

**Florida Department of Education
Curriculum Framework**

Program Title: Florida Law Enforcement Academy
Program Type: Career Preparatory
Career Cluster: Law, Public Safety & Security

| PSAV | |
|--|--|
| Program Number | P430105 |
| CIP Number | 0743010700 |
| Grade Level | 30, 31 |
| Standard Length | 770 hours |
| Teacher Certification | LAW ENF @7 7G CORR OFF 7 G |
| CTSO | N/A |
| SOC Codes (all applicable) | 33-3051 Police and Sheriff’s Patrol Officers |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkinsresources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Basic Skills Level | Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination. |

Purpose

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

Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their professions code of ethics. This chapter provides an

overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics, defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

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

Program Structure

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

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

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

The Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC) has statutory responsibility for developing and maintaining the basic recruit training curricula for law enforcement officers through Chapter 943, F.S. This is accomplished by FDLE through the use of a Curriculum Maintenance System (CMS); a formal process for identifying and collecting information relating to job tasks, knowledge, skills, attitudes, and abilities required for entry into this profession.

The CMS process provides information for the development of the officer basic recruit training curriculum and examination questions for the State Officer Certification Examination. It ensures that officers in the state are being trained appropriately and that the officer certification examination is legally defensible as a tool for establishing entry into the profession.

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|-------------------------------------|----------|----------|
| A | CJK0001 | Introduction to Law Enforcement | 10 hours | 33-3051 |
| | CJK0012 | Legal | 62 hours | |
| | CJK0013 | Interactions in a Diverse Community | 40 hours | |
| | CJK0014 | Interviewing and Report Writing | 56 hours | |

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

Standards

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

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

The commission-approved curricula for the **Law Enforcement Basic Recruit Training Program ATMS# 1177** is available at <http://www.fdle.state.fl.us/Content/getdoc/02d3f8c5-bebb-484b-b643-77870941a46c/2014-LE-IG.aspx>

Additional Information

Laboratory Activities

Classroom and laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>

Cooperative Training – OJT

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

Basic Skills (if applicable)

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

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

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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

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

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

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