Title: Syllabus for Fire Service Course Design

Revision: January 2020

Section I - Course Information

Course Title: Fire Service Course Design

Course Number(s): BFST/FFP/ATPC2741

Class Days/Time: If being taught at the Florida State Fire College Campus 11655 NW Gainesville Road, Ocala, FL 34482   Bldg. C – Classrooms - Monday-Friday 8 a.m.- 5 p.m. 5 additional hours out of class work may be required.

Section II - Points of Contact

Training Supervisor:
> Name: Frank Ennist,
> Email: Frank.Ennist@myfloridacfo.com
> Work Phone: 352-369-2838
> Bldg. C Room 158

Program Manager/Instructor:
> Name:
> Email:
> Work Phone:

Section III – Course Description

The curriculum draws from many recognized authorities in exploring the methods and mechanics of imparting information and adult learning principles. The course emphasizes techniques which have wide application in teach situations, as well as devices for specific training areas. The course also stresses measuring teaching effectiveness, and the use of media and visual aids.

Fire Service Course Design covers chapters 11 through 15 of the Fire and Emergency Services Instructor book 9th Edition.

Section IV- Course Materials, Grading, and Attendance

Recommended Book: IFSTA Fire and Emergency Services Instructor 9th Edition.
ISBN: 978-0-87939-696-1, IFSTA Item #: 36342

Prerequisite(s): Fire Service Course Delivery

Continuing Educations Units (CEU's): 45 hours towards Fire Safety Inspector 1, Instructor I, II, III

Pre-Course Assignment: None

Required Materials: None

Required Materials: Paper, pens, USB portable storage device (thumb drive)

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. Below is the breakdown of the final accumulative grading:
- Individual Exercises 30 points
- Group Exercises 20 points
- Final Group project 30 points
- Final Written Exam 20 points

Attendance: Students are required to attend all sessions of the course.
- Excused absences - Students are permitted excused absences totaling no more than 10% of class (4.5 hours maximum); the instructor shall be the sole determining authority in the determination of an excused absence and may assign supplemental work to make up for missed class time.
- Unexcused absences - The instructor shall be the sole determining authority in the determination of an unexcused absence (i.e. "no call, no show"). The instructor has no obligation to offer the student an opportunity to make up assignments, including quizzes and/or exams, but may do so at his/her discretion.

Section V-Instructor Qualifications

As per Chapter Florida Administrative Codes (Rule), *Programs of Study and Vocational Courses*, instructors must meet the following qualifications to be authorized to teach this course:

Rule: 69A-37.065(2)(b)(3) Instructior Qualifications:

3. An instructor providing training under paragraph (2)(b), must be qualified by the Bureau of Fire Standards and Training within the Division. Qualified instructors are:

a. Instructors with requisite faculty credentials for the academic institution that is registered in the Florida Department of Education Statewide Course Numbering System to teach the course; or

b. Instructors with requisite faculty credentials as determined by the United States Fire Administration – National Fire Academy; or

c. Instructors with requisite faculty credentials as determined by the respective regionally accredited or nationally accredited university or college; or

d. Instructors who hold an active Single Course Exemption Certification issued by the Division as outlined in subsection 69A-37.059(4), F.A.C.; or

e. Instructors who hold an active Fire Officer II Certification issued by the Division after November 18, 2013, and an active Instructor II Certification issued by the Division.

f. Instructors who hold an active Firesafety Inspector I, Firesafety Inspector II, or Fire Code Administrator Certification issued by the Division and an active Instructor II Certification issued by the Division may teach the courses "Fire Prevention Practices" and "Private Fire Protection Systems I."

Section VI-Job Performance Requirements

Given information from discussion and reading materials, the student will satisfy the Job Performance Requirements (JPR) of the applicable National Fire Protection Association (NFPA) standards, any applicable skill sheets, and the applicable Fire and Life Safety Initiatives of the National Fallen Firefighters Foundation *Everyone Goes Home* program.

NFPA 1041, *Standard for Fire and Emergency Service Instructor Professional Qualifications*, 2019 Edition

Fire Service Instructor II NFPA 1041 (2012 Edition) Review of Course Design
Fire Service Instructor III NFPA 1041 (2012 Edition)

5.1 General. The Fire Service Instructor II shall meet the requirements for Fire Service Instructor I and the JPRs defined in Sections 5.2 through 5.5 of this standard.

5.2 Program Management.

5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, and records and reports.

5.2.2 Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to department policy.

(A) Requisite Knowledge. Departmental policy, scheduling processes, supervision techniques, and resource management.
(B) Requisite Skills. None required.

5.2.3 Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.
 (A) Requisite Knowledge. Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.
(B) Requisite Skills. Resource analysis and forms completion.

5.2.4 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.
(A) Requisite Knowledge. Agency policies, purchasing procedures, and budget management.
(B) Requisite Skills. Forms completion.

5.2.5 Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.
(A) Requisite Knowledge. Record-keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and databases used for record-keeping.
(B) Requisite Skills. Record auditing procedures.

5.2.6 Evaluate instructors, given an evaluation form, department policy, and JPRs, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.
(A) Requisite Knowledge. Personnel evaluation methods, supervision techniques, department policy, and effective instructional methods and techniques.
(B) Requisite Skills. Coaching, observation techniques, and completion of evaluation forms.

5.3 Instructional Development.

5.3.1 Definition of Duty. The development of instructional materials for specific topics.
5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.
(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.
(B) Requisite Skills. Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.
(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.
(B) Requisite Skills. Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

5.4 Instructional Delivery.

5.4.1 Definition of Duty. Conducting classes using a lesson plan.

5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.
(A) Requisite Knowledge. Use and limitations of teaching methods and techniques.
(B)* Requisite Skills. Transition between different teaching methods.

5.4.3* Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.
(A) Requisite Knowledge. Safety rules, regulations, and practices; the incident command system used by the agency; and leadership techniques.
(B) Requisite Skills. Implementation of an incident management system used by the agency.

5.5 Evaluation and Testing.

5.5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.
5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.
(A) Requisite Knowledge. Evaluation methods, development of forms, effective instructional methods, and techniques.
(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

5.5.3 Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.
(A) Requisite Knowledge. Evaluation methods and test validity.

(B) Requisite Skills. Development of evaluation forms.
 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures or reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.
(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.
 (B) Requisite Skills. Communication skills and basic coaching.

Section VI – Course Content and Outline/Plan of Instruction

Date	Chapters	Activities
DAY 1	Chapter 11 – Lesson Plan Development Review of F.S. 633 Parts IV & V and FAC 69A-37.059 and 69A-37.065 Review various evaluation forms	• Roster • Paperwork • Introductions • Introduce projects
DAY 2	Chapter 12 – Training Evolution Supervisor Chapter 13 – Test Item Construction	• Quiz 1 (chapter 11) • Work on projects
DAY 3	Chapter 14 – Supervisory and Administrative Duties	• Quiz 2 (chapter 12,13) • Present project 1 • Work on project 2
DAY 4	Chapter 15 – Instructor and Class Evaluations	• Quiz 3 (chapter 14) • Present project 3 • Work on project 4
DAY 5	Quiz and Projects	• Quiz 4 (chapter 15) • Present projects 4 & 5

Project Deliverables

1. Develop a training schedule using information provided, present your finished product (NFPA 5.2.2)
2. Using the 16 Life Safety Initiatives, create a lesson plan for a class no less than 30 minutes in length including learning objectives, a lesson outline, instructional materials, and instructional aids (NFPA 5.3.2)
3. Pass your lesson plan to another student. Modify someone else's lesson plan so that it both meets the needs of the students and ensuring learning objectives are met (NFPA 5.3.3)
4. Pass the lesson plan to another student and have them teach the lesson plan (NFPA 5.4.2)

5. Supervise other students and instructors during training (NFPA 5.4.3) Use standard rubric or delivery grading sheet for feedback response.

Grading Embedded Rubric for Oral Presentations

Criteria	Excellent (5)	Very Good (4)	Good (3)	Needs work (2)	Inadequate (1)
Evaluate the practical elements of comprehensive Fire Department Training systems and applications	Excellent demonstration of the practical elements of comprehensive Fire Department Training systems and applications	Very Good, demonstration the practical elements of comprehensive Fire Department Training systems and applications	Good evaluation the practical elements of comprehensive Fire Department Training systems and applications	Needs Improvement in the practical elements of comprehensive Fire Department Training systems and applications	Work returned to student to complete the project for a final grade
Evaluate class make up and speak to the audience to deliver the appropriate class subject matter	Excellent evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Very Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Needs Work evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Inadequate evaluation of class make up and speak to the audience to deliver the appropriate class subject matter
Analyze problems requiring Training within the Fire Service and the needs of the organization	Excellent ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Very good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Needs improvement in the ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Inadequate demonstration to Analyze problems requiring Training within the Fire Service and the needs of the organization

Demonstrate the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Excellent skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Very good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Needs improvement in skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Inadequate in the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities
Apply appropriate terminology, concepts, principles.	Excellent Application in appropriate terminology, concepts, principles.	Very Good Application in appropriate terminology, concepts, principles.	Good Application in appropriate terminology, concepts, principles.	Needs Improvement Application in appropriate terminology, concepts, principles.	Inadequate Application in appropriate terminology, concepts, principles.
Writing style and English grammar and usage, and application of APA style	The research paper is exceptionally well written exhibiting flawless English grammar and usage plus excellent application of APA style	The research paper is very well written exhibiting excellent English grammar and usage plus excellent application of APA style	The research paper is well - written exhibiting acceptable English grammar and usage and acceptable application of APA style	The research paper demonstrates acceptable English grammar and usage and acceptable application of APA style	The research paper does not demonstrate acceptable English grammar and usage nor acceptable application of APA style

Section IX – Review Date and Author

February 4, 2020 Unknown