



# Administration and Professional Development Course Plan

## Course Details

<b>Certification:</b>	Fire Marshal
<b>CTS Guide:</b>	Fire Marshal CTS Guide (March 2018)
<b>Description:</b>	This course provides an overview of the knowledge and skills needed to identify the roles and responsibilities of the Fire Marshal, carry out the administrative tasks of managing a fire prevention bureau, and implement and evaluate a professional development program.
<b>Designed For:</b>	A current or future Fire Marshal pursuing SFT certification or anyone tasked with managing a fire prevention bureau.
<b>Prerequisites:</b>	None
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 16:15 Activities: 3:45 Testing: 2:00
<b>Hours (Total):</b>	22:00
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	Primary Instructor
<b>Instructor/Student Ratio:</b>	1:30
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- *Fire Marshal's Handbook* (1<sup>st</sup> edition)
  - Tim Bradley
  - ASIN: B014Q1B2KA
- *Fire Department Strategic Planning: Creating Future Excellence* (2<sup>nd</sup> edition)
  - Mark Wallace
  - PenWell Books
  - SKU: 978-1593700034
- *A Budgeting Guide for Local Government* (3<sup>rd</sup> edition)
  - Robert L. Bland
  - ICMA Press
  - ISBN: 978-0873267670
- *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (4<sup>th</sup> edition)
  - Joan E. Pynes
  - Jossey-Bass
  - ISBN: 978-1118398623
- *Building Department Administration* (4<sup>th</sup> edition)
  - International Code Council
  - ISBN: 978-1609833473
- *Legal Aspects of Code Administration*
  - International Code Council
  - ISBN: 978-1609833473
- *CEQA Deskbook* (3<sup>rd</sup> edition)
  - Ronald Bass, Kenneth Bogdan, and Terry Rivasplata
  - Solano Press Books
  - ISBN: 978-0923956486
- Managing Fire and Emergency Services
  - Adam K. Thiel and Charles R. Jennings
  - Icm Green Book
  - ISBN: 978- 0873267632
- NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- NFPA 1730 Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (2016)
- NFPA 901 Standard Classifications for Incident Reporting and Fire Protection Data (2016)

# Fire Marshal 1A

---

## Online Instructor Resources

The following instructor resources are available online at

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

- Activity 2-1: Intra- and Inter-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* (3<sup>rd</sup> edition)
  - Robert L. Bland
  - ICMA Press
  - ISBN: 978-0873267670
- NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  - Physical copy or digital access
- NFPA 1730 Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (2016)
  - Physical copy or digital access
- Activity materials
  - A copy of your bureau or departmental budget (Activity 3-4)

## Facilities, Equipment, and Personnel

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

- Standard classroom equipped for 30 students
- Whiteboards or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access

### 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: Fire Marshal Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal 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 Fire Marshal certification track
  - Fire Marshal (standalone certification)

## Fire Marshal 1A

---

2. Identify the courses required for Fire Marshal certification
  - Fire Marshal 1A: Administration and Professional Development
  - Fire Marshal 1B: Community Relations & Fire and Life Safety Education
  - Fire Marshal 1C: Fire Investigation Program Management
  - Fire Marshal 1D: Community Risk Reduction Program Management
  - Fire Marshal 1E: Regulatory Programs Management
  - Chief Fire Officer 3A: Human Resource Management
  - Instructor I: Instructional Methodology
  - Statutes and Regulations
  - G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
  - International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
  - Complete all prerequisites and course work
  - Submit application and fees to 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 Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
  - Complete course work
  - Schedule online capstone test
  - Schedule skills evaluation test

### Discussion Questions

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

### Activities

1. To be determined by the 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 standard Fire Marshal job performance requirements; applicable safety standards; and applicable codes, standards, and jurisdictional requirements, will be able to describe the roles and responsibilities of the Fire Marshal both within and outside of the fire prevention program.

#### Enabling Learning Objectives

1. Describe the mission of fire prevention
2. Describe the general roles and responsibilities of the Fire Marshal

## Fire Marshal 1A

---

- Administration
  - Community risk reduction
    - Recommending, creating, and evaluating jurisdictional requirements that reduce community risks
  - 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
    - 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

## Fire Marshal 1A

---

- 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?

### Activities

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

### Instructor Notes

1. Use Activity 2-1 as the basis for discussing ELO 5.
2. NFPA 1730 is a good reference for Discussion Question 3.

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

## Unit 3: Administration

### Topic 3-1: Administering Personnel Management 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?



## Fire Marshal 1A

---

2. What resources are available to the Fire Marshal to assist with administering jurisdictional personnel (human resource) management?

### Activities

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. 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 in order to meet organizational roles and responsibilities and legal requirements 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. Use interpersonal skills
5. 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?

### Activities

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

**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 requirements, and available resources, will be able to establish a strategic and operational plan in order to meet organizational roles and responsibilities and legal requirements 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

#### 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?

### Activities

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

**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 to implement the roles and responsibilities of the Fire Marshal within organizational goals and objectives.

### Enabling Learning Objectives

2. 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 restrictions
    - Human resources vs. capital outlay
    - Overtime pay
    - Grant money
3. 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
4. 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
  5. Describe basic accounting requirements
  6. Carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of the Fire Marshal
  7. Communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal
  8. Track and analyze financial data trends pertinent to the roles and responsibilities of the Fire Marshal

### 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?

### Activities

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

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

### Topic 3-5: Developing, Maintaining, and Evaluating Record-keeping and Management Systems

#### 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 that is complete and accurate.

#### 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 acquisition, entry, and extraction
- 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. Does your agency have a records retention policy?
2. If so, how long does it require fire prevention records to be retained?

### Activities

1. To be determined by instructor

### Instructor Notes

1. There is a helpful pocket guide to the California Public Records Act available at <http://www.thefirstamendment.org/media/publicrecordsact.pdf>

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 in order to establish professional development requirements.

#### 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 in 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?

### Activities

1. To be determined by instructor

**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 that use job-related knowledge and skills, performance-based training, and adult learning principles, and meet 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
  - Measureable results
3. Describe principles of instructional design
  4. Describe adult learning principles
  5. Describe performance-based education principles
  6. Conduct instructional planning
  7. Conduct research
  8. Organize information and data
  9. Interpret data
  10. Evaluate training options

### Discussion Questions

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

### Activities

1. To be 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 that meet organizational goals and requirements.

### Enabling Learning Objectives

1. 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



2. Assign responsibility
3. Facilitate meetings
4. 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?

### Activities

1. To be determined by instructor

**CTS Guide Reference:** 5-3

## Topic 4-4: Evaluating 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 to ensure that programs meet 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 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
3. Describe professional development record-keeping systems
4. Describe data acquisition techniques
5. 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?

### Activities

1. To be determined by instructor

**CTS Guide Reference:** CTS 5-4

## Topic 4-5: Forecasting 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 in order to plan for future organizational and individual professional development needs.

### 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?

### Activities

1. To be determined by instructor

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

## Fire Marshal 1A

### Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: Determined by instructor		0:00	
Topic 1-2: Fire Marshal Certification Process			
Lecture	0:30		
Activity 1-2: Determined by instructor		0:00	
<b>Unit 1 Totals</b>	<b>1:00</b>	<b>0:00</b>	<b>1:00</b>
<b>Unit 2: Role of the Fire Marshal</b>			
Topic 2-1: Roles and Responsibilities			
Lecture	1:00		
Activity 2-1: Inter- and Intra-Organizational Fire Prevention Relationships		0:30	
<b>Unit 2 Totals</b>	<b>1:00</b>	<b>0:30</b>	<b>1:30</b>
<b>Unit 3: Administration</b>			
Topic 3-1: Administering Personnel Management Jurisdictional Requirements			
Lecture	0:30		
Activity 3-1: Ideal Organizational Structure		1:00	
Topic 3-2: Establishing Personnel Assignments			
Lecture	0:45		
Activity 3-2: See recommended activity		0:15	
Topic 3-3: Developing a Strategic and Operational Plan			
Lecture	4:00		
Activity 3-3: See recommended activity		1:00	
Topic 3-4: Establishing and Monitoring a Budget			
Lecture	4:00		
Activity 3-4: Establishing and Monitoring a Budget		1:00	
Topic 3-5: Developing, Maintaining, and Evaluating Record-keeping and Management Systems			
Lecture	1:00		

## Fire Marshal 1A

---

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 3-5: Determined by instructor		0:00	
<b>Unit 3 Totals</b>	<b>10:15</b>	<b>3:15</b>	<b>13:30</b>
<b>Unit 4: Professional Development</b>			
Topic 4-1: Identifying and Prioritizing Professional Development Needs			
Lecture	1:00		
Activity 4-1: Determined by instructor		0:00	
Topic 4-2: Prescribing Professional Development Programs			
Lecture	1:00		
Activity 4-2: Determined by instructor		0:00	
Topic 4-3: Implementing Professional Development Programs			
Lecture	0:30		
Activity 4-3: Determined by instructor		0:00	
Topic 4-4: Evaluating Professional Development Programs			
Lecture	1:00		
Activity 4-4: Determined by instructor		0:00	
Topic 4-5: Forecasting Professional Development Needs			
Lecture	0:30		
Activity 4-5: Determined by instructor		0:00	
<b>Unit 4 Totals</b>	<b>4:00</b>	<b>0:00</b>	<b>4:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>16:15</b>	<b>3:45</b>	<b>20:00</b>

### Course Totals

Segment Type	Time
Total Lecture Time (LT)	16:15
Total Activity Time (AT)	3:45
Total Testing Time (TT)	2:00
<b>Total Course Time</b>	<b>22:00</b>