

**Florida Department of Education**  
**Curriculum Frameworks**

**Law, Public Safety & Security**

Florida Department of Education  
Curriculum Framework

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

**Secondary – Career Preparatory**

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

**Purpose**

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

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

**Course Structure**

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

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

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

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

The following table illustrates the secondary course structure:

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

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

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

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

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

## **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

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

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

## **Additional Information**

### **Laboratory Activities**

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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

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

## **Accommodations**

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

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

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



Florida Department of Education  
Curriculum Framework

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

**Secondary – Cooperative Education - OJT**

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

**Purpose**

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

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

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

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

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

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

**Course Structure**

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

The following table illustrates the secondary course structure:

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

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

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

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

## **Additional Information**

### **Special Notes**

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

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English Language Development (ELD) Standards Special Notes:

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## **Accommodations**

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

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

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

Florida Department of Education  
Curriculum Framework

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

**Secondary – Career Preparatory**

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

**Purpose**

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

**Program Structure**

This program is a planned sequence of instruction consisting of four (4) credits. In the secondary program, the fourth course is comprised of three (3) options and is intended to provide flexibility for students in the last year of the Criminal Justice program.

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



The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8918010	Criminal Justice Operations 1	LAW ENF @7 7 G PUB SERV 7 G CORR OFF 7 G	1 credit	33-9090	2	
8918020	Criminal Justice Operations 2		1 credit	33-3041	2	
8918030	Criminal Justice Operations 3		1 credit	19-4092	3	
8918050	Public Service Officer <b>OR</b>		1 credit	13-1041	3	
8918060	Certified Legal Assistant <b>OR</b>		1 credit	23-2011	3	
8918070	Code Enforcement		1 credit	13-1041	2	

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

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

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

## **Standards**

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

### **Criminal Justice Operations 1**

- 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.

### **Criminal Justice Operations 2**

- 09.0 Describe and demonstrate the fundamentals of patrol.
- 10.0 Demonstrate an understanding of radio procedures.
- 11.0 Understand how to respond to various calls for services and critical incidents.
- 12.0 Describe crime prevention programs and demonstrate their development and implementation.
- 13.0 Prepare written reports.
- 14.0 Explain the importance of interactions in a diverse community.
- 15.0 Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills.

### **Criminal Justice Operations 3**

- 16.0 Identify the goals of a criminal investigation.
- 17.0 Discuss Investigative searches and seizure and the Constitution.
- 18.0 Demonstrate investigative report writing.
- 19.0 Demonstrate how to obtain Information for a criminal investigation.
- 20.0 Examine various types of criminal investigations.
- 21.0 Evaluate crime scene safety protocol.
- 22.0 Describe and demonstrate criminal investigation procedures
- 23.0 Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography.
- 24.0 Explain and demonstrate property control procedures.
- 25.0 Demonstrate computer literacy.
- 26.0 Apply job related math skills.
- 27.0 Demonstrate an awareness of cultural diversity.

### **Police Service Officer**

- 28.0 Describe and demonstrate traffic control procedures.
- 29.0 Identify the authority of the TCI as outlined in chapter 316.640, F.S.

- 30.0 Evaluate the procedures of traffic crash scene management.
- 31.0 Describe how to properly execute scene management.
- 32.0 List the basic principles of traffic crash investigation.
- 33.0 Determine the causation of a crash.
- 34.0 Describe and demonstrate how to complete the on-site Crash Investigation.
- 35.0 Document and complete a report.
- 36.0 Describe courtroom demeanor and testimony.
- 37.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 38.0 Demonstrate patrol procedures.
- 39.0 Demonstrate investigative report writing skills.
- 40.0 Conduct preliminary property crime investigations.
- 41.0 Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida.
- 42.0 Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
- 43.0 Apply basic first aid techniques.
- 44.0 Conduct emergency procedures.
- 45.0 Understand the importance of ethics and professional conduct.
- 46.0 Demonstrate understanding of access control.
- 47.0 Demonstrate patrol techniques.
- 48.0 Make observations and write reports concerning security incidents.
- 49.0 Demonstrate interviewing techniques.
- 50.0 Conduct security duties regarding fire detection, suppression and life safety.
- 51.0 Perform crime and accident prevention techniques.
- 52.0 Perform crime and accident scene protection.
- 53.0 Identify roles of security officers with regards to terrorism prevention.
- 54.0 Identify entrepreneurship opportunities in the private security industry.
- 55.0 Demonstrate employability skills in the private security industry.
- 56.0 Explain the importance of public relations.
- 57.0 Demonstrate courtroom procedures.
- 58.0 Understand the fundamentals of personal security.
- 59.0 Demonstrate interpersonal communication skills.
- 60.0 Demonstrate professional communications skills.
- 61.0 Perform traffic control procedures.
- 62.0 Perform crowd control procedures.
- 63.0 Identify special problems for security.
- 64.0 Identify various types of terrorism.
- 65.0 Develop an awareness of violence in the workplace.

**OR**

**Certified Legal Assistant**

- 28.0 Demonstrate comprehension and communication of legal knowledge skills.
- 29.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance.
- 30.0 Perform e-mail activities.
- 31.0 Demonstrate knowledge of legal operating systems.
- 32.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 33.0 Develop communication skills in technical reading and writing of legal documents.
- 34.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace.
- 35.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
- 36.0 Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance.
- 37.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 38.0 Demonstrate employability skills.

**OR**

**Code Enforcement**

- 28.0 Demonstrate proper report writing techniques.
- 29.0 Examine the administrative aspects of code enforcement.
- 30.0 Describe legal issues as it pertains to code enforcement.
- 31.0 Demonstrate an awareness of officer safety and field applications.

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.

<b>CTE Standards and Benchmarks</b>	
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 and the three (3) branches and at the Federal, State, County and Local levels of government.
01.02	Identify the history and goals of the criminal justice system.
01.03	Identify and describe career opportunities in the criminal justice system.
01.04	Identify the prerequisites for job entry into the criminal justice system.
01.05	Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.
02.0	Interpret ethics and professionalism in relation to the criminal justice system. The student will be able to:
02.01	Interpret the codes of ethics for the criminal justice system.
02.02	Apply standards of professionalism in the criminal justice system.
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.

## CTE Standards and Benchmarks

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.

03.07 Identify misdemeanor and felony criminal law procedures in Florida.

03.08 Describe Federal, State, and local law enforcement roles and responsibilities.

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 Describe the history of the juvenile justice system.

05.02 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.

05.03 Identify law enforcement procedures related to juvenile delinquency.

05.04 Discuss Florida's juvenile court system, including procedures and alternative programs.

05.05 Discuss the juvenile corrections system, including alternative programs.

05.06 Analyze current trends in juvenile justice.

## CTE Standards and Benchmarks

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. The student will be able to:



## CTE Standards and Benchmarks

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 and cover letter.

08.08 Complete a job application.

08.09 Apply effective job interview techniques.

08.10 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 bloodborne pathogens.

<b>CTE Standards and Benchmarks</b>	
09.0	Describe and demonstrate the fundamentals 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	Describe defensive driving techniques.
09.04	Read and interpret electronic and paper maps.
09.05	Analyze current trends in community-oriented policing.
09.06	Define the latest trends in Community Policing and how technology assists law enforcement.
09.07	Describe and demonstrate the S.A.R.A. model.
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, including DUI traffic stop, unknown and high risk traffic stop.
09.11	Describe and demonstrate completing a Uniform Traffic Citation (UTC).
09.12	Describe and demonstrate the inspection of a vehicle and equipment.
09.13	Describe interview tactics with cooperative and uncooperative witnesses

## CTE Standards and Benchmarks

09.14 Describe patrol basics.

09.15 Describe and demonstrate how to prepare for patrol.

09.16 Describe and demonstrate the initial response to a call.

09.17 Describe and demonstrate officer safety when approaching the scene.

09.18 Describe and demonstrate gathering information from complainants, witnesses, victims, and suspects.

09.19 Describe and demonstrate ground and building searches.

10.0 Demonstrate an understanding of radio procedures. The student will be able to:

10.01 Describe and demonstrate the types of mobile electronic devices.

10.02 Describe and demonstrate the use of the radio.

10.03 Describe communication personnel.

10.04 Describe and demonstrate radio conduct and procedures.

10.05 Describe and demonstrate radio protocol.

10.06 Describe electronic sources of information for the patrol officer including FCIC and NCIC.

11.0 Understand how to respond to various calls for services and critical incidents. The student will be able to:

11.01 Describe Active Shooter response.

11.02 Describe Natural Disaster response.

11.03 Describe response to Weapons of Mass Destruction.

11.04 Describe calls for service, to include:

- Community service
  - Assisting the public
  - Well-being checks
  - Responding to alarms
  - Animal complaints
  - Noncustodial transports
- Responding to Disturbances
  - Crowd control

## CTE Standards and Benchmarks

- Civil disturbances
- Responding to a person in crisis
  - Crisis situations
  - Intervention and referral
  - Transportation and documentation

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

12.01 Identify community and school crime prevention programs.

12.02 Describe how to develop and implement school and community crime prevention programs.

12.03 Identify the concepts involved with crime prevention through environmental design (CPTED).

12.04 Identify and discuss local crime prevention programs and opportunities for participation.

12.05 Describe the importance and possible uses of crime analysis information.

12.06 Conduct a security survey.

13.0 Prepare written reports. The student will be able to:

13.01 Identify the “who-what-when-where-why-how” elements of a report.

13.02 Describe and demonstrate interviewing a person.

13.03 Describe and demonstrate accurate note taking.

13.04 Describe the purpose of different types of reports.

13.05 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.

13.06 Describe and demonstrate organizing information for a report.

13.07 Describe and demonstrate mechanics of a report.

13.08 Describe and demonstrate the elements and principles of effective report writing.

13.09 Describe and demonstrate evaluating a report prior to submission.

13.10 Identify and locate state statutes as they pertain to situations being reported.

13.11 Define and write a probable-cause affidavit.

## CTE Standards and Benchmarks

14.0 Explain importance of interactions in a diverse community. The student will be able to:

14.01 Describe and demonstrate effective communications.

14.02 Describe and demonstrate professional communications.

14.03 Describe and demonstrate communicating with persons with physical, psychological, developmental disabilities.

14.04 Describe and demonstrate communicating with veterans.

14.05 Describe and demonstrate communicating with juveniles, elderly, and the homeless.

14.06 Describe and demonstrate how to communicate with people in a crisis state, including, suicide, Baker Act, and the Marchman Act.

14.07 Describe the causes and effects of bias-based policing.

14.08 Describe and demonstrate communicating with minority communities.

15.0 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:

15.01 Describe the totality of circumstances as it relates to:

- Subject resistance
- Situational Factors
- Justification
- Officer Response

15.02 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.

15.03 Identify potential weapons.

15.04 Describe and demonstrate stop and frisk as it relates to Terry v. Ohio.

15.05 Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation. (optional)

15.06 Describe and demonstrate de-escalation techniques.

15.07 Describe and demonstrate making a physical custody arrest.

15.08 Describe and demonstrate escorting the prisoner to the patrol vehicle.

15.09 Describe and demonstrate securing and transporting the prisoner.

## CTE Standards and Benchmarks

15.10 Describe and demonstrate securing the prisoner in a vehicle.

15.11 Describe and demonstrate booking a prisoner.

15.12 Describe and demonstrate weapon safety, familiarization, and CJSTC basic firearms course (optional).

15.13 Describe the four elements of arrest.

15.14 Describe and understand a person's constitutional rights as it refers to arrest/detainment, including Miranda Rights.

15.15 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

**CTE Standards and Benchmarks**

16.0 Identify the goals of a criminal investigation. The student will be able to:

16.01 Define criminal investigation.

16.02 Define the primary goals of the criminal investigation.

16.03 Describe the basic functions performed by investigators.

16.04 Describe the characteristics of an investigator.

16.05 Describe the initial investigation.

16.06 Describe how to protect against civil lawsuits.

17.0 Discuss investigative searches and seizure and the Constitution. The student will be able to:

17.01 Describe the levels of proof in investigations.

17.02 Describe legal searches and seizures.

17.03 Describe warrantless searches.

17.04 Describe the exclusionary rule.

17.05 Describe and prepare a Search Warrant.

17.06 Identify the exceptions to search warrant requirements.

## CTE Standards and Benchmarks

18.0 Demonstrate investigative report writing. The student will be able to:

18.01 Describe the purpose of different types of reports in investigations

18.02 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.

19.0 Demonstrate how to obtain Information for a criminal investigation. The student will be able to:

19.01 Describe and demonstrate Interview skills.

19.02 Describe and demonstrate the various interrogation skills.

19.03 Describe how to obtain a legal confession.

19.04 Describe polygraphs and the legal implications.

19.05 Describe when subpoenas should and should not be used for witnesses.

19.06 Describe Miranda warning requirements in suspect interviews.

19.07 Describe how to show witnesses photos of suspects for identification.

20.0 Examine various types of criminal investigations. The student will be able to:

20.01 Describe the different types of investigations including;

- Death investigations
- Assault and battery
- Domestic violence
- Sexual offenses
- Crimes against children
- Crimes against elderly
- Robbery and theft
- Burglary
- Arson
- White collar crime
- Computer crimes

21.0 Evaluate crime scene safety protocol. The student will be able to:

21.01 Describe "Right -to-Know" Law as recorded in (29CFR-1910.1200).



## CTE Standards and Benchmarks

21.02 Discuss the potential health and safety hazards one could encounter at a crime scene.

21.03 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.

21.04 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.

21.05 Discuss emergency procedures involving personal risk in a crime scene situation.

21.06 Identify and explain the use of protective equipment for crime scene processing

22.0 Describe and demonstrate criminal investigation procedures. The student will be able to:

22.01 State the purpose and types of investigations.

22.02 Describe the responsibilities of law enforcement officers at the crime scene.

22.03 Describe the role of evidence in investigations.

22.04 Describe crime scene investigation procedures.

22.05 Secure and preserve a mock crime scene.

22.06 Describe and demonstrate taking field notes and their characteristics.

22.07 Photograph a mock crime scene and the evidence.

22.08 Take measurements at a mock crime scene.

22.09 Record facts about crime using recording equipment and note taking.

22.10 Sketch a mock crime scene.

22.11 Assist in identifying, handling, preserving, collecting, recording, and storing mock evidence.

22.12 Describe computer aided drawing programs for crime scene documentation.

22.13 Create a 3D model of a mock crime scene (circle back with Practical Arts requirements)

22.14 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression. (optional)

22.15 Process a mock crime scene for fingerprints.

22.16 Describe the chain of custody of evidence.

## CTE Standards and Benchmarks

22.17	Describe how to prepare for court testimony.
22.18	Prepare a criminal case for trial.
22.19	Participate in a mock trial.
23.0	Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography. The student will be able to:
23.01	Roll fingerprints.
23.02	Identify focal points.
23.03	Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
23.04	Lift and record latent prints.
23.05	Describe blood type identification procedures and DNA profiling.
23.06	Describe hair and fiber examination procedures.
23.07	Describe broken glass examination procedures.
23.08	Identify basic photo laboratory procedures and take photographs.
23.09	Describe the capabilities of a full-service crime lab.
23.10	Describe the Henry Modified system of fingerprint classification.
24.0	Explain and demonstrate property control procedures. The student will be able to:
24.01	Classify, identify, and mark property.
24.02	Match properties with reports.
24.03	Describe storage and control of evidence, property, and supplies.
24.04	Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.
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)

## CTE Standards and Benchmarks

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.

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:** Police Service Officer  
**Course Number:** 8918050  
**Course Credit:** 1

**Course Description:**

The purpose of this program is to prepare students for employment as a Private Security Officer and Public Service Aide. 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.

CTE Standards and Benchmarks	
28.0	Describe and demonstrate traffic control procedures. The student will be able to:
28.01	Define a Traffic Control Officer as stated in s. 316.640(4)(a), Florida Statutes.
28.02	List the qualifications of a traffic control officer (TCO).
28.03	Explain the responsibilities of a traffic control officer.
28.04	List the limitations of a traffic control officer are not authorized to include: <ul style="list-style-type: none"> <li>A. carry a firearm or any other weapon</li> <li>B. write any citations</li> <li>C. make any arrests</li> <li>D. conduct any investigations</li> </ul>
28.05	Define “traffic control devices” according to s. 316.003 (23), F.S.
28.06	Define “traffic signals” according to s. 316.003(24), F.S.
28.07	Describe the main objectives of traffic direction and control to include: <ul style="list-style-type: none"> <li>A. increase safety</li> <li>B. increase traffic flow</li> <li>C. divert traffic flow</li> </ul>
28.08	List methods for controlling traffic to include: <ul style="list-style-type: none"> <li>A. Deployment of traffic control devices</li> <li>B. Direction by an officer</li> </ul>

## CTE Standards and Benchmarks

C. Manual control of traffic signals following agency policies and procedures.

28.09 Identify when traffic direction and control are applicable pursuant to agency protocol to include:

- A. rush hours
- B. traffic light failures
- C. vehicle crashes
- D. special events
- E. major disasters
- F. missing or absent traffic control devices
- G. funeral procession or dignitary motorcade
- H. cooperation with other public service agency

28.10 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 light sticks
- G. variable message boards, including arrow boards

28.11 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.

28.12 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.

28.13 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.

28.14 Identify the correct place that an officer should stand while directing traffic.

28.15 List basic conduct for officers directing traffic to include:

- A. 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.
- B. Keep your hands free.
- C. Do not engage in idle conversation.

## CTE Standards and Benchmarks

- D. Do not smoke.
- E. Do not twirl a chain or other objects.
- F. Do not use electronic devices such as cell phones.

- 28.16 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.

- 28.17 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.

- 28.18 List procedures to follow if voice commands must be used to include:
- 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.

- 28.19 List procedures to follow when assisting pedestrians across the street including:
- 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.

- 28.20 Describe the various whistle signals to get the attention of the driver or pedestrian including:
- 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

- 28.21 List the various hand signals used in conjunction with the whistle signals to include:
- A. Stop
  - B. turn right
  - C. turn left
  - D. start
  - E. keep moving
  - F. resume traffic signal control

- 28.22 Demonstrate the various hand signals used in conjunction with the whistle signals.

- 28.23 Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.

## CTE Standards and Benchmarks

28.24 Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it.

28.25 Demonstrate how to safely light a flare, position it, and extinguish it.

28.26 Demonstrate how to activate a chemical light stick.

29.0 Identify the authority of the TCI as outlined in chapter 316.640, F.S. The student will be able to:

29.01 Explain the TCI's role.

29.02 Explain ethics and professionalism.

29.03 Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.

30.0 Evaluate procedures of traffic crash scene management. The student will be able to:

30.01 Plan a prompt arrival to a service call with accurate geographic or zone orientation.

30.02 Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.

30.03 Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.

30.04 Recognize elements to physically manage a traffic crash scene.

30.05 Describe how to evaluate the crash scene for potential hazards.

30.06 Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.

30.07 Describe how to evaluate the medical response needed at the crash scene.

31.0 Describe how to properly execute scene management. The student will be able to:

31.01 Determine if a crash occurred.

31.02 Recognize special considerations to determine the need for additional units.

31.03 Describe the importance of continually assessing the scene for possible hazards.

31.04 Recognize and describe indicators of impaired drivers.

31.05 Identify a person who may be driving under the influence (DUI).

31.06 Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.

## CTE Standards and Benchmarks

31.07 Identify the penalties for giving false information.

31.08 Explain how to respond to inquiries with correct information from a variety of sources.

31.09 Recognize when crash report information is privileged or confidential.

32.0 List the basic principles of traffic crash investigation. The student will be able to:

32.01 Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.

32.02 Describe the efficient use of field notes.

32.03 Distinguish between a witness and an independent witness.

32.04 Describe the most efficient manner in which to interview witnesses.

32.05 Identify issues affecting the process of taking statements from witnesses and involved parties.

32.06 Describe different methods and practices to obtain statements.

32.07 Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.

33.0 Determine the causation of a crash. The student will be able to:

33.01 Describe roadway characteristics that may contribute to a crash.

33.02 Define what the area of collision is.

33.03 Define common terms used during a traffic crash investigation.

33.04 Define transitory and non-transitory types of evidence that should be collected on the scene.

33.05 Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.

33.06 Explain the procedure for the measurement of skid marks.

33.07 Document evidence through markings.

33.08 Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.

33.09 Identify the information to be included in the field sketch and its purpose.

33.10 List the factors to consider when evaluating vehicular speed.



## CTE Standards and Benchmarks

33.11 Determining how the crash occurred.

34.0 Describe and demonstrate how to complete the on-site Crash Investigation. The student will be able to:

34.01 Facilitate communication between parties to exchange drivers' information.

34.02 Determine fault for the crash and issue the citation.

34.03 Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.

34.04 Describe steps to clear the crash scene at the end of a vehicle crash investigation.

34.05 Describe how to determine when to have vehicles cleared from a crash scene.

34.06 Describe how to determine if a vehicle involved in a crash incident needs a tow truck.

35.0 Document and complete a report. The student will be able to:

35.01 Define the uses of a traffic crash report.

35.02 Identify the statutes governing crash reporting, and summarize the process to include:

- 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.

35.03 Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include:

- 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.

35.04 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.

35.05 Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).

35.06 Identify the crash report form as a standardized means for storing crash-related information.

## CTE Standards and Benchmarks

35.07 Estimate the dollar amount of damages to vehicles and/or other property.

35.08 Identify events that are the causes or contributory causes of a crash.

35.09 Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.

35.10 Describe the use of diagramming as a means to document information regarding a crash scene investigation.

35.11 List the essential items that officers should include on a crash diagram.

35.12 Complete a Traffic Diagram Template to create the hand-drawn diagram.

35.13 Identify the role of the traffic crash investigator in recommending a driver's license reexamination.

36.0 Describe courtroom demeanor and testimony. The student will be able to:

36.01 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

## CTE Standards and Benchmarks

- 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

36.02 Define important elements of court preparation for the traffic crash investigator.

36.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.

36.04 Explain the importance of depositions.

36.05 Identify appropriate demeanor and behavior when giving testimony or statements.

36.06 Describe some common tactics used by opposing counsel during cross-examination.

36.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.

37.0 Explain the community service officer's/police service aide's role, ethics, and professionalism. The student will be able to:

37.01 Explain the Community Service Officer's/Police Service Aide's role.

37.02 Explain ethics and professionalism.

38.0 Demonstrate patrol procedures. The student will be able to:

38.01 Use the telephone and police radio properly.

38.02 Recognize the symptoms of mental illness and retardation and notify the proper authorities.

38.03 Perform foot patrol and vehicular patrol and recognize police hazards.

38.04 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.

38.05 Operate a vehicle according to National Safety Council standards.

39.0 Demonstrate investigative report writing skills. The student will be able to:

## CTE Standards and Benchmarks

39.01	Comprehend the types and basic requisites of reports.
39.02	Identify the basic steps in writing a report.
39.03	Apply the fundamentals in writing a report.
40.0	Conduct preliminary property crime investigations. The student will be able to:
40.01	Apply proper methods of collecting, preserving, marking and transporting evidence.
40.02	Process surfaces for latent fingerprints.
40.03	Complete an evidence receipt, maintaining the chain of custody.
40.04	Describe procedures for investigating specific property crimes.
40.05	Demonstrate preliminary investigation of specific property crimes.
41.0	Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida. The students will be able to:
41.01	Discuss the necessity of regulation of the private security industry.
41.02	Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
41.03	Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
41.04	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.
41.05	Understand the licensure and posting requirements specified in Section 493.6106, F.S.
41.06	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.
41.07	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.
41.08	Know the requirements of license renewal per Section 493.6113, F.S.
41.09	Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
41.10	Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S. and 790.06, F.S.
41.11	Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.

## CTE Standards and Benchmarks

41.12	Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
41.13	Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
41.14	Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
41.15	Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.
41.16	Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
41.17	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.
41.18	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.
41.19	Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.
41.20	Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
42.0	Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force. The students will be able to:
42.01	Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
42.02	Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)
42.03	Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.
42.04	Define reasonable force and comprehend the liabilities and effects of the use of force.
42.05	Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
42.06	Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
42.07	Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
42.08	Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
42.09	Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.
42.10	Identify types of questions a witness may be asked and ways to prepare for testifying.

## CTE Standards and Benchmarks

42.11 Understand the proper response to a crime in progress.

42.12 Understand the guidelines for when a client requests a search.

43.0 Apply basic first aid techniques. The students will be able to:

43.01 Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.

43.02 Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.

43.03 Understand the Florida Good Samaritan Act.

43.04 Be oriented to bloodborne pathogens.

44.0 Conduct emergency procedures. The students will be able to:

44.01 Identify emergency plans for fire and bomb threat evacuations.

44.02 Explain natural disaster preparation and responses (i.e., hurricanes and floods)

44.03 Use appropriate security tactics in special circumstances, such as a major electrical failure.

45.0 Understand the importance of ethics and professional conduct. The students will be able to:

45.01 Describe what professional conduct is for a security officer.

45.02 Define the code of conduct/ethics for security officers.

45.03 Understand "command presence" and the symbolism of a uniform and proper personal grooming.

45.04 Discuss the importance of the uniform and proper personal grooming to image and professionalism in using assertive techniques to maintain security.

45.05 Discuss discipline issues.

45.06 Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.

45.07 Discuss the importance of honesty in dealing with the public, employees and supervisors.

45.08 Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.

45.09 Define what Sexual Harassment is.

45.10 Discuss Internet, cell phone, and text-messaging etiquette.

## CTE Standards and Benchmarks

46.0 Demonstrate understanding of access control. The students will be able to:

46.01 Describe procedures for people.

46.02 Describe procedures for vehicles.

46.03 Describe different basic technology available.

46.04 Define the TWIC system.

47.0 Demonstrate patrol techniques. The students will be able to:

47.01 Describe the types of patrols.

47.02 Define "patrolling" and explain the purposes for patrolling areas.

47.03 Describe fixed post duties and vehicle control.

47.04 Identify the required equipment for security patrols.

47.05 Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.

47.06 Explain effective patrolling techniques, including preventive patrols and fire watches.

48.0 Make observations and write reports concerning security incidents. The students will be able to:

48.01 Explain and demonstrate basic observation techniques

48.02 Prepare field notes and record initial observations concerning security incidents.

48.03 Define the six interrogatives elements of a report: who, what, when, where, why and how.

48.04 Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.

48.05 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.

48.06 Recognize sample reports common to the private security industry.

48.07 Introduce student to bullet-style outlines.

49.0 Demonstrate interviewing techniques. The students will be able to:

49.01 Explain what an interview is.

## CTE Standards and Benchmarks

49.02 Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.

49.03 Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.

49.04 Apply different approaches to interviews, including methods for ending an interview.

49.05 Define deceptive cues.

50.0 Conduct security duties regarding fire detection, suppression and life safety. The students will be able to:

50.01 Discuss the mission of the security officer regarding fires.

50.02 Define fire, highlighting the necessary ingredients.

50.03 Explain the responsibilities of the security officer regarding: fire prevention and fire extinguishing.

50.04 Explain how to prevent and control fires and notify the fire department.

50.04.01 Describe sodium fires and acids.

50.04.02 Describe procedures for controlling small fires.

50.04.03 Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.

50.05 Be familiar with life safety issues, such as:

50.05.01 Life safety plans.

50.05.02 Fire detection, location and intensity.

50.05.03 Evacuation.

50.06 Explain Section 877.15, F.S., failure to control or report a dangerous fire.

51.0 Perform crime and accident prevention techniques. The students will be able to:

51.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.

51.02 Explain methods of prevention of injury, elimination of hazards and reporting.

51.03 Explain methods of prevention including securing company equipment, property and reporting deficiencies.

51.04 Use telecommunications equipment.



## CTE Standards and Benchmarks

51.05 Define how CCTV can be used.

52.0 Perform crime and accident scene protection. The students will be able to:

52.01 Define a crime scene.

52.02 Understand the value of crime/accident scene integrity to investigators, etc.

52.03 Define the duties of the first security officer on the scene to:

52.03.01 Determine what makes up the crime/accident scene.

52.03.02 Isolate and protect the crime/accident scene.

52.03.03 Identify witnesses.

52.04 Identify work habits of successful employees.

52.05 Understand evidence preservation and define "chain of custody".

52.06 Discuss effects of contamination of evidence.

53.0 Identify roles of security officers with regards to terrorism prevention. The students will be able to:

53.01 Definition and history of terrorism.

53.02 National threat levels.

53.03 Types of terrorist attacks.

53.04 Role of security officer.

53.05 Recognition and response to potential terrorist activities.

54.0 Identify entrepreneurship opportunities in the private security industry. The students will be able to:

54.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.

54.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.

54.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.

54.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.

## CTE Standards and Benchmarks

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

55.0 Demonstrate employability skills in the private security industry. The students will be able to:

55.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.

55.02 Identify an employer's cost for security services and other major business investments.

55.03 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.

55.04 Write a resume and modify it for different types of security jobs.

55.05 Write a letter of introduction to a prospective employer.

55.06 Obtain and complete sample application forms for employment as a private security officer.

55.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.

55.08 Identify work habits of successful employees.

55.09 Describe methods of making job changes appropriately.

55.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

56.0 Explain the importance of public relations. The students will be able to:

56.01 Explain the importance of security and law enforcement relations.

56.02 Explain the importance of security and firefighter/EMT interactions.

56.03 Describe the relations with the media.

56.04 Describe the importance of community relations.

56.05 Explain courtesy and etiquette issues in how they relate to security.

57.0 Demonstrate courtroom procedures. The students will be able to:

57.01 Explain the security officer's role as a witness in both criminal and civil court.

57.02 Explain the roles of the judge, prosecutor, defense attorney and jury.

57.03 Explain the security officer's rights as a victim/witness.

## CTE Standards and Benchmarks

57.04 Identify the types of questions a witness may be asked.

57.05 Understand the use of reference records; value of good notes and reports; and the use of security records in court.

57.06 Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.

57.07 Discuss courtroom testimony issues; preparation and giving testimony.

57.08 Demonstrate proper courtroom demeanor.

58.0 Understand the fundamentals of personal security. The students will be able to:

58.01 Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.

58.02 Describe techniques for diffusing hostility.

58.03 Describe safety concerns and steps to follow when responding to potentially violent situations and violent crimes.

58.03.01 Evasive tactics.

58.03.02 Describe weapons safety practices and ways to decrease the accidental or deliberate use of weapons.

58.03.03 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.

58.03.04 Identify unarmed methods for responding to violent crimes, discouraging the use of weapons, and enhancing weapon safety.

58.03.05 Review the security officer's use of weapons as outlined in Chapter 493, Florida Statutes.

59.0 Demonstrate interpersonal communication skills. The students will be able to:

59.01 Understand perception factors - appearance, body language, tone of voice, etc.

59.02 Understand the importance of clarity in verbal and written communication.

59.03 Demonstrate professional communication skills.

59.04 Identify the effects of threats or challenges which are directed toward the security officer.

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

60.0 Demonstrate professional communications skills. The students will be able to:

60.01 Demonstrate two-way radio use and procedures.

## CTE Standards and Benchmarks

60.02 Demonstrate proper telephone etiquette.

60.03 Demonstrate other professional communication techniques.

61.0 Perform traffic control procedures. The students will be able to:

61.01 Describe general responsibilities of traffic controllers.

61.02 Identify areas where security officer may direct traffic (i.e. private property, special events, and parking lots).

61.03 Demonstrate position and posture in directing traffic.

61.04 Identify practical hand signals.

61.05 Identify safety equipment used during traffic direction.

61.06 Demonstrate use of the whistle, the flashlight, traffic cones and flares.

62.0 Perform crowd control procedures. The students will be able to:

62.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).

62.02 Discuss the characteristics of crowds.

62.03 Identify methods for directing the flow of crowd traffic.

62.04 Understand the importance of teamwork among security officers in crowd control situations.

62.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives, eliciting cooperation and identifying agitator).

62.06 Demonstrate effective security officer behavior in crowd control situations.

62.07 Describe riot and protest preparation.

63.0 Identify special problems for security. The students will be able to:

63.01 Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.

63.02 Know the definition of, and be able to identify, controlled substances.

63.03 Recognize when you are dealing with someone under the influence.

## CTE Standards and Benchmarks

63.04	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.
64.0	Identify the various types of terrorism. The students will be able to:
64.01	Dynamics of a terrorist attack.
64.02	Proactive Counter Intelligence and Operational Security (OPSEC).
64.03	Physical security and access control.
64.04	Bomb incident response.
64.05	Mail screening:
64.05.01	Biological/Chemical
64.05.02	Explosive
64.06	Types of attacks and responses (BENICE):
64.06.01	Biological
64.06.02	Explosive
64.06.03	Nuclear
64.06.04	Incendiary
64.06.05	Chemical
64.06.06	Energetic
64.06.07	Samples of Florida incidents
65.0	Develop an awareness of violence in the workplace. The students will be able to:
65.01	Describe the history, scope, and incidence of violence in the workplace.
65.02	Be aware of potential violence.
65.03	Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.

## CTE Standards and Benchmarks

65.04 Discuss responding to violent behavior.

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

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Certified Legal Assistant  
**Course Number:** 8918060  
**Course Credit:** 1

**Course Description:**

This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, develop awareness of the ALS certification requirements, rules and guidelines and how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems.

**CTE Standards and Benchmarks**

28.0	Demonstrate comprehension and communication of legal knowledge skills. The student will be able to:
28.01	Read and comprehend technical and non-technical legal terminology utilized in reading assignments related to course content including trade journals, books, magazines and electronic
28.02	Write clear and well-organized documents, integrating a variety of information from a range of law areas.
28.03	Take notes, organize, summarize, and paraphrase ideas and details.
28.04	Accurately follow written and oral instructions.
28.05	Interpret data on graphs, charts, diagrams, and tables commonly used in the legal profession
28.06	Understand the federal and state court systems, juries and jurisdiction
29.0	Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance. The student will be able to:
29.01	Develop keyboarding skills to enter and manipulate text and data (e.g., create, edit, format, input, and design layout).
29.02	Describe and use current and emerging computer technology and software to perform legal business-related tasks.
29.03	Demonstrate knowledge of basic file management, filing rules and filing procedures skills.
29.04	Identify, describe and utilize communications and networking systems required in legal workplace environments (e.g., electronic mail, internet, conflicts check system, etc.).

## CTE Standards and Benchmarks

29.05	Use reference materials and manuals available for applications and operation systems software.
29.06	Troubleshoot problems with computer software, hardware, peripherals, and other office equipment (e.g., printers, facsimile, dictation equipment, postage meters, etc.).
29.07	Describe ethical issues and problems associated with computers and information systems.
30.0	Perform e-mail activities. The student will be able to:
30.01	Describe e-mail capabilities and functions.
30.02	Use the Internet to perform e-mail activities.
31.0	Demonstrate knowledge of legal operating systems. The student will be able to:
31.01	Identify and utilize basic legal operating system file naming conventions (e.g., basic principles, business names, governmental names, organizational names and personal names.)
31.02	Use appropriate legal office procedures for letters, envelopes, interoffice memoranda, processing mail, proof reading and, delivery services.
31.03	Know and understand the duties performed by a notary public.
31.04	Understand and use appropriate telephone etiquette (e.g., courtesy, first impressions, telephone use, etc.).
32.0	Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance. The student will be able to:
32.01	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.).
32.02	Perform legal business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.).
32.03	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, and unauthorized practice of law, etc.).
33.0	Develop communication skills in technical reading and writing of legal documents. The student will be able to:
33.01	Utilize basic grammar, spelling, punctuation, capitalization, word usage and number usage skills to create/develop legal documents.
33.02	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.).
33.03	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.
34.0	Demonstrate personal and interpersonal skills appropriate for the legal workplace. The student will be able to:



## CTE Standards and Benchmarks

34.01	Accept constructive criticism in a positive manner.
34.02	Apply appropriate strategies to manage and resolve conflict in work situations.
34.03	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.).
35.0	Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing. The student will be able to:
35.01	Use database, spreadsheets, presentation software, scheduling, and integrated software packages to enhance communications.
35.02	Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.
35.03	Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, and voice mail) to solve business problems and complete business tasks.
35.04	Use miscellaneous equipment and information services to complete legal tasks (e.g., copiers, dictation equipment, facsimile, filing equipment and postage meters).
36.0	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:
36.01	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).
36.02	Follow accepted rules, regulations and policies for office accounting.
37.0	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:
37.01	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.
37.02	Identify, analyze and implement managerial skills necessary for maintaining a high-quality work environment, goals, and strategic planning in business settings.
37.03	Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.
38.0	Demonstrate employability skills. The student will be able to:
38.01	Identify sources of information regarding employment opportunities for legal professionals.
38.02	Identify advanced legal professional career and training opportunities.
38.03	Conduct a job search and identify the training, experience, and other qualifications required for different positions.

**CTE Standards and Benchmarks**

38.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.

38.05 Secure information about a particular job.

38.06 Complete a job resume.

38.07 Complete a job application.

38.08 Apply effective job interview techniques.

Florida Department of Education  
Student Performance Standards

**Course Title:** Code Enforcement  
**Course Number:** 8918070  
**Course Credit:** 1

**Course Description:**

This course prepares the student for a career as a Code Enforcement Officer. The curriculum covers an understanding of the Administrative Aspects of Code Enforcement and proper report writing skills. The student will demonstrate officer safety in field applications and demonstrate an awareness of legal issues facing the code enforcement specialist.

<b>CTE Standards and Benchmarks</b>	
28.0	Demonstrate proper report writing techniques. The student will be able to:
28.01	Prepare written reports
28.01.01	Identify the “who-what-when-where-why-how” elements of a report.
28.01.02	Describe and demonstrate interviewing a person.
28.01.03	Describe and demonstrate accurate note taking.
28.01.04	Describe the purpose of different types of reports.
28.01.05	Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
28.01.06	Describe and demonstrate organizing information for a report.
28.01.07	Describe and demonstrate mechanics of a report.
28.01.08	Describe and demonstrate the elements and principles of effective report writing.
28.01.09	Describe and demonstrate evaluating a report prior to submission.
28.01.10	Identify and locate state statutes as they pertain to situations being reported.
28.01.11	Define and write a code violation.

## CTE Standards and Benchmarks

29.0 Examine the administrative aspects of code enforcement. The student will be able to:

29.01 Manager's Role in Code Enforcement

29.01.01 Describe how to respond to complaints of violations of county codes

29.01.02 Describe how to conduct staff conferences to discuss policies and procedures

29.01.03 Describe hiring and discipline procedures

29.02 Media Relations

29.02.01 Understand Florida State Statute Chapter 119 Public Records

29.02.02 Describe and demonstrate the elements of a press release

29.02.03 Understand the importance of media relations

29.03 Records Management

29.03.01 Identify elements of code enforcement software

29.03.02 Demonstrate maintaining records, scheduling, issuing notices, and tracking violations

29.04 Employment Laws

29.04.01 Understand the Fair Labor Standards Act (FLSA)

29.05 Performance Management

29.05.01 Define performance management as a tool to define organizational goals

29.06 Stress Management

29.06.01 Define stress

29.06.02 Identify stress unique to code enforcement

29.06.03 Identify signs and symptoms of stress

29.06.04 Identify techniques of stress management

29.06.05 Understand the importance of health and wellness

## CTE Standards and Benchmarks

### 29.07 Time Management

29.07.01 Define time management

29.07.02 Identify time management tools

29.07.03 Understand prioritization and scheduling

29.07.04 Identify goal setting

29.07.05 Understand self-motivation skills as it relates to time management.

### 29.08 Public Speaking

29.08.01 Understand how to present a code violation

29.08.02 Identify the stated purpose of the violation

29.08.03 Understand how to arrange the material and summarize the main point

29.08.04 Identify the barriers to good communication skills

### 30.0 Describe legal issues as it pertains to code enforcement. The student will be able to:

#### 30.01 Case Development

30.01.01 Understand how to initiate and investigate a code enforcement violation

30.01.02 Demonstrate how to professionally write a code violation citation

#### 30.02 Special Issues

30.02.01 Identify repeat violations

30.02.02 Understand right of entry to private property

30.02.03 Understand fines, forfeitures, and recovery costs

#### 30.03 Code Enforcement Board

30.03.01 Understand Florida Chapter 162

30.03.02 Define:

## CTE Standards and Benchmarks

30.03.02.1	Local government code enforcement boards; organizations
30.03.02.2	Enforcement procedures
30.03.02.3	Conducting a hearing
30.03.02.4	Powers of enforcement
30.03.02.5	Administrative fines; cost of repair; liens
30.03.02.6	appeals
30.04	Mock Code Board Hearing
30.04.01	Conduct a mock code board hearing
30.05	Evidentiary Issues
30.05.01	Identify the chain of custody for evidence
30.05.02	Explain how photographic evidence is submitted
30.06	Local Government Ordinances
30.06.01	Identify the commonly used ordinances and how they affect the community
30.07	Other Legal Options
30.07.01	Explain all the options available to the code enforcement officer and board
30.08	Mock Citation Trial
30.08.01	Conduct a mock citation trial
30.09	Testifying and Demeanor
30.09.01	Describe how to prepare for court testimony.
30.09.02	Prepare a code enforcement case for trial.
31.0	Demonstrate an awareness of Officer Safety and Field Applications. The student will be able to:
31.01	Presence and Stance

## CTE Standards and Benchmarks

31.01.01 Demonstrate command presence

31.01.02 Explain body language for a code enforcement officer

### 31.02 Practical Application Skills

31.02.01 Demonstrate a mock code enforcement violation

31.02.02 Demonstrate a response to a conflict with a violator

31.02.03 Demonstrate verbal conflict resolution skills

### 31.03 Human Diversity and Culture

31.03.01 Understand human diversity and how it affects interactions

### 31.04 Dealing With Persons With Special Concerns

31.04.01 Explain the difficulties dealing with our older population

31.04.02 Explain how to interact with violator with disabilities

### 31.05 Substance Abuse

31.05.01 Understand the signs of substance violations to include: identifying marijuana and equipment used in clandestine labs

### 31.06 Officer Survival Considerations

31.06.01 Explain fight or flight

### 31.07 Animal Encounter Issues

31.07.01 Understand aggressive animals and the signs

### 31.08 Hazardous Materials/Situations and Incident Command

31.08.01 Understand the signs of hazardous materials

31.08.02 Identify hazardous materials in businesses and residences

31.08.03 Explain the Incident Command Structure to include ICS 100, 700

### 31.09 Defensive Tactics

**CTE Standards and Benchmarks**

31.09.01 Demonstrate tactics to defend yourself and cause a pause in combat



## **Additional Information**

### **Laboratory Activities**

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

### **Academic Alignment**

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Special Notes**

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

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

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

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

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

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

Florida Department of Education  
Curriculum Framework

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

**Secondary – Career Preparatory**

Program Number	8918001
CIP Number	0743010604
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	SkillsUSA, FPSA, Inc.
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

**Purpose**

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

**Program Structure**

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

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

The following table illustrates the secondary program structure:

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

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

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

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

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

## **Standards**

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

### **Crime Scene Technology 1**

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

### **Crime Scene Technology 2**

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

### **Bloodstain Pattern Analysis**

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

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

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

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

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

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



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

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

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

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

14.01 Discuss the history of crime scene reconstruction.

14.02 Identify the underlying principles of crime scene reconstruction.

14.03 Apply the scientific method to a crime scene investigation.

14.04 Explain how to reconstruct entire events.

**Florida Department of Education  
Student Performance Standards**

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

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

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

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

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

**Florida Department of Education  
Student Performance Standards**

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

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

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



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

## **Additional Information**

### **Laboratory Activities**

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

### **Academic Alignment**

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Special Notes**

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

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

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

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

## **Cooperative Training – OJT**

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

## **Accommodations**

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

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

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

Florida Department of Education  
Curriculum Framework

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

**Secondary – Career Preparatory**

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

**Purpose**

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

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

**Course Structure**

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

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

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

The following table illustrates the secondary course structure:

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

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

### **Regulated Programs**

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

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

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Academic Alignment**

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Special Notes**

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

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

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

## **Cooperative Training – OJT**

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

## **Accommodations**

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

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

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



Florida Department of Education  
Curriculum Framework

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

**Secondary – Career Preparatory**

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

**Purpose**

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

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

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

## Program Structure

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

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

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

The following table illustrates the secondary program structure:

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

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

## Regulated Programs

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

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

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available online.

## **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:

### **Fire Fighting 1**

- 01.0 Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service.
- 02.0 Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries.
- 03.0 Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls.
- 04.0 Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread.
- 05.0 Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety.
- 06.0 Properly use and care for PPE and describe how it can protect firefighters and the limitations of Personal protective equipment.
- 07.0 Select, use, and correctly maintain portable fire extinguishers.
- 08.0 Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects.
- 09.0 Describe and perform search and victim removal methods as well as firefighter survival skills.
- 10.0 Identify emergency scene lighting equipment.
- 11.0 Explain and perform forcible entry and breaching operations.
- 12.0 Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue.

### **Fire Fighting 2**

- 13.0 Apply tactical ventilation knowledge and practices following AHJ policies and procedures.
- 14.0 Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply.
- 15.0 Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes.
- 16.0 Describe how and perform skills to control structural fires, Class C and D fires, vehicle, and ground cover fires.

### **Fire Fighting 3**

- 17.0 Apply loss control knowledge and practices following AHJ policies and procedures.
- 18.0 Describe the role of the Firefighter I in the development and implementation of a fire and life safety program.
- 19.0 Demonstrate the following JPR's

Florida Department of Education  
Student Performance Standards

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

Course Description:

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

<b>CTE Standards and Benchmarks</b>	
01.0	Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service. The student will be able to:
01.01	Summarize the history of the fire service.
01.02	Explain the organizational characteristics, cultural challenges, and cultural strengths that influence the fire service.
01.03	Describe the mission of the fire service.
01.04	Describe the organization of fire departments
01.05	Distinguish among functions of fire companies.
01.06	Summarize primary knowledge and skills the firefighter must have to function effectively.
01.07	Distinguish among the primary roles of fire service personnel.
01.08	Describe fire department organizational principles.
01.01	Distinguish between fire department SOPs and rules and regulations.
01.02	Explain the ways the fire service may interact with other organizations.
01.03	Describe the organization of the AHJ fire department.
01.04	Explain the roles of the Firefighter I and Firefighter II as a member of the organization.
01.05	Given Florida Statutes, explain the impact of “duty to drive with due regard for the safety of all persons using the highway” upon emergency driving liability.
01.06	Given Florida Statutes, identify when the use of red warning signals is authorized for a volunteer’s personal operating vehicle (POV), how many red signals may be displayed on a volunteer’s POV, and what documentation is required to be able to display red signals and where it is to be kept.

01.07	Identify the requirements to attaining and maintaining a firefighter certificate of completion and a certificate of compliance.
01.08	Identify three purposes of the Incident Command System (ICS).
01.09	Identify requirements to use ICS.
01.10	Describe the basic features of ICS.
01.11	Describe the role and function of the command staff.
01.12	Define the roles and functions of the operations, plans, logistics, finance/administration section and the information/intelligence functions.
01.13	Describe basic ICS facilities.
01.14	Identify facilities that may be located together.
01.15	Identify facility map symbols.
01.16	Describe common mobilization responsibilities.
01.17	Describe common responsibilities at an incident.
01.18	List individual accountability responsibilities.
01.19	Describe common demobilization responsibilities.
01.20	Describe NIMS concepts and principles.
01.21	Identify the benefits of using NIMS as a national response model.
01.22	Identify the organizational structure of ICS.
01.23	Identify fire major management functions.
01.24	Describe the purpose of unique position titles in ICS.
01.25	Explain the roles and responsibilities of the Command and General Staff.
01.26	Determine when it is appropriate to institute an area command.
01.27	Describe the functions and purpose of Multiagency Coordination Systems.
01.28	Describe the Public Information Systems required by NIMS.
01.29	Identify ways in which NIMS affects how their jurisdictions prepare for incident and events.
01.30	Describe the advantages of common communication and information management standards.

01.31	Explain how NIMS will influence technology and technological systems required for emergency response.
02.0	Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries. The student will be able to:
02.01	List the main types of job-related firefighter fatalities, injuries, and illnesses.
02.02	Describe the National Fire Protection Association® standards related to firefighter safety and health.
02.03	Identify Occupational Safety and Health Administration (OSHA) regulations and how they relate to firefighters.
02.04	Summarize the model that supports the concept of risk management.
02.05	Describe fire department safety and health programs.
02.06	Summarize firefighter health awareness issues.
02.07	Summarize safe vehicle operations.
02.08	Summarize guidelines for riding safely on the apparatus.
02.09	Describe ways to help prevent accidents and injuries in fire stations and facilities.
02.10	Explain general guidelines for tool and equipment safety.
02.11	Describe ways to maintain safety in training.
02.12	State the practices a Firefighter I uses for emergency scene preparedness and safety.
02.13	Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.
02.14	Explain the importance of personnel accountability.
02.15	Explain the two-in two-out requirements of F.S. 633.508(3).
02.16	Discuss Florida's Firefighter Occupational Safety and Health Administration Regulations.
03.0	Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls. The student will be able to:
03.01	Explain the procedures for receiving emergency and nonemergency external communications.
03.02	Describe the information required to dispatch emergency services.
03.03	Describe the systems used for internal communications.
03.04	Explain radio limitations that may impact internal communications.

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



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

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

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

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**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 firefighter or other disciplines in the Fire Science realm.

<b>CTE Standards and Benchmarks</b>	
13.0	Apply tactical ventilation knowledge and practices following AHJ policies and procedures. The student will be able to:
13.01	Describe reasons for tactical ventilation.
13.02	Identify considerations that affect the decision to ventilate.
13.03	Explain the critical fire behavior indicators present during tactical ventilation.
13.04	Define horizontal and vertical ventilation.
13.05	Explain the means for achieving horizontal and vertical ventilation.
13.06	Describe the types of horizontal ventilation.
13.07	Describe the types of vertical ventilation.
13.08	Recognize other types of ventilation situations.
13.09	Explain the effects of building systems on tactical ventilation.
14.0	Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply. The student will be able to:
14.01	Explain the ways water supply system components are used by firefighters.
14.02	Describe types of fire hydrants and hydrant markings.
14.03	Explain fire hydrant operation and inspection considerations.

## CTE Standards and Benchmarks

14.04	Explain alternative water supply sources and methods of access.
14.05	Describe methods used for rural water supply operations.
15.0	Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes. The student will be able to:
15.01	Explain basic fire hose characteristics.
15.02	Describe different causes of and prevention methods for hose damage.
15.03	Identify basic inspection, care, and maintenance methods for fire hose.
15.04	Compare various uses for hose appliances and tools.
15.05	Describe basic hose rolls.
15.06	Explain basic hose loads and finishes.
15.07	Compare various methods to make pre-connected hose loads for attack lines.
15.08	Explain the methods used for supply hose lays.
15.09	Recognize different methods for handling hose lines.
15.10	Describe methods for advancing hose lines in various ways.
15.11	List the considerations that can impact operating attack hose lines.
16.0	Describe how and perform skills to control structural fires, Class C and D fires, and vehicle and ground cover fires. The student will be able to:
16.01	Describe initial factors to consider when suppressing structure fires.
16.02	Summarize considerations taken when making entry.
16.03	Describe direct attack, indirect attack, combination attack, and gas cooling techniques.
16.04	Describe safety considerations that must be identified for upper-level structure fires.
16.05	Explain actions taken when attacking belowground structure fires.
16.06	Discuss methods of fire control through exposure protection and controlling building utilities.
16.07	Describe steps taken when supporting fire protection systems at protected structures.
16.08	Explain considerations taken when deploying, supplying, and staffing master stream devices.

**CTE Standards and Benchmarks**

16.09 Describe situations that may require suppression of Class C fires.

16.10 Identify hazards associated with suppressing Class C fires.

16.11 Describe actions associated with suppressing Class D fires.

16.12 Explain actions taken when suppressing a vehicle fire.

16.13 Compare methods used to suppress fires in stacked and piled materials, small unattached structures and trash containers.

16.14 Summarize the main influences on ground cover fire behavior.

16.15 Compare types of ground cover fires.

16.16 Describe elements that influence ground cover fire behavior.

16.17 Identify the parts of a ground cover fire.

16.18 Describe protective clothing and equipment used in fighting ground cover fires.

16.19 Describe methods used to attack ground cover fires.

16.20 Summarize safety principles and practices when fighting ground cover fires

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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 firefighter or other disciplines in the Fire Science realm.

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

**CTE Standards and Benchmarks**

18.04	Indicate ways to identify and prevent fire setter development.
18.05	Describe the role of a Firefighter I in enforcing fire and life safety codes.
19.0	Demonstrate the following JPR's. The student will be able to:
19.01	Don and doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct know and locate information in department documents and standard or code materials.
19.02	Operate fire department communications equipment, relay information, and record information.
19.03	Operate fire station telephone and intercom equipment.
19.04	Operate radio equipment and discriminate between routine and emergency traffic.
19.05	Following AHJ procedures, initiate an emergency call for assistance and demonstrate the ability to use other methods of emergency calls for assistance under vision obscured conditions.
19.06	Given SCBA and other personal protective equipment, correctly don and wear SCBA, control breathing techniques, enact emergency procedures when the SCBA fails, recognize low-air warnings, assure respiratory protection is not compromised and hazardous areas are exited prior to air depletion.
19.07	Given an apparatus, respond to an emergency scene wearing appropriate PPE, mounting and dismounting appropriately, assuring seat belts are used and other PPE is correctly used.
19.08	Given PPE, traffic control and scene devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, establish and operate in work areas following an assignment and SOPS so that PPE is property worn, protected work areas are established, and the fire fighter performs assigned tasks only in established, protected work areas.
19.09	Given an assignment, PPE, and tools force entry into a structure using tools as designed, removing the barrier, and assuring the opening is in a safe condition and ready for entry.
19.10	Given vision-obscured conditions, exit a hazardous area so that a safe haven is found before exhausting the air supply, assuring others are not endangered, and team integrity is maintained.
19.11	Given various ladders, an assignment and team members as needed, set up ground ladders assessing hazards, stabilizing the ladder, seating the correct angle for climbing, extending ladders to the necessary height with the fly locked and the top placed against a reliable structural component.
19.12	Given PPE, attack lines and hand tools, attack a passenger vehicle fire as a member of a team so that hazards are avoided, flammable liquids are identified and controlled, and protection from flash fires is maintained, and assuring all vehicle compartments are overhauled and the fire extinguished.
19.13	Given fires in stacked or piled materials and storage containers, extinguish the fire from the exterior sing attack lines, hand tools and master stream devices protecting exposures and stopping the spread of fire while avoiding collapse hazards, and preserving signs of arson.
19.14	Operating as a member of a team and under obscured vision conditions, conduct a search and rescue in a structure utilizing appropriate tools, forcible entry techniques, hoses and ladders assuring that all areas are searched, all victims are located and removed and team integrity and safety is maintained.
19.15	Operating as a member of a team given an attack line, ladders, PPE, tools and an assignment, attack an interior structure fire at grade, above grade and below grade by gaining access, effectively applying water, approaching the fire correctly, finding hidden fires



**CTE Standards and Benchmarks**

	and controlling them, and hazards are recognized and managed.
19.16	Perform horizontal ventilation assuring that openings are free of obstruction and ventilation devices are correctly placed, and the structure is cleared of smoke.
19.17	Perform vertical ventilation on a structure with various flat and pitched roofs by creating a specified opening, removing barriers, assuring structural integrity is not compromised, releasing products of combustion.
19.18	Given PPE, an attack line, hand tools, and a flashlight overhaul a fire scene assuring structural integrity is not compromised, all hidden fires are discovered and fire cause evidence is preserved, and the fire is extinguished.
19.19	Given salvage tools and equipment and an assignment, conserve property so that the building and its contents are protected from future damage.
19.20	Given supply or intake hose, tools and a fire hydrant or static water source, connect a fire department pumper to a water supply assuring connections are tight and water flow is unobstructed.
19.21	Given portable fire extinguishers, select the correct extinguisher to extinguish incipient Class A, Class B, and Class C fires assuring the fires completely extinguished and correct extinguisher handling techniques are followed.
19.22	Given fire service electrical equipment, illuminate the emergency scene so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.
19.23	Given tools, turn off building utilities in a safe manner.
19.24	Given PPE as needed, hose lines and extinguishers or hand tools, combat a ground cover fire as a member of a team so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when needed, and the assignment is completed.
19.25	Given PPE, tools and ropes, tie a tool for hoisting so that the appropriate knots are used and the tool is secure.
19.26	Following manufacturer's or department guidelines, clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment and hand tools assuring maintenance is recorded and equipment is placed in a ready state or reported otherwise.
19.27	Assures that fire service hose is cleaned inspected and returned to service using water, detergent, tools, and replacement gaskets, noting damage as needed.
19.28	Perform emergency decontamination.
19.29	Given tools and equipment, demonstrate how to control activities through absorption, adsorption, damming, diking, dilution, diversion, retention, remote valve shutoff, vapor dispersion, and vapor suppression.

## **Additional Information**

### **Laboratory Activities**

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

### **Academic Alignment**

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Special Notes**

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

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

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

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

## **Cooperative Training – OJT**

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

## **Accommodations**

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

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Career Preparatory**

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

**Purpose**

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

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

**Program Structure**

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

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

The following table illustrates the secondary program structure:

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

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

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

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

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

## **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
01.0	Understand the roles and duties of a public safety telecommunicator (PST). The student will be able to:
01.01	Comprehend the history of the telecommunication profession.
01.02	Describe the evolution of telecommunications and 911.
01.03	Define the roles of a call taker and a dispatcher as it relates to public safety telecommunications.
01.04	Understand the proper conduct of a PST.
01.05	Understand the importance of reporting for duty and the impact absences have on a communications center.
01.06	Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
01.07	Explain the importance of informing PST's and supervisors of pertinent activities and incidents as they relate to operations.
01.08	Identify performance standards and explain why they are important.
01.09	Identify standards, requirements, and expectations for continuing education.
02.0	Describe and understand professionalism, ethics, and legal concepts as it relates to a PST. The student will be able to:
02.01	Define ethics and professionalism.
02.02	Comprehend acts that are considered professionally unethical.
02.03	Identify any act that will negatively affect the role of a PST.
02.04	Explain how criminal and civil law affects telecommunication operations.
02.05	Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to



## CTE Standards and Benchmarks

telecommunications.

02.06 Demonstrate an understanding of federal, state, and local laws for disseminating information.

02.07 Explain the “Public Records Law” (Chapter 119, F.S.) and how it relates to public records requests.

02.08 Describe the impact and importance of disseminating public information.

02.09 Explain the importance of and procedure for testifying in court.

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

03.01 Describe the typical components of communication centers.

03.02 Identify and explain the operation of various manual and automated equipment that may be utilized within the communication system.

03.03 Explain the operation of 911 equipment.

03.04 Explain the operation of a telephone system.

03.05 Explain the operation of ADA services including TDD and telephone relay services (711).

03.06 Describe the purpose of Telematic Call Centers as it relates to the role of the PST.

03.07 Explain the operation of radio equipment.

03.08 Explain the Florida Interoperability radio capabilities.

03.09 Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).

04.0 Demonstrate communication and interpersonal skills. The student will be able to:

04.01 Utilize voice techniques to control radio transmissions and telephone calls.

04.02 Demonstrate interpersonal skills.

04.03 Demonstrate professional customer service skills.

04.04 Demonstrate active listening skills.

04.05 Demonstrate decision-making skills.

04.06 Demonstrate specific calming techniques as appropriate.

## CTE Standards and Benchmarks

04.07 Demonstrate the proper use of pronunciation and enunciation.

04.08 Demonstrate the ability to give and follow instructions.

04.09 Explain the difference between a fact and an inference.

04.10 Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.

04.11 Discuss the impact of Human Diversity as it relates to public safety.

05.0 Describe guidelines and operational standards of incident classification and prioritization. The student will be able to:

05.01 Explain the importance of incident types, incident classification, and incident prioritization.

05.02 Identify and describe incident types.

05.03 Identify and describe incident classification.

05.04 Identify and describe incident prioritization.

06.0 Identify and perform the operational skills of a call taker. The student will be able to:

06.01 Obtain and organize pertinent information.

06.02 Identify the difference between emergency and non-emergency incidents.

06.03 Utilize available resources properly.

06.04 Correctly complete appropriate forms, logs, and files.

06.05 Obtain and process requests for service and/or resources from field units in a timely manner.

06.06 Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.

06.07 Demonstrate multi-functional dexterity.

07.0 Identify and perform the operational skills of a dispatcher. The student will be able to:

07.01 Organize pertinent information for dispatch.

07.02 Identify various procedures used when dispatching emergency and non-emergency incidents.

07.03 Utilize available resources properly.

## CTE Standards and Benchmarks

07.04	Correctly complete appropriate forms, logs, and files.
07.05	Obtain and process requests for service and/or resources from field units in a timely manner.
07.06	Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.
07.07	Demonstrate multi-functional dexterity.
08.0	Understand the basic principles of law enforcement, and dispatch processes. The student will be able to:
08.01	Review the most commonly used terms in law enforcement.
08.02	Understand the roles and responsibilities of law enforcement officers.
08.03	Understand the various reasons that citizens request police assistance.
08.04	Define criminal and civil complaints.
08.05	Understand why a PST should not give legal advice.
08.06	Define in-progress, just occurred, and past event incidents.
08.07	Understand the role of the PST during crisis incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, and missing or abducted persons.
08.08	Identify the proper interview questions for crisis incidents.
08.09	Identify the officer safety issues for both primary and secondary response units.
08.10	Describe the PST's role in officer safety.
08.11	Identify investigative tools for locating individuals to include Amber Alerts, Silver Alerts, Blue Alerts, missing person notifications and their activation techniques.
09.0	Understand the basic principles of emergency medical services (EMS), and dispatch processes. The student will be able to:
09.01	Review the most commonly used terms in EMS.
09.02	Understand the roles and responsibilities of the emergency medical technician and paramedic.
09.03	Define what Basic Life Support (BLS) is, and how it relates to the care of the patient.
09.04	Define what Advance Life Support (ALS) is, and how it relates to the care of the patient.
09.05	Comprehend the various types of emergency response modes.

## CTE Standards and Benchmarks

09.06	Define multi-casualty incident (MCI).
09.07	Describe the role and responsibility of the PST during a MCI.
09.08	Define Trauma Center and Trauma Alert criteria.
09.09	Define Air Rescue Transport Unit.
09.10	Understand why some EMS calls may require law enforcement and/or fire service response.
09.11	Describe the PST's role in EMS responder safety.
10.0	Understand the basic principles of fire services and dispatch processes. The student will be able to:
10.01	Review the most commonly used terms in the fire service.
10.02	Understand the roles and responsibilities of fire service responders.
10.03	Define types of fire incidents.
10.04	Know the different types of fire service apparatus used.
10.05	Define differences between fire emergency and non-emergency incidents.
10.06	Comprehend the various types of fire response plans.
10.07	Identify basic precautions taken during a hazardous materials incident.
10.08	Identify typical locations and various containers used for the storage, transport, use, or disposal of hazardous materials.
10.09	Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
10.10	Describe the PST's role in firefighter safety.
10.11	Understand why some fire calls may require law enforcement and/or EMS response.
11.0	Understand the basic principles of emergency management and homeland security. The student will be able to:
11.01	Define the roles and responsibilities of the local, state, and federal emergency management operations.
11.02	Identify the various types of terrorist threats and disasters.
11.03	Understand NIMS and identify the roles and responsibilities of the incident command system (ICS).

## CTE Standards and Benchmarks

11.04 Explain the roles and responsibilities of the Telecommunicator Emergency Response Taskforce (TERT).

11.05 Identify the different types of public notification resources utilized by local, state, and federal agencies.

11.06 Identify examples of incidents that are reported to the county and state watch office or warning point.

12.0 Comprehend stress management techniques. The student will be able to:

12.01 Define stress.

12.02 Identify stress unique to PST's.

12.03 Identify signs and symptoms of stress.

12.04 Identify techniques of stress management.

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

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

12.07 Identify CISM resources available to the PST.

## Additional Information

### Laboratory Activities

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

### Academic Alignment

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

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

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

English Language Development (ELD) Standards Special Notes:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### Special Notes

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

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

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

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

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

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

**Florida Department of Education  
Curriculum Framework**

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

<b>CCC</b>	
CIP Number	0722030203
Program Type	College Credit Certificate (CCC)
Standard Length	11 credit hours
CTSO	N/A
SOC Codes (all applicable)	23-2011 Paralegals and Legal Assistants; 23-2093 Title Examiners, Abstractors, and Searchers

**Purpose**

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

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

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

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

**Program Structure**

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



## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

Program Title: Real Estate Paralegal Certificate  
 CIP Number: 0722030203  
 Program Length: 11 credit hours  
 SOC Code(s): 23-2011, 23-2093

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

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

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

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

04.07 Prepare a basic contract given a set of facts.

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

04.09 Demonstrate knowledge of third party beneficiary contracts.

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

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

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

## **Standards**

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

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss juvenile delinquency.
- 03.0 Summarize criminal justice administration.
- 04.0 Describe and discuss the role intermediate sanctions have in correctional policy.
- 05.0 Explain the US Court System and its relation to the rules of evidence.
- 06.0 Identify issues relating to human diversity in the criminal justice system.
- 07.0 Demonstrate oral, written, and interpersonal communication skills.
- 08.0 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 the US constitutional and Supreme Court decisions on the criminal justice system
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 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 the US Court System and its relation to the 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	Demonstrate oral, written and interpersonal communication skills. The student will be able to:
07.01	Follow oral and written instructions.
07.02	Compose business correspondence and related documents.
07.03	Prepare, outline, and deliver a short oral presentation.
07.04	Participate in group discussion as a member and as a leader.
07.05	Obtain appropriate information from graphics and other visual media.
07.06	Research and interpret information retrieved from print and electronic resources.
07.07	Prepare executive summaries from letters, reports, and/or news articles.
07.08	Research and compose a document containing statistical information.
07.09	Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
07.10	Proofread and edit documents using proofreaders' marks.
07.11	Prepare documents from rough draft copy, using proofreaders' marks.
07.12	Select the appropriate medium for transmitting information.

07.13 Compose an electronic message using appropriate format and composition.

07.14 Prepare and use technology enhanced materials to support an oral presentation.

08.0 Demonstrate basic computer skills and competency in common software applications. The student will be able to:

08.01 Demonstrate keyboarding techniques.

08.02 Demonstrate basic proficiency in spreadsheet, word-processing, database, and presentation software and e-mail communication.

08.03 Perform research using the internet and intranet

## Additional Information

### Laboratory Activities

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

### Special Notes

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

### Accommodations

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

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



## Additional Information

### Laboratory Activities

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

### Special Notes

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

### Accommodations

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

**Florida Department of Education  
Curriculum Framework**

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

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

**Purpose**

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

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

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

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

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

**Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

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

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

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

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

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

07.04 Discover societal factors impacting loss prevention.

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

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

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

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

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



## **Program Structure**

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

	procedures used to establish ratings for each.
02.08	Classify occupancy designations of the building and fire code.
02.09	Identify the indicators of potential structural failure as they relate to firefighter safety.
02.10	Analyze the causes involved in the line of duty firefighter deaths related to structural firefighting and building collapse.
03.0	Understand the history and philosophy of fire prevention, including code enforcement, public information, organization and operation of a fire prevention bureau, utilization of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. The student will be able to:
03.01	Define the national fire problem and main issues relating thereto and the role of fire prevention.
03.02	Analyze the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
03.03	Identify the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
03.04	Discuss training programs and media programs for fire prevention.
04.0	Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and introduction to fire strategy and tactics. The student will be able to:
04.01	Discuss the components of the history and philosophy of the modern day fire service.
04.02	Describe the fire service training requirements; standards and laws associated with training; and the value of higher education in the fire service.
04.03	Identify local, regional, state, and national organizations that provide emergency response service and their interrelation to how they impact policies rules, training and laws.
04.04	Identify fire protection and emergency-service careers in both the public and in the private sector.
04.05	Describe the common types of fire and emergency services facilities, equipment, and apparatus.
04.06	Compare and contrast effective management concepts for various emergency situations.
05.0	Examine the organization and management of a fire department and the relationship of government agencies to the fire service. The student will be able to:
05.01	List employment opportunities in public safety as well as the prerequisites required to be considered for the positions in the field.
05.02	Identify Public Safety career development practices.
05.03	Analyze written and verbal communication skills and their importance in public safety.
05.04	Describe the concepts of span and control, effective delegation and division of labor management principles and concepts.

05.05	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
05.06	Summarize the history and development of management and supervision.
05.07	Describe methods of managing available resources.
05.08	Identify roles and responsibilities of fire department personnel and management/leadership positions.
05.09	Compare and contrast the traits of effective versus ineffective supervision and management styles.
05.10	Analyze safety needs for both emergency and non-emergency situations.
05.11	Defend the importance of ethics in the public safety work environment as they apply to supervisors.
05.12	Identify the roles of company officers in current Incident Command/Management systems to include: ICS, NIMS, and Unified Command.
05.13	Discuss business writing principles, report writing, and recording concepts through appropriate documentation.
05.14	Demonstrate the legal requirements for the fire department reports and forms using effective writing techniques.
06.0	Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue. The student will be able to:
06.01	Analyze the history of wellness and safety programs versus today.
06.02	Identify occupational wellness and safety programs for the emergency services.
06.03	Describe the distinction between standards and regulations.
06.04	Identify regulations and standards that impact on health and safety programs.
06.05	Identify the concepts of risk identification and risk evaluation.
06.06	Describe the components of an effective response safety plan to include fire stations and emergency response vehicles.
06.07	Describe the components of the pre-incident planning process.
06.08	Describe the considerations for safety while training.
06.09	Discuss the value of personal protective equipment.
06.10	Describe the components of accountability system in emergency operations.
06.11	Define incident priorities and how they relate to health and safety.
06.12	Describe the relationship of incident management as it relates to health and safety.

06.13	Describe the methods of controlling hazards associated with responding to EMS, hazmat, and technical rescue incidents.
06.14	Explain the need for and the process used for post-incident analysis.
06.15	Describe the components and value of critical incident management programs.
06.16	Describe the responsibilities of individual responders, supervisors, safety officers, and incident commanders, safety program managers, safety committees and fire department managers as they relate to health and safety programs.
06.17	Describe the components of a wellness/fitness plan.
07.0	Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases. The student will be able to:
07.01	Discuss the different types of laws, their basic differences, and how the law functions in society.
07.02	Describe federal, state, and local laws, which regulate or influence emergency services.
07.03	Explain the role and purpose of national codes and standards concerning their legal influence on public safety.
07.04	Discuss legal decisions affecting the management, training, equipment and response procedures of the fire service.
07.05	Discuss the organization and legal structure of the fire department.
07.06	Analyze the legal duties of emergency service members to include liabilities and negligence.
07.07	Define discrimination and identify areas of potential discrimination in the emergency service as it relates to state and federal laws.
07.08	Analyze the legalities of public safety employment entrance requirements, residency, grooming and drug testing.
07.09	Discuss the scope of the civil rights act.
07.10	Explain the federal and state employment laws including the basic intent of the Fair Labor Standards Act, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
07.11	Define the at-will doctrine for employment.
07.12	Discuss the purpose of labor and employment laws.
08.0	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.--The student will be able to:
08.01	Explain the main components of pre-fire planning and can identify steps to complete a pre-fire plan review.
08.02	Explain building construction and components and how they interrelate to pre-fire planning.
08.03	Identify steps taken during size-up and recognize the order in which they will take place at an incident.

08.04	Describe concepts for effectiveness of fire ground communications
08.05	Define the main functions within an IMS system and how they interrelate during an incident.
08.06	Identify concepts for managing resources for expanding incidents.
09.0	Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes. The student will be able to:
09.01	Identify the responsibilities of a firefighter when responding to the scene of a fire.
09.02	Describe the implications of constitutional amendments as they apply to fire investigations.
09.03	Define the common terms used in fire investigations.
09.04	Explain how the basic elements of fire dynamics affect cause determination.
09.05	Describe how fire progression is affected by fire protection systems and building construction and design.
09.06	Discuss the basic principles of electricity as an ignition source.
09.07	Describe the process of conducting investigations using the scientific method.
09.08	Identify the characteristics of an incendiary fire and common motives of the fire setter.
10.0	Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners. The student will be able to:
10.01	Define various roles and characteristics of an instructor.
10.02	Describe the responsibilities of an instructor.
10.03	Explain how ethics influence students and instruction in a classroom.
10.04	Explain legal issues faced by instructors.
10.05	Identify difficult students and how to deal with them.
10.06	Describe types of feedback.
10.07	Discuss the instructor's role in safety in the classroom.
10.08	Describe and discuss the characteristics and motivation of adult learners.
10.09	Define the four levels of evaluation.
10.10	Describe the elements of an effective training program.

10.11 Identify questions that should be asked when planning a training program.

10.12 List methods used to evaluate a program.

10.13 Identify the components of a training proposal.

10.14 Recognize what needs to be kept in training records.

10.15 Identify concerns when choosing instructors and facilities.

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Accommodations**

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



**Florida Department of Education  
Curriculum Framework**

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

CCC	
CIP Number	0743040600
Program Type	College Credit Certificate (CCC)
Program Length	28 credit hours
CTSO	N/A
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

### **Purpose**

This certificate program is part of the Crime Scene Technology AS degree program (1743040600).

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

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

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

### **Program Structure**

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

Program Title: Crime Scene Technician  
 CIP Number: 0743040600  
 Program Length: 28 credit hours  
 SOC Code(s): 19-4092

**This certificate program is part of the Crime Scene Technology AS degree program (1743040600). At the completion of this program, the student will be able to:**

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

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

**Florida Department of Education  
Curriculum Framework**

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

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

**Purpose**

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

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

**Program Structure**

This program is a planned sequence of instruction consisting of 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 legal research materials and apply knowledge in legal writing.
- 03.0 Demonstrate basic knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations.
- 04.0 Demonstrate knowledge of all phases of trial practice and procedure.
- 05.0 Demonstrate knowledge of real property law and its application to real property transactions.
- 06.0 Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures.
- 07.0 Demonstrate knowledge of the fundamental principles of the law of business organizations.
- 08.0 Demonstrate knowledge of principles of contract law including the Uniform Commercial Code.
- 09.0 Demonstrate knowledge of, and ability to perform, techniques and procedures utilized as part of case preparation and development.
- 10.0 Demonstrate knowledge of law office management procedures.
- 11.0 Demonstrate knowledge of family law, rules, and procedures.
- 12.0 Demonstrate employability skills.
- 13.0 Describe and explain the various uses of computers and software in law offices and how the legal assistant uses them.



Florida Department of Education  
Student Performance Standards

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

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

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

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

	c. The Bill of Rights and subsequent amendments.
	d. Due Process Clause and Equal Protection Clause of The Fourteenth Amendment.
	e. The Commerce Clause.
03.03	Discuss and define terms and concepts of Criminal Law to include:
	a. The theory of criminal law - distinguish the concepts of Malum in se and Malum prohibitum and criminal act and intent requirements.
	b. The evolving nature of criminal law.
	c. Elements and degrees of crimes against persons.
	d. Elements and degrees of crimes against property.
	e. Overlapping crimes against the person and property.
	f. Inchoate crimes.
	g. Defenses to crimes.
03.04	Discuss each stage in a criminal proceeding from investigation to disposition and post-conviction procedures.
03.05	Describe electronic scheduling systems for state and federal courts.
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, motions and other litigation documentation from information given in a simple hypothetical situation.
04.04	Define and explain causes of actions in civil cases.
04.05	Demonstrate knowledge of common statutes of limitation including contracts, negligence, malpractice, and actions against governmental agencies.
04.06	Discuss and prepare discovery documents, including e-discovery, from information given in a simple hypothetical situation.
04.07	Discuss and effectively navigate 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 sequence of litigation to include, but not be limited to, court filing, process service, motions, discovery, trial, and

	appeals.
04.11	Describe alternative dispute resolution methods.
04.12	Explain a paralegal's role in litigation and trial preparation.
05.0	Demonstrate knowledge of real property law and its application to real property transactions. The student will be able to:
05.01	Define terms associated with real estate law and transactions.
05.02	Discuss real property concepts to include, but not be limited to, the types of estates that can be conveyed under Florida law.
05.03	Contrast the basic responsibilities of the lawyer and the real estate broker in the conveyance of real property, from the sales or option contract to the recording of the deed.
05.04	Describe the basic requirements of, and prepare, a contract for sale of real property and the use of electronic signatures.
05.05	Describe and prepare real property deeds.
05.06	Discuss the purpose of title insurance and conduct title searches using online tools.
05.07	Explain how recording is accomplished and the importance of recording a deed, mortgage, or other real estate documents.
05.08	List and explain the most common forms of limitations on real property use such as covenants, easements, zoning laws, and land use regulations.
05.09	Briefly explain the various encumbrances that can be placed against real property.
05.10	Describe, plan and execute the steps and procedures in a typical real estate closing.
05.11	Describe and prepare a variety of real property documents such as a lease, a promissory note, an option contract, an agreement for deed or a mortgage.
05.12	Distinguish personal property from real property.
05.13	Perform online property searches.
06.0	Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures. The student will be able to:
06.01	Define terms associated with various types of wills, trusts, and probate administration.
06.02	Explain the purposes and requirements of wills and codicils.
06.03	Define a simple inter vivos, and a testamentary trust.
06.04	Explain the process of probate including the distribution of an estate given a hypothetical case.
06.05	Identify elder law issues.

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

09.04	Describe the purpose of background investigations and analysis in preparation for litigation and implement investigations based on a hypothetical case.
09.05	Discuss evaluation and use of evidence.
09.06	Demonstrate the knowledge of e-discovery skills.
09.07	Define and discuss the general principles of e-discovery.
10.0	Demonstrate knowledge of law office management procedures. The student will be able to:
10.01	Define terms relating to law office management and structure.
10.02	List and discuss techniques for improving the confidence that clients will have in the personnel of the law office.
10.03	Discuss the various aspects of fee setting in the law office to include fixed fees, minimum fees, contingent fees, retainers, payment schedules and billing practice.
10.04	Describe how client files are opened, maintained and closed, both in electronic and physical format.
10.05	Describe various law office settings, including the paralegal's role.
10.06	Describe effective and secure filing systems for all law offices.
10.07	Explain the differences between data management and document management and identify advantages of paperless offices.
10.08	Describe the elements of an emergency preparedness plan for a law office for events such as natural disasters, terrorism, and active shooters.
10.09	Discuss law office management techniques such as case management, timekeeping and billing.
10.10	Explain ethical rules pertaining to the management and handling of client funds, including the use of a law office's operating and trust accounts.
11.0	Demonstrate knowledge of family law, rules, and procedures. The student will be able to
11.01	Define terms and concepts relating to family law.
11.02	Define the requirements for a valid marriage in the State of Florida.
11.03	Discuss aspects of a dissolution of marriage including parenting plans, child support, spousal support, equitable distribution, and modifications.
11.04	List the grounds needed to obtain a dissolution of marriage and annulment in Florida.
11.05	Discuss prenuptial and postnuptial agreements.
11.06	Discuss paternity actions and describe the requisite documents.
12.0	Demonstrate knowledge of employability skills. The student will be able to:

12.01	Describe and implement the methods to conduct an employment search for a paralegal position.
12.02	Identify documents that may be required when applying for an employment position, including background checks.
12.03	Draft a cover letter and resume.
12.04	Demonstrate competence in employment interviewing techniques.
12.05	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.06	Identify acceptable work habits, including professionalism and appropriate soft skills.
12.07	Demonstrate knowledge of how to make job changes in employment appropriately and professionally.
12.08	Identify and demonstrate acceptable professional appearance, grooming, and demeanor standards.
12.09	Demonstrate comprehensive computer skills.
12.10	Identify post-degree options.
13.0	Describe and explain the various uses of computers and software in law offices and how the legal assistant uses them. The student will be able to:
13.01	Define a variety of computer and software terms.
13.02	Prepare and compose various legal documents, including: wills and living wills; powers of attorney; complaints and summonses; real estate documents, discovery documents, deposition notices, subpoenas, and corporate documents and minutes using word processing.
13.03	Demonstrate the various document formatting applications commonly observed in preparing legal documents.
13.04	Assemble spreadsheets and apply mathematical computations in using spreadsheet software.
13.05	Define a database and identify the various uses of database software in law firms.
13.06	Describe and apply the software commonly used by law firms for time and billing, docket control and case management.
13.07	Recognize different types of computerized litigation support systems.
13.08	Discuss ethical problems related to the use of technology in the law office, including the use of the internet and e-mail.

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

### **Certificate Programs**

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

Real Estate Paralegal Certificate (0722030203) 11 credit hours

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



Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

**Program Structure**

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

## **Standards**

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

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss the principles of criminology.
- 03.0 Identify criminal investigation procedure.
- 04.0 Describe and discuss juvenile delinquency.
- 05.0 Summarize law enforcement administration.
- 06.0 Describe and discuss the field of law enforcement.
- 07.0 Describe and discuss the field of corrections.
- 08.0 Describe and discuss the field of criminal law.
- 09.0 Explain the US Court System and its relation to the rules of evidence.
- 10.0 Demonstrate employability skills.
- 11.0 Identify issues relating to human diversity in the criminal justice system.
- 12.0 Demonstrate oral, written and interpersonal communication skills.
- 13.0 Demonstrate basic computer skills and competency in common software applications.

Florida Department of Education  
Student Performance Standards

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

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

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

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

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

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

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

12.01	Follow oral and written instructions.
12.02	Compose business correspondence and related documents.
12.03	Prepare, outline, and deliver a short oral presentation.
12.04	Participate in group discussion as a member and as a leader.
12.05	Obtain appropriate information from graphics and other visual media.
12.06	Research and interpret information retrieved from print and electronic resources.
12.07	Prepare executive summaries from letters, reports, and/or news articles.
12.08	Research and compose a document containing statistical information.
12.09	Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
12.10	Proofread and edit documents using proofreaders' marks.
12.11	Prepare documents from rough draft copy, using proofreaders' marks.
12.12	Select the appropriate medium for transmitting information.
12.13	Compose an electronic message using appropriate format and composition.
12.14	Prepare and use technology enhanced materials to support an oral presentation.
13.0	Demonstrate basic computer skills and competency in common software applications. The student will be able to:
13.01	Demonstrate keyboarding techniques.
13.02	Demonstrate basic proficiency in spreadsheet, word-processing, database, and presentation software and e-mail communication.
13.03	Perform research using the internet and intranet



## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

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

### **Accommodations**

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

### **Certificate Programs**

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

Criminal Justice Technology Specialist (0743010304) 24 credit hours  
Homeland Security Specialist (0743010306) 9 credit hours

**Florida Department of Education  
Curriculum Framework**

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

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

**Purpose**

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

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

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

**Program Structure**

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

**Standards**

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

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

### **Certificate Programs**

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

Homeland Security Professional (0743011202) 15 credits hours

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

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

**Program Structure**

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

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding

and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

## **Standards**

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

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



Florida Department of Education  
Student Performance Standards

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

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

01.0	Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled. The student will be able to:
01.01	Identify physical properties of the three states of matter.
01.02	Describe the components of fire.
01.03	Recall the physical and chemical properties of fire.
01.04	Describe the basic terms and concepts associated with the chemistry and dynamics of fire and combustion.
01.05	Discuss various materials and their relationship to fires as fuel.
01.06	Summarize the characteristics of water as a fire suppression agent.
01.07	Discuss other-than-water suppression agents and strategies.
01.08	Compare methods and techniques of fire extinguishments.
02.0	Comprehend the concepts of building construction components and techniques related to fire and life safety. The student will be able to:
02.01	Describe building construction components and techniques as they relate to building codes, fire and life-safety codes, fire prevention and inspection, firefighter safety, and firefighting strategy and tactics.
02.02	Distinguish the Classifications of major types of building construction as applicable with “model” building codes.
02.03	Interpret the hazards and tactical considerations associated with the various types of building construction.
02.04	Analyze the different loads and stresses that are placed on a building and their interrelationships.
02.05	Describe principle structural components in a typical building design.
02.06	Explain the function of each building design.
02.07	Compare defined differences in fire resistance construction, the flame spread within building types, and describe the testing procedures used to establish ratings for each.

02.08	Classify occupancy designations of the building and fire code.
02.09	Identify the indicators of potential structural failure as they relate to firefighter safety.
02.10	Analyze the causes involved in the line of duty firefighter deaths related to structural firefighting and building collapse.
03.0	Understand the history and philosophy of fire prevention, including code enforcement, public information, organization and operation of a fire prevention bureau, utilization of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. The student will be able to:
03.01	Define the national fire problem and main issues relating thereto and the role of fire prevention.
03.02	Analyze the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
03.03	Discuss minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.
03.04	Define the functions of a fire prevention bureau as well as the elements of a plan review program.
03.05	Identify the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
03.06	Discuss training programs and media programs for fire prevention.
03.07	Describe the history and philosophy of fire prevention.
03.08	Discuss the major programs for public education.
03.09	Identify the methods of effective management of life and fire-safety programs.
04.0	Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems. The student will be able to:
04.01	Apply mathematics and physics to the movement of water for fire suppression activities.
04.02	Explain the design principles of fire service pumping apparatus.
04.03	Describe the basic elements of a public water supply system including sources, distribution networks, piping, hydrants and the community fire flow demand criteria.
04.04	Describe the principles of forces that affect water at rest and in motion.
05.0	Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers. The student will be able to:
05.01	Explain the benefits of fire protection systems in various types of structures.
05.02	Analyze the elements of a public water supply system.
05.03	Explain why water is a widely used extinguishing agent and how water extinguishes fires.

05.04	Identify the different types and components of sprinkler, standpipe and foam systems.
05.05	Define the benefits of residential sprinkler legislation in NFPA 13.
05.06	Identify sprinkler design requirements for residential occupancies NFPA 13R.
05.07	Analyze the different types of non-water-based fire suppression systems and how these extinguish fire.
05.08	Describe the basic components of a fire alarm system.
05.09	Compare defined differences in fire resistant construction and the flame spread within building types.
05.10	Describe testing procedures used to establish ratings for fire resistance and flame spread.
05.11	Analyze different types of fire and smoke detectors and how they detect fire.
05.12	Describe the hazards of smoke and the factors that can influence smoke movement in a building.
05.13	Recognize the appropriate application of the different sprinkler-system designs and head types.
05.14	Explain the operation and appropriate application for the different types of portable fire extinguishing systems.
05.15	Identify portable fire extinguisher inspection and testing requirements for all types of extinguishers.
06.0	Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and introduction to fire strategy and tactics. The student will be able to:
06.01	Discuss the components of the history and philosophy of the modern day fire service.
06.02	Describe the fire service training requirements; standards and laws associated with training; and the value of higher-education in the fire service.
06.03	Identify local, regional, state, and national organizations that provide emergency response service and their interrelation to how they impact policies rules, training and laws.
06.04	Identify fire protection and emergency-service careers in both the public and in the private sector.
06.05	Describe the scope, purpose, and organizational structure of fire and emergency services organizations.
06.06	Describe the common types of fire and emergency services facilities, equipment, and apparatus.
06.07	Compare and contrast effective management concepts for various emergency situations.
07.0	Examine the organization and management of a fire department and the relationship of government agencies to the fire service. The student will be able to:
07.01	List employment opportunities in public safety as well as the prerequisites required to be considered for the positions in the field.

07.02	Identify Public Safety career development practices.
07.03	Analyze written and verbal communication skills and their importance in public safety.
07.04	Describe the concepts of span and control, effective delegation and division of labor management principles and concepts.
07.05	Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
07.06	Summarize the history and development of management and supervision.
07.07	Describe methods of managing available resources.
07.08	Identify roles and responsibilities of fire department personnel and management/leadership positions.
07.09	Compare and contrast the traits of effective versus ineffective supervision and management styles.
07.10	Analyze safety needs for both emergency and non-emergency situations.
07.11	Defend the importance of ethics in the public safety work environment as they apply to supervisors.
07.12	Identify the roles of company officers in current Incident Command/Management systems to include: ICS, NIMS, and Unified Command.
07.13	Discuss business writing principles, report writing, and recording concepts through appropriate documentation.
07.14	Demonstrate the legal requirements for the fire department reports and forms using effective writing techniques.
08.0	Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, terrorism, and technical rescue. The student will be able to:
08.01	Analyze the history of wellness and safety programs versus today
08.02	Identify occupational wellness and safety programs for the emergency services.
08.03	Describe the distinction between standards and regulations.
08.04	Identify regulations and standards that impact on health and safety programs.
08.05	Identify the concepts of risk identification and risk evaluation.
08.06	Describe the components of an effective response safety plan to include fire stations and emergency response vehicles.
08.07	Describe the components of the pre-incident planning process.
08.08	Describe the considerations for safety while training.
08.09	Discuss the value of personal protective equipment.

08.10	Describe the components of accountability system in emergency operations.
08.11	Define incident priorities and how they relate to health and safety.
08.12	Describe the relationship of incident management as it relates to health and safety.
08.13	Describe the methods of controlling hazards associated with responding to EMS, hazmat, terrorism related events, and technical rescue incidents.
08.14	Explain the purpose and process for post-incident analysis.
08.15	Describe the components and value of critical incident stress management programs.
08.16	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.
08.17	Describe the responsibility of a safety officer as established within the Incident Command System (ICS).
08.18	Describe the components of a wellness/fitness plan.
09.0	Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases. The student will be able to:
09.01	Discuss the different types of laws, their basic differences, and how the law functions in society.
09.02	Describe federal, state, and local laws, which regulate or influence emergency services.
09.03	Explain the role and purpose of national codes and standards concerning their legal influence on public safety.
09.04	Discuss legal decisions affecting the management, training, equipment and response procedures of the fire service.
09.05	Discuss the organization and legal structure of the fire department.
09.06	Analyze the legal duties of emergency service members to include liabilities and negligence.
09.07	Define discrimination and identify areas of potential discrimination in the emergency service as it relates to state and federal laws.
09.08	Analyze the legalities of public safety employment entrance requirements, residency, grooming and drug testing.
09.09	Discuss the scope of the civil rights act.
09.10	Explain the federal and state employment laws including the basic intent of the Fair Labor Standards Act, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
09.11	Define the at-will doctrine for employment.
09.12	Discuss the purpose of labor and employment laws.
10.0	Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground. The student will be able to:

10.01	Explain the main components of pre-fire planning and can identify steps to complete a pre-fire plan review.
10.02	Explain building construction and components and how they interrelate to pre-fire planning.
10.03	Identify steps taken during size-up and recognize the order in which they will take place at an incident.
10.04	Describe concepts for effectiveness of fire ground communications.
10.05	Define the main functions within an IMS system and how they interrelate during an incident.
10.06	Identify concepts for managing resources for expanding incidents.
11.0	Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes. The student will be able to:
11.01	Identify the responsibilities of a firefighter when responding to the scene of a fire.
11.02	Describe the implications of constitutional amendments as they apply to fire investigations.
11.03	Identify key case law decisions that have affected fire investigations.
11.04	Define the common terms used in fire investigations.
11.05	Assess and compare the major (USFA-NFPA) fire data collection systems, methods, and analytical techniques used to quantify and qualify the nation's fire loss experience.
11.06	Explain how the basic elements of fire dynamics affect cause determination.
11.07	Describe how fire progression is affected by fire protection systems and building construction and design.
11.08	Discuss the basic principles of electricity as an ignition source.
11.09	Describe the process of conducting investigations using the scientific method.
11.10	Identify the characteristics of an incendiary fire and common motives of the fire setter.
11.11	Compare and contrast local, state, or national fire data trends related to fire cause, property type, deaths, injuries, and dollar loss as a result of both accidental fires and arson.
12.0	Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters. The student will be able to:
12.01	Identify the common elements by their atomic symbols on the Periodic Table.
12.02	Discuss why the Periodic Table is organized into columns and groups.
12.03	Identify elements, compounds and mixtures.

12.04	Explain the difference between ionic and covalent bonding and how to predict when each will occur.
12.05	Summarize the basic chemistry involved with common hydrocarbon derivatives.
12.06	Explain basic chemical and physical properties of gases, liquids and solids, and how to predict the behavior of a substance under adverse condition.
12.07	Describe the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
12.08	Explain how facility occupancy, transportation documents, shape and size of containers, and Safety Data Sheets (SDS) relate to recognizing the physical state and potential hazards of reactivity related to firefighter wellness and safety.
12.09	Demonstrate the ability to utilize guidebooks and determine an initial course of action for emergency responders.
13.0	Describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners. . The student will be able to:
13.01	Define various roles and characteristics of an instructor.
13.02	Describe the responsibilities of an instructor.
13.03	Explain how ethics influence students and instruction in a classroom.
13.04	Explain legal issues faced by instructors.
13.05	Identify difficult students and how to deal with them.
13.06	Describe types of feedback.
13.07	Discuss the instructor's role in safety in the classroom.
13.08	Describe and discuss the characteristics and motivation of adult learners.
13.09	Define the four levels of evaluation.
13.10	Describe the elements of an effective training program.
13.11	Identify questions that should be asked when planning a training program.
13.12	List methods used to evaluate a program.
13.13	Identify the components of a training proposal.
13.14	Recognize what needs to be kept in training records.
13.15	Identify concerns when choosing instructors and facilities.

## Additional Information

### Laboratory Activities

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

### Special Notes

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

### Accommodations

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

### Certificate Programs

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

Fire Officer Supervisor (0743020111) – 12 credit hours

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



**Florida Department of Education  
Curriculum Framework**

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

AS	
CIP Number	1743040300
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	15-1199 Computer Occupations, All Other

**Purpose**

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

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

**Program Structure**

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

## Standards

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

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

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

Florida Department of Education  
Student Performance Standards

**Program Title:** Computer Related Crime Investigation  
**CIP Numbers:** 1743040300  
**Program Length:** 60 credit hours  
**SOC Code(s):** 15-1199

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

01.0	Understand the definition of a computer related crime. The student will be able to:
01.01	Apply federal and state laws related to computer crime.
01.02	Explain the definition of a computer related crime.
01.03	Read case histories.
01.04	Discuss case histories of computer related crimes.
01.05	List crimes that can be committed with the use of a computer.
02.0	Demonstrate how a computer and the internet can be used to commit a crime. The student will be able to:
02.01	Research the methods used by individuals to commit computer related crimes.
02.02	Describe the methods used by individuals to commit computer related crimes.
02.03	Give examples of crimes that have been committed with the use of a computer.
02.04	Explain how the internet can be used to commit computer related crimes.
02.05	List the items required to commit a crime with a computer.
03.0	Understand the principles of investigating a computer related crime. The student will be able to:
03.01	Evaluate scenarios to determine if a computer related crime has occurred.
03.02	Determine which, if any, federal or state laws apply to scenarios provided.
03.03	Define electronic evidence.
03.04	Review standard procedures for the collection of evidence.

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

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

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

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



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

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

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

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

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

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

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

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



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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

### **Program Length**

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

**Florida Department of Education  
Curriculum Framework**

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

**AS**

CIP Number	1743040600
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

**Purpose**

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

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

**Program Structure**

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

Program Title: Crime Scene Technology  
 CIP Numbers: 1743040600  
 Program Length: 60 credit hours  
 SOC Code(s): 19-4092

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

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

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

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



## **Additional Information**

### **Laboratory Activities**

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

### **Accommodations**

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

### **Certificate Programs**

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

Crime Scene Technician (0743040600) - 28 credit hours

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

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

**Purpose**

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

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

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

**Program Structure**

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

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

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

The following table illustrates the postsecondary program structure:

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

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

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

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



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

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

12.03 Identify signs and symptoms of stress.

12.04 Identify techniques of stress management.

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

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

12.07 Identify CISM resources available to the PST.

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

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

**Purpose**

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

The Criminal Justice Standards and Training Commission have established basic recruit training programs to provide foundational knowledge for aspiring officers in the respective criminal justice disciplines. The Florida Correctional Basic Recruit Training Program curriculum consist of two textbooks (*Florida Correctional Basic Recruit Training Program, Volume 1* and *Florida Basic Recruit Training Program High Liability, Volume 2*) and their accompanying Instructor Guides.

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

**Program Structure**

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

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

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

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

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

The following table illustrates the postsecondary program structure:

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

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

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

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



## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

### **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

The Criminal Justice Standards and Training Commission have established basic recruit training programs to provide foundational knowledge for aspiring officers in the respective criminal justice disciplines. The Florida Law Enforcement Academy curriculum consist of two textbooks (*Florida Law Enforcement Academy Training Program Volume 1 and Florida Basic Recruit Training Program High Liability, Volume 2*) and their accompanying Instructor Guides.

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

**Program Structure**

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	LAW ENF @7 7G CORR OFF 7 G	12 hours	33-3051
	CJK0016	Communication		24 hours	
	CJK0018	Legal		64 hours	
	CJK0019	Interviewing and Report Writing		56 hours	
	CJK0063	Fundamentals of Patrol		40 hours	
	CJK0021	Serving Your Community		34 hours	
	CJK0072	Crimes Against Persons		48 hours	
	CJK0073	Crimes Involving Property and Society		12 hours	
	CJK0079	Crime Scene Follow-up Investigations		34 hours	
	CJK0400	Traffic Incidents		12 hours	
	CJK0401	Traffic Stops		24 hours	
	CJK0402	Traffic Crash Investigations		30 hours	
	CJK0403	DUI Traffic Stops		24 hours	
	CJK0093	Critical Incidents		44 hours	
	CJK0020	Law Enforcement Vehicle Operations		48 hours	
	CJK0031	First Aid for Criminal Justice Officers		40 hours	
	CJK0040	Criminal Justice Firearms		80 hours	
	CJK0051	Criminal Justice Defensive Tactics		80 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun		4 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement		60 hours	

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

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

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

## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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



## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

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

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

## Program Structure

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0016	Communication	CORR OFF 7 G LAW ENF @7 7G	24 hours	33-3051
	CJK0018	Legal		64 hours	
	CJK0063	Fundamentals of Patrol		40 hours	
	CJK0021	Serving Your Community		34 hours	
	CJK0072	Crimes Against Persons		48 hours	
	CJK0073	Crimes Involving Property and Society		12 hours	
	CJK0079	Crime Scene Follow-up Investigations		34 hours	
	CJK0400	Traffic Incidents		12 hours	
	CJK0401	Traffic Stops		24 hours	
	CJK0402	Traffic Crash Investigations		30 hours	
	CJK0403	DUI Traffic Stops		24 hours	
	CJK0093	Critical Incidents		44 hours	
	CJK394	CPO: Cross-over Program Updates		10 hours	
	CJK0020	Law Enforcement Vehicle Operations		48 hours	
	CJK0040	Criminal Justice Firearms		80 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun		4 hours	

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

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

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

## Standards

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

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

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

### **Purpose**

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

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

### **Program Structure**

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

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

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



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

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

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

The following table illustrates the postsecondary program structure:

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

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

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

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

## **Standards**

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

See the following website for additional information.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

**Daggered for deletion. Last year for new enrollment is 2020-2021. This program was replaced with Auxiliary Law Enforcement Officer (P430117). Program will remain in inventory for teach-out projected for 2025-2026.**

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

**Career Certificate Program**

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

**Purpose**

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

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

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

## Program Structure

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

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

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

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

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

The following table illustrates the postsecondary program structure:

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

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

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

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



## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

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

**Career Certificate Program**

Program Number	P430117
CIP Number	0743010711
Grade Level	30, 31
Standard Length	360 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff’s Patrol Officers
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

**Purpose**

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

The Criminal Justice Standards and Training Commission have established basic recruit training programs to provide foundational knowledge for aspiring officers in the respective criminal justice disciplines. The Florida Law Enforcement Auxiliary Officer Basic Recruit Training curriculum consist of two textbooks (*Florida Law Enforcement Auxiliary Officer Basic Recruit Training Program, Volume 1* and *Florida Basic Recruit Training Program High Liability, Volume 2*) and their accompanying Instructor Guides.

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

## Program Structure

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0023	Introduction to Law Enforcement	LAW ENF @7 7G	4 hours	33-3051
	CJK0024	Legal Concepts		20 hours	
	CJK0025	Patrol and Professional Communication		12 hours	
	CJK0026	Interactions in a Diverse Community		12 hours	
	CJK0027	Calls for Service and Arrest Procedures		24 hours	
	CJK0028	Traffic Stops and Crash Investigations		28 hours	
	CJK0029	Crime Scene and Courtroom Procedures		8 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	LAW ENF @7 7G CORR OFF 7G	4 hours	
	CJK0031	First Aid for Criminal Justice Officers		40 hours	
	CJK0040	Criminal Justice Firearms		80 hours	
	CJK0051	Criminal Justice Defensive Tactics		80 hours	
	CJK0020	Criminal Justice Vehicle Operations		48 hours	

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

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

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

## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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



## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

**Daggered for deletion. Last year for new enrollment is 2020-2021. This program was replaced with Correctional Probation Officer (P430153). Program will remain in inventory for teach-out projected for 2025-2026.**

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

**Career Certificate Program**

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

**Purpose**

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

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

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

**Program Structure**

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

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

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

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

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

The following table illustrates the postsecondary program structure:

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

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

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

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

## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

This program must be offered by a CJSTC certified training center in order for the successfully completing student to be eligible to take the state certification examination for CJSTC certification. A list of CJSTC certified training centers is available online.

This program may be offered in courses as long as 100% of minimum competencies are taught. Career and technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

Program Number	P430125
CIP Number	0743010702
Grade Level	30, 31
Standard Length	518 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

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

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

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



## Program Structure

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	CORR OFF 7 G LAW ENF @7 7G	12 hours	33-3051
	CJK0016	Communication		24 hours	
	CJK0018	Legal		64 hours	
	CJK0019	Interviewing and Report Writing		56 hours	
	CJK0063	Fundamentals of Patrol		40 hours	
	CJK0021	Serving Your Community		34 hours	
	CJK0072	Crimes Against Persons		48 hours	
	CJK0073	Crimes Involving Property and Society		12 hours	
	CJK0079	Crime Scene Follow-up Investigations		34 hours	
	CJK0400	Traffic Incidents		12 hours	
	CJK0401	Traffic Stops		24 hours	
	CJK0402	Traffic Crash Investigations		30 hours	
	CJK0403	DUI Traffic Stops		24 hours	
	CJK0093	Critical Incidents		44 hours	
	CJK0393	Cross-Over Program Updates		8 hours	
	CJK0020	Law Enforcement Vehicle Operations		48 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun		4 hours	

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

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

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

## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

The Florida Department of Law Enforcement provides periodic updates through Curriculum Alerts online.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

Florida Department of Education  
Curriculum Framework

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

**Career Certificate Program**

Program Number	P430132
CIP Number	0743010203
Grade Level	30,31
Standard Length	290 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

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

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

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

**Program Structure**

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

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

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Correctional Probation Officer (SOC 21-1092). A student enrolling in this program must have successfully completed the Correctional Basic Recruit Training Program and passed the State Officer Certification Exam in accordance with Chapter 11B-35, F.A.C., and Chapter 943, F.S.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management for Correctional Probation		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0393	Crossover Program Updates		8 hours	

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

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

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



## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Bail Bond Agent  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430135
CIP Number	0743019902
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	13-2099 Financial Specialists, All other
Basic Skills Level	Contact the Florida Department Financial Services/Division of Consumer Services for information regarding basic skills.

**Purpose**

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

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

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

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

## **Program Structure**

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SCY0050	Bail Bond Agent	LAW ENF @7 7G	120	13-2099

## **Regulated Programs**

Questions about licensing applications should be directed to the Florida Department of Financial Services (DFS), Division of Consumer Services, Bureau of Licensing, Qualifications Section, 200 East Gaines Street, Tallahassee, Florida, 32399-0319, phone number (850) 413-3137.

To qualify as a Bail Bond Agent (Professional Bail Bond Agent or Limited Surety Agent) a student must first be issued a temporary limited license as a Professional Bail Bond Agent or Limited Surety Agent for 18 months. Licensure as a temporary limited licensee is a prerequisite in order to be able to apply for licensure as a regular Bail Bond Agent.

To qualify for a temporary Professional Limited Surety/Bail Bond Agent license, the DFS requires a student to complete at least 120 hours of classroom instruction with a passing score of 80 percent or higher in an approved basic certification course in the criminal justice system and successful completion of a 20 hour correspondence course for Bail Bond Agents approved by DFS.

The *Bail and Bail Bond Insurance in Florida Study Guide* for the 20 hour correspondence course may be obtained online or from the Division of Continuing Education, Professional Development, 2046 NE Waldo Road, Suite 1101, Gainesville, FL 32609, telephone number (352) 392-1711, fax number: (352) 392-6950, toll free: 800-327-4218.

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

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

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

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

Program Title:        **Bail Bond Agent**  
Career Certificate Program Number:       **P430135**

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

01.0	Bail bond laws, rules and regulations. The student will be able to:
01.01	Locate and discuss Chapters 648, Bail Bond Agents and Chapter 903, Bail in the Florida Statutes (F.S.).
01.02	Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).
02.0	Professional relationships. The student will be able to:
02.01	Discuss the relationship between the agent and the client:
	a. Initial contact, s. 69B-221.095, F.A.C. and 648.44(1)(a-c).
	b. Disposition of cases, s. 648.571 F.S.
	c. Court appearances, s. 648.44(1) (n).
	d. Posting a bond, s. 69B-221.105 and .145, F.A.C.
	e. Taking collateral, s. 69B-221.120, .125, .130, .135 F.A.C. and s. 648.442, and 648.571 F.S.
02.02	Discuss the relationship between the agent and the family of the client.
02.03	Discuss the relationship between the agent and the indemnitor, s. 69B-221.140, F.A.C.
02.04	Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
02.05	Describe 648.44(1) (a), F.S. as it applies to Bail Bondsman.
02.06	Discuss how to relate to law enforcement personnel.
02.07	Understand how to refer clients to helpful programs for their specific needs (i.e. A.A., drug rehabilitation, etc.).
03.0	Operating a bail bond agency. The student will be able to:



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

	d. s. 843.15, F.S., Bail jumping.
04.02	Discuss the following case law relating to arrest powers:
	a. Taylor v. Taintor – U.S. Supreme Court
	b. Masterson v. Hathaway
	c. Com. v. Brickett
	d. Nicolls v. Ingersoll
	e. Puerto Rico v. Branstad (Extradition Act 18 U.S.C. 3182)
	f. Register v. Barton, 75 So.2d 187 (Fla.1954).
04.03	Describe conditions of arrest, s. 648.30, s. 903.29, F.S.:
	a. Agent's right to delegate arrest power, s. 648.30(3), F.S.
	b. importance of certified copy of bond, s. 903.21, F.S.
	c. Positive identification of defendant.
	d. Custody and control of defendant after arrest by surety.
	<ul style="list-style-type: none"> <li>• Most direct route to deliver defendant to court jurisdiction.</li> <li>• Surrender slip from detention facility.</li> <li>• DFS Statement of Surrender Form, s. 648.4425, F.S. and 69B-221.100 (Form # DFS-H2-1542).</li> </ul>
04.04	Describe the liability of the agent and of the surety company for false arrest.
05.0	Arrest techniques and search of defendant. The student will be able to:
05.01	Discuss skip tracing techniques:
	a. Failure to appear with no estreatures.
	b. Importance of application, photograph, and certified copy of bond
05.02	Demonstrate handcuffing techniques.
05.03	Check for weapons.
06.0	Demonstrate Defensive Tactics: The student will be able to:

06.01	Demonstrate self-defense techniques.
06.02	Understand safety precautions.
06.03	Know the elements of attack; surprise, speed, skill and strength.
06.04	Demonstrate methods of approach; mental alertness, position, and defensive stance.
06.05	Understand the use of pressure points and sensitive areas.
06.06	Discuss the importance of body fitness, exercises for body toning and practice of holds and breaking holds.
07.0	Collateral. The student will be able to:
07.01	Identify forms of collateral, s. 69B-221.120, .125, .130, .135, F.A.C. and s. 648.442, F.S.
07.02	Determine value adequacy of collateral.
07.03	Describe how to record documents/documentary stamps and name of indemnitor, and issue receipts for return of collateral, s. 69B-221.105 and .120, F.A.C.
07.04	Discuss collateral risks.
08.0	Forfeitures, estreatures and judgments. The student will be able to:
08.01	Discuss why a stay order would apply.
08.02	Discuss why a “rule to show cause” would be file against a surety company.
08.03	Discuss certified judgments, s. 627.427, 648.44(1)(m), and 903.27, F.S.
08.04	Discuss surrender of the defendant before breach of bond, s. 903.20, .22 and .28, F.S.
08.05	Describe payments/non-payments of estreatures/forfeitures, s. 903.26 F.S.
08.06	Discuss ramifications for non-payment of forfeitures and judgments, s.648.44(1)(m), 903.27 F.S.
09.0	Civil law. The student will be able to:
09.01	Understand the difference between:
	a. Civil and criminal law.
	b. Case law, Florida Statutes, and Constitutional Law.
	c. Civil law-agent liability for client injury.
09.02	Know the types of damages; compensatory and punitive.

09.03	Know the courts of civil law:
	a. Federal Court – jurisdiction
	b. Florida State Court – jurisdiction
	c. County court
	d. Circuit court
	e. Appellate courts
	f. Florida Supreme Court
09.04	Discuss intentional torts:
	a. Six elements necessary in posing a Malicious prosecution action
	b. False arrest action and grounds for defense
09.05	Understand the concepts of a civil suit; complaint, answer, discovery, summary judgment, trial, motion for new trial, appeal, certification to the Supreme Court of Florida, and final disposition.
09.06	Understand conduct to avoid a civil law suit.
09.07	Understand privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.
10.0	Courtroom demeanor and court organization. The student will be able to:
10.01	Discuss demeanor regarding:
	a. Appearance before the court
	b. Responding to court questions
	c. Approaching the bench
	d. Conduct as a witness
	e. Perjury
	f. Promptness
10.02	Discuss court organization:
	a. Circuit Court
	<ul style="list-style-type: none"> <li>• General Jurisdiction (Civil)</li> </ul>

<ul style="list-style-type: none"> <li>• Juvenile and Family Division</li> </ul>
<ul style="list-style-type: none"> <li>• Probate</li> </ul>
<ul style="list-style-type: none"> <li>• Criminal Division</li> </ul>
b. County Court
<ul style="list-style-type: none"> <li>• Civil Division</li> </ul>
<ul style="list-style-type: none"> <li>• Magistrate Division</li> </ul>
<ul style="list-style-type: none"> <li>• Crimes Division</li> </ul>
<ul style="list-style-type: none"> <li>• Branch Court Division/Full Branch Courts/Traffic Branch Courts</li> </ul>
11.0 Criminal law. The student will be able to:
11.01 Know what constitutes a felony, misdemeanor, traffic offense and infraction.
11.02 Know the basic elements of a crime:
a. Actus Reaus
<ul style="list-style-type: none"> <li>• Affirmative acts</li> </ul>
<ul style="list-style-type: none"> <li>• Negative acts</li> </ul>
b. Mens Rea- Criminal Intent
11.03 Understand specific intent relative to knowledge and relative to motive.
11.04 Understand liabilities:
a. For the crimes of others
<ul style="list-style-type: none"> <li>• 18 U.S.C. Sec. 2. Principals</li> </ul>
<ul style="list-style-type: none"> <li>• Chapter 843, F.S. – Obstructing Justice</li> </ul>
A. Refusing assistance to a prison officer
B. Neglect or refusal to aid a peace officer
C. Falsely impersonating an officer
D. Compounding a felony

b. Forgery

11.05 Define common law, statutory law and rules and regulations of administrative branches.

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

All questions and requests for information about examinations and examination administration should be directed to Pearson VUE.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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



Florida Department of Education  
Curriculum Framework

**Program Title:** Cross-over from Correctional Probation Officer to CMS Correctional B RTP  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430142
CIP Number	0743010204
Grade Level	30, 31
Standard Length	238 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination

**Purpose**

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

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Correctional Probation Officer Cross-over Training to Florida CMS Correctional Basic Recruit Training Program curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Corrections, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

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

**Program Structure**

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

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

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part time Correctional Officers (SOC 33-3012). **A student enrolling in this program must have successfully completed the Correctional Officer Basic Recruit Training Program and passed the State Officer Certification Exam in accordance with Chapters 943, F.S. and 11B-35, F.A.C.**

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7G	32 hours	33-3012
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facility and Equipment		8 hours	
	CJK0320	Intake and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK0335	Responding to Incidents and Emergencies		16 hours	
	CJK0040	Criminal Justice Firearms		80 hours	
	CJK0393	Crossover Program Updates		8 hours	

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

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

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

## Standards

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

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

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

Program Number	P430152
CIP Number	0743010205
Grade Level	30, 31
Standard Length	198 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officers and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination

**Purpose**

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

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice disciplines. The Law Enforcement Officer Crossover Training to Florida CMS Correctional Basic Recruit Training Program curriculum consists of one textbook (*Florida Basic Recruit Training Program: Corrections, Volume 1*) and its accompanying Instructor Guides.

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

**Program Structure**

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK 0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7G	32 hours	33-3012
	CJK 0305	Communications		40 hours	
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facilities and Equipment		8 hours	
	CJK0320	Intake and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK 0335	Responding to Incidents and Emergencies		16 hours	
	CJK0393	Cross-Over Program Updates		8 hours	



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

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

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

## **Standards**

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

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

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

The Florida Department of Law Enforcement provides periodic updates through Curriculum Alerts online.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

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

**Career Certificate Program**

Program Number	P430153
CIP Number	0743010211
Grade Level	30, 31
Standard Length	562 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

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

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide foundational knowledge for aspiring officers in the respective criminal justice disciplines. The Florida Correctional Probation Basic Recruit Training curriculum consist of two textbooks (*Florida Correctional Probation Officer Training Academy, Volume 1* and *Florida Basic Recruit Training Program High Liability, Volume 2*) and their accompanying Instructor Guides.

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

**Program Structure**

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0265	Communications		46 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management for Correctional Probation		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0031	First Aid for Criminal Justice Officers		40 hours	
	CJK0040	Criminal Justice Firearms		80 hours	
	CJK0051	Criminal Justice Defensive Tactics		80 hours	
	CJK0281	Criminal Justice Officer Physical Fitness Training		34 hours	

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

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

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

## **Standards**

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

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



## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

This program must be offered by a CJSTC certified training center in order for the successfully completing student to be eligible to take the state certification examination for CJSTC certification. A list of CJSTC certified training centers is available online.

This program may be offered in courses as long as 100% of minimum competencies are taught. Career and technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

Program Number	P430208
CIP Number	0743010907
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-9021 Private Detectives and Investigators
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

**Purpose**

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

The purpose of this program is to prepare students for employment as Private Investigator Interns (SOC 33-9021) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Agriculture and Consumer Services (FDACS) Chapter 493, Florida Statutes (F.S.), and Chapter 5N-1, Florida Administrative Code (F.A.C.). Reinforcement of basic skills in language and reading, appropriate for the job, is provided through preparatory classroom instruction and applied laboratory procedures and practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community involvement, health, and environmental safety issues.

NOTE: Licensure as a private investigator intern allows the license holder to work for a licensed private investigative agency under the direct supervision and sponsorship of a licensed private investigator. The period of internship is intended to give the intern the opportunity to gain the two years of combined training and experience required by law to qualify for licensure as a private investigator as specified in section 493.6203(4), F.S.

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

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point and two required courses.

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

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

The following table illustrates the postsecondary program structure:

**Important Program Information:**

A person applying for the Class “CC” Private Investigator Intern License will be required to submit proof of completion of all 40 hours of the total required training at the time of submitting an application for licensure to the Division. Applicants will no longer have the option of taking only 24 hours of training and deferring the remaining 16 hours of training until after the license has been issued.

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SCY0051	Private Investigator Intern 1	LAW ENF @7 7G	24 hours	33-9021
	SCY0052	Private Investigator Intern 2	PUB SERV 7 G	16 hours	

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

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

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

## **Standards**

The **Florida Department of Agriculture and Consumer Services (FDACS), Division of Licensing** is responsible for establishing uniform minimum standards for the employment and training of Private Investigators Interns through licensure and regulation of those industries pursuant to Chapter 493, Florida Statutes.

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

See the following website for additional information.

### **Cooperative Training – OJT**

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

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

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

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

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

### **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Career Certificate Program**

Program Number	P430211
CIP Number	0743020304
Grade Level	30, 31
Standard Length	492 Hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-2011 Firefighters
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 firefighter to entry level fire inspectors and investigators.

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

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



## Program Structure

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

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S. **(NOTE: Bureau of Fire Standards and Training (BFST) course number system on their frameworks is not the same as SCNS. Ensure to report the FDOE SCNS Course Number.)**

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	FFP0030	Firefighter I	FIRE FIGHT 7G	191 hours	33-2011
B	FFP0031	Firefighter II		301 hours	33-2011

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

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

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

## Standards

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

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the Bureau of Fire Standards and Training (BFST) approved firefighters and volunteer firefighters, advanced, specialized, and specialized instructor training programs for firefighters.

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available online.

## **Additional Information**

### **Laboratory Activities**

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

### **Special Notes**

See the following website for additional information.

### **Cooperative Training – OJT**

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

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

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

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

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

## **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

**Program Title:** Firefighter/ Emergency Medical Technician- Combined  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety, & Security/ Health Science

**Career Certificate Program**

Program Number	P430217
CIP Number	0743020313
Grade Level	30, 31
Standard Length	792 Hours
Teacher Certification: OCPs A&B	Refer to the <b><u>Program Structure</u></b> section.
Teacher Certification: OCPs C & D	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FPSA and HOSA
SOC Codes (all applicable)	33-2011 Firefighter 29-2041 Emergency Medical Technicians and Paramedics 31-9099 Healthcare Support Workers, All Other
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

# These certifications can only be used for adjunct faculty. Please refer to 64J-1.201 F.A.C. for the EMS instructor qualifications.

## Purpose

The purpose of this program is to provide the necessary training required for students to become certified firefighters as well as licensed Emergency Medical Technicians. It is not intended for those who are currently certified/licensed as either firefighters or EMTs. Students wishing to add an additional certification to an existing credential must enroll in either the Firefighter program or the Emergency Medical Technician program.

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

## Program Structure

This program is a planned sequence of instruction consisting of 3 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S. **(NOTE: Bureau of Fire Standards and Training (BFST) course number system on their frameworks is not the same as SCNS. Ensure to report the FDOE SCNS Course Number.)**

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	FFP0030	Firefighter I	FIRE FIGHT 7G	191 hours	33-2011
B	FFP0031	Firefighter II		301 hours	
C	EMS0110	Emergency Medical Technician	PARAMEDIC @7 7G # EMT 7G # REG NURSE 7 G # PRAC NURSE @7 %7%G *(Must be a Registered Nurse)	300 hours	29-2041

## Regulated Programs

### Firefighter Regulation

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupational completion points. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) in accordance with statutory or Florida Administrative Code (F.A.C.) rule changes.)**

### EMT Regulation

The EMT component of this combined program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT), National EMS Education Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The EMT component of this program meets the Department of Health trauma score card methodologies and Sudden Unexpected Infant Death Syndrome training education requirements. Upon completion of this component, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Office of Emergency Medical Services, Department of Health.

The EMT component of this program must be taught by an instructor meeting the qualifications as set forth in 64J-1.0201 FAC.

An American Heart Association or Red Cross certification or equivalent in "professional" Basic Life Support is required of all candidates for entrance into the EMT component of this program.

The Student Performance Standards for Emergency Medical Technician were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hours in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.



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

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

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

## Standards

### Firefighter Component

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available online.

### Emergency Medical Technician Component

- 01.0 Demonstrate a simple depth, foundational breadth of knowledge of EMS systems.
- 02.0 Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making.
- 03.0 Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness.
- 04.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing.
- 05.0 Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication.
- 06.0 Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication.
- 07.0 Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics.
- 08.0 Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
- 09.0 Demonstrate a fundamental knowledge in the use of medical terminology.
- 10.0 Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation.
- 11.0 Demonstrate a fundamental knowledge of life span development to patient assessment and management.
- 12.0 Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care.
- 13.0 Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency.
- 14.0 Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT.
- 15.0 Demonstrate a foundational depth, fundamental breadth of knowledge of airway management across the life span within the scope of practice of the EMT.
- 16.0 Demonstrate a fundamental depth, foundational breadth of knowledge of respiration.
- 17.0 Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span.
- 18.0 Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations.
- 19.0 Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations.
- 20.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking.
- 21.0 Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment.
- 22.0 Demonstrate a simple depth, simple breath of knowledge of monitoring devices within the scope of practice of the EMT.
- 23.0 Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations.
- 24.0 Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints.
- 25.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span.
- 26.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span.

- 27.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span.
- 28.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span.
- 29.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span.
- 30.0 Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span.
- 31.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span.
- 32.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span.
- 33.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span.
- 34.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span.
- 35.0 Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergencies across the life span.
- 36.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span.
- 37.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span.
- 38.0 Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span.
- 39.0 Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span.
- 40.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of the trauma patient across the life span.
- 41.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span.
- 42.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of chest trauma across the life span.
- 43.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma across the life span.
- 44.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span.
- 45.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span.

- 46.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck, and spine trauma across the life span.
- 47.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span.
- 48.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of trauma patients with special considerations across the life span.
- 49.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of environmental emergencies across the life span.
- 50.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span.
- 51.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT.
- 52.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT.
- 53.0 Demonstrate a fundamental depth, fundamental breath of knowledge of the management of the pediatric patient within the scope of practice of the EMT.
- 54.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT.
- 55.0 Demonstrate a simple depth, simple breadth of knowledge of management of the patient with special challenges across the life span.
- 56.0 Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport.
- 57.0 Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system.
- 58.0 Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident.
- 59.0 Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response.
- 60.0 Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools.
- 61.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 62.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Florida Department of Education  
Student Performance Standards

Program Title: Firefighter/ Emergency Medical Technician - Combined  
Career Certificate Program Number: P430217

Course Number: FFP0030  
Occupational Completion Point: A  
Firefighter I – 191 Hours – SOC Code 33-2011

The Bureau of Fire Standards and Training (BFST) approved curricula is available online.

Course Number: FFP0031  
Occupational Completion Point: B  
Firefighter II – 301 Hours – SOC Code 33-2011

Course Number: EMS0110  
Occupational Completion Point: C  
Emergency Medical Technician – 300 Hours – SOC Code 29-2041

01.0	<b>EMS Systems:</b> Demonstrate a simple depth, foundational breadth of knowledge of EMS systems. – The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels (EMR, EMT, and PM) in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness.
01.06	Characterize the EMS system’s role in prevention and public education.
01.07	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.08	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
01.09	Discuss the maintenance of and differences between certification and licensure for the EMS professional in the State of Florida and NREMT.
01.10	Define quality improvement and discuss the EMT’s role in the process.

01.11	Identify the basics of common methods of payment for healthcare services.
01.12	Analyze attributes and attitudes of an effective leader.
01.13	Demonstrate effective techniques for managing team conflict.
01.14	Describe factors that influence the current delivery system of healthcare.
01.15	Discuss the importance of continuing medical education and skills retention.
01.16	Assess personal attitudes and demeanor that may distract from professionalism.
01.17	Serve as a role model and exhibit professional behaviors in the following areas:
01.17.01	integrity
01.17.02	empathy
01.17.03	self-motivation
01.17.04	appearance and personal hygiene
01.17.05	self-confidence
01.17.06	communications (including phone, email and social media etiquette)
01.17.07	time management
01.17.08	teamwork and diplomacy
01.17.09	respect
01.17.10	patient advocacy (inclusive of those with special needs, alternate life styles and cultural diversity)
01.17.11	careful delivery of service
02.0	<b>Research:</b> Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making. – The student will be able to:
02.01	Discuss EMS research and evidence based decision making
02.01.01	Conduct scientific literature searches
02.01.02	Read, interpret, and extract information from journal articles relevant to a project
02.02	Explain the importance of assessing and treating patients based on evidence based decision-making.
02.03	Interpret graphs, charts, and tables.
02.04	Measure time, temperature, distance, capacity, and mass/weight.
02.05	Convert and use traditional and metric units.
02.06	Make estimations, approximations and judge the reasonableness of the result.
02.07	Convert time from a 12 hour format to a 24 hour format
02.08	Demonstrate ability to evaluate and draw conclusions.
02.09	Calculate ratios.

02.10	Explain the rationale for the ems system gathering data.
03.0	<b>Workforce Safety and Wellness:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness. – The student will be able to:
03.01	Explain the need to determine scene safety.
03.02	Discuss the importance of body substance isolation (BSI).
03.03	Describe the steps and equipment the EMT should take for personal protection from airborne and blood borne pathogens and communicable disease.
03.04	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.05	Discuss the steps the EMT should take when approaching a family confronted with death and dying.
03.06	Recognize the warning signs of personal stress and discuss the strategies and resources available for EMTs to utilize.
03.07	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.08	Discuss the guidelines and safety precautions to be followed when lifting and moving patients and equipment.
03.09	Discuss patient positioning in common emergency situations.
03.10	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.11	Define “infectious disease” and “communicable disease.”
03.12	Describe the routes of transmission and associated risks for infectious disease.
03.13	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.14	Explain how immunity to infectious diseases is acquired.
03.15	Explain post exposure management of exposure to patient blood or body fluids, including proper notification documentation.
03.16	Describe the components of physical fitness and mental wellbeing.
03.17	Identify personal health practices and environmental factors, which affect physical, mental, and emotional wellbeing.
03.18	Discuss complementary and alternative health practices.
03.19	Explain the basic concepts of positive self-image, wellness and stress.
03.20	Discuss the need for a wellness and stress control plan that can be used in personal and professional life.
03.21	Explore the importance of adequate nutrition (i.e. U.S. Department of Agriculture’s MyPlate food guide ( <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> )).

03.22	Demonstrate safe behaviors in the proper use of medical equipment.
03.23	Explain the theory of root- cause analysis.
03.24	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
03.25	Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
03.26	Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
03.27	Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	<b>Documentation:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing. – The student will be able to:
04.01	Discuss applications of technology in healthcare.
04.02	Demonstrate basic computer skills.
04.03	Interpret and utilize information from electronic health records.
04.04	Identify methods of electronic communication to access and distribute data.
04.05	Describe the use and importance of properly written communication and patient care documentation.
04.06	Explain the legal implication of the patient care report.
04.07	Identify the minimum dataset reference patient information and administrative information on the patient care report.
04.08	Understand how to document refusal of care, including legal implications.
04.09	Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
04.10	Describe the special considerations concerning mass casualty incident documentation.
04.11	Demonstrate completion of a patient care report for a medical and trauma patient.
05.0	<b>EMS System Communication:</b> Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication. – The student will be able to:
05.01	Understand the basic principles of the various types of communications equipment used in EMS.
05.02	Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
05.03	Explain the rationale for providing efficient and effective radio communications and patient reports.
05.04	Identify the essential components of the verbal report and legal aspects that need to be considered.



05.05	Perform an organized and concise radio transmission.
05.06	Perform an organized, concise verbal patient report that would be given to the staff at a receiving facility.
05.07	Perform a brief, organized verbal report that would be given during transfer of care at an incident scene.
06.0	<b>Therapeutic Communication:</b> Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication. – The student will be able to:
06.01	Describe principles of therapeutic and effective communication with patients.
06.02	Discuss basic speaking and active listening skills.
06.03	Recognize the importance of patient/client educations regarding healthcare.
06.04	Discuss the adjustment of communication strategies to effectively communicate with patients with:
06.04.01	differing age groups
06.04.02	differing developmental stages
06.04.03	special needs
06.04.04	Differing cultures, including language barriers
06.05	Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
06.06	Discuss the strategies for interviewing persons in special situations.
06.07	Distinguish between and respond to verbal and non-verbal cues.
06.08	Analyze elements of communication using a sender-receiver/close loop model.
06.09	Exhibit positive non-verbal behaviors.
06.10	Establish proper patient rapport.
07.0	<b>Medical/Legal and Ethics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics. – The student will be able to:
07.01	Discuss the rational, importance, and limitations of patient autonomy.
07.02	Differentiate between expressed, implied and involuntary consent.
07.03	Discuss the methods of obtaining consent and procedures for minors.
07.04	Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
07.05	Discuss the implications for the EMT in patient refusal of care and/or transport.
07.06	Explain the importance, necessity and legality of patient confidentiality.
07.07	Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS

	application.
07.08	Discuss State of Florida and Federal special reporting situations including: 07.08.01 abuse 07.08.02 sexual assault 07.08.03 gunshot and knife wounds 07.08.04 communicable disease 07.08.05 animal Bites
07.09	Differentiate between civil tort and criminal actions.
07.10	Discuss the elements of negligence and defenses/protections from liability.
07.11	Discuss the role of the EMT at crime scenes and preservation of evidence.
07.12	Define ethics and morality and discuss their implication for the EMT.
07.13	Discuss Florida legislation such as: 07.13.01 Baker Act (FS 394.451) 07.13.02 Marchman Act (FS 397.601 and FS 397.675) 07.13.03 Emergency Examination and Treatment of Incapacitated Persons Act (FS 401.445)
07.14	Differentiate between the scope of practice and the standard of care as applied to the EMT.
07.15	Discuss the legal concepts and limitations of immunity, including Good Samaritan statutes and governmental immunity.
07.16	Describe the appropriate patient management and care techniques in a refusal of care situation.
07.17	Analyze the relationship between the law, morals and ethics in EMS and the premise that should under lie the EMTs ethical decisions.
07.18	Describe the criteria necessary to honor an advance directive.
07.19	Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	<b>Anatomy and Physiology:</b> Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. – The student will be able to:
08.01	Identify the following topographic terms: 08.01.01 medial 08.01.02 lateral 08.01.03 proximal 08.01.04 distal 08.01.05 superior 08.01.06 inferior 08.01.07 anterior 08.01.08 posterior 08.01.09 midline

08.01.10	right and left
08.01.11	mid-clavicular
08.01.12	bilateral
08.01.13	mid-axillary
08.02	Describe the life support chain, aerobic metabolism, and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology, and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following:
08.04.01	skeletal system
08.04.02	muscular system
08.04.03	respiratory System
08.04.04	circulatory/ Cardiovascular system
08.04.05	nervous System
08.04.06	integumentary system
08.04.07	digestive system
08.04.08	endocrine system
08.04.09	renal system
08.04.10	reproductive system
08.04.11	lymphatic System
08.05	Explain cellular anatomy and physiology.
08.06	Explain cellular respiration.
08.07	Discuss cell division.
08.08	Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09	Name and identify the location of the bones of the axial and appendicular skeleton.
08.10	Describe the classification and types of joints.
08.11	Discuss the mechanisms of breathing including:
08.11.01	mechanical ventilation
08.11.02	pulmonary volumes
08.11.03	dead space
08.11.04	lung compliance
08.12	Explain the diffusion of gases in external and internal respiration.
08.13	Describe oxygen and carbon dioxide transport in the blood.
08.14	Describe nervous and chemical mechanisms that regulate respirations.
08.15	Discuss respiration and acid-base balance.

08.16	Discuss the hemodynamics of blood pressure.
08.17	Discuss the role of nutrition, metabolism and body temperature on body function.
08.18	Describe the causes, advantages and disadvantages of a fever.
08.19	Discuss the hypothalamus functions as the thermostat in the body.
<b>09.0</b>	<b>Medical Terminology:</b> Demonstrate a fundamental knowledge in the use of medical terminology. – The student will be able to:
09.01	Identify medical terminology word parts such as:
09.01.01	root words
09.01.02	prefixes
09.01.03	suffixes
09.01.04	combining forms
09.02	Correctly utilize medical terminology describing each of the following:
09.02.01	body structures
09.02.02	functions
09.02.03	conditions and disorders
09.02.04	body regions
09.02.05	cavities
09.02.06	areas
09.02.07	landmarks
09.03	Correctly use medical abbreviations and symbols.
09.04	Read and understand basic medical documentation in medical records and medical reports.
09.05	Communicate with healthcare professionals utilizing basic medical terminology.
09.06	Explain the rationale for using accepted medical terminology correctly.
<b>10.0</b>	<b>Pathophysiology:</b> Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation. – The student will be able to:
10.01	Discuss signs of irreversible death.
10.02	Review the anatomy and physiology of the respiratory and cardiovascular systems.
10.03	Discuss and identify the pathophysiology of respiratory failure and respiratory and cardiac arrest.
10.04	Understand shock, including the pathophysiology, causes, and the signs and symptoms associated with the various types of shock.
10.05	Discuss the variations in the pathophysiology of shock across the life span.
<b>11.0</b>	<b>Life Span Development:</b> Demonstrate a fundamental knowledge of life span development to patient assessment and management. – The student will be able to:

11.01	Describe the major physiologic and psychosocial characteristics across the life span.
12.0	<b>Public Health:</b> Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care. – The student will be able to:
12.01	Define public health and explain the goal of the public health field.
12.02	Identify the EMS role within the public health field.
12.03	Discuss basic concepts of epidemiology.
12.04	Discuss ways of EMS involvement in injury prevention.
12.05	Identify areas of need for prevention programs in the community.
13.0	<b>Principles of Pharmacology:</b> Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency. –The student will be able to:
13.01	Explain the “rights” of medication administration and describe how each one related to EMS.
13.02	Discuss and differentiate the various medication forms and the appropriate routes of administration
13.03	Describe the difference between a generic medication name and trade name, and provide an example of each.
13.04	Discuss the components and elements of a drug profile including:
13.04.01	class
13.04.02	actions
13.04.03	contraindications
13.04.04	side effects
13.04.05	dose
13.04.06	route
13.05	Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	<b>Emergency Medications:</b> Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT. – The student will be able to:
14.01	State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction:
14.01.01	class
14.01.02	generic and trade names
14.01.03	actions
14.01.04	indication
14.01.05	contraindications
14.01.06	complications
14.01.07	routes of administration
14.01.08	side effects
14.01.09	interactions

14.01.10	Doses of medications
14.02	Discuss the forms in which the medications may be found.
14.03	Demonstrate the steps in properly inspecting each type of medication.
14.04	Discuss the difference between administration versus assistance of patient medications.
15.0	<b>Airway Management:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of airway management across the life span within the scope of practice of the EMT. – The student will be able to:
15.01	Review the structures and functions of the respiratory system.
15.02	Describe appropriate airway management for a patient with or without adequate breathing.
15.03	Describe indications for and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in all age groups.
15.04	Define, identify and describe the following:
15.04.01	tracheostomy
15.04.02	laryngectomy
15.04.03	stoma
15.04.04	tracheostomy tube
15.05	Describe the special considerations in airway management for the pediatric patient.
15.06	Demonstrate the techniques of suctioning.
15.07	Demonstrate relief of FBAO.
15.08	Demonstrate how to insert an oral and nasal -airway adjunct.
15.09	Demonstrate how to insert both esophageal and supra-glottic airways.
16.0	<b>Respirations:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of respiration. – The student will be able to:
16.01	Review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc.).
16.02	Describe the oxygenation process.
16.03	Explain both external and internal respiration process.
16.04	Discuss the various pathophysiologies of the respiratory system.
16.05	Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
16.06	Describe the following regarding supplemental oxygen delivery devices:
16.06.01	indications
16.06.02	contraindications

16.06.03	advantages
16.06.04	disadvantages
16.06.05	complications
16.06.06	liter flow range
16.06.07	concentration of delivered oxygen
16.06.08	procedures
16.06.09	purpose
16.06.10	components
16.07	Review the anatomy and physiology of the respiratory system including:
16.07.01	control of respirations
16.07.02	mechanics of respiration
16.07.03	pulmonary ventilation
16.07.04	oxygenation
16.07.05	mechanical ventilation
16.08	Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
16.09	Demonstrate the correct operation of oxygen tanks and regulators.
16.10	Demonstrate the use of high, medium, low, and variable concentration oxygen delivery devices for all age groups.
16.11	Discuss the use of an oxygen humidifier and the requirements needed for its use.
16.12	Discuss the differences between negative pressure and positive pressure ventilation.
17.0	<b>Artificial Ventilations:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span. – The student will be able to:
17.01	Demonstrate how to ventilate a patient with a pocket mask.
17.02	Demonstrate the safe and effective ventilation for a patient with a BVM for one or two rescuers using oral-nasal adjuncts with appropriate airway positioning.
17.03	Discuss the signs of adequate and inadequate ventilation using the BVM.
17.04	Describe the steps involved in performing a comprehensive assessment of ventilations.
17.05	Demonstrate how to ventilate a patient with a stoma.
17.06	Demonstrate the use of various devices used in the assessment of supra-glottic airway placement.
17.07	Describe the following for a patient with an automatic transport ventilator (ATV):
17.07.01	indications
17.07.02	contraindications
17.07.03	advantages
17.07.04	disadvantages
17.07.05	complications

17.07.06	technique for ventilating
17.08	Describe the following for a patient with a CPAP:
17.08.01	indications
17.08.02	contraindications
17.08.03	advantages
17.08.04	disadvantages
17.08.05	complications
17.08.06	technique for ventilating
18.0	<b>Scene Size-Up:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations. – The student will be able to:
18.01	Recognize and describe hazards/potential hazards at the scene.
18.02	Discuss common mechanisms of injury/nature of illness.
18.03	Discuss the priority considerations for multiple-patient situations.
18.04	Explain why it is important for the EMT to anticipate and determine the need for additional or specialized resources.
18.05	Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
18.06	Discuss the minimum standard precautions that should be followed and PPE that should be worn as appropriate.
18.07	Discuss special considerations for dealing with a violent scene.
18.08	Explain the rationale for crew members to evaluate scene safety prior to entering.
18.09	Explain how patient situations affect your evaluation of mechanism of injury or illness.
19.0	<b>Primary Assessment:</b> Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations. – The student will be able to:
19.01	Summarize the elements of a general impression of the patient.
19.02	Explain the reason for performing a primary assessment.
19.03	Discuss and demonstrate methods of assessing level of responsiveness using AVPU.
19.04	Discuss and demonstrate methods of assessing the airway and providing airway care across the life span.
19.05	Describe and demonstrate methods used for assessing if a patient is breathing across the life span.
19.06	Differentiate between a patient with adequate and inadequate breathing.
19.07	Describe and demonstrate the methods used to obtain a pulse across the life span.
19.08	Discuss and demonstrate assessing the patient for external bleeding.



19.09	Describe and demonstrate the assessment and interpretation of skin color, temperature, moisture and capillary refill across the life span.
19.10	Explain the reasons prioritizing a patient for care and transport.
19.11	Describe when it is appropriate to expose the patient completely.
19.12	Differentiate between critical life-threatening, potentially life-threatening, and non-life-threatening patient presentations.
20.0	<b>History-Taking:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking. – The student will be able to:
20.01	Determine and investigate the chief complaint.
20.02	Describe components of the patient history.
20.03	Explain the importance of obtaining a SAMPLE and OPQRST history.
20.04	Acknowledge the feelings patients experience during assessment.
20.05	Discuss the value of obtaining a family and social history.
20.06	Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
21.0	<b>Secondary Assessment:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment. – The student will be able to:
21.01	Discuss the components and techniques of the physical exam and skills involved.
21.02	Discuss the indications for performing:
21.02.01	rapid assessment
21.02.02	focused exam
21.02.03	head to toe exam
21.03	Demonstrate:
21.03.01	rapid exam
21.03.02	focused exam
21.03.03	head to toe exam
21.04	Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation.
21.05	Describe and demonstrate the importance of obtaining a baseline set of vital signs.
21.06	Discuss blood pressure ranges across the life span.
22.0	<b>Monitoring Devices:</b> Demonstrate a simple depth, simple breadth of knowledge of monitoring devices within the scope of practice of the EMT. – The student will be able to:
22.01	Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies.
22.01.01	pulse oximetry

	22.01.02	glucometry
	22.01.03	capnography
	22.01.04	noninvasive BP monitoring
	22.01.05	thermometry
	22.01.06	telemetry
	22.02	Demonstrate proper placement of a cardiac monitor and diagnostic ECG leads.
23.0	<b>Reassessment:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations. – The student will be able to:	
	23.01	Describe the components of reassessment and demonstrate the skills involved.
	23.02	Discuss the reasons for repeating the primary assessment as part of the reassessment.
	23.03	Explain trending assessment components and its value to other health professionals who assume care of the patient.
	23.04	Demonstrate the reassessment of patients across the life span.
24.0	<b>Medical Overview:</b> Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints. – The student will be able to:	
	24.01	Identify factors that complicate patient assessment:
	24.01.01	scene safety
	24.01.02	environmental factors
	24.01.03	chief complaint
	24.01.04	EMT preconceptions
	24.01.05	distracting injuries
	24.01.06	tunnel vision
	24.01.07	patient cooperation
	24.01.08	EMT attitude
	24.02	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
25.0	<b>Neurology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span. – The student will be able to:	
	25.01	Review the anatomy and physiology of the nervous system.
	25.02	Describe the pathophysiology of the following neurologic disorders:
	25.02.01	altered mental status
	25.02.02	stroke
	25.02.03	transient ischemic attack
	25.02.04	headache
	25.02.05	seizures
	25.02.06	syncope
	25.03	Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes, and transient ischemic attacks and their similarities and differences.

25.04	Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
25.05	Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
25.06	Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish harmless headaches from something more serious.
25.07	Define “altered mental status” and identify the possible causes.
25.08	Describe and demonstrate the assessment and management of the patient with various neurological emergencies in all age groups to include:
25.08.01	strokes
25.08.02	headaches
25.08.03	seizures
25.08.04	altered mental status
25.09	Discuss the transport of the stroke patient to the appropriate treatment center.
26.0	<b>Abdominal and Gastrointestinal Disorder:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span. – The student will be able to:
26.01	Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.
26.02	Define and describe the pathophysiology of the following abdominal and gastrointestinal disorders:
26.02.01	abdominal pain
26.02.02	acute abdomen
26.02.03	peritonitis
26.02.04	appendicitis
26.02.05	pancreatitis
26.02.06	cholecystitis
26.02.07	gastrointestinal bleeding
26.02.08	esophageal varices
26.02.09	gastroenteritis
26.02.10	ulcers
26.02.11	intestinal obstruction
26.02.12	hernia
26.02.13	abdominal aortic aneurysm
26.03	Identify the signs and symptoms of common GI disorders.
26.04	Describe and demonstrate the assessment and management of the patient with various gastrointestinal emergencies.
26.05	Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
27.0	<b>Immunology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span. – The student will be able to:
27.01	Define and differentiate allergic reaction and anaphylaxis.

27.02	Describe the pathophysiology of the following immunology disorders: 27.02.01 allergic reaction 27.02.02 anaphylaxis 27.02.03 anaphylactic shock
27.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an allergic or anaphylactic reaction.
27.04	Review the following for the epinephrine auto-injector: 27.04.01 generic and trade names 27.04.02 medication forms 27.04.03 dose 27.04.04 administration 27.04.05 action 27.04.06 contraindications
27.05	Demonstrate the use of epinephrine auto-injector.
27.06	Review the anatomy and physiology of the organs and structures related to anaphylaxis.
27.07	Describe the incidence, morbidity and mortality of anaphylaxis.
27.08	Recognize the signs and symptoms related to anaphylaxis.
27.09	Describe the risk factors for and prevention of anaphylaxis and appropriate patient education.
27.10	Discuss common antigens most frequently associated with anaphylaxis.
27.11	Explain the importance of separating the patient from the allergen when possible.
28.0	<b>Infectious Disease:</b> Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span. – The student will be able to:
28.01	Discuss the causes of infectious diseases
28.02	Describe the pathophysiology of infectious diseases of significant public health concern.
28.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an infectious disease.
28.04	Discuss mandatory notification to State or Federal agencies of various diseases.
28.05	Identify patients with risk factors for infectious disease.
28.06	Explain the principles and practices of infection control in prehospital care.
28.07	Describe and discuss the rationale for the various types of PPE.
28.08	Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).

28.09	Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
28.10	Describe the actions to take if the EMS provider is exposed to an infectious disease.
28.11	Demonstrate the ability to comply with body substance isolation guidelines.
28.12	Discuss the pathophysiology, risk factors, assessment, and prehospital management of sepsis/systemic inflammatory response syndrome (SIRS)
29.0	<b>Endocrine Disorders:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span. – The student will be able to:
29.01	Review the anatomy and physiology of the endocrine system and its main function in the body.
29.02	Describe the pathophysiology and signs and symptoms of the following endocrine disorders:
29.02.01	Insulin Dependent Diabetes Mellitus
29.02.02	Non-Insulin Dependent Diabetes Mellitus
29.02.03	Hypoglycemia
29.02.04	Hyperglycemia
29.02.05	Diabetic Ketoacidosis(DKA)
29.02.06	Hyperglycemic Hyperosmolar Non-ketotic Syndrome (HHNS)
29.03	Define and differentiate between Type I and Type II Diabetes.
29.04	Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
29.05	Review the following for oral glucose:
29.05.01	generic and trade names
29.05.02	medication forms
29.05.03	dose
29.05.04	administration
29.05.05	action
29.05.06	contraindications
29.06	Demonstrate the steps of using a glucometer device and administering oral glucose.
29.07	Describe and demonstrate the assessment and the management of the patient experiencing an endocrinologic emergency to include hypo- and hyper-glycemia.
29.08	Discuss the general assessment findings associated with endocrinologic emergencies.
30.0	<b>Psychiatric:</b> Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span. – The student will be able to:
30.01	Differentiate among behavior, psychiatric disorders and behavioral emergencies
30.02	Discuss common psychiatric disorders and behavioral emergencies.
30.03	Discuss the general factors that may cause an alteration in a patient's behavior.

30.04	Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include suicide.
30.05	Manage a behavioral emergency scenario applying knowledge of medical/legal Florida Statutes.
30.06	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency.
30.07	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
30.08	Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric emergencies.
30.09	Describe and demonstrate methods of restraint that may be used in the management of a patient with a behavioral emergency.
30.10	Explain the importance of provider behavior and communication in the care of a patient with a behavioral emergency.
31.0	<b>Cardiovascular:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span. – The student will be able to:
31.01	Review the basic anatomy and physiology of the cardiovascular system.
31.02	Describe the pathophysiology and signs and symptoms of the following cardiovascular disorders:
31.02.01	acute coronary syndrome
31.02.02	angina pectoris
31.02.03	thromboembolism
31.02.04	myocardial infarction
31.02.05	hypertensive emergencies
31.02.06	aortic aneurysm/dissection
31.02.07	left and right sided heart failure
31.02.08	cardiogenic shock
31.02.09	cardiac arrest
31.03	Describe and demonstrate the assessment and management of the patient experiencing a cardiac emergency.
31.04	Discuss the indications and contraindications for automated external defibrillation (AED).
31.05	Explain the impact of age and weight on defibrillation.
31.06	Discuss the position of comfort for patients with various cardiac emergencies.
31.07	Explain the rationale for early defibrillation.
31.08	Discuss and differentiate among various types of external defibrillators.
31.09	Discuss and differentiate among the various types of implanted cardiac devices.
31.10	Understand the importance of maintenance and operators check list for AED's.
31.11	Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.

31.12	Explain the role medical direction plays in the use of automated external defibrillation.
31.13	Explain the rationale for administering nitroglycerin and ASA to a patient with chest pain or discomfort.
31.14	Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
31.15	Demonstrate the assessment and documentation of patient response to nitroglycerin.
31.16	Discuss the purpose and use of CPR assist devices.
32.0	<b>Toxicology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span. – The student will be able to:
32.01	Define and differentiate among toxicology, poisoning, and overdose.
32.02	Describe the pathophysiology and signs and symptoms of the following toxicological emergencies, including but not limited to:
32.02.01	food poisoning
32.02.02	carbon monoxide poisoning
32.02.03	cyanide poisoning
32.02.04	exposure to acid or alkaline substances
32.02.05	exposure to hydrocarbons
32.02.06	methanol ingestion
32.02.07	isopropanol ingestion
32.02.08	ethylene glycol ingestion
32.02.09	exposure to poisonous plants
32.02.10	drug withdrawal
32.02.11	alcoholic syndrome
32.02.12	withdrawal syndrome (including delirium tremens)
32.02.13	illicit drug use
32.02.14	medication overdose
32.02.15	opioid overdose
32.02.16	organa phosphate overdose
32.03	Discuss various ways that toxins enter the body.
32.04	Discuss and demonstrate the assessment and management for the patient with a toxicological emergency.
32.05	Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
32.06	Explain the rationale for contacting medical direction early in the prehospital management of a patient with a toxicological emergency.
32.07	Review the following for Narcan (naloxone):
32.07.01	generic and trade names
32.07.02	medication forms
32.07.03	dose
32.07.04	administration

	32.07.05	action
	32.07.06	contraindications
33.0	<b>Respiratory:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span – The student will be able to:	
33.01	Review the basic anatomy and physiology of the respiratory system.	
33.02	Describe the pathophysiology and signs and symptoms of the following respiratory disorders:	
	33.02.01	Chronic Obstructive Pulmonary Disease
	33.02.02	Asthma
	33.02.03	Pulmonary Edema
	33.02.04	Spontaneous Pneumothorax
	33.02.05	Hyperventilation Syndrome
	33.02.06	Cystic Fibrosis
	33.02.07	Pulmonary Embolism
	33.02.08	Pneumonia
	33.02.09	Viral Respiratory Infections
	33.02.10	Poisonous Exposures
	33.02.11	Bacterial respiratory infections
33.03	Discuss signs of adequate air exchange.	
33.04	Discuss the signs and symptoms of a patient across the continuum from respiratory distress to failure.	
33.05	Describe and demonstrate the assessment and management of the patient with a respiratory emergency.	
33.06	Review the following for the metered-dose inhalers and small volume nebulizers for medications within the scope of practice of the EMT:	
	33.06.01	generic name
	33.06.02	medication forms
	33.06.03	dose
	33.06.04	administration
	33.06.05	action
	33.06.06	indications
	33.06.07	contraindications
33.07	Describe and demonstrate the steps in facilitating the use of an inhaler and a small volume nebulizer.	
33.08	Differentiate between upper and lower airway obstruction.	
33.09	Demonstrate assessment and interpretation of normal and abnormal lung and breath sounds.	
34.0	<b>Hematology:</b> Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span. –The student will be able to:	
34.01	Review the compositions and functions of blood and plasma.	



34.02	Describe the pathophysiology of the following hematology disorders:
34.02.01	Anemia
34.02.02	Sickle Cell Anemia / Sickle Cell Crisis
34.02.03	Hemophilia
34.03	Describe and demonstrate the assessment and the management of the patient with a hematological disorder.
35.0	<b>Genitourinary /Renal:</b> Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergency across the life span. – The student will be able to:
35.01.01	Review the basic anatomy and physiology of the genitourinary and renal systems.
35.02	Describe the pathophysiology and signs and symptoms of the following genitourinary/ renal disorders:
35.02.01	urinary tract infection
35.02.02	kidney stones
35.02.03	kidney failure
35.03	Discuss the basic principles of kidney dialysis.
35.04	Discuss the recognition and complications of urinary catheters.
35.05	Describe and demonstrate the assessment and management of the patient with a dialysis emergency.
36.0	<b>Gynecology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span. – The student will be able to:
36.01	Review the basic anatomy and physiology of the female reproductive system.
36.02	Describe the pathophysiology and signs and symptoms of the following gynecologic disorders and emergencies, including but not limited to:
36.02.01	sexual assault
36.02.02	non-traumatic vaginal bleeding
36.02.03	menstrual pain
36.02.04	ovarian cyst
36.02.05	endometritis
36.02.06	endometriosis
36.02.07	pelvic inflammatory disease
36.02.08	Sexually Transmitted Disease
36.03	Describe and demonstrate the assessment and management of the patient experiencing a gynecologic emergency.
36.04	Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
36.05	Discuss the professional and psychological importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
36.06	Discuss the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
37.0	<b>Non-Traumatic Musculoskeletal Disorders:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span. – The student will be able to:

37.01	Review the basic anatomy and physiology of the musculoskeletal system.
37.02	Describe and demonstrate the assessment and management of the patient in all age groups with a non-traumatic musculoskeletal emergency.
38.0	<b>Diseases of the Eyes, Ears, Nose, and Throat:</b> Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span –The student will be able to:
38.01	Describe and demonstrate the assessment and management of the patient in all age groups with abnormal conditions affecting the eyes, ears, nose and throat, including epistaxis.
39.0	<b>Shock and Resuscitation:</b> Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span. – The student will be able to:
39.01	Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
39.02	Review causes and pathophysiology of respiratory failure and arrest.
39.03	Review causes and pathophysiology of cardiac failure or arrest.
39.04	Discuss the various types and degrees of shock.
39.05	Discuss post resuscitation management.
39.06	Explain the system components of CPR, the links in the AHA chain of survival and how each relates to patient survival.
39.07	Define and differentiate between compensated and decompensated shock.
39.08	Discuss the importance of teamwork in the successful management of the critical patient.
39.09	Demonstrate how to perform one and two rescuer CPR, adult, child, and infant.
39.10	Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child, and infant patient.
39.11	Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a peri-arrest condition.
39.12	Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
40.0	<b>Trauma Overview:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of the trauma patient across the life span. – The student will be able to:
40.01	Discuss pathophysiology of the trauma patient.
40.02	Discuss the components of a comprehensive trauma systems and levels of trauma centers.
40.03	Describe the considerations for different transportation modes to a trauma center.
40.04	Discuss the kinematics of blunt and penetrating trauma.
40.05	Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.

40.06	Demonstrate the application of the State of Florida's trauma scorecard methodologies as required in Florida Statute and Florida Administrative Code (F.A.C.).
40.07	Discuss the National Trauma Triage Protocol of injured Patients.
40.08	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
40.09	Identify the need for rapid intervention transport of the trauma patient.
41.0	<b>Bleeding:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span. – The student will be able to:
41.01	Review the anatomy and physiology of the circulatory system.
41.02	Discuss the different types of bleeding and classes of hemorrhage.
41.03	Review signs and symptoms of shock (hypo-perfusion).
41.04	Demonstrate effective hemorrhage control to include application of a tourniquet.
41.05	Review the pathophysiology of hemorrhagic shock.
41.06	Recognize the need for rapid transport for patients that are bleeding and showing signs of shock (hypo-perfusion).
41.07	Describe and demonstrate the assessment and management of a patient with hemorrhagic shock.
41.08	Discuss the possible complications of an improperly applied dressing, bandage, tourniquet, and hemostatic agents.
42.0	<b>Chest Trauma:</b> Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of chest trauma across the life span. –.The student will be able to:
42.01	Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.
42.02	Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
42.03	Discuss the pathophysiology, signs and symptoms, and MOI of myocardial injuries, including the following:
42.03.01	pericardial tamponade
42.03.02	myocardial contusion
42.03.03	myocardial rupture
42.03.04	commotio cordis
42.03.05	aortic shearer
42.04	Discuss the pathophysiology, signs and symptoms, and MOI of specific chest wall injuries, including the following:
42.04.01	rib fracture
42.04.02	flail segment
42.04.03	sternal fracture
42.05	Describe and demonstrate the assessment and management of chest trauma.
43.0	<b>Abdominal and Genitourinary Trauma:</b> Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment

	and management of abdominal and genitourinary trauma across the life span. – The student will be able to:
43.01	Review the anatomy and physiology of the abdominal cavity and genitourinary system.
43.02	Discuss the pathophysiology, signs and symptoms, and MOI for abdominal trauma including hollow and solid injuries.
43.03	Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury/trauma.
44.0	<b>Orthopedic Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span. – The student will be able to:
44.01	Review the anatomy and physiology of the musculo-skeletal system.
44.02	Discuss pathophysiology, signs and symptoms, and MOI for orthopedic trauma.
44.03	Discuss the different types of orthopedic trauma including fracture classifications.
44.04	Explain the rationale for stabilization of an injured extremity.
44.05	Describe and demonstrate the assessment and management of a patient with a suspected orthopedic trauma.
44.06	Discuss the following management techniques:
44.06.01	heat therapy
44.06.02	cold therapy
44.06.03	splinting
44.07	List the six “P’s” of orthopedic injury assessment.
44.08	Discuss the need for assessment of distal pulses, motor, and sensation before and after splinting.
44.09	Review age-associated changes in the bones.
44.10	Discuss the proper procedures to package an amputated body part for replantation.
44.11	Explain the rationale for splinting at the scene versus load and go.
44.12	Demonstrate the proper use of various splinting materials and devices to include improvised and traction splints.
45.0	<b>Soft Tissue Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span. – The student will be able to:
45.01	Review anatomy and physiology of the integumentary system to include the layers of the skin.
45.02	Describe the pathophysiology, signs and symptoms, and MOI of soft tissue trauma.
45.03	Describe and demonstrate the assessment and management of various soft tissue injuries.
45.04	Identify types of burn injuries, including:
45.04.01	thermal burn

	45.04.02	chemical burn
	45.04.03	electrical burn
	45.04.04	radiation exposure
45.05	Describe the depth classifications of burn injuries, including:	
	45.05.01	superficial burn
	45.05.02	partial-thickness burn
	45.05.03	full-thickness burn
	45.05.04	other depth classifications
45.06	Describe and demonstrate methods for determining body surface area percentage of a burn injury including the "rule of nines," the "rule of palms," and other methods.	
45.07	Explain how the seriousness of a burn is related to its depth and percent of body surface area (BSA) involved.	
45.08	Review the various management techniques for hemorrhage control.	
45.09	Differentiate among the types of injuries requiring the use of an occlusive versus non- occlusive dressing.	
45.10	Demonstrate the assessment and management of specific burn injuries including:	
	45.10.01	thermal
	45.10.02	inhalation
	45.10.03	chemical
	45.10.04	electrical
	45.10.05	radiation
46.0	<b>Head, Facial, Neck, and Spine Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck and spine trauma across the life span. – The student will be able to:	
46.01	Review the anatomy and physiology of the head, face, neck and spine.	
46.02	Describe the pathophysiology, signs and symptoms, and MOI for head, face, neck, and spine trauma.	
46.03	Describe and demonstrate the assessment and management of a patient with the following traumas to the head, face, neck, and spine:	
	46.03.01	penetrating neck trauma
	46.03.02	laryngotracheal injury
	46.03.03	skull fracture
	46.03.04	facial fracture
	46.03.05	eye injury (foreign body)
	46.03.06	dental trauma
46.04	Recognize and manage life threats due to face, head, neck, and spine trauma.	
46.05	Discuss and demonstrate the utilization of the Glasgow Coma Scale.	
47.0	<b>Nervous System Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span. – The student will be able to:	
47.01	Review the anatomy and physiology of the nervous system.	

47.02	Discuss the pathophysiology, signs and symptoms, and MOI for brain and spinal cord trauma.
47.03	Describe and demonstrate the assessment and management of a patient with a brain and/or spinal cord trauma.
47.04	Discuss the rationale and potential complications of spinal motion restriction of the entire spine when a cervical spine injury is suspected.
47.05	Given a scenario, discuss whether or not to remove a helmet prior to transport of a patient.
47.06	Demonstrate various methods for stabilization and removal of a helmet.
47.07	Discuss documentation of assessment before, during, and after spinal motion restriction.
48.0	<b>Special Considerations in Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of trauma patients with special considerations across the life span. – The student will be able to:
48.01	Review the anatomy and physiology for the following trauma patients: 48.01.01 pregnant 48.01.02 pediatric 48.01.03 geriatric
48.02	Discuss the pathophysiology, signs and symptoms, and MOI of trauma in the following patients: 48.02.01 pregnant 48.02.02 pediatric 48.02.03 geriatric
48.03	Discuss and demonstrate unique assessment and management considerations for the following trauma patients: 48.03.01 pregnant 48.03.02 pediatric 48.03.03 geriatric 48.03.04 cognitively impaired
49.0	<b>Environmental Emergencies:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of environmental emergencies across the life span. – The student will be able to:
49.01	Define drowning and discuss its incidence, risk factors and prevention.
49.02	Discuss the pathophysiology, signs and symptoms, and MOI of the following: 49.02.01 drowning and water related incidents 49.02.02 temperature-related illness 49.02.03 bites and envenomation 49.02.04 dysbarism such as high-altitude injuries 49.02.05 diving injuries 49.02.06 lightning (electrical) injury 49.02.07 high altitude illness 49.02.08 radiation exposure
49.03	Describes and demonstrate the assessment and management for a patient with the following: 49.03.01 drowning and water related incidents 49.03.02 temperature-related illness

49.03.03	bites and envenomation
49.03.04	dysbarism such as high-altitude injuries
49.03.05	diving injuries
49.03.06	lightning (electrical) injury
49.03.07	high altitude illness
49.03.08	radiation exposure
49.04	Discuss the fundamental principles of the gas laws including: Boyle's, Dalton, Henry and Charles.
49.05	Discuss scene management and provider safety considerations for a variety of environmental emergencies.
49.06	Explain the five ways a body can lose heat.
49.07	Discuss potentially life threatening venomous species of insects, spiders and snakes in the U.S.
50.0	<b>Multi-Systems Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span. – The student will be able to:
50.01	Discuss the pathophysiology, signs and symptoms, and MOI of multi-system trauma and blast injuries.
50.02	Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
51.0	<b>Obstetrics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT. – The student will be able to:
51.01	Identify and describe the anatomical and the physiological changes during pregnancy.
51.02	Define the stages of labor and discuss how to assess them.
51.03	Differentiate between cephalic and abnormal delivery.
51.04	Describe the management of a patient with pre-delivery emergencies.
51.05	Discuss and demonstrate the patient care measures for all stages of labor in a cephalic delivery for the mother and the newborn.
51.06	Describe the management of the mother post-delivery.
51.07	Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
51.08	Describe the procedures for handling complications of delivery.
51.09	Describe special considerations when meconium is present in amniotic fluid or during delivery.
51.10	Identify the factors that lead to premature birth and low birth weight newborns.
51.11	Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia, eclampsia, and high risk.
52.0	<b>Neonatal Care:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT. – The student will be able to:

52.01	Discuss and demonstrate assessment and management considerations of a neonate.
52.02	Define the term neonate.
52.03	Describe special patient care considerations of a premature baby.
52.04	Calculate the Apgar score given various newborn situations.
52.05	Discuss the common signs when ventilator assistance is appropriate for a neonate.
52.06	Discuss and demonstrate the steps in resuscitation of a neonate.
52.07	Review the signs of hypovolemia in a newborn.
52.08	Discuss the effects maternal narcotic usage has on the newborn.
52.09	Discuss the management/treatment plan for vomiting in the neonate.
52.10	Discuss the assessment findings associated with common birth injuries in the neonate.
53.0	<b>Pediatrics:</b> Demonstrate a fundamental depth, fundamental breath of knowledge of management of the pediatric patient within the scope of practice of the EMT. – The student will be able to:
53.01	Review the anatomy, physiology and pathophysiology differences of patients.
53.02	Discuss the differences in approaching and assessing patients.
53.03	Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).
53.04	Describe the selection of appropriate airway adjuncts and ventilation devices.
53.05	Discuss complications of improper utilization of airway adjuncts and ventilation devices.
53.06	Describe the common causes, assessment and management of respiratory distress, failure, or arrest.
53.07	Discuss the common causes, assessment and management of hypo-perfusion.
53.08	Discuss the common causes, assessment and management of cardiopulmonary arrest.
53.09	Describe the common causes, assessment and management of altered level of consciousness.
53.10	Describe the common causes, assessment and management of trauma.
53.11	Describe the common causes, assessment and management of neurological emergencies.
53.12	Demonstrate proper technique for administering blow-by oxygen.
53.13	Review proper technique for suctioning.



53.14	Review appropriate use of airway adjuncts and ventilation devices.
53.15	Review age appropriate basic airway clearing maneuvers for a completely obstructed airway.
54.0	<b>Geriatrics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT. – The student will be able to:
54.01	Define and discuss the term geriatrics.
54.02	Review the anatomy, physiology and pathophysiology of the geriatric patient.
54.03	Discuss common emotional and psychological concerns and conditions of the geriatric patient.
54.04	Discuss the importance of fall prevention with the geriatric patient.
54.05	Describe principles that should be employed when assessing and communicating with the geriatric patient.
54.06	Describe the common causes, assessment, and management of the geriatric patient with a medical, trauma, or psychosocial complaint.
55.0	<b>Patients with Special Challenges:</b> Demonstrate a simple depth, simple breadth of knowledge of the management of the patient with special challenges across the life span. –The student will be able to:
55.01	Discuss the special considerations required when providing emergency care to patients with:
55.01.01	abuse/neglect of vulnerable populations
55.01.02	homelessness
55.01.03	poverty
55.01.04	bariatrics
55.01.05	tech dependent
55.01.06	hospice/terminally ill
55.01.07	tracheostomy
55.01.08	home care
55.01.09	sensory deficit/loss
55.01.10	developmental disability
55.02	Discuss special considerations regarding common medical devices used in the home care of patients with special challenges including:
55.02.01	respiratory devices
55.02.02	cardiac devices
55.02.03	gastro-urinary devices
55.02.04	central & peripheral IV catheters
55.03	Describe home care and the types of patients it serves and the services it encompasses.
55.04	Differentiate between hospice/palliative care and curative care.
55.05	Discuss the role of the EMT as a patient advocate for vulnerable populations.
56.0	<b>Principles of Safely Operating a Ground Ambulance:</b> Demonstrate a simple depth, foundational breadth of knowledge of risks and

responsibilities of transport. – The student will be able to:	
56.01	Discuss the importance of performing regular vehicle and equipment inspection.
56.02	Demonstrate how to perform a daily inspection of an ambulance.
56.03	Review the general provisions of Florida laws relating to the operation of the ambulance.
56.04	Discuss the guidelines for operating an ambulance safety during emergency and non-emergency situation/incident.
56.05	Review considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
56.06	Review how to clean and disinfect the ambulance and equipment.
57.0	<b>Incident Management:</b> Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system. – The student will be able to:
57.01	Discuss the importance of NIMS (National Incidence Management System) and its functional components.
57.02	Discuss unified command and when it is applicable.
57.03	Describe the role of command and the procedures for transfer of command.
57.04	List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents:
57.04.01	safety
57.04.02	logistics
57.04.03	rehabilitation
57.04.04	staging,
57.04.05	treatment
57.04.06	triage
57.04.07	transportation
57.04.08	extrication/rescue
57.04.09	morgue
57.04.10	communications
57.05	Discuss the physical and psychological signs of critical incident stress.
58.0	<b>Multiple Casualty Incidents:</b> Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident. – The student will be able to:
58.01	Review essential elements of scene size-up when arriving at a potential MCI.
58.02	Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.
58.03	Describe the role of the physician at multiple casualty incidents.
58.04	Define triage and describe the principles of triage.

58.05	Describe the START (simple triage and rapid treatment) and JUMP START method of initial triage.
58.06	Describe techniques used to allocate patients to hospitals and track them.
58.07	Discuss and describe the essential equipment to provide logistical support to MCI operations.
58.08	Describe the role of critical incident stress management during and after MCIs.
58.09	Demonstrate the use of local/regional triage tagging system.
59.0	<b>Air Medical:</b> Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response. –The student will be able to:
59.01	Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
59.02	Describe the capabilities, protocols, and methods for accessing air medical transport.
59.03	Review the advantages and disadvantages of air medical transport.
59.04	Review the conditions/situations in which air medical transport should be considered.
60.0	<b>Vehicle Extrication:</b> Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools. – The student will be able to:
60.01	Describe the role of the EMT in patient rescue and vehicle extrication
60.02	Describe personal and patient safety during vehicle extrication.
60.03	Explain the difference between simple access and complex access in vehicle extrication.
60.04	Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
60.05	Discuss the use of simple hand tools used for vehicle extrication.
60.06	Discuss and describe the hazards and safe practices associated with the following vehicle components:
60.06.01	energy absorbing bumpers
60.06.02	air bag/supplemental restraint systems
60.06.03	catalytic converters and conventional fuel systems
60.06.04	stored energy
60.06.05	hybrid-electric vehicles
60.07	Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
60.08	Describe the electrical hazards commonly found at highway incidents (above and below ground).
60.09	Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
60.10	Explain typical door anatomy and methods to gain access to the patient.

61.0	<b>Hazardous Materials Awareness:</b> Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. – The student will be able to:
61.01	Identify and describe resources for substance identification, decontamination, and treatment information, including but not limited to the following:
61.01.01	poison control center
61.01.02	medical control
61.01.03	material safety data sheets (MSDS),
61.01.04	reference textbooks
61.01.05	computer databases
61.01.06	Computer-Aided Management of Emergency Operations (CAMEO)
61.01.07	CHEMTREC
61.01.08	technical specialists
61.01.09	Agency for toxic substances and disease registry
61.02	Explain primary and secondary contamination risk.
61.03	Review routes of exposure.
61.04	Discuss how the substance and route of contamination alters triage and decontamination methods.
61.05	Explain the common signs, symptoms, and treatment for the following substances:
61.05.01	corrosives
61.05.02	pesticides
61.05.03	chemical asphyxiants
61.05.04	hydrocarbon solvents
61.06	Identify local facilities and resources capable of treating patients exposed to hazardous materials.
61.07	Determine the appropriate level of PPE by considering the following:
61.07.01	types
61.07.02	application
61.07.03	use and limitations
61.07.04	use of chemical compatibility chart
61.08	Explain specific decontamination procedures.
61.09	Discuss the designated HAZMAT control zones (HOT, WARM, and COLD).
61.10	Discuss an emergency two-step decontamination process.
61.11	Identify DOT Labels, placards and markings that are used to designate HAZMAT materials.
61.12	Demonstrate the ability to use a variety of reference materials to identify a HAZMAT material.
62.0	<b>Mass Casualty Incidents Due to Terrorism and Disaster:</b> Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. – The student will be able to:

62.01	Describe the role of the EMT on the scene of a natural or man-made disaster.
62.02	Define the different types of terrorism and provide examples of incidents of each.
62.03	Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
62.04	Discuss the National Terrorism Advisory System.
62.05	Discuss factors to consider when responding to a terrorist situation.
62.06	Review important actions to take at the scene of a terrorist event such as:
62.06.01	scene safety
62.06.02	personal protection
62.06.03	notification procedures
62.06.04	available resources
62.06.05	working with in the command system
62.07	List and describe the main categories of weapons of mass destruction.
62.08	Discuss the different types of chemical agents and their signs and symptoms.
62.09	Review the treatment and management of patients exposed to various types of chemical agents and radiation.
62.10	Review the different types of radiations and their effect on the human body.
62.11	Discuss the use of a nerve agent antidote kit.

## Additional Information

### Laboratory Activities

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

### Special Notes

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

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the Bureau of Fire Standards and Training (BFST) approved firefighters and volunteer firefighters, advanced, specialized, and specialized instructor training programs for firefighters.

See the following website for additional information.

### Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals and Florida Public Service Association (FPSA) are the inter-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### Cooperative Training – OJT

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

## **Basic Skills**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

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

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

## **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Florida Basic Recruit Training Program: Law Enforcement Basic Training for Special Operations Forces Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430225
CIP Number	0743010710
Grade Level	30, 31
Standard Length	490 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3051 Police and Sheriff's Patrol Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

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

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Law Enforcement, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

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



## Program Structure

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	LAW ENF @7 7G CORR OFF 7 G	12 hours	33-3051
	CJK0016	Communication		24 hours	
	CJK0018	Legal		64 hours	
	CJK0019	Interviewing and Report Writing		56 hours	
	CJK0063	Fundamentals of Patrol		40 hours	
	CJK0021	Serving Your Community		34 hours	
	CJK0072	Crimes Against Persons		48 hours	
	CJK0073	Crimes Involving Property and Society		12 hours	
	CJK0079	Crime Scene Follow-up Investigations		34 hours	
	CJK0400	Traffic Incidents		12 hours	
	CJK0401	Traffic Stops		24 hours	
	CJK0402	Traffic Crash Investigations		30 hours	
	CJK0403	DUI Traffic Stops		24 hours	
	CJK0020	Law Enforcement Vehicle Operations		48 hours	
	CJK0032	First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0041	Criminal Justice Firearms Proficiency		8 hours	
	CJK0052	Criminal Justice Defensive Tactics Proficiency		8 hours	
CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours			

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

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

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

## Standards

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

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Daggered for deletion. Last year for new enrollment is 2020-2021. This program was replaced with Florida Basic Recruit Training Program: Correctional Probation Basic Recruit Training for Special Operations Recruits (P430256). Program will remain in inventory for teach-out projected for 2025-2026.**

**Program Title:** Florida Basic Recruit Training Program: Correctional Probation Basic Recruit Training for Special Operations Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430232
CIP Number	0743010209
Grade Level	30, 31
Standard Length	344 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program (version 2018.07) curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Florida Correctional Probation Officer Training Academy* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and technical education credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Correctional Probation Officer (SOC 21-1092).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of probationary person(s).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0265	Communications		46 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management for Correctional Probation		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0032	CMS First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0052	CMS Criminal Justice Defensive Tactics Proficiency		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.



## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Florida Basic Recruit Training Program: Corrections Basic Recruit Training for Special Operations Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

**Career Certificate Program**

Program Number	P430255
CIP Number	0743010210
Grade Level	30, 31
Standard Length	214 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3012 Correctional Officer and Jailers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Corrections, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and technical education course credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Corrections Officer (SOC 33-3012).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of inmates within a correctional institution.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0300	Introduction to Corrections	CORR OFF 7 G LAW ENF @7 7 G	32 hours	33-3012
	CJK0305	Communications		40 hours	
	CJK0310	Officer Safety		16 hours	
	CJK0315	Facility and Equipment		8 hours	
	CJK0320	Intake/Reception and Release		18 hours	
	CJK0325	Supervising in a Correctional Facility		40 hours	
	CJK0330	Supervising Special Populations		20 hours	
	CJK0335	Responding to Incidents and Emergencies		16 hours	
	CJK0032	First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0041	Criminal Justice Firearms Proficiency		8 hours	
	CJK0052	Criminal Justice Defensive Tactics Proficiency		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Florida Basic Recruit Training Program: Correctional Probation Basic Recruit Training for Special Operations Recruits  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Career Certificate Program	
Program Number	P430256
CIP Number	0743010212
Grade Level	30, 31
Standard Length	352 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	21-1092 Probation Officers and Correctional Treatment Specialists
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit equivalency training programs to provide lateral movement between designated special forces operations members and Florida criminal justice disciplines. The Law Enforcement Basic Training for Special Operations Forces Recruits Academy Program curriculum consists of two textbooks (*Florida Basic Recruit Training Program: Florida Correctional Probation Officer Training Academy, Volume 1* and *Florida Basic Recruit Training Program: High Liability, Volume 2*) and their accompanying Instructor Guides.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and technical education credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as a full-time or part-time Correctional Probation Officer (SOC 21-1092).

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations; search and seizure; supervision, protection, care, custody, and control, or investigation, of probationary person(s).

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0260	Introduction to Correctional Probation	CORR OFF 7 G LAW ENF @7 7G	14 hours	21-1092
	CJK0264	Legal Foundations for Correctional Probation Officers		44 hours	
	CJK0265	Communications		46 hours	
	CJK0266	Intake and Orientation		24 hours	
	CJK0267	Caseload Management for Correctional Probation		32 hours	
	CJK0268	Supervision of Offenders		88 hours	
	CJK0269	Field Supervision		80 hours	
	CJK0032	First Aid for Criminal Justice Officers Proficiency		8 hours	
	CJK0041	Criminal Justice Firearms Proficiency		8 hours	
	CJK0052	Criminal Justice Defensive Tactics Proficiency		8 hours	

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

The **Criminal Justice Standards & Training Commission (CJSTC)** is responsible for establishing uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, and correctional and correctional probation officers and for establishing and maintaining officer training programs, curricula requirements, and certification of training schools and training school instructors.

The FDLE Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the commission-approved basic recruit, advanced, specialized, and specialized instructor training programs for law enforcement, correctional, and correctional probation officers.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located online.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Police Service Aide  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>Career Certificate Program</b>	
Program Number	P439991
CIP Number	0743019903
Grade Level	30, 31
Standard Length	206 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	33-3041 Parking Enforcement Workers 33-9099 Protective Service Workers, All others 13-1041 Compliance Officers
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Parking Enforcement Workers (SOC 33-3041), Traffic Crash Investigators (SOC 33-9099), Community Service Officers/Police Service Aides (SOC 33-9099) and Compliance Officers (SOC 13-1041). The program prepares students for employment as a Parking Enforcement Specialist (PES) or Traffic Crash Investigator (TCI) in accordance with Chapters 316 and 943, Florida Statutes (F.S.).

Section 316.640, F.S., mandates that a Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC) approved course be used to train civilians, employed by police departments, sheriff's offices or the Florida Highway Patrol, to investigate traffic crashes. Even though successful completion of this course is required to perform the duties of a non-sworn TCI, the CJSTC does not certify these individuals.



Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

The content includes, but is not limited to, the employee's role, constitutional and criminal law, crash investigation, first responder techniques, traffic control, and police community relations as designated in minimum training requirements as established by the CJSTC.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CJK0110	Parking Enforcement Specialist	LAW ENF @7 7G PUB SERV 7 G	16 hours	33-3041
B	CJK0112	Traffic Accident Investigator		80 hours	33-9099
C	CJK0114	Police Service Aide		110 hours	13-1041

**Regulated Programs**

The FDLE CJSTC student performance standards for First Responder were adapted and condensed from U.S. Department of Transportation Emergency Medical Services, First Responder Training Course, National Standard Curriculum Instructors Lesson Plan and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

First Responder certification is available through testing with the National Registry of Emergency Medical Technicians (NREMT). The NREMT may be contacted at 614-888-4484.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **OCP A Parking Enforcement Specialist**

- 01.0 Explain the role of the Parking Enforcement Specialist (PES).
- 02.0 Explain the role of the Parking Enforcement Specialist (PES) safety and awareness.
- 03.0 Explain the importance of knowledge sharing.
- 04.0 Explain the monitoring process for parking compliance.
- 05.0 Explain the interactions with the public.

### **OCP B Traffic Crash Investigator**

- 06.0 State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640.
- 07.0 List the procedures of the traffic crash scene management.
- 08.0 Describe how to properly execute scene management.
- 09.0 List the basic principles of traffic crash investigations.
- 10.0 Determine the causation of a crash.
- 11.0 Describe and demonstrate how to complete the onsite crash investigation.
- 12.0 Document and complete a crash report.
- 13.0 Define proper courtroom demeanor and testimony.

### **OCP C Police Service Aide/Traffic Control Officer**

- 14.0 Explain the community service officer's/police service aide's role, ethics, and professionalism.
- 15.0 Demonstrate patrol procedures.
- 16.0 Demonstrate investigative report writing skills.
- 17.0 Conduct preliminary property crime investigations.
- 18.0 Define the role of the Traffic Control Officer (TCO).
- 19.0 Define Control and Direction Concepts and Procedures.

Florida Department of Education  
Student Performance Standards

Program Title: Police Service Aide  
Career Certificate Program Number: P439991

**Course Number: CJK0110**  
**Occupational Completion Point: A**  
**Parking Enforcement Specialist – 16 Hours – SOC Code 33-3041**

01.0	Standard #1 Explain the role of the parking enforcement specialist (PES)--The student will be able to:
01.01	Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position.
01.02	<p>State what parking statutes are in Florida Statute 316, to include:</p> <ul style="list-style-type: none"> <li>a. Definitions as defined in (316.003)</li> <li>b. Define jurisdiction as explained in (316.006)</li> <li>c. Define powers of local authorities as explained in (316.008)</li> <li>d. Stopping, standing or parking outside of municipalities (316.194)</li> <li>e. Stopping, standing or parking prohibited in specified places (316.1945)</li> <li>f. Additional parking regulations (316.195)</li> <li>g. Parking for certain purposes prohibited (316.1951)</li> <li>h. Parking spaces for persons with have disabilities (316.1955)</li> <li>i. Parking violations; designated parking spaces for person with disabilities (316.1957)</li> <li>j. Out-of-state vehicles bearing identification of issuance to persons who have disabilities (316.1958)</li> <li>k. Handicap parking enforcement (316.1959)</li> <li>l. Exemption of vehicles according to (316.1964)</li> <li>m. Parking near rural mailbox during certain hours; penalties (316.1965)</li> <li>n. Liability for payment of parking ticket violations and other parking violations (316.1967)</li> <li>o. Obstruction of public streets, highways, and roads (316.2045)</li> <li>p. Leaving children unattended or unsupervised in motor vehicle; penalties; Authority of Law Enforcement Officer (316.6135)</li> <li>q. Enforcement (316.640)</li> <li>r. Disposition of fines and forfeitures collected for violations (316.660)</li> <li>s. Amount of penalties (316.18(6))</li> <li>t. Jurisdiction and procedure for parking infractions (318.325)</li> <li>u. Definitions; general (320.01)</li> <li>v. Free motor vehicle license plate to certain disabled veterans (320.084(5))</li> <li>w. Free motor vehicle license plates to veterans who use wheelchairs (320.0842)</li> <li>x. License plates for persons with disabilities eligible for permanent disabled parking permits (320.0843)</li> <li>y. License plates for members of Paralyzed Veterans of America (320.0845)</li> <li>z. Persons who have disabilities; issuance of disabled parking permits; temporary permits; permits for certain providers of</li> </ul>

	<p>transportation services to persons who have disabilities (320.0848)</p> <p>aa. Electric vehicle charging stations (366.94(3))</p> <p>bb. Parking spaces for persons who have disabilities (553.5041)</p> <p>cc. Assault and battery on law enforcement (784.07(2))</p> <p>dd. Cruelty to animals (828.12(1))</p> <p>ee. Local animal control or cruelty ordinances (828.27)</p> <p>ff. Resisting officer with violence (843.01)</p> <p>gg. Resisting officer without violence (843.02)</p>
01.03	State that Parking Enforcement Specialists get their authority and responsibilities from Florida Statute §316.640.
01.04	List the qualifications and limitations of a Parking Enforcement Specialist.
01.05	Explain how local ordinances affect operating procedures and vary by agency.
01.06	Explain how the State and national computer systems are used to obtain vehicle identification data, if required.
01.07	Define how the approved legal process regarding parking citations, the role to take when providing testimony, and documentation preparation and presentation for court, if required.
01.08	Identify the importance of professional demeanor and behavior while in court.
01.09	Identify appropriate body language, posture, and physical appearance while in court.
01.10	Identify proper speech and phrasing of answers when giving testimony.
01.11	Identify the purpose of taking an oath before court testimony begins.
01.12	Identify the importance of familiarization with and use of all evidence, reports, and exhibits.
01.13	Identify possible objections raised during court testimony.
02.0	Explain the role of the parking enforcement specialist (PES) safety and awareness--The student will be able to:
02.01	Define how to maintain safety and awareness of the surroundings and weather conditions encountered when enforcing parking.
02.02	Describe how to maneuver enforcement vehicle around parked vehicles, moving traffic, and road hazards safely when enforcing parking.
02.03	Demonstrate how to maneuver safely around parked vehicles, moving traffic, and road hazards while enforcing parking on foot.
02.04	Define safety and awareness guidelines that Parking Enforcement Specialists need to adhere to when interacting with the public to avoid potential safety concerns.
03.0	Explain the importance of knowledge sharing--The student will be able to:
03.01	Describe the importance of an informational briefing.
03.02	Retrieve and test the work equipment that is necessary to perform parking enforcement duties in the field to include vehicle equipment, electronic equipment, and communication equipment.

03.03	Operate agency-specified communication equipment with care per agency-specific policies and standard operating procedures. NOTE: If the agency uses 2-way radios, it needs to be discussed. Review proper radio procedures and the radio codes used by the agency.
04.0	Explain the monitoring process for parking compliance--The student will be able to:
04.01	Identify various paid parking systems and types of permitted parking utilized in an assigned work area.
04.02	Utilize or describe what a license plate recognition system device to monitor parking compliance and violations, if equipped.
04.03	Patrol the assigned area to issue citations appropriately for parking violations.
04.04	Define any scofflaw violations with the appropriate resource.
04.05	Describe how to photograph the violation, if applicable.
04.06	Input the appropriate observed violation onto the citation correctly.
04.07	Describe the proper agency-specified steps to issue a parking citation.
04.08	Describe the appropriate agency-specific policies and standard operating procedures for confiscating a disabled placard.
05.0	Explain the interactions with the public--The student will be able to:
05.01	Describe what resources or information are available in relation to inquiries from the public.
05.02	Provide information to individuals in connection with a citation that they received for a parking violation.
05.03	0Explain appropriate interpersonal skills that can help diffuse a conflict while interacting with the public.
05.04	Identify officious and oppressive manners, disrespectful attitudes, and negative body language from others as factors that can indicate a negative response.
05.05	Identify guidelines that help improve interpersonal skills necessary for Parking Enforcement Specialists to perform their job effectively in a diverse population.
05.06	Describe how medical conditions can affect an individual's attitudes or behavior.

**Course Number: CJK0112**  
**Occupational Completion Point: B**  
**Traffic Accident Investigator – 80 Hours – SOC Code 33-9099**

06.0	State the authority of the Traffic Crash Investigator (TCI) as outlined in chapter 316.640, F.S--The student will be able to
06.01	Explain the TCI's role.
06.02	Explain ethics and professionalism.

06.03	Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.
07.0	List the procedures of traffic crash scene management--The student will be able to:
07.01	Plan a prompt arrival to a service call with accurate geographic or zone orientation.
07.02	Describe the best location to park a patrol car to aid in protecting the integrity of the crash scene.
07.03	Evaluate the road, other vehicles, and environmental conditions for ongoing assessment.
07.04	Recognize elements to physically manage a traffic crash scene.
07.05	Describe how to evaluate the crash scene for potential hazards.
07.06	Describe types of personal protective equipment traffic crash investigators use during a crash scene investigation.
07.07	Describe how to evaluate the medical response needed at the crash scene.
08.0	Describe how to properly execute scene management--The student will be able to:
08.01	Determine if a crash occurred.
08.02	Recognize special considerations to determine the need for additional units.
08.03	Describe the importance of continually assessing the scene for possible hazards.
08.04	Recognize and describe indicators of impaired drivers.
08.05	Identify a person who may be driving under the influence (DUI).
08.06	Locate elements and evidence at a crash scene that can be used to determine the movement of vehicles and sequence of events.
08.07	Identify the penalties for giving false information.
08.08	Explain how to respond to inquiries with correct information from a variety of sources.
08.09	Recognize when crash report information is privileged or confidential.
09.0	List the basic principles of traffic crash investigation--The student will be able to:
09.01	Recognize elements of an investigation as part of the phases: pre-collision, at-collision, and post-collision.
09.02	Describe the efficient use of field notes.
09.03	Distinguish between a witness and an independent witness.
09.04	Describe the most efficient manner in which to interview witnesses.

09.05	Identify issues affecting the process of taking statements from witnesses and involved parties.
09.06	Describe different methods and practices to obtain statements.
09.07	Identify essential documents that traffic crash investigators must gather from people involved in a vehicle crash.
10.0	Determine the causation of a crash--The student will be able to:
10.01	Describe roadway characteristics that may contribute to a crash.
10.02	Define what the area of collision is.
10.03	Define common terms used during a traffic crash investigation.
10.04	Define transitory and non-transitory types of evidence that should be collected on the scene.
10.05	Define indicators of a crash to include a vehicle's physical features, marks on the road, and debris.
10.06	Explain the procedure for the measurement of skid marks.
10.07	Document evidence through markings.
10.08	Describe the benefit of taking photographs prior to the detailed examination of a scene, and the disturbance of evidence.
10.09	Identify the information to be included in the field sketch and its purpose.
10.10	List the factors to consider when evaluating vehicular speed.
10.11	Determining how the crash occurred.
11.0	Describe and demonstrate how to complete the on-site crash investigation--The student will be able to:
11.01	Facilitate communication between parties to exchange drivers' information.
11.02	Determine fault for the crash, and issue the citation.
11.03	Complete a Uniform Traffic Citation when there is a violation of Florida Statutes 316, 318, 320 and/or 322.
11.04	Describe steps to clear the crash scene at the end of a vehicle crash investigation.
11.05	Describe how to determine when to have vehicles cleared from a crash scene.
11.06	Describe how to determine if a vehicle involved in a crash incident needs a tow truck.
12.0	Document and complete a crash report—The student will be able to:
12.01	Define the uses of a traffic crash report.



12.02	Identify the statutes governing crash reporting, and summarize the process to include: <ul style="list-style-type: none"> <li>a. 316.061 Crashes involving damage to vehicle or property.</li> <li>b. 316.062 Duty to give information and render aid.</li> <li>c. 316.062 Duty upon damaging unattended vehicle or other property.</li> <li>d. 316.066 Written reports of crashes.</li> </ul>
12.03	Identify statutes outlining special circumstances that may apply to crash reporting in the following statutes to include: <ul style="list-style-type: none"> <li>a. 316.027 Crash involving death or personal injuries.</li> <li>b. 316.064 When driver unable to report.</li> <li>c. 316.065 Crashes; reports; penalties.</li> <li>d. 316.067 False reports.</li> <li>e. 316.068 Crash report forms.</li> <li>f. 316.070 Exchange of information at scene of crash.</li> <li>g. 316.193 Driving under the influence; penalties.</li> <li>h. 316.1932 Tests for alcohol, chemical substances, or controlled substances; implied consent; refusal.</li> <li>i. 316.1933 Blood test for impairment or intoxication in cases of death or serious bodily injury; right to use reasonable force.</li> </ul>
12.04	Locate essential definitions common to the job duties of a traffic crash investigator found in Florida Statutes 316.003, and Department of Highway Safety and Motor Vehicles (DHSMV) Traffic Crash Report Manual.
12.05	Identify basic terms related to injuries and their definitions found in statute 316.1933(1)(b).
12.06	Identify the crash report form as a standardized means for storing crash-related information.
12.07	Estimate the dollar amount of damages to vehicles and/or other property.
12.08	Identify events that are the causes or contributory causes of a crash.
12.09	Recognize that the information between the written narrative and a diagram regarding a crash scene need to match.
12.10	Describe the use of diagramming as a means to document information regarding a crash scene investigation.
12.11	List the essential items that officers should include on a crash diagram.
12.12	Complete a Traffic Diagram Template to create the hand-drawn diagram.
12.13	Identify the role of the traffic crash investigator in recommending a driver's license reexamination.
13.0	Describe courtroom demeanor and testimony—The student will be able to:
13.01	Define the following legal definitions relative to the traffic crash investigation: <ul style="list-style-type: none"> <li>a. admission: a confession, settlement, or acknowledgement made by a party which could be offered against that party in court [F.S. 90.803(18)]</li> <li>b. arrest: to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime</li> <li>c. contraband: goods, property, or other things possessed in violation of the law</li> <li>d. deposition: a form of pretrial discovery, in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony</li> </ul>

- e. duces tecum: (“bring with you”) a type of subpoena which requires the witness to bring specified documents or other evidence
- f. evidence: proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original, or derivative
- g. felony: a criminal offense committed within a state in which the maximum penalty is death or incarceration in a state correctional facility for a period exceeding one year
- h. FCIC/NCIC: Florida Crime Information Center (FCIC)/National Crime Information Center (NCIC) (misuse of a secure database is a criminal offense)
- i. forfeiture: the loss of some right or property as a penalty for some illegal act
- j. infraction: in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty [F.S. 775.08(3)]
- k. jurisdiction: the territorial range over which an authority extends
- l. jury: a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
- m. misdemeanor: in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance [F.S. 775.02(2)]
- n. ordinance: a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation
- o. probable cause: reasonable grounds for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he or she is charged
- p. reasonable doubt: a doubt based on reason regarding an element of the state’s proof of a defendant’s guilt
- q. restitution: the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant
- r. search: an exploration or inspection of an individual’s premises (such as a house, business, motel room), papers (business records, documents, etc.), effects (cars, luggage) or person
- s. seizure: the act of taking possession of property, things, or persons, including evidence and contraband
- t. subpoena: a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
- u. venue: the circuit or county in which a particular trial may be conducted
- v. witness: one who observes an incident or has knowledge of facts or information

13.02 Define important elements of court preparation for the traffic crash investigator.

13.03 Explain the pretrial hearing responsibilities of the traffic crash investigator.

13.04 Explain the importance of depositions.

13.05 Identify appropriate demeanor and behavior when giving testimony or statements.

13.06 Describe some common tactics used by opposing counsel during cross-examination.

13.07 Identify techniques that the traffic crash investigator may use to counteract cross examination tactics used by the defense counsel.

**Course Number: CJK0112**  
**Occupational Completion Point: C**  
**Police Service Aide – 110 Hours – SOC Code 13-1041**

14.0	Explain the community service officer's/police service aide's role, ethics, and professionalism--The student will be able to:
14.01	Explain the Community Service Officer's/Police Service Aide's role.
14.02	Explain ethics and professionalism.
15.0	Demonstrate patrol procedures--The student will be able to:
15.01	Use the telephone and police radio properly.
15.02	Recognize the symptoms of mental illness and notify the proper authorities.
15.03	Identify foot patrol and vehicular patrol and recognize police hazards.
15.04	Operate a vehicle according to National Safety Council standards.
15.05	Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.
16.0	Demonstrate investigative report writing skills--The student will be able to:
16.01	Comprehend the types and basic requisites of reports.
16.02	Identify the basic steps in writing a report.
16.03	Apply the fundamentals in writing a report.
17.0	Conduct preliminary property crime investigations--The student will be able to:
17.01	Apply proper methods of collecting, preserving, marking and transporting evidence.
17.02	Process surfaces for latent fingerprints.
17.03	Complete an evidence receipt, maintaining the chain of custody.
17.04	Describe procedures for investigating specific property crimes.
17.05	Demonstrate preliminary investigation of specific property crimes.
18.0	18.0 Define the role of a the Traffic Control Officer--The student will be able to:
18.01	Define a Traffic Control Officer (TCO) as stated in chapter 316.640(4) (a).
18.02	List the qualifications of a traffic control officer (TCO).

18.03	Explain the responsibilities of a traffic control officer.
18.04	List the limitations of traffic control officer.
19.0	Define Control and Direction Concepts and Procedures - -The student will be able to:
19.01	Define "traffic control devices" according to chapter 316.003(23)
19.02	Define "traffic signals" according to chapter 316.003(24).
19.03	Define the main objectives of traffic direction and control.
19.04	List methods of controlling traffic.
19.05	Identify when traffic direction and control are applicable pursuant to agency protocol.
19.06	List equipment available to an officer for use in directing traffic.
19.07	Evaluate a traffic situation before intervening to direct traffic.
19.08	Identify factors that should be considered when planning to direct traffic.
19.09	List the safety precautions that an officer should follow when directing traffic.
19.10	Identify the correct place that an officer should stand while directing traffic.
19.11	List basic conduct for officers directing traffic. <ul style="list-style-type: none"> <li>a. Engage the attention of drivers at all times. <ul style="list-style-type: none"> <li>1) Make eye contact with a stopped or stopping motorist.</li> <li>2) Use hand signals, such as pointing, to gain a motorist's attention.</li> </ul> </li> <li>b. Keep your hands free.</li> <li>c. Do not engage in idle conversation.</li> <li>d. Do not smoke.</li> <li>e. Do not twirl a chain or other objects.</li> <li>f. Do not use electronic devices such as cell phones.</li> </ul>
19.12	Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic.
19.13	Explain why voice commands are seldom used in directing traffic.
19.14	List procedures to follow if voice commands must be used.
19.15	List procedures to follow when assisting pedestrians across the street.
19.16	Describe the various whistle signals to get the attention of the driver or pedestrian. <ul style="list-style-type: none"> <li>a. One long blast for the vehicle to stop.</li> <li>b. Two short blasts for the vehicle to go.</li> </ul>

	c. Several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal.
19.17	List the various hand signals used in conjunction with the whistle signals. a. stop b. turn right c. turn left d. start e. keep moving f. resume traffic signal control
19.18	Demonstrate the various hand signals used in conjunction with the whistle signals.
19.19	Demonstrate the proper use of an illuminated baton and a flashlight with traffic wand attached.
19.20	Describe how to use a flare safely, including lighting the flare, positioning it, and extinguishing it. a. To light, strike the flare away from body to prevent injury. b. Position the flare in an area free of combustible materials. c. Extinguish the flare by smothering it in non-combustible materials, such as soil.
19.21	Demonstrate how to safely light a flare, position it, and extinguish it.
19.22	Demonstrate how to activate a chemical light stick.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.