The State Board of Education (SBOE) proposes new §§127.16, 127.752, 127.753, 127.756, and 127.757, concerning Texas Essential Knowledge and Skills (TEKS) for career development and career and technical education (CTE). The proposed new rules would add new TEKS developed by subject matter experts convened by the Texas State Technical College (TSTC) and Collin College that are needed for completion of career and technical education programs of study.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE.

In 2023, CTE advisory committees convened to make recommendations for the review and refresh of programs of study as required by the Texas Perkins State Plan. Finalized programs of study were published in the fall of 2023 with an implementation date beginning in the 2024-2025 school year. CTE courses to be developed or revised to complete or update programs of study were determined.

At the April 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members. The changes were implemented beginning with the engineering TEKS review process in 2023. The SBOE completed the review of existing CTE TEKS, the development of new CTE TEKS, and the review of innovative courses to be approved as TEKS-based courses for new engineering programs of study with the adoption of new engineering CTE TEKS in April 2025.

At the April 2024 meeting, Texas Education Agency (TEA) staff shared an overview of additional, upcoming interrelated needs for TEKS review and revision and instructional materials review and approval (IMRA). Staff explained upcoming needs related to development and amendment of CTE courses, made recommendations for completing the work in batches, and recommended including CTE in the next three cycles of IMRA.

At the June 2024 meeting, the board considered next steps related to the adoption of CTE courses that are needed to complete programs of study and a schedule for future CTE TEKS reviews. The SBOE approved recommendations that TEA present a set of innovative courses with minor edits for consideration for adoption as TEKS-based courses. Additionally, the SBOE authorized TEA to enter into interagency contracts with Collin College, TSTC, and Education Service Center (ESC) Region 4 to develop initial drafts of TEKS for additional CTE courses.

At the June 2025 meeting, the board approved for first reading and filing authorization proposed new TEKS for seven CTE courses developed through interagency contracts with TSTC and ESC Region 4 to complete programs of study in the Business, Marketing, and Finance; Health Science; and Manufacturing Career Clusters.

A discussion item regarding proposed new TEKS for additional CTE courses developed by subject matter experts from TSTC and Collin College through interagency contracts was presented to the SBOE Committee of the Full Board at the September 2025 SBOE meeting, and the subject matter experts were consulted to complete final recommendations for the proposed new courses.

The proposed new sections, which would be implemented in the 2026-2027 school year, would ensure the standards for these career clusters support relevant and meaningful programs of study.

The SBOE approved the proposed new sections for first reading and filing authorization at its November 21, 2025 meeting.

FISCAL IMPACT: Monica Martinez, associate commissioner for standards and programs, has determined that for the first five years the proposal is in effect (2026-2030), there are no fiscal implications to the state. However, in fiscal year 2025 there was a cost to the state of approximately $285,000 to secure contracts for the development of the proposed new CTE TEKS. In addition, there will be implications for TEA if the state develops professional

development to help teachers and administrators understand the revised TEKS. Any professional development that is created would be based on whether TEA received an appropriation for professional development in the next biennium.

There may be fiscal implications for school districts and charter schools to implement the proposed new TEKS, which may include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations by proposing new CTE TEKS required to be taught by school districts and charter schools offering the courses.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Ms. Martinez has determined that for each year of the first five years the proposal is in effect, the public benefit anticipated as a result of enforcing the proposal would be to add additional course options for students to support relevant and meaningful programs of study. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The SBOE requests public comments on the proposal, including, per Texas Government Code, §2001.024(a)(8), information related to the cost, benefit, or effect of the proposed rule and any applicable data, research, or analysis, from any person required to comply with the proposed rule or any other interested person. The public comment period on the proposal begins December 19, 2025, and ends at 5:00 p.m. on January 20, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January 2026 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on December 19, 2025.

STATUTORY AUTHORITY. The new section is proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC,

§28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(n), which allows the SBOE to develop by rule and implement a plan designed to incorporate foundation curriculum requirements into the career and technical education (CTE) curriculum required in TEC, §28.002; TEC, §28.002(o), which requires the SBOE to determine that at least 50% of the approved CTE courses are cost effective for a school district to implement; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-17), which requires the SBOE to ensure by rule that a student may comply with curriculum requirements under TEC, §28.025(b-1)(6), by successfully completing an advanced CTE course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

<rule>

§127.16. Occupational Safety and Compliance Lab (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.

(b) General requirements. This course is recommended for students in Grades 10-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses. This course must be taken concurrently with a corequisite course and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(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.

(2) The goal of the Occupational Safety and Compliance Lab is to provide an opportunity for students to develop safety awareness in conjunction with occupation-specific coursework. Students build a strong foundation in the occupational safety and compliance concepts that are critical to protecting individuals in the workplace, increasing safety and health, and reducing the occurrence of job-related injuries and fatalities.

(3) In Occupational Safety and Compliance Lab, students build foundational knowledge related to the fields of occupational safety, health, and compliance. Students learn about the Occupational Safety and Health Administration (OSHA), which is charged with the tasks of ensuring that employers provide a safe workplace that is free from recognized hazards, promote health and safety in the workplace, and reduce the occurrence of on-the-job injuries, illnesses, and fatalities. Students use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health.

(4) Successful completion of the standards may lead to a student earning a 10-hour or 30-hour general industry OSHA card. To earn the OSHA card, the content must be taught by an authorized OSHA outreach training program trainer.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.

(6) 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.

(d) Knowledge and skills.

(1) The student understands career options and educational requirements in occupational safety and compliance. The student is expected to:

(A) describe the impact of internships, career development, and entrepreneurship opportunities in occupational safety and compliance;

(B) identify and analyze career advancement opportunities in occupational safety and compliance at various levels in an organization such as employee, supervisor, and manager; and

(C) identify and explain requirements to obtain professional credentials such as a Certified Safety Professional (CSP), Associate Safety Professional (ASP), Construction Health and Safety Technician (CHST), Occupational Hygiene and Safety Technician (OHST), Certified Hazardous Materials Manager (CHMM), Certified Environmental Manager (CEM), and Board of Certified Safety Professionals (BCSP) in the fields of occupational safety and health compliance.
(2) The student understands the legal responsibilities of work safety in a hazardous workplace. The student is expected to:
(A) explain and discuss responsibilities of workers and employers to promote safety and health in the workplace;
(B) explain the OSHA general duty clause and the rights of workers to a safe and healthy workplace;
(C) explain and discuss the importance of OSHA standards and requirements for organizations;
(D) explain the role of industrial hygiene in occupational health and safety and describe various types of industrial hygiene hazards, including physical, chemical, airborne, excessive noise, physiological, biological, and ergonomic hazards;
(E) identify types and explain appropriate use of personal protective equipment (PPE) used in industry;
(F) explain the importance of safe walking and working surfaces in the workplace and identify best practices for preventing or reducing slips, trips, and falls in the workplace;
(G) describe types of electrical hazards in the workplace and risks associated with these hazards;
(H) describe control methods to prevent electrical hazards in the workplace;
(I) analyze hazards of handling, storing, using, and transporting hazardous materials;
(J) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
(K) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS);
(L) discuss how emergency plans and SDS are used to make decisions in the workplace;
(M) describe elements of a safety and health program, including management leadership, worker participation, and training;
(N) explain the purpose and importance of written emergency action and fire protection plans;
(O) describe key components of written emergency action and fire protection plans such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
(P) explain components of a hazard communication program; and
(Q) explain and give examples of safety and health training requirements specified by standard setting organizations such as American Conference of Governmental Industrial Hygienists (ACGIH), American National Standard Institute (ANSI), National Institute for Occupational Safety and Health (NIOSH), and Board of Certified Safety Professionals (BCSP).
(3) The student analyzes the federal and state agencies that create and enforce environmental laws. The student is expected to:
(A) identify the objectives of the U.S. Environmental Protection Agency (EPA);
(B) identify the objectives of the Texas Commission on Environmental Quality (TCEQ);
(C) describe how the EPA and the TCEQ monitor compliance and enforce regulations; and
(D) identify and describe federal environmental acts, including Endangered Species Act (ESA); Safe Drinking Water Act (SDWA); Resource Conservation and Recovery Act (RCRA); Toxic Substances Control Act (TSCA); Comprehensive Environmental Response, Compensation and Liability Act (CERCLA or Superfund); and Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
(4) The student investigates common safety measures and processes. The student is expected to:
(A) explain the significance of periodic and effective inspections for hazard control;
(B) describe the processes for reporting a hazard or accident to an immediate supervisor;
(C) explain the value of training programs that promote awareness of safety policies and procedures in the workplace;
(D) select appropriate PPE such as safety glasses, face shields, aprons, and gloves based on workplace requirements;
(E) summarize the purpose of protecting the body from industrial hazards, including eyes, face, head, feet, arms, hands, ears, and torso;
(F) identify and describe specific causes of an incident;
(G) explain the necessity of a comprehensive safety program;
(H) outline principles of housekeeping, including order and cleanliness; and
(I) describe how a disorganized workplace, litter, and debris can create unsafe conditions that lead to accidents and illness in the workplace.
(5) The student demonstrates knowledge of workplace security and violence prevention concepts. The student is expected to:

(A) identify and describe potential types of workplace security events;
(B) identify and describe strategies to enhance workplace security; and
(C) identify and describe strategies to prevent workplace violence.
(6) The student investigates the science of ergonomics in the workplace. The student is expected to:
(A) define ergonomics;
(B) explain how the science of ergonomics is used in various industries such as manufacturing, construction, medical, and energy;
(C) evaluate workplace tasks to identify potential ergonomic problems related to body positions, including posture and awkward positions, and body movements, including repetitive movement, applying extreme force, reaching, pushing, pulling, bending, and weightlifting;
(D) describe primary body systems impacted by ergonomics; and
(E) evaluate workplace conditions that can produce physical fatigue.
(7) The student recognizes and mitigates industrial hygiene and occupational health hazards that lead to injury and illness related to exposure in the workplace. The student is expected to:
(A) explain the role of industrial hygiene in occupational safety;
(B) describe the process to identify hazards using various methods, including reviewing chemical inventories and evaluating potential hazards associated with chemicals found in the workplace;
(C) identify and describe various categories of industrial hygiene hazards;
(D) compare various types of workplace hazards, including biological, chemical, ergonomic, and physical;
(E) identify categories of hazardous substances and describe short- and long-term health effects resulting from exposure to each hazardous substance;
(F) explain industrial hygiene and occupational exposures concepts, including acute and chronic exposures; and
(G) describe essential responsibilities of supervisors, managers, and safety personnel in the prevention of occupational hazards.
(8) The student demonstrates an understanding of hazardous materials safety and handling competencies. The student is expected to:
(A) describe the Occupational Safety Health Administration (OSHA) Hazard Communication Standard, including standards for hazard classification;
(B) interpret and analyze SDS and container labeling requirements;
(C) explain the purpose and importance of proper chemical storage;
(D) describe physical properties of hazardous materials;
(E) identify and describe ways in which hazardous materials enter the body;
(F) explain various strategies to protect from inhalation of harmful airborne substances; and
(G) discuss the significance of safety precautions when handling and using compressed gas in the workplace.
(9) The student evaluates hazard control functions in various occupational settings. The student is expected to:
(A) identify and describe steps to reduce noise exposure;
(B) explain the noise reduction rating (NRR) developed by the EPA;
(C) explain the purpose and importance of eye washes and emergency showers in the workplace;
(D) identify and describe possible hazards related to heating, ventilation, and air conditioning systems;
(E) identify and describe possible hazards related to indoor air quality, including ventilation and adequate air flow;
(F) identify steps to reduce hazards related to general machine guarding, power hand tools, and tool safety;
(G) identify and describe motor vehicle safety and security management techniques such as accident prevention strategies, driver training programs, and vehicle inspection protocols;
(H) describe steps to reduce hazards related to powered industrial trucks; and
(I) identify and describe possible hazards related to ladders and scaffolds.
(10) The student investigates fire safety and emergency management in occupational safety. The student is expected to:
(A) identify and describe proper storage techniques for flammable or combustible materials;
(B) identify and describe the importance of fire systems inspections, fire confinement, emergency exits, and emergency lighting;
(C) describe the importance and maintenance of portable fire extinguishers;
(D) differentiate between fire and combustion; and
(E) describe classes of fire related to the extinguishing agents.
(11) The student examines special hazard fire suppression systems. The student is expected to:
(A) describe characteristics of fixed wet and dry chemical extinguishing systems;

(B) describe physical characteristics of carbon dioxide, halogenated hydrocarbons, halocarbons, and inert gases in fire suppression systems;
(C) describe design goals for smoke and fire controls and the corresponding management systems; and
(D) explain fire extinguisher operation, inspection, testing, and maintenance procedures and proper use.
(12) The student examines how accidents impact the workplace. The student is expected to:
(A) evaluate the financial impact on an organization resulting from an accident;
(B) explain workplace accident legal compliance, including OSHA accident reporting, OSHA recordkeeping regulations, and worker's compensation claims; and
(C) identify and compare accident categories, including near miss, minor injury, major injury, and catastrophic injury.
(13) The student demonstrates an understanding of accident prevention and the principles of an effective corrective action plan. The student is expected to:
(A) describe the purpose of corrective actions;
(B) develop an effective corrective action plan for an organization; and
(C) write a report documenting an accident.
(14) The student analyzes accidents and accident reports. The student is expected to:
(A) explain common unsafe actions such as working at unsafe speeds or using unsafe tools;
(B) describe human, job, and workplace factors that lead to accidents;
(C) explain the importance of timely reporting workplace accidents;
(D) complete a standard accident report form;
(E) write an effective accident report, including a summary of an incident, findings, and recommendations, using factual communication;
(F) identify and report causal factors of an accident; and
(G) analyze accident reports of small damage and near misses and describe future prevention of major accidents.
(15) The student understands the process of accident investigations. The student is expected to:
(A) identify and discuss the purpose and benefits of accident investigations in the workplace;
(B) identify and discuss the role that workers, supervisors, managers, and safety personnel have in the accident investigation process; and
(C) identify and describe the phases of an accident investigation.

STATUTORY AUTHORITY. The new sections are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(n), which allows the SBOE to develop by rule and implement a plan designed to incorporate foundation curriculum requirements into the career and technical education (CTE) curriculum required in TEC, §28.002; TEC, §28.002(o), which requires the SBOE to determine that at least 50% of the approved CTE courses are cost effective for a school district to implement; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-17), which requires the SBOE to ensure by rule that a student may comply with curriculum requirements under TEC, §28.025(b-1)(6), by successfully completing an advanced CTE course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

CROSS REFERENCE TO STATUTE. The new sections implement Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

<rule>

§127.752. Foundations of Fire Protection (One Credit), Adopted 2026.

(a) Implementation.

(1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.

(2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(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.

(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.

(3) Foundations of Fire Protection provides students with an overview of opportunities and foundational knowledge and skills needed for careers in fire service. Students explore the history of fire science and structure of fire departments and are introduced to basic chemistry, physics, and classifications of fires; extinguishing methods; and firefighting equipment. Additionally, the course reviews employment requirements and certification processes for careers in fire science.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.

(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.

(d) Knowledge and skills.

(1) The student examines the importance of developing specific, measurable, achievable, realistic, time-bound (SMART) goals and action plans that are aligned with physical ability, age, education, and certification requirements for fire service employment and career advancement. The student is expected to:

(A) identify and explain the process for developing a SMART goal, including identifying a specific goal, establishing measurable benchmarks for the goal, ensuring the goal is achievable and relevant to desired outcomes, and creating a realistic timeline to achieve the goal;

(B) explain benefits of identifying SMART goals, including process, outcome, and performance goals, for fire science professionals and how SMART goals can contribute to career advancement, performance improvement, and operational effectiveness; and

(C) describe tasks for creating an action plan to achieve a SMART goal, including clarifying the goal, brainstorming action steps, prioritizing tasks, setting timelines, anticipating obstacles, and monitoring progress.

(2) The student examines employment requirements for various fire service careers. The student is expected to:
(A) identify employment requirements and job roles and responsibilities for private sector fire service careers, including insurance investigators, fire alarm technicians, fire sprinkler contractors, wildland firefighters, fire protection engineers, refinery firefighters, and industrial firefighters;
(B) identify employment requirements and job roles and responsibilities for various municipal fire service careers, including firefighter, fire inspector, fire marshal, dispatcher, paramedic, emergency medical technician, and public education specialist;
(C) identify employment requirements and job roles and responsibilities for various State of Texas fire service careers, including state fire marshal, fire inspector, arson investigator, wildland firefighter, and education specialist;
(D) identify employment requirements and job roles and responsibilities for various federal fire service careers, including military firefighter, wildland firefighter, heavy equipment operator, fire and explosion investigator, and education specialist; and
(E) describe common employment processes used in selecting public sector firefighters, including applications, written tests, physical agility tests, psychological evaluations, background investigations, interview boards, and medical examinations.
(3) The student understands the role of the Texas Commission on Fire Protection (TCFP). The student is expected to:
(A) describe the firefighter certification process in Texas as required by the TCFP;
(B) differentiate between education, training, and certification requirements established by the TCFP; and
(C) explain the role of the TCFP in the firefighter certification process, including developing training standards, developing certification tests, administering tests, issuing certifications, auditing firefighter continuing education to maintain certification, auditing fire departments, certifying fire training facilities, and maintaining firefighter certification records.
(4) The student recognizes the different types of communication used within the fire service. The student is expected to explain the five modes of communication used in the fire service, including face-to-face, written, radio, telephone, and electronic communication.
(5) The student understands the use of communication techniques to effectively engage with stakeholders. The student is expected to:
(A) explain and demonstrate key elements of adaptive communication, including active listening, interpersonal intelligence, communication style, and observational skills;
(B) analyze the importance of adaptive communication in the fire service to enhance communication with stakeholders;
(C) describe effective interpersonal skills that support effective teamwork in fire service, including active listening, time management, self-discipline, resilience, and interpersonal intelligence; and
(D) describe conflict resolution strategies, including avoiding, competing, accommodating, compromising, and collaborating, and how they may be applied in fire service team dynamics and operational settings.
(6) The student examines legal obligations and ethical behaviors associated with fire service careers. The student is expected to:
(A) discuss the impact of social media, peer influence, drug use, and criminal history on employability in fire science careers;
(B) identify and analyze the role of each of the four Texas State Fire Service agencies: Texas Commission on Fire Protection (TCFP); Texas State Fire Marshal's Office (SFMO); Texas A & M Forest Service (TFS); and Texas A & M Engineering Extension Service (TEEX);
(C) identify and compare professional codes of ethics relevant to fire service, including the Firefighter Code of Ethics developed by the National Society of Executive Fire Officers (NSEFO) and the Congressional Fire Services Institute (CFSI) and the International Association of Fire Chiefs (IAFC) Fire Service Code of Ethics;
(D) discuss how the legal concept of "Duty to Act" is applied in Texas and impacts fire service professionals; and
(E) describe the Texas Good Samaritan Act as defined in Texas Civil Practice and Remedies Code, §74.151, and explain its relevance to fire service professionals and civil liability protection.
(7) The student examines the evolution of the fire service and explains the impact of fire on the development of fire laws, codes, and standards. The student is expected to:
(A) summarize key milestones and technological advancements and how roles have evolved over time in fire science;
(B) differentiate between local, state, and federal fire laws; model codes; and National Fire Protection Association (NFPA) standards, and explain their roles in regulating fire service operations; and

(C) explain how fire losses have influenced the development of national building and fire codes and NFPA standards.
(8) The student examines firefighting apparatus, personal protective equipment (PPE), appliances, tools, and hoses used by various fire departments. The student is expected to:
(A) identify and describe different types of structural firefighting apparatus used by municipal fire departments, including fire engines, aerial ladder trucks, quint trucks, tiller trucks, and heavy rescue vehicles;
(B) identify and describe different types of wildland firefighting apparatus, including wildland engines, brush trucks, and water tenders;
(C) identify and describe different types of aircraft rescue firefighting apparatus, including rotary blade aircraft and fixed-wing aircraft;
(D) identify and describe structural, wildland, and aircraft firefighting PPE;
(E) identify and explain the purpose of common appliances used by structural firefighters, including wyes, water-thieves, Siamese valves, smooth-bore nozzles, different types of fog nozzles, and hydrant valves;
(F) identify and explain the purpose of common tools used by structural firefighters, including Halligan bars, axes, pike poles, ladders, hydrant wrenches, spanner wrenches, saws, and rescue tools;
(G) identify and explain the purpose of common tools used by wildland firefighters, including the McLeod tool, flapper, Pulaski tool, fire rake, and saws; and
(H) differentiate among various hoses used by structural and wildland firefighters.
(9) The student researches the Community Risk Reduction (CRR) process. The student is expected to:
(A) define CRR;
(B) describe how a Community Risk Assessment (CRA) impacts the development of a CRR plan;
(C) identify and explain the role of key CRR stakeholders, including the lead agency, CRR coordinator, planning group, risk manager, fire chief, and community leaders;
(D) describe the United States Fire Administration's 5 E's strategies for CRR, including education, engineering, enforcement, economic incentives, and emergency response; and
(E) explain how community, state, and federal governments use CRAs.
(10) The student researches the National Incident Management System (NIMS) and Incident Command System (ICS). The student is expected to:
(A) describe the purpose of NIMS, including common terminology, management by objectives, span of control, resource management, command structure, modular organization, incident action planning, integrated communications, and accountability; and
(B) identify and explain components of the ICS structure, including the Incident Commander (IC), finance, logistics, operations, planning, command posts, public information, liaison officers, safety officers, and emergency operations centers.
(11) The student examines common hierarchical structure of a fire department. The student is expected to:
(A) explain the concept of authority having jurisdiction (AHJ);
(B) describe the common hierarchical structure of a fire department; and
(C) describe the roles and responsibilities of the fire chief.
(12) The student examines various support functions within a fire department. The student is expected to:
(A) identify and describe support functions provided by the fire prevention division, including code enforcement, public education, cause and origin investigation, arson and explosion investigation, background investigation, internal affairs investigation, and public information;
(B) identify and describe support functions provided by fire service special operations teams, including hazardous materials response, high-angle rescue, swift water rescue, confined-space rescue, and urban search and rescue;
(C) identify and describe support functions provided by the fire training division, including recruiting, hiring, and training recruits for initial TCFP certification and providing continuing education training;
(D) identify and describe support functions provided by the equipment maintenance division, including vehicle repairs, service, and testing;
(E) describe the core responsibilities of 911 communication centers, including receiving emergency and non-emergency calls, dispatching response units, maintaining contact with dispatched units, and coordinating with other agencies; and
(F) describe the core responsibilities of the Office of Emergency Management.
(13) The student examines basic principles of fire science, including the chemistry and physics of combustion, methods of heat transfer, and stages of fire development. The student is expected to:
(A) define fire;
(B) identify and list the components of the fire triangle and fire tetrahedron;

(C) describe the physical characteristics of the three states of matter: solid, liquid, and gas;
(D) differentiate between an oxidizing agent and a fuel;
(E) explain the process of pyrolysis and its role in fire development;
(F) define the terms "fuel rich" and "fuel lean" in relation to the flammable range of a gas;
(G) analyze the difference between temperature and heat;
(H) differentiate between ignition temperature and flash point;
(I) define specific gravity and explain its relevance to fire suppression and hazardous materials;
(J) define vapor density and describe its significance in fire and hazardous materials incidents;
(K) describe the stages of fire development, including incipient, growth, free-burning, and decay;
(L) differentiate between flashover and backdraft; and
(M) explain the three primary methods of heat transfer (conduction, convection, and radiation), and describe the role of direct flame contact in fire spread.
(14) The student examines classifications of fire and extinguishing methods. The student is expected to:
(A) identify the five classifications of fire: Class A, B, C, D, and K; and
(B) describe various extinguishing methods for each classification of fire.
(15) The student researches basic components of a municipal water supply system. The student is expected to:
(A) identify the basic components of a municipal water supply system, including water sources, treatment facilities, elevated and in-ground storage tanks, pumps, distribution networks, and fire hydrants;
(B) identify various types of fire hydrants, including dry barrel hydrants and wet barrel hydrants; and
(C) explain the purpose of fire hydrant color coding.

§127.753. Crisis Care (One Credit), Adopted 2026.
(a) Implementation.
(1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
(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.
(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Law and Public Service Career Cluster. Students shall be awarded one credit for successful completion of this course.
(c) Introduction.
(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.
(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.
(3) Crisis Care is designed for future first responders to build awareness, psychological preparedness, and resilience for times of personal or community crisis. Students explore various types of acute crises and examine appropriate crisis intervention techniques to assist in de-escalation and recovery. Additionally, students examine specialized crisis care teams and support agencies during emergencies and disasters.
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
(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.
(d) Knowledge and skills.
(1) The student examines what constitutes a personal crisis and identifies warning signs of a personal crisis. The student is expected to:
(A) differentiate between a personal crisis, a problem, and an emergency;
(B) describe basic elements of a personal crisis, including a stressful situation, an individual's difficulty coping, and the timing of the intervention;
(C) examine factors that may lead to a personal crisis, including trauma, family conflict, financial instability, community issues, significant life events, and natural disasters;
(D) analyze impacts of various types of personal crises, including mental health, emotional, and trauma-related crises and physical emergencies;

(E) identify and describe warning signs of a personal crisis requiring immediate attention, including threats of physical harm, delusions, hallucinations, extreme withdrawal, not sleeping or eating for several days, verbal abuse, and physical abuse; and
(F) identify and describe indicators of a personal crisis that may require intervention, including expression of intense hopelessness or anger, eating or sleeping difficulties, neglect of personal hygiene, social isolation, and signs of depression, apathy, or anxiety.
(2) The student examines various interventions used to de-escalate a personal crisis. The student is expected to:
(A) explain the key principles of Psychological First Aid (PFA) and how these principles are used to reduce stress and aid in crisis recovery;
(B) describe grounding techniques used in crisis de-escalation, including breathing exercises, sensory awareness and touch, the 5-4-3-2-1 technique, and nature-based calming strategies;
(C) describe communication techniques used in crisis de-escalation, including focusing attention, displaying empathy, asking open-ended questions, reflecting feelings, and summarizing; and
(D) describe how body language, including having an open posture, open hands, or a Duchenne smile and adjusting proximity, influences crisis de-escalation.
(3) The student examines professional resources available to aid in crisis intervention. The student is expected to:
(A) identify the roles and services of local crisis intervention resources such as mental health providers, law enforcement, and community-based organizations;
(B) identify and describe crisis resources provided by the Texas Department of State Health Services (DSHS), including the Health and Human Services Commission (HHSC) Crisis Services Guide and Texans Recovering Together Crisis Counseling and Disaster Behavioral Health Services; and
(C) describe the role of national crisis intervention resources, including the 988 Suicide and Crisis Lifeline, Crisis Text Line, Disaster Distress Helpline (DDH), Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline, and National Alliance on Mental Illness (NAMI).
(4) The student evaluates the effects of acute and chronic exposure to traumatic events on the health and performance of first responders. The student is expected to:
(A) identify and describe potential warning signs of a mental health crisis in first responders, including emotional distress, behavioral changes, relationship strain, cognitive difficulty, and suicidal ideation;
(B) discuss and analyze potential psychological impacts to first responders, including post-traumatic stress disorder (PTSD), chronic stress, anxiety, depression, emotional numbing, and survivor guilt, after exposure to trauma;
(C) describe potential physical impacts to first responders, including burnout, sleep disturbances, fatigue, and a weakened immune system, after exposure to trauma;
(D) explain how trauma-related stress impacts interpersonal relationships and social functioning such as irritability, anger, mood swings, and emotional distancing;
(E) analyze how traumatic events can affect job performance, including impaired decision-making, compassion fatigue, absenteeism, and turnover; and
(F) discuss and analyze potential psychological impacts of a line of duty death (LODD) on first responders, including grief reactions, survivor guilt, intrusive memories, substance abuse, and other maladaptive coping behaviors.
(5) The student examines how public safety agencies use Critical Incident Stress Management (CISM) teams in supporting crisis interventions. The student is expected to:
(A) explain the use of Critical Incident Stress Debriefing (CISD) and critical incident stress defusing techniques in mitigating the impact of stress on first responders after traumatic events;
(B) describe the roles of CISM team members, including peer support personnel, clergy, and mental health professionals;
(C) evaluate the benefits of CISM teams within public safety professions, including psychological support, PTSD mitigation, provision of coping mechanisms, increased resilience, increased job satisfaction, reduced stigma, enhanced teamwork, enhanced communication, and increased confidence;
(D) describe common CISM interventions recognized by the National Fallen Firefighter Foundation (NFFF), including defusing, debriefing, peer counseling, individual crisis intervention, pre-incident briefing, and crisis management briefings; and
(E) explain the importance of supporting the needs of first responder families by demonstrating availability, providing timely support, offering assistance, and maintaining trust.
(6) The student examines the structure and function of a Local Assistance State Team (LAST) provided by NFFF in supporting crisis response. The student is expected to:

(A) describe the composition of a LAST, including mental health professionals, crisis responders, clergy, and survivors of suicide loss; and
(B) discuss and analyze the functions of a LAST, including supporting survivors, administering emotional first aid, providing resource information and referrals, and assisting in funeral planning.
(7) The student examines the role of chaplains within public safety agencies. The student is expected to:
(A) describe qualifications of a public safety agency chaplain, including training in crisis response, endorsement by a recognized religious organization, completion of chaplaincy certification programs, and experience in providing emotional and spiritual support in high-stress environments;
(B) identify and explain support services provided by first responder organizations such as the International Association of Fire Chiefs (IAFC), the Federation of Fire Chaplains (FFC), the International Association of Chiefs of Police (IACP), and the International Conference of Police Chaplains (ICPC);
(C) describe the different roles and responsibilities of public safety agency chaplains, including providing spiritual care to agency members, making hospital visits, and conducting weddings, funerals, and LODD ceremonies; and
(D) explain the role of chaplains during critical incidents or emergencies, including support for public safety agency members, members' families, victims' families, and the community.
(8) The student identifies and examines strategies used by first responders to build resilience and overcome challenges. The student is expected to:
(A) explain the concept of resilience and its role in coping with stress, trauma, and challenges in public safety professions;
(B) describe common characteristics of resilient individuals and evaluate the benefits of resilience for professional performance;
(C) identify internal factors, including mindset and self-awareness, that contribute to resilience;
(D) identify strategies to overcome challenges, including creating a support system, focusing on setting goals, and adapting to change;
(E) discuss how experiencing a crisis can present opportunities to problem-solve, including decision making, critical thinking, creativity, ethical reasoning, adaptability, and build resiliency;
(F) describe the stop, think, observe, and proceed (STOP) method of problem solving; and
(G) describe the identify, develop, evaluate, and assess (IDEA) method of problem-solving, including identifying the problem, developing possible solutions, evaluating options, and assessing the result.

§127.756. Disaster Response (One Credit), Adopted 2026.
(a) Implementation.
(1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
(2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
(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.
(c) Introduction.
(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.
(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.
(3) Disaster Response includes basic training in disaster survival and rescue skills that improve the ability of citizens to survive until responders or other assistance arrives. Students receive education and training to make communities safer, stronger, and better prepared to respond to public health issues and threats of various disasters, terrorism, and crime.
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
(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.
(d) Knowledge and skills.
(1) The student examines the functions of the community emergency response team (CERT) and the CERT's role during disasters. The student is expected to:

(A) analyze and compare roles and functions of CERT members before, during, and after a disaster;
(B) analyze how CERT members respond to various types of hazards commonly present in disasters, including their roles in mitigation, response, and recovery; and
(C) analyze state and local laws that protect first responders, including CERT members, during emergency operations.
(2) The student examines various disaster situations. The student is expected to:
(A) classify types of disasters, including man-made and natural; and
(B) identify common causes of disasters, including accidental causes, weather, and acts of human conflict, including domestic terrorism.
(3) The student researches disasters and associated hazard mitigation. The student is expected to:
(A) identify potential hazards associated with different types of disaster events;
(B) describe strategies used to manage hazards and reduce the impact of disasters; and
(C) summarize measures taken prior to a disaster, during the time of the disaster, and after the disaster occurs to mitigate hazards.
(4) The student develops a disaster and emergency preparedness (DEP) response plan. The student is expected to:
(A) develop a response plan and evacuation route in the case of a fire that includes a meeting location; and
(B) develop a response plan that includes a safe shelter location in the event of severe weather emergencies.
(5) The student examines disaster preparedness recommendations provided by various federal, state, and local agencies. The student is expected to:
(A) identify components of a first aid kit for home and vehicle use as recommended by organizations such as the American Red Cross or American Heart Association;
(B) identify essential tools and supplies for disaster supply kits as recommended by different agencies, including the Federal Emergency Management Agency (FEMA);
(C) identify appropriate food, water, kitchen items, clothing, bedding, documents, and contact numbers for inclusion in disaster kits, as recommended by FEMA and other agencies;
(D) simulate assisting first responders in fire safety, search and rescue, and disaster medical operations in accordance with standard operating procedures outlined in sponsoring agencies' Emergency Operations Plans (EOPs); and
(E) identify fire safety components of disaster preparedness in the Volunteer Protection Act of 1997.
(6) The student demonstrates knowledge and skills related to fire safety to assist in disaster situations. The student is expected to:
(A) explain the role of CERT members in fire safety and conduct an assessment in response to a simulated fire emergency;
(B) explain safety precautions used in a disaster event, including a buddy system, backup teams, safety equipment, and utility controls;
(C) identify and predict locations of hazardous materials in residential and community settings; and
(D) define and explain the limit, isolate, eliminate, separate (LIES) method for reducing exposure to hazardous materials and potential harm.
(7) The student investigates fire chemistry and the application of fire chemistry in disasters. The student is expected to:
(A) explain how fires start and identify factors that perpetuate fires;
(B) identify the elements that are required for a fire;
(C) identify the fire hazards associated with ordinary combustibles, flammable and combustible liquids, energized electrical equipment, and combustible metals; and
(D) describe and differentiate between the classes of fires.
(8) The student recognizes common firefighting resources and fire suppression techniques. The student is expected to:
(A) identify fire containment techniques and methods used to restrict the spread of smoke and heat;
(B) compare types of fire accelerants and fuels;
(C) select appropriate firefighting resources to fight a fire based on fuel type or other contributing factors;
(D) explain the information commonly provided on fire extinguisher labels;
(E) identify types of fire extinguishers and the components of a portable fire extinguisher;
(F) simulate the use of a portable fire extinguisher using the pull, aim, squeeze, sweep (PASS) technique; and
(G) compare best practices for fire suppression based on local standard operating procedures and precautions.
(9) The student demonstrates knowledge of hazardous materials and related safety standards. The student is expected to:

(A) identify and evaluate the associated risks of characteristics of hazardous materials based on the type of material, including solids, pressurized substances, liquids, and gases;
(B) define and classify types of hazardous materials according to the National Fire Protection Association (NFPA) 704 standards;
(C) explain the NFPA 704 diamond placard used for hazardous material identification;
(D) explain the meaning of different hazardous material placard colors and how each color contributes to hazmat assessment during disaster response; and
(E) explain common acronyms and symbols used by the NFPA.
(10) The student explores first aid assessment and basic treatment techniques used in disaster response and emergency situations. The student is expected to:
(A) simulate the head tilt chin lift method to open an airway of a patient;
(B) identify the primary types of bleeding and main methods for controlling bleeding, including tourniquet application and wound packing;
(C) research and explain the physiological effects of shock on the human body;
(D) explain signs of shock, including clammy skin, rapid pulse, and nausea;
(E) simulate procedures for treating victims of shock;
(F) explain techniques for controlling symptoms of shock such as elevating the feet and covering the patient with a blanket;
(G) explain and demonstrate correct procedures for administering cardiopulmonary resuscitation (CPR); and
(H) explain and demonstrate correct procedures for using an automated external defibrillator (AED) during CPR.
(11) The student investigates how to maintain personal hygiene and sanitation in a disaster situation. The student is expected to:
(A) define and analyze steps to maintain proper hygiene during a disaster, including getting enough sleep, practicing dental care, bathing regularly, and washing hands frequently;
(B) explain how to dispose of bacterial sources and waste products during a disaster; and
(C) test or simulate the use of a water purification system.
(12) The student organizes and establishes disaster medical triage areas. The student is expected to:
(A) define and explain the concept of simple triage and rapid treatment (START) used to prioritize casualties in a disaster;
(B) explain major sub-functions of disaster medical operations, including triage, sanitation, and treatment areas;
(C) select and evaluate a designated triage area based on proximity to an incident;
(D) evaluate a designated triage area for accessibility by transportation vehicles and potential expansion;
(E) assign triage areas for immediate care, delayed care, and morgue operations; and
(F) develop a documentation protocol for triage victims that includes available identifying information, physical description, clothing, injuries, treatment provided, and transfer location.
(13) The student simulates a head-to-toe patient evaluation to identify and document injuries. The student is expected to:
(A) define and summarize indicators of injury observed during a head-to-toe assessment;
(B) distinguish between the severity of various injuries and the appropriate level of treatment needed;
(C) document patient injuries, including location and type of injuries; and
(D) describe common closed-head, neck, or spinal injuries.
(14) The student explores treatment techniques for injuries commonly encountered in disaster situations. The student is expected to:
(A) define terms related to the layers of skin;
(B) classify the severity of burns;
(C) define and identify methods for controlling bleeding and preventing secondary infection;
(D) simulate techniques used for cleaning wounds and the application of dressings and bandages while on an incident scene;
(E) identify treatment options and actions for managing a foreign object impaled in a patient's body; and
(F) define and demonstrate methods for immobilization of joints immediately above and below an injury.
(15) The student examines search and rescue operations. The student is expected to:
(A) assess a rescue scene and formulate a plan of action based on available information;
(B) explain safe techniques for debris removal and victim extrication from below ground entrapments;
(C) create a plan for assigning staff to perform tasks for debris removal and victim extrication;
(D) identify necessary materials for stabilizing various hazards on an accident scene;
(E) describe how to stabilize an object prior to lifting to ensure responder and victim safety; and

(F) simulate a lift to gain access to a victim and troubleshoot possible impediments.
(16) The student researches documentation required during a disaster response by CERT members. The student is expected to simulate the collection and recording of documentation on incident status, location, access routes, identified hazards, and support locations.
(17) The student examines rescuer safety during search and rescue operations. The student is expected to:
(A) classify response activities based on team capabilities and training levels and scope and type of incident;
(B) evaluate an accident scene involving a trapped victim to determine whether a rescue can be safely attempted;
(C) define and use common terminology that supports effective communication and shared understanding at a rescue site; and
(D) determine team member roles based on the scope of an incident, strategic planning, review of resources, and evaluation of actions and results.
(18) The student examines the psychological impact of a disaster on rescuers and victims and principles of psychological first aid. The student is expected to:
(A) describe appropriate communication techniques for crises and disaster response situations;
(B) explain and analyze the emotional responses that can follow a disaster;
(C) identify steps rescuers can take to reduce stressors on disaster survivors and rescuers;
(D) analyze psychological and physiological responses observed in rescuers after a disaster;
(E) describe potential emotional responses experienced by survivors and rescuers and explain emotional response mitigation strategies that aid first responders during an emergency; and
(F) explain goals of on-scene psychological intervention.
(19) The student discusses terrorism and its implications on CERT operations and community preparedness. The student is expected to:
(A) define vocabulary related to terrorism and homeland security; and
(B) identify how to interpret environmental indicators and warning signs of a biological or chemical attack.

§127.757. Emergency Medical Technician-Basic (Two Credits), Adopted 2026.
(a) Implementation.
(1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
(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.
(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Principles of Law, Public Safety, Corrections, and Security or Disaster Response. Recommended prerequisite: Biology, Medical Terminology, Pathophysiology, and Anatomy and Physiology. Students shall be awarded two credits for successful completion of this course.
(c) Introduction.
(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.
(2) 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.
(3) Emergency Medical Technician (EMT)-Basic provides students with the foundational knowledge needed to provide entry-level emergency medical care, life support, and ambulance service. Students are introduced to key concepts, knowledge, and skills needed by EMT-Basics in the areas of communications, assessment, treatment, transportation, and recordkeeping. This introductory course equips students interested in working in public safety, including fire, police, and emergency medical services (EMS), to perform the duties of an EMT-Basic safely and effectively.
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession.
(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.
(d) Knowledge and skills.
(1) The student explores EMS systems and roles and responsibilities of an EMT-Basic. The student is expected to:
(A) describe and explain the EMS systems available to patients;
(B) differentiate the roles, scope of practice, and responsibilities of an EMT-Basic from other pre-hospital care providers such as firefighters and law enforcement;

(C) describe roles and responsibilities of EMT-Basics related to personal safety and the safety of the crew, patient, and bystanders while responding to, operating at the scene of, and transporting from an emergency incident;
(D) summarize key Texas statutes and regulations governing EMS systems, including provisions from 25 Texas Administrative Code (TAC) Chapter 157 (relating to Emergency Medical Care) and Texas Health and Safety Code, Chapter 773; and
(E) research and analyze various methods of accessing an EMS system within a local community.
(2) The student explores medical, legal, and ethical considerations in emergency medical services operations as an EMT-Basic provider. The student is expected to:
(A) describe out-of-hospital (OOH) and do not resuscitate (DNR) directives as described in 25 TAC §157.25 (relating to Out-of-Hospital Do Not Resuscitate (OOH-DNR) Order), and explain local protocol regarding EMS application of DNR directives, including field termination procedures;
(B) define consent and differentiate between expressed and implied consent in emergency situations;
(C) summarize appropriate methods for obtaining patient consent;
(D) determine the conditions necessary for an EMT-Basic to have a duty to act;
(E) explain the importance, necessity, and legal protections of patient confidentiality;
(F) describe actions an EMT-Basic should take to preserve a crime scene; and
(G) identify conditions that require an EMT-Basic to notify local law enforcement officials.
(3) The student develops foundational knowledge of human anatomy and physiology to support emergency medical care. The student is expected to:
(A) define anatomical terms such as medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary; and
(B) describe the basic anatomy and physiology of the respiratory, circulatory, musculoskeletal, nervous, and endocrine systems and explain the function of major organs within each system.
(4) The student demonstrates the importance of basic life support and the priority of artificial ventilation and airway protective skills. The student is expected to:
(A) compare signs of adequate and inadequate breathing;
(B) explain the importance of having a suction unit ready for immediate use when managing a patient's airway;
(C) explain and demonstrate proper suctioning techniques to clear a patient's airway of blood, vomitus, and other obstructions to prevent aspiration;
(D) explain and demonstrate proper techniques and devices for securing air flow for patients, including bag-valve-mask, Sellick maneuver, and pocket mask artificial ventilation;
(E) explain and demonstrate the skills of basic airway techniques, including use of oropharyngeal and nasopharyngeal airway adjuncts with a bag-valve-mask;
(F) explain and demonstrate the use of end-tidal capnography (ETCO2) by correctly applying ETCO2 nasal canula and endotracheal tube devices;
(G) interpret ETCO2 waveform and numeric value to assess adequate ventilation of patient's lungs; and
(H) explain and demonstrate proper use of a supraglottic airway device.
(5) The student recognizes that patient assessment serves as the foundation for all treatment decisions for any emergency scene. The student is expected to:
(A) evaluate an emergency scene for potential hazards to responders, patients, and bystanders;
(B) assess an emergency scene by identifying the number of patients, mechanism of injury or nature of illness, and severity of each patient's condition to determine if additional resources are needed;
(C) conduct an initial patient assessment, including forming a general impression, determining responsiveness, and assessing airway, breathing, and circulation;
(D) demonstrate a triage method to determine patient priority at emergency scenes with multiple casualties;
(E) describe and demonstrate methods of assessing patient traumatic injuries, including the rapid trauma assessment;
(F) explain and demonstrate the components of conducting a patient assessment, including documenting medical history of patients with medical complaints or signs and symptoms of medical need;
(G) explain and demonstrate the components of a detailed physical examination of a patient using a systematic head-to-toe approach to identify injuries or conditions not immediately apparent and determine interventions needed and reassess interventions to assure appropriate ongoing continuum of care;
(H) explain the components of common EMS communication systems, including radio procedures, interpersonal communication techniques, and patient care reporting formats;
(I) explain the components of a pre-hospital patient care written report, including documentation of chief complaint, history of present illness, allergies to medications, current medications, treatments provided during transport, and any changes to the patient's condition as a result of those treatments;

(J) describe components of a no transport report, including documentation of chief complaint, history of present illness, and attempts to gain consent from a patient for transport; and
(K) analyze legal considerations related to a patient refusal, including patient decision-making capacity and documentation of associated risks.
(6) The student explores the signs, symptoms, and pathophysiology of medical emergencies. The student is expected to:
(A) describe signs and symptoms of diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
(B) describe the medical care for patients experiencing diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
(C) identify common medications administered by an EMT-Basic and identify the steps for assisting a patient with self-administration of prescribed medications;
(D) identify common respiratory emergencies, including asthma, chronic obstructive pulmonary disease (COPD), and anaphylaxis;
(E) describe appropriate emergency medical care for respiratory distress, including the administration of oxygen, prescribed inhalers, and nebulized medications;
(F) identify cardiovascular emergencies, including heart attack, stroke, and cardiac arrest, and describe signs and symptoms of cardiovascular disease;
(G) describe and demonstrate standard placement protocols for applying 4-lead and 12-lead electrocardiogram (ECG) electrodes to a patient for cardiac monitoring;
(H) explain the purpose and procedures for transmitting a 12-lead ECG to a receiving hospital using appropriate communication equipment and procedures;
(I) simulate the administration of prescribed nitroglycerin for chest pain, following proper dosage, indications, and contraindications;
(J) explain the function and demonstrate the proper use of an automated external defibrillator (AED) for a cardiac arrest scenario;
(K) identify signs and symptoms of altered mental status associated with a patient taking diabetic medications;
(L) list steps in emergency medical care for a hypoglycemic patient, including the administration of oral glucose;
(M) identify the signs and symptoms of an allergic reaction, including respiratory distress, hives, and swelling;
(N) describe emergency care procedures for allergic reactions, including airway assessment and administration of a prescribed epinephrine auto-injector;
(O) identify the signs and symptoms of poisoning or overdose and ways poisons enter the body;
(P) explain emergency medical care for suspected poisoning, including indications, contraindications, and procedures for administering activated charcoal;
(Q) identify, assess, and record patient vital signs, including pulse, respiratory rate, blood pressure, and oxygen saturation;
(R) describe and demonstrate proper techniques for lifting and moving patients;
(S) list signs and symptoms of water-related emergencies and describe complications and medical care of near-drowning victims;
(T) define behavioral emergencies and explain their impact on patient care, scene safety, and EMS response;
(U) identify medical and legal considerations in psychological emergencies and describe common causes of psychological crises;
(V) describe emergency medical care for a patient experiencing behavioral distress, including assessment and de-escalation techniques;
(W) describe safe restraint techniques for violent or combative patients;
(X) list common pre-delivery pregnancy signs and symptoms related to medical complications that require immediate attention by a physician; and
(Y) identify practical steps to stabilize pregnant patient who exhibits signs and symptoms related to medical complications that require immediate attention by a physician.
(7) The student explores mechanisms of injury and pathophysiology of traumatic injury across body systems. The student is expected to:
(A) describe how shock affects major body systems, including the cardiovascular, respiratory, and renal systems, and demonstrate emergency medical care appropriate for a patient exhibiting signs and symptoms of shock;
(B) describe and demonstrate emergency care for controlling external bleeding, including the use of direct pressure, pressure points, and tourniquets;
(C) identify signs and symptoms of internal bleeding and describe appropriate emergency medical care;

(D) identify signs and symptoms of internal bleeding based on mechanism of injury;
(E) identify types of soft tissue injuries, including open, closed, and burn-related injuries;
(F) describe emergency care for closed soft tissue injuries, including contusions, hematomas, and crush injuries;
(G) describe and demonstrate proper techniques for dressing wounds, bandaging, and applying splints and tourniquets;
(H) identify bones of the musculoskeletal system and describe functions of each bone group;
(I) identify the difference between open fractures and closed fractures and explain how each type of fracture affects the implementation of musculoskeletal care;
(J) demonstrate proper immobilization of a painful, swollen, and deformed extremity using appropriate splinting techniques;
(K) analyze functional relationship between the skeletal and nervous systems;
(L) evaluate specific mechanisms of cervical spine injury; and
(M) describe and apply stabilization techniques for cervical spine injuries to a patient in a simulated setting.
(8) The student analyzes medical emergencies involving ill or injured infants and children. The student is expected to:
(A) differentiate emergency response care for infants, children, and adults based on anatomical and physiological differences;
(B) describe and demonstrate proper techniques of foreign body airway obstruction removal in children and infants;
(C) describe and demonstrate proper medical assessments, bag-valve-mask ventilations, and oxygen delivery for infants and children; and
(D) describe emergency care procedures for managing seizures, respiratory emergencies, hypoperfusion, and cardiac arrest in infants and children.
(9) The student describes the safe operation of an ambulance and related emergency response procedures. The student is expected to:
(A) describe state laws related to the operation of an ambulance;
(B) define cleaning, disinfection, high-level disinfection, and sterilization according to infection control standards;
(C) describe procedures for cleaning and disinfecting patient care equipment and preparing an ambulance for the next emergency response;
(D) identify the types and uses of personal protective equipment (PPE) required for an EMT-Basic in various emergency response scenarios;
(E) explain the purpose and fundamental components of patient extrication in emergency situations;
(F) distinguish between simple and complex access methods used during vehicle entrapment and describe considerations for patient safety;
(G) describe the roles and responsibilities of an EMT-Basic during a hazardous materials incident;
(H) describe the actions and sequential steps an EMT-Basic should take when responding to a hazardous materials call in accordance with safety protocols;
(I) identify the criteria used to identify a multiple-casualty incident;
(J) describe the criteria used to initiate disaster operations in response to large-scale emergencies; and
(K) explain and demonstrate triage principles used during a mass casualty incident and describe the components of an established triage system.