OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
DEPARTMENT OF FORESTRY AND FIRE PROTECTION
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Date: March 24, 2014 Attachment 4

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Kevin S. Brame, Fire Service Training Specialist III, State Fire Training

Subject/Agenda Action Item: Executive Chief Fire Officer Standards and Curriculum

Recommended Actions: Discussion/Information

Background Information:

After analysis of the entire State Fire Training Chief Officer Certification Training Standards in 2009, the review Cadre recommended that three specific levels of Chief Officer certification be developed. STEAC and the State Board of Fire Services (SBFS) approved this recommendation. This recommendation was based on an analysis of the National Professional Development Model, National Fire Protection Association's Standard 1021, the National Fire Academy's Fire and Emergency Services in Higher Education (FESHE) Professional Development Model, the Fire Chief's Development Handbook of the International Association of Fire Chiefs (IAFC), and Chief Fire Officer Credentialing guidelines of the Center for Public Safety Excellence. In addition, the existing State Fire Training (SFT) Fire Officer, Chief Officer, and Fire Chief certification tracks were analyzed.

In consideration of the approved recommendation, SFT established curriculum development cadres to address the new multi-level chief officer certifications. One cadre was established with a focus on Chief Fire Officer Certification. That level was previously presented to STEAC for consideration on January 17, 2014. A second cadre was formed to address a new level of certification titled Executive Chief Fire Officer. Fire Chief, the third level of certification, is currently not under review and remains in effect as previously approve SBFS.

A designated cadre of experienced executive level chief officers took the new second tier of Chief Officer Certification, Executive Chief Fire Officer, under consideration, development, and validation. Those members included:

Cadre Leadership

Kevin Brame **, Cadre Leader, Deputy Fire Chief (Retired), Mallory Leone **, Cadre Editor, Sacramento State

Development Cadre Members

Roxanne Bercik, Deputy Fire Chief (Retired), Los Angeles Fire Department; Frank Cardinale **, Assistant Deputy Chief (Retired), San Francisco Fire Department; Chris Haas, Fire Chief (Retired), Manteca Fire Department; and David Stone **, *Assistant Fire Chief, Los Angeles County Fire Department.*

Validation Cadre Members

Gary Dominguez, Director of Fire Instruction, Fire Technology Department, Santa Ana College; Donald E. Mahany, Assistant Dean Human Services and Technology, Santa Ana College; Aaron McAlister, Fire Chief, City of Dixon; Corey G. Rose, Battalion Chief, Los Angeles Fire Department; and John Wagner, Assistant Chief, Sacramento Metro Fire Department.

****** Members who served in both development and validation

Development of the Certification Training Standards (CTS) and Course Plans (CP) was conducted over two different multi-day meetings. Initially NFPA 1021 (2009) was used as the central development document along with a review of existing SFT Chief Officer Courses, and the new Chief Fire Officer CTS and Course Plans. To insure consistency in approach to long-term officer development and minimize redundancies amongst course plans, a collaboration meeting of the development team leads and their respective editors from the Chief Fire Officer, Executive Chief Fire Officer, and Fire Officer I/II cadres was conducted. During this process minor revisions occurred in all levels while consensus was achieved that a realistic, consistent, and logical approach to total officer development, from Company Officer to Executive Fire Officer was being used.

Prior to convening the validation team process, NFPA issued a 2014 edition of NFPA 1021. Given that the Executive Chief Fire Officer draft documents were complete prior to this new edition, it was decided that the validation team would use a compare and contrast approach of the 2009 and 2014 editions in its process to insure the final draft documents would be as current as possible.

From this approach the validation team made minor revisions to the original documents. The validation team concluded that the new CTS and Course Plans were consistent with NFPA 1021 Fire Officer IV (2014 ed.). The validation team reviewed the initial recommended course hours and made minor revisions. The team also reached the general conclusion that the content of each course was academically substantial and consistent with standards generally applied to graduate level course work. This consideration was found to be consistent with the NFPA recommendations.

Prerequisites for obtaining Executive Chief Fire Officer certification were determined to be certified Fire Officer I/II, Chief Fire Officer, and ICS-400. This approach was found to be consistent with the approach utilized for Chief Fire Officer and NFPA 1021 (2014)

Upon conclusion of the validation process, the validation team unanimously recommended submission of the new Executive Chief Fire Officer CTS and Course Plans to STEAC for

review and consideration as a new level of certification. The new certification consists of 5 courses as detailed below:

Course Short Title	Course Title	Minimum Hours
Executive Chief Fire Officer 4A	Human Resources Management for the Executive Chief Fire Officer	28 hours
Executive Chief Fire Officer 4B	Community and Government Relations for the Executive Chief Fire Officer	10 hours 30 Minutes
Executive Chief Fire Officer 4C	Administration for the Executive Chief Fire Officer	30 hours 30 minutes
Executive Chief Fire Officer 4D	Emergency Services Delivery for the Executive Chief Fire Officer	38 hours 30 minutes
Executive Chief Fire Officer 4E	Health and Safety for the Executive Chief Fire Officer	14 hours 30 minutes
	Total Course Time	**122 hours**

In addition to course work noted above candidates for this new certification would be required to pass a certification exam and complete a task book covering the NFPA Job Performance Requirements (JPR) for Fire Officer IV. The task book is currently in development.

Within the validation process, cadre members, who included representatives from the Community College Fire Technology Directors Committee, analyzed the Course Plans for matters of curriculum implementation and processing. In that analysis it was concluded that the time elements for each course, given times listed are minimums, were not an impediment to implementation. Dialogue included potential opportunities for bundling courses into time parameters and formats that were more conducive to the schedules of executive level education programs. Dialogue also centered on the notion that at the Executive Chief Fire Officer level, participants may obtain equivalent course work through sources other than community colleges such as baccalaureate or graduate level institutions, the National Fire Academy, and the Emergency Management Institute.

Significant dialogue occurred during the development and validation processes regarding emergency services delivery professional development needs at the executive level. Review of the NFPA JPRs and additional dialogue concluded that at the executive level the focus on comprehensive planning for disasters and civil disturbance and multi-agency coordination was appropriate and sufficient for this level of certification. Consideration was given to the availability of additional emergency services training and education through a multitude of sources that can be tailored to meet the individual's specific personal or agency needs. Existing SFT courses that are or will be in the F-Step series will provide additional specific development opportunities.

The implementation plan for this certification is pending development.

DRAFT

Executive Chief Fire Officer

Certification Training Standards Guide
[Month Year]

Cover Photo

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Executive Chief Fire Officer

Certification Training Standards Guide
[Month Year]

This CTS guide utilizes NFPA 1021 Standard for Fire Officer Professional Qualifications 2014 to provide the qualifications for State Fire Training's Executive Chief Fire Officer certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Published by State Fire Training
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(916) 445-8200

Cover photo courtesy of [name, organization]

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

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Director, CAL FIRE

Tonya Hoover
State Fire Marshal

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None
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Aaron McAlister
Fire Chief, City of Dixon

Corey G. Rose
Battalion Chief, Los Angeles Fire Department

David Stone
Assistant Fire Chief, Los Angeles County Fire Department

John Wagner
Assistant Chief, Sacramento Metro Fire Department

Partners

State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an inter-organization agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Executive Chief Fire Officer

Section 1: Definition of Duties

1-1: Definition of Duty for Executive Chief Fire Officer

Authority
NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)

- Paragraph 7.2
- Paragraph 7.3
- Paragraph 7.4
- Paragraph 7.6
- Paragraph 7.7

Given
1. Sections 7.2, 7.3, 7.4, 7.6, and 7.7 of NFPA 1021 (2014)

Requisite Knowledge and Skills
1. Administrate job performance requirements and evaluate and improve the department, according to the *specified* job performance requirements
2. Project a positive image of the fire department to the community, according to the *specified* job performance requirements
3. *Perform* long-range planning and fiscal projections, according to the *specified* job performance requirements
4. Develop plans for major disasters, according to the *specified* job performance requirements
5. Administer a comprehensive risk management program, according to the *specified* job performance requirements

Job Performance Requirements
1. There are no job performance requirements identified for this training standard.

Section 2: Human Resource Management

2-1: Determining Human Resource Requirements

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 7.2.1
2. Office of the State Fire Marshal

Given

1. *Relevant* community *and organization demographic data*

Requisite Knowledge and Skills

1. *Apply* local, state/provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
2. *Interpret* policies, procedures, and contractual agreements
3. *Review current best practices for recruitment, selection, promotion, and placement of human resources*
4. *Analyze relevant community and organization demographic data in relation to organization demographics*
5. *Identify* formal and informal community leaders
6. *Identify* community issues
7. Analyze *recruitment* issues
8. *Solve* problems
9. Delegate authority
10. *Apply evaluation process*

Job Performance Requirements

1. Using the organization's human resource demographics, determine effective recruitment, selection, and placement of human resources according to the law and consistent with current best practices.

2-2: Developing an Employee-Management Program

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)

- Paragraph 7.2.2

Given

1. Current member/management relations

Requisite Knowledge and Skills

1. *Apply* local, state/provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
2. *Interpret* policies, procedures, and contractual agreements
3. Analyze current status of employee relations
4. Analyze the current employee/management relations
5. ~~Relate interpersonally~~
6. *Demonstrate a collaborative communication style*
7. Negotiate *in a labor-management setting*
8. Conduct program implementation

Job Performance Requirements

1. Initiate the development of a positive and participative member/management program.

2-3: Establishing a Professional Development Program

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications 2014
    - Paragraph 7.2.3
2. Office of the State Fire Marshal

Given

1. A summary of the job requirements for all positions within the *organization*

Requisite Knowledge and Skills

1. *Identify* internal and external customers
2. *Assess current education and training status of members*
3. *Assess* community needs
4. *Identify* training *and education* resources
5. *Apply* local, state/provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
6. *Interpret* internal and external policies, procedures, and contractual agreements
7. Organize data and resources

Job Performance Requirements

1. Establish and evaluate a list of education and in-service training goals so that all members can achieve and maintain required proficiencies.

2-4: Evaluating Member Assistance Programs

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications 2014

- Paragraph 7.2.4

Given

1. *Member assistance program* data

Requisite Knowledge and Skills

1. *Assess* available *member* assistance programs
1. *Analyze member and organization needs*
2. *Apply* local, state/provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
3. *Interpret* policies, procedures, and contractual agreements
4. *Interpret results*

Job Performance Requirements

1. Appraise a member assistance program to determine if the program produces the desired results and benefits.

2-5: Evaluating Incentive Programs

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications 2014
    - Paragraph 7.2.5
2. Office of the State Fire Marshal

Given

1. *Incentive program* data

Requisite Knowledge and Skills

1. *Assess* available incentive programs
2. *Analyze member and organization needs*
3. *Apply* local, state/provincial, and federal *statutes*, regulations, *and ordinances*
4. *Interpret* policies, procedures, and contractual agreements
5. *Interpret results*

Job Performance Requirements

1. Evaluate an incentive program to determine if the desired results are achieved.

Section 3: Community and Government Relations

3-1: Exercising Leadership in Community and Government Relations

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications 2014
    - Paragraph 7.3.1
2. Office of the State Fire Marshal

Given

1. *A community event*

Requisite Knowledge and Skills

1. *Analyze* community demographics
2. *Identify* formal and informal community *and civic* leaders
3. *Engage formal and informal community and civic leaders*
4. *Interpret* community and civic issues
5. *Identify* customer service *programs*
6. *Conduct* public relations
7. Communicate orally *and in writing*

Job Performance Requirements

1. Attend, participate in, and assume a leadership role in community events in order to understand and respond to community needs and enhance the image of the organization.

Section 4: Administration

4-1: Developing a Comprehensive, Long-range Plan

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications 2014

- Paragraph 7.4.1

Given

1. *Current and projected* community requirements
2. Current *organization* status and resources

Requisite Knowledge and Skills

1. *Identify the elements of a comprehensive plan*
2. *Conduct a comprehensive needs assessment (NFPA 1021: 7.4.3)*
3. *Analyze* current *organization* status *in relation to the needs assessment*
4. *Assess* physical and geographic characteristics
5. *Analyze community* demographics
6. *Analyze* community plan
7. *Assess* staffing requirements
8. *Determine* response time benchmarks
9. Interpret fiscal analysis
10. *Apply* local, state/ provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
11. *Interpret* policies, procedures, and contractual agreements
12. Comply with public policy processes
13. Forecast resources
14. Make public presentations

Job Performance Requirements

1. Develop a comprehensive, long-range plan to meet the projected needs of the community.

4-2: Meeting Organization Training Goals

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications 2014

- Paragraph 7.4.2

Given

1. Data that reflect community needs and resources

Requisite Knowledge and Skills

1. *Conduct* needs assessment
2. *Assess* physical and geographic characteristics
3. *Evaluate* building and fire codes *to determine their influence on training needs*
4. *Review* the *organization's training* plan
5. *Assess training* staffing requirements
6. *Assess* training standards
7. *Apply* local, state/provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
8. *Interpret* policies, procedures, and contractual agreements
9. *Interpret* fiscal analysis
10. *Analyze* data

Job Performance Requirements

1. Evaluate and project training requirements, facilities, and building needs to meet the organization's training goals.

4-3: Performing Community Risk Assessment

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications 2014
    - Paragraph 7.4.3
2. Office of the State Fire Marshal

Given

1. The features of the service area of the organization

Requisite Knowledge and Skills

1. *Identify* risk, hazard, and value analysis methods
2. *Define* risk, hazard, and value analysis processes
3. *Assess* community development features *of the service area of the organization*
4. *Analyze* community demographics
5. *Review* assessed valuation of properties in the community
6. *Apply risk management problem solving methods*

Job Performance Requirements

1. Complete a written comprehensive risk, hazard, and value analysis of the community so that an accurate evaluation is made for service delivery decision making.

4-4: Developing a Capital Improvement Plan or Project

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications 2014
    - Paragraph 7.4.4
2. Office of the State Fire Marshal

Given

1. An unmet *or anticipated organizational* need *within* the community

Requisite Knowledge and Skills

1. *Identify the process of* capital improvement *planning*
2. *Determine budget for capital improvement*
3. *Apply project or program development problem solving methods*
4. *Develop a strategic plan for capital improvement projects or programs*

Job Performance Requirements

1. Develop a plan for a capital improvement project or program to educate citizens about organizational needs.

Section 5: Emergency Services Delivery

5-1: Developing a Comprehensive Disaster Plan

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)

- Paragraph 7.6.1

Given

1. Risk, vulnerability, and capability data

Requisite Knowledge and Skills

1. *Review* major incident policies and procedures
2. *Assess* physical and geographic characteristics
3. *Identify* demographics
4. *Identify* target hazards
5. *Review* Incident Management Systems
6. *Assess* communications systems *and their interoperability*
7. Review intelligence data
8. *Review* contractual and mutual-aid agreements
9. *Apply* local, state/ provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
10. *Assess* local, state/provincial, and federal resources
11. *Perform inter-organizational* planning and coordination
12. *Develop* a *comprehensive* disaster plan

Job Performance Requirements

1. Develop a comprehensive disaster plan that integrates other organizations' resources so that the organization can rapidly and effectively mitigate the impact on a community.

5-2: Developing a Comprehensive Civil Disturbance Plan

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications 2014

- Paragraph 7.6.2

Given

1. *Relevant community and organization data*

Requisite Knowledge and Skills

1. *Review* major incident policies and procedures
2. *Assess* physical and geographic characteristics
3. *Identify* demographics
4. *Review* Incident Management Systems
5. *Assess* communications systems *and their interoperability*
6. *Review* contractual and mutual-aid agreements
7. *Apply* local, state/ provincial, and federal *laws*, *statutes*, regulations, *and ordinances*
8. *Assess* local, state/provincial, and federal resources
9. *Perform* inter-organizational planning and coordination
10. *Develop* a disaster plan *for civil disturbance*

Job Performance Requirements

1. Develop a comprehensive plan for the organization to operate at a civil disturbance, integrate with other organizations' actions, and provide for the safety and protection of members.

Section 6: Health and Safety

6-1: Developing a Comprehensive Risk Management Program

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications 2014

- Paragraph 7.7.1

Given

1. *Relevant organizational data*

Requisite Knowledge and Skills

1. *Identify* risk management concepts
2. *Analyze* occupational hazards
3. *Review* retirement qualifications
4. *Apply disability law, regulations, and procedures*
5. Analyze data
6. Use evaluative methods

Job Performance Requirements

1. Maintain, develop, and provide leadership for a risk management program to reduce injuries and property damage accidents.

State Fire Training Content

Code Key

Blocks
- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources
- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: Executive Chief Fire Officer

CTS	Block	Addition	Justification	Source/Reference
[#-#]	[Code]	[Text]	[Text]	[Text]

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	**Block:**	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

[Month Year]

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

CALIFORNIA STATE FIRE TRAINING

Human Resource Management for the Executive Chief Fire Officer

DRAFT

Course Details

Certification: Executive Chief Fire Officer

CTS Guide: Executive Chief Fire Officer CTS Guide

Description: This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching themes of this curriculum are recruitment, selection, and placement of human resources; the development of a positive and participative member/management program; the establishment and evaluation of a list of education and in-service training goals; appraisal of a member assistance program; and the evaluation of an incentive program to determine if the desired results are achieved.

Designed For: Executive Chief Fire Officer Candidate

Prerequisites: Meet educational requirements for Chief Fire Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 17:00

Activities: 9:00

Testing: 2:00

Hours (Total): 28:00

Maximum Class Size: 24

Instructor Level: Instructor Level II

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632
- *Human Resource Management for the Fire Service*, IAFC, ISBN: 9780763749385

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Activity 2-2: Assess a Member/Management Program

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

Facilities, Equipment, and Personnel

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

- None

DRAFT

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: Executive Chief Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief Fire Officer 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 Executive Chief Fire Officer certification track

DRAFT

- Company Officer
- Chief Fire Officer
- Executive Chief Fire Officer

2. Identify the courses required for Executive Chief Fire Officer
   - Human Resource Management for the Executive Chief Fire Officer
   - Community and Government Relations for the Executive Chief Fire Officer
   - Administration for the Executive Chief Fire Officer
   - Emergency Services Delivery for the Executive Chief Fire Officer
   - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Fire Officer
   - Certified Company Officer
   - Certified Chief Fire Officer
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 Organization 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. How many levels are there in the Company Officer Certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty for Executive Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

Enabling Learning Objectives

1. Administrate job performance requirements and evaluate and improve the department, according to the specified job performance requirements

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

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Unit 2: Human Resource Management

Topic 2-1: Determining Human Resource Requirements

Terminal Learning Objective

At the end of this topic, a student, given relevant community and organizational demographic data, will be able to determine effective recruitment, selection, and placement of human resources according to the law and consistent with current best practices.

Enabling Learning Objectives

1. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
2. Interpret policies, procedures, and contractual agreements
3. Review current best practices for recruitment, selection, promotion, and placement of human resources
4. Analyze relevant community demographics in relation to organization demographics
   - Current data
   - Projected data (i.e. projected population growth, city and community master plans, projected demographic shifts, etc.)
5. Identify formal and informal community leaders
6. Identify community issues
   - Demographics
   - Culture
   - Underrepresented groups
7. Analyze recruitment issues
   - Demographic gaps
   - Cultural barriers
   - Underrepresented groups
8. Solve problems that may arise from recruitment, selection, and placement of human resources
9. Delegate authority
10. Apply evaluation process

Discussion Questions

1. What cultural issues may create challenges and/or opportunities for recruitment?
2. What socio-economic issues may create challenges and/or opportunities for recruitment?
3. What type of data are you looking for and how is this data obtained?
4. What are some laws, statutes, regulations, or ordinances that may apply to recruitment, selection, and placement of human resources?
5. What is the importance of having diversity in your organization?

Activities

1. Based on demographic data, such as census data, the student shall determine and document that their organization's recruitment/hiring practices comply with the law and adhere to best practices.

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2. Create a recruitment plan that implements best practices to reflect the diversity in your community's current population.

Instructor Notes

1. Use a guest speaker to discuss current best practices in recruitment, selection, placement, and promotion.

CTS Guide Reference: CTS 2-1

Topic 2-2: Developing an Member/Management Program

Terminal Learning Objective

At the end of this topic, a student will be able to initiate the development of a positive and participative member/management program.

Enabling Learning Objectives

1. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
2. Interpret policies, procedures, and contractual agreements
3. Analyze current status of employee relations
   - Various employee stakeholder groups
4. Analyze the current employee/management relations
5. Demonstrate a collaborative communications style
6. Negotiate in a member/management setting, i.e.:
   - Interest-based
   - Best Alternative to a Negotiated Agreement (BATNA)
7. Conduct program implementation
   - Address ongoing program needs

Discussion Questions

1. What types of member/management initiatives are currently in use within your organization?
2. How would you describe your organization's current member/management relationship?
3. What are the benefits and/or challenges of a participative member/management program?

Activities

1. Activity 2-2: Assess a Member/Management Program

CTS Guide Reference: CTS 2-2

Topic 2-3: Establishing a Professional Development Program

Terminal Learning Objective

At the end of this topic, a student, given a summary of the job requirements for all positions within the organization, will be able to establish and evaluate a list of education and in-service training goals so that all members can achieve and maintain required proficiencies.

Enabling Learning Objectives

1. Identify internal and external customers
2. Assess education status of members

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3. Assess certification and training status of members
4. Assess community needs, i.e.:
   - Demographic
   - Geographic
   - Infrastructure
   - Target hazards
   - Projected city or community master plans
5. Identify training and education resources
6. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
7. Interpret internal and external policies, procedures, and contractual agreements
8. Organize data and resources to establish a list of education and in-service training goals

Discussion Questions

1. What is the status of any succession planning program within your organization?
2. What are the outside training and education resources used by your organization?
3. What is the importance of a professional development program within your organization and within emergency services as a whole?

Activities

1. Activity 2-3: Professional Development Needs Analysis

Instructor Notes

1. An emphasis within this topic is the development, implementation, and maintenance of a professional development program, to include succession planning.

CTS Guide Reference: CTS 2-3

Topic 2-4: Evaluating Member Assistance Programs

Terminal Learning Objective

At the end of this topic, a student, given member assistance program data, will be able to appraise a member assistance program to determine if the program produces the desired results and benefits.

Enabling Learning Objectives

1. Assess available member assistance programs
2. Analyze member and organization needs
3. Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
4. Interpret policies, procedures, and contractual agreements
5. Interpret results to determine if the program produces the desired outcomes

Discussion Questions

1. What member assistance programs are available within your organization?
2. What are the pros and cons of member assistance programs?

Activities

1. The student shall either examine their organization's member assistance programs and document how they produce desired results, or design a member assistance program that addresses specific organization needs.

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Instructor Notes

1. Use a guest speaker from a member assistance program.

CTS Guide Reference: CTS 2-4

Topic 2-5: Evaluating Incentive Programs

Terminal Learning Objective

At the end of this topic, a student, given incentive program data, will be able to evaluate an incentive program to determine if the desired results are achieved.

Enabling Learning Objectives

1. Assess available incentive programs, i.e.:
   - Education
   - Fitness
   - Attendance
2. Analyze incentive program as it relates to desired outcomes
3. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
4. Interpret policies, procedures, and contractual agreements
5. Interpret results to determine if the desired outcomes are achieved

Discussion Questions

1. What are the types of incentive programs available within your organization?
2. What are the pros and cons of incentive programs?

Activities

1. The student shall either examine their organization's incentive programs and document how they produce the desired results, or design a program that addresses specific organization needs.

CTS Guide Reference: CTS 2-5

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by the instructor		00:00	
Unit 1 Totals	**1:30**	**00:00**	**1:30**
Unit 2: Human Resource Management			
Topic 2-1: Determining Human Resource Requirements			
Lecture	6:00		
Activity 2-1: Recommended by SFT		1:00	
Topic 2-2: Developing a Member/Management Program			
Lecture	3:00		
Activity 2-2: Assess a Member/Management Program		3:00	
Topic 2-3: Establishing a Professional Development Program			
Lecture	3:00		
Activity 2-3: Professional Development Needs Analysis		3:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-4: Evaluating Member Assistance Programs			
Lecture	2:00		
Activity 2-4: Recommended by SFT		1:00	
Topic 2-5: Evaluating Incentive Programs			
Lecture	1:30		
Activity 2-5: Recommended by SFT		1:00	
Unit 2 Totals	**15:30**	**9:00**	**24:30**
Lecture, Activity, and Unit Totals:	**17:00**	**9:00**	**26:00**

Course Totals

Total Lecture Time (LT)	17:00
Total Activity Time (AT)	9:00
Total Testing Time (TT)	2:00
Total Course Time	**28:00**

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Member/Management Programs

Activity 2-2

Format: Outside of class as homework (individual or as a group)

Timeframe: 3:00 (presentation time)

Description
This activity provides students with an opportunity to assess member/management relations and influences on relationships, and determine methods for fostering positive member/management relations.

Materials
- Organization specific policies and procedures
- Memorandums of understanding or agreements

Instructions
1. Assess the current status of member/management relations.
2. Assess the policies and procedures that influence member/management relations.
3. Write a summary of conclusions to include the current status of member/management relations, specifying both negative and positive influences.
4. Describe specific actions that can mitigate negative influences and foster a positive influence.
5. Prepare and present an oral presentation to the class at a time to be determined by the instructor.
6. Submit a written summary as directed by the instructor.

Instructor Notes
- Organize as an individual activity or as a small group activity (group students according to organization or like-organizations).
- When assigning as an individual activity, each presentation may be shortened to meet class time constraints.

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Professional Development Program Needs Analysis

Activity 2-3

Format: Out of class as homework (individual)

Timeframe: 3:00

Description
This activity provides students with an opportunity to assess specific job descriptions for training and educational requirements; compare identified requirements to existing professional development programs; and create a gap analysis report and establish recommendations for the maintenance of required proficiencies.

Materials
- Organizational job descriptions
- Organizational training and education plans

Instructions
1. Select two to three job descriptions (minimum one safety position and one non-safety position).
2. Review the chosen job descriptions for minimum training and education requirements.
3. Correlate the determined requirements to existing organization training and education programs.
4. Develop a written needs analysis based on the assessment of the job descriptions and existing training and education programs.
5. Write specific recommendations to minimize identified gaps so that members achieve and maintain required proficiencies.
6. Submit a written summary as directed by the instructor.
7. Divide into small groups and present an overview of your findings. Select one presentation from each group to present to the entire class.

Instructor Notes
- After summaries are presented, lead a discussion on current regional needs and opportunities.

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Community and Government Relations for the Executive Chief Fire Officer

Course Details

Certification: Executive Chief Fire Officer

CTS Guide: Executive Chief Fire Officer CTS Guide

Description: This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching theme of this curriculum is assuming a leadership role in community events.

Designed For: Executive Chief Fire Officer Candidate

Prerequisites: Meet educational requirements for Chief Fire Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 5:30

Activities: 4:00

Testing: 1:00

Hours (Total): 10:30

Maximum Class Size: 24

Instructor Level: Instructor Level II

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

1. Activity 2-1: Community and Government Relations

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

Facilities, Equipment, and Personnel

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

- None

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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

2. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
3. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
4. 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

2. To be determined by the instructor.

Topic 1-2: Executive Chief Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief Fire Officer 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 Executive Chief Fire Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Fire Officer

2. Identify the courses required for Executive Chief Officer
   - Human Resource Management for the Executive Chief Fire Officer
   - Community and Government Relations for the Executive Chief Fire Officer
   - Administration for the Executive Chief Fire Officer
   - Emergency Services Delivery for the Executive Chief Fire Officer
   - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Officer
   - Certified Company Officer
   - Certified Chief Fire Officer
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit fees and 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 Organization in the position prior to submitting completed task book to State Fire Training
5. Describe the testing process
   - Content to be developed

Discussion Questions

1. How many levels are there in the Company Officer Certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty for Executive Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

Enabling Learning Objectives

1. Project a positive image of the fire department to the community, according to the specified job performance requirements

Discussion Questions

1. None

Activities

1. None

CTS Guide Reference: CTS 1-1

Unit 2: Community and Government Relations

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Topic 2-1: Exercising Leadership in Community and Government Relations

Terminal Learning Objective

At the end of this topic, a student, given a community event, will be able to attend, participate in, and assume a leadership role in community events in order to understand and respond to community needs and enhance the image of the organization.

Enabling Learning Objectives

1. Analyze community demographics
2. Identify formal and informal community and civic leaders
3. Engage formal and informal community and civic leaders
4. Interpret community and civic issues
5. Identify customer service programs
6. Perform public relations
7. Communicate orally and in writing
    - Public
    - Political
    - Intergovernmental

Discussion Questions

1. Who are the key formal and informal community and civic leaders that influence the image of your organization?
2. What specific actions do you take to engage your community and civic leaders?
3. What are the major community events where you would take a leadership role?
4. What's the importance of a positive public image and what are some examples of challenges to that image?
5. What are some strategies used in response to a negative public relations event?
6. What are some customer service programs that would be beneficial to your community? What are the challenges that you may face when implementing these programs?

Activities

7. Activity 2-1: Community and Government Relations

Instructor Notes

1. In this instance, the word "civic" is referring to any government leader or event, as opposed to community leader or event.

CTS Guide Reference: CTS 3-1

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by instructor		00:00	
Unit 1Totals	**1:30**	**00:00**	**1:30**
Unit 2: Community and Government Relations			
Topic 2-1: Exercising Leadership in Community and Government Relations			
Lecture	4:00		
Activity 2-1: Community and Government Relations		4:00	
Unit 2 Totals	**4:00**	**4:00**	**8:00**
Lecture, Activity, and Unit Totals:	**5:30**	**4:00**	**9:30**

Course Totals

Total Lecture Time (LT)	5:30
Total Activity Time (AT)	4:00
Total Testing Time (TT)	1:00
Total Course Time	**10:30**

Community and Government Relations

Activity 2-1

Format: Outside of class as homework (individual)

Timeframe: 4:00 (presentation time)

Description
This activity provides students with an opportunity to enhance the image of the organization by evaluating a leadership role in response to community needs.

Instructions
1. Evaluate a community or civic event, mentoring program, or customer service program you recently participated in.
2. Based on the experience, conduct an evaluation highlighting ways leadership was exercised to respond to community needs and enhance the image of the fire department.
3. Write a report to include specific observations, conclusions and recommendations.
4. Prepare and present an oral presentation to the class at a time to be determined by the instructor.
5. Submit a written summary as directed by the instructor.

Instructor Notes
- Students may use a community or civic event, mentoring program, or customer service program. Examples might include Rotary, Chamber of Commerce, Boy Scouts, local education facility, Kiwanis, or your organization's explorer/cadet or mentoring program.
- Presentation length is based on class size.

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Administration for the Executive Chief Fire Officer

Course Details

Certification: Executive Chief Fire Officer

CTS Guide: Executive Chief Fire Officer CTS Guide

Description: This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching themes of this curriculum are developing a comprehensive, long-range plan; evaluating and projecting training requirements, facilities, and building needs; completing a written comprehensive risk, hazard, and value analysis; and developing a plan for a capital improvement project or program.

Designed For: Executive Chief Fire Officer Candidate

Prerequisites: Meet educational requirements for Chief Fire Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 20:30

Activities: 9:00

Testing: 1:00

Hours (Total): 30:30

Maximum Class Size: 24

Instructor Level: Instructor Level II

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

1. Activity 4-1: Comprehensive, Long-range Plans
2. Activity 2-3: Community Risk Assessments

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

Facilities, Equipment, and Personnel

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

- None

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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: Executive Chief Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief Fire Officer 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 Executive Chief Fire Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Fire Officer

2. Identify the courses required for Executive Chief Fire Officer
   - Human Resource Management for the Executive Chief Fire Officer
   - Community and Government Relations for the Executive Chief Fire Officer
   - Administration for the Executive Chief Fire Officer
   - Emergency Services Delivery for the Executive Chief Fire Officer
   - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Fire Officer
   - Certified Company Officer
   - Certified Chief Fire Officer
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit fees and 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 Organization in the position prior to submitting completed task book to State Fire Training
5. Describe the testing process
   - Content to be developed

Discussion Questions

1. How many levels are there in the Company Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty for Executive Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

Enabling Learning Objectives

1. Perform long-range planning and fiscal projections, according to the specified job performance requirements

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Administration

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Topic 2-1: Developing a Comprehensive, Long-range Plan

Terminal Learning Objective

At the end of this topic, a student, given current and projected community requirements and current organization status and resources, will be able to develop a comprehensive, long-range plan to meet the projected needs of the community.

Enabling Learning Objectives

1. Identify the elements of a comprehensive plan
2. Conduct a comprehensive needs assessment
3. Analyze current organization status in relation to the needs assessment
4. Assess physical and geographic characteristics
5. Analyze community demographics
6. Analyze general community plan
7. Assess staffing requirements
8. Determine response time benchmarks, i.e.:
   - NFPA 1710, 1720
   - Standards of coverage
9. Interpret fiscal analysis
10. Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
11. Interpret policies, procedures, and contractual agreements
12. Comply with public policy processes
13. Forecast resource needs
14. Make public presentations

Discussion Questions

1. What are the elements of your organization's comprehensive, long-range plan? How often is it updated?
2. How do you determine the projected needs of the community to develop a comprehensive, long-range plan?
3. How is a comprehensive, long-range plan validated and implemented into the community?

Activities

1. Activity 4-1: Comprehensive, Long-range Plans

Instructor Notes

1. The instructor must provide an example of a comprehensive, long-range plan.

CTS Guide Reference: CTS 4-1

Topic 2-2: Meeting Organization Training Goals

Terminal Learning Objective

At the end of this topic, a student, given data that reflect community needs and resources, will be able to evaluate and project training requirements, facilities, and building needs to meet organization training goals.

Enabling Learning Objectives

1. Conduct needs assessment

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2. Assess the community's physical and geographic characteristics
3. Evaluate building and fire codes to determine their influence on training needs
4. Review organization training plan
5. Assess staffing requirements
6. Assess training standards, i.e.:
   - NFPA 1400 series
7. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
8. Interpret policies, procedures, and contractual agreements
9. Perform fiscal analysis
10. Analyze data to evaluate and project training requirements, facilities, and building needs

Discussion Questions

1. How does training integrate into your comprehensive, long-range plan?
2. What internal and external training resources available to your organization?
3. What are the challenges associated with building a training facility?
4. How do municipal codes (building and fire codes) influence an organization's training needs?
5. How does your organization maintain current training requirements at the local, state, and federal levels?
6. What opportunities with other organizations are there to support your training goals?

Activities

1. The student shall evaluate organization training goals and project the resources required to meet the needs of the community.

CTS Guide Reference: CTS 4-2

Topic 2-3: Performing a Community Risk Assessment

Terminal Learning Objective

At the end of this topic, a student, given the features of the service area of the organization, will be able to complete a written comprehensive risk, hazard, and value analysis of the community so that an accurate evaluation is made for service delivery decision making.

Enabling Learning Objectives

1. Identify risk, hazard, and value analysis methods
2. Define risk, hazard, and value analysis processes
3. Assess community development features
4. Analyze community demographics
5. Review assessed valuation of properties in the community
6. Apply risk management problem solving methods, i.e.:
   - Community risk reduction

Discussion Questions

1. What are the components of a comprehensive community risk assessment?
2. Who are the stakeholders that should be involved in the development of a comprehensive community risk assessment?

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3. How do the results of a community risk assessment integrate into a community risk reduction plan?

Activities

1. Activity 2-3: Community Risk Assessments

Instructor Notes

1. Use a guest speaker from an organization who has completed a community risk assessment to share and discuss the process.
2. Review and reference the Center for Public Safety Excellence process for fire organization accreditation.

CTS Guide Reference: CTS 4-3

Topic 2-4: Developing a Capital Improvement Project or Program

Terminal Learning Objective

At the end of this topic, a student, given an unmet organizational need within the community, will be able to develop a plan for a capital improvement project or program to educate citizens about organization needs.

Enabling Learning Objectives

1. Identify the process of capital improvement planning
   - Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
2. Determine budget for capital improvement
3. Apply project or program development problem solving methods
4. Develop a strategic plan for capital improvement projects or programs

Discussion Questions

1. What are the elements of a capital improvement project or program?
2. How does a capital improvement project or program integrate into a comprehensive, long-range plan?
3. How does capital improvement budgeting differ from a traditional annual budget?
4. What are the components of your organization's capital improvement planning and budgeting process?

Activities

1. The student shall develop a written plan that addresses both the need to educate the community and achieve the financial goal in support of a capital improvement project or program. Examples include: the purchase of a new apparatus or fire station, long term capital funding, training tower etc.

Instructor Notes

1. Use a guest speaker who has experience with the development of a capital improvement plan and budgeting process. Examples include: municipal finance director, city manager, etc.

CTS Guide Reference: CTS 4-4

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by the instructor		00:00	
Unit 1 Totals	**1:30**	**00:00**	**1:30**
Unit 2: Administration			
Topic 2-1: Developing a Comprehensive Long-Range Plan			
Lecture	8:00		
Activity 2-1: Comprehensive, Long-Range Plans		3:00	
Topic 2-2: Meeting Organization Training Goals			
Lecture	4:00		
Activity 2-2: Recommended by SFT		1:00	
Topic 2-3: Performing a Community Risk Assessment			
Lecture	4:00		
Activity 2-3: Community Risk Assessments		3:00	
Topic 2-4: Developing a Capital Improvement Project or Program			
Lecture	3:00		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-4: Recommended by SFT		2:00	
Unit 2 Totals	**19:00**	**9:00**	**28:00**
Lecture, Activity, and Unit Totals:	**20:30**	**9:00**	**29:30**

Course Totals

Total Lecture Time (LT)	20:30
Total Activity Time (AT)	9:00
Total Testing Time (TT)	1:00
Total Course Time	**30:30**

Comprehensive, Long-Range Plans

Activity 2-1

Format: Group

Timeframe: 3:00

Description
This activity provides students with an opportunity to analyze a community's future needs and identify how the organization plans to meet those needs, including personnel needs, fiscal resources, capital expenditures equipment, maintenance needs, etc.

Materials
- Sample comprehensive, long-range plan

Instructions
1. Analyze a sample comprehensive, long-range plan for the following elements:
   - Future community needs
   - Organizational plans to meet identified community needs
   - Organizational personnel needs, fiscal resources, capital expenditures equipment, maintenance needs, etc.
2. Prepare and present an oral presentation to include specific observations, conclusions and recommendations at a time to be determined by the instructor.

Instructor Notes
- The instructor must provide examples of comprehensive, long-range plans. Provide a different plan for each group.

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Community Risk Assessment

Activity 2-3

Format: Group

Timeframe: 3:00

Description
This activity provides students with an opportunity to review another organization's community risk assessment, identify the basic components of that assessment, and describe industry standards behind the development of a community risk assessment.

Materials
- A sample community risk assessment
- Center for Public Safety Excellence program, CPSE: Organization accreditation http://publicsafetyexcellence.org/organization-accreditation/about-accreditation-cfai.aspx

Instructions
1. Review components and processes of the Center for Public Safety Excellence program for fire organization accreditation.
2. Analyze a sample community risk assessment.
3. Compare and contrast the elements of the sample community risk assessment to the components and processes of the Center for Public Safety Excellence program.
4. Write a report to include specific observations, conclusions and recommendations.
5. Prepare and present an oral presentation to the class at a time to be determined by the instructor.
6. Submit a written summary as directed by the instructor.

Instructor Notes
- The instructor must provide an example of a community risk assessment
- Review the provided URL in order to provide students with necessary guidance

DRAFT

CALIFORNIA STATE FIRE TRAINING

Emergency Services Delivery for the Executive Chief Fire Officer

DRAFT

Course Details

Certification: Executive Chief Fire Officer

CTS Guide: Executive Chief Fire Officer CTS Guide

Description: This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching themes of this curriculum are developing a comprehensive disaster plan and a comprehensive plan for the organization to operate at a civil disturbance.

Designed For: Executive Chief Fire Officer Candidate

Prerequisites: Meet educational requirements for Chief Fire Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 33:30

Activities: 3:00

Testing: 2:00

Hours (Total): 38:30

Maximum Class Size: 24

Instructor Level: Instructor Level II

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:

1. Activity 2-1: Comprehensive Disaster Planning

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

Facilities, Equipment, and Personnel

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

- None

DRAFT

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

2. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
3. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
4. 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: Executive Chief Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief Fire Officer 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 Executive Chief Fire Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Fire Officer

2. Identify the courses required for Executive Chief Officer
   - Human Resource Management for the Executive Chief Fire Officer
   - Community and Government Relations for the Executive Chief Fire Officer
   - Administration for the Executive Chief Fire Officer
   - Emergency Services Delivery for the Executive Chief Fire Officer
   - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Officer
   - Certified Company Officer
   - Certified Chief Fire Officer
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit fees and 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 Organization in the position prior to submitting completed task book to State Fire Training
5. Describe the testing process
   - Content to be developed

Discussion Questions

1. How many levels are there in the Company Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty for Executive Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

Enabling Learning Objectives

1. Develop plans for major disasters, according to the specified job performance requirements

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Emergency Services Delivery

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Topic 2-1: Developing a Comprehensive Disaster Plan

Terminal Learning Objective

At the end of this topic, a student, given relevant community and organization data, will be able to develop a comprehensive disaster plan that integrates other organizations' resources in order to rapidly and effectively mitigate the impact on a community.

Enabling Learning Objectives

1. Review major incident policies and procedures
2. Assess physical and geographic characteristics
3. Identify demographics
4. Identify target hazards
5. Review incident management systems
   - Emergency Operation Center (EOC) activation
   - National Incident Management levels
   - Incident Management Teams (IMT) activation
6. Assess communications systems and their interoperability
7. Review contractual and mutual-aid agreements
8. Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
9. Assess local, state/provincial, and federal resources
10. Perform interorganization planning and coordination
11. Develop a disaster plan

Discussion Questions

1. What are the elements of your organization's comprehensive disaster plan? How often is it updated?
2. How is a comprehensive disaster plan validated and implemented into the community?
3. How do you integrate other organization resources into the comprehensive disaster plan?
4. What are some ways to coordinate with city, county, state, and federal organizations?

Activities

1. Activity 2-1: Comprehensive Disaster Planning

Instructor Notes

1. Instructor may need to provide an example of a comprehensive disaster plan.
2. The instructor may develop or adopt several additional activities based on the ELOs to support the JPR.

CTS Guide Reference: CTS 5-1

Topic 2-2: Developing a Comprehensive Civil Disturbance Plan

Terminal Learning Objective

At the end of this topic, a student, given relevant community and organization data, will be able to develop a comprehensive plan for the organization to operate at a civil disturbance, integrate with other organizations' actions, and provide for the safety and protection of members.

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Enabling Learning Objectives

1. Review major incident policies and procedures
2. Assess physical and geographic characteristics
3. Identify demographics
4. Review incident management systems
   - Emergency Operation Center (EOC) activation
   - National Incident Management levels
   - Incident Management Teams (IMT) activation
5. Assess communications systems and their interoperability
6. Review contractual and mutual-aid agreements
7. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
8. Assess local, state/provincial, and federal resources
9. Perform interorganization planning and coordination
10. Develop a disaster plan for civil disturbance

Discussion Questions

1. In what ways does a comprehensive civil disturbance plan differ from traditional disaster planning?
2. What types of events have historically triggered civil disturbances?
3. What are the special considerations for the safety and protection of members during a civil disturbance?
4. How do you coordinate between different organizations (i.e. police enforcement, public works, etc.)?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Use a guest speaker from local law enforcement or the fire service who can help explain the details of a comprehensive civil disturbance plan.

CTS Guide Reference: CTS 5-2

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	O:10		
Activity 1-3: To be determined by the instructor		00:00	
Unit 1 Totals	**1:30**	**00:00**	**1:30**
Unit 2: Emergency Services Delivery			
Topic 2-1: Developing a Comprehensive Disaster Plan			
Lecture	24:00		
Activity 2-1: Comprehensive Disaster Planning		3:00	
Topic 2-2: Developing a Comprehensive Civil Disturbance Plan			
Lecture	8:00		
Activity 2-2: To be determined by the instructor		00:00	
Unit 2 Totals	**32:00**	**3:00**	**35:00**
Lecture, Activity, and Unit Totals:	**33:30**	**3:00**	**36:30**

Course Totals

Total Lecture Time (LT)	33:30
Total Activity Time (AT)	3:00
Total Testing Time (TT)	2:00
Total Course Time	**38:30**

Comprehensive Disaster Planning

Activity 2-1

Format: Group

Timeframe: 3:00

Description
This activity provides students with an opportunity to analyze a community's comprehensive disaster plan and identify, at minimum, mutual aid resources, recovery agencies, elements of the command structure used, communications plans, etc.

Materials
- A sample comprehensive disaster plan
- Comprehensive Preparedness Guide, FEMA http://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf

Instructions
1. Review the components and processes FEMA's Comprehensive Preparedness Guide for developing and maintaining emergency operations plans.
2. Analyze a sample comprehensive disaster plan for the following elements:
   - Mutual aid resources, recovery agencies, elements of the command structure used, communications plans, etc.
3. Compare and contrast the elements of the sample disaster plan to the components and processes of FEMA's Comprehensive Preparedness Guide.
4. Prepare and present an oral presentation to the class to include specific observations, conclusions, and recommendations at a time to be determined by the instructor.

Instructor Notes
- The instructor must provide an example of a comprehensive disaster plan
- Review the provided URLs in order to provide students with necessary guidance

DRAFT

Health and Safety for the Executive Chief Fire Officer

Course Details

Certification: Executive Chief Fire Officer

CTS Guide: Executive Chief Fire Officer CTS Guide

Description: This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching theme of this curriculum is maintaining, developing, and providing leadership for a risk management program.

Designed For: Executive Chief Fire Officer Candidate

Prerequisites: Meet educational requirements for Chief Fire Officer

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 9:30

Activities: 3:00

Testing: 2:00

Hours (Total): 14:30

Maximum Class Size: 24

Instructor Level: Instructor Level II

Instructor/Student Ratio: 1:24

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

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To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632

Reference manual options:

- *Chief Officer: Principles and Practice Instructor's Toolkit* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr Edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Activity 2-1: Comprehensive Risk Management Programs

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

Facilities, Equipment, and Personnel

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

- None

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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: Executive Chief Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify the different levels of Company Officer certification, the courses and requirements for Executive Chief FireOfficer 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 Officer certification track
    - Company Officer

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- Chief Fire Officer
- Executive Chief Fire Officer

2. Identify the courses required for Executive Chief Fire Officer
   - Human Resource Management for the Executive Chief Fire Officer
   - Community and Government Relations for the Executive Chief Fire Officer
   - Administration for the Executive Chief Fire Officer
   - Emergency Services Delivery for the Executive Chief Fire Officer
   - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Fire Officer
   - Certified Company Officer
   - Certified Chief Fire Officer
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit fees and 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 testing process
   - Content to be developed

Discussion Questions

1. How many levels are there in the Executive Chief Fire Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty for Executive Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

Enabling Learning Objectives

1. Administer a comprehensive risk management program, according to the specified job performance requirements

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

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Unit 2: Health and Safety

Topic 2-1: Developing a Comprehensive Risk Management Program

Terminal Learning Objective

At the end of this topic, a student, given relevant organization data, will be able to maintain, develop, and provide leadership for a risk management program to reduce injuries and property damage accidents.

Enabling Learning Objectives

1. Identify risk management concepts
   - Wellness program
   - "Fit for duty" assessment
2. Analyze occupational hazards
3. Review retirement qualifications, i.e.:
   - Mandatory age requirement
   - Disability retirement
   - Deferred Retirement Option Program (DROP)
4. Apply disability law, regulations, and procedures
   - Reasonable accommodation
5. Analyze data to maintain, develop, and provide leadership for a risk management program
6. Use evaluative methods to reduce injuries and property damage accidents

Discussion Questions

1. What are the components of a comprehensive risk management program?
2. What are the challenges associated with implementation of a comprehensive risk management program?
3. How are effective risk management programs sustained?

Activities

1. Activity 2-1: Comprehensive Risk Management Programs

Instructor Notes

1. Use a guest speaker with risk management program experience.

CTS Guide Reference: CTS 6-1

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Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by the instructor		00:00	
Unit 1 Totals	**1:30**	**00:00**	**1:30**
Unit 2: Health and Safety			
Topic 2-1: Developing a Comprehensive Risk Management Program			
Lecture	8:00		
Activity 2-1: Comprehensive Risk Management Programs		3:00	
Unit 2 Totals	**8:00**	**3:00**	**11:00**
Lecture, Activity, and Unit Totals:	**9:30**	**3:00**	**12:30**

Course Totals

Total Lecture Time (LT)	9:30
Total Activity Time (AT)	3:00
Total Testing Time (TT)	2:00
Total Course Time	**14:30**

Comprehensive Risk Management Programs

Activity 2-1

Format: Group

Timeframe: 3:00

Description
This activity provides students with an opportunity to identify elements of a comprehensive risk management program in order to reduce the number of preventable injuries/accidents and property damage in their organization.

Materials
- A sample comprehensive risk management program
- The Fire Service Joint Labor-Management Wellness-Fitness Initiative, International Associate of Fire Fighters
  http://www.iafc.org/files/healthWell_WFI3rdEdition.pdf.pdf
- Health and Wellness Guide for the Volunteer Fire and Emergency Services, United States Fire Administration
  http://www.usfa.fema.gov/downloads/pdf/publications/fa_321.pdf

Instructions
1. Review components and processes of the Fire Service Joint Labor-Management Wellness-Fitness Initiative.
2. Review the United States Fire Administration's Health and Wellness Guide for the Volunteer Fire and Emergency Services.
3. Analyze a sample comprehensive risk management program.
4. Compare and contrast the elements of the sample comprehensive risk management program to the Fire Service Joint Labor-Management Wellness-Fitness Initiative and the Health and Wellness Guide for the Volunteer Fire and Emergency Services.
5. Prepare and present an oral presentation to include specific observations, conclusions and recommendations to present to the class at a time to be determined by the instructor.

Instructor Notes
- The instructor must provide an example of a comprehensive risk management program
- Review the provided URLs in order to provide students with necessary guidance

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