Emergency Telecommunications Supplemental Program Resources

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Table of Contents

Introduction

This document provides supplemental information for the Emergency Telecommunications program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Emergency Telecommunications program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Emergency Telecommunications standards for the Law, Public Safety, Corrections and Security program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Emergency Telecommunications

The Emergency Telecommunications program is designed for the student interested in a career in the emergency communications field. Areas of study will include telecommunication centers, dispatching, use of 911 computer systems, participation in emergency scenarios, and call processing.

Law, Public Safety, Corrections, and Security Career Cluster

The Career Cluster is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

Postsecondary Options

Secondary
- Certificate of Skills Attainment CPR/First Aid

Certificate/License
- Emergency Medical Technician Basic (TMCC, CSN, WNC, GBC, UNR)
- Advanced Emergency Medical Technician (WNC, CSN)

Associate's Degree
- Paramedic Medicine (CSN)
- Emergency Medical Technician Basic (CSN)
- Health Information Technology (CSN)

Bachelor's Degree
- Emergency Management and Homeland Security (TMCC, CSN)

For additional information on this cluster, please contact:
Jennifer Fisk at jennifer.fisk@doe.nv.gov

Website: https://doe.nv.gov/cte/

Approved Courses

Emergency Telecommunications I
Emergency Telecommunications II

Complementary Courses

Emergency Telecommunications II Lab
Emergency Telecommunications Advanced Studies
CTE Work Experience – Law Public Safety Corrections and Security
Industry-Recognized Credential – Emergency Telecommunications

Work-Based Learning Opportunities

Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

Career and Technical Student Organization

HOSA: Future Health Professionals

State Recognized Industry Certifications

Refer to the Governor's Office of Workforce Innovation's
Nevada Industry Recognized Credential List

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Paramedic	$49,500	96,510	1.7%
Gambling Surveillance Officer	$31,470	155,900	3.0%
Telephone Operator	$39,370	3,870	7.3%
Switchboard Operator	$33,030	68,050	2.8%
Public Safety Telecommunications	$46,470	10,900	4.0%

Source U.S. Bureau of Labor Statistics 2022

Program Structure for Emergency Telecommunications

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Emergency Telecommunications II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Emergency Telecommunications I	EMER TELECOMM I	43.0399	15	104	G	1.00	12	15104G1.0012
R	Emergency Telecommunications II	EMER TELECOMM II	43.0399	15	104	G	1.00	22	15104G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s)**. A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Emergency Telecommunications II Lab	EMER TELECOMM II L	43.0399	15	104	E	1.00	11	15104E1.0011
C	Emergency Telecommunications Advanced Studies	EMER TELECOMM AS	43.0399	15	104	E	1.00	11	15104E1.0011
C	CTE Work Experience- Law Public Safety Corrections and Security	WORK EXPER LAW	99.0012	15	998	G	1.00	11	15998G1.0011
C	Industry Recognized Credential – Emergency Telecommunications	IRC EMER TELECOMM	43.0399	15	999	E	1.00	11	15999E1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Emergency Telecommunications I

Prerequisite: None

This entry-level course is designed for the student interested in a career in the emergency communications field. Areas of study will include telecommunication centers, dispatching, use of 911 computer systems, participation in emergency scenarios, and call processing. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Emergency Telecommunications II

Prerequisite: Emergency Telecommunications I

This course is a continuation of Emergency Telecommunications I. This course allows advanced emergency telecommunications students to develop their knowledge and skills learned in Emergency Telecommunications I. Areas of study will include instruction using National Academies of Emergency Dispatch (NAED), management of emergency and non-emergency situations, operations of two-way radios, and computer-aided telecommunication software during catastrophic events. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Emergency Telecommunications II LAB

Prerequisite: Concurrent enrollment in Emergency Telecommunications II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Emergency Telecommunications Advanced Studies

Prerequisite: Completion of Emergency Telecommunications Program of Study

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Industry-Recognized Credential – Emergency Telecommunications

Prerequisite: Completion of Emergency Telecommunications Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Emergency Telecommunications Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Law, Public Safety, Corrections, and Security

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Supplemental Program Resources 2021

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for an Emergency Telecommunications program.

CTE Classroom Equipment   **Total:**   **$830**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	$300	$600
1	Fire Extinguisher	$130	$130
1	First Aid Kit	$100	$100

Program Equipment   **Total:**   **$38,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Server Systems and Licenses	$3,000	$6,000
1	Technology Storage/Charging System (optional)	$2,000	$2,000
10	4-monitor Computer Stations (each with keyboard and mouse)	$1,500	$15,000
10	Phone Systems (Voice over Internet Protocol (VoIP) or software)	$1,000	$10,000
10	Computer Desks with Consoles	$500	$5,000

Instructional Materials   **Total:**   **$31,875**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found here.	$100	$2,500
1	Teacher Textbook Edition and Resources	$500	$500
3	Computer-aided Drafting and Design (CADD) Software and Licenses	$4,500	$13,500
3	Radio Software and Licenses	$4,500	$13,500
1	Typing Program Software with Instructor Monitoring	$500	$500
25	Industry Standard Emergency Telecommunicator Certification Student Manuals, Testing Supplies, Certifications	$55	$1,375

Supplemental Program Resources   2021

Instructional Supplies   **Total:**   **$13,550**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Handheld Radios	$300	$7,500
10	Graphic Cards with Connectors (capable of a 4-monitor setup)	$250	$2,500
2	Battery Backups	$250	$500
10	Rolling Office Chairs	$150	$1,500
10	Headsets with microphones (noise-canceling, stereo with 2 prongs)	$60	$600
10	Foot Pedal Sets	$40	$400
10	2-prong Splitters	$5	$50
Varies	Computer Accessories (cases, covers, etc.) (optional)	$500	$500

Other   **Total:**   **$990**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Industry Standard Emergency Telecommunicator Instructor Certification	$495	$495
1	Industry Standard Emergency Telecommunicator Program Certification	$495	$495

Category Totals:

Classroom Equipment	$830
Program Equipment	$38,000
Instructional Materials	$31,875
Instructional Supplies	$13,550
Other	$990
Estimated Program Total	**$85,245**

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Emergency Telecommunications Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Telecommunications program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Emergency Telecommunications Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Emergency Telecommunications program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Emergency Telecommunications Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Emergency Telecommunications program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Emergency Telecommunications Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Telecommunications program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Emergency Telecommunications Standards are crosswalked to the Law, Public Safety, Corrections and Security Career Cluster™ and the Law Enforcement Services Career Pathway.

Crosswalk of Emergency Telecommunications Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	9.1.3, 9.1.5, 9.1.8
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2, 3.1.3, 3.2.4, 7.1.1, 7.1.3, 8.3.1, 9.1.9, 10.1.2 10.1.3, 11.1.3, 14.3.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	2.1.3, 4.2.3, 5.3.2, 14.1.1
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	14.1.1

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	11.1.1, 12.1.3, 13.1.2
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	3.4.1, 3.4.2, 4.3.3, 7.1.2 7.1.4, 8.1.4, 14.2.2 15.2.3, 3.4.4
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	4.2.1, 5.1.2, 5.2.1, 9.1.1 10.1.4
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	4.2.3, 5.1.1, 5.1.2, 5.1.4 5.2.1, 5.3.2, 6.1.1, 8.1.3 8.3.2, 9.1.1, 9.2.1, 12.1.1 13.1.4, 14.1.2, 14.3.1 15.1.2
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	2.1.2, 3.1.1, 4.1.4, 5.2.1 8.1.3, 9.1.1, 9.1.3, 9.1.5 9.1.8, 10.1.4, 12.1.1 13.1.4, 14.3.1, 9.2.1
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	5.2.2, 2.1.2, 2.1.3, 3.1.1 3.2.1, 3.2.2, 3.3.1, 3.3.2 3.4.3, 4.1.1, 4.1.2, 4.1.4 4.2.1, 4.2.3, 5.2.4, 5.2.5 7.1.3, 8.3.1, 10.1.3

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 3.2.4, 3.3.1 4.2.3, 5.1.3, 5.1.4, 5.3.2 6.1.1, 7.1.1, 7.1.3, 8.3.1 8.3.2, 9.1.7, 10.1.2 10.1.3, 11.1.3, 14.1.1 14.1.2, 15.1.2, 15.1.5
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	3.4.1, 3.4.2, 4.3.3, 7.1.2 7.1.4, 14.2.2
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 2.1.3, 4.2.3, 5.1.4 5.3.2, 6.1.1, 9.1.3, 9.1.5 9.1.7, 9.1.8, 14.1.1 14.1.2, 15.1.2, 15.1.5
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 2.1.3, 3.1.3 3.2.2, 3.2.4, 3.3.1, 3.3.2 5.1.1, 8.1.3, 8.3.1, 9.1.3 9.1.7, 9.1.8, 9.1.9, 10.1.2 11.1.3, 12.1.1, 14.1.1 15.1.2, 15.1.3, 15.1.5
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	3.1.3, 3.2.4, 3.4.1, 3.4.2 4.3.3, 7.1.1, 7.1.2, 7.1.4 8.3.1, 9.1.9, 10.1.2 11.1.3, 14.2.2

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1, 3.1.3, 3.2.4 7.1.1, 7.1.3, 8.3.1, 9.1.9 10.1.2, 10.1.3, 11.1.3 14.3.2
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	4.1.4, 4.2.1, 5.1.2, 5.1.4 5.2.1, 9.1.1, 9.1.4, 10.1.4 13.1.4, 14.3.1

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2, 2.1.2, 2.1.3, 3.1.1 3.1.3, 3.2.1, 3.2.2, 3.2.4 3.3.1, 3.3.2, 3.4.1, 3.4.2 3.4.3, 4.1.1, 4.1.2, 4.1.4 4.2.1, 4.2.3, 4.3.3, 5.1.1 5.1.2, 5.2.2, 5.2.4, 5.2.5 5.3.2, 6.1.1, 7.1.1, 7.1.3 8.1.1, 8.1.3, 8.3.2, 9.1.3 9.1.4, 9.1.5, 9.1.8, 9.1.9 10.1.2, 10.1.3, 10.1.4 11.1.1, 11.1.3, 12.1.1 12.1.3, 13.1.2, 13.1.4 14.1.1, 14.1.2, 14.3.1 14.3.2, 15.1.1, 15.1.2 15.1.3, 15.1.5
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	5.1.4

Math: Algebra – Reasoning with Equations and Inequalities

Nevada Academic Content Standards		Performance Indicators
AREI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	3.1.1

Math: Algebra – Seeing Structure in Expressions

Nevada Academic Content Standards		Performance Indicators
ASSE.A.1	Interpret expressions that represent a quantity in terms of its context.	3.1.2

Math: Functions – Interpreting Functions

Nevada Academic Content Standards		Performance Indicators
FIF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	2.2.3

Math: Number & Quantity – Qualities

Nevada Academic Content Standards		Performance Indicators
NQ.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	2.2.2

Science HS: From Molecules to Organisms - Structures and Processes

Nevada Academic Content Standards		Performance Indicators
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	9.5.1
HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	9.5.2

Science HS: Earth's Place in the Universe

Nevada Academic Content Standards		Performance Indicators
HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	9.9.4

**Alignment of Emergency Telecommunications Standards
and the Mathematical Practices**

Mathematical Practices	Emergency Telecommunications Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	6.1.4
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Emergency Telecommunications Practices

Science and Engineering Practices	Emergency Telecommunications Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	6.1.1
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	13.1.2
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	7.1.2

Crosswalks of Emergency Telecommunications Standards
and the Common Career Technical Core

Law, Public Safety, Corrections and Security Career Cluster	Performance Indicators
1. Analyze the nature and scope of the Law, Public Safety, Corrections and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.	3.1.1, 3.1.2, 3.2.1, 3.4.4
2. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of Law, Public Safety, Corrections and/or Security services.	3.1.1; 4.1.2
3. Assess and implement measures to maintain safe and healthy working conditions in a Law, Public Safety, Corrections and/or Security environment.	3.3.5, 9.1.1-9.1.2, 9.1.4, 9.1.6
4. Conduct Law, Public Safety, Corrections, and Security work tasks in accordance with employee and employer rights, obligations, and responsibilities, including occupational safety and health requirements.	3.1.1, 3.3.5, 4.1.2, 4.3.3
5. Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in Law, Public Safety, Corrections, and Security.	3.4.3; 4.1.3-4.1.4, 4.2.1
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career pathways.	3.2.1-3.2.2

Law Enforcement Services Career Pathway	Performance Indicators
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.	3.4.1-3.4.4; 4.1.3, 7.1.2-7.1.4; 8.2.4
2. Demonstrate proficiency in the operation of communications equipment used in an emergency telecommunications center.	3.1.1-3.1.3; 10.1.2-10.1.4
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	4.1.3
5. Analyze the impact of federal, state, and local laws on law enforcement procedures.	3.4.3; 4.1.1
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.	
7. Manage crime and loss prevention programs in collaboration with the community.	4.1.5
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	3.2.4
9. Evaluate for the signs of domestic violence, child abuse and neglect.	
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.	15.2.1-15.2.4
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.	
13. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	
14. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	8.1.1-8.1.5; 8.2.1-8.2.4, 8.3.1-8.3.3