Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, October 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Law, Public Safety, Corrections, and Security Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

TABLE OF CONTENTS

Committee 1

Principles of Law, Public Safety, Corrections, and Security 2
Correctional Services 7
Federal Law Enforcement and Protective Services 14
Fire Fighter I 20
Fire Fighter II 27

Committee 2

Law Enforcement I 31
Law Enforcement II 38
Criminal Investigation 46
Court Systems and Practices 52
Practicum in Law, Public Safety, Corrections, and Security 55
Forensic Science 59

§130.292. Principles of Law, Public Safety, Corrections, and Security (~~One-Half to~~ One Credit).		Committee recommends that course credit remain the same so that individual districts statewide may provide credit in the best interest of their students.
TEKS with edits		Committee Comments
(a)	**General requirements**. This course is recommended for students in Grades 9-12.	~~Committee recommends that course credit remain the same so that individual districts statewide may provide credit in the best interest of their students.~~
(b)	**Introduction**.	
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(3)	Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	**Knowledge and skills**.	
(1)	The student demonstrates develops professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	The student achieves business and industry employability skills standards such as; attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
~~(1)~~(2)	The student achieves academic knowledge and skills required for a career and postsecondary education opportunities associated with ~~law, public safety, corrections, and security protective services~~ the career field. The student is expected to:	
(A)	apply English language arts knowledge and skills required for career and postsecondary education opportunities;	

DRAFT

(B)	apply mathematics knowledge and skills required for career and postsecondary education opportunities; and	
(C)	apply science knowledge and skills for career and postsecondary education associated with ~~law, public safety, corrections, and protective services~~ the career field	
~~(2)~~(3)	The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	
(A)	~~model~~ evaluate effective use of grammar to ~~demonstrate~~ develop verbal communication skills;	
(B)	~~execute~~ differentiates speaking strategies used to communicate specific ideas to various audiences;	
(C)	interpret voice quality and delivery to ~~interpret~~ analyze verbal communication; and	
(D)	~~model~~ demonstrates effective interpersonal skills necessary to communicate with coworkers and the public.	
~~(3)~~(4)	The student formulates ideas, proposals, and solutions to address problems related to ~~law, public safety, corrections, and security~~ the career field in order to ensure effective and efficient delivery of services. The student is expected to:	
(A)	use ~~logical constructions~~ analytical skills to formulate ideas, proposals, and solutions to problems;	
(B)	formulate ideas, proposals, and solutions to ensure delivery of services; and	
(C)	use critical-thinking skills to solve ethical issues identified in ~~law, public safety, corrections, and security~~ the career field.	
~~(4)~~(5)	The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	
(A)	identify, analyze and evaluate the dangers associated with the different career fields ~~in law, public safety, corrections, and security;~~	
(B)	create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;	
(C)	discuss methods for safe handling of hazardous materials;	
(D)	discuss the importance of good health and physical fitness; and	
(E)	demonstrate first aid, ~~and~~ cardiopulmonary resuscitation and automated external defibrillator procedures.	

DRAFT

~~(5)~~(6)	The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	
(A)	examine real-world situations involving ethical dilemmas and professional conduct;	
(B)	explain laws, regulations, and policies that govern professionals; and	
(C)	recommend a strategy for responding to an unethical or illegal situation.	
~~(6)~~(7)	The student recognizes the importance of interagency cooperation. The student is expected to:	
(A)	discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;	
(B)	~~explain~~ examine the roles and responsibilities of first responders;	
(C)	identify jurisdictional problems that may arise as multiple agencies work together; and	
(D)	differentiate the roles of private security and public law enforcement agencies.	
~~(7)~~(8)	The student understands the historical and philosophical development of criminal law. The student is expected to:	
(A)	identify the sources and origin of law in the United States;	
(B)	explain the impact of the United States Constitution and Bill of Rights on criminal law in regard to the rights of citizens;	
(C)	differentiate between crimes classified as felonies or misdemeanors and the punishments for each;	
(D)	analyze the essential elements and classifications of a crime;	
(E)	identify problems commonly associated with the enforcement of criminal laws; and	
(F)	~~outline~~ identify the process by which laws are enacted.	
~~(8)~~(9)	The student identifies the roles of the public safety professional. The student is expected to:	
(A)	identify career opportunities in federal, state, county, and municipal law enforcement agencies;	
(B)	identify the education and training required for various levels of law enforcement;	
(C)	discuss the history of policing in the United States;	
(D)	identify the roles and responsibilities of law enforcement professionals;	
(E)	analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure;	

DRAFT

(F)	examine the role of emergency medical services in public safety; and	
(G)	identify how public safety professionals manage the stress related to these jobs.	
~~(9)~~(10)	The student identifies the roles and functions of court systems. The student is expected to:	
(A)	identify career opportunities in the court systems;	
(B)	identify the levels and functions of criminal courts;	
(C)	examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs;	
(D)	explain pretrial and courtroom procedures; and	
(E)	identify types of sentencing and sentencing rules.	
~~(10)~~(11)	The student identifies the roles and functions of the correctional system. The student is expected to:	
(A)	explain career opportunities available in the correctional system, including probation and parole;	
(B)	explain the duties and responsibilities of correctional officers;	
(C)	~~outline~~ recognize the history of prisons in the United States;	
(D)	explain the differences between jails and prisons;	
(E)	identify the levels of security in prisons and jails; and	
(F)	explain the constitutional rights of inmates in prisons and jails.	
~~(11)~~(12)	The student identifies the roles and functions of private security systems and agencies. The student is expected to:	
(A)	explain the career opportunities available in private security;	
(B)	discuss the history and importance of private security in the United States; and	
(C)	examine the relationship such as between private security and public safety agencies.	
~~(12)~~(13)	The student identifies the roles and functions of fire protection services. The student is expected to:	
(A)	identify the career opportunities in fire protection services;	
(B)	explain the duties and responsibilities of firefighters;	
(C)	recognize the importance of the operation of 911 and computer-aided dispatch systems; and	
(D)	explain the relationship such as between police, fire, and emergency medical services.	

DRAFT

(14)	The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:	Addition to provide the students with greater insight to student and community organizations associated with LPSCS
(A)	research and may participate organizations such as: SkillsUSA, Law Enforcement Explorer Scouts, National Technical Honor Society, etc.	Addition to provide the students with greater insight to student and community organizations associated with LPSCS
(B)	identify community outreach organizations such as: Safe, Citizen on Patrol, local student police organizations, or national student police organizations.	Addition to provide the students with greater insight to student and community organizations associated with LPSCS

DRAFT

§130.297. Correctional Services (One ~~to Two~~ Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students
TEKS with edits		Committee Comments
~~(a)~~	~~General requirements. This course is recommended for students in Grades 11 10 – 12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.~~	
~~(b)~~	~~Introduction. In Correctional Services, students prepare for certification required for employment as a municipal, county, state or federal correctional officer. The student will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state or federal correctional setting. The student will analyze rehabilitation and alternatives to institutionalization for inmates.~~	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
(a)	General requirements: This course is recommended for students in Grades 10 –12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	VA – To be with other CTE courses.
(b)	Introduction:	VA – To be with other CTE courses.
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	VA – To be with other CTE courses.
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(3)	In Correctional Services, students prepare for certification required for employment as a municipal, county, state or federal correctional officer. The student will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state or federal correctional setting. The student will analyze rehabilitation and alternatives to institutionalization for inmates.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	VA – To be with other CTE courses.
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	VA – To be with other CTE courses.
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and	VA – To be with other CTE courses.

DRAFT

	industry. The student is expected to achieve business and industry employability skills standards such as, attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
~~(1)~~(2)	The student researches the history of correctional services in the municipal, county, state or federal settings. The student is expected to:	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
(A)	examine the history of corrections ~~in the United States and Texas~~ such as municipal, county, state and federal;	
(B)	examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state or federal correctional facilities;	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
(C)	analyze personal responsibilities ~~and~~ including preferences to determine requirements for employment in municipal, county, state or federal correctional services; and	
(D)	effectively search methods to locate potential employment opportunities in municipal, county, state or federal correctional services. ~~And~~	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
~~(E)~~	~~identify ongoing academic education to develop a positive public image.~~	
~~(2)~~(3)	The student recognizes professional standards and ethical responsibilities in the municipal, county, state or federal correctional facilities. The student is expected to:	
(A)	identify employer expectations ~~of punctuality, attendance, and time management~~ such as; verbal communication skills and effective speaking, professional conduct, laws, regulations and policies that govern municipal, county, state, or federal officers, punctuality, attendance, initiative, cooperation and time management, sensitivity to and value for diversity, professional standards in municipal, county, state or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate, and leadership and team work when collaborating with others to accomplish goals and objectives.;	CRS – explained more below.
(B)	analyze the ethical responsibilities of correctional officers to ensure protections of rights.	
~~(C)~~	~~discuss the importance of professionalism in the field of corrections; and~~	VA – was taken out because already discussed.
~~(D)~~	~~use leadership qualities within a team environment.~~	VA – was taken out because already discussed.
~~(3)~~(4)	The student uses verbal communication skills necessary for ~~a~~ municipal, county, state or federal correctional officers. The student is expected to:	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.

DRAFT

(A)	define technical concepts and vocabulary associated with municipal, county, state or federal correctional services through effective verbal communication; and	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
~~(B)~~	~~perform formal and extemporaneous presentations that demonstrate organizational strategy and delivery skills; and~~	VA – deemed not necessary according to the committee.
~~(C)~~(B)	demonstrate active listening and speak effectively to contribute ~~to~~ within group discussions and meetings.	VA – verbiage is better to include active listening.
~~(4)~~(5)	The student performs active listening skills to obtain and clarify information. The student is expected to:	
(A)	apply listening skills in obtaining and clarifying information provided in verbal communication; and	
(B)	demonstrate ~~verbal~~ communication skills to explain the meaning of technical vocabulary concepts, related to correctional services.	
~~(5)~~(6)	The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	
(A)	demonstrate first aid procedures, ~~and~~ cardiopulmonary resuscitation, automated external defibrillator in a simulated emergency situation;	CRS
(B)	comply with standard precautions as they relate to infection control; and	
(C)	use special requirements for handling hazardous materials to maintain a safe working environment.	
~~(6)~~(7)	The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	
(A)	apply constitutional laws ~~and the~~ including laws of arrest to execute official correctional service duties while respecting citizen rights;	
(B)	explore the impact of the United States legal system on the correctional system;	
(C)	differentiate between the civil and criminal justice systems and explain how change impacts correctional services;	
(D)	use the appropriate techniques to manage crisis situations to protect individuals and society;	
(E)	execute protocols associated with arrest, search, and seizure using the statues set forth by the Fourth Amendment;	
(F)	summarize the rights of an individual being interrogated under the Fifth Amendment;	
(G)	examine trial, jury, and due process rights; and	

DRAFT

(H)	state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment.	
~~(7)~~(8)	The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	
(A)	apply the appropriate procedures for use with individuals who have mental disorders, such as: physical disabilities, communication disorders, and atypical behaviors;	
(B)	execute protocols to provide appropriate assistance to people with disabilities and impairments; and	
(C)	analyze the impact of the Americans with Disabilities Act on inmates and correctional staff.	
~~(8)~~(9)	The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	
(A)	examine the origins of conflict and the needs that motivate behavior;	
(B)	analyze different responses to conflict and the results generated;	
(C)	use principle-centered conflict resolution processes in order to resolve conflicts; and	
(D)	interpret visual and vocal cues to comprehend information received, such as from body language, eye movement, voice tone, and voice inflection.	
~~(9)~~(10)	The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	
(A)	review security post procedures in a correctional facility;	
(B)	explain the importance of a perimeter security system;	
(C)	appraise situations and select the appropriate degree of force;	
(D)	complete steps involved in pre-event planning to respond to crisis situations; and	
(E)	perform appropriate crisis management to protect individual and societal rights.	
~~(10)~~(11)	The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	
(A)	demonstrate knowledge of policies and procedures for inmate supervision and discipline;	
(B)	demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety;	

DRAFT

(C)	develop emergency plans and procedures for correctional facilities;	
(D)	describe the process for providing food services and the critical elements to ensure an effective operation;	
(E)	describe the steps for processing an inmates, such as reception, orientation, and classification;	
(F)	conduct a simulated parole interview;	
(G)	analyze prisoner re-entry programs and the effect of the programs on the community; and	
(H)	describe the importance of public relations as related to communities and citizens.	
(12)	The student will be able to identify basic organizational models for municipal, county, state or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	MV – changed this to include municipal jail, county corrections and private, state and federal prisons.
(A)	Identify three primary models of detention facilities,	CRS – is geared to match certifications with college and career readiness.
(B)	Identify the role and core responsibilities of the officer in the detention facility, and	CRS – is geared to match certifications with college and career readiness.
(C)	Recognize issues involving prisoners' Constitutional rights	CRS – is geared to match certifications with college and career readiness.
(13)	The student will be able to recognize issues related to human behavior and relations in a detention facility. The student is expected to:	CRS – is geared to match certifications with college and career readiness.
(A)	Identify the importance of ethical judgment and behavior in the criminal justice system;	CRS – is geared to match certifications with college and career readiness.
(B)	Recognize issues involved with human relations between staff and prisoners;	CRS – is geared to match certifications with college and career readiness.
(C)	Compare and Contrast stress and stress-related issues for correctional personnel;	CRS – is geared to match certifications with college and career readiness.
(D)	Evaluate the process of promoting cultural awareness at a municipal, county, state or federal facility; and	CRS – is geared to match certifications with college and career readiness.
(E)	Identify state and federal laws related to civil rights, sexual harassment and liability issues for detention personnel.	CRS – is geared to match certifications with college and career readiness.
(14)	The student will be able to identify methods of screening for and addressing injurious prisoner behavior. The student is expected to:	CRS – is geared to match certifications with college and career readiness.
(A)	Identify various methods of screening for suicide risks	CRS – is geared to match certifications with college and career readiness.
(B)	Recognize procedures for preventing suicide among prisoners and for responding to suicide attempts, and	CRS – is geared to match certifications with college and career readiness.

DRAFT

(C)	Identify various methods for determining, classifying and dealing with intoxicated prisoners in the correctional setting.	CRS – is geared to match certifications with college and career readiness.
(15)	The student will be able to recognize intake procedures for a detention facility. The student is expected to:	CRS – is geared to match certifications with college and career readiness.
(A)	identify general booking procedures such as: basic orientation procedures, fingerprinting, report writing and documentation of prisoner information;	CRS – is geared to match certifications with college and career readiness.
(B)	identify steps in the prisoner admission process; and	CRS – is geared to match certifications with college and career readiness.
(C)	recognize the process for releasing prisoners.	CRS – is geared to match certifications with college and career readiness.
(16)	Students will be able to recognize various inmate health care issues and processes. The student is expected to:	VA – many committee members stated should change to help with health care issues.
(A)	identify issues and symptoms involving persons with a variety of mental impairments at a detention facility,	VA – many committee members stated should change to help with health care issues.
(B)	identify questions to ask when screening prisoners for mental illness and recognize methods for interacting and communicating with prisoners who may be mentally ill,	VA – many committee members stated should change to help with health care issues.
(C)	recognize processes for maintaining inmate health records and understand health risks of communicable diseases, and	VA – many committee members stated should change to help with health care issues.
(D)	recognize legal aspects of health care in a detention facility	VA – many committee members stated should change to help with health care issues.
(17)	Students will be able to identify methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies, such as providing and supervising prisoner showers, and recognize issues involving prisoner food service, visitations, prisoner correspondence and telephone usage.	MV – needed to list services provided by local, county, state and federal agencies.
(18)	Students will be able to recognize prisoner and facility security protocols.	CRS – aligned with certification and college and career readiness in corrections.
(A)	identify issues involving inmate counts;	CRS – aligned with certification and college and career readiness in corrections.
(B)	demonstrate procedures for inventorying prisoner's property;	CRS – aligned with certification and college and career readiness in corrections.
(C)	identify the process of searching male and female prisoners;	CRS – aligned with certification and college and career readiness in corrections.
(D)	identify the processes and procedures for searching cells and common areas within a correctional facility; and	CRS – aligned with certification and college and career readiness in corrections.
(E)	identify issues involving facility security,	

DRAFT

(19)	Students will be able to recognize the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	CRS – aligned with certification and college and career readiness in corrections.
(A)	identify procedures for responding to a riot and disturbance in a municipal, county, state or federal correctional facility;	CRS – aligned with certification and college and career readiness in corrections.
(B)	identify procedures for responding events such as assaults, fire, medical emergencies, prisoner escapes and hostage situations;	CRS – aligned with certification and college and career readiness in corrections.
(C)	recognize issues in dealing with disruptive inmates and groups; and	CRS – aligned with certification and college and career readiness in corrections.
(D)	identify procedures for escape attempts and escapes	CRS – aligned with certification and college and career readiness in corrections.
(20)	Students will be able to identify report-writing methods and courtroom procedures. The student is expected to:	CRS – aligned with certification and college and career readiness in corrections.
(A)	identify the process involved with writing reports;	CRS – aligned with certification and college and career readiness in corrections.
(B)	identify appropriate courtroom attire and demeanor; and	CRS – aligned with certification and college and career readiness in corrections.
(C)	recognize procedures for preparing for courtroom testimony.	CRS – aligned with certification and college and career readiness in corrections.
(21)	The student evaluates situations requiring the use of force. The student is expected to:	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(A)	demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(B)	explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(22)	The student analyzes procedures and protocols for self-defense in homeland and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing and searching.	MV – students need to learn about how to defend themselves in many different situations.

DRAFT

§130.298. ~~Security Services~~ Federal Law Enforcement and Protective Services (One ~~to Two~~ Credits).		Committee recommends this course credit so individual districts statewide may provide credit in the best interest of their students
TEKS with edits		Committee Comments
~~(a)~~	~~General requirements. This course is recommended for students in Grades 11 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.~~	
(a)	General requirements. This course is recommended for students in Grades ~~11~~ 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	
~~(b)~~	~~Introduction. Security Services Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services Federal Law Enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, information and computer security, information assurance and cybercrime.~~	CRS – shows the many areas in which this field is growing and increasing career readiness in these different field.
(b)	Introduction.	CRS – shows the many areas in which this field is growing and increasing career readiness in these different field.
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	VA – To be with other CTE courses.
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	VA – To be with other CTE courses.
(3)	Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services Federal Law Enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, information and computer security, information assurance and cybercrime.	VA – To be with other CTE courses.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	VA – To be with other CTE courses.
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	VA – To be with other CTE courses.
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	VA – To be with other CTE courses.
(A)	The student achieves business and industry employability skills standards such as, attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	VA – To be with other CTE courses.

DRAFT

~~(1)~~(2)	The student explores the history of ~~security systems~~ Federal Law Enforcement and protective services in the United States. The student is expected to:	
(A)	research the development of ~~security systems~~ Federal Law Enforcement and protective services through the history of the United States; and	MV – believe description just needed to be added.
(B)	explain the importance of the interface between ~~security services~~ Federal Law Enforcement and protective services and all aspects law enforcement.	MV – believe description just needed to be added.
~~(2)~~(3)	The student identifies health, safety, and environmental responsibilities of ~~security~~ Federal Law Enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	MV – believe description just needed to be added.
(A)	identify workplace hazards to health, safety, and the environment;	
(B)	inspect a workplace to identify potential health, safety, and environmental problems;	
(C)	investigate and document findings in simulated workplace incidents and accidents; and	
(D)	summarize issues and problems associated with hazardous materials.	
~~(3)~~(4)	The student analyzes the impact of ethical and legal responsibilities relevant to ~~security services~~ federal law enforcement and protective services. The student is expected to:	MV – believe description just needed to be added.
(A)	differentiate between civil and criminal law;	
(B)	analyze the impact of legal issues relevant to ~~security services~~ federal law enforcement and protective services;	MV – believe description just needed to be added.
(C)	describe the importance of good public relations techniques as they relate to ~~security~~ federal law enforcement, protective services and crisis situations;	MV – believe description just needed to be added.
(D)	analyze the connections between constitutional ~~law~~ and federal laws, federal law enforcement and private security operations by referencing relevant constitutional amendments;	MV – believe description just needed to be added.
(E)	analyze specific federal, state, and local laws and regulations affecting government security operations;	
(F)	summarize specific juvenile laws affecting security operations;	
(G)	compare alternative responses in simulated security scenarios that require application of ethical and legal behavior;	
(H)	discuss the possible ramifications of unethical behavior on the part of security professionals;	
(I)	analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure;	
(J)	summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation; ~~and~~	

DRAFT

(K)	analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law~~.~~, and	
(L)	analyze the importance of social media and be familiar of its effects on federal law enforcement and protective services.	VA – Helps the reader understand how this vertically aligns with higher level learning.
~~(4)~~(5)	The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	VA – Helps the reader understand how this vertically aligns with higher level learning.
~~(i)~~	~~information assurance and computer security,~~	MV – felt the need to include various topics to be covered for increased interest in this profession.
~~(ii)~~	~~cybercrime and human trafficking,~~	MV – felt the need to include various topics to be covered for increased interest in this profession.
~~(iii)~~	~~border security and domestic and foreign terrorism.~~	MV – felt the need to include various topics to be covered for increased interest in this profession.
(A)	describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism.	
(B)	present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities;	
(C)	summarize the concept of risk management from ~~a~~ local, state, federal and national security perspective, including the importance of knowing what to protect and the consequences of loss; and	MV – this was added as to include all aspects of law enforcement from local to federal.
(D)	explain how security operations and the criminal justice field interface and rely upon each other.	
~~(5)~~(6)	The student analyzes the role of computer forensics in security operations. The student is expected to:	
(A)	summarize the role of computer applications relating to forensics investigations; and	
(B)	investigate criminal activity in areas such as cyber crime, the Internet, and Internet trafficking.	VA – changed due to adding (C)
~~(6)~~(7)	The student analyzes security systems and their role in an overall security strategy. The student is expected to:	
(A)	summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems;	
(B)	analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy; and	
(C)	analyze the roles of security surveys, inspections, and exercises to test existing protection measures.	

DRAFT

~~(7)~~(8)	The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	
(A)	summarize the characteristics of terrorism as a criminal act; and	
(B)	examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters.	
(9)	The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:	
(A)	summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback; and	
(B)	execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents.	
~~(9)~~(10)	The student applies crime prevention concepts. The student is expected to:	
(A)	diagram the crime triangle of ability, opportunity, and motive;	
(B)	describe the concepts of deter, detect, delay, and deny; and	
(C)	evaluate the security of a business or residence by using crime prevention through environmental design strategies.	
(11)	The student evaluates situations requiring the use of force. The student is expected to:	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(A)	demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(B)	explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.	CRS – students need to know the different levels of force in which local, state and federal officers may or may not use.
(12)	The student analyzes procedures and protocols for self-defense in homeland and protective services. The student is expected to:	MV – students need to learn about how to defend themselves in many different situations.
(A)	demonstrates self-defense and defensive tactics such as:	MV – students need to learn about how to defend themselves in many different situations.
(i)	ready stance and escort positions,	MV – students need to learn about how to defend themselves in many different situations.
(ii)	strikes, kicks, punches	MV – students need to learn about how to defend themselves in many different situations.

DRAFT

(iii)	handcuffing and searching	MV – students need to learn about how to defend themselves in many different situations.
(13)	The student recognizes the importance of critical infrastructures and key assets. The student is expected to:	CRS – this will prepare them for a career in Federal Law Enforcement or Protective Services.
(A)	discuss the importance of critical infrastructure and key assets within Federal Law Enforcement and protective services, such as:	CRS – this will prepare them for a career in Federal Law Enforcement or Protective Services.
(i)	water, power and energy, information and transportation, banking and finance, defense industry, postal and shipping, agricultural and food, public health, and emergency services.	CRS – this will prepare them for a career in Federal Law Enforcement or Protective Services.
(B)	create a plan of action for city and state for situations involving threats to the critical infrastructure and key assets.	CRS – this will prepare them for a career in Federal Law Enforcement or Protective Services.
(14)	The student identifies chemical and biological threat identification, protection, detection and decontamination concepts. The student is expected to:	MV – we felt students should be aware of the different chemicals others will use during crisis situations.
(A)	analyze research on the cause and effects of chemical threats such as air borne pathogens, toxic, nuclear, biological, and manmade chemicals; and	MV – we felt students should be aware of the different chemicals others will use during crisis situations.
(B)	create research projects on the cause and effects of chemical threats such as air borne pathogens, toxic, nuclear, biological, and manmade chemicals.	
(15)	The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(A)	develop a plan of action for disaster preparedness within home, school or community;	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(B)	evaluate the effectiveness of the of actions in place for all natural disasters,	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(C)	evaluate effectiveness of preparedness and response systems during and after a disaster,	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(D)	appraise a disaster situation to determine the appropriate course of action.	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.

DRAFT

(E)	examine and implement the Community Emergency Response Team guidelines for home, school or community, such as: fire safety, disaster medical operations, search and rescue and terrorism, and	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(F)	construct a CERT disaster simulation within the school or community.	CRS – this is a topic that falls under the Federal government FEMA and is used in Protective Services and Homeland Security.
(16)	The student demonstrates professional standards as required by Federal Law Enforcement and protective services. The student is expected to:	VA – will prepare students for a career in Protective Services and Homeland Security.
(A)	demonstrate positive work behaviors and attitudes and professional standards in Federal Law Enforcement and protective services;	VA – will prepare students for a career in Protective Services and Homeland Security.
(B)	support and apply ethical reasoning to a variety of simulation situations in order to make ethical decisions;	VA – will prepare students for a career in Protective Services and Homeland Security.
(C)	demonstrate teamwork skills through working cooperatively with others to achieve tasks such as team building, consensus, continuous improvement, respect of opinions of others, cooperation, adaptability, and conflict resolution;	VA – will prepare students for a career in Protective Services and Homeland Security.
(D)	demonstrate sensitivity to and value for diversity and confidentiality; and	VA – will prepare students for a career in Protective Services and Homeland Security.
(E)	demonstrate the use of content, technical concepts and vocabulary when analyzing information and following directions, conveying information, use of information texts, internet websites, and technical materials to access information sources for occupation tasks,	VA – will prepare students for a career in Protective Services and Homeland Security.

DRAFT

§130.299. Firefighter I (~~One to~~ Two Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students
TEKS with edits		Committee Comments
(a)	~~General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.~~ General requirements: This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security	
(b)	~~Introduction. Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protections protective equipment, and the principles of fire safety.~~ Introduction:	Correct to proper terminology.
	Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety.	
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	**Knowledge and skills**.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
(2)	The student uses communication skills as related to fire management. The student is expected to:	
(A)	use speech and written communication ~~using equipment and~~ platforms common to fire management services;	

DRAFT

(B)	use steps involved in using radio communication for fire management;	
(C)	use the Incident Command System to manage emergencies; and	
(D)	apply protocols in emergency management response when working at an accident scene.	
(3)	The student executes safety procedures and protocols associated with fire management services. The student is expected to:	
(A)	apply local, state, and federal regulations pertaining to safety issues;	
(B)	apply protocols for handling hazardous materials at the awareness level; and	Students will be introduced to the ERG book to learn how to identify a HM situation and initiate initial protective actions.
(C)	practice personal safety procedures.	
(4)	The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems. The student is expected to:	
(A)	recognize techniques for functioning within a group environment; and	
(B)	demonstrate model leadership within fire management.	
(5)	The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	
(A)	identify the correct laws and rules applicable to basic firefighter certification by the Texas Commission on Fire Protection;	
(B)	review the Texas Commission on Fire Protection requirements for certification as a basic firefighter as stated in the Standards Manual for Fire Protection Personnel;	TCFP requirements have to be met to certify as basic firefighter.
(C)	identify the various levels of firefighter certifications ~~as stated~~ by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel;	Levels of firefighter certifications are identified by the TCFP.
(D)	identify the levels of instructor certification by the Texas Commission on Fire Protection ~~and~~ as stated in the Standards Manual for Fire Protection Personnel; and	
(E)	describe responsibilities of a firefighter as required by the National Fire Protection ~~Agency~~ Association 1500: Standard on Fire Department Occupational Safety and Health Program.	Delete “the”. National Fire Protection Association, not Agency.
(6)	The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	
(A)	describe the four products of combustion commonly found in structural fires that create a life hazard;	

DRAFT

(B)	define terms such as fire, flash point, ignition temperature, fire point, flammable (explosive) range, boiling point, oxidation, pyrolysis, reducing agent, vaporization, combustion, vapor density, and specific gravity;	Interchangeable terms “flammable” and “explosive” range.
(C)	describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat;	
(D)	define fire triangle and fire tetrahedron;	
(E)	~~describe examples of heat sources such as chemical, electrical, mechanical, and nuclear~~ describe heat energy sources such as chemical, electrical, mechanical, and nuclear;	Re-worded to mirror Community College syllabus but added (chemical, electrical, mechanical, and nuclear).
(F)	~~describe the hazards and the appropriate action to be taken for extinguishment, including ignition, growth, flashover, fully developed, and decay;~~ identify the stages of fire development;	Re-worded to mirror Community College syllabus.
(G)	explain the special conditions that occur during a fire's growth such as flameover, ~~and~~ rollover, flashover, thermal layering, and backdraft; and	Fashover is also a special condition which may occur after rollover.
(H)	~~convert units of heat measurement such as British thermal unit, Fahrenheit, Celsius, and Calorie.~~ identify the units of heat measurement and how to convert units.	Re-worded to mirror Community College syllabus, added “and convert units”.
(7)	The student describes the methods of heat transfer. The student is expected to:	
(A)	describe methods of heat transfer such as conduction, convection, and radiation; and	
(B)	describe examples of heat transfer in fire emergencies such as conduction, convection, and radiation.	
(8)	The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:	
(A)	describe the physical states of matter in which fuels are commonly found such as ~~describe~~ solid, liquid, and gaseous fuels;)	Re-worded to mirror Community College syllabus.
(B)	Explain terms related to the combustion process such as specific gravity, vapor density, and the theory of surface-to-mass ratio ~~as related to the combustion process~~; and	Self-explanatory.
(C)	identify narcotic ashphyxiant gases and irritants common in smoke.	
(9)	The student comprehends the fire extinguishment theory. The student is expected to:	
(A)	describe the fire extinguishment theory; and	Re-worded to mirror Community College syllabus.
(B)	analyze methods of extinguishment such as temperature reduction, fuel removal, oxygen exclusion, and inhibiting chemical reaction.	Self-explanatory

DRAFT

(10)	The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:	
(A)	~~describe the physical characteristics of water;~~ describe the characteristics of water as it relates to its fire extinguishing potential;	Re-worded to mirror Community College syllabus.
(B)	explain the Law of Specific Heat, the Law of Latent Heat, and the Law of Heat Flow; and	Self-explanatory
(C)	Compare the advantages and disadvantages of water as an extinguishing agent.	Self-explanatory
(11)	The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	
(A)	describe the internal systems that sustain life in the human body such as the respiratory and cardiovascular systems;	Added wording to combine with Community College syllabus.
(B)	~~analyze~~ describe the National Fire Protection Association standards applicable to the self-contained breathing apparatus;	Re-worded to mirror Community College syllabus.
(C)	identify the firefighter's physical requirements for wearing a self-contained breathing apparatus;	
(D)	~~describe the hazardous environments that require the use of respiratory protection;~~ identify respiratory hazards during firefighting that require the use of respiratory protection;	Combined wording with Community College syllabus wording.
(E)	identify the different types of self-contained breathing apparatus; and	Re-worded to mirror Community College syllabus.
(F)	describe the safety features and function of the open circuit self-contained breathing apparatus.	
(12)	The student demonstrates confidence in performing firefighting skills while wearing self-contained breathing apparatus. The student is expected to:	
(A)	identify the safety requirements when using the self-contained breathing apparatus;	
(B)	describe how to calculate the air supply duration in the cylinder;	
(C)	describe the safety rules when wearing the self-contained breathing apparatus;	
(D)	describe the uses and limitations of the self-contained breathing apparatus;	
(E)	demonstrate the various methods of donning and doffing the self-contained breathing apparatus ~~demonstrate the donning and doffing of the self-contained breathing apparatus~~ while wearing protective clothing;	Combined wording to cover Community College syllabus.
(F)	demonstrate the replacement of an ~~extended~~ expended cylinder on a self-contained breathing apparatus assembly with a full cylinder;	Corrected wording

DRAFT

(G)	demonstrate rescue procedures without compromising the rescuer's respiratory protection such as rescuing a firefighter with functioning respiratory protection, a firefighter without functioning respiratory protection, or a civilian without respiratory protection;	Corrected wording
(H)	perform firefighting skills while wearing the ~~full~~ self-contained breathing apparatus~~, at a minimum,~~ with ~~the contents of~~ a fully charged cylinder;	Corrected wording
(I)	demonstrate the use of the self-contained breathing apparatus to manage a restricted passage in conditions of obscured visibility ~~and in a restricted passage~~; and	Reworded
(J)	demonstrate emergency procedures to be used in the event of failure of the self-contained breathing apparatus.	
(13)	The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:	
(A)	document routine maintenance for the self-contained breathing apparatus; and	
(B)	describe the use of an air supply system for recharging an air cylinder ~~the repairing and reconditioning, cylinder recharging,~~; and cylinder testing maintenance of a self-contained breathing apparatus.	Combined wording to assimilate with Community College syllabus.
(14)	The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	
(A)	identify the various types of fire service protective clothing; ~~describe the types of protective clothing;~~	Re-worded to mirror Community College syllabus.
(B)	identify the different ~~articles~~ components of structural firefighting protective equipment and their functions;	Word change
(C)	~~demonstrate the proper procedure for inspecting and cleaning personal protective equipment after each use;~~ demonstrate the correct procedures for inspection and maintenance of personal protective equipment;	Re-worded to mirror Community College syllabus.
(D)	describe the limitations of personal protective equipment in providing protection to ~~a~~ firefighters;	Combined wording with Community College syllabus.
(E)	explain the physical limitations of a firefighter working in a personal protective ensemble; and	
(F)	~~and eye protection.~~ demonstrate the donning and doffing of personal protective equipment such as helmet with eye protection ~~shield~~, hood, boots, gloves, protective coat and trousers, self-contained breathing apparatus, and personal alert safety system	Corrected terminology Removed redundancy
(15)	The student demonstrates the proper testing and operation of a personal alert safety system device. The student is expected to:	
(A)	Explain the proper operation of a ~~safety device~~ personal alert safety system; and	Corrected wording

DRAFT

(B)	demonstrate the proper testing of a ~~safety device.~~ personal alert safety system.	Corrected wording
(16)	The student recognizes all aspects of the fire department organization. The student is expected to:	
(A)	~~describe the organization and structure of a fire department~~ identify aspects of the fire department organization;	Re-worded to mirror Community College syllabus.
(B)	explain the firefighter's role as a member of the fire department;	
(C)	analyze the rules and regulations common to most fire departments;	
(D)	identify the mission of the fire service and of the local fire department according to the authority having jurisdiction;	
(E)	describe the function of a standard operating system; and the responsibilities of a firefighter relating to compliance with the provisions of occupational safety and health programs; and	Added wording from Community College syllabus.
(F)	explain the components of a member assistance program.	
(17)	The student recognizes common types of accidents and injuries and their causes. The student is expected to:	
(A)	describe the elements of a personnel accountability system and the application of the system at an incident;	
(B)	identify potential long-term firefighter health considerations of exposure to products of combustion;	Re-worded to mirror Community College syllabus.
(C)	identify ~~at least three~~ common types of accidents or injuries such as those occurring at the emergency scene, responding to and returning from calls on fire apparatus, in personal vehicles, at the fire station, at other on-duty locations, and during training; and	Remove limiting words.
(D)	demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment.	
(18)	The student describes the handling of different types of accidents and hazards. The student is expected to:	
(A)	describe the procedures for terminating utility services to a building;	
(B)	explain hazards that exist and describe procedures to be used in electrical emergencies;	
(C)	~~safely demonstrate ten types of tools used for forcible entry, rescue, and ventilation;~~ describe the safe handling and operation of hand and power tools;	Re-worded to mirror Community College syllabus.
(D)	describe safety procedures for fire service lighting equipment such as power supply (portable or mounted), lights, cords, and connectors; and	
(E)	recognize the procedures for the use of safety equipment such as seat belts, ear protection, eye protection, and other safety equipment provided for protection while riding on apparatus.	Identified type of equipment

DRAFT

(19)	The student identifies safety procedures for ensuring a safe environment. The student is expected to:	
(A)	identify protective equipment and describe its uses;	
(B)	recognize traffic and scene control devices;	
(C)	identify structure fire and roadway emergency scene potential hazards;	
(D)	describe solutions to mitigate potential hazards; and	
(E)	describe procedures for safe operation at emergency scenes.	

DRAFT

§130.300. Firefighter II (~~Two to~~ Three Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students.
TEKS with Edits		Committee Comments
(a)	General requirements. ~~This course is recommended for students in Grades 11-12. Prerequisite: Firefighter I. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.~~ This course is recommended for students in Grades 11-12. Prerequisite: Firefighter I. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	
(b)	Introduction. ~~Firefighter II is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protections protective equipment, and the principles of fire safety. Students will use procedures for use of fire extinguishers, ground ladders, fire hose, and water supply apparatus systems.~~	Correct terminology. Section specific to ground ladders. Section deals with water supply systems, not apparatus.
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
	Firefighter II is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protections protective equipment, and the principles of fire safety. Students will use procedures for use of fire extinguishers, ground ladders, fire hose, and water supply apparatus systems.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	**Knowledge and skills**.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	The student achieves business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
(2)	The student uses information technology applications as they pertain to fire management situations. The student is expected to:	

DRAFT

(A)	apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems; and	
(B)	use word-processing and spreadsheet software in fire management services.	
(3)	The student evaluates behaviors, strategies, and protocols that demonstrate an understanding of duties while responding to a variety of ~~fire~~ emergency incidents. The student is expected to:	Responding to a variety of emergency incidents
(A)	identify response procedures to emergency incidents; and	
(B)	apply response procedures to simulated emergency incidents.	
(4)	The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	
(A)	~~describe the characteristics and applications for the classes of the pump tank water extinguisher;~~ identify the classification of types of fires as they relate to the use of portable fire extinguishers and the materials involved in each class of fire;	(A)(B)(C) and (D) were too restrictive to single types of extinguishers. Now statements are broader and apply to each class of fire and type of extinguisher.
(B)	~~describe the characteristics and applications for the classes of an aqueous film forming foam extinguisher;~~ identify the appropriate fire extinguisher for each class of fire;	See A.
(C)	~~explain the characteristics and applications for the classes of a carbon dioxide extinguisher;~~ identify and describe fire extinguisher characteristics and operations; and	See A.
(D)	~~describe the characteristics and applications for the classes of a dry chemical extinguisher and a wet chemical extinguisher.~~ Describe and demonstrate the operation of fire extinguishers (PASS).	See A.
(5)	The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	This section deals with ground ladders, not with aerial equipment.
(A)	identify the materials used in ladder construction and the features;	
(B)	describe and demonstrate inspection and maintenance procedures for different types of ground ladders; and describe procedures for conducting an annual service test on ground ladders;	Need to add annual ground ladder testing to maintenance procedures.
(C)	identify the load capacities for ground ladders;	
(D)	identify and select a ladder for a given task;	Need to identify then select desired ladder to complete a task.
(E)	demonstrate raising and positioning ground ladders;	
(F)	describe and demonstrate securing a ladder;	
(G)	explain and demonstrate proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury;	Combined (G) and (H).

DRAFT

~~(H)~~	~~demonstrate proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury; and~~	Combined with (G).
~~(I)~~ (H)	demonstrate the deployment of a roof ladder on a pitched roof.	
(6)	The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses. The student reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	Moved from (6)
(A)	~~describe hose classifications by use;~~ identify and describe the use and construction of fire hose and couplings;	Combined (A) and (B).
~~(B)~~	~~identify and describe hose classifications by construction;~~	1) Hose is not classified by construction.
~~(C)~~ (B)	explain the application of each size and type of hose on a pumper as required to be carried by National Fire Protection Association 1901; and	
~~(D)~~ (C)	~~practice~~ demonstrate the methods of ~~attaching~~ connecting ~~couplings to a fire~~ fire hose couplings.	Re-worded
~~(E)~~ (D)	demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines;	Moved from (6)(E)
~~(F)~~ (E)	demonstrate advancing dry hose lines and charged attack lines of different sizes;	Moved from (6)(F)
~~(G)~~ (F)	demonstrate methods of hose load finishes;	Moved from (6)(G)
~~(H)~~ (G)	describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities.	Moved from (6)(H)
~~(I)~~ (H)	describe the methods of washing and drying fire hose;	Moved from (6) (C) to hose section.
(7)	~~The student reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves.~~ The student explains requirements for the production of effective fire streams. The student is expected to:	Moved to hose section (5). Added new statement for fire streams.
(A)	identify, define, and demonstrate ~~the~~ characteristics of fire streams;	Changed to mirror Community College syllabus.
(B)	identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips;	
~~(C)~~	~~describe the methods of washing and drying fire hoses;~~	Moved to (5) (I) under fire hose section.
~~(D)~~(C)	demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools;	
~~(E)~~ (D)	~~demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines;~~	Moved to hose section (5)(E)

DRAFT

~~(F)~~ (E)	~~demonstrate advancing dry hose lines and charged attack lines of different sizes;~~	Moved to hose section (5)(F)
~~(G)~~(F)	~~demonstrate methods of hose load finishes; and~~	Moved to hose section (5)(G)
~~(H)~~ (G)	~~describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities.~~	Moved to hose section (5)(H)
~~(I)~~(H)	identify various types of nozzles and their components;	From Community College syllabus.
~~(J)~~ (I)	identify terms relating to the principles of fire service hydraulics.	From Community College syllabus.
(8)	The student ~~explains how to deploy portable water tanks as well as equipment to transfer water between tanks~~ identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	This section deals with water supplies.
(A)	describe the operation of fire hydrants such as fully opened fire hydrants and closed fire hydrants;	
(B)	identify the National Fire Protection Association hydrant color code;	
(C)	describe making a hydrant-to-pumper connection;	
(D)	explain the hazards involved when the hydrant-to-pumper connection is not properly sealed; and	
(E)	describe the apparatus, equipment, and appliances required to provide water at rural locations ~~by relay pumping or water shuttle~~.	This statement is limiting and omits drafting operations. Students should be able to identify all ways to provide water at rural locations.
(9)	The student explains the duties of a firefighter after a fire. The student is expected to:	
(A)	explain how debris is handled from fires, including house fires and chemical fires;	
(B)	describe the duties for gathering information that may lead to the determination of the fire cause ~~including fire and security surveillance~~;	See (8) (D).
(C)	identify the proper procedure for restoration of the premises after a fire; and	
(D)	describe the duties for fire and security surveillance during and after the fire.	Removed from (8) (B). It is a separate operation.

DRAFT

§130.293. Law Enforcement I (One ~~to Two~~ Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students.
TEKS with edits		Committee Comments
(a)	General requirements. ~~This course is recommended for students in Grades 10-12 9 – 12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.~~ This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	MV – was changed to include all grade levels for school who don't teach the Principles class.
(b)	Introduction. ~~Law Enforcement I is an overview of the law history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law local, state, and federal laws, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.~~	MV – Wanted to include all laws from local, state and federal.
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	VA – To be with other CTE courses.
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	VA – To be with other CTE courses.
(3)	Law Enforcement I is an overview of the law history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law local, state, and federal laws, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.	VA – To be with other CTE courses.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	VA – To be with other CTE courses.
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	VA – To be with other CTE courses.
(c)	**Knowledge and skills.**	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	VA – To be with other CTE courses.
(A)	The student achieves business and industry employability skills standards such as. attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	VA – To be with other CTE courses.
~~(1)~~	~~The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:~~	

DRAFT

~~(A)~~	~~The student achieves business and industry employability skills standards such as. attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.~~	
~~(1)~~(2)	~~The student explores the history of law enforcement. The student is expected to:~~ The student will explore the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	VA – this will have been taught already through the study of the laws.
(A)	~~trace the history of law enforcement from pre-industrial Europe, nineteenth century England, and the United States through contemporary policing in the United States; and~~ identify key terminology relating to the use of force, explain the legal authorities and the justification for use of force;	VA – this will have been taught already through the study of the laws.
(B)	analyze the deciding factors for use of force when effecting an arrest;	CRS – Added to enhance how to effect an arrest.
(C)	analyze circumstances which are high risks for officers;	CRS – Added to enhance how to effect an arrest.
~~(B)~~(D)	~~identify core issues in the development of law enforcement such as centralization and authority.~~ analyze various force options or alternatives to increase students' awareness of various force options or alternatives available to peace officers;	CRS – currently aligns with police academies and will assist with understanding why officers can or cannot do in many situations.
(E)	discuss force options available to peace officers; and	CRS – currently aligns with police academies and will assist with understanding why officers can or cannot do in many situations.
(F)	examine elements that an officer must recognize and control in every encounter.	CRS – currently aligns with police academies and will assist with understanding why officers can or cannot do in many situations.
~~(2)~~(3)	The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	
(A)	relate the meaning of technical concepts and vocabulary associated with law enforcement;	
(B)	interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication;	VA – just wording to include more content.
(C)	interpret voice quality and delivery such as combination of pitch, tone, and wording;	
(D)	recognize diversity in culture;	
(E)	employ active listening skills; and	
(F)	contribute to group discussions and meetings.	
~~(3)~~(4)	~~The student uses critical thinking skills independently and in teams. The student is expected to:~~ The student will demonstrate a working knowledge of the laws, methods, and techniques relative to accident investigation:	MV – is an innovative content which students should have knowledge of and

DRAFT

		critical thinking is included in all the content taught.
(A)	~~analyze elements of a problem to develop creative solutions; and~~ produce a crash report involving two or more vehicles in an accident;	MV – is an innovative content which students should have knowledge of and critical thinking is included in all the content taught.
(B)	~~use problem-solving methods when developing proposals and solutions.~~ apply laws associated with accident investigation;	MV – was added to include accident investigation.
(C)	research procedures for responding to an accident scenes and how to maintain control of an accident scene; and	
(D)	demonstrate how to maintain traffic control at an accident scene.	
~~(4)~~(5)	The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	
(A)	explain the role of the United States Constitution in relation to the development and implementation of law enforcement;	
(B)	evaluate individual ethical behavior standards;	
(C)	analyze legal and ethical behavior standards protecting citizens' constitutional rights;	
(D)	demonstrate strategies to enhance public trust; and	
(E)	explain the mission of law enforcement in protecting a democratic society.	
~~(5)~~(6)	The student explores the United States legal system and the requirements for law enforcement. The student is expected to:	
(A)	explain how citizens are protected by constitutional laws of local, state, and federal courts;	
(B)	analyze the impact of Supreme Court decisions such as *Mapp v. Ohio*, *Terry v. Ohio*, and *Tennessee v. Garner*;	
(C)	analyze the similarities, differences, and interactions between local, state and federal court systems;	
(D)	illustrate the progression of a case as it moves through local, state, and federal jurisdictions; and	
(E)	compare the characteristics of civil and criminal court systems.	
~~(6)~~(7)	The student analyzes custody and interrogation as they relate to the United States Supreme court decision in *Miranda v. Arizona*. The student is expected to:	
(A)	Demonstrate the application ~~advise a person~~ of the~~ir~~ constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects;	VA – Wording added to include both adult and juveniles for Miranda warnings.

DRAFT

(B)	explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and	
(C)	~~conduct~~ demonstrate a non-custodial and custodial interview and interrogation.	VA – stated to make students physically doing it.
~~(7)~~(8)	The student analyzes procedural and substantive criminal law. The student is expected to:	
(A)	define crime categories and respective punishments according to the Texas Penal Code;	VA – Added verbiage to include specific sections from the Penal Code.
(B)	analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage, Family, Penal, Health and Safety Codes, and Criminal Code of Procedure;	
(C)	differentiate *mala prohibita* and *mala in se*; and	
(D)	analyze types of criminal defenses.	
~~(8)~~(9)	The student analyzes law related to victims and witnesses. The student is expected to:	
(A)	analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Right Clarification Act of 1997; ~~and~~	
(B)	~~research the state and federal laws related to the witness protection program.~~ Analyze the psychological, social, and economic impact of crime on the victim such as; and	CRS – was included in involve students in understanding victims of crime.
(i)	identify the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization and crisis intervention and	CRS – was included in involve students in understanding victims of crime.
(ii)	identify and discuss the potential for secondary victimization by the criminal justice system and how to avoid it.	CRS – was included in involve students in understanding victims of crime.
(C)	identify statutory responsibilities relating to victims rights such as;	CRS – was included in involve students in understanding victims of crime.
(i)	identify the legal basis of law enforcement's responsibilities to victims' rights,	CRS – was included in involve students in understanding victims of crime.
(ii)	summarize legal requirement for providing victims written notice and	CRS – was included in involve students in understanding victims of crime.
(iii)	explain rights granted victims of crime.	CRS – was included in involve students in understanding victims of crime.
~~(9)~~(10)	The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	
(A)	discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and	
(B)	demonstrate the procedure for holding conferences with juveniles and parents or guardians.	
~~(10)~~(11)	~~The student recognizes the signs and symptoms of possible child and geriatric abuse and neglect. The student is expected to:~~ analyze the steps in handling family violence calls involving Temporary Ex Parte	CRS – was included in involve students in family and juvenile law.

DRAFT

	Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection, and the procedures for responding to family violence;	
(A)	~~explain Battered Child Syndrome; and~~ understand the dynamics, legal issues, of family violence and child abuse such as;	CRS – was included in involve students in family and juvenile law.
(i)	explain common characteristics of family violence offenders and describe the cycle of abuse phases;	CRS – was included in involve students in family and juvenile law.
(ii)	discuss the types of abuse often occurring in family violence incidences explain some barriers victims face when attempting to leave an abusive relationship; and	CRS – was included in involve students in family and juvenile law.
(iii)	define terminology associated with family violence related to Title 4 of the Family Code; Protective Orders and Family Violence.	CRS – was included in involve students in family and juvenile law.
(B)	~~summarize characteristics found in victims of child and geriatric abuse and neglect.~~ Evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Order for Emergency Protection such as;	CRS – would like students to understand who can enforce this orders.
(i)	identify the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both;	CRS – was included in involve students in family and juvenile law.
(ii)	design a plan on how to handle family violence situations and procedures for conducting preliminary investigations; and	CRS – was included in involve students in family and juvenile law.
(iii)	demonstrate how to provide and explain community resources and referrals to victims of family violence.	CRS – was included in involve students in family and juvenile law.
~~(11)~~(12)	~~The student explains behavioral symptoms of drug users and dangers associated with handling drugs. The student is expected to:~~ The student will be able to explain laws associated with the Texas Health and Safety Code. The student is expected to:	VA – was changed to be more specific so students and teachers know where to find information on narcotics.
(A)	identify current commonly abused drugs in society;	
(B)	research the effects of substances ~~such as ecstasy, gamma hydroxybutyrate, rohypnol, and ketamine;~~ as it applies to the Texas Health and Safety Code; and	VA – was changed to be more specific so students and teachers know where to find information on narcotics.
(C)	summarize the procedures for handling drugs, dangerous drugs, and controlled substances ~~and unpredictable drugs such as methamphetamine.~~	VA – was taken or and listed as the verbiage used in law enforcement.
~~(12)~~(13)	The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:	
(A)	define community-oriented policing; and	
(B)	evaluate the skills needed to be a successful community-oriented police officer.	

DRAFT

~~(13)~~(14)	The student uses field note-taking and report-writing skills to complete police call sheets, incident, and supplemental reports. The student is expected to:	CRS – aligned to include all reports law enforcement uses in the field.
(A)	describe the components of a police call sheet, incident and supplemental reports;	CRS – aligned to include all reports law enforcement uses in the field.
(B)	explain why a police call sheet, incident and supplemental reports are ~~is a~~ legal documents;	CRS – aligned to include all reports law enforcement uses in the field.
(C)	demonstrate obtaining ~~solicit~~ the appropriate information for a police call sheet, incident, and supplemental reports; and	CRS – aligned to include all reports law enforcement uses in the field.
(D)	write ~~prepare~~ a police call sheet, incident and supplemental report using clear, concise, and legible entries.	CRS – aligned to include all reports law enforcement uses in the field.
~~(14)~~(15)	The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	
(A)	apply techniques used to assess risk in vehicle stops;	CRS – verbiage.
(B)	~~comply with local established policies and procedures;~~ understand and analyze ~~all of~~ Texas traffic laws contained in the Transportation Code (TC) and their applications;	CRS – need to know policy and procedures will be different from agency to agency.
(C)	execute a simulated misdemeanor traffic stop using the seven-step violator contact method	
(D)	execute a simulated felony traffic stop with one and two patrol units;	CRS – this applies to how it is done in the field.
(E)	identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation and	CRS – this applies to how it is done in the field.
(F)	identify the regulations relating to arrest, and charging procedures, notices and promises to appear.	
~~(15)~~(16)	The student employs procedures to protect, document, and process a crime scene. The student is expected to:	
(A)	demonstrate how to lift and preserve developed latent prints from a simulated crime scene;	CRS – students will actually be doing this in a lab setting.
(B)	demonstrate how to photograph, sketch, search, collect, document and protect the crime scene area for further investigation;	CRS – students will actually be doing this in a lab setting.
~~(C)~~	~~demonstrate crime scene investigation techniques used to collect, protect, and document deoxyribonucleic acid bloody or wet evidence; or deoxyribonucleic acid evidence collection in a simulated crime scene;~~	MV – to technical and needed to be more plain language.
~~(D)~~	~~analyze footprint , tool mark impressions and bullet trajectory evidence at a crime scene; and~~	
~~(E)~~	~~interpret blood stains to determine credibility of suspect and witness statements.~~	

DRAFT

~~(16)~~(17)	The student will be able to demonstrate and apply a working knowledge of the detection, apprehension and arrest of an intoxicated driver. The student is expected to:	CRS – aligns with current police academies.
(A)	explain the laws related to driving while intoxicated and related offenses; and	CRS – aligns with current police academies.
(B)	discuss the development of "reasonable suspicion" for the intoxicated driver stop/temporary detention.	CRS – aligns with current police academies.
~~(17)~~(18)	The students will be able to demonstrate a working knowledge of a tactical entry into a residence and building, safely; The student is expected to:	CRS – aligns with current police academies.
(A)	describe techniques officers can use to safely approach a residence or building;	CRS – aligns with current police academies.
(B)	explain techniques to safely enter and search a residence or building;	CRS – aligns with current police academies.
(C)	demonstrate the correct techniques for entering a doorway and searching a room(s); and	CRS – aligns with current police academies.
(D)	demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence.	CRS – aligns with current police academies.

DRAFT

§130.294. Law Enforcement II (One ~~to Two~~ Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students
TEKS with edits		Committee Comments
(a)	**General requirements**. This course is recommended for students in Grades ~~11-12~~. 10-12 Recommended prerequisite: Law Enforcement I.	To allow larger number of students to participate Require knowledge in a course sequence
(b)	Introduction. ~~Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police, first responder and emergency telecommunication equipment and operations, and courtroom testimony.~~	For alignment with other CTE courses
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions	For alignment with other CTE courses
(2)	The Law, Public Safety, Corrections and Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	For alignment with other CTE courses
(3)	Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of patrol procedure, the role of first responders, telecommunications, emergency equipment operations, and courtroom testimony.	For alignment with other CTE courses
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	For alignment with other CTE courses
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	For alignment with other CTE courses
(c)	**Knowledge and skills.**	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	For alignment with other CTE courses
(A)	The student achieves business and industry employability skills standards such as. attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	For alignment with other CTE courses
~~(1)~~(2)	The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	
(A)	use communication skills to evaluate body language, gestures, verbal tone, and inflection;	
(B)	use interpersonal communication skills~~; and~~	

DRAFT

(C)	use writing skills to facilitate effective field note taking and report writing such as police incident reports;	Terminology
(D)	create various scenarios which use patrol tactics to effect an arrest; and	Industrial standard
(E)	demonstrate appropriate use of Law, Public Safety, Corrections and Security terminology.	
~~(2)~~ (3)	The student uses telecommunication equipment. The student is expected to:	
(A)	support the use of telecommunication mobile, hand-held radio systems and current technology;	
(B)	formulate simulated radio communications using phonetic alphabet and common terminology;	
(C)	conduct simulated radio and data communications using ~~transmit and retrieve information over the~~ mobile data computer ~~terminal; and~~ and handheld radios	Terminology
~~(D)~~	~~disseminate data to multiple mobilized units using the mobile data terminal~~.	Repetitive from 2C
~~(E)~~(D)	evaluate safety concerns with the use of telecommunications equipment including when in the presence of non-first responders and while operating vehicles;	CRS & industrial standards
~~(F)~~(E)	explain the need of prioritizing calls for service; and	CRS & industrial standards
~~(G)~~(F)	identify the procedures used during emergency communications incident such as; hostage incidents and active pursuits.	CRS & industrial standards
~~(3)~~(4)	The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	
(A)	explain the roles of the courtroom work group;	
(B)	analyze the importance of reviewing field notes, reports and evidence prior to pre-trial meeting; ~~prepare testimony for court providing factual information from reports and eyewitness accounts; and~~	Terminology
(C)	apply proper explanation for the introduction of evidence for admission into a trial; ~~present testimony during a mock trial.~~	Terminology
(D)	analyze effective courtroom testimony;	CRS & industrial standards
(E)	understand the importance of professionalism in demeanor and attire as a witness; and	CRS & industrial standards
(F)	recognize the importance of a pre-trial meeting with prosecutor.	CRS & industrial standards
~~(4)~~(5)	The student recognizes the importance of using interpersonal communication ~~anger management~~ techniques to resolve conflicts and reduce anger. The student is expected to:	Terminology
(A)	examine interpersonal communication ~~anger management~~ techniques used in law enforcement;	Terminology

DRAFT

(B)	distinguish between passive, passive-aggressive, aggressive, and assertive behavior;	Terminology
(C)	discuss strategies for dealing with difficult people; and	
(D)	examine factors that contribute to a person's hostility.	
~~(5)~~(6)	The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	
(A)	demonstrate crisis negotiations to promote the safety of individuals and the general public;	
(B)	participate in a simulated scenario as a crisis negotiation team member;	
(C)	demonstrate effective communication techniques in a simulated crisis negotiation;	
(D)	examine hostage safety considerations during a simulated crisis negotiation; and	
(E)	differentiate between public safety and individual rights during crisis negotiation.	
~~(6)~~ (7)	The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	
(A)	demonstrates ~~determine~~ procedures for advising crime victims' legal recourse;	MV
(B)	explain step-by-step court procedures for suspects, victims, and witnesses entering the system;	
(C)	explain the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, the hearing impaired, the visually impaired, and the mobility impaired; and	
(D)	define the steps involved in conducting the preliminary investigation of specialized crimes, such as ~~a~~ hate crimes, bullying, sexual harassment and terroristic threat;	CRS & industrial standards
(E)	analyze the elements of conducting a death notification;	VA
(F)	interprets legal requirements of law enforcement to victims of crime.	VA
~~(7)~~(8)	The student analyzes procedures and protocols for domestic violence. The student is expected to:	
(A)	recognize techniques to enforce domestic violence laws;	
(B)	diffuse a simulated domestic violence incident; and	
(C)	apply laws in making an arrest.	
~~(8)~~(9)	The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	
(A)	research civil law procedures such as attachment, garnishment, claim, and delivery;	

DRAFT

(B)	identify limits on use of force and entry to private property during civil process service~~; and~~	Terminology
(C)	differentiate domestic violence Protective Orders, Order of No Contact, and Orders to Pick up Children; and	Terminology
(D)	identities requirements for emergency mental health evaluation	VA
~~(9)~~(10)	The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	
(A)	explain alcohol and beverage laws and procedures controlling illegal sales and consumption;	
(B)	define alcoholic beverages;	
(C)	differentiate between legal and illegal alcohol sales; and	
(D)	identify circumstances under which alcoholic beverages may be legally consumed.	
~~(10)~~(11)	The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	
(A)	execute and interpret tests related to driving under the influence such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test, Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg-Stand;	CRS & industrial standards
(B)	recognize and interpret ~~evidence;~~ indicators of impaired driving	Terminology
(C)	describe methods used to detect and apprehend drivers under the influence; and	
(D)	prepare evidence and reports required to give court testimony related to driving under the influence.	
~~(11)~~(12)	The student identifies crowd control methods ~~implements crowd management strategies to maintain control over large gatherings.~~ The student is expected to:	MV
~~(A)~~	~~role play techniques employed to effectively control crowds; and~~	MV
~~(B)~~(A)	explain the deployment of less-than-lethal and chemical crowd control measures.	
(B)	identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies;	CRS & industrial standards
(C)	demonstrate establishing perimeters for crowd control; and	CRS & industrial standards
(D)	explain the importance of identifying groups leaders, followers and victims.	CRS & industrial standards
~~(12)~~(13)	The student evaluates situations requiring the use of force. The student is expected to:	
(A)	demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; ~~and~~	Terminology

DRAFT

(B)	explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.	
(C)	identify the legal authority for the use of force;	VA
(D)	analyze and evaluate the use of less than lethal use of force; and	VA
(E)	analyze and evaluate the use of deadly force.	VA
~~(13)~~(14)	The student describes procedures designed to safely transport a person in custody. The student is expected to:	
(A)	safely search an individual incidental to an arrest; ~~and~~	Terminology
(B)	demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety.	
(C)	demonstrate different methods of restraining a person being transported; and	VA
(D)	discuss transporting non-custodial persons and juveniles.	VA
~~(14)~~(15)	The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the United States Constitution. The student is expected to:	
(A)	demonstrate interviewing and interrogation techniques; and	
(B)	simulate interviews of rape victims, child witnesses, and child victims.	
~~(15)~~(16)	The student investigates and documents a motor vehicle accident. The student is expected to:	
(A)	record simulated crash scene evidence using standard report procedures;	
(B)	analyze simulated crash scene evidence using standard laws, regulations, and procedures;	
(C)	perform mathematical calculations using speed, velocity, time, and distance;	
(D)	draw scale diagrams of simulated collisions using templates; and	
(E)	interpret crash scene evidence.	
~~(16)~~(17)	The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	
~~(A)~~	~~summarize the elements of the disaster preparedness system;~~	Move to Federal Law Enforcement and Protective Services and/or Emergency Management courses
~~(B)~~	~~evaluate the effectiveness of the incident command center; and~~	Move to Federal Law Enforcement and Protective Services and/or Emergency Management courses

DRAFT

~~(C)~~	~~evaluate preparedness and response systems during and after a disaster.~~	Move to Federal Law Enforcement and Protective Services and/or Emergency Management courses
(A)	demonstrate knowledge of the incident command system;	CRS & industrial standards
(B)	coordinate with response partners from all levels of government and with the private sector;	CRS & industrial standards
(C)	evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning; and	CRS & industrial standards
(D)	apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario.	CRS & industrial standards
~~(17)~~(18)	The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	
(A)	identify and classify hazardous materials;	
(B)	respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety;	
(C)	explain procedures for responding to reports of bomb threats and suspicious objects; ~~and~~	
(D)	conduct a simulated building and property search to locate explosive devices and materials~~.~~;	
(E)	explain procedures for responding to hazardous material incidents.	MV
~~(18)~~(19)	The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:	
(A)	analyze critical infrastructure protection techniques; and	
(B)	develop a plan for protecting a potential target.	
~~(19)~~(20)	The student explores new and emerging technologies in law enforcement. The student is expected to:	
(A)	research new technologies as used in law enforcement such as robots to diffuse potential explosives; and	
(B)	explain the importance of continuing education in law enforcement.	
(21)	The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	CRS & industrial standards AND VA
(A)	demonstrate the legal justification and the application of probable cause for first responders actions during a response to a suspected offense or an actual offense;	CRS & industrial standards AND VA
(B)	simulate conducting a misdemeanor and a high risk traffic stop;	CRS & industrial standards AND VA

DRAFT

(C)	analyze pursuit procedures; such as incidents involving vehicles, motorcycles and foot pursuits;	CRS & industrial standards AND VA
(D)	simulate responding to a delayed crime and a crime in progress;	CRS & industrial standards AND VA
(E)	simulate conducting a building search;	CRS & industrial standards AND VA
(F)	simulate conducting an arrest with a warrant or a warrantless arrest;	CRS & industrial standards AND VA
(G)	differentiate procedures when responding with one-person units, two-person units, multiple units, other agency units and specialized units; such as air, K-9, undercover operations;	CRS & industrial standards AND VA
(H)	compare patrol responses when responding to offenses on-view, dispatched calls, public information requests; and	CRS & industrial standards AND VA
(I)	demonstrate the importance of being safety conscious when in the roll of being a first responder	CRS & industrial standards AND VA
(22)	The student will evaluate the importance of first responders developing a positive community relationship. The student is expected to:	CRS & industrial standards AND VA
(A)	explore the development of community policing in the United States;	CRS & industrial standards AND VA
(B)	evaluate the role of school resource officers;	CRS & industrial standards AND VA
(C)	evaluate the role of neighborhood service officers;	CRS & industrial standards AND VA
(D)	evaluate the role of crime prevention officers; such as McGruff Safe Kids, neighborhood watch programs, store front officers, citizens on patrol;	CRS & industrial standards AND VA
(E)	evaluate the responsibilities of the Public Information Officer; and	CRS & industrial standards AND VA
(F)	conducts a crime prevention analysis.	CRS & industrial standards AND VA
(23)	The student demonstrates procedures in investigating a crime scene. The student will be able to:	CRS & industrial standards AND VA
(A)	Identify the legal requirements for first responders to enter, remain, release and return to a crime scene;	CRS & industrial standards AND VA

DRAFT

(B)	demonstrate procedures prior to entering a crime scene and securing a crime scene;	CRS & industrial standards AND VA
(C)	demonstrate procedures in conducting a proper search of a crime scene for evidence; such as using a strip/line search, grid/quadrant search, zone/wheel search spiral search or base-line search;	CRS & industrial standards AND VA
(D)	demonstrate procedures for marking and collecting evidence found in a crime scene;	CRS & industrial standards AND VA
(E)	demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene;	CRS & industrial standards AND VA
(F)	demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship and close-up photographs; and	CRS & industrial standards AND VA
(G)	demonstrate chain of custody and proper packaging of various types of evidence for transportation.	CRS & industrial standards AND VA

DRAFT

Criminal Investigation (One Credit).		
	TEKS with edits	Committee Comments
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(3)	Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations, procedures, and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting and courtroom presentation. Students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as, attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
(2)	The student will explore the criminal investigative procedures, investigations and follow-up according to the profession and their job functions. The student is expected to:	
(A)	analyze the field of criminal investigations;	
(B)	compare and contrast the characteristics of an effective investigator;	
(C)	examine preliminary investigations such as initial response, point of arrival, priorities, emergency situations, and protection of the crime scene;	
(D)	research follow up procedures for an investigation; and	

DRAFT

(E)	evaluate the effectiveness of interrelationships with others involved in investigations such as; police officers, dispatchers, prosecutors, defense counsel, physicians, corners, medical examiners and forensic crime laboratories, citizens, witnesses, victims, complainants and media.	
(3)	The student uses proper equipment in documenting the crime scene, during field investigations. The student is expected to:	
(A)	explain the use of field notes;	
(B)	understand when, what, where, and how to take notes;	
(C)	demonstrate how to effectively take notes during an investigation;	
(D)	distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation;	
(E)	create and plan on how to utilize digital investigative photography during an investigation and crime scene;	
(F)	collect and organize a photographic sequence of photographs of a crime scene such as; injuries, tool marks, fingerprints, tire and footprints, bite marks, and other related evidence;	
(G)	analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence; and	
(H)	formulate ideas on admissibility of photographs in a court of law.	
(4)	The student uses critical thinking and problem solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	
(A)	illustrate how to plan and observe before sketching a crime scene as an individual and as a team;	
(B)	describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend/key, and title;	
(C)	develop a crime scene sketch using coordinates/measurements from fixed points;	
(D)	summarize the crime scene by taking notes and recording details;	
(E)	analyze and evaluate to assess the crime scene sketch; and	
(F)	research and describe the final sketch such as finished scale drawing and computer assisted drawing.	
(5)	The student explores writing effective reports for criminal investigations. The student is expected to:	
(A)	distinguish between organizing information, structuring the narrative and characteristics of content and form;	
(B)	identify the importance of reports and uses of reports;	

DRAFT

(C)	analyze common problems with many investigative reports;	
(D)	research ways to tape and dictate for future report writing; and	
(E)	demonstrate different ways to write a report such as in writing and computerized.	
(6)	The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	
(A)	analyze the exclusionary rule, inevitable discovery exception, and the good faith exception;	
(B)	explain when an officer needs a search warrant or consent to search during an investigation;	
(C)	research the Terry v. Ohio and the legal ramifications it has on pat downs and frisks;	
(D)	evaluate search incident to an arrest;	
(E)	describe searching during emergency situations and warrantless searches of vehicles; and	
(F)	demonstrate how to conduct an inventory of a vehicle.	
(7)	The student will be able to determine what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	
(A)	analyze the precedents which were established by the Carrol, Chambers, Chimel, Mapp, Terry and Weeks decisions;	
(B)	conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns such as spiral, line, grid and strip;	
(C)	demonstrate how to conduct building, vehicle, suspect, and dead body searches; and	
(D)	explain how police canines are used to conduct legal searches.	
(8)	The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	
(A)	compare and contrast the roles of crime scene investigators, detectives and crime scene investigators;	
(B)	demonstrate the ability to work as a member of a team;	
(C)	discover and recognize evidence at a crime scene;	
(D)	apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence;	
(E)	outline the chain of custody procedure for evidence discovered in a crime scene;	
(F)	demonstrate proper techniques for collecting, marking, photographing, and packaging, preserving and transporting physical evidence found at a crime scene;	

DRAFT

(G)	explain and demonstrate the use of video and still photography to preserve a simulated crime scene; and	
(H)	analyze the use of evidence in a court of law.	
(9)	The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	
(A)	demonstrate how to process trace evidence such as glass, blood, paint, fibers, and hair collected in a simulated crime scene;	
(B)	identify shoe and tire impressions from sample impressions;	
(C)	determine the direction of a projectile by examining glass fractures;	
(D)	analyze bite marks from crime scenes and investigations;	
(E)	compare and contrast the microscopic characteristics of the human hair and animal hair; and	
(F)	differentiate between natural and synthetic fibers.	
(10)	The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	
(A)	compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;	
(B)	Identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures;	
(C)	distinguish among patent plastic, and latent impressions;	
(D)	perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;	
(E)	perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;	
(F)	explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in AFIS ; and	
(G)	Compare impression evidence collected at a simulated crime scene with the known impression.	
(11)	The student analyzes blood spatter at a simulated crime scene. The student is expected to:	
(A)	analyze blood stain patterns based on source, direction, and angle of trajectory; and	
(B)	explain the method of chemically identifying and locating an invisible blood stain using reagents such as luminol.	

DRAFT

(12)	The student explores toxicology laboratory procedures in crime labs. The student is expected to:	
(A)	analyzes the absorption, distribution, and elimination of alcohol through the human body;	
(B)	research the blood alcohol laboratory procedures as they relate to blood alcohol concentration;	
(C)	explain the levels of tolerance and impairment due to alcohol consumption; and	
(D)	explain the precautions necessary for proper preservation of blood samples while at a crime scene.	
(13)	The student explores serology laboratory procedures in criminal investigations. The student is expected to:	
(A)	explain crime lab laboratory procedures to determine if a stain detected in a crime scene is blood; and	
(B)	research methodologies used to collect and analyze other body fluids.	
(14)	The student identifies drugs found at a simulated crime scene. The student is expected to:	
(A)	classify controlled substances using the schedules under the Controlled Substances Act; and	
(B)	identify controlled substances.	
(15)	The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	
(A)	explain the individual characteristics of tool marks;	
(B)	describe the mechanism of modern firearms;	
(C)	recognize characteristics of bullet and cartridge cases;	
(D)	describe the composition and method of analysis for gunshot residue and primer residue; and	
(E)	recognize the type of information available through the National Integrated Ballistics Information Network.	
(16)	The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	
(A)	explain the process and timeline of rigor mortis and its role in calculating time of death;	
(B)	explain post mortem lividity and its importance when processing a crime scene;	
(C)	determine time of death using entomology; and	
(D)	determine time and cause of death methodologies through case studies.	

DRAFT

(17)	The student understands how physical evidence can provide a basis for questioning people about a crime and questioning can provide leads for finding physical evidence. The student is expected to:	
(A)	explain victims, complainants, witnesses and suspects as they apply to a criminal investigation;	
(B)	demonstrate interviewing and interrogating throughout an investigation;	
(C)	recognize effective questioning techniques and positive communication skills;	
(D)	analyze the importance of reading the Miranda Warnings during interviewing and interrogating; and	
(E)	describe the techniques used to interview and question children and juveniles.	
(18)	The student will be able to develop a suspect when not at the crime scene and not apprehended nearby. Student is expected to:	
(A)	develop information provide by victims, witnesses and other persons likely to know about the crime or the suspect;	
(B)	examine physical evidence left at the crime scene to determine a suspect profile;	
(C)	discover a suspect Modus Operandi at a crime scene;	
(D)	analyze computerized composite sketch applications, such as Identi-Kit;	
(E)	describe techniques used to create photo line ups identification and mug shots; and	
(F)	research audio, video and electronic surveillance.	

DRAFT

§130.296. Court Systems and Practices (One to Two Credits).		
	TEKS with edits	Committee Comments
(a)	**General requirements.** This course is recommended for students in Grades 10-12. Recommended prerequisite: Law Enforcement I or Principals of Government or Public Administration.	Changed to broaden the scope for Student participation and enhancement.
(b)	**Introduction:**	
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(3)	Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	**Knowledge and skills**.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	The student achieves business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
~~(1)~~(2)	The student examines the structure of the legal system in the United States. The student is expected to:	
(A)	trace the history, structure, and function of state and federal court systems and criminal procedure;	
(B)	~~outline~~ compare and contrast the state court system and the federal court system;	Raise Level of Competency
(C)	Explain and illustrate how jurisdiction impacts criminal charges and trial proceedings;	Raise Level of Competency
(D)	explain and interpret the purposes of law regarding criminal acts and behaviors;	Raise Level of Competency and Clarity
(E)	distinguish between constitutional law, case law, statutory law, and administrative law;	
(F)	identify the differences in processing a misdemeanor and felony case;	

DRAFT

(G)	describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios;	Raise Level of Competency and Clarity
(H)	examine relationship of the United States Constitution and the Bill of Rights upon the court system; and	
(I)	explore the impact of public opinion and the legislature on the court system in the United States.	
~~(2)~~(3)	The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	
(A)	explain the roles of professionals such as the police, prosecutor, judge, victim advocates and criminal defense attorney in the criminal process;	Rephrased to add Victim advocates
(B)	examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter;	
(C)	analyze the impact of the victim and the defendant upon the courtroom process; and	
(D)	discuss the dynamics of assembly line justice and discretion found in court proceedings.	
~~(3)~~(4)	The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	
(A)	use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony;	Clarity
(B)	use interpersonal communication skills; and	
(C)	use writing skills to ~~facilitate~~ formulate effective field note taking and report writing.	Raise Level of Competency and Clarity
~~(4)~~(5)	The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	
(A)	examine the interaction between police and prosecutor in filing complaints and making a decision to charge such as Defenses to Prosecution and application of various definitions of intent;	Rephrased to add included collaboration
(B)	explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process;	
(C)	distinguish between direct and circumstantial evidence and burden of proof for Federal and state courts;	Raise Level of Competency and Clarity
(D)	explore the impact of pleas and plea bargaining on the trial proceedings;	
(E)	identify the trial process from pretrial to sentencing;	
(F)	evaluate a simulated criminal case; and	
(G)	conduct a mock trial demonstrating understanding of the criminal trial procedure.	

DRAFT

~~(5)~~(6)	The student explains the structure and provisions of the United States Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	
(A)	apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario;	
(B)	determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment;	
(C)	analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court;	
(D)	explain the impact of the Eighth, Ninth, and Tenth Amendments on the criminal justice system;	Raise Level of Competency and Clarity
(E)	analyze the effect of landmark cases such as *Miranda v. Arizona, Weeks v. United States, Mapp v. Ohio, Douglas v. California,* and *Escobedo v. Illinois* on individuals entering the criminal justice system;	
(F)	describe the due process rights of a criminal suspect in the trial and sentencing process; and	
(G)	explain the impact of the Fifth and Sixth Amendments on the criminal trial process.	

DRAFT

§130.301. Practicum in Law, Public Safety, Corrections, and Security (Two to Three Credits).		Committee recommends that course credit remains the same so that individual districts statewide may provide credit in the best interest of their students.
TEKS with edits		Committee Comments
(a)	General requirements. ~~This course is recommended for students in Grades 11-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security cluster.~~ This course is recommended for students in Grades 11-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security cluster.	Career Center and Magnet Schools.
(b)	Introduction.	CRS – was added to make sure teachers understand it is under the LPSCS pathway.
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	VA – To be with other CTE courses.
(a)	A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Law, Public Safety, Corrections and Security Career Cluster.	
(b)	A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Law, Public Safety, Corrections and Security Career Cluster.	
(2)	The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	VA – To be with other CTE courses.
(3)	The Practicum is designed to give students supervised practical application of previously studied knowledge and skills in Law, Public Safety, Corrections, and Security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.	VA – To be with other CTE courses.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	VA – To be with other CTE courses.
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	VA – To be with other CTE courses.
(c)	**Knowledge and skills**.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	VA – To be with other CTE courses.

DRAFT

(A)	The student achieves business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	VA – To be with other CTE courses.
~~(1)~~(2)	The student demonstrates professional standards as required by business and industry. The student is expected to:	
(A)	adhere to policies and procedures;	
(B)	demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation;	
(C)	accept constructive criticism;	
(D)	apply ethical reasoning to a variety of situations in order to make ethical decisions;	
(E)	complete tasks with the highest standards to ensure quality ~~products and~~ services;	CRS – this applies to our pathway and not a regular business.
(F)	describe professional standards in ~~protective services~~ Law, Public Safety, Corrections and Security careers such as dress, grooming, and personal protective equipment as appropriate; and	MV – applies to all fields with in LPSCS.
(G)	comply with practicum setting safety, such as rules and regulations to maintain safe and healthful working conditions and environments.	
~~(2)~~(3)	The student applies concepts of critical thinking and problem solving. The student is expected to:	
(A)	analyze elements of a problem to develop creative and innovative solutions;	
(B)	critically analyze information to determine its value for the problem-solving task;	
(C)	compare and contrast alternatives using a variety of critical-thinking skills; and	
(D)	conduct technical research to gather information necessary for decision making.	
~~(3)~~(4)	The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	
(A)	analyze leadership such as it relates to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;	
(B)	demonstrate teamwork skills through working cooperatively with others to achieve tasks;	
(C)	demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;	
(D)	demonstrate responsibility for shared group and individual work tasks;	
(E)	maintain effective working relationships in order to accomplish objectives and tasks;	
(F)	demonstrate effective working relationships using interpersonal skills;	

DRAFT

(G)	use positive interpersonal skills to work cooperatively with others;	
(H)	demonstrate respect for individuals such as those from different cultures, genders, and backgrounds; and	
(I)	demonstrate sensitivity to and value for diversity.	
~~(4)~~(5)	The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	
(A)	demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;	
(B)	employ verbal skills when obtaining and conveying information;	
(C)	use informational texts, such as Internet websites, and technical materials to access information sources for occupational tasks;	
(D)	evaluate the reliability of information from informational texts, such as internet websites, and technical materials and resources;	
(E)	interpret verbal and nonverbal behaviors to enhance communication;	
(F)	apply active listening skills to obtain and clarify information; and	
(G)	use academic skills to facilitate effective written and verbal communication such as emails, texting and written documents.	CRS – with the students today these are the appropriate ways of communicating and they need to know how to do it in a professional way.
~~(5)~~(6)	The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security cluster. The student is expected to:	
(A)	develop advanced technical knowledge and skills related to the student's occupational objective;	
(B)	evaluate strengths and weaknesses in technical skill proficiency; and	
(C)	accept critical feedback provided by the supervisor.	
~~(6)~~(7)	The student documents technical knowledge and skills. The student is expected to:	
(A)	update a professional portfolio such as, work quality and productivity, technical skills, problem solving, creativity and innovation, communication skills, teamwork and flexibility, initiative and self direction, accountability and integrity and attendance, licensures or certifications; including awards and scholarships, extended learning experiences, community service and active participation in career and technical student and professional organizations, abstract of technical competencies mastered during the practicum, updated and current résumé, samples of work; and evaluation from the practicum supervisor; and	

DRAFT

~~(i)~~	~~technical skill competencies~~	MV – we wanted to make sure teachers understand what some of the technical competencies are to include in their portfolios.
~~(ii)~~	~~licensures or certifications; including awards and scholarships, extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations, abstract of technical competencies mastered during the practicum, résumé, samples of work; and evaluation from the practicum supervisor; and~~	
~~(iii)~~	~~awards and scholarships;~~	
~~(iv)~~	~~extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;~~	
~~(v)~~	~~abstract of technical competencies mastered during the practicum;~~	
~~(vi)~~	~~resumé;~~	
~~(vii)~~	~~samples of work; and~~	
~~(viii)~~	~~evaluation from the practicum supervisor; and~~	
(B)	present the portfolio to all interested stakeholders such as in a ~~poster~~ presentation.	CRS – students need to learn who to present in front of a panel and poster is not the only way to do it.

DRAFT

§130.295. Science/Forensic Science (One Credit).		
	TEKS with edits	Committee Comments
(a)	**General requirements**. The course is recommended for students in Grades 11-12. Prerequisites: Biology and Chemistry. Recommended prerequisite or corequisite: any Law, Public Safety, Correction, and Security Career Cluster course. Students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum).	
(b)	**Introduction:**	
(1)	General Statement: CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	Career Cluster Statement: The Law, Public Safety, Corrections & Security Career Cluster focuses on planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
(3)	Course Information. Forensic Science is a course that ~~uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior~~ introduces students to the application of science to connect a violation of law to a specific criminal, criminal act or behavior and victim. Students will learn terminology and ~~investigative~~ procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. ~~crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.~~ Using scientific methods, students will collect and analyze evidence ~~through case studies and simulated crime scenes~~ such as fingerprints, bodily fluids, hairs, fibers, paint, glass and cartridge cases. ~~fingerprint analysis, ballistics, and blood spatter analysis.~~ Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. ~~and career options for forensic science~~.	Updating language to reflect the definition of Forensic Science as it relates to services provided by a typical crime laboratory.
~~(2)~~ (4)	Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.	
~~(3)~~ (5)	Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.	Updated to include a student expectation
~~(4)~~ (6)	Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information.	

DRAFT

~~(5)~~ (7)	Scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.	
(8)	CTSO Statement: Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(9)	Such As and Including Statements: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	**Knowledge and skills**.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, punctuality, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	
~~(1)~~(2)	The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	Change allows for greater latitude in classroom activities to meet the laboratory instructional time frame.
(A)	demonstrate safe practices during laboratory and field investigations; and	
(B)	demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.	
~~(2)~~(3)	The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	
(A)	know the definition of science and understand that it has limitations, as specified in subsection (b)~~(2)~~ (4) of this section;	
(B)	know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;	
(C)	know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. ~~Unlike hypotheses~~, Additionally, Scientific theories are well-established and highly-reliable explanations~~, but they~~ that may be subject to change as new areas of science and new technologies are developed;	Added definition to assist in differentiation between scientific hypothesis and scientific theory

DRAFT

(D)	distinguish between scientific hypotheses and scientific theories;	
(E)	plan and conduct ~~implement~~ descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;	
(F)	collect, and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, meter sticks, and models, diagrams, or samples of biological specimens or structures;	
(G)	analyze, evaluate, make inferences, and predict trends from data; and	
(H)	communicate and appraise valid conclusions supported by the data through methods such as investigative reports, lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	Included Investigative Reports
~~(3)~~(4)	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	
(A)	~~in all fields of science,~~ analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	Allows greater latitude in accomplishing the expectations of the student.
(B)	communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;	
(C)	draw inferences based on data related to ~~promotional materials for products and services~~ criminal investigation;	Refinement to narrow the expectations of students within LPSCS Pathway
(D)	evaluate the impact of scientific research on criminal investigation and society. ~~and the environment;~~	Rephrased to provide the student with better guidance within the Forensic Science and the Criminal Justice System.
(E)	evaluate scientific models regarding ~~according~~ ~~to~~ their limitations in representing biological objects or events; and	Rephrased for clarity and understanding
(F)	research and describe the history of science and contributions of scientists within the criminal justice system.	Rephrased to include the criminal justice system.
~~(4)~~(5)	The student explores the history, legal aspects ~~responsibilities~~, and career options within ~~for~~ forensic science. The student is expected to:	Rephrased to include the knowledge of the entire criminal justice system as it relates to the responsibilities of a forensic scientist.

DRAFT

(A)	distinguish between criminalistics and criminology. ~~in law, public safety, corrections, and security;~~	Corrected to emphasize the differences between Criminalistics and Forensic Science.
(B)	identify and illustrate roles, functions, and responsibilities of different forensic science ~~professionals~~ disciplines such as serology/DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints and questioned documents ;	Rephrased to focus on different services performed within a typical crime laboratory.
(C)	summarize the ethical standards required of a forensic science professional;	
(D)	~~present career information in written and verbal formats~~ identify and illustrate roles, functions and responsibilities of professionals in the criminal justice system including crime scene investigators, criminalists, attorneys and medical examiners;	Replaced with more specific focus on the knowledge of the criminal justice system.
(E)	explore the terminology and the procedures employed in the criminal justice system ~~recognize the major contributors to the development of forensic science; and~~	Replaced with knowledge of the criminal justice system
(F)	illustrate the history of forensic science and recognize the major contributors in the development of forensic science.	Rephrased to include Forensic Science Contributors.
~~(5)~~(6)	The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	
(A)	~~analyze the role of scientists such as forensic pathologists and anthropologists as they relate to a homicide investigation~~ compare and contrast the roles of forensic scientists and crime scene investigators;	Rephrased to address a broad range of crime scene investigations not limited to homicides.
(B)	demonstrate the ability to work as a member of a team;	
(C)	conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns such as spiral, line, grid and strip ~~protocol~~;	Expanded to include the specific crime scene search patterns.
(D)	apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence;	
(E)	describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend/key ~~legend, key~~, and title;	Format correction
(F)	develop a crime scene sketch using coordinates/measurements from fixed points ~~triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline~~ ;	Rephrased to allow flexibility to teach various methods as appropriate.
(G)	outline the chain of custody procedure for evidence discovered in a crime scene; and	
(H)	demonstrate proper techniques for collecting, ~~and~~ packaging and preserving physical evidence found at a crime scene.	Combined with (6)(J)
~~(I)~~	~~explain the functions of national databases available to forensic scientists; and~~	

DRAFT

~~(J)~~	~~collect and preserve physical evidence from a simulated crime scene.~~	Combined with (6)(H)
~~(6)~~	~~The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:~~	Combined with (6)
~~(A)~~	~~demonstrate conversions of measurements between English and International System (SI) of units;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(B)~~	~~distinguish between physical and chemical properties of matter using the periodic table;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(C)~~	~~determine the elements within a compound or mixture;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(D)~~	~~identify the four types of chemical reactions;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(E)~~	~~explain properties of refractive index;~~	Rephrased and moved to (6)(B)
~~(F)~~	~~explain dispersion of light through a prism;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(G)~~	~~identify the light sources used in forensic science such as ultraviolet light;~~	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course).
~~(H)~~	~~explain the examination of trace evidence using instruments such as a spectrophotometer, stereoscope, electron microscope, and compound microscope;~~	Rephrased and moved to (8)(C)
~~(I)~~	~~calculate the direction of a projectile by examining glass fractures; and~~	Moved to (8)(C)
~~(J)~~	~~compare the composition of glass fragments.~~	Moved to (8)(B) and rephrased.
(7)	The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	
(A)	demonstrate how to process trace evidence such as ~~soil, grass,~~ glass, ~~blood,~~ paint, fibers, and hair collected in a simulated crime scene;	Rephrased to fit common trace evidence encountered in a typical crime laboratory casework .
(B)	compare and contrast the composition of various types of glass ~~fragments.~~ such as soda lime, borosilicate, leaded and tempered.	Moved from (7)(J) and rephrased to include common glass evidence

DRAFT

		encountered in a typical crime laboratory casework.
(C)	~~perform continuous and light emissions laboratory procedures to identify trace evidence;~~ determine the direction of a projectile by examining glass fractures;	Deleted since this is included in the Chemistry TEKS (a prerequisite for this course). New statement moved from (7)(I) and rephrased.
(D)	define refractive index, and explain how it is used in forensic glass analysis;	Moved from (7)(E)
(E)	describe the instrumental analysis of trace evidence such as microscopy and spectrometry ;	Moved from (7)(H) and rephrased to reflect the standard analytical protocol used in accredited crime laboratories.
(F)	compare and contrast the ~~anatomy~~ microscopic characteristics of the human hair ~~to~~ and animal hair including medulla, pigment distribution and scales;	Rephrased to reflect the standard analytical protocol used in accredited crime laboratories.
(G)	describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of human hair sample;	Added to reflect the standard analytical protocol used in accredited crime laboratories.
(H)	differentiate between natural and ~~manufactured~~ synthetic fibers; and	Rephrased to reflect the terminology in standard analytical protocol used in accredited crime laboratories.
(I)	describe various examinations performed in forensic paint analysis including microscopic morphology, binder and pigment characterization .	Added to reflect the standard analytical protocol used in accredited crime laboratories.
(8)	The student analyzes impression evidence in forensic science. The student is expected to:	Rephrased to include footwear and tire impressions along with fingerprints.
(A)	compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;	
(B)	Identify minutiae ~~characteristics~~ of fingerprints, including bifurcations, ending ridges, ~~islands~~, dots, short ridges, and enclosures ~~divergence ridges;~~	Rephrased to reflect the terminology in standard analytical protocol used in accredited crime laboratories.
(C)	distinguish among patent ~~visible~~, plastic, and latent impressions ~~fingerprints;~~	Rephrased to include footwear and tire impressions along with fingerprints.
(D)	perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;	
(E)	perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;	

DRAFT

(F)	explain the Automated ~~Automatic~~ Fingerprint Identification System (AFIS) and describe the characteristics examined in the AFIS ; and	Corrected to reflect the actual name of the database and added more depth.
(G)	compare impression evidence ~~fingerprints~~ collected at a simulated crime scene with the known impression. ~~fingerprints of a suspect.~~	Rephrased to include footwear and tire impressions along with fingerprints.
(9)	The student analyzes blood spatter at a simulated crime scene. The student is expected to:	
(A)	analyze blood stain patterns based on source, direction, and angle of trajectory; and	
(B)	explain the method of chemically isolating an invisible blood stain using reagents such as luminol.	
(10)	The student explores toxicology laboratory procedures in forensic science. The student is expected to:	
(A)	explain the absorption, distribution, and elimination of alcohol through the human body;	
(B)	describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration;	
(C)	explain the levels of tolerance and impairment due to alcohol consumption; and	
(D)	explain the precautions necessary in the forensic laboratory for proper preservation of blood samples.	
(11)	The student explores serology laboratory procedures in forensic science. The student is expected to:	
(A)	explain forensic laboratory procedures to determine if a stain detected in a crime scene is blood;	
(B)	identify the red blood cell antigens and antibodies as they relate to human blood types;	
(C)	determine genotypes and phenotypes in the human red blood cell system using Punnet Squares; and	
(D)	research methodologies used to collect and analyze other body fluids.	
(12)	The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:	
(A)	~~diagram the deoxyribonucleic acid molecule, including nitrogen bases, sugars, and phosphate groups~~; describe the structure of a deoxyribonucleic acid molecule and its function;	Rephrased to fit its application to forensic science beyond a Biology TEKS.
~~(B)~~	~~explain base pairing of adenine, thymine, cytosine, and guanine as they relate to deoxyribonucleic acid fingerprinting;~~	Deleted since it is implied under (12)(A).
~~(C)~~ (B)	~~extract deoxyribonucleic acid from food such as peas and strawberries;~~ describe the steps used in extraction of deoxyribonucleic acid;	Rephrased to allow flexibility in selecting appropriate lab activity. Replaced with an essential understanding gained from such activity.

DRAFT

~~(D)~~ (C)	explain the analytical ~~polymerase chain reaction laboratory~~ procedure for forensic deoxyribonucleic acid typing including electrophoresis, polymerase chain reaction and short tandem repeat; and	Added to reflect the standard analytical protocol used in accredited crime laboratories.
~~(E)~~ (D)	~~collect and package deoxyribonucleic acid from a simulated crime scene~~. interpret the components of an electropherogram.	Addition made to reflect the standard analytical protocol used in accredited crime laboratories.
(13)	The student identifies drugs found at a simulated crime scene. The student is expected to:	
(A)	classify controlled substances using the schedules under the Controlled Substances Act ~~Food and Drug Administration classification;~~ and	Rephrased to reflect the standard analytical protocol used in accredited crime laboratories.
(B)	identify controlled substances using laboratory procedures such as microchemical tests, ~~color test reactions~~, microscopy, ~~microcrystalline procedures~~, chromatography, and spectrophotometry.	Rephrased to reflect the standard analytical protocol used in accredited crime laboratories.
(14)	The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	
(A)	explain the individual characteristics of tool marks;	
(B)	describe the mechanism of modern firearms;	Added to increase the depth of understanding of how individual markings are made.
~~(B)~~ (C)	recognize characteristics of bullet and cartridge cases;	
~~(C)~~ (D)	~~explain laboratory methodologies used to determine whether an individual has fired a weapon such as identifying gunshot residue~~ describe the composition and method of analysis for gunshot residue and primer residue; and	Rephrased to include the distinction between gunshot and primer residue.
~~(D)~~ (E)	recognize the type of information available through the National Integrated Ballistics Information Network.	
(15)	The student explores principles of questioned document analysis in forensic science. The student is expected to:	Addition to include Questioned Document examination.
(A)	describe different types of examinations performed by a questioned document examiner in a forensic laboratory including counterfeiting, handwriting, ink and paper analysis;	Addition to include Questioned Document examination.
(B)	describe the security features incorporated in the U.S. currency to prevent counterfeiting;	Addition to include Questioned Document examination.

DRAFT

(C)	perform handwriting comparisons of unknown sample with exemplars by analyzing characteristics such as letter, line and formatting; and	Addition to include Questioned Document examination.
(D)	describe the process of ink analysis using chromatography.	Addition to include Questioned Document examination.
~~(15)~~ (16)	The student explores principles of anthropology relevant to forensic science. The student is expected to:	
(A)	identify the major bones of the human skeletal system;	
(B)	compare composition and structure of human bones with other animals;	
(C)	describe the techniques used to excavate bones from a crime scene;	
(D)	~~determine unique characteristics of the human skeletal system such as gender and age;~~ recognize the characteristics of the human skeletal system indicative of specific gender, racial origin and approximate range of age and height; and	Rephrased to include the determination of racial origin and height estimation.
(E)	explain the role of dental records in identification of human remains.	Addition made to specify human remains.
~~(F)~~	~~describe the role of dental matching in forensic science.~~	Deleted since it is repeated in (15)(E).
~~(16)~~ (17)	The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	
(A)	explain the process and timeline of rigor mortis and its role in calculating time of death;	
(B)	explain post mortem lividity and its importance when processing a crime scene;	
(C)	determine time of death using entomology; and	
(D)	determine time and cause of death methodologies through case studies.	

DRAFT