

Module A: Introduction/Orientation

0. Administrative/Departmental Overview

Module B: Professional Police Practices

1. Professionalism and Ethics

- 1.1. Discuss the concept of professionalism.
- 1.2. Discuss the characteristics of professionalism.
- 1.3. Discuss the Law Enforcement Code of Ethics.
- 1.4. Discuss ethical dilemmas in law enforcement.
- 1.5. Discuss the differences between physical and moral courage.
- 1.6. Discuss Title 8 of the Texas Penal Code in relationship to an officer's behavior.
- 1.7. Explain relevant federal criminal law in relationship to an officer's behavior.
- 1.8. List civil penalties for sexual harassment and inappropriate officer conduct.

2. Professional Policing

- 2.1. Describe significant historical events that have influenced policing in the United States.
- 2.2. Describe the historical development of police service models or styles.
- 2.3. Describe the evolution of policing in Texas.
- 2.4. List the requirements of licensees under selected sections of the current Commission Rules.
- 2.5. Explain the traditional police service model.
- 2.6. Define "community policing" and explain this service model.
- 2.7. Interpret the police organization's role in society.
- 2.8. Recognize the values of providing quality police customer service.
- 2.9. Analyze the characteristics of traditional (formal) police organizational structure and police subculture (informal).
- 2.10. Discuss the concept of Crime Stoppers and the function of the organization.

3. Fitness, Wellness, and Stress Management

- 3.1. Describe the importance and relevance of health habits, fitness, and wellness to the law enforcement profession.
- 3.2. Identify the guidelines and principles of a safe exercise program.
- 3.3. Identify the principles of an exercise program.
- 3.4. Identify FITT guidelines for thresholds of fitness training related to cardiovascular, strength, anaerobic and flexibility training.
- 3.5. Identify the components of an exercise program.
- 3.6. Identify safety measures for fitness training.
- 3.7. Describe the relationship between nutrition and performance.
- 3.8. Identify healthy nutritional strategies.
- 3.9. Explore types of stress related to the law enforcement profession.
- 3.10. Identify the emotional and physical symptoms of the stress response physiology of stress.
- 3.11. Identify common stressors of peace officers.

- 3.12. Recognize strategies to manage stress.
- 3.13. Identify ways to reduce stress through relaxation.
- 3.14. Discuss what happens physically and psychologically when confronted with survival stress and explore ways to positively channel these changes.
- 3.15. Discuss physical and psychological effects of Critical Incident Stress (CIS) and define Critical Incident Stress.
- 3.16. Explore ways to prepare and assist yourself or someone else to cope with a critical incident with minimum of pain and scarring.
- 3.17. Discuss Post Traumatic Stress Disorder (PTSD).
- 3.18. Increase awareness of prevalence of suicide.
- 3.19. Recognize common signs of suicidal thoughts and behavior.
- 3.20. Identify strategies to assist a coworker contemplating suicide.
- 3.21. Identify the extent of alcohol and drug abuse in the law enforcement workplace.
- 3.22. Explain myths and realities of alcoholism.
- 3.23. Discuss signs and symptoms of drug / alcohol abuse and the personal consequences of personal use.
- 3.24. Discuss responsibilities an officer has to a co-worker when substance abuse threatens the safety and efficiency of the department.
- 3.25. Discuss consequences of steroid abuse.

4. TCOLE Rules

- 4.1. Define the TCOLE mission as it pertains to the establishments of standards.
- 4.2. Discuss the history and importance of TCOLE.
- 4.3. List how the TCOLE rules are organized.
- 4.4. Identify the criteria for TCOLE Rules concerning basic training and enrollment standards.
- 4.5. Identify the criteria for continuing education for licensees and explain the 24-month training unit and the 48-month training cycle.
- 4.6. Identify the proficiency certificate requirements.
- 4.7. Identify the requirements for attempting a licensing exam.
- 4.8. Identify the actions taken by the Commission against a licensee.
- 4.9. Explain the process of reporting a licensee arrest.
- 4.10. Discuss the significance of the Texas Peace Officers' Memorial and the National Law Enforcement Memorial.

5. Multiculturalism and Human Relations

- 5.1. Discuss the definitions, key concepts, and origins of prejudice.
- 5.2. Identify forms of prejudice.
- 5.3. Discuss personal prejudices.
- 5.4. Define key functions of discrimination.
- 5.5. Evaluate and discuss the importance of not allowing personal prejudices to affect professional behavior.
- 5.6. Discuss the value of, respect for, and sensitivity to the feelings and needs of others.

- 5.7. Discuss the public's perceptions of and attitudes toward peace officers.
- 5.8. Discuss cross-cultural communication and its tie to conflict resolution.

6. Racial Profiling

- 6.1. Identify the legislative requirements placed upon peace officers and law enforcement agencies regarding racial profiling.
- 6.2. Write the adopted department policy on racial profiling.
- 6.3. Explain Supreme Court decisions and other court decisions regarding traffic stops and prohibited racial profiling.
- 6.4. Explain the legal, ethical, and moral responsibilities against racial profiling.
- 6.5. Identify logical and social arguments against racial profiling.
- 6.6. Identify elements of typical racially motivated traffic stops.
- 6.7. List the elements of legal contact with drivers and occupants of vehicles.
- 6.8. Describe the various basis for vehicle stops based on the legal standard.
- 6.9. List the valid searches and seizures without warrants.

Module C: Constitutional Law, Criminal Law, and the Criminal Justice System

7. US, Texas Constitution, and Rights

- 7.1. Discuss the provisions of the US Constitution, Bill of Rights, the Texas Constitution, and the rights set out in Chapter I of the CCP.
- 7.2. Outline the structure and role of the Criminal Justice System.
- 7.3. Explain how the three components of the criminal justice system directly affect each other.
- 7.4. Identify the differences between civil and criminal law.
- 7.5. Identify the civil/criminal courts and their jurisdiction.
- 7.6. Identify who are magistrates and their duties.

8. Penal Code

- 8.1. Describe the organization of the Penal Code (PC).
- 8.2. Define the General Provisions of the Penal Code.
- 8.3. Define and differentiate between Exception, Defense and Affirmative Defense.
- 8.4. Describe the components of a penal code offense.
- 8.5. Identify when one person is Criminally Responsible for Conduct of Another and General defenses to Criminal Responsibility.
- 8.6. Classify offenses and their punishment.
- 8.7. Identify appropriate enhancement.
- 8.8. Identify and apply the elements of offenses as they relate to inchoate offense.
- 8.9. Define and apply offenses involving unlawful killing of another.
- 8.10. Define and apply the elements of offenses involving unlawful restraint and kidnapping.
- 8.11. Define and apply offenses involving unlawful concealment and/or transportation of persons.
- 8.12. Describe and apply sexual offenses.
- 8.13. Define and apply the elements of assaultive offenses against persons.

- 8.14. Define and apply the elements of offenses against the family.
- 8.15. Define and apply the elements of crimes against property.
- 8.16. List and apply the elements of robbery.
- 8.17. List and apply the elements of offenses involving illegal entry.
- 8.18. Describe and apply the elements of offenses involving the illegal acquisition of property.
- 8.19. Explain and apply the elements of crimes involving fraud.
- 8.20. Define exploitation and apply the elements of the offense.
- 8.21. Define and apply the elements of technology crimes that use computers.
- 8.22. Explain telecommunication crime and apply the elements of these crimes.
- 8.23. Define and apply the elements of offenses of bribery and corrupt influence.
- 8.24. List and apply the elements of offenses involving perjury and falsification.
- 8.25. Define the offenses against government operations and apply their elements.
- 8.26. List the elements of offenses involving governmental abuse and apply those elements.
- 8.27. Define offenses against the public order, list and apply their elements.
- 8.28. Define the offenses involving prostitution and apply the elements of those crimes.
- 8.29. List and apply the elements of crimes against public decency.
- 8.30. List and apply the elements of weapons offenses, define prohibited weapons and firearms.
- 8.31. List and apply the elements of gambling offenses.
- 8.32. Define offenses involving illegal use of tobacco.
- 8.33. Define intoxication, list, and apply the elements of offenses involving intoxication.
- 8.34. Define fireworks and the unlawful use of fireworks.
- 8.35. Define organized crime and list the elements needed for these crimes.

9. Code of Criminal Procedure

- 9.1. Discuss the statutory authority for administration of criminal procedure as enumerated by the Texas Code of Criminal Code Procedure (CCP).
- 9.2. Identify who are peace officers.
- 9.3. List the duties of peace officers.
- 9.4. Discuss family violence prevention duties.
- 9.5. List the duties of officers relating to threats of injury or death to persons or damage to property.
- 9.6. List the duties of officers relating to suppression of riots and other disturbances.
- 9.7. List the duties of officers relating to protective orders for victims of sexual assault.
- 9.8. List the duties of officers relating to the investigation of sexual assault.

10. Arrest, Search, and Seizure

- 10.1. Define terminology associated with arrest.
- 10.2. Discuss the three classifications of interactions between peace officers and persons.
- 10.3. Discuss actions a law enforcement officer can take having “mere suspicion.”
- 10.4. Identify the necessary conditions for arrest.
- 10.5. Discuss probable cause and arrest without warrant.
- 10.6. Discuss the issues surrounding custodial statements.
- 10.7. Describe the basic criteria for obtaining, executing, and returning an arrest warrant.

- 10.8. Describe the basic criteria for warrantless search.
- 10.9. Describe the basic criteria for search warrant.
- 10.10. Discuss the difference between no knock search warrant versus knock and announce warrant.
- 10.11. Describe the basic court documents required to charge.
- 10.12. Explain the bail procedure.

11. Asset Forfeiture

- 11.1. Identify the requirements established by the legislature in Chapter 1701 Occupations Code for peace officers to be trained on asset forfeiture.
- 11.2. Identify the philosophy behind forfeiture and the extent to which it is appropriate.
- 11.3. Identify definitions of contraband and proceeds.
- 11.4. Identify defenses to forfeiture.
- 11.5. Identify issues regarding pre-seizure planning.
- 11.6. Identify search and methods of seizure.
- 11.7. Identify post seizure procedures.
- 11.8. Identify forfeiture proceedings under 59.04.
- 11.9. Identify other considerations in forfeiture cases.
- 11.10. Explain where the proceeds from seizures go and what the proceeds cannot be used for.

12. Identity Theft Crimes

- 12.1. Recognize the types of identity crime.
- 12.2. Locate current statistical data regarding identity theft crimes.
- 12.3. Identify types of crimes associated with identity crimes.
- 12.4. Describe the meaning of the terms identifying information and telecommunication access device.
- 12.5. Identify current trends associated with identity crimes.
- 12.6. Identify how identity crime is commonly perpetrated.
- 12.7. Identify techniques used to procure false identification.
- 12.8. Identify the federal statutes dealing with identity crimes.
- 12.9. Identify the state statutes dealing with identity crimes.
- 12.10. Define the term “security alert” and list the process of requesting a security alert according to the Texas Business and Commerce Code.
- 12.11. Define the term “security freeze” and list the process of requesting a security freeze according to the Texas Business and Commerce Code.
- 12.12. List information needed for an identity crime offense report.
- 12.13. Identify the governmental and business entities that are notified in identity crimes.
- 12.14. Identify techniques to educate victims and the public on identity crime.
- 12.15. List guidelines for personal protection against identity crime.
- 12.16. List the steps to take if identity crime occurs.

13. Consular Notification

- 13.1. Identify the provisions of consular notification as per the Vienna Convention on consular notification and bilateral treaties.
- 13.2. Identify the steps to be taken when a foreign national is arrested.
- 13.3. Identify the purpose of the Vienna Convention on consular notification treaty and bilateral treaties.
- 13.4. Identify the forms of access a consular official may have to an arrested foreign national.
- 13.5. Demonstrate the use of the consular notification, access handbook, and access reference card.

14. Civil Process

- 14.1. Identify possible imposed liabilities for improper acts by the officer and the outcomes occurring in that course of action.
- 14.2. Describe the difference between civil and criminal law.
- 14.3. Describe the differences and penalties between general contempt of court and constructive contempt of court.
- 14.4. Identify the constitutionally, and legislatively created courts of Texas.
- 14.5. Identify the general court jurisdiction of Texas.
- 14.6. Describe civil actions, procedures, and process.

Module D: Illegal Substances and Special Regulations

15. Health and Safety Code and Controlled Substance Act

- 15.1. Define the following terms contained in the Texas Controlled Substances Act, Health & Safety Code (HSC).
- 15.2. Identify the six major categories of controlled substances.
- 15.3. Using the appropriate resource, identify penalty groups for manufacture delivery, and possession of controlled substances, simulated controlled substances, controlled substance analogues, and other controlled substances offenses.
- 15.4. Identify enhancements that may affect the punishment one receives for violating the Texas drug laws.
- 15.5. Identify the procedures to be followed in the seizure and destruction of controlled substance property.
- 15.6. Define the following terms pertaining to dangerous drugs.
- 15.7. Identify commonly abused drugs.
- 15.8. Identify common paraphernalia that may indicate substance usage.
- 15.9. Discuss the elements of following violations related to possession, delivery, and manufacture of dangerous drugs and for forging or altering a prescription.
- 15.10. Identify the Texas Compassionate-Use program.
- 15.11. Define Marijuana and Hemp.
- 15.12. Discuss methods of identifying suspected controlled substances and dangerous drugs.
- 15.13. Identify the procedures to be followed in the seizure and destruction of dangerous drugs.
- 15.14. Identify the incidence of drug interdiction and common characteristics of drug smugglers and their vehicles.

- 15.15. Identify factors contributing to probable cause in drug investigation and appropriate interview techniques.
- 15.16. Identify and explain the common places of concealment of controlled substances and dangerous drugs on or in persons, places, and things.
- 15.17. Identify the use of uncorroborated testimony and its effect in drug cases.

16. Alcoholic Beverage Code

- 16.1. Define the following terms from the Alcoholic Beverage Code.
- 16.2. List the duties of peace officers as related to the Alcoholic Beverage Code.
- 16.3. List the items that may be listed for a search warrant, who may issue the warrant, and explain the difference between a search and an inspection.
- 16.4. Identify the offense and its punishment.
- 16.5. List the legal hours of sale and/or consumption of alcoholic beverages as well as the penalty for violations.
- 16.6. Differentiate between criminal and administrative actions.

Module E: Family, Children and Victims of Crime

17. Sexual Assault and Family Violence

- 17.1. List the dynamics of sexual assault.
- 17.2. Classify barriers that victims/survivors must overcome to report.
- 17.3. Classify types of marginalized victim/survivor groups.
- 17.4. Classify basic assumptions of a trauma-informed approach.
- 17.5. Describe how to build rapport with the victim/survivor.
- 17.6. Discuss the victim's/survivor's legal rights after an assault.
- 17.7. List things to know and what to expect during a medical forensic exam.
- 17.8. Outline the elements of report writing for sexual assault.
- 17.9. Identify resources and other considerations when serving victims/survivors from marginalized communities.
- 17.10. Identify the role and responsibilities for sexual assault response teams.
- 17.11. Discuss how victims might be affected by family violence.
- 17.12. Identify common characteristics of family violence offenders.
- 17.13. Describe the cycle of violence phases.
- 17.14. Discuss the types of abuse often occurring in incidences of family violence.
- 17.15. List examples of some barrier's victims face when attempting to leave an abusive relationship.
- 17.16. Identify offenses and statutes that refer to family violence.
- 17.17. Define family violence terms related to Title 4 of the Family Code, protective orders, and family violence.
- 17.18. Explain the application procedure for a protective order.
- 17.19. Describe the protective order court hearing process.
- 17.20. Discuss the meaning of a protective order and the consequences of violating it.
- 17.21. Discuss conditions of bond in family violence cases.

- 17.22. Discuss the recommended steps in handling family violence calls involving temporary ex parte protective orders, protective orders, and magistrate's order for emergency protection.
- 17.23. Identify the legal requirements relating to medical treatment and medical examinations of a child.
- 17.24. Identify the legal requirements for taking possession of a child in an emergency.
- 17.25. Discuss family violence situations and describe procedures for conducting preliminary investigations.
- 17.26. Give examples of community resources and referrals.

18. Missing and Exploited Children

- 18.1. Based on their role as a first responder, investigator, or supervisor, by the end of this section the participant will be able to determine specific steps to take upon receiving a report of a missing child while considering factors such as child history, individuals at the scene, evidence collection, search procedure and available resources.
- 18.2. The participant will recognize state legal requirements in the reporting of attempted abductions as well as review the stages of initial response to the scene of a missing child.
- 18.3. By the end of this section, the participant will be able to predict challenges in the reunification of children with their guardians that take place before, during, and after the disaster as well as give examples of potential preventative and response solutions.
- 18.4. After completing this section, the participant will be able to differentiate when reporting youth runaway cases is legally required as well as correlate youth runaway populations and risks for potential harm or exploitation.
- 18.5. By the end of this section, the participant will be able to articulate conditions that may lead children to go missing from care as well as the manners in which offenders specifically target this population.
- 18.6. Upon completing this section, the participant will be able to organize an appropriate response to the scene of a missing child with special needs based on best practices for recovery and available resources.
- 18.7. By the end of this section, the participant will be able to identify risks posed to children for sexual exploitation, potential offenses related to child sexual exploitation, and grooming techniques commonly used by offenders.
- 18.8. After reviewing this section, the participant will be able to utilize resources designed to combat the child pornography industry as well as relate data pertaining to offender demographics and behaviors.
- 18.9. Upon review of this section, the participant will be able to contrast the dynamics of teen and youth communication trends with the increased risk for offenders to manipulate young people.
- 18.10. Upon completion of this section, the participant will be able to calculate the prevalence of sexual offending in the state of Texas based on registry data as well as formulate multiple outlets for resources in sexual offender investigations.

- 18.11. By the end of this section, the participant will be able to specify methods used by traffickers to locate and manipulate potential victims as well as categorize trafficking crimes according to available state criminal provisions.

19. Child Safety Check Alert List

- 19.1. Discuss the purpose of the list.
- 19.2. Provide some differences between a missing person report and CSCAL.
- 19.3. Discuss the update to Family Code §261.301 Investigation of Report.
- 19.4. List steps they must perform upon encountering a person listed on the CSCAL.
- 19.5. Describe the authority law enforcement has to temporarily detain a child and child's family for the purposes of assessing the well-being of that child.
- 19.6. Describe proper placement and release of a child.
- 19.7. Describe what information must be reported to the Department of Family and Protective Services and to the Texas Crime Information Center.

20. Victims of Crime

- 20.1. Identify the elements that encompass a crisis reaction.
- 20.2. Identify phases of a victim's reaction to crime (crisis).
- 20.3. Discuss the ripple effect of crime victimization.
- 20.4. Identify and discuss victim trauma and intervention techniques(s).
- 20.5. Discuss the potential for secondary victimization by the criminal justice system and how to avoid it.
- 20.6. Conduct an appropriate death notification.
- 20.7. Identify the legal basis of law enforcement's responsibilities to victims' rights.
- 20.8. Identify crime victim liaisons and their duties.
- 20.9. Summarize legal requirement for providing victims written notice.
- 20.10. Explain rights granted to victims of crime.
- 20.11. Identify four (4) outcomes of effective assistance to victims.

21. Human Trafficking

- 21.1. Describe the concept of human trafficking from a domestic and global perspective.
- 21.2. Discuss definitions and key terminology associated with human trafficking.
- 21.3. List the different forms of human trafficking including sex trafficking, sex tourism, child pornography and CSEC, familial trafficking, labor trafficking, debt bondage, and trafficking via the internet.
- 21.4. Discuss modern trafficking patterns with a focus on domestic systems.
- 21.5. Discuss the factors giving rise to human trafficking cases including public awareness and preventative programs.
- 21.6. Explain the characteristics of human trafficking victims and offenders, the stages of recruitment and exploitation, and examples of vulnerable victim populations.
- 21.7. Discuss the art of control over victims including document control, violence, psychological manipulation, isolation, and supervision.
- 21.8. Explain the invisibility of victims and the difficulty identifying and interacting with the victim of human trafficking.

- 21.9. Explain the observational and investigative cues to help identify trafficked victims including behavioral cues from both adults and children.
- 21.10. Discuss how to identify trafficking offenders based on specified indicators.
- 21.11. Explain the different roles a trafficker may take in Texas trafficking cases or less organized trafficking situations.
- 21.12. Explain terminology that may be encountered during an investigation or when engaging with a possible victim of sexual exploitation.
- 21.13. Discuss case management and interagency cooperation to aide with investigations.
- 21.14. Describe the victim-centered approach in investigations involving community organizations.
- 21.15. Discuss best practices during an investigation in youth cases through a coordinated, multi-disciplinary team response by engaging with children's advocacy centers in Texas.
- 21.16. Discuss national and international perspectives concerning efforts to end human trafficking including tiers involved in the Trafficking Persons Report each year and the efforts to comply with the Trafficking Victims Protection Act.
- 21.17. Explain the threshold requirements for eligibility of victim benefits and services and how it affects what you do as an officer.
- 21.18. Describe victim protection under the Trafficking Victims Protection Act.
- 21.19. Identify recent changes in human trafficking laws including the most recent reauthorization of the TVPA.
- 21.20. Discuss the Texas statute on human trafficking and other related statutes that could be relevant to a human trafficking case.
- 21.21. Discuss the importance of victim service providers and the need for cooperative relations between law enforcement and victim service providers.
- 21.22. Summarize the types of victim service providers available including those specifically in Texas.
- 21.23. List victim service requirements as defined by legal parameters including an interpreter, medical needs, housing, and access to legal information.
- 21.24. Explain the importance of inter-agency collaboration with a focus on a multi-disciplinary team approach.
- 21.25. Discuss the importance of seeking help from the community and communicating correct information to the public regarding trafficking.
- 21.26. Explain the importance of a proactive response to human trafficking including the current coalitions in Texas.
- 21.27. Discuss challenges and barriers to effective investigations of human trafficking.
- 21.28. Discuss selected human trafficking case studies.

Module F: Traffic Regulation

22. Traffic Code/Crash Investigation

- 22.1. Discuss traffic laws contained in the Transportation Code (TC) and their applications.
- 22.2. Define the following terms in the TC.
- 22.3. Define the following terms in the TC, as it relates to traffic, traffic areas, and traffic control.
- 22.4. Define the various miscellaneous terms listed in Chapter 541, TC.

- 22.5. Define dispose and litter in accordance with the Texas Health and Safety Code.
- 22.6. Explain the required obedience and the effect of the TC.
- 22.7. Identify who may and who may not be licensed to drive in the state of Texas, and the types and classes of licenses that exist under Texas statutes and understand the restrictions thereon.
- 22.8. Discuss traffic signs, signals, and markings.
- 22.9. Given a driving situation, determine if a traffic law is violated as it applies to Chapter 545, Subchapter B, TC.
- 22.10. Given a driving situation, determine if a violation exists, as it applies to Chapter 545, Subchapter C, TC.
- 22.11. Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter D, TC.
- 22.12. Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter F, TC.
- 22.13. Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter G, TC.
- 22.14. Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter H, TC.
- 22.15. Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter I, TC.
- 22.16. Identify legal requirements of operating emergency vehicles.
- 22.17. Given a driving situation, determine if a violation exists as it applies to vehicle equipment standards and maintenance.
- 22.18. Recognize the regulations relating to operation in municipalities and certain counties.
- 22.19. Recognize the regulations relating to pedestrians.
- 22.20. Discuss the regulations relating to arrest, and charging procedures, notices and promises to appear.
- 22.21. Examine the Drivers Responsibility Program.
- 22.22. Given a driving situation determine if a violation exists as it applies to the operation of motorcycles.
- 22.23. Review the regulations related to privileged parking.
- 22.24. Describe the regulations related to abandoned motor vehicles.
- 22.25. Discuss the requirement for registration of vehicles.
- 22.26. Describe the regulations regarding liability insurance for motor vehicles and financial responsibility.
- 22.27. Given a situation involving warning signs and devices, determine if a violation of law exists.
- 22.28. Review regulations related to the removal of injurious materials and wrecked or damaged vehicles from the highway.
- 22.29. Discuss the concept of Implied Consent.
- 22.30. Illustrate a working knowledge of the laws, methods, and techniques relative to crash investigation to include when and where the TC applies in crash investigation.
- 22.31. Apply the procedures for responding to and managing the crash scene.
- 22.32. Describe procedures for interviewing driver, complainant, and witnesses.

- 22.33. Identify and apply methods of measuring the crash scene and collecting any physical evidence.
- 22.34. Recognize the Texas Peace Officer Crash Report CR3.
- 22.35. Compile methods of traffic crash management and investigation.
- 22.36. Control and direct traffic in a safe and legal manner.
- 22.37. Describe the legal authority to establish effective traffic flow based on situational priorities.
- 22.38. Review directing/controlling traffic while using appropriate positioning, signals, and equipment.

23. Intoxicated Driver (SFST)

- 23.1. Successful completion of the National Highway Traffic Safety Administration (NHTSA) SFST Course.
- 23.2. Discuss the chemical tests.
- 23.3. Recognize and prepare necessary forms concerning the intoxicated driver.
- 23.4. Identify the laws allowing dangerous drivers to borrow motor vehicles and forfeiture.

Module G: Communication/Language

24. Written Communication

- 24.1. Identify the components of a sentence.
- 24.2. Identify the process of writing complete sentences.
- 24.3. Recognize sentence clarity problems and correct them.
- 24.4. Discuss the appropriate use of punctuation.
- 24.5. Describe the critical nature of effective field notes.
- 24.6. Demonstrate observation and descriptive skills.
- 24.7. List the types of information that should be entered into the officer's field notebook.
- 24.8. List questions to be answered in field notes to complete a report.
- 24.9. Discuss the uses and essential characteristics of police reports.
- 24.10. List the eight essential criteria of a good police report.
- 24.11. List the common types of police reports.
- 24.12. Identify the difference between chronological and categorical ordering in report writing.
- 24.13. List the three basic kinds of information necessary in police reports.
- 24.14. Identify the importance of separating fact from opinion in police reports.
- 24.15. Identify the statutory authority relating to confidentiality of sex offense victims.

25. Verbal Communication/Public Interaction

- 25.1. Discuss the critical nature of effective verbal communication and the crucial components of paralinguistic, kinesics, and empathetic techniques.
- 25.2. Define authoritative and authoritarian.
- 25.3. Discuss why most arrests are made without physical force.
- 25.4. Define crises.
- 25.5. Define emotional intelligence (EQ) and recognize three essential elements of communication and four components of connection.
- 25.6. Discuss how the human brain is usually programmed to answer a question.

- 25.7. Identify components of active listening.
- 25.8. Explain why it is not advantageous to be emotionally triggered by a citizen's use of profanity.
- 25.9. Define empathy.
- 25.10. Define paraphrasing.
- 25.11. Explain the concept that one cannot win an argument.
- 25.12. Explain the power of personalized respect.
- 25.13. Explain how names signify recognition and respect.
- 25.14. Define "nonverbal" and paralinguistic communication.
- 25.15. Identify each of the six (6) Principles of Persuasion.
- 25.16. Identify the five (5) Universal Truths.
- 25.17. Identify common communication blunders.
- 25.18. Identify a simple pattern of communication, to utilize in awkward situations.

26. Spanish

- 26.1. List reasons for Spanish training of law enforcement officers.
- 26.2. Discuss Hispanic culture.
- 26.3. List common Spanish words and phrases that would signal danger or impending danger.
- 26.4. Recite common Spanish words or phrases that would assist an officer in the investigation and identification of suspects and witnesses.
- 26.5. Recite common Spanish phrases that will assist the officer conducting field interviews and traffic stops.
- 26.6. Recite common Spanish phrases that will assist the officer conducting accident investigations.
- 26.7. Demonstrate proficiency using common Spanish phrases for command and control.
- 26.8. Demonstrate proficiency using common Spanish phrases for arrests.

Module H: Use of Force

27. De-escalation Strategies

- 27.1. Describe the key principles of the Critical Decision-Making Model (CDM).
- 27.2. Explain each of the five steps of the CDM.
- 27.3. Articulate the benefits of the CDM.
- 27.4. Use the CDM to describe the actions of a police officer handling a critical incident, through a video case study.
- 27.5. Successfully identify behaviors associated with a person experiencing behavioral crisis.
- 27.6. Recognize principles and best practices for effectively responding to a person in behavioral crisis.
- 27.7. Use some common tips and techniques for engaging and making a connection with a person in behavioral crisis.
- 27.8. Describe and recognize the value of the emotional–rational thinking scale.
- 27.9. Use a range of communications skills to their tactical advantage.
- 27.10. Explain the concepts and importance of active listening and demonstrate the use of key active listening skills.

- 27.11. Explain how non-verbal communications affect interactions with others and demonstrate the use of key non-verbal communications skills.
- 27.12. Demonstrate key verbal communications skills that are critical to defusing tense situations and gaining voluntary compliance.
- 27.13. Develop and use a variety of alternatives to hostile-sounding phrases.
- 27.14. Demonstrate critical pre-response and response requirements for critical incidents.
- 27.15. Explain use of the Critical Decision-Making Model (CDM) in responding to and managing a critical incident.
- 27.16. Demonstrate and explain key tactical expectations and roles when responding to critical incident as a team.
- 27.17. Explain concepts such as “tactical pause,” “distance + cover = time,” and “tactical repositioning.”
- 27.18. Participate in an effective after-action review (AAR) of a critical incident.
- 27.19. Use the CDM to explain key post-response expectations following a critical incident.
- 27.20. Review the key concepts covered in previous unit goals.
- 27.21. Discuss the use of the Critical Decision-Making Model (CDM) in managing and resolving a critical incident.
- 27.22. Demonstrate their ability to put concepts into practice through successful completion of scenario-based training exercises.

28. Force Options Theory

- 28.1. Define and analyze the following terms relating to use of force.
- 28.2. Explain the legal authorities for the use of force.
- 28.3. Evaluate and explain the justification(s) for use of force.
- 28.4. Discuss the concepts regarding use of force.
- 28.5. Describe psychological aspects of the use of force.
- 28.6. Identify the deciding factors for use of force when affecting an arrest.
- 28.7. Identify moral considerations and forces affecting an officer's decision to use deadly force.
- 28.8. List and discuss force options available to peace officers.
- 28.9. Identify the principal considerations in applying use of force.
- 28.10. Discuss the impact of an officer's professional presence.
- 28.11. Identify the various aspects of communication strategies used when dealing with the public.
- 28.12. Identify elements that an officer must recognize and control in every encounter.
- 28.13. Identify some helpful “tools” used in redirecting someone's behavior using verbal persuasion.
- 28.14. Identify communication strategies used when dealing with violence and assault calls.
- 28.15. Recognize criteria relating to a professional peace officer's use of force.
- 28.16. Identify typical procedures that are followed after an officer-involved shooting.
- 28.17. Identify the possible consequences that may arise from improper or excessive use of force.
- 28.18. Define Crew Resource Management (CRM).
- 28.19. Describe the benefits of using CRM.

- 28.20. Discuss how the CRM model applies to law enforcement.
- 28.21. Demonstrate how to utilize CRM in the field.
- 28.22. Analyze factors that the courts use to determine if unreasonable force was used in a case.

Module I: Special Populations

29. Crisis Intervention Training

- 29.1. Discuss the origins of Crisis Intervention Training (CIT).
- 29.2. Discuss the problem of mental health crisis as it pertains to law enforcement.
- 29.3. Discuss SB 1849 and the legislative mandates that resulted.
- 29.4. Reiterate the goal of CIT.
- 29.5. Explain CIT's impact on community relations.
- 29.6. Define the meaning of "crisis" as it pertains to CIT.
- 29.7. List several potential causes for a mental health crisis.
- 29.8. Develop an increased awareness of mental illness and the adversity that surrounds a mental health diagnosis.
- 29.9. Define "insanity" and discuss how the term is defined in Texas.
- 29.10. Explore the concept of 'normal' versus 'abnormal' behavior.
- 29.11. Review national and statewide statistics related to mental health, physical health, and the prevalence of these issues in the population.
- 29.12. Explore several reasons why many people do not seek treatment for mental illness.
- 29.13. Explore the concept of 'stigma.'
- 29.14. Describe the role and complications of psychotropic medications.
- 29.15. Describe some of the reasons people stop taking medications.
- 29.16. Dispel common myths regarding mental illness.
- 29.17. Review various mental illnesses and the impact such illnesses can have on a person's life.
- 29.18. Identify behaviors associated with personality disorders.
- 29.19. Identify behaviors associated with mood disorders.
- 29.20. Identify behaviors associated with thought disorders.
- 29.21. Identify symptoms associated with the ingestion specific types of drugs and controlled substances.
- 29.22. Identify symptoms and behaviors associated with cognitive disorders.
- 29.23. Explore the causes of traumatic brain injury (TBI).
- 29.24. Describe the symptoms and behaviors associated with dementia and Alzheimer' Disease.
- 29.25. Identify methods most effective in talking to someone with dementia.
- 29.26. Describe developmental disorders, and recognize the symptoms and behaviors associated with autism spectrum disorders.
- 29.27. Define the term 'intellectual disability' and discuss what that means in terms of law enforcement interaction.
- 29.28. Distinguish the degrees of intellectual disability.
- 29.29. Discuss effective communication methods for individuals that have an intellectual disability.

- 29.30. List some of the causes of Post-Traumatic Stress (PTSD).
- 29.31. Recognize symptoms and behaviors of an individual experiencing PTSD.
- 29.32. Discuss the effects of trauma on veterans.
- 29.33. Define a moral injury.
- 29.34. Define survivor's guilt.
- 29.35. Recognize the symptoms and behaviors of PTSD in a veteran.
- 29.36. A. Use the techniques to build rapport with veterans or others experiencing PTSD
B. Describe the relationship between Inter-Personal Violence (IPV) and PTSD.
- 29.37. Discuss the statistics and terminology of suicide and suicide prevention.
- 29.38. Recognize symptoms and behaviors that indicate an increased suicide risk.
- 29.39. List protective factors against suicide.
- 29.40. Use a suicide risk assessment.
- 29.41. Assist an individual to name and contact personal support resources.
- 29.42. Discuss statistics and trends in law enforcement suicide.
- 29.43. Discuss ways to change current mental health culture.
- 29.44. Discuss a variety of advanced modes of communication to assist in dealing with someone in a crisis and be able to display them in interaction and role play.
- 29.45. Discuss and be able to effectively utilize an initial Three-Point Assessment.
- 29.46. Discuss and utilize the '5 Universal Truths of Human Interaction.'
- 29.47. Implement tactics for gaining trust and building rapport.
- 29.48. Define the 80/20 rule.
- 29.49. Discuss the LEAPS model of communication, be able to list its components, and demonstrate proficiency in its use.
- 29.50. List and describe the crisis intervention skills involved in communicating with people experiencing mental illness.
- 29.51. Identify examples of 'I' statements versus "you" statements.
- 29.52. Define the terms tactical transparency.
- 29.53. Discuss options for responding appropriately to verbal abuse.
- 29.54. Define the term "deinstitutionalization" and discuss the criminal justice system and its relationship with those suffering from mental illness.
- 29.55. Explore the relationship between homelessness, mental illness, and victimization.
- 29.56. Explore legal considerations for police intervening in a mental health crisis and learn about the provisions that pertain to law enforcement duties in the Health and Safety Code.
- 29.57. Read, fill out, and demonstrate proper implementation of a police officer emergency detention.
- 29.58. Discuss transportation options and officer safety.
- 29.59. Define the term 'diversion' and discuss programs and options for avoiding the incarceration of those experiencing mental illness.
- 29.60. Discuss Mental Health Court as a form of diversion.
- 29.61. Discuss community and referral resources and options within his/her respective geographical area.

30. Traumatic Brain Injury

- 30.1. Discuss the definition of brain injury.
- 30.2. Describe an Acquired Brain Injury (ABI).
- 30.3. Describe a Traumatic Brain Injury (TBI).
- 30.4. Describe a Non-Traumatic Brain Injury.
- 30.5. Compare traumatic and non-traumatic brain injuries.
- 30.6. Appraise the prevalence of brain injuries.
- 30.7. Examine the assorted causes of Traumatic Brain Injury (TBI).
- 30.8. Apply the leading causes of traumatic brain injury in the U.S. to a pie chart of percentages of causes.
- 30.9. Examine the assorted causes of non-traumatic brain injury.
- 30.10. Differentiate populations with brain injury risk.
- 30.11. Discuss the reality of brain injury.
- 30.12. Discuss examples of historical persons who suffered with brain injury.
- 30.13. Classify brain injury types with the accompanied severity factor.
- 30.14. Recognize the significance of a “mild” brain injury.
- 30.15. Categorize the functions of the brain.
- 30.16. Inventory the three categories of change that develop as a result to a brain injury.
- 30.17. Discuss the differences in the brain injury recovery process.
- 30.18. List the various health issues associated with a brain injury that a first responder will come in contact.
- 30.19. Inventory brain injury prevention strategies in children.
- 30.20. Inventory brain injury prevention strategies in older adults.
- 30.21. Inventory brain injuries during a motor vehicle accident.
- 30.22. Discuss the importance of wearing a helmet during sports activities.
- 30.23. Identify the signs and symptoms of a brain injury.
- 30.24. Apply course knowledge to case study scenario.
- 30.25. Review effective communication techniques.
- 30.26. Express reasons why appropriate communication is necessary when interacting with a person with a brain injury.
- 30.27. Distinguish “unmet needs” of a person living with a brain injury.
- 30.28. Arrange a listing of resources to utilize when working with individuals with brain injury.
- 30.29. Examine the impact a law enforcement officer has when interacting with the public.

Module J: Arrest Procedures

31. Arrest and Control

- 31.1. Identify the three basic concepts of weaponless strategies.
- 31.2. Identify methods of weaponless defense.
- 31.3. In a dynamic controlled violence scenario, demonstrate techniques of weaponless defense taught in class.
- 31.4. Identify methods of weapons defense.
- 31.5. In a dynamic controlled violence scenario, demonstrate techniques of weapons defense.
- 31.6. Identify basic concepts of weapons retention.
- 31.7. In a dynamic controlled violence scenario, demonstrate techniques for weapons retention.

- 31.8. Identify the differences between deadly and non-deadly use of force.
- 31.9. Identify factors influencing an officer's discretionary authority in arrest and non-arrest situations.
- 31.10. Identify risk factors and appropriate response.
- 31.11. Evaluate the advantages of the various methods of approaching, confronting, and interviewing the suspect.
- 31.12. Explain methods of applying handcuffs and other restraining devices.
- 31.13. Demonstrate techniques of applying handcuffs and other restraining devices.
- 31.14. Explain methods of the physical search of suspects.
- 31.15. Demonstrate techniques of physical search of suspect.
- 31.16. Explain methods of escorting and transporting suspects.
- 31.17. Demonstrate techniques of escorting and transporting suspects.
- 31.18. Demonstrate the ability to affect an arrest.

Module K: Investigations

32. Criminal Investigations

- 32.1. Define criminal investigation.
- 32.2. Identify the tools of the criminal investigator.
- 32.3. List the goals of a criminal investigator.
- 32.4. Discuss the legal significance of evidence.
- 32.5. Discuss the significance of proof beyond a reasonable doubt in criminal case.
- 32.6. List the characteristics of an investigator.
- 32.7. Discuss various types of property offenses and characteristics of these types of crimes.
- 32.8. Identify the characteristics of a street thief.
- 32.9. Explain what a "salvage switch" is and how it works.
- 32.10. Identify some common problems of dealership inventory control.
- 32.11. Identify some problems with car rental agencies (civil vs. criminal violations).
- 32.12. Identify some conditions of a vehicle that might lead an officer to suspect it to be stolen.
- 32.13. Identify some indicators that lead an officer to believe the vehicle is stolen after it has been stopped and observed.
- 32.14. Describe procedures for determining whether a vehicle has been impounded or repossessed in reported auto theft cases.
- 32.15. Identify the various types of offenses against persons and the characteristics of these type crimes.
- 32.16. Discuss the general procedures for conducting field identifications (show-ups) at the time of initial investigations.
- 32.17. Discuss general preliminary investigatory procedures to be followed when dealing with crimes against property.
- 32.18. Discuss general preliminary investigatory procedures to be followed when dealing with crimes against persons.
- 32.19. Identify the elements of the continuing or follow-up investigation, to include the introduction of various line-ups.
- 32.20. Discuss the definition of "autopsy" and autopsy's value in homicide investigations.
- 32.21. Discuss the significance of homicide investigation terms.

- 32.22. Describe procedures to be taken upon arrival at the scene.
- 32.23. Describe procedures for identifying victim in case of serious injury or death.
- 32.24. Identify the available special units that may be called to the scene.
- 32.25. Identify information that should be made known to other officers.
- 32.26. Discuss the legal authority to protect the crime scene and establish the perimeters.
- 32.27. Describe procedures for securing the crime scene.
- 32.28. Discuss the objectives in conducting a crime scene search.
- 32.29. Identify the potential problems in conducting a crime scene search.
- 32.30. Demonstrate the selection and use of crime scene search methods.
- 32.31. Describe procedures involved in implementing a crime scene search.
- 32.32. Determine circumstances under which additional investigative and technical personnel should be called to conduct a crime scene search and when officers may vacate the scene.
- 32.33. Identify when evidence may and may not be used.
- 32.34. Identify the procedures to be followed in photographing a crime scene.
- 32.35. Discuss the value of crime scene sketches.
- 32.36. Describe the proper procedures for crime scene documentation.
- 32.37. Demonstrate methods for preparing a crime scene sketch.
- 32.38. Explain chain of custody.
- 32.39. Use procedures for establishing chain of custody.
- 32.40. Categorize the type of evidence to be collected for the type of offense committed.
- 32.41. Discuss safe methods for preserving evidence in original condition.
- 32.42. Apply procedures for obtaining information from victims, complainants, and witnesses.
- 32.43. Explain the legal requirements for conducting interviews.
- 32.44. Practice the techniques used in conducting an interview.
- 32.45. List the reasons and procedures for search during booking.
- 32.46. Practice proper manner of detailed recording and securing of prisoner's property.
- 32.47. Practice proper procedure to record all necessary booking data on a prisoner and vehicle impound information.
- 32.48. Identify the processes by which stolen and wanted information may be retrieved.
- 32.49. Identify procedures to follow when a prisoner and/or officer may have suffered bodily injury.
- 32.50. Identify results of a proper booking process.
- 32.51. Discuss the benefits of professional courtroom demeanor and appearance.
- 32.52. Employ the steps used to refresh memory in preparation for testimony.
- 32.53. Demonstrate proper demeanor when called to testify.
- 32.54. Describe methods of court procedure.
- 32.55. Use techniques for presenting effective testimony.
- 32.56. Discuss responses to questions within the limits of known information without speculation.
- 32.57. Explain the procedure for exclusion of witnesses from the courtroom.
- 32.58. Give examples of courtroom tactics used by defense attorneys.
- 32.59. Demonstrate the ability to testify effectively and to critique the testimony of others.
- 32.60. Describe the reasons for case management.

- 32.61. Discuss the value of a properly prepared case folder.
- 32.62. Review the type of documentary information included in a case folder and in a prosecution summary.
- 32.63. Identify the necessity of properly prepared case files.

33. Juvenile Offenders

- 33.1. Identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile investigations.
- 33.2. Define specific terms relating to juvenile proceedings.
- 33.3. Define delinquent conduct; conduct indicating a need for supervision.
- 33.4. Identify the legal requirements pertaining to a waiver of rights and requirements for admissibility of statements given by FC 51.09 and 51.095.
- 33.5. Identify the legal requirements on places and conditions of detention.
- 33.6. Identify the legal restrictions on fingerprinting and photographing a child and administering a polygraph examination.
- 33.7. Identify the legal requirements for taking a child into custody.
- 33.8. Identify the legal requirements for release or delivery to court.
- 33.9. Identify the legal requirements for the release of a child brought before the court or delivered to a detention facility.
- 33.10. Identify the legal requirements for a detention hearing without a jury if the child is not released.
- 33.11. Identify the legal requirements for disposition without referral.
- 33.12. Identify the rights and duties of parents.
- 33.13. Identify the legal requirements for investigation of report of child abuse or neglect.
- 33.14. Identify the legal requirements relating to medical treatment and medical examination of a child.
- 33.15. Identify the legal requirements for taking possession of a child in an emergency.
- 33.16. Discuss Child Advocacy Centers (CACs).
- 33.17. Identify law enforcement's legal requirement to notify schools upon arrest and/or referral to juvenile court.
- 33.18. Explain the legal definitions for a missing person or a missing child.
- 33.19. Identify the function of the State Missing Persons Clearinghouse (SMPC) and the required report forms.
- 33.20. Describe law enforcement requirements once the child is reported missing to law enforcement.
- 33.21. Identify the steps to take in a missing child investigation.
- 33.22. Identify when records are confidential under the Texas Missing Persons and Missing Children's Act.
- 33.23. Identify the proper steps to activate the Statewide AMBER Alert System.
- 33.24. Identify the five domains of risk factors for youth joining gangs.
- 33.25. Discuss three important points associated with youth gang involvement.

Module L: Vehicle Operation

34. Professional Police Driving

- 34.1. Define an “authorized emergency vehicle.”
- 34.2. Identify the exemption requirement regarding the use of red light and siren.
- 34.3. Discuss that an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same “rules of the road” as any other driver.
- 34.4. Identify the conditions under which an officer or law enforcement agency may be held liable for deaths, injuries, or incidents of property damage that occur while in an emergency vehicle being operated under emergency conditions.
- 34.5. Identify the issues that are usually addressed by a law enforcement agency’s pursuit policy.
- 34.6. Identify the effectiveness and limitations of emergency equipment and vehicle equipment.
- 34.7. Identify the three basic objectives of a pre-shift vehicle safety inspection.
- 34.8. Identify the components of a pre-shift vehicle inspection.
- 34.9. Identify the techniques of proper vehicle operation.
- 34.10. Identify the proper steering techniques for various aspects of vehicle operation.
- 34.11. Identify the following components of “defensive driving.”
- 34.12. Identify the factors which may contribute to traffic collisions.
- 34.13. Explain what the circadian rhythm is, and why it affects safe driving.
- 34.14. Identify the reasons why “fatigue” is a physiological condition which poses a threat to safe driving.
- 34.15. Identify the following driving movements or activities most frequently contributing to law enforcement collisions.
- 34.16. Identify the advantages of using seat (safety) belts when driving a vehicle.
- 34.17. Identify traffic conditions that affect safe vehicle operation.
- 34.18. Identify the conditions which influence the overall “stopping distance” of a vehicle.
- 34.19. Identify the effects of speed upon a turning vehicle.
- 34.20. Identify, in the proper sequence, the components that make up total stopping distance.
- 34.21. Develop proficiency and demonstrate his ability, through a series of driving courses, to control a vehicle under acceleration, maneuvering, and braking conditions.

Module M: Patrol Operation

35. Patrol Skills

- 35.1. List the patrol functions.
- 35.2. Identify the methods of mental and physical preparation.
- 35.3. Identify basic safety awareness tactics.
- 35.4. Determine the various kinds of hazards encountered while on patrol.
- 35.5. Identify the two types of problem area patrols.
- 35.6. Identify the advantages of the six different patrol modes.
- 35.7. Discuss the various patrol methods.
- 35.8. Demonstrate a proper pedestrian stop.
- 35.9. Demonstrate techniques used while interviewing persons during field operation.
- 35.10. Discuss the use of the field inquiry.
- 35.11. Define vehicle stop.
- 35.12. Discuss the phases of traffic stops.

- 35.13. Describe the three general categories for vehicle stops.
- 35.14. Demonstrate the four basic positions for the patrol unit.
- 35.15. Review various approaches for a tactical vehicle stop.
- 35.16. Explain the seven basic tactics for making contact with the violator.
- 35.17. Demonstrate the twelve ambush zones.
- 35.18. Discuss case laws as they relate to traffic stops.
- 35.19. List the five responses that can happen to an officer if fired upon.
- 35.20. Identify the procedures for safe responses to crimes in progress calls.
- 35.21. List the procedures for safe building searches.
- 35.22. Identify the procedures for safe response to incidents involving explosive devices.
- 35.23. Define terms related to crowd management.
- 35.24. Discuss procedures for responding to crowd control situations.
- 35.25. Define selected types of crowds and mobs.
- 35.26. List the elements of the offenses relevant to crowd control.
- 35.27. Identify factors of responding to crowd control situations.
- 35.28. List the goals of public service.
- 35.29. Identify the consequences of public service.
- 35.30. Identify different methods designed to enhance public service.
- 35.31. Identify community resources that can be used for assistance in emergencies.
- 35.32. Define the role of law enforcement in providing crime prevention services to the public.
- 35.33. Identify methods to gain citizen involvement in crime prevention.
- 35.34. List the elements of a crime prevention program.

36. Radio Communications/LTFA/Amber-Silver Alert

- 36.1. Identify key terms and the various services provided in public safety.
- 36.2. Explain the officer's basic role as it relates to initiating the state's emergency response during disasters.
- 36.3. Identify protocol for consistent radio communication and laws that govern the use of the radio.
- 36.4. Discuss the goal of the Alert Program State Network.
- 36.5. State the criteria for requesting an America's Missing: Broadcast Emergency Response (AMBER) Alert.
- 36.6. State the criteria for requesting a Silver Alert.
- 36.7. State the criteria for requesting a Blue Alert.
- 36.8. State the criteria for requesting a Camo Alert.
- 36.9. State the criteria for request an Endangered Missing Persons Alert.
- 36.10. State the procedures for requesting an Alert.
- 36.11. Describe the use of and difference between NCIC and TCIC.

37. Civilian Interaction Training

- 37.1. Discuss the Community Safety Education Act (SB 30, 85th Regular Session).
- 37.2. Discuss the required law enforcement training requirements under the Community Safety Education Act.
- 37.3. Review of the Seven Step Violator Contact method.

- 37.4. Identify expectations of officer demeanor on traffic stops.
- 37.5. Explain how uncertainty and ignorance may lead to unnecessary tension during traffic stops.
- 37.6. Explain how civilians are being taught to act on traffic stops.
- 37.7. Describe visual or audio recording of traffic stops.

38. Interacting with Deaf and Hard of Hearing

- 38.1. Define the terms “deaf” and “hard of hearing” as defined by Section 81.001 of the Texas Human Resource Code.
- 38.2. Discuss appropriate techniques utilized to interact with drivers who are deaf or hard of hearing.
- 38.3. Identify practical suggestions for more effectively communicating with drivers who are deaf or hard of hearing.
- 38.4. Discuss the communication impediment program.
- 38.5. Distinguish what situations require an interpreter per student role-play.
- 38.6. Describe how to identify specialty license plates issued to individuals who are deaf or hard of hearing in the State of Texas.

39. Canine Encounters

- 39.1. Define terms utilized in the Texas Penal Code concerning laws pertaining to animals.
- 39.2. List examples of animal offenses per the Texas Penal Code.
- 39.3. Discuss the range of punishment for animal cruelty and its defense to prosecution.
- 39.4. Discuss terms and conditions utilized in the Texas Health and Safety Code concerning laws pertaining to animals.
- 39.5. Identify factors that determine if a dog is considered dangerous.
- 39.6. Review the requirements for an owner with a dangerous dog.
- 39.7. Define the word “ethology.”
- 39.8. Describe how at least two of a dog’s body parts are used in communication.
- 39.9. Describe a dog’s body language using a visual depiction.
- 39.10. List at least four types of dog aggression.
- 39.11. Describe the usage of on-scene awareness when approaching a situation involving a canine call.
- 39.12. Describe the utilization of common tools carried by law enforcement in the non-lethal control of canines.
- 39.13. Identify tools of opportunity (items found at the scene).
- 39.14. Demonstrate humane methods in approaching, controlling, and subduing canines.
- 39.15. Identify canine conflict avoidance techniques.
- 39.16. Demonstrate the usage of canine conflict avoidance techniques.
- 39.17. Discuss de-escalation techniques in working with canine calls.
- 39.18. Demonstrate the usage of canine de-escalation techniques.
- 39.19. Examine the use-of-force continuum principal.
- 39.20. List what should be done if deadly force must be used.
- 39.21. Describe other methods for handling a canine.
- 39.22. Demonstrate the method of muzzling a dog.

- 39.23. Discuss additional techniques to use to survive a canine attack.
- 39.24. Identify other common animal encounters.

Module N: Medical

40. Emergency Medical Assistance

- 40.1. Identify the legal aspects of providing emergency medical assistance.
- 40.2. Identify factors associated with treatment of different cultures.
- 40.3. Identify universal precautions for preventing transmission of communicable diseases.
- 40.4. Identify the three general phases of law enforcement emergency medical assistance.
- 40.5. Identify the principles of universal patient assessment using MARCH or XABCDE.
- 40.6. Demonstrate the emergency aid procedures for hemorrhage/bleeding control.
- 40.7. Demonstrate emergency aid for airway management.
- 40.8. Demonstrate emergency aid procedures for respiration/breathing management.
- 40.9. Demonstrate the emergency aid procedures for circulation management.
- 40.10. Identify emergency aid procedures for environmental emergencies (heat/cold).
- 40.11. Identify emergency aid procedures for burns.
- 40.12. Identify the emergency aid procedures for victims of diabetic emergencies, strokes, and seizures.
- 40.13. Demonstrate the emergency aid procedures for broken bones and severe sprains.
- 40.14. Identify the emergency aid procedures for childbirth.

Module O: Weapons

41. Firearms

- 41.1. Discuss nomenclature and safety precautions necessary when handling firearms.
- 41.2. Demonstrate the fundamentals of marksmanship.
- 41.3. Provide working knowledge of carrying and use of back-up and off-duty weapons.
- 41.4. Demonstrate proficiency in the use of firearms at the following distances.
- 41.5. Identify TCOLE qualification requirements.
- 41.6. Identify procedures/proficiency in weapon maintenance by cleaning and inspecting weapons.

Module P: All Hazards Training

42. HazMat Awareness/ICS

- 42.1. Define term “hazardous materials” or HAZMAT.
- 42.2. Discuss chemical materials.
- 42.3. Discuss biological hazards.
- 42.4. Discuss radioactive materials/nuclear radiation and its types.
- 42.5. Discuss explosive materials.
- 42.6. Define the following basic toxicology terms.
- 42.7. Identify common routes of exposure for CBRNE materials.
- 42.8. Describe the potential effects of a CBRNE incident.

- 42.9. Describe the basic procedures for safeguarding lives at a CBRNE event using the RAIN acronym.
- 42.10. Identify sources to obtain on-site information about hazardous materials being transported.
- 42.11. Discuss Personal Protective Equipment (PPE) and decontamination.
- 42.12. Describe the National Incident Management System (NIMS) and Incident Command System (ICS) and their anticipated role in the management matrix.
- 42.13. Describe the Incident Command System.

Module R: Active Shooter Response

- 43.1. Successful completion of ALERRT Level 1.

Module R: End of Course Review

This 2-hour block is to allow students to test on content throughout the Basic Peace Officer Course curriculum. Please use this time as a review session or testing opportunity.