Texas CTE

Correctional Services (2015)

Implementation. A

1 **The provisions of this section shall be implemented by school districts beginning with the 2017- 2018 school year.** A.1

2 **School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.** A.2

General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course. B

b **General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.** B

Introduction. C

1 **Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.** C.1

2 **The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.** C.2

3 **In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.** C.3

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tudents are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster

leadership and career development in the profession such as student chapters of related professional associations. C.4

5 **Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.** C.5

Knowledge and skills. D

1 **The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:** D.1

A examine the history of corrections such as municipal, county, state, and federal; D.1.A

B examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities; D.1.B

C analyze personal responsibilities, including preferences, to determine requirements for employment in municipal, county, state, or federal correctional services; and D.1.C

D effectively search methods to locate potential employment opportunities in municipal, county, state, or federal correctional services. D.1.D

2 **The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:** D.2

A identify employer expectations such as effective verbal communication skills; professional conduct; knowledge of laws, regulations, and policies; punctuality and attendance; initiative; cooperation; time management; and sensitivity to and value for diversity; D.2.A

B identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate; and leadership and teamwork when collaborating with others to accomplish goals and objectives; and D.2.B

C analyze the ethical responsibilities of correctional officers to ensure protections of rights. D.2.C

3 **The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:** D.3

A define technical concepts and vocabulary associated with municipal, county, state, or federal correctional services through effective verbal communication; and D.3.A

B contribute to group discussions and meetings by demonstrating active listening and effective speaking skills. D.3.B

4 **The student performs active listening skills to obtain and clarify information. The student is expected to:** D.4

A apply listening skills to obtain and clarify information provided in verbal communication; and D.4.A

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B demonstrate communication skills to explain the meaning of technical vocabulary concepts related to correctional services. D.4.B

5 **The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:** D.5

A demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation; D.5.A

B comply with standard precautions as they relate to infection control; and D.5.B

C use special requirements for handling hazardous materials to maintain a safe working environment. D.5.C

6 **The student recognizes constitutional laws and laws of correctional systems. The student is expected to:** D.6

A apply constitutional laws, including laws of arrest, to execute official correctional service duties while respecting citizen rights; D.6.A

B explore the impact of the U.S. legal system on the correctional system; D.6.B

C differentiate between the civil and criminal justice systems and explain how change impacts correctional services; D.6.C

D use the appropriate techniques to manage crisis situations to protect individuals and society; D.6.D

E execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment; D.6.E

F summarize the rights of an individual being interrogated under the Fifth Amendment; D.6.F

G examine trial, jury, and due process rights; and D.6.G

H state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment. D.6.H

7 **The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:** D.7

A apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors; D.7.A

B execute protocols to provide appropriate assistance to people with disabilities and impairments; and D.7.B

C analyze the impact of the Americans with Disabilities Act on inmates and correctional staff. D.7.C

8 **The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:** D.8

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A examine the origins of conflict and the needs that motivate behavior; D.8.A

B analyze different responses to conflict and the results generated; D.8.B

C use principle-centered conflict resolution processes in order to resolve conflicts; and D.8.C

D interpret visual and vocal cues to comprehend information received such as from body language, eye movement, voice tone, and voice inflection. D.8.D

9 **The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:** D.9

A review security post procedures in a correctional facility; D.9.A

B explain the importance of a perimeter security system; D.9.B

C appraise situations and select the appropriate degree of force; D.9.C

D complete steps involved in pre-event planning to respond to crisis situations; and D.9.D

E perform appropriate crisis management to protect individual and societal rights. D.9.E

10 **The student applies technical skill procedures of correctional staff to effectively manage day-today operations of correctional facilities. The student is expected to:** D.10

A demonstrate knowledge of policies and procedures for inmate supervision and discipline; D.10.A

B demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety; D.10.B

C develop emergency plans and procedures for correctional facilities; D.10.C

D describe the process for providing food services and the critical elements to ensure an effective operation; D.10.D

E describe the steps for processing inmates such as reception, orientation, and classification; D.10.E

F conduct a simulated parole interview; D.10.F

G analyze prisoner re-entry programs and the effect of the programs on the community; and D.10.G

H describe the importance of public relations as related to communities and citizens. D.10.H

11 **The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:** D.11

A identify three primary models of detention facilities; D.11.A

B identify the role and core responsibilities of the officer in the detention facility; and D.11.B

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C recognize issues involving prisoners' constitutional rights. D.11.C

12 **The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:** D.12

- A identify the importance of ethical judgment and behavior in the criminal justice system; D.12.A
- B recognize issues involved with human relations between staff and prisoners; D.12.B
- C compare and contrast stress and stress-related issues for correctional personnel; D.12.C
- D evaluate the process of promoting cultural awareness at a municipal, county, state, or federal facility; and D.12.D
- E identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel. D.12.E

13 **The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:** D.13

- A identify various methods of screening for suicide risks; D.13.A
- B recognize procedures for preventing suicide among prisoners and for responding to suicide attempts; and D.13.B
- C identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting. D.13.C

14 **The student recognizes intake procedures for a detention facility. The student is expected to:** D.14

- A identify general booking procedures such as basic orientation procedures, fingerprinting, report writing, and documentation of prisoner information; D.14.A
- B identify steps in the prisoner admission process; and D.14.B
- C recognize the process for releasing prisoners. D.14.C

15 **The student recognizes various inmate health care issues and processes. The student is expected to:** D.15

- A identify issues and symptoms involving persons with a variety of mental impairments at a detention facility; D.15.A
- B identify questions to ask when screening prisoners for mental illness and recognize methods for interacting and communicating with prisoners who may be mentally ill; D.15.B
- C recognize processes for maintaining inmate health records and understand health risks of communicable diseases; and D.15.C
- D recognize legal aspects of health care in a detention facility. D.15.D

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16 **The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.** D.16

17 **The student recognizes prisoner and facility security protocols. The student is expected to:** D.17

- A identify issues involving inmate counts; D.17.A
- B demonstrate procedures for inventorying prisoner's property; D.17.B
- C identify the process of searching male and female prisoners; D.17.C
- D identify the processes and procedures for searching cells and common areas within a correctional facility; and D.17.D
- E identify issues involving facility security. D.17.E

18 **The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:** D.18

- A identify procedures for responding to a riot and disturbance in a municipal, county, state, or federal correctional facility; D.18.A
- B identify procedures for responding to events such as assaults, fires, medical emergencies, prisoner escapes, and hostage situations; D.18.B
- C recognize issues in dealing with disruptive inmates and groups; and D.18.C
- D identify procedures for escape attempts and escapes. D.18.D

19 **The student identifies report-writing methods and courtroom procedures. The student is expected to:** D.19

- A identify the process involved with writing reports; D.19.A
- B identify appropriate courtroom attire and demeanor; and D.19.B
- C recognize procedures for preparing for courtroom testimony. D.19.C

20 **The student evaluates situations requiring the use of force. The student is expected to:** D.20

- A demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and D.20.A
- B explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force. D.20.B

21 **The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching.** D.21