

Course Outline

COURSE: JFT 219 **DIVISION:** 50 **ALSO LISTED AS:** JFT 9A

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

SHORT TITLE: FIRE INSTRUCTOR I

LONG TITLE: Fire Instructor I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	.8	14.4
		Lab:	1.48	26.64
		Other:	0	0
		Total:	2.28	41.04

COURSE DESCRIPTION:

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively and competently. This course was previously listed as JFT 9A.
PREREQUISITE: Fire Fighter I Classification **ADVISORY:** Eligible for English 250 and English 420

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. Identify facility and class requirements and course objectives, events, assignments, activities, resources, evaluation methods and participation requirements in the course syllabus.

Measure: written exam

PLO:

ILO: 1, 2

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Prepare and present lesson plans using cognitive and psychomotor learning methods indicated by the lesson plans to achieve state objectives and enable students to achieve learning outcomes, following applicable safety standards and practices and addressing risks.

Measure: Skills exam, written exam

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2015

3. Complete training records, report forms accurately and submit them in accordance with procedures.

Measure: Written Exercise / exam

PLO:

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

4. Adjust presentation methods given changing circumstances in class environment, to maintain class continuity and to achieve learning outcomes without altering the content of the lesson or the lesson objectives.

Measure: skills exam

PLO:

ILO: 2, 3

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. Unit 1: Introduction

1. Instructor I Certification Process

2. Definitions of Duty

II. Unit 2: Instructional Development

1. Determining Needed Adaptations

a. Methods of Instruction

b. Cultural Diversity

c. Procedures for adapting instruction or the learning environment

2. Adapting Lesson Plans

a. Components of a lesson plan

b. Instructor preparation and organizational skills

III. Unit 3: Instructional Delivery

1. Organizing the Learning Environment

a. Classroom Management

b. Techniques to maximize student application time

c. Classroom arrangement the best fits the lesson, learning environment, and student needs.

d. Instructional media and teaching aids

2. Presenting Lessons
 - a. Principles of learning
 - b. Techniques of instruction
 - c. Lesson plan components
 - d. Oral and nonverbal communication techniques
3. Adjusting Presentations for Changing Circumstances
 - a. Equipment failure
 - b. Weather
 - c. Audio and visual distractions
 - d. Safety
 - e. Limited resources
 - f. Presentation locations
4. Maintaining a Safe and Positive Learning Environment
 - a. Motivation and coaching techniques
 - b. Learning styles
 - c. Dealing with disruptive and unsafe behavior
 - d. Coaching and motivational techniques
5. Operating Instructional Audiovisual Equipment
 - a. Components of audiovisual equipment
 - b. Learning process
 - c. Cleaning and maintenance of audiovisual equipment
6. Utilizing Audiovisual Materials
 - a. Media types
 - b. Selection criteria for media
 - c. Transition techniques within and between media
- IV. Unit 4: Evaluation and Testing
 1. Administering and Conducting Tests
 - a. Test administration practices
 - b. Agency testing policy
 - c. Laws and polices pertaining to discrimination during testing and training
 - d. Purposes of evaluation and testing
 - e. Skills checklists
 - f. Oral questioning techniques for testing
 2. Grading and Securing Student Examinations
 - a. Grading methods
 - b. Methods for eliminating bias during grading
 - c. Methods for maintaining exam security and confidentiality of scores
 3. Reporting Test Results
 - a. Reporting Procedures
 4. Providing Evaluation Feedback to Students
 - a. Reporting procedures
 - b. Interpret test results
 - c. Provide basic coaching
 5. Evaluating Student Instructor Lesson Demonstrations
 - a. Teaching demonstration
 - b. Strengths and weakness of student instructor performance
 - c. Review and Discussion
 - d. Flow of presentation

- V. Unit 5: Program Management
 - 1. Assembling Course Materials
 - a. Components of a lesson plan
 - b. Policies and procedures for the procurement of materials and equipment
 - c. Resources based on student needs
 - 2. Preparing Resource Requests
 - a. Resource management for instructional materials
 - b. Sources of instructional materials and equipment
 - c. Complete resources request form
 - 3. Scheduling Instructional Sessions
 - a. Scheduling procedure
 - b. Resource management for scheduling instruction
 - 4. Completing and Submitting Training Records
 - a. Types of records and reports required
 - b. Policy and procedures

METHODS OF INSTRUCTION:

Lecture, discussion and demonstrations will serve as the medium of instruction. Regular assignments will be made for out-of-class study and research. 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 25 %

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 25 % to 35 %

Other: class scenarios and role playing

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 50 %

Class Performance/s

Performance Exams

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

Percent range of total grade: 20 % to 30 %

Other: Skills demonstration

REPRESENTATIVE TEXTBOOKS:

Required:

State Fire Training. Certification Training Standards Guide CA: State Fire Training, 2014. Or other appropriate college level text.

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

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: 219
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