



INFORMATIONAL BULLETIN

Fire Officer (FO) Series

Updates and Delivery Guidelines

May 2025

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) Officer Series Registered Instructors about curriculum changes and recommended delivery practices for the updated Fire Officer Series. It also clarifies expectations for activities/assessments, scenario progression, and hybrid/cohort use, where permitted. Stakeholders are encouraged to review this information carefully and to seek clarification from SFT if any questions arise.

1) SIGNIFICANT CHANGES

Course Naming Aligned to NFPA Terminology:

- Fire Officer 4 (formerly Executive Chief Fire Officer)
- Fire Officer 3 (formerly Chief Fire Officer)
- Fire Officer 2 (formerly Company Officer)

Course Categorization:

- “A” courses: Human Resources
- “B” courses: General Administrative Functions
- “C” courses: Emergency Incident Management

Credit Hour Structure & Higher Education Alignment

Each track consists of three separate 54-hour, 3-unit courses (A, B, C) aligned with higher education semester unit requirements used by community colleges and partner universities (e.g., Cal-Poly Humboldt):

- FO4 A/B/C = 9 total graduate-level units
- FO3 A/B/C = 9 total upper division units (bachelor level)
- FO2 A/B/C = 9 total lower division units (associate level)

Minimum Course Duration

The minimum timeframe to conduct a 54-hour course is seven days; however, SFT recommends spacing instruction and application over two weeks or a semester to improve learning outcomes (see Delivery Changes below).

Additional Standards Integrated in “C” courses

- FO2C: NFPA 1143 Wildfire Officer I + NWCG S-200 Initial Attack
- FO3C: NFPA 1143 Wildfire Officer II + NWCG S-300 Extended Attack
- FO4C: coursework geared towards the ICS Agency Administrator position



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Activity Focus

Course activities focus on Certification Task Book (CTB) Job Performance Requirements (JPRs) with approximately one-third lecture/discussion and two-thirds application (in-class and outside class), including designated Classroom and Hybrid/Cohort time where permitted.

Initiating CTBs and Sequencing

- CTBs may be initiated with the first class in series (e.g., FO 2A, FO3A, FO4A) and instructors should cover all topics in the Course Plan before assigning the CTB activity.
- Student activities/applications are designed to be conducted both in and outside of class as designated in the course Time Table. This blended approach supports mastery of JPRs and portfolio development.
- Instructors should provide timely feedback on course activities (see Best Practices section for minimum feedback standards and office hour recommendations).
- “C” courses may contain their own scenario task sheets, which are required for CTB completion and should be integrated into scenario-based learning.

Course Specific Details and Instructor Requirements

Specific changes to each course and instructor requirements can be found in their respective Implementation Plans and within the Course Plans available on the SFT website.

2) DEFINITIONS & KEY TERMS

- **Portfolio:** A compiled set of student activity products, scenario task sheets, feedback artifacts, and documentation that demonstrate completion of course activities and verification of JPRs for the Fire Chief (or designee) to finalize the certification task book.
- **CTB (Certification Task Book):** SFT task book that documents JPR completion for certification. Activities in the Course Plan are designed to support CTB progress.
- **JPR (Job Performance Requirement):** The measurable performance outcomes tied to position competencies embedded throughout course activities and scenario task sheets.
- **Hybrid/Cohort Distance Education:** A delivery method that combines in-person classroom, independent work, and real-time electronic engagement. It requires prior SFT approval per the Hybrid/Cohort application instructions.
- **Scenario Task Sheet (“C” courses):** The course-specific documents required for CTB completion during incident management simulations.



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3) DELIVERY GUIDELINES

“A” and “B” Courses - Design these courses over two weeks or a semester rather than a single 5-day block. Allow gap days for students to produce quality activity products tied to JPRs.

Example 1 — 54-Hour “A”/“B” Course (Two Weeks):

- Week 1:
 - Mon–Wed (AM): Lecture | Mon–Wed (PM): Application (Classroom)
 - Thu (AM/PM): Application (Hybrid—JPRs)
- Week 2:
 - Mon (AM): Lecture | Mon (PM): Application (Classroom)
 - Tue (AM/PM): Application (Classroom + Hybrid—JPRs)
 - Wed (AM): Lecture/Closeout | Wed (PM): Assessment

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Lecture	Lecture	Application (Hybrid- JPRs)	
Afternoon	Application (Classroom)	Application (Classroom)	Application (Classroom)	Application (Hybrid- JPRs)	
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Application (Hybrid- JPRs)	Lecture/ Closeout		
Afternoon	Application (Classroom)	Application (Hybrid- JPRs)	Assessment		

Table 1: Example 1 “A”/“B” — Two Weeks

Example 2 — 54-Hour “A”/“B” Course (Spaced Instruction):

- Week 1:
 - Mon–Thu (AM): Lecture | Mon–Thu (PM): Application (Classroom)
 - Fri (AM/PM): Application (Hybrid—JPRs)
- Week 2:
 - Mon (AM/PM): Application (Hybrid—JPRs)
 - Tue (AM): Lecture/Closeout | Tue (PM): Assessment

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Lecture	Lecture	Lecture	Application (Hybrid- JPRs)
Afternoon	Application (Classroom)	Application (Classroom)	Application (Classroom)	Application (Classroom)	Application (Hybrid- JPRs)
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Application (Hybrid- JPRs)	Lecture/ Closeout			
Afternoon	Application (Hybrid- JPRs)	Assessment			

Table 2: Example 2 “A”/“B” — Spaced Instruction



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Task Book Activity Alignment

- 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.

Instructor Feedback Minimums

- Establish office hours or virtual availability to support students with their activities outside of 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 may include:
 - 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.



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“C” Courses (Incident Management)

Use the “crawl, walk, run” progression methodology, with initial incident scenarios that start simple and gradually increase in complexity as students learn and practice new lecture material. Deliver in-person when feasible: AM lecture + PM scenarios (incident-based task book simulation activities), then advance to complex, multi-operational periods.

Example 1 — “C” Course (Two Weeks):

- Week 1:
 - Mon-Fri (AM): Lecture | PM: Classroom scenarios
- Week 2:
 - Mon-Wed (AM/PM): Lecture & Classroom scenarios
 - Thu (AM): Assessment

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

Table 3: Example 1 “C”— Two Weeks

Scenario Rotation Roles

- IC & overhead
- Dispatch/radio voices for other units
- Role players/disruptors
- Peer evaluators using scenario task sheets

Scenario Progression Examples

- Suggested scenario (sets and reps) progression
- FO3C: Start with 1-2 alarm all-risk scenarios; transition to multi-operational period greater alarm; progress to extended attack wildland/WUI scenarios.
- FO4C: Focus on the agency’s emergency plan and delegation to a formal Incident Management Team (IMT) within their jurisdiction; consider a final local multi-agency tabletop drill with outside IMT activation under AHJ delegation.

4) BEST PRACTICES

- Instructors serve as facilitators, mentors, and coaches. The end state is that students have completed the course activities and gathered the collective documents into a



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portfolio package that verifies JPRs so their Fire Chief (or designee) can finalize CTB sign-off.

- Courses are designed to be taken in order (A → B → C) to ensure progressive learning. Cohorts and promotional academies strengthen relationships that align activities with organizational needs.
- Students should ideally attain certification prior to promotion or operating in acting positions, so they enter roles qualified. Their first day on the job could include a significant event. This ensures they understand the position competencies and aligns with the CICCIS practice of requiring qualification before assuming the position.
- SFT encourages team teaching and the selective use of SMEs as guest lecturers to deepen understanding of fundamental skills.
- Plan for blended classroom and hybrid/cohort application time to ensure absorption and high-quality student products.

5) HYBRID/COHORT APPLICATION REQUIREMENTS

To support consistent delivery under Hybrid/Cohort Distance Education, SFT expects hosts and Registered Instructors to follow these practices (see Hybrid/Cohort Application instructions):

- SFT Approval Required: Submit the Hybrid/Cohort Application with supporting documentation ≥ 4 weeks prior to course start. Applications under 4 weeks will not be considered.
- Monitoring Access: Hosts must provide SFT with access to monitor any/all delivered portions of the course for quality improvement.
- In-Person Skills: Psychomotor skills training/testing must be conducted in person.
- Instructor Qualifications: Registered Instructors must be qualified in the subject matter and provide proof of training on the delivery platform (e.g., Canvas, Blackboard, JBL Navigate).
- Verification & Records: Hosts must maintain staff development records and use LMS/attendance methods to verify student participation in hybrid/cohort segments.

6) REFERENCES

- Course Plans & Implementation Plans: See the SFT website for course-specific changes, instructor requirements, and scenario task sheets.
- Detailed requirements for each course, including instructor qualifications and delivery expectations, are outlined in the Implementation Plans, Interim Procedures, and Course Plans posted on the SFT website.
- Standards: NFPA 1021 (Fire Officer Professional Qualifications), NFPA 1143 (Wildland Fire Management Officer), NWCG S-200/S-300, and ICS Agency Administrator competencies referenced within “C” courses.



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7) CONTACT

For questions or clarification, contact State Fire Training. Stakeholders are encouraged to study this bulletin and seek clarification from SFT if questions arise.