Fire Officer (FO) Series
Format and Delivery Changes

OVERVIEW

This document provides information for all State Fire Training (SFT) Fire Officer Series Registered Instructors about changes in the format and delivery of the Fire Officer (2020) curriculum. Instructors are encouraged to study this information carefully and seek clarification from SFT if questions arise.

FORMAT CHANGES

1. Course names changed to align with NFPA terminology:
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 2 (formerly Company Officer)

2. All Fire Officer (FO) courses fill three general categories, are progressive, and should be completed in order (A, B, then C):
   - "A" courses: Human Resources and Health and Safety
   - "B" courses: General Administration and Community and Government Relations
   - "C" courses: Emergency Incident Management

3. Each certification track consists of three separate 54-hour, three-unit courses to align with higher education semester unit requirements at community colleges, Cal Poly Humboldt, and other institutions:
   - FO4 A, B, and C = 9 total semester units of graduate level learning outcomes
   - FO3 A, B, and C = 9 total semester units of bachelor/upper division level learning outcomes
   - FO2 A, B, and C = 9 total semester units of associate/lower division level learning outcomes
   - The minimum timeframe for conducting a 54-hour course is seven days but is not recommended (see Delivery Changes below).

4. In addition to NFPA 1021, "C" courses integrate additional standards into the curriculum.
   - FO2C incorporates NFPA 1143: Wildfire Officer I and NWCG S-200 Initial Attack IC standards.
   - FO3C contains NFPA 1143: Wildfire Officer II and NWCG S-300 Extended Attack IC standards.

- FO4C is geared towards the ICS Agency Administrator position delegating to an Incident Management Team (IMT) for a major incident/event within their AHJ.

5. Course activities focus on certification task book job performance requirements (JPRs).
   - Each course is approximately one-third lecture/discussion and two-thirds application (task book based activities).
   - Students should initiate their task book at the beginning of the first class (FO2A, FO3A, or FO4A) of the series.
   - Student activities for "A" and "B" courses are designed to be conducted outside of class and submitted during the next class session. Students may need a day or two between course sessions to complete task book activities.
   - "C" courses may include additional scenario task sheets, which may be required documentation for task book completion.
   - Each student creates a portfolio (binder) for their FO track that contains the memos, staff reports, and other documents developed during their courses. These documents verify individual activity completion to submit to their Fire Chief for approval and task book sign-off.
   - Instructors will review each student's individual course documents and task book portfolio materials and provide written feedback by the final class session of the course.

6. Specific changes to each course and instructor requirements are available in each certification's implementation plan, interim procedures, and/or course plans available on the SFT website.

DELIVERY CHANGES

1. "A" and "B" courses are designed to be taught over a semester or a minimum of two weeks, *not* as a single week-long block (e.g., Monday through Friday from 08:00-17:00).
   - Lecture and discussion for adult learners should not exceed four hours per day. If you've taught all morning, students lack the capacity to adequately process more material in the afternoon.
2. Allow gap days between lecture sessions for students to produce quality activity products. See below for a sample "A" or "B" 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Activities	Lecture	Activities	Lecture
Afternoon	Activities	Activities	Activities	Activities	Activities
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Activities	Lecture	Activities	Assessment
Afternoon	Activities	Activities	Activities	Activities	

3. Task book activities should align student interests with agency needs to meet Fire Chief priorities.
   - Ideally, career students should be able to complete task book activities on duty because they meet employee development and agency goals by completing real work that furthers the organization's strategic direction.
   - Students should meet—separately or as a group—to discuss their agency's needs with their supervisor(s) to best align task book activities with specific organizational goals, gaps, and needs.
   - Instructors should teach each topic's terminal and enabling learning objectives before students begin the corresponding task book activity.
   - Instructional reputation derives from how well instructors prepare students to complete and document course activities in their portfolio.

4. Instructor requirements for availability and feedback:
   - Establish office hours or virtual availability to support students with their activities between course sessions.
   - At a minimum, provide feedback on each activity with grades, symbols, and comments. Provide numeric grades if required by an academic institution.
   - If student activities are not graded, the minimum instructor feedback on activity documents is:
     - A minus (-) sign where student products are below standard or improvement is needed
     - A check (√) sign where the student meets the basic standard
     - A plus (+) sign where the student exceeds the standard
   - Provide feedback on portfolios through written comments on overall portfolio quality by the final class session of the course.

5. "C" courses should follow the "crawl, walk, run" methodology, with initial incident scenarios starting out relatively simple and gradually increasing complexity as students learn and practice new lecture/discussion material.
   - "C" courses are designed to be delivered in-person, with lecture in the mornings and incident-based task book/simulation activities in the afternoon for the first few days, followed by complex scenarios as students master fundamental skills.
   - See below for a sample "C" 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Lecture	Lecture	Lecture	Lecture
Afternoon	Scenarios	Scenarios	Scenarios	Scenarios	Scenarios
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Scenarios	Assessment		
Afternoon	Scenarios	Scenarios			

- Break students into rotating groups for scenarios
  - IC and overhead
  - Dispatch and radio voices for other units
  - Role players and/or disruptors
  - Peer evaluators with task book scenario task sheets
- FO3C suggested scenario (sets and reps) progression:
  - Begin with 1-2 alarm all-risk scenarios always starting at the top of the scenario task sheet and continuing to advance to more complex scenarios.
  - Transition with an all-risk, multi-operational period greater alarm scenario of moderate complexity.
  - Progress to more complex extended attack wildland and WUI scenarios.
- FO4C scenario(s) should focus on how a student's agency will use their emergency plan to interface with and delegate to a formal Incident Management Team (IMT) within their jurisdiction for a complex incident. The final scenario should be delivered in conjunction with a local multi-agency tabletop drill where an outside IMT is activated under AHJ delegation.

BEST PRACTICE RECOMMENDATIONS

1. Instructors should be in the role of facilitator, mentor, and coach. The end state is that students have completed the course activities and gathered the collective documents into a portfolio package that verifies JPRs so their Fire Chief (or designee) can sign off their certification task book.

2. Deliver courses in cohorts, or as part of promotional academies, to ensure consistency and build relationships between student peers and their superiors that align task book activities with organizational needs.

3. Ideally, students can obtain certification prior to promotion or operating in acting positions because their very first day on the job could include a significant event. This ensures they understand position competencies and aligns with the CICCS practice to be qualified prior to assuming the position.

4. SFT encourages team teaching and/or using SMEs as guest lecturers to provide a comprehensive base of understanding with fundamental skills.