

Course Outline

COURSE: JFT 218 **DIVISION:** 50 **ALSO LISTED AS:** JFT 9B

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 10/13/2020

SHORT TITLE: FIRE INSTRUCTOR II

LONG TITLE: Fire Instructor II Instructional Development

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	.5	9
		Lab:	1.73	31.14
		Other:	0	0
		Total:	2.23	40.14
		Total Learning Hrs:	58.14	

COURSE DESCRIPTION:

This course provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. **PREREQUISITE:** Fire Fighter I or equivalent.

PREREQUISITES:

Completion of JFT 225, as UG, with a grade of P or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Demonstrate the ability to create a lesson plan that addresses JPRs or learning objectives for the topic given and includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. Lesson plans will be evaluated and students must receive a score of 80% or higher.
2. Demonstrate the ability, given a training scenario, with increased hazard exposure, to supervise other instructors and students during training to ensure that all participants follow applicable safety standards and practices and meet instructional goals.
3. Develop student evaluation instruments that determine whether the student has achieved the learning objectives; evaluate relevant performance in an objective, reliable, and verifiable manner; and are bias free to any audience or group.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/13/2020

LECTURE CONTENT:

- I. Introduction (2 hours)
 - A. Orientation and Administration
 1. Facility requirements
 2. Classroom requirements
 3. Course Syllabus
 - B. Instructor II Certification Process
 1. Levels of certification
 2. Courses required for Instructor II
 3. Other requirements
 4. Certification task book process
 5. Certification testing process
 - C. Definitions of Duty
 1. Program management
 2. Instructional development
 3. Instructional delivery
 4. Evaluation and testing
- II. Instructional Development (14 hours)
 - A. Creating Lesson Plans
 1. Elements of a lesson plan
 2. Components of learning objectives
 3. Methods and techniques of instruction
 4. Principles of adult learning
 5. Techniques for eliminating bias in instructional materials
 6. Types and application of instructional media
 7. Select evaluation techniques
 8. Sources of references and materials
 9. Basic research
 10. JPRs used to develop enabling learning objectives
 11. Assessing student needs
 12. Developing instructional media
 13. Outlining techniques
 14. Evaluation techniques
 15. Resource needs

- B. Modifying Lesson Plans
 - 1. Elements of a lesson plan
 - 2. Components of learning objectives
 - 3. Methods and techniques of instruction
 - 4. Principles of adult learning
 - 5. Techniques for eliminating bias in instructional materials
 - 6. Types and application of instructional media
 - 7. Evaluation techniques
 - 8. Sources of references and materials
 - 9. Basic research
 - 10. JPR's used to develop enabling learning objectives
 - 11. Assessing student needs
 - 12. Developing instructional media
 - 13. Outlining techniques
 - 14. Evaluation techniques
 - 15. Resource needs
- III. Instructional Delivery (3 hours)
 - A. Conducting Classes and Conference Sessions
 - 1. Use and limitations of teaching methods and techniques
 - 2. Transition between different teaching methods
 - 3. Conduct small group discussions
 - B. Supervising Training Activities
 - 1. Safety rules, regulations, and practices
 - 2. Incident Command System (ICS)
 - 3. Leadership techniques
- IV. Developing Student Evaluation Instruments (6 hours)
 - A. Developing Student Evaluation Instruments
 - 1. Instructional methods and techniques
 - 2. Determining best evaluation methods for desired learning outcome
 - 3. Principles of test validity
 - 4. Components of evaluation forms
 - 5. Test planning sheet
 - 6. Evaluation items
 - 7. Evaluation instruments
 - B. Developing a Class Evaluation Instrument
 - 1. Evaluation methods measuring student feedback
 - 2. Evaluation forms
- V. Program Management (15 hours)
 - A. Scheduling Instructional Sessions
 - 1. Departmental policy
 - 2. Departmental scheduling process
 - 3. Level of supervision for scheduling training
 - 4. Resource management for scheduling courses

- B. Formulating Budget Needs
 - 1. Agency training budget policy
 - 2. Resource management
 - 3. Analyzing needs
 - 4. Sources of instructional materials and equipment
 - 5. Resource analysis
 - 6. Required forms
- C. Acquiring Training Resources
 - 1. Agency policies for acquiring training resources
 - 2. Purchasing procedures
 - 3. Training resource budget management principles
 - 4. Required forms
- D. Coordinating Record Keeping
 - 1. Record-keeping process
 - 2. Departmental policies
 - 3. Laws affecting records and disclosure of training information
 - 4. Professional standards applicable to training records
 - 5. Data used for training records
 - 6. Training record auditing procedures
- E. Evaluating Instructors
 - 1. Personnel evaluation methods
 - 2. Supervision techniques
 - 3. Agency policy
 - 4. Effective instructional methods and techniques
 - 5. Observation techniques
 - 6. Coaching to improve instruction
 - 7. Evaluation forms

LAB CONTENT:

Because of the integrated nature of the lab/lecture method of instruction, the content for both lecture and lab are infused in all subjects.

- I. Introduction (2 hours)
 - A. Orientation and Administration
 - 1. Facility requirements
 - 2. Classroom requirements
 - 3. Course Syllabus
 - B. Instructor II Certification Process
 - 1. Levels of certification
 - 2. Courses required for Instructor II
 - 3. Other requirements
 - 4. Certification task book process
 - 5. Certification testing process
 - C. Definitions of Duty
 - 1. Program management
 - 2. Instructional development
 - 3. Instructional delivery
 - 4. Evaluation and testing

II. Instructional Development (14 hours)

A. Creating Lesson Plans

1. Elements of a lesson plan
2. Components of learning objectives
3. Methods and techniques of instruction
4. Principles of adult learning
5. Techniques for eliminating bias in instructional materials
6. Types and application of instructional media
7. Select evaluation techniques
8. Sources of references and materials
9. Basic research
10. JPRs used to develop enabling learning objectives
11. Assessing student needs
12. Developing instructional media
13. Outlining techniques
14. Evaluation techniques
15. Resource needs

B. Modifying Lesson Plans

1. Elements of a lesson plan
2. Components of learning objectives
3. Methods and techniques of instruction
4. Principles of adult learning
5. Techniques for eliminating bias in instructional materials
6. Types and application of instructional media
7. Evaluation techniques
8. Sources of references and materials
9. Basic research
10. JPR's used to develop enabling learning objectives
11. Assessing student needs
12. Developing instructional media
13. Outlining techniques
14. Evaluation techniques
15. Resource needs

III. Instructional Delivery (3 hours)

A. Conducting Classes and Conference Sessions

1. Use and limitations of teaching methods and techniques
2. Transition between different teaching methods
3. Conduct small group discussions

B. Supervising Training Activities

1. Safety rules, regulations, and practices
2. Incident Command System (ICS)
3. Leadership techniques

- IV. Developing Student Evaluation Instruments (6 hours)
 - A. Developing Student Evaluation Instruments
 - 1. Instructional methods and techniques
 - 2. Determining best evaluation methods for desired learning outcome
 - 3. Principles of test validity
 - 4. Components of evaluation forms
 - 5. Test planning sheet
 - 6. Evaluation items
 - 7. Evaluation instruments
 - B. Developing a Class Evaluation Instrument
 - 1. Evaluation methods measuring student feedback
 - 2. Evaluation forms
- V. Program Management (15 hours)
 - A. Scheduling Instructional Sessions
 - 1. Departmental policy
 - 2. Departmental scheduling process
 - 3. Level of supervision for scheduling training
 - 4. Resource management for scheduling courses
 - B. Formulating Budget Needs
 - 1. Agency training budget policy
 - 2. Resource management
 - 3. Analyzing needs
 - 4. Sources of instructional materials and equipment
 - 5. Resource analysis
 - 6. Required forms
 - C. Acquiring Training Resources
 - 1. Agency policies for acquiring training resources
 - 2. Purchasing procedures
 - 3. Training resource budget management principles
 - 4. Required forms
 - D. Coordinating Record Keeping
 - 1. Record-keeping process
 - 2. Departmental policies
 - 3. Laws affecting records and disclosure of training information
 - 4. Professional standards applicable to training records
 - 5. Data used for training records
 - 6. Training record auditing procedures
 - E. Evaluating Instructors
 - 1. Personnel evaluation methods
 - 2. Supervision techniques
 - 3. Agency policy
 - 4. Effective instructional methods and techniques
 - 5. Observation techniques
 - 6. Coaching to improve instruction
 - 7. Evaluation forms

METHODS OF INSTRUCTION:

Lecture, discussion and demonstration will serve as the medium of instruction. Regular assignments will be made for out-of-class study and research. Quizzes and a final exam as well as individual guidance will be provided as required.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 18

Assignment Description:

Review laws affecting records and disclosure of training information for in-class activity

Reading assignments and preparation of lesson plan.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Students will create a lesson plan

Skill demonstrations

Percent of total grade: 50.00 %

Class Performance/s Performance Exams

REPRESENTATIVE TEXTBOOKS:

Fire and Emergency Services Instructor student manual . Jones & Bartlett Learning: 2020.

ISBN: 978-0-87939-441-7

Reading Level of Text, Grade: 12 Verified by: Doug Atcherman

Required Other Texts and Materials

Fire Service Instructor: Principles and Practice, 2nd edition, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000289338

Sports/Physical Education Course: N

Taxonomy of Program: 213300