

**FIRE 86C Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: FIRE 86C            Title: FIRE SERVICE INST III  
 Full Title: Fire Service Instructor III Instructional Program Management  
 Last Reviewed: 10/14/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	2.00	5	Lecture Scheduled	10.00
Minimum	1.00	Lab Scheduled	6.00	2	Lab Scheduled	30.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	40.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 20.00

Total Student Learning Hours: 60.00

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: FIRE 273.3

**Catalog Description:**

This course provides information on planning, developing and implementing comprehensive training programs and curricula. Topics include instructional development, program management, program and instructor evaluation and test reliability and validity. The curriculum is based on the 2015 edition of National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. Upon successful completion, the student will be awarded a completion certificate from the State Board of Fire Services.

**Prerequisites/Corequisites:**

Course Completion of FIRE 86B or equivalent as determined by the Dean of Public Safety

**Recommended Preparation:**

Eligibility for ENGL 100 OR EMLS 100 (formerly ESL 100) or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course provides information on planning, developing and implementing comprehensive training programs and curricula. Topics include instructional development, program management, program and instructor evaluation and test reliability and validity. The

curriculum is based on the 2015 edition of National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. Upon successful completion, the student will be awarded a completion certificate from the State Board of Fire Services. (P/NP Only)

Prerequisites/Corequisites: Course Completion of FIRE 86B or equivalent as determined by the Dean of Public Safety

Recommended: Eligibility for ENGL 100 OR EMLS 100 (formerly ESL 100) or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 2020	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Demonstrate the ability to design and implement a comprehensive training program which includes goals, objectives, curriculum, test instruments, records systems and the selection of instructors and equipment
2. Demonstrate the ability to evaluate and analyze the components of a training program and present unbiased findings and recommendations for improvement

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify course objectives, requirements, assignments, activities, evaluation methods facilities and participation requirements
2. Identify the different levels and courses required for certification in the Fire Instructor III track, the capstone task book and testing process
3. Identify the duties of a Fire Service Instructor III
4. Conduct an agency needs analysis that identifies instructional needs and recommends solutions
5. Design a performance-based training program that includes job related knowledge and Skills, meets time and budget constraints and supports agency goals
6. Demonstrate the ability to modify existing curriculum to meet agency requirements and achieve the desired learning objectives
7. Demonstrate the ability to write clear, concise and measurable program and course goals that correlate with those of the agency

8. Demonstrate the ability to write clear, concise and measurable course objectives that reflect specific tasks
9. Demonstrate the ability to construct a course outline that supports an agency's structure and reflects current acceptable practices
10. Create a program and course evaluation plan that evaluates curriculum, instructors, course components, facilities, policies and utilizes student input.
11. Demonstrate the ability to construct a performance-based instructor plan that evaluates the instructor at regular intervals
12. Demonstrate the ability to analyze student test instruments to determine their validity and make changes as needed
13. Demonstrate the ability to develop a system for the acquisition, storage and dissemination of test results consistent with agency policies, applicable laws which provides feedback to stakeholders
14. Demonstrate the ability to administer an accessible training record system that captures concise information and meets all agency and legal requirements
15. Demonstrate the ability to develop recommendations for training program policies that meet training and agency goals
16. Demonstrate the ability to select instructional staff who can achieve agency and instructional goals
17. Demonstrate the ability to write equipment-purchasing specifications that support curriculum needs
18. Demonstrate the ability to present unbiased evaluation findings and recommendations that support agency goals, policies and procedures

## **Topics and Scope:**

### **I. Orientation and Administration**

- A. Review of facilities
- B. Review of classroom requirements
- C. Review of syllabus, participation, assignments and evaluation methods

### **II. Fire Service Instructor III Certification Track Course Requirements**

- A. Course requirements
- B. Task Book process
- C. Certification testing process

### **III. Duties of an Instructor III**

- A. Administration of instructional resources, staff, facilities and records
- B. Planning, developing and implementing training programs and curricula
- C. Developing evaluation plans, collecting, analyzing and utilizing data to validate program and obtain student feedback
- D. Facilitating meetings

### **IV. Instructional Needs Analysis**

- A. Instructor's role in conducting an agency-level needs analysis
- B. Functions and components of a needs analysis
- C. Methods and processes for performing a needs analysis
- D. Job Performance Requirements (JPR's)
- E. Task analysis
- F. Curriculum development
  1. Lesson plans
  2. Characteristics of adult learners
  3. Instructional media
  4. Instructional methods
  5. Evaluation instruments

- G. Types of research
  - 1. Job observation
  - 2. Compliance and regulation
  - 3. Skill/knowledge development and improvement
- H. Needs and task analysis
- I. Committee meetings
- J. Organizing information
- K. Interpreting data
- V. Designing Training Programs and Curriculum
  - A. Instructional design for performance-based training programs
  - B. Curriculum development process
  - C. Adult learning principles
  - D. Principles of performance-based education and research
  - E. Fire service terminology
  - F. Technical documents
  - G. Course reference materials
- VI. Modifying Existing Curriculum
  - A. Purpose for modifying existing curriculum
  - B. Planning revision steps
  - C. Implementing modified curriculum
  - D. Technical documents
  - E. Course reference materials
- VII. Program and Course Goals
  - A. Components and characteristics of course goals
  - B. Writing program and course goals
  - C. Correlation of JPR's to program and course goals
  - D. Program and course goal statements
- VIII. Writing Course Objectives
  - A. Components and characteristics of course objectives
  - B. Writing course objectives
  - C. Correlation between JPR's and course objectives
- IX. Constructing Course Outlines
  - A. Curriculum development models
  - B. Components and organization of a course content outline
  - C. Course outline correlation with
    - 1. Course goals
    - 2. Objectives
    - 3. JPR's
    - 4. Instructor lesson plans
    - 5. Instructor methods
- X. Program and Course Evaluation Plans
  - A. Purpose of evaluation plans
  - B. Types and categories of evaluation plans
  - C. Components of a program evaluation plan
  - D. Components of a course evaluation plan
  - E. Evaluation techniques and methods
  - F. Agency resources and constraints
  - G. Use of evaluation instruments to meet agency goals
- XI. Performance Based Instructor Evaluation Plans
  - A. Elements of an instructor evaluation
    - 1. Staff schedules
    - 2. Job requirements

- 3. Agency policies and procedures
- B. Methods for developing performance based instructor evaluation plans
- C. Instructor evaluation techniques
- XII. Analyzing Student Test Instruments
  - A. Processes used to evaluate and revise test instruments
  - B. Test validity
  - C. Test reliability
  - D. Item analysis
  - E. Item analysis techniques
- XIII. Acquisition, Storage and Dissemination of Test Results
  - A. Agency policies for acquiring training resources
  - B. Purchasing procedures
  - C. Training resource budget management principles
  - D. Completing required agency forms
- XIV. Administering Training Record Systems
  - A. Purpose, types and functions of training record systems
  - B. Professional standards and their influence on training records
  - C. Legal requirements affecting record keeping and retention
  - D. Information disclosure
  - E. Developing forms for training record systems
  - F. Generating reports
- XV. Developing Training Program Policy Recommendations
  - A. Developing policies to achieve training and agency goals
  - B. Formats for submitting policy recommendations
  - C. Writing technical documents
- XVI. Selecting Instructional Staff
  - A. Staff selection and instructional responsibilities
    - 1. Instructional requirements
    - 2. Selection criteria and methods
    - 3. Recruitment
    - 4. Hiring practices
    - 5. Interviewing
    - 6. Capabilities of instructional staff
  - B. Correlating staff selection with agency goals and succession planning
  - C. Agreements and insurance for contract instructors
  - D. Staff selection evaluation techniques
- XVII. Equipment Purchasing
  - A. Assessing curriculum needs
  - B. Evaluating agency equipment and available resources for training delivery
  - C. Equipment purchasing procedures
  - D. Evaluation methods to select the most effective equipment
  - E. Preparing procurement forms
- XVIII. Presenting Evaluation Findings, Conclusions and Recommendations
  - A. Statistical evaluation procedures
  - B. Steps to be taken after reviewing evaluations
  - C. Validating findings, conclusions and recommendations with agency goals and procedures
  - D. Program evaluation presentations
  - E. Presentation skills
  - F. Preparing reports

All topics are covered in the lecture and lab portions of the course.

## Assignment:

### Lecture-Related Assignments:

1. Pre-course reading and writing assignments of up to three hours
2. Reading between class sessions (20-30 pages)
3. Group activities (2 - 3)
4. Quizzes (2 - 4)
5. Summative exam

### Lab-Related Assignments:

1. As a group, develop an instructional needs analysis
2. Develop 2-3 course objectives
3. Write 1-3 course content outlines
4. As a group, develop a program or course evaluation plan
5. Develop a performance-based instructor evaluation plan
6. As a group, compile a list of training records systems and compare and contrast their advantages and disadvantages
7. Presentation(s) (1 - 2)

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Needs analysis, developing course goals, objectives, outlines and evaluation plans

Writing  
5 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Needs analysis, developing course goals, objectives, outlines and evaluation plans

Problem solving  
5 - 15%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Presenting instructional needs analysis, program or course evaluation plan and records system comparison

Skill Demonstrations  
5 - 15%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes and summative exam

Exams  
70 - 85%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

Fire and Emergency Services Instructor. 9th ed. International Fire Service Training Association (IFSTA). 2019

Fire Service Instructor: Principles and Practice. 2nd ed. Reeder, Forest and Joos, Alan. Jones and Bartlett. 2014 (classic)