

Instructor Resource Guide



Basic Telecommunicator

Course ID# 1080

Licensing Requirement

Updated: September 2026

ABSTRACT

This course is designed to meet the legislative mandates by the Texas Legislature amending Texas Occupations Code Chapter 1701. The Basic Telecommunicator Course (BTC) is designed to provide the knowledge, skills, and abilities necessary for success as a new Texas telecommunicator.

This instructor resource guide is organized into ten topic units. Across these units, the BTC course includes a total of 28 goals and more than 190 specific learning objectives. Content within each unit is grouped by related subject matter to create a coherent instructional sequence and enhance the overall learning experience. Training coordinators and administrators should exercise careful planning when organizing and scheduling the BTC training to ensure all objectives are thoroughly addressed and appropriately aligned with preceding subject areas.

The instructor resource guide outlines the minimum required hours for each unit. It is the training coordinator's responsibility to ensure these minimum hours are met. Each training coordinator/instructor will determine how much time is spent on each learning objective. Trainees are required to attend all classroom hours as listed in this instructor resource guide; there is no 10% attendance rule. TCOLE Rule 218.1 (C)(4) states that failure to meet the minimum course length may be grounds for denial of training. The required course and unit lengths are listed in both the instructor resource guide and the lesson plan. This course shall be taught the minimum hours listed in this guide, and the trainee shall attend the entire class to receive credit.

If a trainee does not complete the original BTC course they are enrolled in, they must start and complete another BTC in its entirety. Partial credit may not be given to a trainee who does not complete the entire course. A trainee may not transfer from one BTC course to another due to failure, injury, or any other interruption in training. Any required content missed due to injury, illness, or emergency must be made up, so it is encouraged to track and record any made up time.

Instructor Resource Guide:

This is an Instructor Resource Guide (IRG), not a lesson plan. The purpose of the IRG is to outline the minimum state requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. It is the responsibility of the training coordinator to ensure the IRG is developed into a complete lesson plan. The learning objectives provided in this IRG are the minimum state requirements for the training and must not be removed or altered.

- A qualified instructor/subject matter expert shall develop the IRG into a complete lesson plan.

Lesson Plan:

Each training provider is charged with creating their own lesson plan for how they will disseminate the information in the IRG.

- The IRG is designed to assist the instructor/subject matter expert in developing comprehensive lesson plans. The use of current statistics, best practice models, and scenario-based training must also be included in the lesson plan development. Instructors are encouraged to add additional activities, videos, scenarios, they deem applicable to their topic area and target population.
- Training coordinators and instructors will determine how much time is spent on each learning objective, how many/what kind of examples or exercises are used during their presentation, and how in-depth they review each topic in the course they present.
- Anything that is **required** in the IRG must be included in the lesson plan.
- Any activity that is **suggested** in the IRG is just that, an example or suggestion, and is not mandated for inclusion.

Note to Training Academy Administrators/ Coordinators:

It is the responsibility of the training coordinator to ensure the educational content and materials are kept up to date. Instructors must always teach the most up-to-date information and updates to the lesson plans are vital. TCOLE will ensure the licensing exam is current and up to date. Refer to the Texas Commission on Law Enforcement website at www.tcole.texas.gov, under Course Curriculum Materials and Updates, for edits due to course review and/or legislative mandates.

Training academies must keep a complete training file on all courses reported for TCOLE credit. A complete training file may be saved electronically but must be easily accessible in the event of an audit.

A training file includes:

- A complete and fully developed lesson plan. The lesson plan may be developed as one document or may be presented in individual lesson plans per unit. TCOLE provides the learning objectives, which must be taught as they are presented. Learning objectives must not be removed or altered. The IRG for the BTC is not a lesson plan, but the minimum state requirements. Instructors shall not use a PowerPoint as a lesson plan. The lesson plan must be developed by a documented subject matter expert that details how each unit's content will be presented.
- An instructor biography for all instructors who teach and co-teach any learning objectives in the BTC. The biography must outline the instructor's subject matter expertise and teaching experience and must be kept up to date. Guest speakers who are not responsible for teaching learning objectives are not required to submit an instructor biography.
- An original sign-in sheet. The sign-in sheet must be legibly written and include the PID number.

- Any assessment administered along with the corresponding answer key. Training providers must document how assessments—such as written or multiple-choice tests—are used throughout the course. For assessments conducted through group discussion or guided dialogue, providers must maintain written documentation describing how the assessment was delivered, evaluated, and scored.
- A course evaluation. The instructor/course evaluation will pose questions about the instruction of the class and how the content was presented. It is suggested to have course evaluations for each unit in the BTC to assist instructors and training coordinators in developing classes.
- An approved roster from TCLEDDS.

Student Prerequisites:

- Must meet enrollment standards (Commission Rule 217.1)

Instructor Prerequisites:

An instructor must be a subject matter expert in the topic and must have documented knowledge/training/education. Instructors must provide an instructor's biography that documents subject matter expertise. It is the responsibility of the training coordinator to select qualified instructors to instruct topics in the BTC. A TCOLE instructor certification does not certify someone to teach any topic in the BTC.

- This course may be instructed by a licensed law enforcement professional with at least two (2) years of experience as a telecommunicator and with at least one (1) year of experience instructing law enforcement professionals.
- This course may be instructed by an individual with documented subject matter expertise in the topic they are instructing and have at least two (2) years of teaching experience. Subject matter expertise must be demonstrated through verifiable professional experience or through competency-focused training that provides instructional exposure to telecommunicator duties in a public safety communications environment.
- If a documented subject matter expert does not hold a TCOLE instructor certification, the instructor must be approved in writing by the department's training coordinator or chief administrative officer and kept in the training file for the course.

INSTRUCTOR NOTES:

The BTC contains numerous training scenarios to reinforce the learning objectives. Training scenarios provide an opportunity to demonstrate application of newly learned information. It is highly encouraged that instructors allow trainees to participate in as many training scenarios as possible.

Unit 1: Roles and Responsibilities in Public Safety

- It is highly encouraged to have the appointed training coordinator co-teach the section on TCOLE Rules.

Unit 2: Communication Resources and Confidentiality

- It is highly encouraged to have a DPS approved trainer as a co-instructor for the NLETS/TLETS and NCIC/TCIC portions.

Unit 3: Emergency Communications Technology

- It is highly recommended to have hands-on demonstration of technology.
 - Screenshots and printed maps from GIS and Tech Ops departments may be used.
 - Training providers that have in-house computers with CAD systems may be used to demonstrate technology.

Unit 4: Basic Call Processing Techniques

- Prior to starting section 4.2.4, trainees must have a current, nationally recognized Cardiopulmonary Resuscitation (CPR) certification.
 - This includes, but is not limited to, courses from the American Heart Association and the American Red Cross. The CPR course must be taken in-person and the trainee must complete practical scenarios for adult/infant/ AED to be certified.
 - The trainee must present a current and valid certificate to the training provider.
- Instructors must be a certified CPR instructor to teach the T-CPR portion.

Unit 6: Legal and Liability

- It is highly encouraged to have a legal liaison co-teach the section on legal liability concepts.

Unit 7: Stress, Health, and Awareness

- It is highly encouraged to have a mental health professional as a co-teacher.

Unit 10: Crisis Communications

- It is highly encouraged to have a mental health professional, crisis intervention team member, or mental health officer as a co-teacher.

Facility Requirements:

- A standard classroom environment. The location must be suitable for conducting scenario-based and role-play activities, as well as for demonstrating and evaluating the skills components of this course.
- There are only very specific instances where the BTC licensing course is allowed to be delivered as an online course. The online course must be reviewed and approved by TCOLE before any trainees are enrolled or any online delivery begins.

Length of Course:

- 80 hours, minimum.
 - Training academies may teach more than the required minimum 80 hours.
 - Training providers that teach additional topics/learning objectives not covered in the BTC shall report the additional class separately. Please find the most applicable course number in the course reporting numbers on the TCOLE website.

Assessment:

- Training providers are responsible for creating assessments and documenting the mastery of all objectives in this course using various testing assessment opportunities in preparation for the state licensing exam.
 - Assessment opportunities include oral or written testing, interaction with instructor and trainees, case study and scenario, and other means of testing the application of skills taught as the instructor or training provider deems appropriate. The assessment and key must be kept in the training file.
 - It is highly encouraged to create and manage a gradesheet for the class throughout the course.
- Assessment tools must be used throughout this course to ensure the trainee has a thorough comprehension of all learning objectives.
- Trainees shall not be passed through the course simply because they are in attendance. Once a trainee shows mastery of each topic, they may be endorsed to take the licensing exam. It is critical to have assessments on a regular basis to test this mastery.
- The state licensing exam tests mastery across all subject areas of the Basic Telecommunicator Course. The exam includes 80 multiple choice questions randomly selected from BTC content. It is highly encouraged to give trainees access to the BTC Instructor Resource Guide to use as a study guide. The minimum passing score shall be 70%. If a trainee fails all three attempts, they must enroll in a new BTC class.

#1080 BASIC TELECOMMUNICATOR COURSE

In accordance with Commission regulations, the Basic Telecommunicator Course shall consist of a minimum of 80 classroom hours and shall include the subjects set forth below.

Unit 1	Roles and Responsibilities in Public Safety	4 hours
Unit 2	Communication Resources and Confidentiality	4 hours
Unit 3	Emergency Communications Technology	8 hours
Unit 4	Basic Call Processing Techniques	8 hours
Unit 5	Basic Radio Communications	4 hours
Unit 6	Legal and Liability Concepts	4 hours
Unit 7	Stress, Health, and Awareness	4 hours
Unit 8	Ethics	4 hours
Unit 9	Cultural Diversity	8 hours
Unit 10	Crisis Communications	32 hours
Total Hours:		80

Unit Goals and Learning Objectives

Unit 1: Roles and Responsibilities in Public Safety

1.1.0 Unit Goal: Review TCOLE Rules and Regulations.

- 1.1.1** Discuss the TCOLE Mission as it pertains to the establishment of standards and its enforcement of those standards.
- 1.1.2** Identify how TCOLE Rules are organized.
- 1.1.3** Identify the Commission Rules concerning Basic Licensing Standards.
- 1.1.4** Identify the Commission Rules concerning training requirements and TCOLE Training Mandates and their relationship to the training cycle.
- 1.1.5** Identify the Commission rules concerning reporting training
- 1.1.6** Explain the purpose and completion requirements of the following statutorily required forms: L1, L2, L3, F5, and F5R.
- 1.1.7** Explain the process of license suspension.
- 1.1.8** Explain the process of revocation of a license.
- 1.1.9** Explain the process of reporting an arrest.
- 1.1.10** Summarize the Mission of the Texas Peace Officer's Memorial.

1.2.0 Unit Goal: Review and discuss various aspects of a Telecommunicator's Role and Responsibilities as a member of public safety.

- 1.2.1** Define the term Telecommunicator as defined in the Texas Occupations Code.
- 1.2.2** Define the term Emergency as defined in the Texas Occupation Code 1701.405.
- 1.2.3** Define the term Communication.
- 1.2.4** Define types of a Public Safety Answering Point (PSAP).
- 1.2.5** Explain the roles and responsibilities of a Telecommunicator at a Public Safety Answering Point (PSAP).

1.3.0 Unit Goal: Review how Quality Assurance (QA), Quality Control (QC), Quality Improvement (QI) and performance standards are used to recognize excellence, identify areas needing improvement and ensure performance measures are met.

- 1.3.1** Define Quality Assurance (QA).
- 1.3.2** Define Quality Control (QC).
- 1.3.3** Define Quality Improvement (QI).

Unit 2: Communication Resources and Confidentiality

- 2.1.0 Unit Goal:** Summarize available resources for the Telecommunicator in a Public Safety Answering Point (PSAP).
- 2.1.1** Define the term database.
- 2.1.2** Define and summarize the Texas Law Enforcement Telecommunications System.
- 2.1.3** List web-based online help files located through OMNIXX Force via the TLETS Help Menu.
- 2.1.4** Define and summarize the International Justice and Public Safety Network.
- 2.1.5** Define and summarize the Texas Crime Information Service.
- 2.1.6** Define and summarize the National Crime Information Service.
- 2.1.7** Define and summarize translation services available to PSAPs.
- 2.1.8** List resources available within a Public Safety Answering Point.
- 2.1.9** List organizations that provide help for emergency services and shelters.
- 2.1.10** Discuss the history of N-1-1 and its role in public safety.
- 2.1.11** Define social media and discuss social networks and their benefits. Public Safety Media, community, or another organizational outlet.
- 2.1.12** Discuss standardized protocols and processing platforms.
- 2.1.13** Define the term supervisor.
- 2.2.0 Unit Goal:** Discuss the importance of maintaining the confidentiality of Public Safety information.
- 2.2.1** Define the term confidential.
- 2.2.2** Identify the importance of maintaining the confidentiality of Public Safety information.
- 2.2.3** Discuss the legal aspects of Telecommunicator confidentiality.

Unit 3: Emergency Communications Technology

- 3.1.0 Unit Goal:** Summarize Emergency Communications Technology systems used in Public Safety Communications (telephone, computer-aided dispatch, geographic information systems (GIS), radio, recorders, etc.). Review the history of 9-1-1 administration, legislation and system technology.
- 3.1.1** Review the history of 9-1-1 administration in Texas.
- 3.1.2** Describe the elements of the 9-1-1 network and call flow process.
- 3.1.3** Distinguish how different types of telephones affect a 9-1-1 call.
- 3.1.4** Identify the different 9-1-1 systems.
- 3.1.5** Identify Automatic Location Identification (ALI), Automatic Number Identification (ANI), and ANI/ALI Data Fields relevance to emergency telecommunications.

- 3.1.6 Define the term Public Safety Answering Point (PSAP).
- 3.1.7 Define the term Transfer Method.

- 3.2.0 **Unit Goal:** Summarize the legislation, systems, and technology that provides an equal level of service to citizens who are Deaf or Hard of Hearing or speech impaired.
- 3.2.1 Identify the requirements of the American with Disabilities Act (ADA) involving public safety Telecommunicators.
- 3.2.2 Explain the different technologies and systems used to provide Deaf and Hard of Hearing citizen access to emergency services and basic operating functions.
- 3.2.3 Identify the components of a TTY.
- 3.2.4 Review the methods for handling a TDD call.

- 3.3.0 **Unit Goal:** Summarize systems and functionality used in public safety emergency communications Computer-Aided Dispatch (CAD) systems.
- 3.3.1 Define the purpose of a Computer Aided Dispatch (CAD) system and describe the basic functions and design.
- 3.3.2 Define the purpose of a Mobile Data Terminal, describe the basic functions and design, and list other common named systems in use such as Mobile Data Browser, Mobile Data System, Mobile Data Computer, etc.

- 3.4.0 **Unit Goal:** Summarize systems and technology used in public safety emergency communications maps and recorders.
- 3.4.1 Identify various types of mapping tools utilized in a communications department/center.
- 3.4.2 Complete practical scenarios/exercises to demonstrate the ability to utilize mapping tools.
- 3.4.3 Identify different types of recording equipment utilized in a communications center.

- 3.5.0 **Unit Goal:** Summarize Emergency Communications Radio Technology systems used in Public Safety Emergency Communications.
- 3.5.1 Identify various radio systems used in public safety communications.
- 3.5.2 Define key terms used in radio technology today.
- 3.5.3 Explain the function of a radio system by way of interoperability, intercity, and interagency.
- 3.5.4 Identify the Federal Communications Commission (FCC) requirements for emergency communications (FCC 47 90.405).

Unit 4: Basic Call Processing Techniques

4.1.0 Unit Goal: Summarize the process of applying effective basic communication skills.

4.1.1 Define the term Communication Cycle.

4.1.2 Identify the six components of the Communications Cycle.

4.1.3 Define the different types of listeners.

4.1.4 List various types of ACTIVE listening techniques.

4.1.5 Identify call-taking listening techniques.

4.1.6 Identify methods of effective communication.

4.2.0 Unit Goal: Summarize the process of applying basic call-taking skills.

Prior to starting Unit 4 Section 4.2.4: students must have a current, nationally recognized, and accredited Cardiopulmonary Resuscitation (CPR) certification. See student pre-requisites for additional information.

4.2.1 Identify basic call-taking techniques – 6W's.

4.2.2 Identify basic call-taking techniques – location.

4.2.3 Identify basic call-taking techniques – incident.

4.2.4 Identify when CPR is needed.

4.2.5 Identify basic call-taking techniques – weapons.

4.2.6 Identify basic call-taking techniques – persons.

4.2.7 Identify basic call-taking techniques – vehicles.

4.2.8 Identify basic call-taking techniques – reporting party.

4.2.9 Identify basic call-taking techniques – documentation.

4.2.10 Identify basic call-taking techniques – call routing.

4.3.0 Unit Goal: Summarize the process for classifying calls for service.

4.3.1 Explain the difference between routine, non-emergency and in progress calls.

4.3.2 Explain the importance of proper call classification for public safety calls for service.

4.3.3 Explain the importance of maintaining responder and public safety when dealing with calls for service.

4.3.4 Identify types of calls requiring crisis call taking strategies.

4.3.5 Explain some considerations for dealing with calls involving children and the elderly.

4.3.6 List special call handling techniques for angry or difficult callers.

4.3.7 Explain how to defuse a difficult and/or crisis call for service.

Unit 5: Basic Radio Communications

- 5.1.0 Unit Goal:** Summarize protocol involving radio communication techniques.
- 5.1.1** Identify methods for using phonetic alphabets.
- 5.1.2** Identify methods for using numeric codes.
- 5.1.3** Identify methods for using plain language.
- 5.1.4** Identify common radio communication techniques.
- 5.1.5** Identify standard radio procedures and protocols.
- 5.1.6** Identify key elements for dispatching calls for service to field units.
- 5.1.7** Identify methods for obtaining and broadcasting descriptions of motor vehicles, persons, and events.
- 5.1.8** Identify methods of microphone and headset placement and techniques to achieve effective broadcasting.

Unit 6: Legal and Liability Concepts

- 6.1.0 Unit Goal:** Summarize liability and legal issues involving emergency Telecommunicators and their agencies.
- 6.1.1** Define types of liability.
- 6.1.2** Explain the Seven Affirmative Links to a tort.
- 6.1.3** Define the term and elements of negligence.
- 6.1.4** Define the term immunity and related laws.
- 6.1.5** Review State laws regulating public safety Telecommunicators and their agencies.
- 6.1.6** Identify methods for reducing liability in the communications center.
- 6.1.7** Identify common liability risk factors.
- 6.1.8** Define the Freedom of Information Act (FOIA) and law enforcement exemptions.
- 6.1.9** Review the Texas Public Information Act.
- 6.1.10** Review retention schedules for records of public safety agencies as indicated by the Texas State Library and Archives Commissions.

Unit 7: Stress, Health, and Awareness

- 7.1.0 Unit Goal:** Summarize health and wellness topics related to Telecommunicator stress management and critical incident stress. Summarize ways to relieve the stress and improve the health of telecommunicators.
- 7.1.1** Identify the different terms related to health and wellness.
- 7.1.2** Review the categories and examples of different types of stress.
- 7.1.3** Identify the causes and sources of Telecommunicator stress.
- 7.1.4** List common ways of reducing stress and minimizing its effect on the Telecommunicator.

Unit 8: Ethics

8.1.0 Unit Goal: Summarize the basic concepts of ethical principles.

- 8.1.1** Define ethics and discuss the importance of ethical judgment and behavior of Telecommunicator.
- 8.1.2** Identify the Six Pillars of Character.
- 8.1.3** Identify the difference between profession and professionalism.
- 8.1.4** Discuss moral principles and techniques used when faced with a moral issue.
- 8.1.5** Identify Standards of Conduct for Telecommunicators.
- 8.1.6** Discuss typical misconceptions about ethics.
- 8.1.7** Identify ethical decision-making tools when faced with a decision that does not have a clear set standard or departmental policy.
- 8.1.8** Participate in scenario-based ethical education exercises.

Unit 9: Cultural Diversity

9.1.0 Unit Goal: Review and discuss various dimensions of diversity.

- 9.1.1** Define the term “diversity.”
- 9.1.2** Discuss elements of “human diversity.”
- 9.1.3** List the “dimensions of diversity.”
- 9.1.4** Describe the three powerful trends highlighting diversity in a twenty-first-century society.
- 9.1.5** Discuss the United States changing demographics.
- 9.1.6** Compare a “Melting pot” vs. a “Mosaic” society.
- 9.1.7** The student will define the term “Inclusion.”
- 9.1.8** Discuss the concept of the three dimensions of Global Inclusion.
- 9.1.9** Describe the concept of the four layers of diversity.
- 9.1.10** Illustrate the concept of primary and secondary dimensions of diversity.
- 9.1.11** Explain “Fairness vs. Equal Treatment.”
- 9.1.12** Summarize the past, present, and future dimensions of diversity.

Unit 10: Crisis Communications Unit 10

10.1.0 Unit Goal: Identify techniques used in dealing with persons with mental illness.

- 10.1.1** Define the term mental illness.
- 10.1.2** Identify behaviors associated with personality disorders.
- 10.1.3** Identify behaviors associated with mood disorders.
- 10.1.4** Identify behaviors associated with thought disorders.
- 10.1.5** Identify symptoms and behaviors associated with cognitive disorders.
- 10.1.6** Discuss common myths regarding mental illness.
- 10.1.7** Identify clues and patterns to indicate a person has a mental illness.

10.1.8 Recognize techniques used to process calls from mentally ill callers.

10.2.0 Unit Goal: Identify techniques used when dealing with suicidal persons.

10.2.1 Define terms related to suicide.

10.2.2 Identify warning signs for suicidal persons.

10.2.3 Relate important statistics and information related to suicide.

10.2.4 Distinguish between the risk factors for suicide.

10.2.5 Differentiate suicidal risk factors for persons of certain groups.

10.2.6 Relate call handling methods and specialized techniques involving suicidal callers.

10.3.0 Unit Goal: Review processing techniques for family violence calls for service.

10.3.1 Define the term family violence.

10.3.2 Identify Telecommunicator responsibilities related to family violence.

10.3.3 Review statistics related to domestic violence incidents.

10.3.4 Discuss the causes of family violence.

10.3.5 Review the traits of an abuser.

10.3.6 Review why victims do not leave abusive situations.

10.3.7 Discuss the complication of strangulation during a family violence incident.

10.3.8 Discuss possible head injuries in family violence incidents.

10.4.0 Unit Goal: Recognize calls taking techniques for stalking incidents.

10.4.1 Define the term stalking.

10.4.2 Review statistical data related to stalking victimization.

10.4.3 Describe the impact to stalking victims.

10.4.4 Review the five types of stalkers.

10.4.5 Identify common forms of stalking behavior.

10.4.6 Define the term cyberstalking.

10.4.7 Describe the techniques used by cyberstalkers.

10.5.0 Unit Goal: Review processing techniques for sexual assault calls for service.

10.5.1 Define the term sexual assault.

10.5.2 Define the term Aggravated Sexual Assault.

10.5.3 Review statistics related to sexual assault.

10.5.4 Discuss victim responses to sexual assault.

10.5.5 Review the Telecommunicators role in sexual assault calls for service.

- 10.6.0 Unit Goal:** Review processing techniques for human trafficking calls for service.
- 10.6.1** Define the term human trafficking.
 - 10.6.2** Define Texas law pertaining to trafficking of persons.
 - 10.6.3** Discuss statistics related to human trafficking.
 - 10.6.4** Discuss human trafficking victims' mindset and common barriers to victim identification.
 - 10.6.5** Review the effective processing of human trafficking calls for service.
- 10.7.0 Unit Goal:** Review processing techniques for hostage and barricaded persons calls for service.
- 10.7.1** Define terms related to hostage calls for service.
 - 10.7.2** Review the different types of kidnappings.
 - 10.7.3** Discuss the psychological and social issues of a hostage taker.
 - 10.7.4** Explain the importance of active listening skills with a hostage taker.
 - 10.7.5** Discuss a crisis negotiator's response to a hostage taker.
- 10.8.0 Unit Goal:** Summarize the process for handling calls involving explosive devices (bomb threats), suspicious packages, terrorism and other emergency calls for service.
- 10.8.1** Review call processing methods for a suspicious package.
 - 10.8.2** Review instructions for callers reporting an explosive device.
 - 10.8.3** Explain the different types of bomb threat levels.
 - 10.8.4** Review the general characteristics of a suspicious package, mail, or envelope containing a lethal substance or object.
 - 10.8.5** Discuss specific call processing methods for a suspicious package.
 - 10.8.6** Identify the process of responding to calls involving issues of weapons of mass destruction such as terrorism, biological agents/outbreaks, suspicious packages, and other warning indicators.
 - 10.8.7** Recognize the signs of a hazardous materials incident.
 - 10.8.8** Discuss common bacteria and toxins used in bioterrorism attacks.
 - 10.8.9** Define the mindset of a terrorist.
 - 10.8.10** Review potential targets of terrorism.
- 10.9.0 Unit Goal:** Summarize the emergency management role as it relates to a telecommunicator's responsibilities.
- 10.9.1** Define the Incident Command System (ICS) as the standard for incident management.
 - 10.9.2** Identify ICS Training educational resources for Telecommunicators.
 - 10.9.3** Define the components of the National Incident Management System (NIMS).
 - 10.9.4** Identify types of disasters.

- 10.9.5** Review different approaches to public safety disaster preparedness.
- 10.9.6** Discuss the Telecommunicator Emergency Response Taskforce (TERT) as it relates to disaster mutual-aid.
- 10.9.7** Review the common types of epidemic and pandemic disasters seen in the United States.

- 10.10.0 Unit Goal:** Summarize call recognition, handling and classification procedures for involving missing and exploited children.
- 10.10.1** Define the role of the National Center for Missing and Exploited Children (NCMEC).
- 10.10.2** Identify types of cases in which NCMEC is able to assist agencies.
- 10.10.3** Review statistics related to NCMEC Missing Children cases.
- 10.10.4** Summarize different types of missing children cases.
- 10.10.5** Review the definition of an attempted abduction.
- 10.10.6** Summarize the difference between a family and non-family abduction.
- 10.10.7** Identify the difference between a runaway child and a throwaway child.
- 10.10.8** Identify indicators of a high-risk runaway.
- 10.10.9** Discuss the programs and resources available through NCMEC.
- 10.10.10** Identify goals for initial intake of missing, abducted, or sexually exploited children.