



# Administration for the Executive Chief Fire Officer Course Plan

## Course Details

<b>Certification:</b>	Executive Chief Fire Officer
<b>CTS Guide:</b>	Executive Chief Fire Officer CTS Guide
<b>Description:</b>	This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching themes of this curriculum are developing a comprehensive, long-range plan; evaluating and projecting training requirements, facilities, and building needs; completing a written comprehensive risk, hazard, and value analysis; and developing a plan for a capital improvement project or program.
<b>Designed For:</b>	Executive Chief Fire Officer Candidate
<b>Prerequisites:</b>	Meet educational requirements for Chief Fire Officer or five (5) years as career chief officer, or seven (7) years as a volunteer officer
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 20:30 Activities: 9:00 Testing: 1:00
<b>Hours (Total):</b>	30:30
<b>Maximum Class Size:</b>	24
<b>Instructor Level:</b>	Instructor Level II
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM  
(International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM  
(International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

#### Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/resources>:

1. Activity 2-1: Comprehensive, Long-range Plans
2. Activity 2-3: Community Risk Assessments

#### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

#### Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

##### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

##### Discussion Questions

1. What is a formative test? What is a summative test?

##### Activities

1. To be determined by the instructor.

#### Topic 1-2: Executive Chief Fire Officer Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief Fire Officer certification, and be able to describe the capstone task book and testing process.

##### Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Fire Officer certification track

## Executive Chief Fire Officer 4C

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- Company Officer
  - Chief Fire Officer
  - Executive Chief Fire Officer
2. Identify the courses required for Executive Chief Fire Officer
    - Human Resource Management for the Executive Chief Fire Officer
    - Community and Government Relations for the Executive Chief Fire Officer
    - Administration for the Executive Chief Fire Officer
    - Emergency Services Delivery for the Executive Chief Fire Officer
    - Health and Safety for the Executive Chief Fire Officer
  3. Identify any other requirements for Executive Chief Fire Officer
    - Certified Company Officer
    - Certified Chief Fire Officer
  4. Describe the capstone task book process
    - Complete all prerequisites and course work
    - Submit fees and request capstone task book
    - Complete all job performance requirements included in the task book
    - Must have identified evaluator verify individual task completion via signature
    - Must have Fire Chief or authorized representative verify task book completion via signature
    - Must be employed by a California Fire Organization in the position prior to submitting completed task book to State Fire Training
  5. Describe the testing process
    - Content to be developed

### Discussion Questions

1. How many levels are there in the Company Officer certification track? What are they?

### Activities

1. To be determined by the instructor.

## Topic 1-3: Definition of Duty for Executive Chief Fire Officer

### Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

### Enabling Learning Objectives

1. Perform long-range planning and fiscal projections, according to the specified job performance requirements

### Discussion Questions

1. None

### Activities

1. To be determined by the instructor.

**CTS Guide Reference:** CTS 1-1

### Unit 2: Administration

#### Topic 2-1: Developing a Comprehensive, Long-range Plan

##### Terminal Learning Objective

At the end of this topic, a student, given current and projected community requirements and current organization status and resources, will be able to develop a comprehensive, long-range plan to meet the projected needs of the community.

##### Enabling Learning Objectives

1. Identify the elements of a comprehensive plan
2. Conduct a comprehensive needs assessment
3. Analyze current organization status in relation to the needs assessment
4. Assess physical and geographic characteristics
5. Analyze community demographics
6. Analyze general community plan
7. Assess staffing requirements
8. Determine response time benchmarks, i.e.:
  - NFPA 1710, 1720
  - Standards of coverage
9. Interpret fiscal analysis
10. Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
11. Interpret policies, procedures, and contractual agreements
12. Comply with public policy processes
13. Forecast resource needs
14. Make public presentations

##### Discussion Questions

1. What are the elements of your organization's comprehensive, long-range plan? How often is it updated?
2. How do you determine the projected needs of the community to develop a comprehensive, long-range plan?
3. How is a comprehensive, long-range plan validated and implemented into the community?

##### Activities

1. Activity 4-1: Comprehensive, Long-range Plans

##### Instructor Notes

1. The instructor must provide an example of a comprehensive, long-range plan.

**CTS Guide Reference:** CTS 4-1

#### Topic 2-2: Meeting Organization Training Goals

##### Terminal Learning Objective

At the end of this topic, a student, given data that reflect community needs and resources, will be able to evaluate and project training requirements, facilities, and building needs to meet organization training goals.

## Executive Chief Fire Officer 4C

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### Enabling Learning Objectives

1. Conduct needs assessment
2. Assess the community's physical and geographic characteristics
3. Evaluate building and fire codes to determine their influence on training needs
4. Review organization training plan
5. Assess staffing requirements
6. Assess training standards, i.e.:
  - NFPA 1400 series
7. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
8. Interpret policies, procedures, and contractual agreements
9. Perform fiscal analysis
10. Analyze data to evaluate and project training requirements, facilities, and building needs

### Discussion Questions

1. How does training integrate into your comprehensive, long-range plan?
2. What internal and external training resources available to your organization?
3. What are the challenges associated with building a training facility?
4. How do municipal codes (building and fire codes) influence an organization's training needs?
5. How does your organization maintain current training requirements at the local, state, and federal levels?
6. What opportunities with other organizations are there to support your training goals?

### Activities

1. The student shall evaluate organization training goals and project the resources required to meet the needs of the community.

**CTS Guide Reference:** CTS 4-2

## Topic 2-3: Performing a Community Risk Assessment

### Terminal Learning Objective

At the end of this topic, a student, given the features of the service area of the organization, will be able to complete a written comprehensive risk, hazard, and value analysis of the community so that an accurate evaluation is made for service delivery decision making.

### Enabling Learning Objectives

1. Identify risk, hazard, and value analysis methods
2. Define risk, hazard, and value analysis processes
3. Assess community development features
4. Analyze community demographics
5. Review assessed valuation of properties in the community
6. Apply risk management problem solving methods, i.e.:
  - Community risk reduction

### Discussion Questions

1. What are the components of a comprehensive community risk assessment?

## Executive Chief Fire Officer 4C

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2. Who are the stakeholders that should be involved in the development of a comprehensive community risk assessment?
3. How do the results of a community risk assessment integrate into a community risk reduction plan?

### Activities

1. Activity 2-3: Community Risk Assessments

### Instructor Notes

1. Use a guest speaker from an organization who has completed a community risk assessment to share and discuss the process.
2. Review and reference the Center for Public Safety Excellence process for fire organization accreditation.

**CTS Guide Reference:** CTS 4-3

## Topic 2-4: Developing a Capital Improvement Project or Program

### Terminal Learning Objective

At the end of this topic, a student, given an unmet organizational need within the community, will be able to develop a plan for a capital improvement project or program to educate citizens about organization needs.

### Enabling Learning Objectives

1. Identify the process of capital improvement planning
  - Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
2. Determine budget for capital improvement
3. Apply project or program development problem solving methods
4. Develop a strategic plan for capital improvement projects or programs

### Discussion Questions

1. What are the elements of a capital improvement project or program?
2. How does a capital improvement project or program integrate into a comprehensive, long-range plan?
3. How does capital improvement budgeting differ from a traditional annual budget?
4. What are the components of your organization's capital improvement planning and budgeting process?

### Activities

1. The student shall develop a written plan that addresses both the need to educate the community and achieve the financial goal in support of a capital improvement project or program. Examples include: the purchase of a new apparatus or fire station, long term capital funding, training tower etc.

### Instructor Notes

1. Use a guest speaker who has experience with the development of a capital improvement plan and budgeting process. Examples include: municipal finance director, city manager, etc.

**CTS Guide Reference:** CTS 4-4

## Executive Chief Fire Officer 4C

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### Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by the instructor		00:00	
<b>Unit 1 Totals</b>	<b>1:30</b>	<b>00:00</b>	<b>1:30</b>
<b>Unit 2: Administration</b>			
Topic 2-1: Developing a Comprehensive Long-Range Plan			
Lecture	8:00		
Activity 2-1: Comprehensive, Long-Range Plans		3:00	
Topic 2-2: Meeting Organization Training Goals			
Lecture	4:00		
Activity 2-2: Recommended by SFT		1:00	
Topic 2-3: Performing a Community Risk Assessment			
Lecture	4:00		
Activity 2-3: Community Risk Assessments		3:00	



## Executive Chief Fire Officer 4C

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-4: Developing a Capital Improvement Project or Program			
Lecture	3:00		
Activity 2-4: Recommended by SFT		2:00	
<b>Unit 2 Totals</b>	<b>19:00</b>	<b>9:00</b>	<b>28:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>20:30</b>	<b>9:00</b>	<b>29:30</b>

### Course Totals

Segment Type	Time
Total Lecture Time (LT)	20:30
Total Activity Time (AT)	9:00
Total Testing Time (TT)	1:00
<b>Total Course Time</b>	<b>30:30</b>