- 13.0 Describe crime prevention programs and demonstrate their development and implementation.
- 14.0 Prepare written reports.
- 15.0 Describe and demonstrate traffic-control procedures.
- 16.0 Describe and demonstrate parking enforcement procedures.
- 17.0 Describe the use-of-force continuum guidelines as it applies to Federal, State, and local laws and physical proficiency skills.
- 18.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
- 19.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and other blood-borne pathogens.
- 01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Criminal Justice Operations
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Criminal Justice Operations
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Criminal Justice Operations.
- 20.0 Discuss crime scene safety.
- 21.0 Describe and demonstrate criminal investigation procedures.
- 22.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography.
- 23.0 Explain and demonstrate property control procedures.
- 24.0 Explain and demonstrate a traffic crash investigation.
- 25.0 Demonstrate computer literacy.
- 26.0 Apply job related math skills.
- 27.0 Demonstrate an awareness of cultural diversity.

TRACK 1 Public Service Aide

- 28.0 State the authority of the TCI as outlined in Chapter 316.640, Florida Statute.
- 29.0 List the procedures of traffic crash scene management.
- 30.0 Describe how to properly execute scene management.
- 31.0 List the basic principles of traffic crash investigations.
- 32.0 Determining the causation of a crash.
- 33.0 Describe and demonstrate how to complete the on-site Crash investigation.
- 34.0 Document and complete a report.
- 35.0 Describe courtroom demeanor and testimony.
- 36.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 37.0 Demonstrate patrol procedures.
- 38.0 Demonstrate investigative report writing skills.
- 39.0 Conduct preliminary property crime investigations.
- 40.0 Participate in job shadowing/work based learning experiences.

TRACK 2 Certified Legal Assistance

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Criminal Justice Operations.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Criminal Justice Operations.	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Criminal Justice Operations.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Identify the history, goals, and career opportunities in the criminal justice system–The student will be able to:		
04.01 Describe the parts and functions of the criminal justice system.		
04.02 Identify the history and goals of the criminal justice system.		
04.03 Identify and describe career opportunities in the criminal justice system.		
04.04 Identify the prerequisites for job entry into the criminal justice system.		
04.05 Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.		
05.0 Interpret ethics and professionalism in relation to the criminal justice system–The student will be able to:		
05.01 Interpret the codes of ethics for the criminal justice system.		
05.02 Apply standards of professionalism in the criminal justice system.		
05.03 Define discrimination.		
05.04 Define sexual harassment.		
06.0 Discuss constitutional and criminal laws at the federal, state, and local		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
levels–The student will be able to:		
06.01 Discuss how political, moral, and economic concerns lead to the development of laws.		
06.02 Identify constitutional law as it applies to the criminal justice system.		
06.03 Distinguish between state and federal laws.		
06.04 Differentiate between, and identify elements of, civil and criminal law.		
06.05 Discuss the impact of local ordinances.		
06.06 Describe criminal law procedures in Florida.		
07.0 Describe court systems and trial processes–The student will be able to:		
07.01 Describe the federal court system as it applies to the criminal justice system.		
07.02 Describe the Florida court system as it applies to the criminal justice system.		
07.03 Describe the pretrial, trial, and post-trial processes.		
07.04 Describe the roles and responsibilities of the people involved in the trial processes.		
07.05 Describe the warrant and summons processes.		
07.06 Explain how to notify witnesses and defendants of court schedules.		
07.07 Demonstrate courtroom demeanor and participate in a mock trial.		
08.0 Discuss the juvenile justice system–The student will be able to:		
08.01 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.		
08.02 Identify law enforcement procedures related to juvenile delinquency.		
08.03 Discuss Florida’s juvenile court system, including procedures and alternative programs.		
08.04 Discuss the juvenile corrections system, including alternative programs.		
08.05 Analyze current trends in juvenile justice.		
09.0 Describe the correctional system–The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.01 Describe the history of corrections.		
09.02 Differentiate between local, state, and federal correctional systems.		
09.03 Compare and contrast different types of prison- and community-based programs.		
09.04 Identify major correctional operations procedures and programs.		
09.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.		
09.06 Analyze current trends in correctional reform, including privatization.		
09.07 Identify the unique interpersonal skills required in communicating with inmates.		
10.0 Utilize personal, interpersonal, and communication skills–The student will be able to:		
10.01 Follow directions.		
10.02 Display integrity, loyalty, dependability, and punctuality.		
10.03 Identify and apply strategies for showing compassion and working well with others.		
10.04 Create and demonstrate responsible ways of dealing with criticism.		
10.05 Identify personal stressors and evaluate methods for resolution.		
10.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.		
10.07 Identify and plan solutions for situations that require crisis management and conflict resolution.		
10.08 Use telecommunications to relay messages in a courteous, respectful way.		
10.09 Explain the purpose the use of communication codes and the phonetic alphabet.		
10.10 Describe the different types of communication equipment and identify protocols for their use.		
10.11 Identify interviewing techniques used with witnesses and victims.		
11.0 Demonstrate employability skills–The student will be able to:		
11.01 Identify sources of information regarding employment opportunities		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
in criminal justice operations.		
11.02 Identify advanced career options and training opportunities in the criminal justice profession.		
11.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.		
11.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.		
11.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.		
11.06 Secure information about a particular job.		
11.07 Complete a job resume.		
11.08 Complete a job application.		
11.09 Apply effective job interview techniques.		
11.10 Describe how to make job changes appropriately.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Describe and demonstrate characteristics and procedures of patrol–The student will be able to:		
12.01 State main duties and responsibilities of patrol officers.		
12.02 Identify different patrol types and zones and evaluate the advantages and disadvantages of each.		
12.03 Demonstrate defensive driving techniques (optional).		
12.04 Read and interpret a map.		
12.05 Analyze current trends in community-oriented policing.		
12.06 Define COMPSTAT as it related to Community Policing.		
12.07 Identify and describe procedures for dealing with domestic violence, including abuse and neglect.		
12.08 Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.		
12.09 Identify different patrol techniques.		
12.10 Describe and demonstrate a traffic stop.		
12.11 Describe and demonstrate the inspection of a vehicle and equipment.		
12.12 Describe how to establish rapport with a citizen.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.13 Describe interview tactics with cooperative and uncooperative witnesses		
13.0 Describe crime prevention programs and demonstrate their development and implementation–The student will be able to:		
13.01 Identify community crime prevention programs.		
13.02 Describe how to develop and implement school and community crime prevention programs.		
13.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).		
13.04 Identify and discuss local crime prevention programs and opportunities for participation.		
13.05 Describe the importance and possible uses of crime analysis information.		
13.06 Conduct a security survey.		
14.0 Prepare written reports–The student will be able to:		
14.01 Identify the who-what-when-where-why-how elements of a report.		
14.02 Describe the purpose of different types of reports.		
14.03 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.		
14.04 Identify and locate state statutes as they pertain to situations being reported.		
14.05 Define and write a probable-cause affidavit.		
TRAFFIC CONTROL OFFICER FOR CIVILIANS		
15.0 Describe and demonstrate traffic control procedures–The student will be able to:		
15.01 Define a Traffic Control Officer as stated in s. 316.640(4)(a), Florida Statutes.		
15.02 List the qualifications of a traffic control officer (TCO).		
15.03 Explain the responsibilities of a traffic control officer.		
15.04 List the limitations of a traffic control officer are not authorized to include:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
<ul style="list-style-type: none"> A. carry a firearm or any other weapon B. write any citations C. make any arrests D. conduct any investigations 		
15.05 Define “traffic control devices” according to s. 316.003 (23), F.S.		
15.06 Define “traffic signals” according to s. 316.003(24), F.S.		
<ul style="list-style-type: none"> A. Describe the main objectives of traffic direction and control to include: B. increase safety C. increase traffic flow D. divert traffic flow 		
15.07 List methods for controlling traffic to include: <ul style="list-style-type: none"> A. Deployment of traffic control devices B. Direction by an officer C. Manual control of traffic signals following agency policies and procedures. 		
15.08 Identify when traffic direction and control are applicable pursuant to agency protocol to include: <ul style="list-style-type: none"> A. rush hours B. traffic light failures C. vehicle crashes D. special events E. major disasters F. missing or absent traffic control devices G. funeral procession or dignitary motorcade H. cooperation with other public service agency 		
15.09 List equipment available to an officer for use in directing traffic: <ul style="list-style-type: none"> A. Whistle B. high visibility glove C. lighted baton D. reflective slip-over vest E. barricades or cones F. flares, electronic markers, or chemical lightsticks G. variable message boards, including arrow boards 		
15.10 Evaluate a traffic situation before intervening to direct traffic to include:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
<ul style="list-style-type: none"> A. Determine if intervention is necessary. B. Consider the safety of the officer and the public. C. Maintain traffic flow or divert traffic. 		
<p>15.11 Identify factors that should be considered when planning to direct traffic to include:</p> <ul style="list-style-type: none"> A. Determine how to improve the traffic situation before entering the roadway. B. Assess whether additional officers and/or resources are needed. C. Decide where to stand in the roadway. 		
<p>15.12 List the safety precautions that an officer should follow when directing traffic to include:</p> <ul style="list-style-type: none"> A. Always check safety measures; be alert and ready to move out of the way of a vehicle. B. Never move without making sure it is safe. C. Never permit vehicles or pedestrians to start from a stopped position until approaching traffic is stopped. 		
<p>15.13 Identify the correct place that an officer should stand while directing traffic.</p>		
<p>15.14 List basic conduct for officers directing traffic to include:</p> <ul style="list-style-type: none"> A. Engage the attention of drivers at all times. <ul style="list-style-type: none"> 1) Make eye contact with a stopped or stopping motorist. 2) Use hand signals, such as pointing, to gain a motorist's attention. B. Keep your hands free. C. Do not engage in idle conversation. D. Do not smoke. E. Do not twirl a chain or other objects. F. Do not use electronic devices such as cell phones. 		
<p>15.15 Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic to include:</p> <ul style="list-style-type: none"> A. Stop traffic in all directions. B. Clear a path for the emergency vehicle if needed. C. Wave the emergency vehicle through the intersection. D. Communicate with a supervisor when circumstances are beyond the duties of a TCO. 		
<p>15.16 Explain why voice commands are seldom used in directing traffic to include:</p> <ul style="list-style-type: none"> A. Verbal directions are not easy for drivers to hear or understand. 		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
<ul style="list-style-type: none"> B. Voice commands might be misinterpreted by motorist or pedestrian. C. Words may antagonize motorist or pedestrian. 		
<p>15.17 List procedures to follow if voice commands must be used to include:</p> <ul style="list-style-type: none"> A. Move reasonably close to the pedestrian or driver. B. Be polite and brief. C. Address as miss, ma'am, or sir. D. Do not lose your temper. 		
<p>15.18 List procedures to follow when assisting pedestrians across the street including:</p> <ul style="list-style-type: none"> A. Be firm but polite. B. Verbally direct pedestrians. C. Do not permit crossing until it is safe. D. Take extra caution with children, the elderly, or persons with disabilities. 		
<p>15.19 Describe the various whistle signals to get the attention of the driver or pedestrian including:</p> <ul style="list-style-type: none"> A. one long blast for the vehicle to stop B. two short blasts for the vehicle to go C. several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal 		
<p>15.20 List the various hand signals used in conjunction with the whistle signals to include:</p> <ul style="list-style-type: none"> A. stop B. turn right C. turn left D. start E. keep moving F. resume traffic signal control 		
<p>15.21 Demonstrate the various hand signals used in conjunction with the whistle signals.</p>		
<p>15.22 Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.</p>		
<p>15.23 Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it.</p>		
<p>15.24 Demonstrate how to safely light a flare, position it, and extinguish it.</p>		
<p>15.25 Demonstrate how to activate a chemical light stick.</p>		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
PARKING ENFORCEMENT SPECIALIST		
16.0 Describe and demonstrate parking enforcement procedures – the student will be able to:		
16.01 Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.		
16.02 State what parking statutes are in Florida Statute 316, to include: <ul style="list-style-type: none"> A. Definitions as defined in (316.003). B. Define jurisdiction as explained in (316.006). C. Define powers of local authorities as explained in (316.008). D. Stopping, standing or parking outside of municipalities (316.194) E. Stopping, standing or parking prohibited in specified places (316.1945) F. Additional parking regulations (316.195) G. Parking for certain purposes prohibited (316.1951) H. Parking spaces for persons with have disabilities (316.1955) I. Parking violations; designated parking spaces for person with disabilities (316.1957) J. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958) K. Handicap parking enforcement (316.1959) L. Exemption of vehicles according to (316.1964). M. Parking near rural mailbox during certain hours; penalties (316.1965) N. Liability for payment of parking ticket violations and other parking violations (316.1967) O. Obstruction of public streets, highways, and roads (316.2045) P. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135) Q. Enforcement (316.640). R. Disposition of fines and forfeitures collected for violations (316.660) S. Amount of penalties (316.18(6)). T. Jurisdiction and procedure for parking infractions (318.325) U. Definitions; general (320.01) V. Free motor vehicle license plate to certain disabled veterans 		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
<p>(320.084(5))</p> <p>W. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)</p> <p>X. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)</p> <p>Y. License plates for members of Paralyzed Veterans of America (320.0845)</p> <p>Z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of transportation services to persons who have disabilities (320.0848)</p> <p>AA. Electric vehicle charging stations (366.94(3)).</p> <p>BB. Parking spaces for persons who have disabilities (553.5041).</p> <p>CC. Assault and battery on law enforcement (784.07(2)).</p> <p>DD. Cruelty to animals (828.12(1)).</p> <p>EE. Local animal control or cruelty ordinances (828.27).</p> <p>FF. Resisting officer with violence (843.01).</p> <p>GG. Resisting officer without violence (843.02).</p>		
16.03 State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.		
16.04 List the qualifications and limitations of a Parking Enforcement Specialist.		
16.05 Explain how local ordinances affect operating procedures and vary by agency.		
16.06 Explain how the State and national computer systems are used to obtain vehicle identification data, if required.		
16.07 Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.		
16.08 Identify the importance of professional demeanor and behavior while in court.		
16.09 Identify appropriate body language, posture, and physical appearance while in court.		
16.10 Identify proper speech and phrasing of answers when giving testimony.		
16.11 Identify the purpose of taking an oath before court testimony begins.		
16.12 Identify the importance of familiarization with and use of all evidence, reports, and exhibits.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.13 Identify possible objections raised during court testimony.		
16.14 Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.		
16.15 Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.		
16.16 Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.		
16.17 Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.		
16.18 Describe the importance of an informational briefing.		
16.19 Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.		
16.20 Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.		
16.21 Identify various paid parking systems and types of permitted parking utilized in an assigned work area.		
16.22 Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.		
16.23 Patrol the assigned area to issue citations appropriately for parking violations.		
16.24 Define any scofflaw violations with the appropriate resource.		
16.25 Describe how to photograph the violation, if applicable.		
16.26 Input the appropriate observed violation onto the citation correctly.		
16.27 Describe the proper agency-specified steps to issue a parking citation.		
16.28 Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.		
16.29 Describe what resources or information are available in relation to inquiries from the public.		
16.30 Provide information to individuals in connection with a citation that they received for a parking violation.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.31 Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.		
16.32 Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.		
16.33 Describe how medical conditions can affect an individual's attitudes or behavior.		
17.0 Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills–The student will be able to:		
17.01 Describe the totality of circumstances as it relates to: A. Subject resistance B. Situational Factors C. Justification D. Officer Response		
17.02 Describe legal issues pertaining to objective reasonableness as it pertains to the use of force that include Tennessee v. Garner and Graham v. Conner cases.		
17.03 Identify potential weapons.		
17.04 Describe and demonstrate stop and frisk as it relates to Terry v. Ohio.		
17.05 Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation. (optional)		
17.06 Demonstrate weapon safety and familiarization. (optional)		
17.07 Describe the four elements of arrest.		
17.08 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.		
18.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)–The student will be able to:		
18.01 Identify the four classes of fires and the extinguishing agents for each.		
18.02 Identify electrical hazards, hazardous materials, and life threatening situations.		
18.03 Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.		
18.04 Apply basic first aid techniques.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.05 Demonstrate mastery of CPR.		
19.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and blood-borne pathogens–The student will be able to:		
19.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.		
19.02 Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.		
19.03 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.		
19.04 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.		
19.05 Explain the legal aspects of AIDS, including testing.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Criminal Justice Operations.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
01.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Criminal Justice Operations.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Criminal Justice Operations.	
03.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

CCSS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.0 Discuss crime scene safety—The student will be able to:		
20.01 Describe “Right –to-Know” Law as recorded in (29CFR-1910.1200).		
20.02 Discuss the potential health and safety hazards one could encounter at a crime scene.		
20.03 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.		
20.04 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.		
20.05 Discuss emergency procedures involving personal risk in a crime scene situation.		
20.06 Identify and explain the use of protective equipment for crime scene processing		
21.0 Describe and demonstrate criminal investigation procedures—The student will be able to:		
21.01 State the purpose and types of investigations.		
21.02 Describe the responsibilities of law enforcement officers at the crime scene.		
21.03 Describe the role of evidence in investigations.		
21.04 Describe crime scene investigation procedures.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.05 Secure and preserve a mock crime scene.		
21.06 Photograph a mock crime scene and the evidence.		
21.07 Take measurements at a mock crime scene.		
21.08 Record facts about crime using recording equipment and note taking.		
21.09 Sketch a mock crime scene.		
21.10 Assist in identifying, handling, preserving, collecting, recording, and storing mock evidence.		
21.11 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression. (optional)		
21.12 Process a mock crime scene for fingerprints.		
21.13 Describe the chain of custody of evidence.		
21.14 Identify different search methods.		
21.15 Describe effective interview skills and techniques for obtaining information from witnesses and victims in an investigation.		
21.16 Describe when subpoenas should and should not be used for witnesses.		
21.17 Describe Miranda warning requirements in suspect interviews.		
21.18 Describe how to show witnesses photos of suspects for identification.		
21.19 Describe how to prepare for court testimony.		
22.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography– The student will be able to:		
22.01 Roll fingerprints.		
22.02 Identify focal points.		
22.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).		
22.04 Lift and record latent prints.		
22.05 Describe blood-type identification procedures and DNA profiling.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.06 Describe hair and fiber examination procedures.		
22.07 Describe broken glass examination procedures.		
22.08 Identify basic photo laboratory procedures and take photographs.		
22.09 Explain the capabilities of a full-service crime lab.		
22.10 Classify fingerprints using the Henry Modified system.		
22.11 Explain the Henry Modified system of fingerprint classification.		
23.0 Explain and demonstrate property control procedures–The student will be able to:		
23.01 Classify, identify, and mark property.		
23.02 Match properties with reports.		
23.03 Describe storage and control of evidence, property, and supplies.		
23.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.		
24.0 Explain and demonstrate a traffic crash investigation-The student will be able to:		
24.01 Conduct a traffic accident investigation.		
24.02 Complete a DHMSV traffic crash report form to include completing a proper diagram.		
25.0 Demonstrate computer literacy–The student will be able to:		
25.01 Use the computer as a tool for the special applications associated with the criminal justice system including but not limited to Crime Scene Sketch using CAD or other computer software program. (optional)		
25.02 Access databases for information.		
25.03 Access a computer program for career selection and postsecondary education opportunities.		
25.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.		
25.05 Use a word processor as applicable in specific criminal justice occupations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.0 Apply job related math skills–The student will be able to:		
26.01 Produce a graph, chart, or table associated with the Criminal Justice System.		
26.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.		
26.03 Measure time, temperature, distance, capacity, and mass/weight.		
26.04 Make estimations and approximations and judge the reasonableness of the result.		
27.0 Demonstrate an awareness of cultural diversity–The student will be able to:		
27.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.		
27.02 Identify methods of communication that may enhance human relations with culturally diverse communities.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

Track 1 is comprised of Standards 28 – 40 and is a one credit course focused on the Public Service Aide.

Track 2 is comprised of Standards 41 - 52 and is a one credit course focused on the administrative aspects of the legal system.

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
Track 1 Traffic Crash Investigator		
28.0 State the authority of the TCI as outlined in chapter 316.640, F.S--The student will be able to		
28.01 Explain the TCI's role.		
28.02 Explain ethics and professionalism.		
28.03 Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.		
29.0 List the procedures of traffic crash scene management--The student will be able to:		
29.01 Plan a prompt arrival to a service call with accurate geographic or zone orientation.		
29.02 Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.		
29.03 Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.		
29.04 Recognize elements to physically manage a traffic crash scene.		
29.05 Describe how to evaluate the crash scene for potential hazards.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.06 Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.		
29.07 Describe how to evaluate the medical response needed at the crash scene.		
30.0 Describe how to properly execute scene management--The student will be able to:		
30.01 Determine if a crash occurred.		
30.02 Recognize special considerations to determine the need for additional units.		
30.03 Describe the importance of continually assessing the scene for possible hazards.		
30.04 Recognize and describe indicators of impaired drivers.		
30.05 Identify a person who may be driving under the influence (DUI).		
30.06 Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.		
30.07 Identify the penalties for giving false information.		
30.08 Explain how to respond to inquiries with correct information from a variety of sources.		
30.09 Recognize when crash report information is privileged or confidential.		
31.0 List the basic principles of traffic crash investigation--The student will be able to:		
31.01 Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.		
31.02 Describe the efficient use of field notes.		
31.03 Distinguish between a witness and an independent witness.		
31.04 Describe the most efficient manner in which to interview witnesses.		
31.05 Identify issues affecting the process of taking statements from witnesses and involved parties.		
31.06 Describe different methods and practices to obtain statements.		
31.07 Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.		
32.0 Determining the causation of a Crash--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.01 Describe roadway characteristics that may contribute to a crash.		
32.02 Define what the area of collision is.		
32.03 Define common terms used during a traffic crash investigation.		
32.04 Define transitory and non-transitory types of evidence that should be collected on the scene.		
32.05 Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.		
32.06 Explain the procedure for the measurement of skid marks.		
32.07 Document evidence through markings.		
32.08 Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.		
32.09 Identify the information to be included in the field sketch and its purpose.		
32.10 List the factors to consider when evaluating vehicular speed.		
32.11 Determining how the crash occurred.		
33.0 Describe and demonstrate how to complete the on-site Crash Investigation--The student will be able to:		
33.01 Facilitate communication between parties to exchange drivers' information.		
33.02 Determine fault for the crash, and issue the citation.		
33.03 Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.		
33.04 Describe steps to clear the crash scene at the end of a vehicle crash investigation.		
33.05 Describe how to determine when to have vehicles cleared from a crash scene.		
33.06 Describe how to determine if a vehicle involved in a crash incident needs a tow truck.		
34.0 Document and complete a report—The student will be able to:		
34.01 Define the uses of a traffic crash report.		
34.02 Identify the statutes governing crash reporting, and summarize the process to include:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
<ul style="list-style-type: none"> A. 316.061 Crashes involving damage to vehicle or property. B. 316.062 Duty to give information and render aid. C. 316.062 Duty upon damaging unattended vehicle or other property. D. 316.066 Written reports of crashes. 		
<p>34.03 Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include:</p> <ul style="list-style-type: none"> A. 316.027 Crash involving death or personal injuries. B. 316.064 When driver unable to report. C. 316.065 Crashes; reports; penalties. D. 316.067 False reports. E. 316.068 Crash report forms. F. 316.070 Exchange of information at scene of crash. G. 316.193 Driving under the influence; penalties. H. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal. I. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force. 		
<p>34.04 Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.</p>		
<p>34.05 Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).</p>		
<p>34.06 Identify the crash report form as a standardized means for storing crash-related information.</p>		
<p>34.07 Estimate the dollar amount of damages to vehicles and/or other property.</p>		
<p>34.08 Identify events that are the causes or contributory causes of a crash.</p>		
<p>34.09 Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.</p>		
<p>34.10 Describe the use of diagramming as a means to document information regarding a crash scene investigation.</p>		
<p>34.11 List the essential items that officers should include on a crash diagram.</p>		
<p>34.12 Complete a Traffic Diagram Template to create the hand-drawn diagram.</p>		
<p>34.13 Identify the role of the traffic crash investigator in recommending a driver's license reexamination.</p>		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.0 Describe courtroom demeanor and testimony—The student will be able to:		
<p>35.01 Define the following legal definitions relative to the traffic crash investigation:</p> <ul style="list-style-type: none"> A. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)] B. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime C. contraband: goods, property, or other things possessed in violation of the law D. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony E. duces tecum: (“bring with you”) a type of subpoena which requires the witness to bring specified documents or other evidence F. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or derivative G. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year H. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense) I. forfeiture: the loss of some right or property as a penalty for some illegal act J. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)] K. jurisdiction: the territorial range over which an authority extends L. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial M. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)] N. ordinance: a law, statute, or legislative enactment, particularly 		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
<p>the legislative enactments or statutes of a municipal corporation</p> <p>O. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged</p> <p>P. reasonable doubt: a doubt based on reason regarding an element of the state's proof of a defendant's guilt</p> <p>Q. q) restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant</p> <p>R. search: an exploration or inspection of an individual's premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person</p> <p>S. seizure: the act of taking possession of property, things, or persons, including evidence and contraband</p> <p>T. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply</p> <p>U. venue: the circuit or county in which a particular trial may be conducted</p> <p>V. witness: one who observes an incident or has knowledge of facts or information</p>		
35.02 Define important elements of court preparation for the traffic crash investigator.		
35.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.		
35.04 Explain the importance of depositions.		
35.05 Identify appropriate demeanor and behavior when giving testimony or statements.		
35.06 Describe some common tactics used by opposing counsel during cross-examination.		
35.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.		
Police Service Aide		
36.0 Explain the community service officer's/police service aide's role, ethics,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
and professionalism--The student will be able to:		
36.01 Explain the Community Service Officer's/Police Service Aide's role.		
36.02 Explain ethics and professionalism.		
37.0 Demonstrate patrol procedures--The student will be able to:		
37.01 Use the telephone and police radio properly.		
37.02 Recognize the symptoms of mental illness and retardation and notify the proper authorities.		
37.03 Perform foot patrol and vehicular patrol and recognize police hazards.		
37.04 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.		
37.05 Operate a vehicle according to National Safety Council standards.		
38.0 Demonstrate investigative report writing skills--The student will be able to:		
38.01 Comprehend the types and basic requisites of reports.		
38.02 Identify the basic steps in writing a report.		
38.03 Apply the fundamentals in writing a report.		
39.0 Conduct preliminary property crime investigations--The student will be able to:		
39.01 Apply proper methods of collecting, preserving, marking and transporting evidence.		
39.02 Process surfaces for latent fingerprints.		
39.03 Complete an evidence receipt, maintaining the chain of custody.		
39.04 Describe procedures for investigating specific property crimes.		
39.05 Demonstrate preliminary investigation of specific property crimes.		
JOB SHADOWING/WORK BASED LEARNING EXPERIENCES		
40.0 Participate in job shadowing/work based learning experiences--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
40.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.		
40.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.		
40.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.		
TRACK 2/Certified Legal Assistant http://www.nals.org/		
41.0 Demonstrate comprehension and communication of legal knowledge skills–The student will be able to:		
41.01 Read and comprehend technical and non-technical legal terminology utilized in reading assignments related to course content including trade journals, books, magazines and electronic		
41.02 Write clear and well-organized documents, integrating a variety of information from a range of law areas.		
41.03 Take notes, organize, summarize, and paraphrase ideas and details.		
41.04 Accurately follow written and oral instructions.		
41.05 Interpret data on graphs, charts, diagrams, and tables commonly used in the legal profession		
41.06 Understand the federal and state court systems, juries and jurisdiction		
42.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance–The student will be able to:		
42.01 Develop keyboarding skills to enter and manipulate text and data (e.g., create, edit, format, input, design layout).		
42.02 Describe and use current and emerging computer technology and software to perform legal business related tasks.		
42.03 Demonstrate knowledge of basic file management, filing rules and filing procedures skills.		
42.04 Identify, describe and utilize communications and networking systems required in legal workplace environments (e.g., electronic mail, internet, conflicts check system etc.).		
42.05 Use reference materials and manuals available for applications and operation systems software.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.06 Troubleshoot problems with computer software, hardware, peripherals, and other office equipment (e.g., printers, facsimile, dictation equipment, postage meters etc.).		
42.07 Describe ethical issues and problems associated with computers and information systems.		
43.0 Perform e-mail activities–The student will be able to:		
43.01 Describe e-mail capabilities and functions.		
43.02 Use the Internet to perform e-mail activities.		
44.0 Demonstrate knowledge of legal operating systems–The student will be able to:		
44.01 Identify and utilize basic legal operating system file naming conventions (e.g., basic principles, business names, governmental names, organizational names and personal names.)		
44.02 Use appropriate legal office procedures for letters, envelopes, interoffice memoranda, processing mail, proof reading and, delivery services.		
44.03 Know and understand the duties performed by a notary public.		
44.04 Understand and use appropriate telephone etiquette (e.g., courtesy, first impressions, telephone use etc.)		
45.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance–The student will be able to:		
45.01 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.).		
45.02 Perform legal business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.).		
45.03 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.)		
46.0 Develop communication skills in technical reading and writing of legal documents–The student will be able to:		
46.01 Utilize basic grammar, spelling, punctuation, capitalization, word usage and number usage skills to create/develop legal documents		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.02 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.).		
46.03 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.		
47.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace–The student will be able to:		
47.01 Accept constructive criticism in a positive manner.		
47.02 Apply appropriate strategies to manage and resolve conflict in work situations.		
47.03 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.).		
48.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing–The student will be able to:		
48.01 Use database, spreadsheets, presentation software, scheduling, and integrated software packages to enhance communications.		
48.02 Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.		
48.03 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.		
48.04 Use miscellaneous equipment and information services to complete legal tasks (e.g., copiers, dictation equipment, facsimile, filing equipment and postage meters).		
49.0 Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance–The student will be able to:		
49.01 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).		
49.02 Follow accepted rules, regulations and policies for office accounting.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance–The student will be able to:		
50.01 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.		
50.02 Identify, analyze and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.		
50.03 Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.		
51.0 Develop an awareness of the ALS certification requirements, rules and guidelines–The student will be able to:		
51.01 Define the purpose of the ALS examination.		
51.02 Understand the duties and composition of the ALS certification Board.		
51.03 Explain and conduct ALS pre-testing preparation procedures.		
51.04 Know the testing application procedures, fees and appropriate deadlines.		
51.05 Know ALS examination procedures, how tests are conducted and graded, and how certification is maintained.		
52.0 Demonstrate employability skills (ALS)–The student will be able to:		
52.01 Identify sources of information regarding employment opportunities in the ALS profession.		
52.02 Identify advanced career options and training opportunities in the ALS profession.		
52.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.		
52.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.		
52.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in the ALS profession.		
52.06 Secure information about a particular job.		
52.07 Complete a job resume.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
52.08 Complete a job application.		
52.09 Apply effective job interview techniques.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. 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 order to complete the program and sit for the industry certificate test, Public Service Aide, a student **MUST** complete Criminal Justice Operations 1, Criminal Justice Operations 2, Criminal Justice Operations 3, and Criminal Justice Operations 4 – Track 1 (**Traffic Crash Investigator & Public Service Aide**).

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

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

Career and Technical Student Organization (CTSO)

Florida Public Service Association, Inc. (www.fpsainc.org) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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 (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

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

Secondary – Career Preparatory

Program Number	8918031
CIP Number	0743010900
Grade Level	12
Standard Length	1 credit
Teacher Certification	LAW ENF @7 7G PUB SERV 7 G
CTSO	FPSA
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

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.

Program Structure

This program is a planned sequence of instruction consisting of one credit. When the recommended sequence is followed, the structure will allow students to complete a specified portion of the program for employment. 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 completion of this program. NOTE: School must be certified by DOACS in order to give industry certificate.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8918031	Private Security Officer	1 credit	33-9032	A

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Private Security Officer	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column 'FS-M/LA') contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Private Security Officer.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Private Security Officer.
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Private Security Officer.
- 04.0 Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida.
- 05.0 Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
- 06.0 Apply basic first aid and cardiopulmonary resuscitation (CPR) techniques.
- 07.0 Conduct emergency procedures.
- 08.0 Understand the importance of ethics and professional conduct.
- 09.0 Access Control.
- 10.0 Demonstrate patrol techniques.
- 11.0 Make observations and write reports concerning security incidents.
- 12.0 Demonstrate interviewing techniques.
- 13.0 Conduct security duties regarding fire detection, suppression and life safety.
- 14.0 Perform crime and accident prevention techniques.
- 15.0 Perform crime and accident scene protection.
- 16.0 Terrorism Awareness.
- 17.0 Identify entrepreneurship opportunities in the private security industry.
- 18.0 Demonstrate employability skills in the private security industry.
- 19.0 Understand the importance of public and interagency relations.
- 20.0 Demonstrate courtroom procedures.
- 21.0 Understand the fundamentals of personal security.
- 22.0 Demonstrate interpersonal communication skills.
- 23.0 Demonstrate professional communication skills.
- 24.0 Perform traffic control.
- 25.0 Perform crowd control.
- 26.0 Identify special problems for security.
- 27.0 Terrorism Awareness.
- 28.0 Have an awareness of violence in the workplace.

**Florida Department of Education
Student Performance Standards**

Course Title: Private Security Officer
Course Number: 8918031
Course Credit: 1

Course Description:

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

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Private Security Officer.	
	01.01 Key Ideas and Details	
	01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	01.02 Craft and Structure	
	01.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	01.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Private Security Officer.		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards	Correlation to CTE Program Standard #
organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
02.03 Research to Build and Present Knowledge	
02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
02.04 Range of Writing	
02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success Private Security Officer.	
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards		Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 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:		
04.01 Discuss the necessity of regulation of the private security industry.		
04.02 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.		
04.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.		
04.04 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.		
04.05 Understand the licensure and posting requirements specified in Section 493.6106, F.S.		
04.06 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.		
04.07 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.		
04.08 Know the requirements of license renewal per Section 493.6113, F.S.		
04.09 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.10 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S. and 790.06, F.S.		
04.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.		
04.12 Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.		
04.13 Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.		
04.14 Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.		
04.15 Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.		
04.16 Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.		
04.17 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.		
04.18 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.		
04.19 Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.		
04.20 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.		
05.0 Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force--The student will be able to:		
05.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.		
05.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)		
05.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.		
05.04 Define reasonable force and comprehend the liabilities and effects of the use of force.		
05.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
before using it.		
05.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.		
05.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.		
05.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.		
05.09 Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.		
05.10 Identify types of questions a witness may be asked and ways to prepare for testifying.		
05.11 Understand the proper response to a crime in progress.		
05.12 Understand the guidelines for when a client requests a search.		
06.0 Apply basic first aid techniques--The student will be able to:		
06.01 Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.		
06.02 Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.		
06.03 Understand the Florida Good Samaritan Act.		
06.04 Be oriented to Blood Borne Pathogens.		
07.0 Conduct emergency procedures--The student will be able to:		
07.01 Identify emergency plans for fire and bomb threat evacuations.		
07.02 Explain natural disaster preparation and responses (i.e., hurricanes and floods)		
07.03 Use appropriate security tactics in special circumstances, such as a major electrical failure.		
08.0 Understand the importance of ethics and professional conduct--The student will be able to:		
08.01 Describe what professional conduct is for a security officer.		
08.02 Define the code of conduct/ethics for security officers.		
08.03 Understand "command presence" and the symbolism of a uniform		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
and proper personal grooming.		
08.04 Discuss the importance of the uniform and proper personal grooming to image and professionalism in using assertive techniques to maintain security.		
08.05 Discuss discipline issues.		
08.06 Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.		
08.07 Discuss the importance of honesty in dealing with the public, employees and supervisors.		
08.08 Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.		
08.09 Define what Sexual Harassment is.		
08.10 Discuss Internet, cell phone, and text-messaging etiquette.		
09.0 Access Control–The student will be able to:		
09.01 Describe procedures for people.		
09.02 Describe procedures for vehicles.		
09.03 Describe different basic technology available.		
09.04 Define the TWIC system.		
10.0 Demonstrate patrol techniques--The student will be able to:		
10.01 Describe the types of patrols.		
10.02 Define "patrolling" and explain the purposes for patrolling areas.		
10.03 Describe fixed post duties and vehicle control.		
10.04 Identify the required equipment for security patrols.		
10.05 Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.		
10.06 Explain effective patrolling techniques, including preventive patrols and fire watches.		
11.0 Make observations and write reports concerning security incidents--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.01 Explain and demonstrate basic observation techniques		
11.02 Prepare field notes and record initial observations concerning security incidents.		
11.03 Define the six interrogatives elements of a report: who, what, when, where, why and how.		
11.04 Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.		
11.05 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.		
11.06 Recognize sample reports common to the private security industry.		
11.07 Introduce student to bullet-style outlines.		
12.0 Demonstrate interviewing techniques--The student will be able to:		
12.01 Explain what an interview is.		
12.02 Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.		
12.03 Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.		
12.04 Apply different approaches to interviews, including methods for ending an interview.		
12.05 Define deceptive cues.		
13.0 Conduct security duties regarding fire detection, suppression and life safety--The student will be able to:		
13.01 Discuss the mission of the security officer regarding fires.		
13.02 Define fire, highlighting the necessary ingredients.		
13.03 Explain the responsibilities of the security officer regarding: fire prevention and fire extinguishing.		
13.04 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		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.		
13.05 Be familiar with life safety issues, such as:		
a. Life safety plans.		
b. Fire detection, location and intensity		
c. Evacuation		
13.06 Explain Section 877.15, F.S., failure to control or report a dangerous fire.		
14.0 Perform crime and accident prevention techniques--The student will be able to:		
14.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.		
14.02 Explain methods of prevention of injury, elimination of hazards and reporting.		
14.03 Explain methods of prevention including securing company equipment, property and reporting deficiencies.		
14.04 Use telecommunications equipment.		
14.05 Define how CCTV can be used.		
15.0 Perform crime and accident scene protection--The student will be able to:		
15.01 Define a crime scene.		
15.02 Understand the value of crime/accident scene integrity to investigators, etc.		
15.03 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.		
15.04 Identify work habits of successful employees.		
15.05 Understand evidence preservation and define "chain of custody".		
15.06 Discuss effects of contamination of evidence.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.0 Terrorism Awareness--The student will be able to:		
16.01 Definition and history of terrorism		
16.02 National threat levels		
16.03 Types of terrorist attacks		
16.04 Role of security officer		
16.05 Recognition and response to potential terrorist activities		
17.0 Identify entrepreneurship opportunities in the private security industry--The student will be able to:		
17.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.		
17.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.		
17.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.		
17.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.		
17.05 Compare opportunities for starting a security business to other job opportunities in the security industry.		
18.0 Demonstrate employability skills in the private security industry--The student will be able to:		
18.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.		
18.02 Identify an employer's cost for security services and other major business investments.		
18.03 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.		
18.04 Write a resume and modify it for different types of security jobs.		
18.05 Write a letter of introduction to a prospective employer.		
18.06 Obtain and complete sample application forms for employment as a private security officer.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.		
18.08 Identify work habits of successful employees.		
18.09 Describe methods of making job changes appropriately.		
18.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.		
19.0 Understand the importance of public relations--The student will be able to:		
19.01 Explain the importance of security and law enforcement relations.		
19.02 Explain the importance of security and firefighter/EMT interactions.		
19.03 Describe the relations with the media.		
19.04 Describe the importance of community relations.		
19.05 Explain courtesy and etiquette issues in how they relate to security.		
20.0 Demonstrate courtroom procedures--The student will be able to:		
20.01 Explain the security officer's role as a witness in both criminal and civil court.		
20.02 Explain the roles of the judge, prosecutor, defense attorney and jury.		
20.03 Explain the security officer's rights as a victim/witness.		
20.04 Identify the types of questions a witness may be asked.		
20.05 Understand the use of reference records; value of good notes and reports; and the use of security records in court.		
20.06 Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.		
20.07 Discuss courtroom testimony issues; preparation and giving testimony.		
20.08 Demonstrate proper courtroom demeanor.		
21.0 Understand the fundamentals of personal security--The student will be able to:		
21.01 Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.		
21.02 Describe techniques for diffusing hostility.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.03 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.		
22.0 Demonstrate interpersonal communication skills--The student will be able to:		
22.01 Understand perception factors - appearance, body language, tone of voice, etc.		
22.02 Understand the importance of clarity in verbal and written communication.		
22.03 Demonstrate professional communication skills.		
22.04 Identify the effects of threats or challenges which are directed toward the security officer.		
22.05 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.		
23.0 Demonstrate professional communications skills--The student will be able to:		
23.01 Demonstrate two-way radio use and procedures.		
23.02 Demonstrate proper telephone etiquette.		
23.03 Demonstrate other professional communication techniques		
24.0 Perform traffic control--The student will be able to:		
24.01 Describe general responsibilities of traffic controllers.		
24.02 Identify areas where security officer may direct traffic (i.e. private property, special events, and parking lots).		
24.03 Demonstrate position and posture in directing traffic.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.04 Identify practical hand signals.		
24.05 Identify safety equipment used during traffic direction.		
24.06 Demonstrate use of the whistle, the flashlight, traffic cones and flares.		
25.0 Perform crowd control--The student will be able to:		
25.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).		
25.02 Discuss the characteristics of crowds.		
25.03 Identify methods for directing the flow of crowd traffic.		
25.04 Understand the importance of teamwork among security officers in crowd control situations.		
25.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives, eliciting cooperation and identifying agitator).		
25.06 Demonstrate effective security officer behavior in crowd control situations.		
25.07 Describe riot and protest preparation.		
26.0 Identify special problems for security--The student will be able to:		
26.01 Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.		
26.02 Know the definition of, and be able to identify, controlled substances.		
26.03 Recognize when you are dealing with someone under the influence.		
26.04 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.		
27.0 Terrorism Awareness--The student will be able to:		
27.01 Dynamics of a terrorist attack.		
27.02 Proactive Counter Intelligence and Operational Security (OPSEC).		
27.03 Physical security and access control.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.04 Bomb incident response.		
27.05 Mail screening:		
a. Biological/Chemical		
b. Explosive		
27.06 Types of attacks and responses (BENICE):		
a. Biological		
b. Explosive		
c. Nuclear		
d. Incendiary		
e. Chemical		
f. Energetic		
g. Samples of Florida incidents.		
28.0 Have an awareness of violence in the workplace–The student will be able to:		
28.01 Describe the history, scope, and incidence of violence in the workplace.		
28.02 Be aware of potential violence.		
28.03 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.		
28.04 Discuss responding to violent behavior.		
28.05 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. 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 prepares secondary 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-1.140, F.A.C.

The **Florida Department of Agriculture and Consumer Services (DOAGS)** is responsible for establishing uniform minimum standards for the employment and training of full-time and part-time Security Officers.

http://www.freshfromflorida.com/content/download/7464/118585/SecurityOfficerCurriculumGuide_4-10.pdf

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

Career and Technical Student Organization (CTSO)

Florida Public Service Association, Inc. (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.

Cooperative Training – OJT

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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 (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**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 7 G PUB SERV 7 G
CTSO	FPSA
SOC Codes (all applicable)	33-2011 Firefighters
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 & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The introduction to 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

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. medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

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

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
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 Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and

technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

The program will have to maintain the data base with FCDICE. Visit the following link:

<http://www.myfloridacfo.com/division/sfm/BFST/FCDICETutorials.html>. Also, visit the following website for additional information:

<http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>. **Standard 26 is optional due to age requirement. However, must be completed in Practical Skill Task book for Fire Fighter 1. Standards 1 – 25 are required for program completion.**

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Introduction to Fire Fighting.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Introduction to Fire Fighting.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Introduction to Fire Fighting.
- 04.0 Demonstrate knowledge of fire department organization, procedures and responsibilities.
- 05.0 Use fire alarms and communications equipment.
- 06.0 Demonstrate knowledge of fire behavior.
- 07.0 Use portable fire extinguishers.
- 08.0 Sexually transmitted diseases/emergency medical care (First Responder Model).
- 09.0 Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model).
- 10.0 Detect the presence of hazardous materials.
- 11.0 Follow fire prevention inspection practices.
- 01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Introduction to Fire Fighting.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Introduction to Fire Fighting.
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Introduction to Fire Fighting.
- 12.0 Personal protective equipment.
- 13.0 Demonstrate knowledge of fire apparatus.
- 14.0 Use ropes, tools, and equipment.
- 15.0 Demonstrate safety procedures.
- 16.0 Use ladders.
- 17.0 Use fire hose, nozzles, and appliances.
- 18.0 Use fire streams.
- 19.0 Use water supplies.
- 20.0 Use private fire protection systems.
- 21.0 Demonstrate salvage procedures.
- 22.0 Demonstrate overhaul procedures.
- 23.0 Demonstrate knowledge of the fundamentals of extinguishment.
- 24.0 Demonstrate knowledge of the effects of building construction on fire fighting.
- 25.0 Use fire alarms and communications equipment.
- 26.0 Demonstrate ventilation practices.
- 27.0 Demonstrate rescue procedures.
- 28.0 Use forcible entry equipment.

29.0 Participate in controlled burning exercises. **(NOTE: Standard 26 is OPTIONAL due to age requirement)**

**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.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Introduction to Fire Fighting.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Introduction to Fire Fighting.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Introduction to Fire Fighting.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06	Attend to precision.	MAFS.K12.MP.6.1
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge of fire department organization, procedures and responsibilities–The student will be able to:		
04.01 Describe the organization of the fire department.		
04.02 Explain the Firefighter I's role as a member of the organization.		
04.03 Explain the Firefighter II's role as a member of the organization.		
04.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.		
04.05 Explain the mission of the fire service and of the local fire department.		
04.06 Explain the function of a standard operating procedure.		
04.07 Explain the fire department rules and regulations that apply to the position of firefighter.		
04.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.		
04.09 Explain the role of other agencies that may respond to emergencies.		
04.10 Describe the components of a member assistance program.		
04.11 Define the following terms: a) chain of command, b) span of control, and c) unity of command.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.0 Use fire alarms and communications equipment–The student will be able to:		SC.912.N.3.5
05.01 Define the procedure for a citizen to report a fire or other emergency.		
05.02 Demonstrate action taken upon receipt of an alarm or report of an emergency.		
05.03 Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.		
05.04 Identify procedures required for receipt and processing of business and personal calls.		
05.05 Define and demonstrate prescribed fire department radio procedures, including:		
a. Routine traffic		
b. Emergency traffic		
c. Emergency evacuation signals		
05.06 Demonstrate both mobile and portable radio equipment.		
06.0 Demonstrate knowledge of fire behavior–The student will be able to:		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
06.01 Define fire.		
06.02 Define the fire triangle and tetrahedron.		
06.03 Identify two chemical, mechanical, and electrical energy heat sources.		
06.04 Recognize the following conditions and explain their associated hazards and appropriate actions:		
a. Incipient fire		
b. Rollover		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
c. Flashover		
d. Backdraft		
06.05 Define the three methods of heat transfer.		
06.06 Define the three physical stages of matter in which fuels are commonly found.		
06.07 Define the hazard of finely divided fuels as they relate to the combustion process. Define flash point, fire point, and ignition temperatures.		
06.08 Define concentrations of oxygen in air as it affects combustion and life safety.		
06.09 Identify three products of combustion commonly found in structural fires, which create a life hazard.		
06.10 Define the following units of heat measurement:		
a. British Thermal Unit (BTU)		
b. Fahrenheit (°F)		
c. Celsius (°C)		
d. Calorie (C)		
06.11 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.		
07.0 Use portable fire extinguishers–The student will be able to:		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
07.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.		
07.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.		
07.03 Define the portable extinguisher rating system.		
07.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.		
08.0 Sexually transmitted diseases/emergency medical care (First Responder Model)–The student will be able to:		SC.912.L.16.17

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.01 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.		
09.0 Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model)–The student will be able to:		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
09.01 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.		
09.02 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.		
09.03 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		
09.04 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.		
09.05 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.		
09.06 Identify the emergency medical care for chemical burns, including		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
chemical burns of the eyes. Identify the symptoms and demonstrate emergency medical care of traumatic shock.		
09.07 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.		
09.08 Identify the method of contacting the poison control center that serves the local jurisdiction.		
10.0 Detect the presence of hazardous materials–The student will be able to:		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
10.01 Define hazardous materials.		
10.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.		
10.03 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.		
10.04 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		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.05 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.		
10.06 Identify U.S. and Canadian placards and labels that indicate hazardous materials.		
10.07 Identify the basic information on material safety data sheets (MSDS) and shipping papers that indicates hazardous materials.		
10.08 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.		
10.09 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.		
10.10 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.		
11.0 Follow fire prevention inspection practices–The student will be able to:		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
11.01 Identify five common causes of fires and their prevention.		
11.02 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.		
11.03 Define the importance of public relations relative to the inspection programs.		
11.04 Demonstrate inspection procedures for private dwellings.		
11.05 Document the presentation given in 40.02, given a reporting form that includes: a) program title, b) number of participants, c) evaluations.		
11.06 Identify life safety programs for the home.		
11.07 Prepare diagrams or sketches of buildings to record the locations of items of concern during pre-fire planning operations.		
11.08 Collect and record in writing information required for the purpose of preparing a report on a building inspection or survey.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.09 Identify common fire hazards and make recommendations for their correction.		
11.10 Identify school exit drill procedures.		
11.11 Conduct a building fire safety survey and prepare a written report summarizing the results.		
11.12 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.		
11.13 Identify smoke, heat, and flame detection alarm systems.		
11.14 Identify the fire hazards commonly found in the following types of occupancies: a) manufacturing, b) commercial, c) residential, and d) public assemblies.		
11.15 Identify standard types of chimneys and flues and recognize deficiencies likely to cause fires.		
11.16 Identify five common causes of fires and their prevention.		

**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.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Introduction to Fire Fighting.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
01.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Introduction to Fire Fighting.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Introduction to Fire Fighting	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Personal protective equipment--The student will be able to:		SC.912.N.3.5
12.01 Model the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.		
12.02 Demonstrate the physical requirements of the wearer of the SCBA.		
12.03 Explain the limitations of the SCBA.		
12.04 Discuss the safety features common to all types of self-contained breathing apparatus.		
12.05 Demonstrate the function of each component of the SCBA.		
12.06 Demonstrate that the SCBA is in a safe condition for immediate use.		
12.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.		
12.08 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		
12.09 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.10 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.		
12.11 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		
12.12 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.		
12.13 Demonstrate the donning and doffing of the personal protective equipment listed in 5.12.		
12.14 Identify the hazardous environments requiring the use of respiratory protection.		
12.15 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.		
12.16 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		
13.0 Demonstrate knowledge of fire apparatus--The student will be able to:		
13.01 Identify the function of the following:		
a. Engine company		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
b. Truck company		
c. Rescue/Squad company		
13.02 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		
13.03 Identify special equipment used in the following apparatus:		
a. Rescue		
b. Chemical		
c. Floodlight and power		
d. Air truck		
14.0 Use ropes, tools, and equipment--The student will be able to:		SC.912.P.12.2, SC.912.P.12.4
14.01 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. Becket or sheet bend		
g. Overhand safety knot		
14.02 Using an approved knot, hoist any selected forcible entry tool,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
ground ladder, or appliance to a height of at least 20 feet (6m).		
14.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.		
14.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.		
14.05 Identify the reasons for placing a rope out of service.		
14.06 Distinguish between life safety and utility ropes.		
15.0 Demonstrate safety procedures--The student will be able to:		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
15.01 Identify dangerous building conditions created by fire.		
15.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.		
15.03 Explain hazards related to electrical emergencies.		
15.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).		
15.05 Describe the responsibilities of a firefighter as required by NFPA 1500.		
15.06 Demonstrate the procedures for shutting off the gas service to a building.		
15.07 Demonstrate the procedures for shutting off electrical service to a building.		
15.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.		
15.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.		
15.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.11 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		
15.12 Identify safety procedures for ensuring a safe station/facility environment.		
15.13 Identify potential long-term consequences of exposure to products of combustion.		
16.0 Use ladders--The student will be able to:		SC.C.1.4, SC.912.P.12.2, SC.912.P.12.4, SC.912.N.35
16.01 Identify and describe the use of the following types of ladders:		
a. Folding/attic		
b. Roof		
c. Straight/wall		
d. Aerial ladders		
16.02 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		
16.03 Demonstrate the deployment of a roof ladder on a pitched roof.		
16.04 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
descending.		
16.05 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.		
16.06 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.		
16.07 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.		
17.0 Use fire hose, nozzles, and appliances--The student will be able to:		SC.912.E.5.1, SC.912.E.5.2, SC.912.P.12.2, SC.912.P.12.4
17.01 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.		
17.02 Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.		
17.03 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		
17.04 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		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
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		
17.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.		
17.06 Demonstrate at least 3 different types of hose loads and finishes.		
17.07 Demonstrate three types of hose rolls.		
17.08 Demonstrate two types of hose carries.		
17.09 Demonstrate coupling and uncoupling of fire hose.		
17.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.		
17.11 Demonstrate the methods for extending a hose line.		
17.12 Demonstrate replacing a burst section of hose line.		
17.13 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.		
18.0 Use fire streams--The student will be able to:		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
18.01 Define a fire stream.		
18.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.		
18.03 Define water hammer and at least one method for its prevention.		
18.04 Define the following methods of water application:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
a. Direct		
b. Indirect		
c. Combination		
18.05 Identify precautions to be followed while advancing hose lines to a fire.		
18.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.		
18.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.		
18.08 Demonstrate the methods for applying foam.		
19.0 Use water supplies--The student will be able to:		SC.912.P.8.5, SC.912.P.12.2, SC.912.P.12.4, SC.912.P.8.8, SC.912.P1-5
19.01 Identify the water distribution system, and other water sources in the local community.		
19.02 Identify the following parts of a water distribution system:		
a. Distributors		
b. Primary feeders		
c. Secondary feeders		
19.03 Explain the operation of a:		
a. Dry-barrel hydrant		
b. Wet-barrel hydrant		
19.04 Define the following:		
a. Normal operating pressure of a water distribution system		
b. Residual pressure of a water distribution system		
c. Flow pressure		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.05 Identify the following types of main water valves:		
a. Indicating		
b. Non-indicating		
c. Post indicator		
d. Outside screw and yoke		
19.06 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		
19.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.		
19.08 Identify and explain the four (4) fundamental components of a modern water system.		
19.09 Demonstrate deployment of a portable water tank.		
19.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.		
19.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.		
19.12 Assemble and connect the equipment necessary for drafting from a static water supply source.		
19.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.		
19.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.		
19.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.16 Identify two causes of increased resistance or friction loss in water mains.		
20.0 Use private fire protection systems--The student will be able to:		SC.912.P.8.5,SC.912.P.8.8, SC.912.P.12.2, SC.912.P.12.4
20.01 Identify a fire department sprinkler connection and water motor alarm.		
20.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.		
20.03 Define how the automatic sprinkler heads open and release water.		
20.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.		
20.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.		
20.06 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.		
20.07 Identify the "Main Control" valve on an automatic sprinkler system.		
20.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".		
21.0 Demonstrate salvage procedures--The student will be able to:		SC.912.P.8.5, SC.912.P.8.8, SC.912.E.5.1, SC.912.E.5.2
21.01 Identify the purpose of salvage and its value to the public and the fire department.		
21.02 Demonstrate the removal of debris, and the removal and routing of water from a structure.		
21.03 Demonstrate the covering or closing of openings made during fire fighting operations.		
22.0 Demonstrate overhaul procedures--The student will be able to:		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
22.01 Identify the purpose of overhaul.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.02 Recognize at least four (4) indicators of hidden fires.		
22.03 Demonstrate searching for hidden fires.		
22.04 Demonstrate how to separate and remove charred material from unburned material.		
22.05 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.		
22.06 Define duties of fire fighters left at the fire scene for fire and security surveillance.		
23.0 Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:		SC.912.E.7.1, SC.912.E.7.4, SC.912.N.1.2
23.01 Describe the tactics employed to fight wildland fires.		
24.0 Demonstrate knowledge of the effects of building construction on fire fighting--The student will be able to:		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
24.01 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		
24.02 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.		
24.03 Describe at least three hazards associated with truss and lightweight construction.		
24.04 Identify dangerous building conditions created by fire and fire suppression activities.		
24.05 Identify five (5) indicators of building collapse.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.06 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		
24.07 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		
25.0 Use fire alarms and communications equipment--The student will be able to:		
25.01 Identify fire location indicators provided to direct fire fighters to specific locations in protected public or private properties.		
25.02 Identify supervisory alarm equipment provided in the fire station and prescribed action to be taken upon receipt of designated signals.		
25.03 Define the policy and demonstrate the procedure of ordering and transmitting multiple alarms of fire and calls for special assistance from the emergency scene.		
26.0 Demonstrate ventilation practices--The student will be able to:		SC.912.P.12.2, SC.912.P.12.4, SC.912.P.8.5,

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
		SC.912.P.8.8
26.01 Describe the use of different types of power saws and jack hammers.		
26.02 Identify the different types of roofs, demonstrate the techniques used to ventilate each type, and identify the necessary precautions.		
26.03 Identify the manual and automatic venting devices found within structures.		
26.04 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.		
26.05 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.		
26.06 Identify the location of an opening and the precautions to be taken when ventilating a basement.		
26.07 Describe fire ground situations where forced ventilation procedures may be required.		
26.08 Demonstrate the ventilation of a flat and pitched roof using both hands and power tools.		
27.0 Demonstrate rescue procedures--The student will be able to:		SC.912.N.4.1, SC.912.N.1.2
27.01 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.		
27.02 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		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
passage, and e) search and rescue of victim(s) in a multi-story building.		
27.03 Don a life safety harness that meets the requirements of NFPA 1983.		
27.04 Inspect a life safety harness and identify the conditions that would require its removal from service.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.0 Use forcible entry equipment--The student will be able to:		SC.912.P.12.2, SC.912.P.12.4
28.01 Identify the materials and construction features of door and window locking devices.		
28.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.		
28.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.		
28.04 Identify and safely carry at least 1 of the following:		
a. Cutting tool		
b. Prying tool		
c. Pulling tool		
d. Striking tool		
28.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.		
28.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.		
28.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.		
28.08 Demonstrate breaking window or door glass and removing obstruction.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.0 Participate in controlled burning exercises--The student will be able to: (NOTE: OPTIONAL standard due to age requirement. Must be completed in Practical Skill Task Book for Fire Fighter 1)		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
29.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.		
29.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.		
29.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.		
29.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.		
29.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.		
29.06 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).		
29.07 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.		
29.08 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.		
29.09 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.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. 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 program will have to maintain the data base with FCDICE. Visit the following link:

<http://www.myfloridacfo.com/division/sfm/BFST/FCDICETutorials.html>. Also, visit the following website for additional information:

<http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>

Standard 26 is optional due to age requirement. However, must be completed in Practical Skill Task book for Fire Fighter 1. Standards 1 – 25 are required for program completion.

Career and Technical Student Organization (CTSO)

Florida Public Service Association, Inc. (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.

Cooperative Training – OJT

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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 (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

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

Secondary – Career Preparatory

Program Number	9101000
CIP Number	0743039900
Grade Level	11,12
Standard Length	1.5 credits
Teacher Certification	FIRE FIGHT @7 7G PUB SERV 7 G LAW ENF @7 7G CORR OFF 7 G PUB SAF TE 7G *Applicable Subject Matter Experts may assist in teaching this course.
CTSO	FPSA
SOC Codes (all applicable)	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

Purpose

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

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

Program Structure

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	9101000	Public Safety Telecommunication	1.5 credits	43-5031	2

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Public Safety Telecommunication	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Public Safety Telecommunication.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Public Safety Telecommunication.
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student Public Safety Telecommunication.
- 04.0 Understand the roles/duties of a public safety telecommunicator.
- 05.0 Describe and demonstrate professional ethics of public safety telecommunicator.
- 06.0 Identify and explain the operation of communication equipment and resources.
- 07.0 Demonstrate communication and interpersonal skills.
- 08.0 Describe guidelines and operational standards of call classification and prioritization.
- 09.0 Perform operational skills.
- 10.0 Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes.
- 11.0 Understand the basic principles and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes.
- 12.0 Understand the basic principles and components of Emergency Fire Services and their relationship to the application of correct dispatch processes.
- 13.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-5a Introduction to Hazardous Materials is acceptable for hazmat awareness).
- 14.0 Understand the basic principles and components of Emergency Management and Homeland Security and their relationship as it relates to the telecommunicator.
- 15.0 Comprehend stress management techniques.

**Florida Department of Education
Student Performance Standards**

Course Title: Public Safety Telecommunication
Course Number: 9101000
Course Credit: 1.5

Course Description:

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

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Public Safety Telecommunication.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
01.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
01.03	Integration of Knowledge and Ideas	
01.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Public Safety Telecommunication.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards	Correlation to CTE Program Standard #
<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p style="text-align: right;">LAFS.1112.WHST.2.5</p>	
<p>02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p style="text-align: right;">LAFS.1112.WHST.2.6</p>	
<p>02.03 Research to Build and Present Knowledge</p>	
<p>02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p style="text-align: right;">LAFS.1112.WHST.3.7</p>	
<p>02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p style="text-align: right;">LAFS.1112.WHST.3.8</p>	
<p>02.03.3 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p style="text-align: right;">LAFS.1112.WHST.3.9</p>	
<p>02.04 Range of Writing</p>	
<p>02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: right;">LAFS.1112.WHST.4.10</p>	
<p>03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Public Safety Telecommunication.</p>	
<p>03.01 Make sense of problems and persevere in solving them.</p> <p style="text-align: right;">MAFS.K12.MP.1.1</p>	
<p>03.02 Reason abstractly and quantitatively.</p> <p style="text-align: right;">MAFS.K12.MP.2.1</p>	
<p>03.03 Construct viable arguments and critique the reasoning of others.</p> <p style="text-align: right;">MAFS.K12.MP.3.1</p>	
<p>03.04 Model with mathematics.</p> <p style="text-align: right;">MAFS.K12.MP.4.1</p>	
<p>03.05 Use appropriate tools strategically.</p>	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Understand the roles/duties of a public safety telecommunicator. The student will be able to:		
04.01 Comprehend the historical development of the role of the telecommunication profession.		
04.02 Describe the evolution of telecommunications and 911.		
04.03 Understand the proper conduct of a public safety telecommunicator.		
04.04 Define the difference between a call taker and a dispatcher as it relates to public safety telecommunications.		
04.05 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.		
04.06 Understand the importance of reporting for duty and the impact absences have on a communications center.		
05.0 Describe and demonstrate professional ethics of a public safety telecommunicator--The student will be able to:		
05.01 Define ethics and professionalism.		
05.02 Comprehend acts that are considered professionally unethical.		
05.03 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.		
05.04 Explain how criminal and civil law affects telecommunication operations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.05 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications.		
05.06 Explain the importance of and procedure for testifying in court.		
06.0 Identify and explain the operation of communication equipment and resources—The student will be able to:		
06.01 Describe the typical components of communication centers.		
06.02 Identify communication equipment functions and terminology.		
06.03 Explain the operation of various manual and automated equipment that may be utilized within the communication system.		
06.04 Explain the operation of a telephone system		
06.05 Explain the operation of 911 equipment.		
06.06 Explain the operation of radio equipment.		
06.07 Explain the operation of ADA services including TDD and telephone relay services (711).		
06.08 Explain the Florida Interoperability radio capabilities.		
06.09 Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).		
06.10 Describe the purpose of Telematic Call Centers as it relates to the role of the public safety telecommunicator.		
06.11 Identify the referral process for accessing resources outside of public safety.		
07.0 Demonstrate communication and interpersonal skills--The student will be able to:		
07.01 Demonstrate the use of a calm and controlled voice on radio and telephone.		
07.02 Demonstrate interpersonal skills.		
07.03 Demonstrate friendly and accurate customer service skills.		
07.04 Demonstrate specific calming techniques as appropriate		
07.05 Demonstrate the proper use of pronunciation and enunciation.		
07.06 Demonstrate active listening skills.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.07 Explain the difference between a fact and an inference.		
07.08 Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.		
07.09 Demonstrate decision-making skills.		
07.10 Demonstrate the ability to give and follow instructions.		
07.11 Demonstrate internal and external customer service skills.		
07.12 Discuss the impact of Human Diversity as it relates to Public Safety.		
08.0 Describe guidelines and operational standards of call classification and prioritization--The student will be able to:		
08.01 Explain the importance of call classification and prioritization.		
08.02 Describe the call type using the proper classification process.		
08.03 Describe prioritization based on call type.		
08.04 Demonstrate telephone techniques including call handling guidelines.		
09.0 Perform operational skills--The student will be able to:		
09.01 Obtain and organize pertinent information for dispatch.		
09.02 Identify various procedures used when dispatching emergency and non-emergency calls.		
09.03 Utilize available resources properly.		
09.04 Correctly complete appropriate forms, logs, and files.		
09.05 Obtain and process requests for service and/or resources from field units in a timely manner.		
09.06 Demonstrate an understanding of federal, state, and local laws for disseminating information.		
09.07 Explain the importance of and how to accurately brief on-coming telecommunicators.		
09.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.		
09.09 Explain geographical jurisdictions, mutual aid agreements, and how it affects day-to-day activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.10 Demonstrate multi-functional dexterity.		
09.11 Explain FS 119 "Sunshine" Law and how it relates to public record requests.		
09.12 Describe the impact and importance of disseminating public information.		
10.0 Understand the basic principles and components of law enforcement and their relationship to the application of correct dispatch processes--The student will be able to:		
10.01 Understand the roles and responsibilities of law enforcement officers		
10.02 Understand the various reasons that citizens request police assistance.		
10.03 Define criminal and civil complaints.		
10.04 Understand why a telecommunicator should not give legal advice.		
10.05 Define in-progress, just occurred, and past event calls.		
10.06 Understand the role of the telecommunicator during crisis call incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, missing or abducted person.		
10.07 Identify the proper interview questions for crisis calls.		
10.08 Identify the officer safety issues for both primary and secondary response units.		
10.09 Describe the telecommunicator's role in officer safety.		
10.10 Define Amber, Silver, and Blue alert calls.		
10.11 Review the most commonly used terms in Law Enforcement.		
11.0 Understand the basic principles and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes--The student will be able:		
11.01 Define what Basic Life Support (BLS) is, who the provider is and how it relates to the care of the patient.		
11.02 Define what Advance Life Support (ALS) is, who the provider is and how it relates to the care of the patient.		
11.03 Understand the roles and responsibilities of the emergency medical technician and paramedic.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.04 Comprehend the various types of emergency response modes to medical calls.		
11.05 Define multi-casualty incident (MCI).		
11.06 Describe the role and responsibility of Telecommunicator during a MCI.		
11.07 Define Air Rescue Transport Unit.		
11.08 Define Trauma Center and Trauma Alert criteria.		
11.09 Understand why some EMS calls may require Police/Fire response.		
11.10 Review the most commonly used terms in EMS.		
12.0 Understand the basic principles and components of Emergency Fire Services and their relationship to the application of correct dispatch processes--The student will be able to:		
12.01 Understand the roles and responsibilities of fire service responders.		
12.02 Define types of fire emergency calls.		
12.03 Define differences between fire emergency/non-emergency calls.		
12.04 Describe the telecommunicator's role in firefighting safety.		
12.05 Comprehend the various types of emergency response modes to fire calls.		
12.06 Define primary and secondary units.		
12.07 Understand why some fire calls may require Law Enforcement/EMS response.		
12.08 Know the different type of fire service apparatus used.		
12.09 Review the most commonly used terms in the fire service.		
13.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-5a Introduction to Hazardous Materials is acceptable for hazmat awareness)--The student will be able:		
13.01 Describe the roles and responsibilities of fire services responders.		
13.02 Define hazardous materials as substances (solids, liquids, or gases) that when released, are capable of causing harm to people, the		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
environment, and property		
13.03 Identify the differences between hazardous materials emergencies and other emergencies		
13.04 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed		
13.05 Identify that hazardous materials may be found in various types of containers		
13.06 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials		
13.07 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident		
13.08 Demonstrate the role of a telecommunicator during a hazardous materials incident scenario		
14.0 Understand the basic principles and components of Emergency Management and Homeland Security and their relationship as it relates to the telecommunicator--The student will be able to:		
14.01 Define the role and responsibilities of the state, and federal emergency management operations.		
14.02 Be familiar with different types of domestic and international terrorism threats.		
14.03 Understand basic terminology regarding terrorism threats as it relates to WMD (Weapons of Mass Destruction).		
14.04 Understand the role and responsibilities of NIMS.		
14.05 Be familiar with Emergency Management Planning.		
14.06 Understand the functions of the Emergency Operations Center.		
14.07 Identify special consideration for natural, manmade, or technological disasters.		
14.08 Explain the function of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.		
14.09 Explain the functions of state and regional assets as it pertains to disasters.		
14.10 Identify examples of incidents that are reported to the county and state watch office or warning point.		
14.11 Be familiar with the different types of Emergency Notification and Warning Resources utilized by local, state, and federal agencies for		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
natural, manmade, or technological disasters.		
15.0 Comprehend stress management techniques--The student will be able to:		
15.01 Define stress.		
15.02 Describe stressors unique to the telecommunicator and the telecommunication profession.		
15.03 Describe techniques necessary to prevent and manage stress		
15.04 Explain Critical Incident Stress Management (CISM).		
15.05 Describe actions necessary to manage stress during an “in progress” incident.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. 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

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.

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

Career and Technical Student Organization (CTSO)

FPSA, Inc. 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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 (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**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 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.

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.

Standards

After successfully completing this program, 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.

CTE Standards and Benchmarks	
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.

CTE Standards and Benchmarks

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.

CTE Standards and Benchmarks

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	Describe how information technology is used in the Law, Public Safety and Security career cluster. – 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	Use information technology tools. – 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	Identify components of network systems.—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.

CTE Standards and Benchmarks

10.0 Describe and use communication features of information technology.-- 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.

Additional Information

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.

Career and Technical Student Organization (CTSO)

The Florida Public Service Association (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**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 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, 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.

Standards

After successfully completing this program, 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.

CTE Standards and Benchmarks	
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.

CTE Standards and Benchmarks

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.

CTE Standards and Benchmarks

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	Describe how information technology is used in the Law, Public Safety and Security career cluster. – 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	Use information technology tools. – 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	Identify components of network systems.—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.

CTE Standards and Benchmarks

10.0 Describe and use communication features of information technology.-- 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 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.

Additional Information

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 requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

Career and Technical Student Organization (CTSO)

Florida Public Service Association (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

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

PSAV	
Program Number	9101000
CIP Number	0743039900
Grade Level	30, 31
Standard Length	232 hours
Teacher Certification	FIRE FIGHT @7 7G PUB SERV 7 G LAW ENF @7 7G CORR OFF 7 G PUB SAF TE 7G *Applicable Subject Matter Experts may assist in teaching this course.
CTSO	N/A
SOC Codes (all applicable)	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	N/A

Purpose

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

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

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

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	EMS0002	Dispatcher: Police, Fire, and Ambulance	232 hours	43-5031

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Understand the roles/duties of a public safety telecommunicator.
- 02.0 Describe and demonstrate professional ethics of public safety telecommunicator.
- 03.0 Identify and explain the operation of communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Describe guidelines and operational standards of call classification and prioritization.
- 06.0 Perform operational skills.
- 07.0 Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes.
- 08.0 Understand the basic principles and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes.
- 09.0 Understand the basic principles and components of Emergency Fire Services and their relationship to the application of correct dispatch processes.
- 10.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-5a Introduction to Hazardous Materials is acceptable for hazmat awareness).
- 11.0 Understand the basic principles and components of Emergency Management and Homeland Security and their relationship as it relates to the telecommunicator.
- 12.0 Comprehend stress management techniques.

**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 Understand the roles/duties of a public safety telecommunicator. The student will be able to:

01.01 Comprehend the historical development of the role of the telecommunication profession.

01.02 Describe the evolution of telecommunications and 911.

01.03 Understand the proper conduct of a public safety telecommunicator.

01.04 Define the difference between a call taker and a dispatcher as it relates to public safety telecommunications.

01.05 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.

01.06 Understand the importance of reporting for duty and the impact absences have on a communications center.

02.0 Describe and demonstrate professional ethics of a public safety telecommunicator--The student will be able to:

02.01 Define ethics and professionalism.

02.02 Comprehend acts that are considered professionally unethical.

02.03 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.

02.04 Explain how criminal and civil law affects telecommunication operations.

02.05 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications

02.06 Explain the importance of and procedure for testifying in court

03.0 Identify and explain the operation of communication equipment and resources—The student will be able to:

03.01 Describe the typical components of communication centers.

03.02 Identify communication equipment functions and terminology.

03.03	Explain the operation of various manual and automated equipment that may be utilized within the communication system.
03.04	Explain the operation of a telephone system
03.05	Explain the operation of 911 equipment.
03.06	Explain the operation of radio equipment.
03.07	Explain the operation of ADA services including TDD and telephone relay services (711).
03.08	Explain the Florida Interoperability radio capabilities.
03.09	Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
03.10	Describe the purpose of Telematic Call Centers as it relates to the role of the public safety telecommunicator.
03.11	Identify the referral process for accessing resources outside of public safety.
04.0	Demonstrate communication and interpersonal skills--The student will be able to:
04.01	Demonstrate the use of a calm and controlled voice on radio and telephone.
04.02	Demonstrate interpersonal skills.
04.03	Demonstrate friendly and accurate customer service skills.
04.04	Demonstrate specific calming techniques as appropriate
04.05	Demonstrate the proper use of pronunciation and enunciation.
04.06	Demonstrate active listening skills.
04.07	Explain the difference between a fact and an inference.
04.08	Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.
04.09	Demonstrate decision-making skills.
04.10	Demonstrate the ability to give and follow instructions.
04.11	Demonstrate internal and external customer service skills.
04.12	Discuss the impact of Human Diversity as it relates to Public Safety.
05.0	Describe guidelines and operational standards of call classification and prioritization--The student will be able to:

05.01	Explain the importance of call classification and prioritization.
05.02	Describe the call type using the proper classification process.
05.03	Describe prioritization based on call type.
05.04	Demonstrate telephone techniques including call handling guidelines.
06.0	Perform operational skills--The student will be able to:
06.01	Obtain and organize pertinent information for dispatch.
06.02	Identify various procedures used when dispatching emergency and non-emergency calls.
06.03	Utilize available resources properly.
06.04	Correctly complete appropriate forms, logs, and files.
06.05	Obtain and process requests for service and/or resources from field units in a timely manner.
06.06	Demonstrate an understanding of federal, state, and local laws for disseminating information.
06.07	Explain the importance of and how to accurately brief on-coming telecommunicators.
06.08	Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
06.09	Explain geographical jurisdictions, mutual aid agreements, and how it affects day-to-day activities.
06.10	Demonstrate multi-functional dexterity.
06.11	Explain FSS 119 "Sunshine" Law and how it relates to public record requests.
06.12	Describe the impact and importance of disseminating public information.
07.0	Understand the basic principles and components of law enforcement and their relationship to the application of correct dispatch processes--The student will be able to:
07.01	Understand the roles and responsibilities of law enforcement officers
07.02	Understand the various reasons that citizens request police assistance.
07.03	Define criminal and civil complaints.
07.04	Understand why a telecommunicator should not give legal advice.
07.05	Define in-progress, just occurred, and past event calls.

07.06	Understand the role of the telecommunicator during crisis call incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, missing or abducted person.
07.07	Identify the proper interview questions for crisis calls.
07.08	Identify the officer safety issues for both primary and secondary response units.
07.09	Describe the telecommunicator's role in officer safety.
07.10	Define Amber, Silver, and Blue alert calls.
07.11	Review the most commonly used terms in Law Enforcement.
08.0	Understand the basic principles and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes--The student will be able:
08.01	Define what Basic Life Support (BLS) is, who the provider is and how it relates to the care of the patient.
08.02	Define what Advance Life Support (ALS) is, who the provider is and how it relates to the care of the patient.
08.03	Understand the roles and responsibilities of the emergency medical technician and paramedic.
08.04	Comprehend the various types of emergency response modes to medical calls.
08.05	Define multi-casualty incident (MCI).
08.06	Describe the role and responsibility of Telecommunicator during a MCI.
08.07	Define Air Rescue Transport Unit.
08.08	Define Trauma Center and Trauma Alert criteria.
08.09	Understand why some EMS calls may require Police/Fire response.
08.10	Review the most commonly used terms in EMS.
09.0	Understand the basic principles and components of Emergency Fire Services and their relationship to the application of correct dispatch processes--The student will be able to:
09.01	Understand the roles and responsibilities of fire service responders.
09.02	Define types of fire emergency calls.
09.03	Define differences between fire emergency/non-emergency calls.
09.04	Describe the telecommunicator's role in firefighting safety.
09.05	Comprehend the various types of emergency response modes to fire calls.

09.06	Define primary and secondary units.
09.07	Understand why some fire calls may require Law Enforcement/EMS response.
09.08	Know the different type of fire service apparatus used.
09.09	Review the most commonly used terms in the fire service.
10.0	Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-5a Introduction to Hazardous Materials is acceptable for hazmat awareness)--The student will be able:
10.01	Describe the roles and responsibilities of fire services responders.
10.02	Define hazardous materials as substances (solids, liquids, or gases) that when released, are capable of causing harm to people, the environment, and property
10.03	Identify the differences between hazardous materials emergencies and other emergencies
10.04	Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed
10.05	Identify that hazardous materials may be found in various types of containers
10.06	Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials
10.07	Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident
10.08	Demonstrate the role of a telecommunicator during a hazardous materials incident scenario
11.0	Understand the basic principles and components of Emergency Management and Homeland Security and their relationship as it relates to the telecommunicator--The student will be able to:
11.01	Define the role and responsibilities of the state, and federal emergency management operations.
11.02	Be familiar with different types of domestic and international terrorism threats.
11.03	Understand basic terminology regarding terrorism threats as it relates to WMD (Weapons of Mass Destruction).
11.04	Understand the role and responsibilities of NIMS.
11.05	Be familiar with Emergency Management Planning.
11.06	Understand the functions of the Emergency Operations Center.
11.07	Identify special consideration for natural, manmade, or technological disasters.
11.08	Explain the function of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.
11.09	Explain the functions of state and regional assets as it pertains to disasters.

11.10	Identify examples of incidents that are reported to the county and state watch office or warning point.
11.11	Be familiar with the different types of Emergency Notification and Warning Resources utilized by local, state, and federal agencies for natural, manmade, or technological disasters.
12.0	Comprehend stress management techniques--The student will be able to:
12.01	Define stress.
12.02	Describe stressors unique to the telecommunicator and the telecommunication profession.
12.03	Describe techniques necessary to prevent and manage stress
12.04	Explain Critical Incident Stress Management (CISM).
12.05	Describe actions necessary to manage stress during an "in progress" incident.

Additional Information

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

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.

Cooperative Training – OJT

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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 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.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0410	NPS Legal	76 hours	33-3051
	CJK0411	NPS Behavioral Science	36 hours	
	CJK0412	NPS Enforcement Operations	31 hours	
	CJK0413	NPS Patrol Procedures	103 hours	
	CJK0414	NPS Firearms	66 hours	
	CJK0415	NPS Driving	36 hours	
	CJK0416	NPS Physical Techniques	52 hours	
	CJK0422	Dart Firing Stun Gun	8 hours	

National Standards (NS)

Programs identified as having Industry or National Standards have been cross walked with the corresponding standards and/or benchmarks. Industry or National Standards for the **Seasonal Law Enforcement Training Program** can be found using the following link:
<http://www.nps.gov/index.htm> .

Regulated Programs

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.

Common Career Technical Core – Career Ready Practices

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

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

**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 <u>Graham v. Connor</u> and <u>Tennessee v. Garner</u> 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, <u>Giglio v. United States</u> , 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.
110.0	Explain the evolution of Federal natural resource laws and their applicability to NPS enforcement programs.
111.0	Identify investigative procedures that are beneficial to natural resource case management.
112.0	Identify levels and complexity of enforcement efforts that should be used to investigate natural resource criminal activities.
113.0	Identify specific types of illegal activities associated with commercialization of protected natural resources.
114.0	Explain the negative impacts to the integrity of our ecosystems and native species caused by illegal commercialization of natural resources.
115.0	Identify the NPS law enforcement chain of command and the management of the NPS law enforcement program.
116.0	Identify the policy documents affecting the NPS law enforcement program.
117.0	Demonstrate the ability to locate policy information within RM 9.
118.0	Identify agency policies that need to be memorized or understood in order to safely perform law enforcement.
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.

Course Number: CJK 0411

Occupational Completion Point: A

National Parks Service Behavioral Science – 36 Hours – SOC Code 33-3051

130.0 Identify cultural diversity in the law enforcement workplace.

131.0 Identify the meanings and demonstrate understand of various terms related to ethics and core values.

132.0 Identify the Federal Law Enforcement Code of Conduct as defined by the Department of Interior and found in RM-9.

133.0 Identify misconduct situations specific to the law enforcement ranger and the appropriate sources of ethics regulations and guidance.

134.0 Identify and demonstrate the five steps of the law enforcement interview.

135.0 Identify and demonstrate appropriate procedures when conducting interviews with one or two law enforcement rangers.

136.0 Identify and demonstrate question formulation methods and questioning techniques.

137.0 Identify and demonstrate the proper techniques to access memory through the cognitive interviewing process.

138.0 Identify the principal barriers to effective communication.

139.0 Identify common barriers to cross cultural communications.

140.0 Identify the components required to be an effective customer service and law enforcement communicator.

141.0 Identify the principles and implications of verbal and nonverbal communication.

142.0 Identify the implications of symbolic communication.

143.0 Demonstrate the appropriate procedures for preparing for a law enforcement interview.

144.0 Demonstrate the appropriate use of the five steps of the law enforcement interview including the introduction, rapport, questioning, summary, and close.

145.0 Identify verbal and nonverbal behaviors while interviewing victims, witnesses and suspects.

146.0 Recognize the victim rights law that affects victims of crime.

147.0 Identify the congressionally mandated crime victims' rights, "The Justice for All Act".

148.0 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.

149.0	Identify victims as defined by DOI and AG's Guidelines.
150.0	Identify victim's reactions to crime.
151.0	Identify the responsibilities of a law enforcement park ranger for death notification.
152.0	Identify the role of the law enforcement ranger in conflict management and resolution.
153.0	Identify the responsibilities of the law enforcement ranger in domestic conflicts.
154.0	Identify five factors that affect the course of conflict.
155.0	Identify the continuum of responses to conflict situations.
156.0	Identify appropriate conflict management techniques.
157.0	Demonstrate effective communications techniques.
158.0	Demonstrate the proper application of victim awareness procedures.
159.0	Demonstrate appropriate methods for managing conflicts.
160.0	Demonstrate the ability to choose the appropriate response from the continuum of responses to conflicts.
161.0	Identify human behaviors that may be classified as abnormal.
162.0	Identify procedure(s) for handling persons exhibiting abnormal behavior.
163.0	Demonstrate verbal and nonverbal communication methods.
164.0	Demonstrate use of the law enforcement ranger's authority, including the appropriate use of force.
165.0	Demonstrate methods and techniques of managing conflict.
166.0	Apply techniques in recognizing, approaching, and dealing with individuals exhibiting abnormal behavior.
167.0	Identify legal and procedural requirements of the Americans with Disabilities Act of 1990.
168.0	Identify relevant case law associated with law enforcement and special needs groups.
169.0	Identify specific symptoms and special concerns for people with physical, mental, and age-related special needs.
170.0	Identify specific security issues for various special needs groups.
171.0	Identify factors for those who may be at risk for in-custody deaths.

172.0	Identify basic handcuffing and restraint techniques with concern for in-custody deaths.
173.0	Identify the appropriate use and application of force for special needs groups.
174.0	Demonstrate effective communication and behavior management techniques for dealing with each of the various special needs groups presented in scenarios.
175.0	Identify common circumstances that would cause a law enforcement ranger to become embittered, angry and disillusioned.
176.0	Identify the psychological and physiological effects of hyper vigilance on a law enforcement ranger.
177.0	Identify the lifestyle management practices law enforcement rangers should employ throughout their career.
178.0	Demonstrate methods and techniques of managing conflict.
Course Number: CJK 0412	
Occupational Completion Point: A	
National Parks Service Enforcement Operations – 31 Hours – SOC Code 33-3051	
179.0	Identify steps to be taken when responding to a bomb threat.
180.0	Identify procedures to be followed if a suspected bomb / IED is found.
181.0	Identify and demonstrate the duties of first responding rangers to an explosion.
182.0	Identify some of the reasons booby traps are used and the identification of common booby traps.
183.0	Identify the National Incident Command System (NIMS) and how it relates to the first responder.
184.0	Identify the actions of a law enforcement ranger within the immediate crisis area.
185.0	Identify the ICER concept as it relates to the first law enforcement responder.
186.0	Identify the principle categories and types of property crimes.
187.0	Identify the techniques used to investigate these crimes.
188.0	Identify patterns and modus operandi common to the various categories of property crimes.
189.0	Identify the major provisions of the Controlled Substances Act (CSA).
190.0	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.
191.0	Identify two categories within the stimulant classification of drugs of abuse:

191.01 Cocaine
191.02 Amphetamine-type Compounds.
192.0 Identify five drugs within the hallucinogenic classification of drugs of abuse:
192.01 Marijuana, Peyote, Psychedelic Mushrooms, Lysergic Acid Diethylamide (LSD)
192.02 Phencyclidine (PCP).
193.0 Identify the current substances considered to be “Club” and “Date Rape” drug:
193.01 MDMA (Ecstasy),
193.02 Ketamine,
193.03 Rohypnol,
193.04 GHB
193.05 GBL.
194.0 Identify general symptoms of drug use for:
194.01 Depressants,
194.02 Stimulants
194.03 Hallucinogens.
195.0 Identify of signs of marijuana cultivation or clandestine labs activity on public lands.
196.0 Identify paraphernalia used by drug abusers to administer various controlled substances.
197.0 Identify various controlled substances through physical examination and the use of reference materials to include identification of odor of burning marijuana.
198.0 Identify and demonstrate the procedures for conducting a presumptive field drug test of suspect controlled substances.
199.0 Identify the three classifications of sex crimes.
200.0 Identify the Federal statutes and avenues of prosecution of the sex offender.
201.0 Identify the elements of and evidence associated with a drug facilitated sexual assault.
202.0 Identify the elements of and evidence associated with an assault and a robbery.

- | | |
|-------|--|
| 203.0 | Identify the elements of and evidence associated with Domestic Violence. |
| 204.0 | Recognize the significance of criminal investigations and criminalistics. |
| 205.0 | Identify the preliminary police investigation and the role of the first responder. |
| 206.0 | Recognize the crime scene and proper search techniques. |
| 207.0 | Identify the proper methods of documenting a crime scene. |
| 208.0 | Recognize physical evidence. |
| 209.0 | Identify the proper methods for the collection and preservation of physical evidence. |
| 210.0 | Identify the importance and procedures for the establishment of a chain of custody. |
| 211.0 | Identify the roles of the crime laboratory and its relationship to the scientific community. |
| 212.0 | Demonstrate proficiency in rolling finger prints. |
| 213.0 | Demonstrate the documentation and collection of two and three dimensional impression evidence. |
| 214.0 | Identify, locate, and develop tool marks (friction ridge evidence i.e. Latent Prints). |
| 215.0 | Demonstrate the identification, collection and proper packaging of evidence for preservation and later identification in a court proceeding. |
| 216.0 | Locate and demonstrate the collection of trace and biological evidence. |
| 217.0 | Sketch a crime scene |
| 218.0 | Describe importance of documentation in maintaining chain of custody. |

Course Number: CJK 0413
Occupational Completion Point: A
National Parks – Patrol Procedures 103 Hours – SOC Code 33-3051

- | | |
|-------|--|
| 219.0 | State the duties of a law enforcement ranger at the scene of an accident. |
| 220.0 | 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. |
| 221.0 | Describe physical evidence to note and record in an accident investigation. |
| 222.0 | Identify the tools essential to managing the scene and conducting the investigation. |
| 223.0 | Apply three types of reference points used in accident scene diagram and create a field sketch of a vehicular accident. |

224.0	Apply the coordinate and triangulation methods of measurement.
225.0	Understand the role of enforcement actions in the accident prevention program.
226.0	Identify the correct terminology used in describing the accident site.
227.0	Describe the reporting procedure to follow for an accident involving a government vehicle, boats, etc.
228.0	Identify ten critical procedures for gathering statements from the victims and witnesses.
229.0	Demonstrate the constitutional standard in the use of force.
230.0	Identify factors that may cause unnecessary hesitation during use of force application.
231.0	Identify methods of overcoming unnecessary hesitation in use of force applications.
232.0	Demonstrate the fundamentals of documenting a use of force incident.
233.0	Demonstrate the components of patrol preparation.
234.0	Demonstrate the ability to recognize and deal with common offenses encountered during patrol.
235.0	Demonstrate the procedures for responding to general service, urgent and emergency response calls.
236.0	Demonstrate the ability to document intelligence and information received while conducting patrol duties.
237.0	Demonstrate procedures for preparing the radio for use and the mechanical procedures for transmitting radio messages.
238.0	Demonstrate procedures for transmitting clear and accurate messages.
239.0	Demonstrate the message format for transmitting radio messages in various law enforcement situations.
240.0	Identify various law enforcement databases utilized in law enforcement and the various types of information available from these databases.
241.0	Identify how tactics, mental preparation, physical fitness, equipment and shooting skills influence ranger safety and survival.
242.0	Identify fundamental, contributory factors relating to ranger assaults and deaths.
243.0	Identify those areas of personal lives which are directly affected by a law enforcement career and countermeasures necessary to increase personal safety.
244.0	Identify the essential elements and uses of law enforcement notes.
245.0	Produce accurate, complete, concise, clear and objective law enforcement notes.
246.0	Identify the essential elements and uses of a narrative police report.

247.0	Produce an accurate, complete, concise, clear and objective narrative police report.
248.0	Identify the essential elements and uses of a violation notice (citation).
249.0	Produce an accurate, complete, concise, clear and objective violation notice/citation.
250.0	Demonstrate safe weapon handling for tactical applications.
251.0	Demonstrate body movement techniques for tactical applications.
252.0	Demonstrate how to clear and cover danger areas.
253.0	Demonstrate the use of Contact and Cover for tactical applications.
254.0	Demonstrate the use of cover and concealment.
255.0	Demonstrate door entry and room clearing.
256.0	Demonstrate methods for handling suspects with visible weapons
257.0	Demonstrate the location of the natural voids in a vehicle.
258.0	Apply the search methods applicable to a vehicle.
259.0	Identify the stated goals and objectives of domestic terrorists and common issues that motivate them.
260.0	Identify the stated goals and objectives of environmental extremist groups and extremist animal rights groups and common issues that motivate them.
261.0	Identify characteristics of outlaw motorcycle gangs and street gangs and motivations that drive group members.
262.0	Discuss strategies for intelligence gathering, pre-incident planning and ranger contacts and interviews.
263.0	Demonstrate proper radio communications.
264.0	Utilize appropriate techniques to conduct a risk or high risk traffic stop.
265.0	Demonstrate proper methods and techniques for interviewing suspects, victims and witnesses.
266.0	Utilize proper techniques to secure and search individuals identified to be involved in criminal activity.
Course Number: CJK 0414	
Occupational Completion Point: A	
National Parks Service Firearms – 66 Hours – SOC Code 33-3051	
267.0	Demonstrate range safety rules, procedures, and terminology.

268.0	Demonstrate the use of firearms range safety equipment.
269.0	Demonstrate fundamental safe weapons handling skills.
270.0	Demonstrate and identify the Sig Arms family specification, nomenclature, internal safety features, cycle of operation and methods of making the weapon safe.
271.0	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.
272.0	Demonstrate unloading, emergency reload, magazine exchange, tactical reload, immediate action and malfunctions.
273.0	Demonstrate field stripping, maintenance, re-assembly and function check.
274.0	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.
275.0	Demonstrate the knowledge of nomenclature for the Remington 870P pump-action shotgun and the 11-87 Semiautomatic shotguns.
276.0	Demonstrate the fundamentals of marksmanship.
277.0	Demonstrate the fundamentals of weapon handling skills.
278.0	Demonstrate the shooting positions.
279.0	Demonstrate the disassembly, care/cleaning and assembly of the Model 870P pump shotgun.
280.0	Firearms safety and ammunition storage in the home.
281.0	Firearms safety and handling while off duty and not in the home.
282.0	Firearms safety and handling while on duty.
283.0	Render various firearms safely.
284.0	Demonstrate the fundamentals of weapon handling skills in reduced light conditions.
285.0	Demonstrate the fundamentals of marksmanship in reduced light conditions.
286.0	Demonstrate the techniques for threat identification and identify the characteristics of law enforcement flashlights used in reduced light conditions.
287.0	Demonstrate the fundamentals of basic marksmanship while firing from positions simulating a down/disabled officer.
288.0	Demonstrate the fundamentals of weapons handling while firing from positions simulating a down/disabled officer.
289.0	Demonstrate shooting positions simulating a down/disabled officer.
290.0	Demonstrate safe weapon handling and proficiency in each situation requiring the use of deadly force.

291.0 Demonstrate proper judgment of when to use or not use deadly force in each JPS scenario.

292.0 Display fundamental firearm skills and handling techniques.

293.0 Demonstrate proper use of cover/concealment.

294.0 Demonstrate proper marksmanship skills while shooting from various positions.

295.0 Identify the nomenclature, technical data and cycle of operation.

296.0 Demonstrate the fundamentals of marksmanship.

297.0 Demonstrate the fundamentals of weapon handling skills.

298.0 Demonstrate the shooting positions.

299.0 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

300.0 Demonstrate the use of visual and physical cues for maintaining control of a vehicle during an emergency response.

301.0 Demonstrate braking techniques for emergency response driving.

302.0 Demonstrate steering techniques for emergency response driving.

303.0 Demonstrate the lines of travel through true apex and late apex turns.

304.0 Demonstrate acceleration techniques during emergency response driving.

305.0 Drive an emergency response vehicle within the limitations of the driver and the vehicle under prevailing conditions.

306.0 Demonstrate the appropriate driver preparation for vehicle operation.

307.0 Demonstrate the elements of collision avoidance.

308.0 Demonstrate adaptive driving techniques for low speed driving.

309.0 Demonstrate driving techniques for preventing skids.

310.0 Demonstrate the techniques of skid recognition and recovery.

311.0 Identify hazards encountered when driving at night or under other reduced lighting conditions.

- | | |
|-------|---|
| 312.0 | Identify techniques and equipment, which will improve vision while driving at night. |
| 313.0 | Identify specific daytime driving techniques, which must be modified to maximize safety when driving under reduced lighting conditions. |
| 314.0 | Identify and demonstrate the acceptable procedures used in the Personal Preparation Phase of a risk and high-risk vehicle stop. |
| 315.0 | Identify and demonstrate the acceptable procedures used during the Pre-Stop Phase of a risk and high-risk vehicle stop. |
| 316.0 | Identify and demonstrate the proper techniques and procedures to use during the Stop Phase of a risk and high-risk vehicle stop. |
| 317.0 | Identify and demonstrate the proper techniques and procedures for the Contact Phase of a risk and high-risk vehicle stop. |
| 318.0 | 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

- | | |
|-------|---|
| 319.0 | Identify and demonstrate the use of threat assessment in law enforcement situations. |
| 320.0 | Identify and demonstrate appropriate responses to a threat assessment utilizing components of a law enforcement ranger's Position of Advantage. |
| 321.0 | Demonstrate the basic operation of restraint equipment while adhering to the principles of handcuffing. |
| 322.0 | Demonstrate standing, kneeling and prone handcuffing and the proper removal of handcuffs while adhering to the principles of handcuffing. |
| 323.0 | Demonstrate handcuffed and un-handcuffed escort positions. |
| 324.0 | Identify and demonstrate a standing search incident to an arrest while adhering to the 8 searching principles. |
| 325.0 | Identify and demonstrate the searching technique commonly used for Terry frisks. |
| 326.0 | Recognize the legal distinctions between a search incident to arrest, a consent search, and a Terry frisk. |
| 327.0 | Demonstrate stances for the law enforcement ranger. |
| 328.0 | Demonstrate the concepts and elements of footwork and body movement. |
| 329.0 | Identify personal weapons and demonstrate their application during an altercation. |
| 330.0 | Demonstrate concepts for fighting in a close quarter environment. |
| 331.0 | Identify and demonstrate the concepts and techniques of weapon awareness. |
| 332.0 | Identify and demonstrate preventing a suspect's reach for a ranger's holstered weapon. |

333.0	Identify and demonstrate weapon retention in the holster after the weapon is grabbed.
334.0	Identify and demonstrate weapon retention techniques for take-backs and take-aways.
335.0	Identify and demonstrate out of the holster weapon retention.
336.0	Identify and demonstrate weapon retention for a long gun.
337.0	Demonstrate the elbow takedown.
338.0	Demonstrate the head push down take down.
339.0	Demonstrate the startle flinch concepts and techniques.
340.0	Demonstrate prevention techniques from high, middle and low tackles.
341.0	Demonstrate after grab techniques from high and middle tackles.
342.0	Demonstrate ground is imminent techniques from high, middle and low tackles.
343.0	Demonstrate ground defense techniques and escapes against a suspect when a ranger is on the ground.
344.0	Identify the origin, characteristics, effects, first aid, and post care treatment regarding the inflammatory agent Oleoresin Capsicum (O.C.)
345.0	Identify and demonstrate proper body positioning, and deployment techniques.
346.0	Demonstrate opening techniques, baton ready positions, baton strikes and strike target areas on the suspect in both the open and closed mode.
347.0	Demonstrate and articulate appropriate use of force during laboratory scenarios.
348.0	Demonstrate baton retention techniques when confronted by a potential threat.
349.0	Demonstrate edged weapon avoidance concepts and warning signs of a potential attack.
350.0	Demonstrate evasion techniques when handling a suspect armed with an edged weapon.
351.0	Demonstrate redirection techniques when suddenly assaulted by a suspect with an edged weapon.
352.0	Demonstrate interception and securing techniques for a sudden attack with an edged weapon.
353.0	Measure for current height and weight; body weight will be determined by a calibrated scale.
354.0	Measure current level of body fat to lean muscle through the use of a skin fold calipers.
355.0	Perform a proper warm-up prior to engaging in any of the physically demanding components of the PEB.

356.0	Demonstrate speed and agility through performance of the Illinois agility run.
357.0	Demonstrate flexibility of the lower back, hamstrings, and shoulder musculature through the performance of the trunk flexion test.
358.0	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.
359.0	Demonstrate cardiovascular endurance through performance of the 1.5 mile run.
360.0	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.
361.0	Identify the components of an ECD.
362.0	Demonstrate the safe handling, carry/draw, and operation of an ECD.
363.0	Identify major characteristics of Excited Delirium Syndrome and high risk population groups.
364.0	Demonstrate the proper procedures for probe removal and proper handling of removed probes.
Course Number: CJK 0422 Occupational Completion Point: A Dart-Firing Stun Gun (DFSG) – 8 Hours – SOC Code 33-3051	
365.0	Identify use of a dart-firing stun gun (DFSG) per F.S. 943.1717 and 790.01(4)(b)
366.0	Identify and articulate legislative concerns regarding DFSGs and their impact on officers in Florida
367.0	Identify and articulate the possible effects that a DFSG has on the human body
368.0	Properly and safely operate a DFSG
369.0	Articulate verbally and in reports justification for tactical options chosen while participating in DFSG simulated scenarios
370.0	Use verbal skills to de-escalate a situation and avoid the use of a DFSG
371.0	Summarize basic training or equivalency requirements for dart-firing stun gun use.
372.0	Summarize required annual training for dart-firing stun gun use.
373.0	Describe statutorily authorized use of a dart-firing stun gun.
374.0	Explain lawful possession and use of a dart-firing stun gun by a civilian.
375.0	Provide a brief history of stun guns.

376.0	Describe the basic nomenclature and mechanics of a stun gun.
377.0	Describe the basic nomenclature and mechanics of a dart-firing stun gun.
378.0	Explain use as a drive stun device.
379.0	Describe the proper maintenance, care, and storage of the dart-firing stun gun.
380.0	Explain that a dart-firing stun gun is intended to prevent injury to the subject involved and other persons present.
381.0	Describe the possible effects that a dart-firing stun gun has on the human body.
382.0	Explain medical considerations involving dart-firing stun gun use.
383.0	Explain how to handle an impaired, ill, injured or pregnant subject.
384.0	Explain the after-care considerations of dart-firing stun gun use.
385.0	Explain legal justification of use of a dart-firing stun gun.
386.0	Describe how to properly use verbal skills to de-escalate a situation and avoid the use of the dart-firing stun gun when practical.
387.0	Explain why not every subject displaying an active physical resistance will necessitate the use of a dart-firing stun gun.
388.0	Explain why use of a dart-firing stun gun in a punitive manner is prohibited.
389.0	Identify that a dart-firing stun gun is not a substitute for a firearm.
390.0	Describe primary and alternative sites on the body to target with a dart-firing stun gun.
391.0	Describe areas to avoid targeting with a dart-firing stun gun.
392.0	Describe environmental conditions to consider prior to using a dart-firing stun gun.
393.0	Describe how to properly utilize backup officer(s) to gain compliance and handcuff a subject during use of a dart-firing stun gun.
394.0	Explain the use of multiple exposures to gain compliance.
395.0	Summarize the need to stay current on dart-firing stun gun policy issues and trends.
396.0	Demonstrate how to properly document use of force reports involving dart-firing stun gun use.
397.0	Performance objectives
398.0	Demonstrate how to discharge a dart-firing stun gun.

399.0 Identify tactical options available while participating in dart-firing stun gun simulation scenarios.

400.0 Articulate tactical options used while participating in dart-firing stun gun simulation scenario exercises.

Additional Information

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.

Cooperative Training – OJT

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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 7G
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/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 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.

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

Program Structure

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

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

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

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 post-secondary program structure:

OCP	Course Number	Course Title	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	

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/2014-07_CO_IG.aspx.

Additional Information

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>.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Florida Law Enforcement Academy
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 7G CORR OFF 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
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.

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

Program Structure

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

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

This program is established for the purpose of providing job-related training to 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0001	Introduction to Law Enforcement	10 hours	33-3051
	CJK0012	Legal	62 hours	

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

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/2014_LE_IG.aspx

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	567 hours
Teacher Certification	CORR OFF 7 G LAW ENF @7 7G 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
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.

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.

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

Program Structure

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

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

This program is established for the purpose of providing job-related training to 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0293	Overview of Law Enforcement	64 hours	33-3051
	CJK0228	Law Enforcement Report Writing	28 hours	
	CJK0064	Fundamentals of Patrol	35 hours	
	CJK0219	Responding to Calls for Service	47 hours	
	CJK0077	Criminal Investigations	50 hours	
	CJK0229	Crime Scene Procedures	27 hours	
	CJK0092	Critical Incidents	44 hours	
	CJK0087	Traffic Stops	30 hours	
	CJK0084	DUI Traffic Stops	24 hours	
	CJK0088	Traffic Crash Investigations	32 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
CJK0227	Correctional Probation Cross-Over to Law Enforcement Officer Wellness	42 hours		

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/2013_LE_IG.aspx

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

PSAV	
Program Number	P430109
CIP Number	0743010900
Grade Level	30, 31
Standard Length	68 hours
Teacher Certification	LAW ENF@ 7 7G PUB SERV 7 G
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	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

Purpose

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

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

Program Structure

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

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0132	Private Security Officer	40 hours	33-9032
B	CJK0134	Armed Private Security Officer	28 hours	33-9032

Standards

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

The Division of Licensing approved curricula for the **Private Security Officer and Armed Security Officer** is available at http://www.freshfromflorida.com/content/download/7464/118585/SecurityOfficerCurriculumGuide_4-10.pdf.

Additional Information

Laboratory Activities

Classroom 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 related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

OCP A in this program prepares 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-1.140, 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 Firearms Instructor's Training Manual, 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 submit one of the certificates specified in Chapter 493.6105 F.S., the DOACS may waive the firearms training requirement.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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 7G 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/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.

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.

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

Program Structure

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

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

This program provides job-related training to students seeking employment as auxiliary law enforcement officers (SOC 33-3051). 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.).

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 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	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				
	CJK0040	CMS Criminal Justice Firearms	80 hours		
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours		
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours		

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-2014-07.aspx>

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
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.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	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	

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/2014-CPO-BRTP-combined.aspx>

Additional Information

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>.

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	515 hours
Teacher Certification	CORR OFF 7 G PUB SERV 7 G LAW ENF @7 7G
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.

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

Program Structure

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

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

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

The content includes, but is not limited to, knowledge of codes of ethics; 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0293	Overview of Law Enforcement	64 hours	21-1092
	CJK0297	Interactions in Crisis Situations	10 hours	
	CJK0296	Reporting Procedures	32 hours	
	CJK0064	Fundamentals of Patrol	35 hours	
	CJK0065	Calls for Service	36 hours	
	CJK0077	Criminal Investigations	50 hours	
	CJK0078	Crime Scene to Courtroom	35 hours	
	CJK0092	Critical Incidents	44 hours	
	CJK0087	Traffic Stops	30 hours	
	CJK0084	DUI Traffic Stops	24 hours	
	CJK0088	Traffic Crash Investigations	32 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	

OCP	Course Number	Course Title	Length	SOC Code
	CJK0392	Cross-Over Handgun Transition Course	24 hours	
	CJK0295	Correctional Cross-Over to Law Enforcement Officer Wellness	35 hours	

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/30d10236-879a-4fff-a3f9-9594f87b129d/2014-07_CO-to-LE.aspx.

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
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
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.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.

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

Program Structure

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

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

This program provides job-related training to students seeking employment as Florida Correctional Probation Officer (SOC 21-1092). Correctional Probation 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.).

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 Correctional Probation 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0230	Correctional Cross-Over to Correctional Probation Legal and Communication	18 hours	21-1092
	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	

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/2014-07-CO-to-CPO.aspx>.

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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 Specialists, 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 Financial Services/Division of Consumer Services for information regarding basic skills.

Purpose

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

The purpose of this program is to prepare students for employment or advanced training in the bail bonding industry. This program prepares students for employment as bail bond agents (SOC 13-2099), in accordance with Chapter 648, Florida Statutes, and Rule 69B-221, Florida Administrative Code (FAC).

This program focuses on broad, transferable skills, stresses the understanding of all aspects of the bail bonding industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	SCY0050	Bail Bond Agent	120 hours	13-2099

Regulated Programs

Questions about licensing applications should be directed to the Florida Department of Financial Services (DFS), Division of Consumer Services, Bureau of Licensing, Qualifications Section, 200 East Gaines Street, Tallahassee, Florida, 32399-0319, phone number (850) 413-3137 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://pd.dce.ufl.edu/insurance-pre-licensing-bail-bond-agent-qualification.aspx> or from the Division of Continuing Education, Professional Development, 2046 NE Waldo Road, Suite 1101, Gainesville, FL 32609, telephone number (352) 392-1711, fax number: (352) 392-6950, toll free: 800-327-4218, learn@dce.ufl.edu.

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Bail bond laws, rules and regulations.
- 02.0 Professional relationships.
- 03.0 Operating a bail bond agency.
- 04.0 Arrest laws.
- 05.0 Arrest techniques and search and seizure.
- 06.0 Defense.
- 07.0 Collateral.
- 08.0 Forfeitures, estreatures and judgments.
- 09.0 Civil law.
- 10.0 Courtroom demeanor and court organization.
- 11.0 Criminal law.

**Florida Department of Education
Student Performance Standards**

Program Title: Bail Bond Agent
PSAV Number: P430135

Course Number: SCY 0050
Occupational Completion Point: A
Bail Bond Agent – 120 Hours – SOC Code 13-2099

01.0 Bail bond laws, rules and regulations--The student will be able to:

01.01 Locate and discuss Chapters 648, Bail Bond Agents and Chapter 903, Bail in the Florida Statutes (F.S.).

01.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).

02.0 Professional relationships--The student will be able to:

02.01 Discuss the relationship between the agent and the client:

a. Initial contact, s. 69B-221.095, F.A.C. and 648.44(1)(a-c).

b. Disposition of cases, s. 648.571, 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-221.105 and .145, F.A.C.

e. Taking collateral, s. 69B-221.120, .125, .130, .135 F.A.C. and s. 648.442, and 648.571 F.S.

02.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.

02.03 Discuss the relationship between the agent and the indemnitor, s. 69B-221.140, F.A.C.

02.04 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.

02.05 Describe 648.44(1) (a), F.S. as it applies to Bail Bondsman.

02.06 Discuss how to relate to law enforcement personnel, s. 648.42 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 Operating a bail bond agency--The student will be able to:

03.01	Understand the general office procedures of an agent, s. 648.295, 648.36, 648.365, F.S. and 69B-221.051 F.A.C.
03.02	Review the forms used to execute a bail bond, s. 69B-221.051, .055, .125, .130 and .155 F.A.C., including bond power, s. 648.43, 648.441 F.S., affidavit form, statement form and appearance bond.
03.03	Review and complete an application for bail, s. 69B-221.055(2), F.A.C.
03.04	Review and complete an indemnity agreement, s. 69B-221.140 F.A.C.
03.05	Maintain a daily bond register, s. 69B-221.055(1), F.A.C.
03.06	Maintain an individual file for each client, s. 69B-221.055(2), F.A.C.
03.07	Correctly complete a pre-numbered receipt for money, collateral, or any other consideration accepted for any bail bond or other undertaking which they execute, s. 69B-221.055, .115, and .120 F.A.C.
03.08	Understand the required forms and conditions for accepting and handling collateral, s. 69B-221.120, .125, .130, .135, F.A.C. and 648.442, F.S.
03.09	Understand advertising requirements and limitations, s. 648.44(1) and 626.9541 F.S.
03.10	Describe the procedure for the use of credit cards and cash advance facilities in conjunction with issuing bail bonds, s. 69B-221.145, F.A.C.
03.11	Understand the requirements for the use of bank accounts for collateral security, s. 648.442(3), F.S.
03.12	Understand the terms of a certificate of cancellation (bond discharge).
03.13	Discuss premium refunds, s. 69B-221.110 and .105(5), F.A.C.
03.14	Discuss appeal bonds, s. 924.15, 903.131 and 903.132, F.S.
03.15	Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
03.16	Understand the appointment requirements and responsibilities of primary bail bond agents, s. 69B-221.051, F.A.C., and s. 648.387, F.S.
03.17	Understand the restrictions on temporary limited surety agents, s. 648.382 and 648.355 F.S.
03.18	Understand the duties, responsibilities and required supervision of temporary limited surety agents, s. 648.355, F.S.
04.0	Arrest laws--The student will be able to:
04.01	Explain the following:
	a. s. 903.21, F.S. and 69B-221.100; Method of surrender and exoneration of obligers.
	b. s. 903.22, F.S., Arrest of principal by surety before forfeiture
	c. s. 903.29, F.S., Arrest of principal by surety after forfeiture

d. s. 843.15, F.S., Bail jumping
04.02 Discuss the following case law relating to arrest powers:
a. Taylor v. Taintor – U.S. Supreme Court
b. Masterson v. Hathaway
c. Com. v. Brickett
d. Nicolls v. Inersoll
e. Puerto Rico v. Branstad (Extradition Act 18 U.S.C. 3182)
f. Register v. Barton, 75 So.2d 187 (Fla.1954).
04.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S.:
a. Agent's right to delegate arrest power, s. 648.30(3), F.S.
b. 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
<ul style="list-style-type: none"> • Most direct route to deliver defendant to court jurisdiction • Surrender slip from detention facility • DFS Statement of Surrender Form, s. 648.4425, F.S. and 69B-221.100 (Form # DFS-H2-1542).
04.04 Describe the liability of the agent and of the surety company for false arrest.
05.0 Arrest techniques and search of defendant--The student will be able to:
05.01 Discuss skip tracing techniques:
a. Failure to appear with no 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	Demonstrate Defensive Tactics--The student will be able to:
06.01	Demonstrate self-defense techniques.
06.02	Understand safety precautions.
06.03	Know the elements of attack; surprise, speed, skill and strength.
06.04	Demonstrate methods of approach; mental alertness, position, and defensive stance.
06.05	Understand the use of pressure points and sensitive areas.
06.06	Discuss the importance of body fitness, exercises for body toning and practice of holds and breaking holds.
07.0	Collateral--The student will be able to:
07.01	Identify forms of collateral, s. 69B-221.120, .125, .130, .135, F.A.C. and s. 648.442, F.S.
07.02	Determine value adequacy of collateral.
07.03	Describe how to record documents/documentary stamps and name of indemnitor, and issue receipts for return of collateral, s. 69B-221.105 and .120, F.A.C.
07.04	Discuss collateral risks.
08.0	Forfeitures, estreatures and judgments--The student will be able to:
08.01	Discuss why a stay order would apply.
08.02	Discuss why a "rule to show cause" would be file against a surety company.
08.03	Discuss certified judgments, s. 627.427, 648.44(1)(m), and 903.27, F.S.
08.04	Discuss surrender of the defendant before breach of bond, s. 903.20, .22 and .28, F.S.
08.05	Describe payments/nonpayments of estreatures/forfeitures, s. 903.26, and .29, F.S.
08.06	Discuss ramifications for non-payment of forfeitures and judgments, s.648.44(1)(m), 903.27, and 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	Courtroom demeanor and court organization--The student will be able to:
10.01	Discuss demeanor regarding:
	a. Appearance before the court
	b. Responding to court questions
	c. Approaching the bench
	d. Conduct as a witness
	e. Perjury

f. Promptness
10.02 Discuss court organization:
a. Circuit Court
<ul style="list-style-type: none"> • General Jurisdiction (Civil)
<ul style="list-style-type: none"> • Juvenile and Family Division
<ul style="list-style-type: none"> • Probate
<ul style="list-style-type: none"> • Criminal Division
b. County Court
<ul style="list-style-type: none"> • Civil Division
<ul style="list-style-type: none"> • Magistrate Division
<ul style="list-style-type: none"> • Crimes Division
<ul style="list-style-type: none"> • Branch Court Division/Full Branch Courts/Traffic Branch Courts
11.0 Criminal law--The student will be able to:
11.01 Know what constitutes a felony, misdemeanor, traffic offense and infraction.
11.02 Know the basic elements of a crime:
a. Actus Reaus
<ul style="list-style-type: none"> • Voluntary acts
<ul style="list-style-type: none"> • Acts forbidden by law
<ul style="list-style-type: none"> • 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.C. Sec. 2. Principals
• 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.

Additional Information

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

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>.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	250 hours
Teacher Certification	CORR OFF 7 G LAW ENF @7 7G 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.

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

Program Structure

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

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

This program is established for the purpose of providing job-related training to 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; 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 post-secondary program structure:

OCP	Course Number	Course Title	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	

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-475232776549/2014-07-CPO-to-CO.aspx>

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	942 hours
Teacher Certification	CORR OFF 7 G LAW ENF @7 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officers 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.

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

Program Structure

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

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

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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0200	Overview of Corrections	14 hours	33-3012
	CJK0310	Officer Safety	16 hours	
	CJK0315	Facility and Equipment	8 hours	
	CJK0320	Intake and Release	18 hours	
	CJK0325	Supervising in a Correctional Facility	40 hours	
	CJK0330	Supervising Special Populations	20 hours	
	CJK0205	Law Enforcement Cross-over to Correctional Responding to Incidents and Emergencies	12 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	
	CJK0354	Law Enforcement Cross-over to Correctional Officer Wellness	12 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	
	CJK0001	Introduction to Law Enforcement	10 hours	
	CJK0012	Legal	62 hours	
	CJK0013	Interactions in a Diverse Community	40 hours	
	CJK0014	Interviewing and Report Writing	56 hours	
	CJK0064	Fundamentals of Patrol	35 hours	
	CJK0065	Calls for Service	36 hours	
	CJK0077	Criminal Investigations	50 hours	

OCP	Course Number	Course Title	Length	SOC Code
	CJK0078	Crime Scene to Courtroom	35 hours	
	CJK0092	Critical Incidents	44 hours	
	CJK0087	Traffic Stops	30 hours	
	CJK0084	DUI Traffic Stops	24 hours	
	CJK0088	Traffic Crash Investigations	32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours	

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/2014_LE_IG.aspx

ATMS#1192- http://www.fdle.state.fl.us/Content/getdoc/22094e80-782b-485e-8db0-6a15915ae16c/2014-07_LE-to-CO.aspx

Additional Information

Laboratory Activities

Classroom 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 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>.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	172 hours
Teacher Certification	CORR OFF 7 G LAW ENF @7 7G 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.

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.

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

Program Structure

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

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

This program is established for the purpose of providing job-related training to 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0200	Overview of Corrections	14 hours	33-3012
	CJK0310	Officer Safety	16 hours	
	CJK0315	Facility and Equipment	8 hours	
	CJK0320	Intake and Release	18 hours	
	CJK0325	Supervising in a Correctional Facility	40 hours	
	CJK0330	Supervising Special Populations	20 hours	
	CJK0205	Law Enforcement Cross-over to Correctional Responding to Incidents and Emergencies	12 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	
	CJK0354	Law Enforcement Cross-over to Correctional Officer Wellness	12 hours	

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/22094e80-782b-485e-8db0-6a15915ae16c/2014-07_LE-to-CO.aspx

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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	935 hours
Teacher Certification	CORR OFF 7 G LAW ENF @7 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officers and Jailers 33-3051 Police and Sheriff's Patrol Officers
Facility Code	http://www.fl DOE .org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labor market info .com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE .org/workforce/perkins/perkinsresources.asp
Industry Certifications	http://www.fl DOE .org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE .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.

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

Program Structure

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

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

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 post-secondary program structure:

OCP	Course Number	Course Title	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	
	CJK0293	Overview of Law Enforcement	64 hours	33-3051
	CJK0297	Interactions in Crisis Situations	10 hours	
	CJK0296	Reporting Procedures	32 hours	
	CJK0064	Fundamentals of Patrol	35 hours	
	CJK0065	Calls for Service	36 hours	
	CJK0077	Criminal Investigations	50 hours	
	CJK0078	Crime Scene to Courtroom	35 hours	
	CJK0092	Critical Incidents	44 hours	
	CJK0087	Traffic Stops	30 hours	

OCP	Course Number	Course Title	Length	SOC Code
	CJK0084	DUI Traffic Stops	24 hours	
	CJK0088	Traffic Crash Investigations	32 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0295	Correctional Cross-Over to Law Enforcement Officer Wellness	35 hours	
	CJK0392	Cross-Over Handgun Transition Course	24 hours	

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/2013-07_CO_IG.aspx

ATMS#1191- http://www.fdle.state.fl.us/Content/getdoc/30d10236-879a-4fff-a3f9-9594f87b129d/2013-07_CO-to-LE.aspx

Additional Information

Laboratory Activities

Classroom 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 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>.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Crossover from Law Enforcement Officer to Correctional Probation Officer (B RTP)
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 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
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.

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

Program Structure

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

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

This program is established for the purpose of providing job-related training to candidates for full-time or part-time correctional probation officers (SOC 21-1092) 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0252	Law Enforcement Cross-Over to Correctional Probation Legal and Investigations	18 hours	21-1092
	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	

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/2014-07-LE-to-CPO.aspx>

Additional Information

Laboratory Activities

Classroom 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 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>

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

PSAV	
Program Number	P430199
CIP Number	0743010305
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	LAW ENF @7 7 G PUB SERV 7 G CORR OFF 7 G
CTSO	N/A
SOC Codes (all applicable)	13-1041 Compliance Officers 33-9090 Miscellaneous Protective Service Workers 19-4092 Forensic Science Technicians 13-2099 Financial Specialist, All Other 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
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 and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

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

Program Structure

This program is a planned sequence of instruction consisting of 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0120	Police Service Aide-Criminal Justice Operations	450 hours	33-9090

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Identify the history, goals, and career opportunities in the criminal justice system.
- 02.0 Interpret ethics and professionalism in relation to the criminal justice system.
- 03.0 Discuss constitutional and criminal laws at the federal, state, and local levels.
- 04.0 Describe court systems and trial processes.
- 05.0 Discuss the juvenile justice system.
- 06.0 Describe the correctional system.
- 07.0 Utilize personal, interpersonal, and communication skills.
- 08.0 Demonstrate employability skills.
- 09.0 Describe and demonstrate characteristics and procedures of patrol.
- 10.0 Describe crime prevention programs and demonstrate their development and implementation.
- 11.0 Prepare written reports.
- 12.0 Describe and demonstrate traffic-control procedures.
- 13.0 Describe and demonstrate parking enforcement procedures.
- 14.0 Describe the use-of-force continuum guidelines as it applies to Federal, State, and local laws and physical proficiency skills.
- 15.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
- 16.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and other blood-borne pathogens.
- 17.0 Discuss crime scene safety.
- 18.0 Describe and demonstrate criminal investigation procedures.
- 19.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography.
- 20.0 Explain and demonstrate property control procedures.
- 21.0 Explain and demonstrate a traffic crash investigation.
- 22.0 Demonstrate computer literacy.
- 23.0 Apply job related math skills.
- 24.0 Demonstrate an awareness of cultural diversity.
- 25.0 State the authority of the TCI as outlined in Chapter 316.640, Florida Statute.
- 26.0 List the procedures of traffic crash scene management.
- 27.0 Describe how to properly execute scene management.
- 28.0 List the basic principles of traffic crash investigations.
- 29.0 Determining the causation of a crash.
- 30.0 Describe and demonstrate how to complete the on-site Crash investigation.
- 31.0 Document and complete a report.
- 32.0 Describe courtroom demeanor and testimony.
- 33.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 34.0 Demonstrate patrol procedures.
- 35.0 Demonstrate investigative report writing skills.
- 36.0 Conduct preliminary property crime investigations.
- 37.0 Participate in job shadowing/work based learning experiences

**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 33-9090

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.

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.

02.03 Define discrimination.

02.04 Define sexual harassment.

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	Describe the correctional system–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, including privatization.
06.07	Identify the unique interpersonal skills required in communicating with inmates.
07.0	Utilize personal, interpersonal, and communication skills–The student will be able to:

07.01	Follow directions.
07.02	Display integrity, loyalty, dependability, and punctuality.
07.03	Identify and apply strategies for showing compassion and working well with others.
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 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	Identify interviewing techniques used with witnesses and victims.
08.0	Demonstrate employability skills–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	Describe and demonstrate characteristics and procedures of patrol–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	Define COMPSTAT as it related to Community Policing.
09.07	Identify and describe procedures for dealing with domestic violence, including abuse and neglect.
09.08	Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.
09.09	Identify different patrol techniques.
09.10	Describe and demonstrate a traffic stop.
09.11	Describe and demonstrate the inspection of a vehicle and equipment.
09.12	Describe how to establish rapport with a citizen.
09.13	Describe interview tactics with cooperative and uncooperative witnesses.
10.0	Describe crime prevention programs and demonstrate their development and implementation–The student will be able to:
10.01	Identify community crime prevention programs.
10.02	Describe how to develop and implement school and community crime prevention programs.
10.03	Identify the concepts involved with Crime Prevention through Environmental Design (CPTED).
10.04	Identify and discuss local crime prevention programs and opportunities for participation.
10.05	Describe the importance and possible uses of crime analysis information.
10.06	Conduct a security survey.
11.0	Prepare written reports–The student will be able to:
11.01	Identify the who-what-when-where-why-how elements of a report.
11.02	Describe the purpose of different types of reports.

11.03	Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
11.04	Identify and locate state statutes as they pertain to situations being reported.
11.05	Define and write a probable-cause affidavit.
12.0	Describe and demonstrate traffic control procedures–The student will be able to:
12.01	Define a Traffic Control Officer as stated in s. 316.640(4)(a), Florida Statutes.
12.02	List the qualifications of a traffic control officer (TCO).
12.03	Explain the responsibilities of a traffic control officer.
12.04	List the limitations of a traffic control officer are not authorized to include: <ul style="list-style-type: none"> A. carry a firearm or any other weapon B. write any citations C. make any arrests D. conduct any investigations
12.05	Define “traffic control devices” according to s. 316.003 (23), F.S.
12.06	Define “traffic signals” according to s. 316.003(24), F.S.
12.07	Describe the main objectives of traffic direction and control to include: <ul style="list-style-type: none"> A. increase safety B. increase traffic flow C. divert traffic flow
12.08	List methods for controlling traffic to include: <ul style="list-style-type: none"> A. Deployment of traffic control devices B. Direction by an officer C. Manual control of traffic signals following agency policies and procedures.
12.09	Identify when traffic direction and control are applicable pursuant to agency protocol to include: <ul style="list-style-type: none"> A. rush hours B. traffic light failures C. vehicle crashes D. special events E. major disasters F. missing or absent traffic control devices G. funeral procession or dignitary motorcade H. cooperation with other public service agency

12.10	List equipment available to an officer for use in directing traffic: A. Whistle B. high visibility glove C. lighted baton D. reflective slip-over vest E. barricades or cones F. flares, electronic markers, or chemical lightsticks G. variable message boards, including arrow boards
12.11	Evaluate a traffic situation before intervening to direct traffic to include: A. Determine if intervention is necessary. B. Consider the safety of the officer and the public. C. Maintain traffic flow or divert traffic.
12.12	Identify factors that should be considered when planning to direct traffic to include: A. Determine how to improve the traffic situation before entering the roadway. B. Assess whether additional officers and/or resources are needed. C. Decide where to stand in the roadway.
12.13	List the safety precautions that an officer should follow when directing traffic to include: A. Always check safety measures; be alert and ready to move out of the way of a vehicle. B. Never move without making sure it is safe. C. Never permit vehicles or pedestrians to start from a stopped position until approaching traffic is stopped.
12.14	Identify the correct place that an officer should stand while directing traffic. A. List basic conduct for officers directing traffic to include: B. Engage the attention of drivers at all times. 1) Make eye contact with a stopped or stopping motorist. 2) Use hand signals, such as pointing, to gain a motorist's attention. C. Keep your hands free. D. Do not engage in idle conversation. E. Do not smoke. F. Do not twirl a chain or other objects. G. Do not use electronic devices such as cell phones.
12.15	Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic to include: A. Stop traffic in all directions. B. Clear a path for the emergency vehicle if needed. C. Wave the emergency vehicle through the intersection. D. Communicate with a supervisor when circumstances are beyond the duties of a TCO.
12.16	Explain why voice commands are seldom used in directing traffic to include: A. Verbal directions are not easy for drivers to hear or understand. B. Voice commands might be misinterpreted by motorist or pedestrian. C. Words may antagonize motorist or pedestrian.

<p>12.17 List procedures to follow if voice commands must be used to include:</p> <ul style="list-style-type: none"> A. Move reasonably close to the pedestrian or driver. B. Be polite and brief. C. Address as miss, ma'am, or sir. D. Do not lose your temper.
<p>12.18 List procedures to follow when assisting pedestrians across the street including:</p> <ul style="list-style-type: none"> A. Be firm but polite. B. Verbally direct pedestrians. C. Do not permit crossing until it is safe. D. Take extra caution with children, the elderly, or persons with disabilities.
<p>12.19 Describe the various whistle signals to get the attention of the driver or pedestrian including:</p> <ul style="list-style-type: none"> A. one long blast for the vehicle to stop B. two short blasts for the vehicle to go C. several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal
<p>12.20 List the various hand signals used in conjunction with the whistle signals to include:</p> <ul style="list-style-type: none"> A. stop B. turn right C. turn left D. start E. keep moving F. resume traffic signal control
<p>12.21 Demonstrate the various hand signals used in conjunction with the whistle signals.</p>
<p>12.22 Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.</p>
<p>12.23 Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it.</p>
<p>12.24 Demonstrate how to safely light a flare, position it, and extinguish it.</p>
<p>12.25 Demonstrate how to activate a chemical light stick.</p>
<p>13.0 Describe and demonstrate parking enforcement procedures – the student will be able to:</p>
<p>13.01 Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.</p>
<p>13.02 State what parking statutes are in Florida Statute 316, to include:</p> <ul style="list-style-type: none"> A. Definitions as defined in (316.003). B. Define jurisdiction as explained in (316.006). C. Define powers of local authorities as explained in (316.008). D. Stopping, standing or parking outside of municipalities (316.194) E. Stopping, standing or parking prohibited in specified places (316.1945)

- F. Additional parking regulations (316.195)
- G. Parking for certain purposes prohibited (316.1951)
- H. Parking spaces for persons with have disabilities (316.1955)
- I. Parking violations; designated parking spaces for person with disabilities (316.1957)
- J. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958)
- K. Handicap parking enforcement (316.1959)
- L. Exemption of vehicles according to (316.1964).
- M. Parking near rural mailbox during certain hours; penalties (316.1965)
- N. Liability for payment of parking ticket violations and other parking violations (316.1967)
- O. Obstruction of public streets, highways, and roads (316.2045)
- P. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135)
- Q. Enforcement (316.640).
- R. Disposition of fines and forfeitures collected for violations (316.660)
- S. Amount of penalties (316.18(6)).
- T. Jurisdiction and procedure for parking infractions (318.325)
- U. Definitions; general (320.01)
- V. Free motor vehicle license plate to certain disabled veterans (320.084(5))
- W. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)
- X. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)
- Y. License plates for members of Paralyzed Veterans of America (320.0845)
- Z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of transportation services to persons who have disabilities (320.0848)
- AA. Electric vehicle charging stations (366.94(3)).
- BB. Parking spaces for persons who have disabilities (553.5041).
- CC. Assault and battery on law enforcement (784.07(2)).
- DD. Cruelty to animals (828.12(1)).
- EE. Local animal control or cruelty ordinances (828.27).
- FF. Resisting officer with violence (843.01).
- GG. Resisting officer without violence (843.02).

13.03 State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.

13.04 List the qualifications and limitations of a Parking Enforcement Specialist.

13.05 Explain how local ordinances affect operating procedures and vary by agency.

13.06 Explain how the State and national computer systems are used to obtain vehicle identification data, if required.

13.07 Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.

13.08 Identify the importance of professional demeanor and behavior while in court.

13.09 Identify appropriate body language, posture, and physical appearance while in court.

13.10	Identify proper speech and phrasing of answers when giving testimony.
13.11	Identify the purpose of taking an oath before court testimony begins.
13.12	Identify the importance of familiarization with and use of all evidence, reports, and exhibits.
13.13	Identify possible objections raised during court testimony.
13.14	Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.
13.15	Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.
13.16	Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.
13.17	Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.
13.18	Describe the importance of an informational briefing.
13.19	Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.
13.20	Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.
13.21	Identify various paid parking systems and types of permitted parking utilized in an assigned work area.
13.22	Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.
13.23	Patrol the assigned area to issue citations appropriately for parking violations.
13.24	Define any scofflaw violations with the appropriate resource.
13.25	Describe how to photograph the violation, if applicable.
13.26	Input the appropriate observed violation onto the citation correctly.
13.27	Describe the proper agency-specified steps to issue a parking citation.
13.28	Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.
13.29	Describe what resources or information are available in relation to inquiries from the public.
13.30	Provide information to individuals in connection with a citation that they received for a parking violation.
13.31	Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.

13.32	Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.
13.33	Describe how medical conditions can affect an individual's attitudes or behavior.
14.0	Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills—The student will be able to:
14.01	Describe the totality of circumstances as it relates to: A. Subject resistance B. Situational Factors C. Justification D. Officer Response
14.02	Describe legal issues pertaining to objective reasonableness as it pertains to the use of force that include Tennessee v. Garner and Graham v. Conner cases.
14.03	Identify potential weapons.
14.04	Describe and demonstrate stop and frisk as it relates to Terry v. Ohio.
14.05	Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation. (optional)
14.06	Demonstrate weapon safety and familiarization. (optional)
14.07	Describe the four elements of arrest.
14.08	Describe and demonstrate behaviors of physical wellness according to an individual's abilities.
15.0	Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)—The student will be able to:
15.01	Identify the four classes of fires and the extinguishing agents for each.
15.02	Identify electrical hazards, hazardous materials, and life threatening situations.
15.03	Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.
15.04	Apply basic first aid techniques.
15.05	Demonstrate mastery of CPR.
16.0	Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and blood-borne pathogens—The student will be able to:
16.01	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.
16.02	Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.
16.03	Identify "at-risk" behaviors that promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood-borne pathogens.

16.04	Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients following Center for Disease Control (CDC) guidelines.
16.05	Explain the legal aspects of AIDS, including testing.
17.0	Discuss crime scene safety–The student will be able to:
17.01	Describe “Right –to-Know” Law as recorded in (29CFR-1910.1200).
17.02	Discuss the potential health and safety hazards one could encounter at a crime scene.
17.03	Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
17.04	Discuss state and federal regulations regarding hazardous materials as related to crime scenes.
17.05	Discuss emergency procedures involving personal risk in a crime scene situation.
17.06	Identify and explain the use of protective equipment for crime scene processing.
18.0	Describe and demonstrate criminal investigation procedures–The student will be able to:
18.01	State the purpose and types of investigations.
18.02	Describe the responsibilities of law enforcement officers at the crime scene.
18.03	Describe the role of evidence in investigations.
18.04	Describe crime scene investigation procedures.
18.05	Secure and preserve a mock crime scene.
18.06	Photograph a mock crime scene and the evidence.
18.07	Take measurements at a mock crime scene.
18.08	Record facts about crime using recording equipment and note taking.
18.09	Sketch a mock crime scene.
18.10	Assist in identifying, handling, preserving, collecting, recording, and storing mock evidence.
18.11	Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression. (optional)
18.12	Process a mock crime scene for fingerprints.
18.13	Describe the chain of custody of evidence.

18.14	Identify different search methods.
18.15	Describe effective interview skills and techniques for obtaining information from witnesses and victims in an investigation.
18.16	Describe when subpoenas should and should not be used for witnesses.
18.17	Describe Miranda warning requirements in suspect interviews.
18.18	Describe how to show witnesses photos of suspects for identification.
18.19	Describe how to prepare for court testimony.
19.0	Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography–The student will be able to:
19.01	Roll fingerprints.
19.02	Identify focal points.
19.03	Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
19.04	Lift and record latent prints.
19.05	Describe blood-type identification procedures and DNA profiling.
19.06	Describe hair and fiber examination procedures.
19.07	Describe broken glass examination procedures.
19.08	Identify basic photo laboratory procedures and take photographs.
19.09	Explain the capabilities of a full-service crime lab.
19.10	Classify fingerprints using the Henry Modified system.
19.11	Explain the Henry Modified system of fingerprint classification.
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	Explain and demonstrate a traffic crash investigation-The student will be able to:
21.01	Conduct a traffic accident investigation.
21.02	Complete a DHMSV traffic crash report form to include completing a proper diagram.
22.0	Demonstrate computer literacy-The student will be able to:
22.01	Use the computer as a tool for the special applications associated with the criminal justice system including but not limited to Crime Scene Sketch using CAD or other computer software program. (optional)
22.02	Access databases for information.
22.03	Access a computer program for career selection and postsecondary education opportunities.
22.04	Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.
22.05	Use a word processor as applicable in specific criminal justice occupations.
23.0	Apply job related math skills-The student will be able to:
23.01	Produce a graph, chart, or table associated with the Criminal Justice System.
23.02	Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.
23.03	Measure time, temperature, distance, capacity, and mass/weight.
23.04	Make estimations and approximations and judge the reasonableness of the result.
24.0	Demonstrate an awareness of cultural diversity-The student will be able to:
24.01	Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.
24.02	Identify methods of communication that may enhance human relations with culturally diverse communities.
25.0	State the authority of the TCI as outlined in chapter 316.640, F.S--The student will be able to
25.01	Explain the TCI's role.
25.02	Explain ethics and professionalism.
25.03	Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.
26.0	List the procedures of traffic crash scene management--The student will be able to:
26.01	Plan a prompt arrival to a service call with accurate geographic or zone orientation.

26.02	Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.
26.03	Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.
26.04	Recognize elements to physically manage a traffic crash scene.
26.05	Describe how to evaluate the crash scene for potential hazards.
26.06	Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.
26.07	Describe how to evaluate the medical response needed at the crash scene.
27.0	Describe how to properly execute scene management--The student will be able to:
27.01	Determine if a crash occurred.
27.02	Recognize special considerations to determine the need for additional units.
27.03	Describe the importance of continually assessing the scene for possible hazards.
27.04	Recognize and describe indicators of impaired drivers.
27.05	Identify a person who may be driving under the influence (DUI).
27.06	Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.
27.07	Identify the penalties for giving false information.
27.08	Explain how to respond to inquiries with correct information from a variety of sources.
27.09	Recognize when crash report information is privileged or confidential.
28.0	List the basic principles of traffic crash investigation--The student will be able to:
28.01	Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.
28.02	Describe the efficient use of field notes.
28.03	Distinguish between a witness and an independent witness.
28.04	Describe the most efficient manner in which to interview witnesses.
28.05	Identify issues affecting the process of taking statements from witnesses and involved parties.
28.06	Describe different methods and practices to obtain statements.

28.07	Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.
29.0	Determining the causation of a Crash--The student will be able to:
29.01	Describe roadway characteristics that may contribute to a crash.
29.02	Define what the area of collision is.
29.03	Define common terms used during a traffic crash investigation.
29.04	Define transitory and non-transitory types of evidence that should be collected on the scene.
29.05	Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.
29.06	Explain the procedure for the measurement of skid marks.
29.07	Document evidence through markings.
29.08	Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.
29.09	Identify the information to be included in the field sketch and its purpose.
29.10	List the factors to consider when evaluating vehicular speed.
29.11	Determining how the crash occurred.
30.0	Describe and demonstrate how to complete the on-site Crash Investigation--The student will be able to:
30.01	Facilitate communication between parties to exchange drivers' information.
30.02	Determine fault for the crash, and issue the citation.
30.03	Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.
30.04	Describe steps to clear the crash scene at the end of a vehicle crash investigation.
30.05	Describe how to determine when to have vehicles cleared from a crash scene.
30.06	Describe how to determine if a vehicle involved in a crash incident needs a tow truck.
31.0	Document and complete a report—The student will be able to:
31.01	Define the uses of a traffic crash report.
31.02	Identify the statutes governing crash reporting, and summarize the process to include: <ul style="list-style-type: none"> A. 316.061 Crashes involving damage to vehicle or property. B. 316.062 Duty to give information and render aid.

	<ul style="list-style-type: none"> C. 316.062 Duty upon damaging unattended vehicle or other property. D. 316.066 Written reports of crashes.
31.03	<p>Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include:</p> <ul style="list-style-type: none"> A. 316.027 Crash involving death or personal injuries. B. 316.064 When driver unable to report. C. 316.065 Crashes; reports; penalties. D. 316.067 False reports. E. 316.068 Crash report forms. F. 316.070 Exchange of information at scene of crash. G. 316.193 Driving under the influence; penalties. H. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal. I. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force.
31.04	Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.
31.05	Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).
31.06	Identify the crash report form as a standardized means for storing crash-related information.
31.07	Estimate the dollar amount of damages to vehicles and/or other property.
31.08	Identify events that are the causes or contributory causes of a crash.
31.09	Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.
31.10	Describe the use of diagramming as a means to document information regarding a crash scene investigation.
31.11	List the essential items that officers should include on a crash diagram.
31.12	Complete a Traffic Diagram Template to create the hand-drawn diagram.
31.13	Identify the role of the traffic crash investigator in recommending a driver's license reexamination.
32.0	Describe courtroom demeanor and testimony—The student will be able to:
32.01	<p>Define the following legal definitions relative to the traffic crash investigation:</p> <ul style="list-style-type: none"> A. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)] B. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime C. contraband: goods, property, or other things possessed in violation of the law D. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony E. duces tecum: (“bring with you”) a type of subpoena which requires the witness to bring specified documents or other evidence F. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or

- derivative
- G. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year
- H. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense)
- I. forfeiture: the loss of some right or property as a penalty for some illegal act
- J. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)]
- K. jurisdiction: the territorial range over which an authority extends
- L. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
- M. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)]
- N. ordinance: a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation
- O. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged
- P. reasonable doubt: a doubt based on reason regarding an element of the state's proof of a defendant's guilt
- Q. q) restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant
- R. search: an exploration or inspection of an individual's premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person
- S. seizure: the act of taking possession of property, things, or persons, including evidence and contraband
- T. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
- U. venue: the circuit or county in which a particular trial may be conducted
- V. witness: one who observes an incident or has knowledge of facts or information

32.02 Define important elements of court preparation for the traffic crash investigator.

32.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.

32.04 Explain the importance of depositions.

32.05 Identify appropriate demeanor and behavior when giving testimony or statements.

32.06 Describe some common tactics used by opposing counsel during cross-examination.

32.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.

33.0 Explain the community service officer's/police service aide's role, ethics, and professionalism--The student will be able to:

33.01 Explain the Community Service Officer's/Police Service Aide's role.

33.02 Explain ethics and professionalism.

34.0	Demonstrate patrol procedures--The student will be able to:
34.01	Use the telephone and police radio properly.
34.02	Recognize the symptoms of mental illness and retardation and notify the proper authorities.
34.03	Perform foot patrol and vehicular patrol and recognize police hazards.
34.04	Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.
34.05	Operate a vehicle according to National Safety Council standards.
35.0	Demonstrate investigative report writing skills--The student will be able to:
35.01	Comprehend the types and basic requisites of reports.
35.02	Identify the basic steps in writing a report.
35.03	Apply the fundamentals in writing a report.
36.0	Conduct preliminary property crime investigations--The student will be able to:
36.01	Apply proper methods of collecting, preserving, marking and transporting evidence.
36.02	Process surfaces for latent fingerprints.
36.03	Complete an evidence receipt, maintaining the chain of custody.
36.04	Describe procedures for investigating specific property crimes.
36.05	Demonstrate preliminary investigation of specific property crimes.
37.0	Participate in job shadowing/work based learning experiences--The student will be able to:
37.01	Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.
37.02	Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.
37.03	Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 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.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	FFP0660	Fire Investigator I	160 hours	33-2021
B	FFP0661	Fire Investigator II	160 hours	33-2021

Special Notes

The Fire Investigator is a restricted enrollment program. **Applicants must be certified law enforcement, fire fighter or fire inspector.**

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
PSAV Number: P430202

Course Number: FFP0660
Occupational Completion Point: A
Fire Investigator I – 160 Hours – SOC Codes 33-2021

01.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--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 Demonstrate knowledge of inspection practices for fire protection systems--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 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--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 Demonstrate knowledge of water supply for sprinkler and standpipe systems--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	Demonstrate knowledge of acceptance testing for fire protection systems--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.
06.05	Express final sentiments.
06.06	Evaluate the program.
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.
07.06	Discuss the properties of water 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.
08.06	Define and describe the characteristics of single-family residential 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.
09.04	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.
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	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--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	Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--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	Demonstrate knowledge of features of matter and energy--The student will be able to:
14.01	Define the physical properties of matter.
14.02	Define the physical properties of energy.
15.0	Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion--The student will be able to:
15.01	Define oxidation.
15.02	Define reduction.
15.03	Define combustion.
16.0	Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--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	Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--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.
17.09	Define the properties of oxygen.
18.0	Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
18.01	Define the physical properties of acids.
18.02	Define the physical properties of bases.
19.0	Demonstrate knowledge of the path of travel of fire, heat, and smoke--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	Demonstrate knowledge of the role and responsibilities of the fire investigator--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	Demonstrate the ability to differentiate between accidental and incendiary fire causes--The student will be able to:
21.01	Define accidental fire causes.
21.02	Define incendiary fire causes.
22.0	Demonstrate the ability to recognize and report indicators of the point of origin of a fire--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.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	33-2011 Firefighters
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.

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.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	FFP0360 (Includes FFP1301, FFP1302)	Fire Apparatus Operator	80 hours	33-2011

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.”

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
PSAV 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	Use portable fire extinguishers--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	Personal protective equipment--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	Demonstrate ventilation practices--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: <ul style="list-style-type: none"> 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 demonstrates their use.
08.07	Recognize the characteristics of, and list necessary precautions when, ventilating at least the following roof types: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	Use ropes, tools, and equipment--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.
09.07	Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
10.0	Demonstrate rescue procedures--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
	f. Cribbing and shoring material
11.0	Demonstrate safety procedures--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	Use ladders--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	Use fire hose, nozzles, and appliances--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.
13.01	Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.
13.02	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.
13.03	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.
13.04	Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.

13.05	Demonstrate at least 3 different types of hose loads and finishes.
13.06	Demonstrate three types of hose rolls.
13.07	Demonstrate two types of hose carries.
13.08	Demonstrate coupling and uncoupling of fire hose.
13.09	Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
13.10	Demonstrate the methods for extending a hose line.
13.11	Demonstrate replacing a burst section of hose line.
13.12	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	Use fire streams--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	Use water supplies--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	Use private fire protection systems--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.
09.0	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 Participate in controlled burning exercises--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 Sexually transmitted diseases/emergency medical care--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 all patients following Centers for Disease Control (CDC) guidelines.
23.0 Demonstrate proficiency in first responder to medical emergencies techniques--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
	<ul style="list-style-type: none"> • Adult
	<ul style="list-style-type: none"> • Child
	<ul style="list-style-type: none"> • Infant
b.	Two-rescuer CPR on an adult
c.	Management of an obstructed airway
	<ul style="list-style-type: none"> • Conscious and unconscious adult
	<ul style="list-style-type: none"> • Conscious and unconscious child
	<ul style="list-style-type: none"> • 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	Detect the presence of hazardous materials--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 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.
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	Initiate the notification process--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	Fire prevention, public fire education, and fire cause determination--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	Demonstrate knowledge of fire pump ratings--The student will be able to:
29.01	Define fire pump ratings.
29.02	Interpret fire pump ratings.
30.0	Demonstrate knowledge of the relationship between flow and pressure--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	Demonstrate knowledge of the Six Rules of Hydraulics and Fireground Rules of Thumb--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	Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers--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	Demonstrate knowledge of friction loss and nozzle reaction--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	Demonstrate knowledge of relay pumping--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	Demonstrate ability to perform basic hydraulic calculations given the required formulas--The student will be able to:
35.01	Calculate flow rates.
35.02	Calculate tip pressures.
35.03	Calculate pumping capacity.
36.0	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:
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	Demonstrate the ability to position an apparatus for hydrant hook-up and drafting--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	Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises--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.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 @7 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.

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

Program Structure

This program is a planned sequence of instruction consisting of 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	FFP0560	Firesafety Inspector I	200 hours	33-2021
B	FFP0562	Firesafety Inspector II	160 hours	33-2021

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

01.0 Demonstrate understanding of the life safety code as applied to various kinds of occupancies--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 Demonstrate ability to locate proper citations within the Life Safety Code--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 Demonstrate knowledge of the concept of code equivalency--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 Demonstrate knowledge of types of egress and distances required--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 Demonstrate the ability to properly classify types of occupancies--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	Demonstrate knowledge of legal foundations for fire inspections--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	Demonstrate knowledge of the fire inspection process--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	Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--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	Demonstrate knowledge of fire inspection report writing--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	Demonstrate knowledge of complaint handling and code enforcement procedures--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	Demonstrate knowledge of special occupancies--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	Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--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) torsional 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.
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

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.
FSFC 407 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.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G 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.fl DOE.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.fl DOE.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fl DOE.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE.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.

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

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..

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 post-secondary program structure:

OCP	Course Number	Course Title	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

Special Notes

See the following website for additional information: <http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>

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: FFP0160
Occupational Completion Point: A
Fire Instructor I – 40 Hours – SOC Code 25-1194

01.0 Introduction: --The student will be able to:

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 --The student will be able to:
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	Fire Behavior--The student will be able to:
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	Building Construction--The student will be able to:
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	Personal Protective Gear--The student will be able to:
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 losing 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	Portable extinguishers--The student will be able to:
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--The student will be able to:
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--The student will be able to:
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 --The student will be able to:
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 --The student will be able to:
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 --The student will be able to:
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 --The student will be able to:
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	Hose--The student will be able to:
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--The student will be able to:

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--The student will be able to:
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--The student will be able to:
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 system fire 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--The student will be able to:
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--The student will be able to:
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 firefighting 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--The student will be able to:

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--The student will be able to:
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--The student will be able to:
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--The student will be able to:
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--The student will be able to:
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.

Course Number: FFP0020
Occupational Completion Point: B
Fire Fighter II– 192 Hours – SOC Code 33-2011

24.0	Building Construction and Structural Collapse Awareness--The student will be able to:
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.
24.01	Given a list of equipment, identify which is typically used for search.
25.0	Rescue and Extrication-- The student will be able to:
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-- The student will be able to:
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-- The student will be able to:
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-- The student will be able to:
28.01	Describe the suppression characteristics of firefighting 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-- The student will be able to:
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 combustibile 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 firefighting techniques employed in combating fires involving flammable liquids.
29.62	Identify the firefighting 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-- The student will be able to:
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-- The student will be able to:
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-- The student will be able to:
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-- The student will be able to:

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-- The student will be able to:
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-- The student will be able to:
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)-- The student will be able to:
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-- The student will be able to:
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-- The student will be able to:
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 evolution.
39.0	Ladder Company Evolutions-- The student will be able to:
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 operations.
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	Company Evolutions - Combined Operations-- The student will be able to:
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	Air monitoring – CO, LEL, Oxygen – SCBA-- The student will be able to:
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	New Challenges-- The student will be able to:
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-- The student will be able to:
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 breaching walls.
43.27	Discuss and demonstrate breaching 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	Demonstrate ventilation practices--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	Use ropes, tools, and equipment--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	Demonstrate rescue procedures--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	Demonstrate safety procedures--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 firefighting 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 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 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	Use fire streams--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	Use water supplies--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	Use private fire protection systems--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	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.
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	Demonstrate salvage procedures--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 firefighting operations.
61.0	Demonstrate overhaul procedures--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	Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:
62.01	Describe the tactics employed to fight wildland fires.
63.0	Demonstrate knowledge of the effects of building construction on fire fighting--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 firefighting 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
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 Participate in controlled burning exercises--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 Sexually transmitted diseases/emergency medical care--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	Detect the presence of hazardous materials--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	Collect hazardous materials--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	Initiate protective action--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	Initiate the notification process--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	Fire prevention, public fire education, and fire cause determination--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	Demonstrate knowledge of fire pump ratings--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	<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:
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 bringing 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.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 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 & 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.

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

Program Structure

This program is a planned sequence of instruction consisting of 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	FFP0760	Fire Officer I	328 hours	33-1021
B	FFP0761	Fire Officer II	320 hours	33-1021

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.

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	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	Define various loads and forces that affect buildings--The student will be able to:

19.01	Define (a) vertical load, (b) sheer load, (c) torsional 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	Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control--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	Define the characteristics of various building materials, with particular regard to fire resistance--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	Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--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	Describe principles of fire resistance, fire growth, and behavior of fire in buildings--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	Demonstrate knowledge of the incident management system--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 from 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	Demonstrate advanced knowledge and ability to function in the incident management system--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 firefighting 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.
28.0	Demonstrate knowledge of various extinguishing agents--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	Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray--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	Demonstrate knowledge of the principles of firefighting strategy and tactics--The student will be able to:
30.01	List basic principles of firefighting tactics.
30.02	Define single company operations.
30.03	Discuss safety issues relative to firefighting strategy.
31.0	Demonstrate knowledge of "ideal rate of flow"--The student will be able to:
31.01	Define "Ideal Rate of Flow".
31.02	Calculate ideal rate of flow in various firefighting scenarios.
32.0	Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up--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	Demonstrate knowledge of fire situational analysis and its impact on firefighter safety--The student will be able to:
33.01	Define fire situational analysis.
33.02	Discuss safety considerations in various firefighting scenarios.
34.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--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	Demonstrate knowledge of proper position of apparatus--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	Demonstrate knowledge of proper water source determination for delivery to the fire scene--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	Demonstrate knowledge of the signs of building collapse--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	Demonstrate knowledge of the capability and limitation of personal protective equipment--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 taken out of service for repair or replacement.
39.0	Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--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	Demonstrate knowledge of proper position of apparatus--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	Demonstrate knowledge of proper water source determination for delivery to the fire scene--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	Demonstrate knowledge of the signs of building collapse--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	Demonstrate knowledge of the capability and limitation of personal protective equipment--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 taken out of service for repair or replacement.
44.0	Demonstrate an understanding of firefighting in multiple dwellings--The student will be able to:
44.01	Identify firefighting problems in multiple dwellings.
44.02	Identify life hazards in multiple dwellings.
44.03	Define the acronym CRAVE and apply it to an in-class scenario.
45.0	Demonstrate an understanding of firefighting in a high-rise building--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	Demonstrate an understanding of firefighting in a contiguous structure--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	Demonstrate an understanding of firefighting in taxpayers and mixed-use occupancies--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	Demonstrate an understanding of firefighting in commercial occupancies and strip malls--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 incendiary 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	Demonstrate knowledge of personality typing as applied to leadership--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	Demonstrate knowledge of the principles of small group behavior--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	Demonstrate knowledge of ethical and legal considerations for first level supervisors--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	Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism--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	Demonstrate the ability to design and present in-service training--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	Demonstrate the knowledge of the principles of adult learning--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	The student will become familiar with the following topics:
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	The student will become familiar with the following topics:
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 effect on the fire service instructor
87.05	Describe what constitutes harassment
87.06	Discuss academic honesty and privacy issues
87.07	Explain the effects of ADA relative to fire service instructors
87.08	Explain copyright and how it applies to instructors
88.0	Construct, administer, and evaluate an assessment instrument–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.

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G
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.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	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

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

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 effect on the fire service instructor.
- 23.0 Describe what constitutes harassment.
- 24.0 Discuss academic honesty and privacy issues.
- 25.0 Explain the effects 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
PSAV 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:

02.01 Prepare mentally to instruct.

02.02 Arrange the physical training environment.

02.03 Greet participants and establish rapport.

02.04 Get the best from the first thirty minutes of training.

02.05 Review the agenda.

02.06 Invite feedback to the agenda.

03.0 Gain leadership of the training group--The student will be able to:

03.01 Set group norms.

03.02 Control timing and pacing.

03.03 Get the group's attention.

03.04 Increase student receptivity to leadership.

03.05 Handle problem situations.

04.0	Give presentations and lead discussions--The student will be able to:
04.01	Know their group.
04.02	Organize their presentation.
04.03	Watch their body language.
04.04	Add visual aids.
04.05	Make smooth transitions.
05.0	Facilitate structured activities and promote team learning--The student will be able to:
05.01	Structure activities.
05.02	Facilitate team learning.
06.0	Conclude and evaluate an active training program--The student will be able to:
06.01	Review program content.
06.02	Obtain final questions and concerns.
06.03	Promote self-assessment.
06.04	Focus on back-on-the-job applications.
06.05	Express final sentiments.
06.06	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 effect on the fire service instructor.
23.0	Describe what constitutes harassment.
24.0	Discuss academic honesty and privacy issues.
25.0	Explain the effects 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

Additional Information

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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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 7G 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 & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as Private Investigator Interns (SOC 33-9021) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Agriculture and Consumer Services (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.

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

Program Structure

This program is a planned sequence of instruction consisting of 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 post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	SCY0051	Private Investigator Intern 1	24 hours	33-9021
B	SCY0052	Private Investigator Intern 2	16 hours	

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 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	Understand Chapter 493, Florida statute and chapter 5n-1, Florida Administrative Code--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 Evidence--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	Executive protection--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	Anti-terrorism--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	Courtroom and formal hearing demeanor and practice for private investigators--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	Pretrial responsibilities--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	Specific responsibilities--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	The investigator as witness--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	The investigator on the stand--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	Self-evaluation as a witness--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.

Additional Information

Laboratory Activities

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.

The **Florida Department of Agriculture and Consumer Services (DOACS) is responsible for** establishing uniform minimum standards for the employment and training of full-time and part-time Private Investigators.

http://licensing.freshfromflorida.com/forms/P-00093_PrivateInvestigatorHandbook.pdf

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**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 7G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	33-3041 Parking Enforcement Workers 33-9099 Protective Service Workers, All others 13-1041 Compliance Officers
Facility Code	http://www.fl DOE.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.fl DOE.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fl DOE.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE.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), Community Service Officers/Police Service Aides (SOC 33-9099) and Compliance Officers (SOC 13-1041). The program prepares students for employment as a Parking Enforcement Specialist (PES) or Traffic Crash Investigator (TCI) in accordance with Chapters 316 and 943, Florida Statutes (F.S.).

Section 316.640, F.S., mandates that a Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC) approved course be used to train civilians, employed by police departments, sheriff's offices or the Florida Highway Patrol, to investigate traffic crashes. Even though successful completion of this course is required to perform the duties of a non-sworn TCI, the CJSTC does not certify these individuals.

Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

The content includes, but is not limited to, the employee's role, constitutional and criminal law, crash investigation, first responder techniques, traffic control, and police community relations as designated in minimum training requirements as established by the CJSTC.

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

Program Structure

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

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	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	13-1041

Regulated Programs

The FDLE CJSTC student performance standards for First Responder were adapted and condensed from U.S. Department of Transportation Emergency Medical Services, First Responder Training Course, National Standard Curriculum Instructors Lesson Plan and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

First Responder certification is available through testing with the National Registry of Emergency Medical Technicians (NREMT). The NREMT may be contacted at 614-888-4484. (<http://vue.com/NREMT>)

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

OCP A Parking Enforcement Specialist

- 01.0 Explain the role of the Parking Enforcement Specialist (PES).
- 02.0 Explain the role of the Parking Enforcement Specialist (PES) safety and awareness.
- 03.0 Explain the importance of knowledge sharing.
- 04.0 Explain the monitoring process for parking compliance.
- 05.0 Explain the interactions with the public.

OCP B Traffic Crash Investigator

- 06.0 State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640.
- 07.0 List the procedures of the traffic crash scene management.
- 08.0 Describe how to properly execute scene management.
- 09.0 List the basic principles of traffic crash investigations.
- 10.0 Determine the causation of a crash.
- 11.0 Describe and demonstrate how to complete the onsite crash investigation.
- 12.0 Document and complete a crash report.
- 13.0 Define proper courtroom demeanor and testimony.

OCP C Police Service Aide/Traffic Control Officer

- 14.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 15.0 Demonstrate patrol procedures.
- 16.0 Demonstrate investigative report writing skills.
- 17.0 Conduct preliminary property crime investigations.
- 18.0 Define the role of the Traffic Control Officer (TCO).
- 19.0 Define Control and Direction Concepts and Procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Police Service Aide
PSAV Number: P439991

Course Number: CJK0110
Occupational Completion Point: A
Parking Enforcement Specialist – 16 Hours – SOC Code 33-3041

01.0 Standard #1 Explain the role of the parking enforcement specialist (PES)--The student will be able to:

01.01 Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.

01.02 State what parking statutes are in Florida Statute 316, to include:

- a. Definitions as defined in (316.003).
- b. Define jurisdiction as explained in (316.006).
- c. Define powers of local authorities as explained in (316.008).
- d. Stopping, standing or parking outside of municipalities (316.194)
- e. Stopping, standing or parking prohibited in specified places (316.1945)
- f. Additional parking regulations (316.195)
- g. Parking for certain purposes prohibited (316.1951)
- h. Parking spaces for persons with have disabilities (316.1955)
- i. Parking violations; designated parking spaces for person with disabilities (316.1957)
- j. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958)
- k. Handicap parking enforcement (316.1959)
- l. Exemption of vehicles according to (316.1964).
- m. Parking near rural mailbox during certain hours; penalties (316.1965)
- n. Liability for payment of parking ticket violations and other parking violations (316.1967)
- o. Obstruction of public streets, highways, and roads (316.2045)
- p. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135)
- q. Enforcement (316.640).
- r. Disposition of fines and forfeitures collected for violations (316.660)
- s. Amount of penalties (316.18(6)).
- t. Jurisdiction and procedure for parking infractions (318.325)
- u. Definitions; general (320.01)
- v. Free motor vehicle license plate to certain disabled veterans (320.084(5))
- w. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)
- x. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)
- y. License plates for members of Paralyzed Veterans of America (320.0845)

	<ul style="list-style-type: none"> z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of transportation services to persons who have disabilities (320.0848) aa. Electric vehicle charging stations (366.94(3)). bb. Parking spaces for persons who have disabilities (553.5041). cc. Assault and battery on law enforcement (784.07(2)). dd. Cruelty to animals (828.12(1)). ee. Local animal control or cruelty ordinances (828.27). ff. Resisting officer with violence (843.01). gg. Resisting officer without violence (843.02).
01.03	State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.
01.04	List the qualifications and limitations of a Parking Enforcement Specialist.
01.05	Explain how local ordinances affect operating procedures and vary by agency.
01.06	Explain how the State and national computer systems are used to obtain vehicle identification data, if required.
01.07	Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.
01.08	Identify the importance of professional demeanor and behavior while in court.
01.09	Identify appropriate body language, posture, and physical appearance while in court.
01.10	Identify proper speech and phrasing of answers when giving testimony.
01.11	Identify the purpose of taking an oath before court testimony begins.
01.12	Identify the importance of familiarization with and use of all evidence, reports, and exhibits.
01.13	Identify possible objections raised during court testimony.
02.0	Explain the role of the parking enforcement specialist (PES) safety and awareness--The student will be able to:
02.01	Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.
02.02	Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.
02.03	Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.
02.04	Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.
03.0	Explain the importance of knowledge sharing--The student will be able to:
03.01	Describe the importance of an informational briefing.

03.02	Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.
03.03	Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.
04.0	Explain the monitoring process for parking compliance--The student will be able to:
04.01	Identify various paid parking systems and types of permitted parking utilized in an assigned work area.
04.02	Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.
04.03	Patrol the assigned area to issue citations appropriately for parking violations.
04.04	Define any scofflaw violations with the appropriate resource.
04.05	Describe how to photograph the violation, if applicable.
04.06	Input the appropriate observed violation onto the citation correctly.
04.07	Describe the proper agency-specified steps to issue a parking citation.
04.08	Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.
05.0	Explain the interactions with the public--The student will be able to:
05.01	Describe what resources or information are available in relation to inquiries from the public.
05.02	Provide information to individuals in connection with a citation that they received for a parking violation.
05.03	0Explain appropriate interpersonal skills that can help diffuse a conflict while interacting with the public.
05.04	Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.
05.05	Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.
05.06	Describe how medical conditions can affect an individual's attitudes or behavior.

Course Number: CJK0112
Occupational Completion Point: B
Traffic Accident Investigator – 80 Hours – SOC Code 33-9099

06.0 State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640, F.S--The student will be able to

06.01	Explain the TCI's role.
06.02	Explain ethics and professionalism.
06.03	Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.
07.0	List the procedures of traffic crash scene management--The student will be able to:
07.01	Plan a prompt arrival to a service call with accurate geographic or zone orientation.
07.02	Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.
07.03	Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.
07.04	Recognize elements to physically manage a traffic crash scene.
07.05	Describe how to evaluate the crash scene for potential hazards.
07.06	Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.
07.07	Describe how to evaluate the medical response needed at the crash scene.
08.0	Describe how to properly execute scene management--The student will be able to:
08.01	Determine if a crash occurred.
08.02	Recognize special considerations to determine the need for additional units.
08.03	Describe the importance of continually assessing the scene for possible hazards.
08.04	Recognize and describe indicators of impaired drivers.
08.05	Identify a person who may be driving under the influence (DUI).
08.06	Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.
08.07	Identify the penalties for giving false information.
08.08	Explain how to respond to inquiries with correct information from a variety of sources.
08.09	Recognize when crash report information is privileged or confidential.
09.0	List the basic principles of traffic crash investigation--The student will be able to:
09.01	Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.

09.02	Describe the efficient use of field notes.
09.03	Distinguish between a witness and an independent witness.
09.04	Describe the most efficient manner in which to interview witnesses.
09.05	Identify issues affecting the process of taking statements from witnesses and involved parties.
09.06	Describe different methods and practices to obtain statements.
09.07	Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.
10.0	Determine the causation of a crash--The student will be able to:
10.01	Describe roadway characteristics that may contribute to a crash.
10.02	Define what the area of collision is.
10.03	Define common terms used during a traffic crash investigation.
10.04	Define transitory and non-transitory types of evidence that should be collected on the scene.
10.05	Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.
10.06	Explain the procedure for the measurement of skid marks.
10.07	Document evidence through markings.
10.08	Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.
10.09	Identify the information to be included in the field sketch and its purpose.
10.10	List the factors to consider when evaluating vehicular speed.
10.11	Determining how the crash occurred.
11.0	Describe and demonstrate how to complete the on-site crash investigation--The student will be able to:
11.01	Facilitate communication between parties to exchange drivers' information.
11.02	Determine fault for the crash, and issue the citation.
11.03	Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.
11.04	Describe steps to clear the crash scene at the end of a vehicle crash investigation.

11.05	Describe how to determine when to have vehicles cleared from a crash scene.
11.06	Describe how to determine if a vehicle involved in a crash incident needs a tow truck.
12.0	Document and complete a crash report—The student will be able to:
12.01	Define the uses of a traffic crash report.
12.02	Identify the statutes governing crash reporting, and summarize the process to include: <ul style="list-style-type: none"> a. 316.061 Crashes involving damage to vehicle or property. b. 316.062 Duty to give information and render aid. c. 316.062 Duty upon damaging unattended vehicle or other property. d. 316.066 Written reports of crashes.
12.03	Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include: <ul style="list-style-type: none"> a. 316.027 Crash involving death or personal injuries. b. 316.064 When driver unable to report. c. 316.065 Crashes; reports; penalties. d. 316.067 False reports. e. 316.068 Crash report forms. f. 316.070 Exchange of information at scene of crash. g. 316.193 Driving under the influence; penalties. h. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal. i. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force.
12.04	Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.
12.05	Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).
12.06	Identify the crash report form as a standardized means for storing crash-related information.
12.07	Estimate the dollar amount of damages to vehicles and/or other property.
12.08	Identify events that are the causes or contributory causes of a crash.
12.09	Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.
12.10	Describe the use of diagramming as a means to document information regarding a crash scene investigation.
12.11	List the essential items that officers should include on a crash diagram.
12.12	Complete a Traffic Diagram Template to create the hand-drawn diagram.
12.13	Identify the role of the traffic crash investigator in recommending a driver's license reexamination.
13.0	Describe courtroom demeanor and testimony—The student will be able to:

- 13.01 Define the following legal definitions relative to the traffic crash investigation:
- a. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)]
 - b. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime
 - c. contraband: goods, property, or other things possessed in violation of the law
 - d. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony
 - e. duces tecum: (“bring with you”) a type of subpoena which requires the witness to bring specified documents or other evidence
 - f. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or derivative
 - g. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year
 - h. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense)
 - i. forfeiture: the loss of some right or property as a penalty for some illegal act
 - j. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)]
 - k. jurisdiction: the territorial range over which an authority extends
 - l. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
 - m. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)]
 - n. ordinance: a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation
 - o. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged
 - p. reasonable doubt: a doubt based on reason regarding an element of the state's proof of a defendant's guilt
 - q. restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant
 - r. search: an exploration or inspection of an individual's premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person
 - s. seizure: the act of taking possession of property, things, or persons, including evidence and contraband
 - t. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
 - u. venue: the circuit or county in which a particular trial may be conducted
 - v. witness: one who observes an incident or has knowledge of facts or information

13.02 Define important elements of court preparation for the traffic crash investigator.

13.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.

13.04 Explain the importance of depositions.

13.05 Identify appropriate demeanor and behavior when giving testimony or statements.

13.06 Describe some common tactics used by opposing counsel during cross-examination.

13.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.

Course Number: CJK0112
Occupational Completion Point: C
Police Service Aide – 110 Hours – SOC Code 13-1041

14.0 Explain the community service officer's/police service aide's role, ethics, and professionalism--The student will be able to:

14.01 Explain the Community Service Officer's/Police Service Aide's role.

14.02 Explain ethics and professionalism.

15.0 Demonstrate patrol procedures--The student will be able to:

15.01 Use the telephone and police radio properly.

15.02 Recognize the symptoms of mental illness and notify the proper authorities.

15.03 Identify foot patrol and vehicular patrol and recognize police hazards.

15.04 Operate a vehicle according to National Safety Council standards.

15.05 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.

16.0 Demonstrate investigative report writing skills--The student will be able to:

16.01 Comprehend the types and basic requisites of reports.

16.02 Identify the basic steps in writing a report.

16.03 Apply the fundamentals in writing a report.

17.0 Conduct preliminary property crime investigations--The student will be able to:

17.01 Apply proper methods of collecting, preserving, marking and transporting evidence.

17.02 Process surfaces for latent fingerprints.

17.03 Complete an evidence receipt, maintaining the chain of custody.

17.04 Describe procedures for investigating specific property crimes.

17.05 Demonstrate preliminary investigation of specific property crimes.

18.0	18.0	Define the role of a the Traffic Control Officer--The student will be able to:
	18.01	Define a Traffic Control Officer (TCO) as stated in chapter 316.640(4) (a).
	18.02	List the qualifications of a traffic control officer (TCO).
	18.03	Explain the responsibilities of a traffic control officer.
	18.04	List the limitations of traffic control officer.
19.0		Define Control and Direction Concepts and Procedures - -The student will be able to:
	19.01	Define "traffic control devices" according to chapter 316.003(23)
	19.02	Define "traffic signals" according to chapter 316.003(24).
	19.03	Define the main objectives of traffic direction and control.
	19.04	List methods of controlling traffic.
	19.05	Identify when traffic direction and control are applicable pursuant to agency protocol.
	19.06	List equipment available to an officer for use in directing traffic.
	19.07	Evaluate a traffic situation before intervening to direct traffic.
	19.08	Identify factors that should be considered when planning to direct traffic.
	19.09	List the safety precautions that an officer should follow when directing traffic.
	19.10	Identify the correct place that an officer should stand while directing traffic.
	19.11	List basic conduct for officers directing traffic. <ul style="list-style-type: none"> a. Engage the attention of drivers at all times. <ul style="list-style-type: none"> 1) Make eye contact with a stopped or stopping motorist. 2) Use hand signals, such as pointing, to gain a motorist's attention. b. Keep your hands free. c. Do not engage in idle conversation. d. Do not smoke. e. Do not twirl a chain or other objects. f. Do not use electronic devices such as cell phones.
	19.12	Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic.
	19.13	Explain why voice commands are seldom used in directing traffic.

19.14	List procedures to follow if voice commands must be used.
19.15	List procedures to follow when assisting pedestrians across the street.
19.16	Describe the various whistle signals to get the attention of the driver or pedestrian. a. one long blast for the vehicle to stop. b. two short blasts for the vehicle to go. c. several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal.
19.17	List the various hand signals used in conjunction with the whistle signals. a. stop b. turn right c. turn left d. start e. keep moving f. resume traffic signal control
19.18	Demonstrate the various hand signals used in conjunction with the whistle signals.
19.19	Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.
19.20	Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it. a. To light, strike the flare away from body to prevent injury. b. Position the flare in an area free of combustible materials. c. Extinguish the flare by smothering it in non-combustible materials, such as soil.
19.21	Demonstrate how to safely light a flare, position it, and extinguish it.
19.22	Demonstrate how to activate a chemical light stick.

Additional Information

Laboratory Activities

Laboratory 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.

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**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

PSAV – Cooperative Education - OJT

Course Number	P439999
CIP Number	07439999CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF@7 7G CORR OFF 7G
CTSO	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 cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security cluster(s).

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

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

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

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

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

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

Additional Information

Special Notes

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 (www.fpsainc.org) 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 Individual Educational Plan (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 IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.