



# Instructional Program Management

## Course Plan

### Course Details

<b>Certification:</b>	Fire and Emergency Services Instructor 3
<b>CTS Guide:</b>	Fire and Emergency Services Instructor 3 Certification Training Standards Guide (2019)
<b>Description:</b>	This course provides the skills and knowledge needed for the experienced professional instructor to safely, effectively, and competently plan, develop, implement, and evaluate comprehensive programs and curricula.
<b>Designed For:</b>	Personnel preparing to be a college level fire program administrator, Training Officer, or anyone who oversees instruction in a public safety environment.
<b>Prerequisites:</b>	Instructor 2: Instructional Development (2012) or (2019)
<b>Standard:</b>	Complete all group activities and formative tests. Pass all individual activities without omitting critical criteria as identified on the activity sheet. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	40 hours (23.25 lecture / 16.75 application = 12.75 activities + 4.0 testing)
<b>Maximum Class Size:</b>	24
<b>Instructor Level:</b>	SFT Registered Instructor
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Instructor* (IFSTA, 9th ed., ISBN 978-0-87939-696-1) **or**
- *Fire Service Instructor: Principles and Practice* (Jones & Bartlett, 3<sup>rd</sup> ed., ISBN: 978-1284172331)
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)
- Copies of local agency policies and procedures and sample forms, such as:
  - Needs analysis/assessment
  - JPRs
  - Task analysis
  - Evaluation instruments
  - Performance-based training program
  - Course implementation
  - Program and course goals
  - Course objectives
  - Course content outline
  - Training record-keeping systems
  - Applicable laws affecting evaluation results
  - Evaluation plan
  - Instructor evaluations
  - Item analysis
  - Training program policy recommendations
  - Formats for submitting policy recommendation
  - Instructor selection criteria
  - Equipment purchasing procedures
- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
  - Camera, microphone, internet access with appropriate broadband capability, participation platform that allows for student monitoring, etc.

### Online Instructor Resources

The following instructor resources are available in the public domain:

- Textbook resources on publisher websites

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Not applicable

## Student Resources

To participate in this course, students need:

- Textbook identified by instructor
- Access to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition)

Students may be asked to supply:

- A personal laptop or tablet with presentation or other viewing hardware and/or software
- Other devices as needed for distance learning (if applicable)
  - Camera, microphone, internet access with appropriate broadband capability

## Facilities, Equipment, and Personnel

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

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

Instructor must submit letter for approval of conditions outside the parameters of normal classroom instruction (e.g., class size exceeds 24, compressed course delivery, distance learning format).

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.75	0.75	
Topic 1-2: Fire and Emergency Services Instructor 3 Certification Process	0.5	0.0	
Topic 1-3: Definitions of Duties	0.5	0.0	
<b>Unit 1 Totals</b>	<b>1.75</b>	<b>0.75</b>	<b>2.5</b>
<b>Unit 2: Instructional Development</b>			
Topic 2-1: Conducting an Instructional Needs Analysis	2.5	1.75	
Topic 2-2: Designing Programs or Curriculum	1.75	0.0	
Topic 2-3: Writing Program and Course Outcomes	1.0	1.0	
Topic 2-4: Writing Course Objectives	0.75	0.75	
Topic 2-5: Constructing a Course Content Outline	1.0	1.0	
<b>Unit 2 Totals</b>	<b>7.0</b>	<b>4.5</b>	<b>11.5</b>
<b>Unit 3: Evaluation and Testing</b>			
Topic 3-1: Developing a Course Evaluation Plan	0.5	0.5	
Topic 3-2: Developing a Program Evaluation Plan	0.5	0.5	
Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan	1.0	1.0	
Topic 3-4: Analyzing Student Evaluation Instruments	1.0	0.5	
Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results.	1.5	0.0	
<b>Unit 3 Totals</b>	<b>4.5</b>	<b>2.5</b>	<b>7.0</b>
<b>Unit 4: Program Management</b>			
Topic 4-1: Administering a Training Record System	2.5	1.0	
Topic 4-2: Developing Training Program Policy Recommendations	2.5	0.0	
Topic 4-3: Selecting Instructional Staff	1.5	0.0	
Topic 4-4: Formulating Budget Needs	1.0	1.0	
Topic 4-5: Writing Equipment Purchasing Specifications	1.5	1.0	
Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations	1.0	2.0	
<b>Unit 4 Totals</b>	<b>10</b>	<b>5</b>	<b>15</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	0.0	2.5	2.5
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	1.5	1.5
<b>Skills Practice (Lab / Sets and Reps)</b>			
Determined by AHJ or educational institution	0.0	0.0	0.0

Segment	Lecture	Application	Unit Total
<b>Course Totals</b>	<b>23.25</b>	<b>16.75</b>	<b>40</b>

## Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

The following is a breakdown of what a program might look like if there were fewer students. These estimates may need to be adjusted based on student abilities.

- 40 – 50 Students = 260 hours
  - 30 – 40 Students = 180 hours
  - 20 – 30 Students = 120 hours
  - 1 – 20 Students = 60 hours
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

## 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, skills exercises, 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. Determined by instructor

#### Application

1. Have students complete all required registration forms.



## **Topic 1-2: Fire and Emergency Services Instructor 3 Certification Process**

### **Terminal Learning Objective**

At the end of this topic a student will be able to identify the requirements for Fire and Emergency Services Instructor 3 certification and describe the certification task book and examination process.

### **Enabling Learning Objectives**

1. Identify the levels of certification in the Fire and Emergency Services Instructor certification track
  - Fire and Emergency Services Instructor 1
  - Fire and Emergency Services Instructor 2
  - Fire and Emergency Services Instructor 3
2. Identify the prerequisites for Fire and Emergency Services Instructor 3 certification
  - OSFM Fire and Emergency Services Instructor 2 certification
3. Identify the course work required for certification
  - Instructor 3: Instructional Program Management (2019) **or** (2012)
4. Identify the exams requirements for certification
  - No exams outside of summative course testing
5. Identify the task book requirements for certification
  - Fire and Emergency Services Instructor 3 Certification Task Book (2019)
6. Identify the experience requirements for certification
  - Have a minimum of three years' experience managing a training program, including developing comprehensive training curricula and programs for use by single or multiple organizations, conducting organization needs analysis, designing record-keeping and scheduling systems, budgeting, and developing training goals and implementation strategies, in one of the following settings:
    - A recognized California fire agency
    - An accredited college or university
7. Identify the position requirements for certification
  - None
8. Describe the certification task book process
9. Describe the certification testing process
  - Not applicable at this time

### **Discussion Questions**

1. Determined by instructor

### **Application**

1. Determined by instructor

## Topic 1-3: Definition of Duties

### Terminal Learning Objective

At the end of this topic a student, given roles and responsibilities, will be able to define the role of an Instructor 3 regarding program management, instructional development, and evaluation and testing.

### Enabling Learning Objectives

1. Identify instructional roles by NPFA professional qualification level
  - Instructor 1 – Demonstrates the knowledge and ability to:
    - Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
    - Adapt lesson plans to the unique requirements of the students and AHJ
    - Organize the learning environment so that learning and safety are maximized
    - Meet the record-keeping requirements of the AHJ
  - Instructor 2 – In addition to meeting Fire and Emergency Services Instructor I qualifications, demonstrates the knowledge and ability to:
    - Develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments
    - Schedule training sessions based on overall training plan of AHJ
    - Supervise and coordinate the activities of other instructors
  - Instructor 3 – In addition to meeting Fire and Emergency Services Instructor II qualifications, demonstrates the knowledge and ability to:
    - Develop comprehensive training curricula and programs for use by single or multiple organizations
    - Conduct organization needs analysis
    - Design record keeping and scheduling systems
    - Develop training goals and implementation strategies
  - Live Fire Instructor – Has the training and experience to supervise students during a live fire training evolution
  - Live Fire Instructor In Charge – Has the training and experience to be in charge of the live fire training evolution
2. Describe Instructor 3 program management responsibilities
  - Administer AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports
3. Describe Instructor 3 instructional development responsibilities
  - Plan, develop, and implement comprehensive programs and curricula
4. Describe Instructor 3 evaluation and testing responsibilities
  - Develop and evaluation plan
  - Collect, analyze, and report data
  - Utilize data for program validation and student feedback

### Discussion Questions

1. What is the basic definition of an Instructor 3?
2. How can a person managing college curriculum qualify for this position?

3. Can a successful course-completing candidate perform the skills identified in this course without being certified?

**Application**

1. Determined by instructor

**CTS Guide Reference:** 1-1

## Unit 2: Instructional Development

### Topic 2-1: Conducting an Instructional Needs Analysis

#### Terminal Learning Objective

At the end of this topic a student, given AHJ goals, will be able to conduct an AHJ needs assessment/analysis that identifies instructional needs and recommends solutions.

#### Enabling Learning Objectives

1. Describe a needs analysis/assessment
  - Instructor 3's role
  - Functions and components
  - AHJ, local, state, and federal requirements
2. Describe how to conduct a needs analysis/assessment
3. Describe a gap analysis
4. Describe the instructional design process
5. Describe instructional methodologies for classroom, training ground, and distance learning
6. Describe learner characteristics
7. Describe instructional technologies
8. Determine curriculum development needs
9. Identify facilities
10. Describe how to develop evaluation instruments
11. Conduct research
  - Job observation
  - Compliance and regulation
  - Skills/knowledge development and improvement
12. Conduct a needs and gap analysis
13. Conduct committee meetings
14. Forecast
15. Organize information

#### Discussion Questions

1. Why would you need to conduct a needs analysis?
2. Who in your department is involved in conducting a needs analysis?
3. What is the difference between agency training requests and a training needs analysis?
4. What methods does your agency use to determine training needs?
5. How do governmental regulations influence training needs?

#### Application

1. Given a sample fire service instructional needs analysis, have students work in groups to review the analysis and share their training recommendations with the class.

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-1

## Topic 2-2: Designing Programs or Curriculum

### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and a needs analysis, will be able to design a performance-based training program or curriculum that supports agency goals, identifies learner characteristics, uses audience-based instructional methodologies, and meets time and budget constraints.

### Enabling Learning Objectives

1. Describe instructional design for developing a performance-based training program
2. Describe copyright law as it pertains to program or curriculum design
  - Plagiarism
  - Fair use
  - Intellectual property
  - Public domain
3. Describe the curriculum development process
  - Describe instructional methodologies
  - Describe learner characteristics
  - Describe principles of student-centered learning
  - Describe research methods
4. Identify AHJ time and budget constraints
5. Write technical documents
6. Select course reference materials

### Discussion Questions

1. What is your agency's curriculum development process and how could you improve it?
2. What steps are involved with designing a curriculum?
3. What are some cost-effective methods to develop courses or curriculum?
4. What are some outside resources where current, relevant information about program and curriculum design can be obtained?

### Application

1. Determined by instructor

### Instructor Notes

1. "Instructional design" as used in NFPA is described as "course or curriculum design" in the textbooks.

**CTS Guide Reference:** CTS 3-2

## Topic 2-3: Writing Program and Course Outcomes

### Terminal Learning Objective

At the end of this topic a student, given needs analysis information, will be able to write clear, concise, and measurable program and course outcomes that correlate with AHJ goals.

### Enabling Learning Objectives

1. Describe the components and characteristics of program and course outcomes
  - Components
    - Task
    - Given
    - Standard
  - Characteristics
    - Curricula
    - Highest-level goals
    - Focus on meeting the organizational and/or personnel needs
2. Describe how to write program and course outcomes
3. Describe how to correlate outcomes to AHJ program and course goals
  - Program goals defined for each program
  - Curricula and individual courses developed to meet program goals
  - Students may achieve outcomes through a combination of training experiences that an instructor needs to reconcile against the program and course outcomes to determine equivalency
4. Write program and course goal statements

### Discussion Questions

1. What should course outcomes include?
2. What factors should be considered in preparing an outcome statement?
3. Where does cultural diversity fit into your agency's program outcomes?
4. How do course outcomes and learning objectives differ?

### Application

1. Given a fire service training topic, have students write a course goal that is clear, concise, and measurable.

### Instructor Notes

1. For ELO 1, different settings (fire service, college, etc.) use different terminology to describe these components. Use terms appropriate to AHJ.
2. The application activity connects with the activities in Topic 2-4 and Topic 2-5.

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

## Topic 2-4: Writing Course Objectives

### Terminal Learning Objective

At the end of this topic a student, given course outcomes, will be able to write clear, concise, and measurable course objectives that reflect specific tasks.

### Enabling Learning Objectives

1. Describe the components and characteristics of course objectives
  - ABCD method: Audience (who), Behavior, (what), Condition (how), Degree (how much)
  - SMART objectives: Specific, Measurable, Assignable/Achievable, Relevant, Time-bound
  - GPS: Given, Performance, Standard
  - CBS: Conditions, Behavior, Standard
2. Describe how to write course objectives
3. Describe how to correlate outcomes and course objectives
4. Write course objectives

### Discussion Questions

1. Before writing a course objective, how do you determine the level of achievement for the students?
2. What do you make sure that a course objective correlates to the course outcomes?

### Application

1. Given the course outcomes they developed in Topic 2-3, have students write three correlating course objectives.

### Instructor Notes

1. Other references for this topic include:
  - Benjamin Bloom's *Taxonomy of Educational Objectives*
  - Robert Mager's *Preparing Instructional Objectives*

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

## **Topic 2-5: Constructing a Course Content Outline**

### **Terminal Learning Objective**

At the end of this topic a student, given reference resources, and course objectives, will be able to construct a course content outline that supports course objectives.

### **Enabling Learning Objectives**

1. Describe the components and organization of a course content outline
2. Describe how to correlate between:
  - Course content outline
  - Course objectives
  - Course outcomes
  - Instructor lesson plans
  - Instructional methods
  - AHJ structure
  - Current best practices
3. Write a course content outline

### **Discussion Questions**

1. What are some models for curriculum development?
2. What is the purpose of creating a course content outline?
3. How does a course content outline assist the instructor?
4. How does a course content outline assist the student?

### **Application**

1. Given the course outcomes and objectives they developed in Topics 2-3 and Topic 2-4, have students develop a course content outline.

### **Instructor Notes**

1. Provide a sample course outline to assist the students with the application activity.

**CTS Guide Reference:** CTS 3-5



## Unit 3: Evaluation and Testing

### Topic 3-1: Developing a Course Evaluation Plan

#### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and course objectives, will be able to develop a course evaluation plan that measures objectives and follows AHJ policies.

#### Enabling Learning Objectives

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a course evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate agency resources and constraints
6. Make decisions
7. Write a course evaluation plan

#### Discussion Questions

1. What is the purpose of a course evaluation plan?
2. What data would you use to evaluate a course?
3. What are some cost-effective ways to promote a positive student experience?

#### Application

1. Given AHJ policies and course objectives, have students work in groups to develop a course evaluation plan.

#### Instructor Notes

1. Per NFPA, “a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as refresher or update training.”
2. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

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

## **Topic 3-2: Developing a Program Evaluation Plan**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ policies and procedures and course objectives, will be able to develop a program evaluation plan that evaluates instructors, course components, program goals, and facilities, obtains student input, and identifies needed improvements.

### **Enabling Learning Objectives**

1. Describe the purpose of evaluation plans
2. Describe the types and categories of evaluation plans
3. Describe the components of a program evaluation plan
4. Describe evaluation techniques and methods
5. Evaluate agency resources and constraints
6. Identify AHJ goals regarding evaluation plans
7. Construct evaluation instruments
8. Write a course evaluation plan

### **Discussion Questions**

1. What is the purpose of a program evaluation plan?
2. What data would you use to evaluate a program?
3. How can the evaluation information be captured and analyzed to construct new program goals for the following year?

### **Application**

1. Given AHJ policies and course objectives, have students work in groups to develop a program evaluation plan.

### **Instructor Notes**

1. Topics 3-1 and 3-2 can be taught together if the objectives of both are met.

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

### **Topic 3-3: Constructing a Performance-based Instructor Evaluation Plan**

#### **Terminal Learning Objective**

At the end of this topic a student, given AHJ policies and procedures and job requirements, will be able to construct a performance-based instructor evaluation plan that evaluates instructors at regular intervals following AHJ policies.

#### **Enabling Learning Objectives**

1. Describe the elements of an instructor evaluation
  - Job description duties
  - Desired criteria to be evaluated
  - Form or spreadsheet to collect data
  - Review evaluation plan with supervising officer to gain approval
  - Review evaluation plan with instructors
  - Conduct review of courses
  - Provide feedback with recommendations
2. Describe evaluation methods
3. Describe applicable employment laws
4. Describe AHJ policies and procedures regarding instructor evaluation plans
5. Evaluate staff schedules
6. Describe job requirements
7. Use evaluation techniques
8. Schedule evaluations
9. Write a performance-based instructor evaluation plan

#### **Discussion Questions**

1. How often should an instructor evaluation occur? Why?
2. How can you ensure that your instructor evaluation plan is performance-based?
3. How can instructors obtain or influence honest and objective evaluations?
4. How have you approached poor instructor evaluations, either receiving one yourself or one for your instructional staff?
5. What approaches would you take after observing poor behavior from one of your instructors and why?

#### **Application**

1. Given job requirements and AHJ policies and procedures, have students construct a performance-based instructor evaluation plan.

#### **Instructor Notes**

1. None

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

## **Topic 3-4: Analyzing Student Evaluation Instruments**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ policies, objectives, and test data, will be able to analyze student evaluation instruments to determine validity and reliability and make necessary changes.

### **Enabling Learning Objectives**

1. Describe AHJ policies
2. Describe applicable laws
3. Describe how to evaluate and revise test instruments
4. Describe how to determine test validity
5. Describe how to determine test reliability
6. Describe processes for correcting errors and omissions on written tests completed by students
  - Correcting errors
  - Correcting knowledge gaps
7. Describe test analysis methods
8. Describe item analysis methods
9. Analyze student evaluation instruments

### **Discussion Questions**

1. How can you ensure that your tests are valid?
2. What is the significance of having a reliable text?
3. Should a summative test be presented before or after a course evaluation?
  - Why or why not?

### **Application**

1. Given sample test results, have students conduct a test analysis.
2. Given sample test results (of at least twenty students), have students conduct an item analysis.

### **Instructor Notes**

1. None

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

## **Topic 3-5: Developing a System for Acquiring, Storing, and Disseminating Evaluation Results**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ goals and policies, will be able to develop a system for the acquisition, storage, and dissemination of evaluation results in a manner that supports AHJ goals and provides feedback to those affected by the information consistent with agency policies and federal, state, and local laws.

### **Enabling Learning Objectives**

1. Describe record-keeping systems for acquiring, storing, and disseminating evaluation results
2. Describe AHJ evaluation goals
3. Describe data acquisition techniques
4. Discuss applicable laws affecting test results
5. Describe methods of providing feedback
6. Describe how to develop, use, and evaluate information systems

### **Discussion Questions**

1. Which law has affected your agency the most and why?
2. What would you consider when deciding on a record-keeping system?
3. In your agency, who has legal access to test results?
4. How long is your AHJ required to maintain evaluation results and records?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. None

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

## Unit 4: Program Management

### Topic 4-1: Administering a Training Record System

#### Terminal Learning Objective

At the end of this topic a student, given AHJ policy and type of training activity to be documented, will be able to administer a readily accessible training record system that captures concise information and meets all AHJ and legal requirements.

#### Enabling Learning Objectives

1. Describe training record-keeping systems
  - Purpose
  - Type
  - Function
2. Describe AHJ policy and procedures related to training record systems
3. Describe professional standards addressing training records
4. Describe the influence professional standards have on training records, policies, and compliance
5. Describe legal requirements affecting record keeping and retention
6. Explain disclosure of information
7. Develop records
8. Generate reports

#### Discussion Questions

1. What role can training records play in the determination and evaluation of a department's budget, operations, and safety?
2. Which agencies can request to view your department's training records and why?
3. What is the difference between a training record system and a training management system?
4. What are some legal ramifications for not archiving required training program requirements or records?
5. What are some potential regulatory requirements of training records?
6. What are some complications regarding AHJ training records in conjunction with local community college training records?

#### Application

1. Have students work in groups to research and compile a list of public and private training record systems and compare their functions, differences, and any challenges with training delivery and data querying.

#### Instructor Notes

1. Refer to NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (current edition).

#### CTS Guide Reference: CTS 2-1

## **Topic 4-2: Developing Training Program Policy Recommendations**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ policies and procedures and training program goals, will be able to develop recommendations for training program policies that achieve training and agency goals.

### **Enabling Learning Objectives**

1. Describe AHJ training program goals
2. Describe the process for developing training program policy recommendations to achieve training and agency goals
  - Identify policy purpose and scope
  - Identify instructional personnel responsibilities
  - Assign training assignments
  - Document training
  - Implement and review policy
  - Identify and review training sessions that occur outside of the AHJ
3. Identify various formats for submitting policy recommendations
4. Write technical documents
5. Make decisions

### **Discussion Questions**

1. How can policies avert liability in training programs?
2. What are some internal and external factors that determine when a policy, procedure, or guideline needs to be evaluated?
3. What are some challenges to implementing change to your training program?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. None

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

## **Topic 4-3: Selecting Instructional Staff**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ policies and procedures, instructional requirements, and personnel qualifications, will be able to select instructional staff who can achieve agency and instructional goals.

### **Enabling Learning Objectives**

1. Describe AHJ staff selection goals
  - Diversity
  - Expertise
  - Experience
  - Salary range
  - Succession planning
2. Describe AHJ policies and procedures for staff selection
3. Describe staff selection and instructional responsibilities
  - Instructional requirements
  - Selection criteria and methods
  - Recruitment
  - Hiring practices
  - Interviewing
  - Contracts
  - Insurance
4. Describe how to assess the capabilities of instructional staff
5. Identify applicable employment laws
  - Fair Labor Standards Act (1938)
  - Fair Employment and Housing Act (1959)
  - Equal Pay Act (1963)
  - Civil Rights Act (1964)
  - Age Discrimination in Employment Act (1967)
  - Freedom of Information Act (1967)
  - Privacy Act (1979)
  - Americans with Disabilities Act (1990)
6. Correlate staff selection with agency and instructional goals
7. Use evaluation techniques for making staff selections
8. Use interview methods

### **Discussion Questions**

1. What characteristics, qualities, and traits do you look for in your instructional staff?
2. How does diversity impact instructional staff selection?
3. What are some examples of using outside organizations to bolster your instructional staff/cadre?
4. What laws impact employment activities and processes?

### **Application**

1. Determined by instructor



**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-3

## Topic 4-4: Formulating Budget Needs

### Terminal Learning Objective

At the end of this topic a student, given training goals, AHJ budget policy, and current resources, will be able to formulate budget needs that identify and document the resources required to meet training goals

### Enabling Learning Objectives

1. Describe AHJ budget policy
  - Identify basic budgeting concepts
  - Confirm purchasing specifications
  - Evaluate sole source budgeting issues
  - Identify operating budget (often referred to as expense budget or general fund budget)
  - Identify capital budget (may include equipment, buildings, vehicles, or individual items for the training such as simulators, props, software, and materials)
  - Program budget systems include expenditures that are allocated for specific activities such as training, new equipment, or upgrading personnel skills
2. Describe resource management
  - Personnel
  - Qualified instructors
  - AHJ assets coordinated with local community colleges
  - Evaluate replacement resources for consumable resources
3. Describe how to conduct a needs analysis
  - Budget processes consist of essentially four steps: formulation, transmittal, approval, and management
4. Identify sources of instructional materials and equipment
5. Conduct a resource analysis
6. Complete required documentation
  - Evaluate funding allocation
  - Evaluate personnel reimbursement
  - Evaluate mandatory reporting of consumable finances
  - Evaluate reporting of program effectiveness to funding agencies

### Discussion Questions

1. How does the training budget become established by administration and or operations?
2. How can regional assets or resources from local colleges or agencies be used to avoid duplication by reducing cost?
3. What are some responsibilities for proper documentation, especially considering state or federal reimbursement funding?

### Application

1. Given training goals, curriculum, and current resources, have students work in groups to formulate budget needs.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-5

## **Topic 4-5: Writing Equipment Purchasing Specifications**

### **Terminal Learning Objective**

At the end of this topic a student, given AHJ guidelines, training goals, and curriculum information, will be able to write equipment-purchasing specifications that support curriculum needs with the appropriate equipment.

### **Enabling Learning Objectives**

1. Describe how to assess curriculum needs
2. Describe how to evaluate equipment and resources available for training delivery
3. Describe equipment purchasing procedures
  - A good purchase specification should encourage competitive bidding to multiple vendors
  - Description of item to be purchased
  - Quantity of item to be purchased
  - Physical specifications
  - Performance specifications
  - Minimum acceptable quality of item to be purchased
  - Documentation to be provided with the purchase
  - Services to be provided at delivery
  - Terms of acceptance
  - Terms of payment
  - Shipping information
  - Warranty information
4. Prepare procurement forms
5. Write specifications

### **Discussion Questions**

1. How can you use a Joint Powers Authority (JPA) Agreement or an Interagency Training Agreement (ITA) to obtain needed equipment?
2. What are your agency's equipment procurement requirements?
3. Which regulatory compliance agencies should you consider before making an equipment purchase? Why?
4. What are the risks vs. gains associated with using vendor-supplied equipment during training?

### **Application**

1. Given training goals, and curriculum information, have students work in groups to write an equipment-purchasing specification.

### **Instructor Notes**

1. Consider discussing alternative funding, such as grants and training agreements.

**CTS Guide Reference:** CTS 2-6

## **Topic 4-6: Presenting Evaluation Findings, Conclusions, and Recommendations**

### **Terminal Learning Objective**

At the end of this topic a student, given data summaries and a target audience, will be able to present unbiased and supported evaluation findings, conclusions, and recommendations that reflect agency goals, policies, and procedures to AHJ administrators.

### **Enabling Learning Objectives**

1. Describe how to conduct a statistical analysis
2. Describe AHJ goals
3. Describe how to validate findings, conclusions, and recommendations with agency goals, policies, and procedures
4. Describe strategies and processes for making program evaluation presentations
5. Use presentation skills
6. Prepare reports following AHJ guidelines

### **Discussion Questions**

1. What strategy worked best for you when making a recommendation?
2. How do you minimize bias in your findings, conclusions, and recommendations?

### **Application**

1. Given a real training need from the student's agency or organization, have each student prepare a presentation to pitch a training program proposal to the class.
  - Students will develop their proposals outside of class time but deliver them as part of the course.
  - Students should prepare for 7 minutes of presentation and 3 minutes of questions (10 minutes total)
  - Students can use print materials, easel charts, electronic presentation software, etc.

### **Instructor Notes**

1. You may need to split the class into two groups and use a skills evaluator for support during the application activity.

**CTS Guide Reference:** CTS 2-7

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.