



Administration and Professional Development (2024)

Course Plan

Course Details

| | |
|----------------------------------|--|
| Certification: | Fire Marshal |
| CTS Guide: | Fire Marshal (2024) |
| Description: | This course provides the skills and knowledge needed for the Fire Marshal to safely, effectively, and competently carry out the administrative tasks of managing a fire prevention bureau and implement and evaluate a professional development program. |
| Designed For: | Personnel preparing to pursue Fire Marshal certification or anyone who performs the duties of a Fire Marshal within their agency. |
| Prerequisites: | None |
| Standard: | Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%. |
| Hours (Total): | 22 hours (16.25 lecture / 3.75 application / 2 testing) |
| Maximum Class Size: | 30 |
| Instructor Level: | SFT Fire Marshal Registered Instructor |
| Instructor/Student Ratio: | 1:30 (lecture) 1:15 (application) |
| Restrictions: | None |
| SFT Designation: | CFSTES |

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *A Budgeting Guide for Local Government* (Robert L. Bland, ICMA Press, 4th edition, 2019)
- *Fire Department Strategic Planning: Creating Future Excellence* (Mark Wallace, PenWell Books, 3rd edition, 2021)
- *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (Joan E. Pynes, Jossey-Bass, 4th edition, 2013)
- *Managing Fire and Emergency Services* (Icma Green Book, 4th edition, 2012)
- NFPA 901: Standard Classifications for Incident Reporting and Fire Protection Data (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition)

Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 2-1: Inter- and Intra-Organizational Fire Prevention Relationships
- Activity 3-1: Ideal Organizational Structure
- Activity 3-4: Establishing and Monitoring a Budget

Student Resources

To participate in this course, students need:

- *A Budgeting Guide for Local Government* (Robert L. Bland, ICMA Press, 4th edition, 2019)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition / physical or digital access)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition / physical or digital access)
- A copy of (or access to) your bureau or departmental organizational chart (Topic 3-1)
- A copy of (or access to) your bureau or departmental budget (Topic 3-4)
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities

The following facilities 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

Time Table

| Segment | Lecture | Application | Unit Total |
|--|--------------|-------------|--------------|
| Unit 1: Introduction | | | |
| Topic 1-1: Orientation and Administration | 0.50 | 0.00 | |
| Topic 1-2: Fire Marshal Certification Process | 0.50 | 0.00 | |
| Unit 1 Totals | 1.00 | 0.00 | 1.00 |
| Unit 2: Role of the Fire Marshal | | | |
| Topic 2-1: Roles and Responsibilities | 1.00 | 0.50 | |
| Unit 2 Totals | 1.00 | 0.50 | 1.50 |
| Unit 3: Administration | | | |
| Topic 3-1: Administering Jurisdictional Requirements | 0.50 | 1.00 | |
| Topic 3-2: Establishing Personnel Assignments | 0.75 | 0.25 | |
| Topic 3-3: Developing a Strategic and Operational Plan | 4.00 | 1.00 | |
| Topic 3-4: Establishing and Monitoring a Budget | 4.00 | 1.00 | |
| Topic 3-5: Guiding a Departmental Record and Management System | 1.00 | 0.00 | |
| Unit 3 Totals | 10.25 | 3.25 | 13.50 |
| Unit 4: Professional Development | | | |
| Topic 4-1: Identifying and Prioritizing Professional Development Needs | 1.00 | 0.00 | |
| Topic 4-2: Prescribing Professional Development Programs | 1.00 | 0.00 | |
| Topic 4-3: Implementing Professional Development Programs | 0.50 | 0.00 | |
| Topic 4-4: Evaluating Organizational Professional Development Programs | 1.00 | 0.00 | |
| Topic 4-5: Forecasting Organizational Professional Development Needs | 0.50 | 0.00 | |
| Unit 4 Totals | 4.00 | 0.00 | 4.00 |
| Formative Assessments | | | |
| Determined by AHJ or educational institution | 0.0 | 0.00 | 0.00 |
| Summative Assessment | | | |
| Determined by AHJ or educational institution | 0.0 | 2.00 | 2.00 |
| | | | |
| Course Totals | 16.25 | 5.75 | 22.00 |

Time Table Key

1. The Time Table documents the amount of time estimated 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.
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. Determined by instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Marshal certification track
 - First Responder Inspector (formerly Inspector 2)
 - Fire Inspector (formerly Inspector 2)
 - Fire Plans Examiner (formerly Plan Examiner)
 - Fire Marshal
2. Identify the prerequisites for Fire Marshal certification
 - One of the following certifications:
 - ICC Fire Inspector 2 certification
 - OSFM Fire Inspector 2 (2014 or newer) **or** OSFM Fire Inspector (2024) **and** OSFM Plan Examiner (2015 or newer) **or** OSFM Fire Plans Examiner (2024)
3. Identify the course work required for Fire Marshal certification
 - Fire Marshal 1A: Administration and Professional Development (2024)
 - Fire Marshal 1B: Community Risk Reduction Planning and Management (2024)
 - Fire Marshal 1C: Fire Investigation Program Management (2024)
 - Fire Marshal 1D: Regulatory Program Management (2024)
 - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers (2014 or newer) **OR** Fire Officer 3A: Human Resource Management (2020)
 - Fire and Life Safety Educator (2019 or newer)
 - Statutes and Regulations (SFT)
 - G0290: Basic Public Information Officer Course (2016) **OR** L0105: Public Information Basics (2025) **OR** S-203: Introduction to Incident Information (CalEMA/Cal OES, CSTI, CDF/CAL FIRE, FEMA, FIREScope, NFA, NWCG, SFT) **OR** E/L0105: Public Information Basics (EMI, CSTI)
4. Identify the exams requirements for Fire Marshal certification
 - Not applicable
5. Identify the task book requirements for Fire Marshal certification
 - Fire Marshal Certification Task Book (2024)
6. Identify the experience requirements for Fire Marshal certification
 - Has a minimum of five (5) years' full-time paid experience or 10 years' volunteer or part-time paid experience in a recognized California fire agency with at least one (1) year full-time paid experience or two (2) years' volunteer or part-time paid time serving as a fire marshal
7. Identify the position requirements for Fire Marshal certification
 - None
8. Describe the certification task book process
9. Describe the certification testing process
 - Not applicable

- All formative and summative testing is completed in individual courses

Discussion Questions

1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Application

1. Determined by instructor

Unit 2: Role of the Fire Marshal

Topic 2-1: Roles and Responsibilities

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to define the role of Fire Marshal in the fire department, identify the mission of the fire service, and follow standard operating procedures and rules and regulations of the fire department.

Enabling Learning Objectives

1. Describe the mission of fire prevention
2. Describe the general roles and responsibilities of a Fire Marshal
 - Administration
 - Community risk reduction
 - Recommending, creating, and evaluating jurisdictional requirements that reduce community risks
 - Appropriate codes and standards
 - Federal, state, and local requirements
 - Incident response
 - Demographic, behavioral, and target hazard data for the appropriate design
 - Development and implementation of specific community risk reduction programs, including guidance provided by NFPA 1300
 - Community relations
 - Developing and maintaining effective relationships within the community
 - Professional development
 - Recommending, creating, and evaluating jurisdictional requirements for professional development
 - Training and professional development principles, guides, and standards
3. Describe the mission-specific roles and responsibilities of the Fire Marshal
 - Regulatory programs
 - Developing, managing, and applying regulatory programs
 - Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, environmental, and life safety codes
 - Fire and life safety education
 - Managing fire and life safety educational programs
 - Fire and life safety education planning and evaluation processes
 - Management of educational programs
 - Professional development requirements
 - Investigation
 - Managing a variety of investigation types
 - Codes, standards, and jurisdictional requirements applicable to the investigative process
4. Identify different fire agency organizational structures
 - City

- County
 - District
 - Dependent
 - Independent
 - State
 - Joint powers agreement (JPA)
 - Contract
 - Shared services
 - Private
5. Describe the Fire Marshal's role in the inter- and intra-organizational relationships of the fire agency
- Inter-organizational
 - Within the jurisdiction
 - Building department
 - Community development or planning department
 - Public works
 - Human resources
 - Finance
 - Police department
 - Outside the jurisdiction
 - City/county agencies
 - State agencies
 - Office of the State Fire Marshal (OSFM)
 - Building Standards Commission (cities)
 - Housing and Community Development (fire districts)
 - Other agencies
 - Federal agencies
 - Community groups and organizations
 - Other
 - Intra-organizational
 - Operations
 - Training
 - Emergency medical services
 - Public information
 - Administration
 - Emergency management

Discussion Questions

1. What is the Fire Marshal's role in your jurisdiction?
2. To whom does the Fire Marshal report within your organization?
3. How large should your fire prevention bureau be?
4. What experience have you had with any roles and responsibilities referenced here?

Application

1. Activity 2-1: Inter- and Intra-Organizational Fire Prevention Relationships

Instructor Notes

1. This is an overview of all aspects of the role because administration and professional development work across all aspects of the Fire Marshal's role.
2. Use Activity 2-1 as the basis for discussing ELO 5.
3. NFPA 1730 is a good reference for Discussion Question 3.

CTS Guide Reference: CTS 1-1

Unit 3: Administration

Topic 3-1: Administering Jurisdictional Requirements

Terminal Learning Objective

At the end of this topic a student, given regulations and organizational goals and objectives pertaining to personnel and labor management, will be able to administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

Enabling Learning Objectives

1. Describe the organizational structure of a fire prevention bureau within a fire agency
 - Engineering
 - Enforcement
 - Education
 - Evaluation
 - Investigation
2. Describe staffing positions, roles, and responsibilities within a fire prevention bureau
 - Inspectors
 - Investigators
 - Plan reviewers
 - Support staff
 - Supervisors
 - Fire protection engineers
 - Public information officer
 - Community risk reduction officer
 - Fire Marshal
 - Contract services
3. Describe the role of the Fire Marshal in personnel management
 - Making personnel assignments
 - Developing employee/management relations and programs
 - Developing professional fire prevention staff
 - Conducting and overseeing job performance evaluations
 - Understanding employment-related legal responsibilities
 - Recruiting, hiring, and promoting professional staff
4. Identify the pros and cons of sworn (safety) vs. civilian (non-safety) personnel
 - Personnel assignments
 - Salaries and benefits
 - Employee recruitment and retention
5. Use verbal and written communication skills
6. Consolidate information and data from a variety of sources for short- and long-term planning purposes

7. Forecast staffing, capital, and budgetary needs to support the roles and responsibilities of the Fire Marshal
 - Forecasting for recession vs. growth
8. Establish an organizational structure to include both existing and future staffing positions, to implement the roles and responsibilities of the Fire Marshal consistent with the overall organizational structure
9. Integrate relationships, functions, and needs of stakeholders

Discussion Questions

1. What factors influence the size of a prevention bureau?
2. What resources are available to the Fire Marshal to assist with administering jurisdictional personnel (human resource) management?

Application

1. Activity 3-1: Ideal Organizational Structure

Instructor Notes

1. Content from ELO 3 is covered more extensively in Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers (2014 or newer) or Fire Officer 3A: Human Resource Management (2020). Keep this brief.

CTS Guide Reference: CTS 2-1

Topic 3-2: Establishing Personnel Assignments

Terminal Learning Objective

At the end of this topic a student, given the knowledge, training, and experience of the members available and federal, state, and local equal opportunity employment requirements, will be able to establish personnel assignments to maximize efficiency so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.

Enabling Learning Objectives

1. Identify minimum staffing requirements
 - NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations
2. Identify available human resources
 - Full-time staff
 - Part-time staff
 - Volunteer
 - Intern
 - Retired annuitant
 - Contract personnel
 - Contract agency
3. Identify jurisdictional requirements
 - Authority for hiring, discipline, and termination
 - Authority for employee evaluations
 - Impact of MOUs
 - Impact of Firefighter Bill of Rights
4. Describe considerations used to include individuals of diverse backgrounds in establishing work assignments
 - Specific requirements for hiring public and private employees
 - California Fair Employment and Housing Act (1959)
 - Unruh Civil Rights Act (1959)
5. Use interpersonal skills
6. Use verbal and written communication skills

Discussion Questions

1. How does NFPA 1730 impact minimum staffing requirements?
2. In your fire prevention bureau, does the Fire Marshal have the authority to hire, discipline, or terminate personnel?
3. How does rank impact personnel assignments?

Application

1. Using the “ideal” employee organizational chart from Activity 3-1 identify what type of employee could be used for different assignments.

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2

Topic 3-3: Developing a Strategic and Operational Plan

Terminal Learning Objective

At the end of this topic a student, given organizational goals and objectives, legal resources, and available resources, will be able to develop a strategic and operational plan so that organizational roles and responsibilities and legal requirements are met with the allocated resources.

Enabling Learning Objectives

1. Describe the organizational structure of a prevention bureau
 - NFPA 1730 - Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations
 - NFPA 1300 (on the horizon)
2. Describe the legal requirements of a prevention bureau
 - Health and Safety Code 13145 and 13146 (fire chief authority in prevention)
 - Health and Safety Code 13803, 13861, and 13862 (district authority in prevention)
 - Local ordinances
3. Describe the organizational mission of a prevention bureau
4. Describe fundamental strategic planning processes
 - Short-range goals for long-range growth
 - Usually covers 5-10 years
 - Conduct SWOT analysis
 - Establish initiatives
 - Develop objectives
 - Develop tasks
 - Assignment
 - Budget
 - Completion date
5. Describe operational planning processes
 - Guide for day-to-day operations
 - Usually covers up to one year
 - Identify “must” do, “should” do, “could” do, “never” do
6. Identify stakeholders
 - Obtain input
 - Identify concerns
 - Obtain buy-in
7. Use verbal and written communication skills

Discussion Questions

1. What are the differences between a strategic plan and an operational plan?
2. When should you update or amend a strategic plan or an operational plan?

Application

1. Using the “ideal” employee organizational chart from Activity 3-1, have students develop a strategic plan objective to achieve ideal staffing.

- Break the objective down into tasks with assignments, budget, completion dates.

Instructor Notes

1. Address ELO 3 from the perspective of using a strategic plan to advance organizational mission.
2. See NFPA 1730 and the NFPA *Fire Protection Handbook* for guidance on developing strategic and operational plans.

CTS Guide Reference: CTS 2-3

Topic 3-4: Establishing and Monitoring a Budget

Terminal Learning Objective

At the end of this topic a student, given available resources and budgetary requirements, will be able to establish and monitor the condition of an approved budget during the budgeting period, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

Enabling Learning Objectives

1. Identify funding considerations
 - Funding types
 - General fund
 - Enterprise
 - Grant
 - Benefit assessment
 - Fees/cost recovery
 - Funding districts
 - Community facilities districts (CFD)
 - Community service districts (CSD)
 - Mello-Roos
 - Funding arrangements
 - Contract cities/districts
 - All services
 - Individual services
 - Joint Powers Authority (JPA)
 - Funding restrictions
 - Human resources vs. capital outlay
 - Overtime pay
 - Grant money
2. Identify common budgetary needs
 - Personnel
 - Tools and equipment
 - Resources
 - Books
 - Software
 - Subscriptions
 - Memberships
 - Vehicles
 - Uniforms/PPE
 - Professional development
 - Public education and marketing
 - Internal service fees
 - Contract service fees
3. Describe organizational budgeting processes
 - Budgetary principles

- Introduction to process
 - Budget cycle
- Preparation and legislative approval
 - Preparation
 - Legislative approval process
 - Conflict/deliberations
 - Budgetary policy
- Implementation
 - Financial controls
 - Communication
 - Compliance
 - Evaluating balances
 - Altering authority
- Accounting and auditing
 - Budgeting vs. accounting
 - Framework
 - Process
 - Auditing
- Capital improvement planning
 - Definition
 - Capital budget process
- Improving performance
 - Measurement
 - Expectations
 - Limitations of performance measurement
- 4. Describe basic accounting requirements
- 5. Carry out the organizational budgeting process (i.e., forms, orders, etc.) related to the Fire Marshal's roles and responsibilities
- 6. Communicate the budgetary needs to support the Fire Marshal's roles and responsibilities
- 7. Track and analyze financial data trends pertinent to the Fire Marshal's roles and responsibilities

Discussion Questions

1. What budgetary challenges do fire agencies currently face?
2. How do these challenges specifically impact the fire prevention bureau?
3. What budgetary needs might be driven by an MOU?

Application

1. Activity 3-4: Establishing and Monitoring a Budget

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4, CTS 2-5

Topic 3-5: Guiding a Departmental Record and Management System

Terminal Learning Objective

At the end of this topic a student, given policies and procedures, will be able to guide the development, maintenance, and evaluation of a department record and management system so that competencies and accuracies are achieved.

Enabling Learning Objectives

1. Identify record-management systems associated with prevention activities
 - Types of record retention systems
 - Archival
 - Digital
 - Hard copy
 - Microfiche
 - Laserfiche
 - Records to maintain
 - Alternate material and methods approvals
 - Annual reports
 - Complaints
 - Fire reports
 - Hazardous materials release and exposure reports
 - Inspection reports, forms, and letters
 - Interpretations
 - Ordinances
 - Origin and cause fire investigation reports
 - Permits and certificates that have been issued
 - Plan review comments, approvals, and drawings
 - Policy and procedures manual
 - Resolution
 - Summons
 - Violation letters
2. Identify the capabilities, limitations, and maintenance of information management systems
 - Equipment and materials
 - Space management
 - Security
 - Staffing
 - Timeframes (turnaround time)
 - Timeframes for destroying or purging records
 - Workflow (process)
 - Archiving
 - Retention requirements
 - Federal
 - State
 - Local

3. Recognize principles involved in information and data processing as it applies to record-keeping and budgetary processes
 - Acquisition
 - Entry and extraction
 - Implementation
 - Retrieval
 - Archival requirements
4. Identify procedures for developing and administering a record-keeping system
5. Identify the protocol for accessing public records
 - Legal review for authorization to release
 - Freedom of Information Act
 - California Public Records Act
 - Criteria involving trade secrets
 - Health Insurance Portability and Accountability Act (1996)
 - Criminal records
 - Records involving victims or minors
 - Requesting procedures
6. Apply evaluative methods
7. Use verbal and written communication skills
8. Organize data

Discussion Questions

1. How long does your agency's records retention policy require fire prevention records to be retained?

Application

1. Determined by instructor

Instructor Notes

1. There is a helpful pocket guide to the California Public Records Act available at <https://firstamendmentcoalition.org/handbook/california-public-records-act/>

CTS Guide Reference: CTS 2-6

Unit 4: Professional Development

Topic 4-1: Identifying and Prioritizing Professional Development Needs

Terminal Learning Objective

At the end of this topic a student, given jurisdictional requirements, will be able to identify and prioritize professional development needs within the department so that professional development requirements are established.

Enabling Learning Objectives

1. Describe how to conduct a needs analysis
 - Job performance requirements
 - Organizational goals and objectives
 - Jurisdictional needs
 - Local, state, and federal mandates
2. Describe how to conduct a task analysis
 - Generally addressed through NFPA standards and job qualifications
3. Describe jurisdictional requirements associated with professional development
 - Job specifications
 - Continuing education
 - Certifications
 - Personal improvement plans
 - MOUs
4. Conduct research
5. Facilitate meetings
6. Facilitate needs and task analysis
7. Organize information into functional groupings
8. Interpret data

Discussion Questions

1. How do budgetary constraints impact professional development?
2. How does your agency's MOU impact professional development?
3. Why is professional development important?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Prescribing Professional Development Programs

Terminal Learning Objective

At the end of this topic a student, given the results of a professional development needs analysis, will be able to prescribe professional development programs so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements.

Enabling Learning Objectives

1. Describe organizational goals and requirements associated with professional development
 - Training availability
 - Cost effectiveness
 - Instructional delivery model
 - Delivery timeframe
 - Funding source (employee vs. agency)
 - Employee buy-in
 - Job specifications
 - Labor relations issues
 - Human resource related issues
 - Continuing education requirements
2. Describe components of a successful professional development program
 - Job related
 - Performance based
 - Meets employee and organizational needs
 - Professional growth
 - Technological advances
 - Succession planning
 - Incorporates adult learning principles
 - Measurable results
3. Describe principles of instructional design
4. Describe adult learning principles
5. Describe performance-based education principles
6. Conduct instructional planning
7. Conduct instructional planning
8. Conduct research
9. Organize information and data
10. Interpret data
11. Evaluate training options

Discussion Questions

1. Is experience equivalent to a degree?
2. What components make up a successful professional development program?

Application

1. Determined by instructor

Instructor Notes

1. ELOs 3, 4, 5, and 6 are covered more extensively in Instructor I: Instructional Methodology. Just touch on them briefly here.

CTS Guide Reference: CTS 5-2

Topic 4-3: Implementing Professional Development Programs

Terminal Learning Objective

At the end of this topic a student, given selected options and available resources, will be able to implement professional development programs so that professional development programs meet organizational goals and objectives.

Enabling Learning Objectives

1. Describe organizational goals and objectives associated with professional development
2. Identify available resources
 - Internal
 - In-house instructors
 - In-service training
 - Mentoring
 - On-the-job training
 - External
 - Private vendors
 - Courses of instruction
 - Academic institutions
 - Government agencies
 - Professional organizations
3. Describe instructional methods
4. Describe lesson planning methodologies
5. Describe curriculum development processes
6. Identify types of instructional media
7. Assign responsibility
8. Facilitate committee meetings
9. Use verbal and written communication skills

Discussion Questions

1. What resistance might you encounter when implementing a professional development program?
2. How would you foster employee buy-in for a professional development program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-3

Topic 4-4: Evaluating Organizational Professional Development Programs

Terminal Learning Objective

At the end of this topic a student, given organizational goals and objectives, will be able to evaluate organizational professional development programs so that professional development meets organizational goals and objectives.

Enabling Learning Objectives

1. Describe the importance of evaluating and forecasting organizational professional development needs
 - Budgeting
 - Meeting future training needs
 - Anticipate trends
 - Anticipate future staffing needs
 - Anticipate legislative or regulatory changes
 - Reduce risk and liability
2. Describe how to develop evaluation instruments
3. Describe how to evaluate the effectiveness of a professional development program
 - Meets legal mandates
 - Meets jurisdictional needs
 - Meets training and development objectives
 - Employee participation and reaction
 - Employee learning
 - Changed on-the-job behavior
 - Increases quality and quantity of work
4. Describe professional development record-keeping systems
5. Describe data acquisition techniques
6. Analyze and evaluate data
 - Conduct research
 - Gather data and feedback
 - Evaluate resources
 - Evaluate trends and emerging technologies

Discussion Questions

1. How would you evaluate a subordinate on a topic unfamiliar to you?
2. How does your agency address professional development succession planning?
3. What do you need to know to determine whether a professional development program is effective?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-4

Topic 4-5: Forecasting Organizational Professional Development Needs

Terminal Learning Objective

At the end of this topic a student, given professional trends, emerging technologies, and future organizational goals and objectives, will be able to forecast organizational professional development needs so that future organizational and individual professional development needs are planned.

Enabling Learning Objectives

1. Identify professional development trends
2. Identify emerging technologies
3. Identify future organizational direction and constraints
4. Identify future resources
5. Conduct research
6. Evaluate trends
7. Forecast needs

Discussion Questions

1. What emerging trends and technologies will have a future impact on fire service professional development?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-5

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.