

Course Outline

COURSE: JFT 233 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 11/9/2021

SHORT TITLE: FIRE ETHICAL LDRSHIP

LONG TITLE: Fire Ethical Leadership for Instructors

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5	18	Lecture:	.45	8.1
		Lab:	0	0
		Other:	0	0
		Total:	.45	8.1
		Total Learning Hrs:	24.3	

COURSE DESCRIPTION:

This course provides the knowledge and skills needed to identify the value of ethical behavior in instructional settings, describe how ethical norms influence individual ethics, identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision- making model, in order to assist in making ethical decisions when faced with an ethical dilemma in an instructional setting.

PREREQUISITES:

Completion of JFT 8, as UG, with a grade of C 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

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. A student, given requirements, standards, and expectations, will be able to carry out the roles and responsibilities of an SFT instructor in an ethical manner in accordance with legal requirements, NFPA standards and the policies, procedures, and expectations of State Fire Training (SFT) and the authority having jurisdiction (AHJ).

COURSE OBJECTIVES:

1. Students will identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision-making model, in order to assist in making ethical decisions when faced with an ethical dilemma.

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

Curriculum Approval Date: 11/9/2021

I. Terminology and Purpose (1 Hour)

1. Key terms and distinctions
2. Why ethics are important

II. Ethical Norms (2 Hours)

1. The historical context of ethics
2. Sources of ethical norms

III. Roles and Responsibilities (2 Hours)

1. Instructors role as an ambassador for State Fire Training
2. The legal requirements and professional standards for instructor ethics training
3. The instructor's role in course development and delivery
4. The potential relationship between unethical instructor behavior and safety, liability, and risk management

IV. Ethical Awareness and Personal Values (1 Hours)

1. How personal ethics play a role in daily decision making
2. Different perspectives used to approach ethical situations
3. How to use ethical perspectives to explain positions, build relationships, and support decisions
4. Complete an ethics awareness inventory

Activities

1. Given an ethics awareness inventory, have students complete the assessment and score their results to determine their ethical perspective.
 - Create a grid or chart (see sample) and have students document their perspective.
 - Evaluate for trends and discuss similarities and differences between results based on different variables (age, job type, geographic region, etc.) if any exist.

V. Identifying Personal Values (2 Hours)

1. characteristics of core values
2. Dr. Morris Massey's three periods of values imprinting

Activities

1. Given a set of values cards, have students select the five values most applicable to them.

Then have students narrow the five values down to one core value. Have students share their single value with class and

explain the reason behind its selection.

METHODS OF INSTRUCTION:

Lecture Class Discussion

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 16

Assignment Description

Reading assignments

METHODS OF EVALUATION:

Problem-solving assignments

Evaluation Percent: 50

Evaluation Description

Given a set of values cards, have students select the five values most applicable to them.

Then have students narrow the five values down to one core value. Have students share their single value with class and explain the reason behind its selection.

Skill demonstrations

Evaluation Percent: 50

Evaluation Description

Given ethical scenarios, have students work in groups to apply the seven-step process and make a decision. Have each group select a spokesperson to share its results with the class.

To be evaluated by instructor during class exercise.

REPRESENTATIVE TEXTBOOKS:

Ethics Awareness Inventory , Linda Williams , The Williams Institute , 2019.

ISBN:

12 Grade Verified by: Doug Achterman

Ethics Student manual

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: N

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: Y

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000627115

Sports/Physical Education Course: N

Taxonomy of Program: 213300