

# Instructor Resource Guide



## **Basic County Corrections**

Course ID #1121

Licensing Requirement

Revised: January 2026

## **Module 1**

### **Introduction/Orientation**

This course is designed to meet the legislative mandates by the Texas Legislature that amends Texas Occupations Code Chapter 1701. The Basic County Corrections course (BCC) is designed to provide knowledge, skills, and abilities to be successful as a new Texas county jailer.

The layout of this instructor resource guide is designed by general module topics. Each of these topics of learning is subdivided into specific units that are similar in subject and are best taught near the other chapters to better facilitate learning. There are twelve (12) specific areas of emphasis and 43 units in the BCC. There are over 360 learning objectives in the BCC.

The training coordinator/administrator should use extreme care in the organization and scheduling of this training to verify all objectives get full coverage and understanding when linked to preceding subject areas.

The instructor resource guide states the minimum required hours allotted for each unit. It is the training coordinator's responsibility to ensure the minimum hours are met. The training coordinator and instructor will determine how much time is spent on each learning objective. Learners 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 minimum length of the course and units are listed on both the instructor resource and lesson plan.

This course shall be taught the minimum hours that are listed in this guide, and the learner shall attend the entire class to receive credit.

If learners do not complete the original BCC course they are enrolled in, they must start and complete another BCC in its entirety. Partial credit may not be given to students who do not complete the entire course. Learners who start one BCC course may not be moved into another subsequent BCC course due to failure, injury, or other lapse in training. Any required content missed due to injury, illness, or emergency must be made up.

#### **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 and must not be removed or altered.

- A qualified instructor/subject matter expert shall develop the IRG into a lesson plan that meets the needs of the organization.

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### Introduction/Orientation

#### Lesson Plan:

Each organization is charged with creating their own lesson plan for how the organization 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 may 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.
- Academies 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** must be included in the instructor's lesson plan.
- Any activity that is **suggested** is just that, an example or suggestion, and is not mandated for inclusion.

**Note to Training Academy Administrators/Training Coordinators: This curriculum must be implemented by April 1, 2026.**

It is the responsibility of the training coordinator to ensure the educational content and materials are kept up to date. The BCC is an evolving document and shall be treated as such. 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 curriculum and legal resources for changes in subject matter or laws relating to this topic as well as the Texas Commission on Law Enforcement website at [www.tcole.texas.gov](http://www.tcole.texas.gov) 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 inspection.

A training file includes:

- A complete and fully developed **lesson plan** for each unit in the BCC. The lesson plan may be developed as one document or may be presented in individual lesson plans per unit. TCOLE provides student learning objectives, and the student learning objectives must be taught as they are presented. Learning objectives must not be removed or altered. The IRG for the BPOC is not a lesson plan, but the minimum state requirements. Instructors shall not use PowerPoint as a lesson plan. The lesson plan must be developed by a documented subject matter expert that details how the chapter and content will be presented.

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- An **instructor biography** for all instructors who teach and co-teach any learning objectives in the BCC. The instructor biography must detail subject matter expertise and teaching experience. The instructor biography must be kept up to date. Guest speakers, not teaching any 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.
- An **assessment**. There are several ways to achieve this, and more detail will be listed below in the “assessment” section. All grade sheets for each assessment must be included in the training file.
- A **course evaluation**. The evaluation should 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 BCC to assist instructors and training coordinators in developing classes.
- An approved **roster** from TCLEDDS.

The BCC 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 learners to participate in as many training scenarios as possible.

#### 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 units in the BCC.

- It is highly recommended that instructors have experience teaching law enforcement professionals.
- 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.
- A TCOLE instructor certification does not certify someone to teach any topic.

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#### **INSTRUCTOR NOTES**

##### **Module 5: Mental Health, De-escalation Techniques, and Suicide Detection and Prevention**

- Portions of the Interacting with Veterans course (4902) have been added to this unit to meet the legislative mandate established by SB 1563 in the 89<sup>th</sup> Regular Legislative session, in accordance with Chapter 1701 of the Texas Occupations Code. This course is not reported separately but is already included in the unit hours.
- Training academies may adopt the “Police Executive Research Forum's Integrating Communications, Assessment, and Tactics (ICAT)” course.
- If an academy does not adopt the ICAT program, the learning objectives listed in the chapter must be met by any curricula used to instruct de-escalation strategies.
- The PERF ICAT program including instructor guides, lesson plans, presentations, and video links is available for use at this location: <http://www.policeforum.org/icat-training-guide>. ICAT training materials are accessible only to PERF members - login credentials are required.

##### **Module 14: End of Course Review**

- The training academy must assess total learning of chapters in the BCC.
- This module is designed to give the training academy time to conduct a student review of the course curriculum. This can be achieved through a combination of assessment/review tools to include lecture material overview, written or oral assessment by administering a question-and-answer test or a group discussion session.
- This will ascertain the learner's proficiency level and needed preparation for successful completion of the academy final exam and the State licensing exam.

##### **Length of Course:**

- 120 hours, minimum
  - Training academies may teach more than the required minimum 120 hours.

##### **Facility Requirements:**

- A standard classroom environment. The location must be adequate for conducting the included scenario and role-play activities as well as demonstration and evaluation of the physical skills/defensive tactics portion of this course.

## **Module 1**

### **Introduction/Orientation**

- There are only very specific instances where the BCC licensing course is allowed to be delivered as a blended learning course. It **must** be approved through TCOLE.
  - In a blended learning course, learners will complete the online portion of the course, then complete the in-person physical skills portion to receive credit.

#### **Assessment:**

- Training academies 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 learners, case study and scenario, and other means of testing the learner's application of skills taught as the instructor or department deems appropriate.
- Assessment tools must be used throughout this course to ensure the learner has a thorough comprehension of all learning objectives.
- Learners shall not be passed through the course simply because they are in attendance. Learners are required to master the skills to transition to the next topic in the BCC. Once a learner shows mastery of each topic, they can 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 of multiple subjects. The state licensing exam consists of 100 multiple choice questions that are randomly selected from chapters in the BCC. It is highly encouraged to give learners access to the BCC Instructor Resource Guide to use as a study guide. The minimum passing score shall be 70%. If a learner fails all three attempts, they must enroll in a new BCC class.

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**#1121 BASIC COUNTY CORRECTIONS COURSE**

In accordance with Commission regulations, the Basic County Corrections Course shall consist of a minimum of 120 hours and shall include, but not limited to, the subjects set forth below.

<b><u>Module 1</u></b>	<b><u>Introduction/Orientation</u></b>	
	0. Abstract/Administrative/Departmental Overview	1
<b><u>Module 2</u></b>	<b><u>TCOLE and Academy Rules Overview</u></b>	
	1. TCOLE Rules and Facility Oversight	1
<b><u>Module 3</u></b>	<b><u>Facility Oversight and Concepts</u></b>	2
<b><u>Module 4</u></b>	<b><u>Human Relations</u></b>	
	2. Ethics	4
	3. Sexual Harassment	1
	4. Cultural Awareness and Civil Rights	2
	5. Human Relations	2
	6. Jailer Stress	3
<b><u>Module 5</u></b>	<b><u>Mental Health, De-escalation Techniques, and Suicide</u></b>	
	7. Mental Health	8
	8. De-escalation Techniques	8
	9. Suicide Detection and Prevention (TCOLE 3501)	8
<b><u>Module 6</u></b>	<b><u>Intake Procedures</u></b>	
	10. Admissions	3
	11. Identification Procedures	2
	12. Intake Procedures	2
	13. Inventory	1
	14. Money Accounts	1
	15. Inmate Supplies	1
	16. Inmate Orientation	1
<b><u>Module 7</u></b>	<b><u>Classification</u></b>	
	17. Disruptive Groups	3
	18. Classification	6
<b><u>Module 8</u></b>	<b><u>Inmate Services</u></b>	
	19. Mandated Activities	1
	20. Food Services	.5

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21. Visitation	.5
22. Correspondence	1

**Module 9**      **Inmate Health Care**

23. Health Records and Services	1
24. Communicable Diseases	3

**Module 10**      **Facility Security Protocols**

25. Facility Security and Headcounts	2
26. Searches (Inmate and Contraband)	3
27. Emergency Procedures	3
28. Hostage	2
29. Uncooperative Violent Inmates	1
30. Transportation	3

**Module 11**      **Legal Responsibilities**

31. Legal Aspects of Force	4
32. Inmate Rights	2
33. Grievances	1
34. Inmate Discipline	1
35. Liability	2
36. Inmate Con Games	3

**Module 12**      **Defensive Tactics**

37. Defensive Tactics	16
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**Module 13**      **Documentation Process**

38. Investigations	1
39. Report Writing	4
40. Courtroom Demeanor and Testimony	1
41. Inmate Release	3

**Module 14**      **End of Course Review**

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**Total Hours:      120**