

Course Outline

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

TERM EFFECTIVE: Spring 2016 **CURRICULUM APPROVAL DATE:** 11/09/2015

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:	.97	17.46
		Lab:	1.31	23.58
		Other:	0	0
		Total:	2.28	41.04

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. This course was previously listed as JFT 9B. **PREREQUISITE:** Instructional Methodology Introduction to the Incident Command System (IS-100/B), FEMA or National Incident Management System (IS-700.A), FEMA

PREREQUISITES:

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:

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.

Measure: Skills Demonstration, In-class workshop, Written assignment

PLO:

ILO: 1, 2, 3

GE-LO:

Year assessed or anticipated year of assessment: 2015

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.

Measure: Skills Exam, Scenario

PLO:

ILO: 1, 2, 3

GE-LO:

Year assessed or anticipated year of assessment: 2015

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.

Measure: Skills Exam

PLO:

ILO: 2, 3

GE-LO:

Year assessed or anticipated year of assessment: 2015

4. Demonstrate the ability, given an evaluation form, department policy, and JPR's (job performance requirements), to evaluate instructors to identify areas of strengths and weaknesses and recommend changes in instructional style and communication methods, providing opportunity for instructor feedback to the evaluator.

Measure: Skills Exam, Scenario

PLO:

ILO: 1, 2, 4

GE-LO:

Year assessed or anticipated year of assessment: 2015

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

Curriculum Approval Date: 11/09/2015

I. Introduction

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

SLO: Identify different levels in the instructor certification track, the courses and requirements for Instructor II certification, and be able to describe the certification task book and testing process.

Assignments: Review requirements for Instructor II certification as discussed in class.

II. Instructional Development

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

SLO: Demonstrate the ability to modify an existing lesson plan to address the JPRs or learning objectives for the topic.

Assignments: Modify a prepared lesson plan for specified audiences.

III. Instructional Delivery

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

SLO: Demonstrate the ability to conduct a class using a lesson plan that the instructor has prepared, using multiple teaching methods and techniques to achieve lesson objectives.

Assignment: Review safety rules, regulations, and practices for in-class scenario training activities.

IV. Developing Student Evaluation Instruments

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

SLO: Develop a class evaluation instrument that gives students the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Assignment: Construct and complete a Test Planning Sheet.

V. Program Management

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

SLO: Demonstrate the ability to coordinate training record-keeping in a way that meets all agency and legal requirements.

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

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.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 35 %

Written Homework

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 35 %

Homework Problems

Other: Complete a 15-20 minute teaching demonstration

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 40 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 35 %

Multiple Choice

REPRESENTATIVE TEXTBOOKS:

Required:

Fire and Emergency Services Instructor. Jones & Bartlett Learning, 2014. Or other appropriate college level text.

ISBN: 978-0-87939-441-7

Reading level of text, Grade: 12 Verified by: Doug Achterman

Other textbooks or materials to be purchased by the student:

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: JFT

CSU Crosswalk Course Number: 218

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours: 1

Minimum Hours: 1

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 213300