



# Instructional Program Management

## Course Plan

### Course Details

<b>Certification:</b>	Instructor III
<b>CTS Guide:</b>	Instructor III (November 2014)
<b>Description:</b>	This course provides information on planning, developing, and implementing comprehensive programs and curricula. Topics include instructional development, program management, program and instructor evaluation, and test reliability and validity. The curriculum is based on the 2012 edition of <i>NFPA 1041 Standard for Fire Service Instructor Professional Qualifications</i> .
<b>Designed For:</b>	Fire Officers, Staff Officers, and other fire service managers with experience in fire-service training
<b>Prerequisites:</b>	Instructional Methodology Instructional Development
<b>Standard:</b>	Complete all activities and formative tests Complete all summative tests with a minimum score of 80%
<b>Hours:</b>	Lecture: 24:45 Activities: 9:15 Testing: 2:00
<b>Hours (Total):</b>	36:00
<b>Max. Class Size:</b>	24
<b>Instructor Level:</b>	Primary Instructor: Certified Instructor III plus completion of Fire Instructor 2A, 2B, and 2C
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need the following:

- *Fire and Emergency Services Instructor, 8th Edition*, IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice, 2nd Edition*, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

Copies of local agency policies and procedures, and sample forms where applicable, for the following:

- 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

#### Online Instructor Resources

- None

#### Student Resources

To participate in this course, students need the textbook as indicated by the instructor:

- *Fire and Emergency Services Instructor, 8th Edition*, IFSTA 2012, ISBN 978-0-87939-441-7
- *Fire Service Instructor: Principles and Practice, 2nd Edition*, Jones & Bartlett Learning, 2014, ISBN: 9781449670832

And the following equipment:

- A notebook computer with presentation or other viewing hardware and/or software

### **Facilities, Equipment, and Personnel**

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

- Standard learning environment or facility
- Writing board or paper conference pads
- Markers, erasers
- Amplification devices
- Projector and screen
- Notebook/Desktop computer or tablet with presentation or other viewing software

### 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?
2. What is a summative test?

##### Activities

1. Have students complete all required registration forms.
2. Have students introduce themselves.

#### Topic 1-2: Instructor III Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Instructor III certification track, the courses and requirements for Instructor III certification, and be able to describe the certification task book and testing process.

## Instructor III

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### Enabling Learning Objectives

1. Identify the different levels of certification in the Instructor III certification track
  - Instructor I
  - Instructor II
  - Instructor III
2. Identify the courses required for Instructor III certification
  - Instructional Program Management
3. Identify any other requirements for Instructor III certification
4. Describe the certification task book process
  - Complete all prerequisites and course work
  - Submit application and fees to request a certification 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 certification testing process
  - Complete course work
  - Schedule online certification test
  - Schedule skills evaluation test (if applicable)

### Discussion Questions

1. How many levels are there in the Instructor III certification track? What are they?

### Activities

1. To be determined by the instructor.

## Topic 1-3: Definition of Duty

### Terminal Learning Objective

At the end of this topic, a student will be able to identify the duties of an Instructor III.

### Enabling Learning Objectives

1. Administer agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports
2. Plan, develop, and implement comprehensive programs and curricula
3. Develop an evaluation plan; collect, analyze, and report data; and utilize data for program validation and student feedback
4. Facilitate a meeting or event to ensure the objectives are met

### Discussion Questions

1. What is the difference between program and curricula?
2. What is the importance and purpose of an evaluation plan?
3. What is a facilitator?

### Activities

1. To be determined by the instructor.

### Unit 2: Course and Curriculum Development

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

##### Terminal Learning Objective

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

##### Enabling Learning Objectives

1. Describe an Instructor III's role in conducting an agency-level needs analysis/assessment
2. Describe the functions and components of a needs analysis/assessment
3. Describe the process or methods for conducting a needs analysis/assessment
4. Describe the development of JPRs
5. Describe a task analysis
6. Determine the need for curriculum development by reviewing
  - Lesson planning
  - Characteristics of adult learners
  - Instructional media
  - Instructional methods for classroom, training ground, and distance learning
  - Evaluation instruments
7. Conduct research
  - Job observation
  - Compliance and regulation
  - Skills/knowledge development and improvement
8. Conduct a needs and task analysis
9. Conduct committee meetings
10. Organize information into functional groupings
11. Interpret data

##### 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 training needs analyses?
4. What various methods are used to determine individual training needs for the curriculum?
5. How do governmental regulations influence training needs?

##### Activities

1. Divide the students into groups and provide each group a sample fire service instructional needs analysis. Have each group review the analysis and facilitate a discussion with the rest of the class.

##### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-1

### Topic 2-2: Design Programs or Curriculum

#### Terminal Learning Objective

At the end of this topic, a student given agency goals and a needs analysis will be able to utilize adult learning principles to design a performance-based training program or curriculum that includes job-related knowledge and skills, meets time and budget constraints, and supports agency goals.

#### Enabling Learning Objectives

1. Describe instructional design for developing a performance-based training program
2. Describe the curriculum development process
3. Describe adult learning principles
4. Describe principles of performance-based education and research
5. Apply fire service terminology
6. Write technical documents
7. Select course reference materials

#### Discussion Questions

1. What is your agency's curriculum development process and how could you improve it?
2. What are the tasks an Instructor III must perform to design 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?

#### Activities

1. To be determined by the instructor.

#### Instructor Notes

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

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

### Topic 2-3: Modify Existing Curriculum

#### Terminal Learning Objective

At the end of this topic, a student given agency training requirements, audience characteristics, learning objectives, instructional resources, and existing curriculum will be able to modify an existing curriculum to meet agency requirements and achieve the learning objectives.

#### Enabling Learning Objectives

1. Explain the purpose of modifying existing curriculum
2. Identify the actions to take when planning revisions
3. Describe implementing modified curriculum
4. Write technical documents
5. Select course reference materials

#### Discussion Questions

1. What factors would create a need to modify an existing curriculum? Provide an example from your agency.

## Instructor III

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2. When modifying existing curriculum and/or adapting it for your agency's use, what would be some important actions to take?
3. What items should you consider prior to implementing modified curriculum?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

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

## Topic 2-4: Write Program and Course Goals

### Terminal Learning Objective

At the end of this topic, a student given job performance requirements (JPRs) and needs analysis information will be able to write clear, concise, and measurable program and course goals to correlate with agency goals.

### Enabling Learning Objectives

1. Describe the components and characteristics of program and course goals
2. Describe writing program and course goals
3. Explain the correlation of JPRs to program and course goals
4. Write program and course goal statements

### Discussion Questions

1. What should course goals include?
2. What factors should be considered in preparing a goal statement?
3. Where does cultural diversity fit into your agency's program goals?
4. How do JPRs influence program or course goals?
5. How do course goals and learning objectives differ?

### Activities

1. Have students write a course goal that is clear, concise, and measurable on a fire service subject.

### Instructor Notes

1. This activity is linked to the activities in Topic 2-5 and Topic 2-6.

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

## Topic 2-5: Write Course Objectives

### Terminal Learning Objective

At the end of this topic, a student given JPRs 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
2. Describe writing course objectives
3. Explain the correlation between JPRs and course objectives
4. Write course objectives
5. Correlate course objectives to JPRs



### Discussion Questions

1. Before writing a course objective, how do you determine the level of achievement for the students?
2. What do you need to know relative to the correlation of JPRs to course objectives?

### Activities

1. Have students write three (3) course objectives that correlate to the course goal they previously developed in Topic 2-4.

### Instructor Notes

1. Other references for this topic include *Instructional Media and the New Technologies of Education*, Robert Heinich, Michael Molenda, and James D. Russell, (Macmillan, 1996) and *Taxonomy of Educational Objectives*, Bloom, 1965

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

## Topic 2-6: Construct a Course Content Outline

### Terminal Learning Objective

At the end of this topic, a student given the agency structure, organized functional groups, reference resources, and course objectives will be able to construct a course content outline that supports the agency structure and reflects current acceptable practices.

### Enabling Learning Objectives

1. Review curriculum development models
2. Describe the components and organization of a course content outline
3. Describe a course content outline's correlation between
  - Course goals
  - Course content outline
  - Objectives
  - JPRs
  - Instructor lesson plans
  - Instructional methods

### Discussion Questions

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

### Activities

1. Have students write a course content outline that correlates to the course goal and objectives they previously developed in Topics 2-4 and Topic 2-5.

### Instructor Notes

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

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

## Unit 3: Managing the Evaluation System

### Topic 3-1: Develop Program and Course Evaluation Plans

#### Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, and course objectives will be able to

1. Create a program evaluation plan that evaluates instructors, course components, facilities, and obtains student input for course improvement.
2. Develop a course evaluation plan that measures objectives and follows agency policies and procedures.

#### 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 the components of a course evaluation plan
5. Describe evaluation techniques and methods
6. Evaluate agency resources and constraints
7. Construct evaluation instruments to meet agency goals

#### Discussion Questions

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

#### Activities

1. Divide the students into groups and provide each group a program title. Have each group develop a program and/or course evaluation plan.

#### Instructor Notes

1. None

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

### Topic 3-2: Construct a Performance-based Instructor Evaluation Plan

#### Terminal Learning Objective

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

#### Enabling Learning Objectives

1. Describe the elements of an instructor evaluation
  - Staff schedules
  - Job requirements
  - Agency policies and procedures
2. Describe methods for developing a performance-based instructor evaluation plan
3. Employ instructor evaluation techniques

### 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. What approaches would you consider after you observe poor behavior in one of your instructors and why?
4. How can instructors obtain or influence honest and objective evaluations?
5. How have you approached poor instructor evaluations, either receiving one yourself or one for your instructional staff?

### Activities

1. Have students construct a performance-based instructor evaluation plan.

### Instructor Notes

1. None

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

## Topic 3-3: Analyze Student Test Instruments

### Terminal Learning Objective

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

### Enabling Learning Objectives

1. Describe the process used to evaluate and revise test instruments
2. Describe test validity
3. Explain test reliability
4. Review item analysis
5. Exercise item analysis techniques

### Discussion Questions

1. How can you ensure there is validity to your course tests?
2. Should the summative test be presented before or after the course evaluation and why?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

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

## Topic 3-4: Develop a System for the Acquisition, Storage, and Dissemination of Test Results

### Terminal Learning Objective

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

### Enabling Learning Objectives

1. Describe record-keeping systems for acquiring, storing, and disseminating test results
2. Describe data acquisition techniques
3. Discuss applicable laws affecting test results
4. Describe methods of providing feedback
5. 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?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

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

## Unit 4: Training Program Management

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

#### Terminal Learning Objective

At the end of this topic, a student given agency policies, procedures, and the 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 agency and legal requirements.

#### Enabling Learning Objectives

1. Describe training record keeping systems including their purpose, type, and function
2. Identify and describe professional standards addressing training records
3. Describe the influence professional standards have on training records, policies, and compliance
4. Describe legal requirements affecting record keeping and retention
5. Explain disclosure of information
6. Explain the necessity for developing forms for a training record system
7. Develop forms
8. Generate reports

#### Discussion Questions

1. What roles can training records play in the determination and evaluation of a department's budget, operations, and safety?
2. What agencies could 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?

### Activities

1. Divide the students into groups. Have each group research and compile a list of both 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*

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

## Topic 4-2: Develop Training Program Policy Recommendations

### Terminal Learning Objective

At the end of this topic, a student given agency goals, policies, 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 the process for developing training program policy recommendations to achieve training and agency goals
2. Illustrate the various formats for submitting policy recommendations
3. Write technical documents

### 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?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-2

## Topic 4-3: Select Instructional Staff

### Terminal Learning Objective

At the end of this topic, a student given agency 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 staff selection and instructional responsibilities
  - Instructional requirements
  - Selection criteria and methods
  - Recruitment
  - Hiring practices
  - Interviewing
  - Capabilities of instructional staff

## Instructor III

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2. Correlate staff selection with agency and instructional goals, including succession planning
3. Describe the need for agreements and insurance for contract instructors
4. Employ evaluation techniques for making staff selections

### Discussion Questions

1. What characteristics, qualities, and traits do you look for in your instructional staff?
2. What are some examples of using outside organizations to bolster your instructional staff/cadre?
3. What should an assessment center include for evaluating instructor applicants?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

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

## Topic 4-4: Write Specifications for Equipment Purchasing

### Terminal Learning Objective

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

### Enabling Learning Objectives

1. Assess curriculum needs
2. Describe methods used to evaluate agency equipment and available resources used for training delivery
3. Describe equipment purchasing procedures
4. Use evaluation methods to select the most effective equipment
5. Prepare procurement forms

### Discussion Questions

1. How can a Joint Powers Authority (JPA) Agreement or an Interagency Training Agreement (ITA) be utilized 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 and why?
4. What are the risks vs. gain associated with using vendor-supplied equipment during training?

### Activities

1. Have students identify and present their agency's process for acquiring training resources.

### Instructor Notes

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

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

### Topic 4-5: Present 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 evaluation findings, conclusions, and recommendations to agency administrator that are unbiased, supported, and reflect agency goals, policies, and procedures.

#### Enabling Learning Objectives

1. Describe statistical evaluation procedures
2. Describe the steps to be taken after reviewing evaluations
3. Validate findings, conclusions, and recommendations with agency goals, policies, and procedures
4. Explain the strategies and process for making program evaluation presentations
5. Employ presentation skills
6. Prepare reports

#### 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?

#### Activities

1. To be determined by the instructor.

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-5

**Time Table**

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	0:45		
Activity 1-1: Class Registration		0:45	
Activity 1-2: Student Introductions			
Topic 1-2: Certification Process			
Lecture	0:30		
To be determine by the instructor			
Topic 1-3: Definition of Duty			
Lecture	0:30		
To be determined by the instructor			
<b>Unit 1 Totals</b>	<b>1:45</b>	<b>0:45</b>	<b>2:30</b>
<b>Unit 2: Course and Curriculum Development</b>			
Topic 2-1: Conduct an Instructional Need Analysis			
Lecture	2:30		
Activity recommended by SFT		1:45	
Topic 2-2: Design Programs or Curriculum			
Lecture	1:45		
To be determined by the instructor			
Topic 2-3: Modify an Existing Course or Curriculum			
Lecture	1:30		
To be determined by the instructor			
Topic 2-4: Write Program and Course Goals			
Lecture	1:00		
Activity recommended by SFT		1:00	
Topic 2-5: Write Course Objectives			
Lecture	0:45		
Activity recommended by SFT		0:45	
Topic 2-6: Construct a Course Content Outline			
Lecture	1:00		
Activity recommended by SFT		1:00	
<b>Unit 2 Totals</b>	<b>8:30</b>	<b>4:30</b>	<b>13:00</b>



## Instructor III

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Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 3: Managing the Evaluation System</b>			
Topic 3-1: Develop a System for Acquisition, Storage, and Dissemination of Evaluation Results			
Lecture	1:30		
To be determined by the instructor			
Topic 3-2: Develop Program and Course Evaluation Plans			
Lecture	1:30		
Activities recommended by SFT		1:00	
Topic 3-3: Construct a Performance-based Instructor Evaluation Plan			
Lecture	1:00		
Activity recommended by SFT		1:00	
Topic 3-4: Analyze Student Evaluation Instruments			
Lecture	1:30		
To be determined by the instructor			
<b>Unit 3 Totals</b>	<b>5:30</b>	<b>2:00</b>	<b>7:30</b>
<b>Unit 4: Training Program Management</b>			
Topic 4-1: Administer a Training Record System			
Lecture	2:30		
Activity recommended by SFT		1:00	
Topic 4-2: Develop Training Program Policy Recommendation			
Lecture	2:30		
To be determined by the instructor			
Topic 4-3: Select Instructional Staff			
Lecture	1:30		
To be determined by the instructor			
Topic 4-4: Write Specifications for Equipment Purchasing			
Lecture	1:30		
Activity recommended by SFT		1:00	

## Instructor III

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 4-5: Present Evaluation Findings, Conclusions, and Recommendations			
Lecture	1:00		
To be determined by the instructor			
<b>Unit 4 Totals</b>	<b>9:00</b>	<b>2:00</b>	<b>11:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>24:45</b>	<b>9:15</b>	<b>36:00</b>

### Course Totals

Segment Type	Time
Total Lecture Time (LT)	24:45
Total Activity Time (AT)	9:15
Total Testing Time (TT)	2:00
<b>Total Course Time</b>	<b>36:00</b>