FT R250: INSTRUCTIONAL METHODOLOGY

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College
Oxnard College

Attach Support Documentation (as needed)
instructor-i-course-plan-2019-05-06-ada.pdf
sft-fee-schedule-2021 (1).pdf

Discipline (CB01A)
FT - Fire Technology

Course Number (CB01B)
R250

Course Title (CB02)
Instructional Methodology

Banner/Short Title
Instructional Methodology

Credit Type
Credit

Honors
No

Start Term
Fall 2021

Catalog Course Description
Designed for working firefighters, this course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification are able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I is also able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. Course is one of a series required for Company Officer Certification by California State Fire Training.

Taxonomy of Programs (TOP) Code (CB03)
2133.00 - *Fire Technology

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
Yes

Fee Amount
$140.00

What personal property or material does the student need that the fee pays for?
1 @ $140.00 each registration/certification fee paid to State of California Fire Marshal (California Fire Service Training and Education System - CFSTES).

Identify a specific course objective that cannot be met but for the use of the materials at issue.
Certificates contribute to the professional growth of the firefighter persuing the Company Officer certification.

Describe how the material has continuing value outside the classroom.
Industry certifications stay with the student for life and aid in the job placement and career advancemnt of the student.

Is the amount of materials the students must supply, or the amount that they receive in exchange for the fee that is charged, consistent with the amount of material necessary to meet the required objectives of the course?
Yes

If students pay a fee rather than furnishing their own materials, why do they have to pay a fee rather than supply the materials themselves? Is the district/college the only source of the materials? If not, is there a health or safety reason for the district/college to supply the materials? If not, will the district/college supply the materials more cheaply than they can be obtained elsewhere, AND at the district's/college's actual cost?
This is a State Fire Marshal Accredited Course with a required registration fee. Students cannot register witht the Fire Marshal directly and required materials are distributed to students at the first class meeting.

Specify the month and year in which the fee amount, or list of material provided, was reviewed by the host department to ensure that the preceding standards continue to be met.
November, 2020

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
35
Maximum Contact/In-Class Lecture Hours
35

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
35
Total Maximum Contact/In-Class Hours
35

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
105
Total Maximum Student Learning Hours
105

Minimum Units (CB07)
2
Maximum Units (CB06)
2

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate the ability to adapt, prepare and deliver lesson plans that meets the needs of a specific audience.
2	Demonstrate the ability to administer and record tests and evaluations and provide the feedback necessary to improve instructional performance.
3	Demonstrate the ability to obtain and organize a safe and positive learning environment and the learning resources necessary to deliver instruction.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Identify different levels in the instructor certification track, the courses and requirements for instructor 1 certification.
2	Describe the certification task book and testing process.
3	Define the role of the Instructor 1.
4	Distinguish program management, instructional development, instructional delivery and evaluation and testing.
5	Determine instructional materials, elements of a lesson plan, learning environment, and resources need adaptation.
6	Construct and outline a lesson plan.
7	Outline the elements of an organized classroom, laboratory and outdoor learning environment.
8	Assemble and deliver cognitive and psychomotor lesson plans.
9	Modify presentation methods to achieve learning outcomes.
10	Modify and adjust to different learning styles, abilities, cultures, and behaviors.
11	Use audiovisual and demonstration equipment.
12	Develop and administer oral, written and performance tests.
13	Analyze and compare testing processes that eliminate bias and discrimination.
14	Appraise grading and securing student examinations.
15	Outline test results reporting.
16	Analyze need for providing evaluation feedback to students.
17	Justify need for evaluating student instructor lesson demonstrations.
18	Outline process for assembling course materials.
19	Explain need for preparing resource requests.
20	Outline how to schedule instructional sessions.
21	Justify need for completing and submitting training records.

Course Content

Lecture/Course Content

1. Orientation and Administration
   a. Review of facilities
   b. Review of classroom requirements
   c. Review of syllabus, participation, assignments and evaluation methods
2. Fire Service Instructor Certification Track Course Requirements
   a. Level I requirements
   b. Level II requirements
   c. Level III requirements
   d. The capstone task book process
   e. The capstone testing process
3. Duties of a Fire Service Instructor I
   a. Program management and the basic resources, records and reports essential to the instructional process
   b. Instructional development
      i. Reviewing and adapting prepared instructional materials
      ii. Maintaining lesson plan content and objectives
   c. Delivering instructional sessions using prepared materials
   d. Evaluation and testing
      i. Administration and grading of student evaluation instruments
      ii. Impact of local policies and procedures on the evaluation process

4. Determining Needed Adaptions
    a. Recognizing student characteristics, needs and cultural diversity
        i. Specifically Designed Academic Instruction in English (SDAIE)
        ii. Visual, Oral Reading-Writing or Kinesthetic (VORK) styles
        iii. Student exceptionalities
        iv. Members of the public
    b. Methods of instruction
    c. Types of resource materials
    d. Aspects of an organized learning environment
    e. Policies and procedures used to adapt instruction of the learning environment
    f. Analyzing available resources, facilities and materials
5. Adapting Lesson Plans
    a. Components of a lesson plan
    b. Instructional aids and methods used to support lesson plans
    c. Aspects of an organized learning environment
    d. Instructor preparation, organizational skills and awareness
        i. The learning environment
        ii. Capability of the facilities
        iii. Available equipment
        iv. Target audience
6. Organizing the Learning Environment
    a. Classroom management and current safety practices
        i. Compliance with Injury Illness Prevention Programs (IIPP)
        ii. California Health and Safety Code Division 12
        iii. Cal/OSHA
        iv. NFPA Standards
            1. 1403, Standard for Live Fire Training Evolutions
            2. 1584, Standard on the Rehabilitation process During Training Exercises
            3. 1983, Standard on Life Safety Rope and Equipment for Emergency Services
        v. Existing NFPA professional qualifications
        vi. Psychomotor lesson considerations
            1. Protective equipment
            2. Modeling good safety practices
            3. Guided practice
            4. Additional instructors to ensure safety
        vii. Techniques to maximize student application times
        viii. Procedures for the use of personal electronic devices
    b. Advantages and limitations of audiovisual equipment and teaching aids
    c. Classroom arrangement that fits the lesson, learning environment and student needs
    d. Methods of instruction that fits the lesson, learning environment and student needs
    e. Instructional media that fits the lesson, learning environment and student needs
7. Presenting Lessons
    a. Laws and principles of learning
    b. Methods and techniques of instruction
    c. Lesson plan components
    d. Elements of the communication process
    e. Lesson plan terminology
    f. Impact of cultural differences on instructional delivery
    g. Safety rules, regulations and practices
    h. Training hazards
    i. Elements, benefits and limitations of distance learning
    j. Distance learning delivery methods
        i. Online learning
        ii. Blended e-learning
        iii. Web-based instruction
        iv. Computer-based training
        v. Interactive television
        vi. Podcasts

    k. The instructor's role in learning
    l. Oral and nonverbal communication techniques for classroom and distance learning presentation
    m. Using methods and techniques of instruction
    n. Using lesson plans in an instructional setting

8. Adjusting Presentations for Changing Situations - Methods of Dealing with Changing Circumstances in the Learning Environment
    a. Equipment failure
    b. Weather
    c. Audio and visual distractions
    d. Safety
    e. Limited resources
    f. Presentation location

9. Maintaining a Safe and Positive Learning Environment - Motivation and Coaching Techniques
    a. Factors that influence the learning process
        i. Attitude
        ii. Experience
        iii. Knowledge
        iv. Education
        v. Personality
        vi. Physical condition
        vii. Unsafe behavior
        viii. Motivation
        ix. Competing demands for time
    b. Learning styles
    c. Learning disabilities and methods for meeting student needs
    d. Methods of dealing with disruptive students and unsafe behavior
        i. Harassment
        ii. Abuse
        iii. Discrimination
        iv. Disruption of training
        v. Horseplay
        vi. Lack of respect for others
    e. Using basic coaching and motivational techniques
    f. Corrective techniques to manage disruptive behavior
    g. Adapting lesson plans or materials to specific instructional situations

10. Operating Instructional Audiovisual Equipment
    a. Components of audiovisual equipment
    b. Using audiovisual equipment to support the learning process
    c. Cleaning and maintaining audiovisual equipment

11. Utilizing Audiovisual Materials
    a. Media types and the benefits and limitations of each
    b. Criteria to use when selecting media
    c. Transition techniques when using different media

12. Administering and Conducting Tests
    a. Test administration procedures
    b. Agency testing policies
    c. Laws and policies pertaining to discrimination during training and testing
    d. Methods for eliminating testing bias
    e. Laws affecting records and disclosure of training and testing information
    f. Purposes of evaluation and testing
    g. Performance skills evaluation principles
    h. use of skills checklists
    i. Oral questioning techniques for testing

13. Grading and Securing Student Examinations
14. Grading methods
15. Methods for eliminating bias during grading
16. Methods for maintaining exam security and confidentiality of scores
17. Reporting Test Results
18. Reporting procedures

19. Interpreting test results - determining number who passed and failed
20. Communication techniques for submitting test results - communication with agencies that collect test results
21. Providing feedback to the organization regarding test results
22. Providing Feedback Evaluation to Students
23. Reporting procedures
24. Interpreting test results - areas requiring additional study or remediation
25. Communication skills for providing student feedback
26. Coaching techniques - documenting remediation and coaching discussions
27. Evaluating Student Instructor Lesson Demonstrations
28. Observing teaching demonstrations
29. Documenting strengths and weaknesses of student instructor performance
30. Facilitating reviews and discussions of teaching demonstrations
    a. Instructor style
    b. Flow of presentation
    c. Matching the teaching style to the audience learning styles
31. Assembling Course Materials
    a. Components of a lesson plan
    b. Department policies and procedures for the procurement of materials and equipment
    c. Availability of resources based on student need and number
32. Preparing Resource Requests
    a. Resource management for instructional materials
    b. Sources of instructional materials and equipment
    c. Effective oral and written communication techniques for requesting instructional materials
    d. Completing resource request forms
33. Scheduling Instructional Sessions
34. Departmental scheduling procedures
35. Resource management for scheduling instruction
36. Scheduling instruction sessions
37. Completing and Submitting Training Records
38. Types of required records and reports
39. Policies and procedures for processing records and reports
    a. Agency timelines
    b. NFPA Standard 901, Classifications for Incident Reporting and Fire Protection Data
    c. Cal-OSHA Title 8 Chapter 3.2 Reporting Work Connected Fatalities and Serious Injuries
    d. Ethical and legal implications of incomplete or falsified records
40. Writing training reports and completing training records
41. All areas of the Topics and Scope are covered in both the lecture and lab portion of the course.

Laboratory or Activity Content
None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Problem solving exercises
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Group projects
Individual projects
Objective exams
Oral presentations
Performances
Problem-solving exams
Quizzes
Role playing
Reports/papers
Simulations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will lead a discussion on the use of information and activity sheets with cognitive lessons. Students will then break into small groups and develop one activity and one information sheet for an assigned topic.
2. Instructor will lecture on the different types of written and oral tests. The students will then write and turn in a sampling of test questions for each type of written and oral test on a subject assigned by the instructor.

Representative Course Assignments

Writing Assignments

1. Student will prepare a 20 item test from the lesson plan outline that contains ten (10) true-false items and ten (10) multiple choice items.
2. Student will present a 20 minute cognitive lesson to the class on a subject approved by the instructor.

Critical Thinking Assignments

1. Students will adapt a psycho motor teaching Lesson Plan to fit a presentation.
2. Students will adapt a cognitive teaching Lesson Plan to fit a presentation.
3. Students will develop a classroom seating arrangement to enhance student to student interaction.
4. Students will develop a classroom seating arrangement to enhance student to instructor interaction.

Reading Assignments

1. Student will read the material in the textbook on cognitive lesson plan components and develop a lesson plan on a subject approved by the instructor.
2. Student will read the chapter in the textbook on instructional aids and develop a list of instructional aids they will use in their cognitive lesson teaching demonstration.

Skills Demonstrations

1. Students will develop and deliver a cognitive lesson plan on an assigned topic.

Outside Assignments

Representative Outside Assignments

1. The student will complete assigned chapter readings after each session.
2. The student will adapt a psycho motor lesson plan and delivery a teaching demonstration on an assigned topic.
3. The student will adapt a cognitive lesson plan and delivery a teaching demonstration on an assigned topic.
4. The student will compile a 25 question multiple choice exam on their assigned topics.

Articulation

C-ID Descriptor Number

Fire 250 X

Status

Aligned

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
No

Description
Fire and Emergency Services Instructor. 9th ed. International Fire Service Training Association (IFSTA). 2019, Phoenix AZ

Library Resources

Sufficient Library Resources exist
Yes

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%−99% online)
Hybrid (1%−50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%−50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will deliver weekly lecture thru Conferzoom. Students will post to a discussion board and are required to reply to two other student posts.
Synchronous Dialog (e.g., online chat)	Students will communicate via chat during live classroom sessions.
Synchronous Dialog (e.g., online chat)	Students will deliver a cognitive teaching demonstration of 20 minutes on an assigned topic.
Synchronous Dialog (e.g., online chat)	Students will deliver a psycho motor teaching demonstration of 20 minutes on an assigned topic.

Hybrid (51%−99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will deliver weekly lecture thru Conferzoom. Students will post to a discussion board and are required to reply to two other student posts.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates.
Other DE (e.g., recorded lectures)	Students will watch videos via District LMS.
Synchronous Dialog (e.g., online chat)	Students will deliver a psycho motor teaching demonstration of 20 minutes on an assigned topic.
Asynchronous Dialog (e.g., discussion board)	Students will deliver a cognitive teaching demonstration of 20 minutes on an assigned topic.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will deliver weekly lectures through Conferzoom. Students will post to a discussion board and are required to reply to two other student posts.
Other DE (e.g., recorded lectures)	Students will watch videos provided by the Instructor via District LMS.
Synchronous Dialog (e.g., online chat)	Students will communicate via chat during live classroom sessions as Instructor is delivering the lecture.

Synchronous Dialog (e.g., online chat)	Students will deliver a psycho motor teaching demonstration of 20 minutes on an assigned topic.
Synchronous Dialog (e.g., online chat)	Students will deliver a cognitive teaching demonstration of 20 minutes on an assigned topic.
Synchronous Dialog (e.g., online chat)	Instructor will present problems encountered in the classroom via Zoom. Students will be divided into breakout rooms to develop and present solutions to problems.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
FIRE TECHNOLOGY

Review and Approval Dates

Department Chair
09/09/2020

Dean
09/09/2020

Technical Review
09/23/2020

Curriculum Committee
09/23/2020

DTRW-I
10/08/2020

Curriculum Committee
10/14/2020

Board
11/10/2020

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY