

Rapid Intervention Crew Tactics and Fire Fighter Survival

Course Outline

Course Objectives: To provide the student with...

- a) The history of fire fighter injuries and fatalities at structure fires.
- b) The knowledge of building construction and collapse.
- c) The knowledge and techniques of self-survival.
- d) The knowledge and techniques of rapid intervention crews.
- e) An opportunity to demonstrate and apply fire fighter rescue and self-survival techniques.

Course Content	40:00
1. Welcome and course overview	0:30
2. Fire Fighter injuries and fatalities	2:00
3. Tactical considerations of the Rapid Intervention Crew	2:30
4. Building construction and collapse.....	3:00
5. How to escape an entanglement.....	2:00
6. How to change your SCBA profile.....	1:00
7. How to perform fire fighter bailout with escape bag (optional)	2:00
8. How to perform fire fighter low-profile ladder escape (optional)	2:00
9. How to size-up a building	1:00
10. How to remove an SCBA from a downed fire fighter.....	0:30
11. How to provide air to a downed fire fighter.....	1:00
12. How to package a downed fire fighter for removal	1:30
13. How to drag a downed fire fighter	1:00
14. How to drag a downed fire fighter up stairs.....	1:00
15. How to drag a downed fire fighter down stairs.....	1:00
16. How to lift a downed fire fighter to a window	0:30
17. How to take a downed fire fighter down a ladder	1:30
18. How to tie a handcuff knot.....	0:30
19. How to remove a downed fire fighter through a hole in the floor	2:00
20. How to remove a downed fire fighter from a confined space	2:00
21. How to search for a lost fire fighter	2:00
22. How to breach an opening	1:30
23. How to search for a lost fire fighter in a large area.....	2:00
24. Air management SCBA drill	2:00
25. Combined evolutions	4:00

Rapid Intervention Crew Tactics and Fire Fighter Survival

Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 1	1	Welcome and course overview	0:30		
	2	Fire Fighter injuries and fatalities	2:00		
	3	Tactical considerations of the RIC	2:30		
	4	Building construction and collapse	3:00		
	Day 1 Total		8:00		
Day 2	5	How to escape an entanglement	2:00		
	6	How to change your SCBA profile	1:00		
	7	How to perform fire fighter bailout with an escape bag (optional)	2:00		
	8	How to perform fire fighter low-profile ladder escape (optional)	2:00		
	9	How to size-up a building	1:00		
	Day 2 Total		8:00		
Day 3	10	How to remove an SCBA from a downed fire fighter	0:30		
	11	How to provide air to a downed fire fighter	1:00		
	12	How to package a downed fire fighter for removal	1:30		
	13	How to drag a downed fire fighter	1:00		
	14	How to drag a downed fire fighter up stairs	1:00		
	15	How to drag a downed fire fighter down stairs	1:00		
	16	How to lift a downed fire fighter to a window	0:30		
	17	How to take a downed fire fighter down a ladder	1:30		
Day 3 Total		8:00			
Day 4	18	How to tie a handcuff knot	0:30		
	19	How to remove a downed fire fighter through a hole in the floor	2:00		
	20	How to remove a downed fire fighter from a confined space	2:00		
	21	How to breach an opening	1:30		
	22	How to search for a downed fire fighter	2:00		
Day 5	23	How to search for a downed fire fighter in a large area	2:00		
	24	Air management/SCBA drill	2:00		
	25	Combined evolutions	4:00		
	Day 5 Total		8:00		
Course Total			40:00		

To: Chief Mike Richwine
From: Jon Woody
Date: December 18, 2007
Re: Rapid Intervention Crew Tactics and Fire Fighter Survival

This is a proposal to rewrite the Rapid Intervention Crew Tactics course. The intent of this proposal is to expand the course from a 2-day/16-hour course to a 5-day/40-hour course by increasing time for manipulative skills development and topical lecture material. The following provides the necessary information that validates the need for fulfilling the proposal.

First, as a RIC instructor for nearly four years, I have developed a strong passion for the class to ensure fellow colleagues possess the necessary information to safely and successfully perform rescue operations for distressed fire fighters. Over the course of instructing this course, certain elements are known to be a deficit, such as time allocation for manipulative skill development and updated topical information. Validating this assessment, approximately eighty percent (80%) of the student consistently indicate, "Best class/training I've had just wish there was more time."

Currently, the class is structured as a two day - sixteen hour - course. The class consists of both lecture material and skills development. The lecture component, which is a 4-hour segment, that includes: discussion on fire fighter fatality and or near miss incidents, an introduction to RIC tactics, strategies and tools used by the RIC. The skills development training makes up the remaining twelve hours of the course. Attached is a copy of the current curriculum for your review.

It has been my experience as an instructor the only way students will learn something is for them to actually demonstrate that skill. Just showing skill is not enough information for successful performance. Simply stated, each student must be able to first learn the manipulative skill, and second demonstrate they can perform the task without instruction. Essentially, any manipulative skill is a time-sensitive component of a course, and with this course, there is no exception. The current 12-hour timeframe does not allow for all students to complete all the manipulative skill in this course. This is a significant deficit and raises concerns about the quality of the information retained by the students after departing the course.

In regards to the lecture material of the current course, a few shortfalls have been identified. For example, the fire fighter survival skills lecture allocates only one-hour class time, and there is little information provided on building construction and collapse as they relate to rescue operations. Certainly, the information regarding fire fighter survival needs updating and expanding to provide fire fighters with the basic survival information.

The proposed course (Rapid Intervention Crew Tactics and Fire Fighter Survival) expands the RIC training to a forty hours course. In the attached proposed outline, the course would offer several changes. One of the key components increases the fire fighter survival skills from a one hour lecture to a full day segment. This would provide fire fighters with new and updated information and skills they may need when faced with life and death situations. A new component of the course includes a three-hour building construction and collapse lecture. This introduces students to the many hazards facing fire fighters associated with current building construction issues, fires effects on engineered building components, fires progression through certain types of building, collapse indicators etc. Other revisions to the course include increase timeframes for manipulative skills for: breaching and sizing-up a building, searching for downed fire fighters including large building search, providing air to the downed fire fighter, packaging the downed fire fighter for removal. . Lastly, the proposed outline is somewhat generic, to allow flexibility for all agencies. As an

example, searching for a downed fire fighter in a large area may or may not include an introduction to the use of thermal imaging cameras.

In closing my fellow training colleagues support this project (see attachment) to improve Rapid Intervention Crew Tactics and Fire Fighter Survival training for students. This is the most dangerous time to be a fire fighter, and we always evolve as the job evolves. This is the time to update and improve the RIC course.

Thank you,
Jon Woody
Captain
CAL-Fire/ Placer County Fire

NAMES AND AGENCIES OF THOSE WHO SUPPORT THIS PROJECT.

Jim Mathias/ Jon Woody	CAL-Fire/ Placer County Fire
Rick Bennett	Clovis Fire Dept.
Steve Cavallero/ Jerry Pera	Redwood City Fire Dept.
Jerry Good/ James Hudson	Higgins Fire Protection District
Brad Amaral	Nevada County Consolidated Fire Dept.
Glen McGuire/ Jeff Seaton	San Jose Fire Dept.
Dru Odil	Riverside City Fire Dept.

California State Training & Education Advisory Committee (STEAC) Begins to Implement "Blueprint 20\20": The California Fire Service Training & Education Strategic Plan
Fire Officer Classes are being Beta Tested for Internet\Hybrid Delivery

By: Dan Coffman



Author's Notes: Over the past couple, three years, I have written a series of articles on changes that were proposed, developed and now are being tested and implemented in the California Fire Service Training and Education System. This process has been facilitated by the California Fire Service Training and Education Strategic Plan known as "Blueprint 20\20".

In this age of technology, students have become accustomed to receiving instruction and most everything else on the internet. In fact, the younger generation of firefighters, 30 years and younger, have been raised with the computer, internet, e-mail, Google, etc., and the more seasoned firefighters have been introduced to technology through its implementation in so much of what we do today in the Fire Service.

It is not surprising then that the question has been asked, more frequently as time passes, "Why can't the CFSTES classes be offered on-line?"

The answer is: That is certainly an option that should be explored. Thus, in early 2006, STEAC formed a committee to investigate that possibility. Today, after seeking input from all Fire Officer instructors and other stakeholder, the classes in the Fire Officer Series, except for I-300, are being Beta Tested for on-line\hybrid delivery. This article will focus on the current effort to Beta Test the Fire Officer Classes for Internet\Hybrid Delivery and provide answers to questions that have been asked regarding the current Beta Test and future delivery of CFSTES class on the internet.

Introduction

Among the changes that have been or are currently being developed are the updating of the California Fire Officer Certification Training Standards. In this, these standards were tied to the NFPA 1031 Fire Officer Standard for Fire Officer I-IV (Fire\Chief Officer). The CFSTES Fire Officer and Chief Officer series are under review for courses that will required, course content in those courses, standard, off the shelf texts, to be used, for improving currency of material taught, and finally, the possibility of delivering CFSTES Fire Officer classes in an On-line\Hybrid fashion. But first, the obvious question is:

What is an on-line\hybrid class delivery?

For purposes of this beta test, if a class is delivered on-line, that means it is taught completely on an internet platform such as Blackboard, WebCT, etc.. If a class is a hybrid, a portion of the course is presented on the internet and the remainder is taught in a conventional classroom. For example: I teach Management 1 in a hybrid fashion. The first thirty-two hours are conducted on-line and a mandatory eight hour classroom session is scheduled following the internet instruction.

The CFSTES Fire Officer classes are being evaluated to determine if the current hours and content requirements are appropriate or need to be modified. When the Beta Test is completed at the end of the Spring 2008 Semester, a report will be drafted by the Committee tasked with this assignment, with their recommendations for STEAC consideration, modification and adoption.

History

As stated above, current changes in California's Fire Service Training and Education are contained in "Blueprint 20\20": The California Fire Service Training and Education Strategic Plan. It is within that framework, that the Fire Officer and Chief Officer Certification Training Standards have been updated, classes and curriculum are being modified, and the on-line\hybrid delivery of CFSTES Fire Officer classes are being Beta Tested.

At the STEAC Meeting on March 24, 2006, a proposal was made to investigate the feasibility of presenting some of the classes, or portions of the classes, in the Fire Officer Series, in a distance learning format.

An Ad-hoc Committee of STEAC members was appointed, with David Senior as the Chair, joined by Dan Coffman, Mary Jennings and Mark Romer. This Committee was expanded to include additional members from the Training Officers Rich Cabral, Mike Jennings and Tom Pambianco. The entire committee formed to investigate this issue were as follows:

David Senior sent out a survey to all instructors of the Fire Officer classes with the course outlines and the following questions:

- Does the course outline meet the needs of the fire service today?
- What changes, if any, would you like to see in the course outline and why?
- Have you ever taken a course online?
- Have you ever taught a course online?
- Based on your experience teaching this course, how much of this course could be taught online? Why?
- How much MUST be taught in the classroom, face – to – face? Why?

While the response was smaller than desired, sixty respondents, the insights provided were useful.

The Committee then took all the lesson plans, sought additional input from members of the various stakeholders, met twice, in Sacramento and Fresno, to discuss the various comments and review each class outline to determine which learning domains could be taught in a distance learning format, and those which must be taught in the classroom.

Be advised, while learning domains have been identified as compatible with a distance learning presentation, instructors will not be required to teach any class or portions thereof at a distance.

The Committee brought its findings and recommendations to the January 19, 2007 STEAC meeting. STEAC approved the concept of teaching the classes or portion of the classes in the Fire Officer Series on-line and authorized the Fire Technology Program at Allan Hancock College, to conduct a Beta Test of the classes over a period of a year and bring the findings back to STEAC. The Beta Test began with the Management 1 class last June 2007 and Hancock College is currently offering the remaining classes.

The Beta Test will be complete in June 2008 and the findings brought back to the Adhoc Committee for evaluation and to develop the final report with findings and recommendations. While the ultimate outcome is unknown at this time, I expect that these classes will be approved, in some fashion, for on-line\hybrid delivery in the future, hopefully starting in late 2008 or early 2009.

What is the CFSTES Fire Officer On-Line and Hybrid Classes Beta Test?

With the exception of I-300, which has not been released for internet delivery, these classes are scheduled for on-line\hybrid delivery in the Spring 2008 Semester at Allan Hancock College.

Except for Fire Prevention 1A and 1B, which will be delivered exclusively on the internet, these classes are delivered in a "Hybrid" (Classroom\Internet) fashion as shown in the Table below. An attempt will be made to schedule in-class sessions, for courses taught concurrently on-line, in the same week. For example: The classroom sessions for Command 1A may be held on Monday\Tuesday followed by Command 1B Wednesday and Thursday. Contact the Instructor directly for times and locations.

These Classes are Fully Accredited by the California State Fire Marshal. A CFSTES Course Completion Certificate will be awarded to all students that meet the requirements of each class. A breakdown on internet and classroom hours for each class is contained in the Table below. Contact Dan Coffman at Dcoffman@hancockcollege.edu for a breakdown of the learning domains authorized for on-line instruction in each class.

Class	Classroom	Internet
I-300: Intermediate ICS	Not Online	Not Online
Fire Command 1A: Command Principles For Company Officers	16	24
Fire Command 1B: Incident Management For Company Officers	14	26
Fire Command 1C: I-Zone Fire Fighting For Company Officers	10.5	29.5
Fire Instructor 1A: Instructional Techniques, Part 1	24	16
Fire Instructor 1B: Instructional Techniques, Part 2	20	20
Fire Investigation 1A: Fire Origin & Cause Determination	14	26
Fire Management 1: Management/Supervision for Company Officers	8	32
Fire Prevention 1A: Introduction To The California Fire Code, Part 1	0	40
Fire Prevention 1B: Introduction To The California Fire Code, Part 2	0	40

Some classes will be offered starting in March 2008 and approval for a full slate of fire officer classes to start in May is pending. For the Schedule of CFSTES Classes offered, registration and other information, contact Dan Coffman at Dcoffman@hancockcollege.edu

How These Classes are Conducted: Online courses require students to have access to a computer with an individual e-mail account and access to the World Wide Web. The internet portion of these classes will be conducted on the Blackboard platform and, while there are some variations in location, the classroom portions will be delivered primarily at Allan Hancock College in Santa Maria. Contact the course instructor for classroom dates and locations.

Frequently Asked Questions

Questions not answered above

Course Management/Development

- **What is the platform? Will the course be converted to other platforms?**

The courses for the beta test will be put into the Blackboard format. In the future, any instructor/college can change the format to fit the platform they are using.

- **Who/what will be the central repository of the developed courses.**

The basic beta test courses will be given to SFT and made available to any instructor that wishes to have a copy.

- **Who determines the locations of the mandatory class sessions?**

The instructor

- **Who monitors/validates their attendance?**

The on-line attendance is validated by course work completion by set dates, entries in threaded discussions and/or mandatory chat room work. Like any course taken the most important part of the course is student learning. If the student learns the required information the amount of time they spent is immaterial whether longer or shorter. Most online classes are harder than in class courses.

- **How can you ensure the person taking the class is really the person who shows up for the classroom sessions?**

As in any course the person that comes to class in middle of the course is expected to have the knowledge from the online portion of the course. A quiz at the beginning of the first classroom session covering the online material will ensure their knowledge and their ID will validate who they are. This only one of several ways.

- **How many students will be able to attend online?**

At this point in time the maximums for the courses are exactly the same as classroom courses.

Instructors

- **Can other instructors have the course syllabus and related materials to teach a course in their area?**

All the general information that is required to teach the class will be given out in the Blackboard platform. Just as in the information given by SFT for classroom presentations. The instructor will only need to add their own additional course material the same way they do with their classroom courses.

- **How are instructors trained to deliver SFT courses in this format?**

- Community colleges have training sessions for their instructors based on the platform they use at that college. Most colleges require instructors to have this instruction before they are allowed to teach an online course. This instructor training is necessary to give the instructor the necessary tools to teach a good online class.

- **Will SFT develop and make available a Train the Trainer for instructors?**

SFT is only allowing these courses to be taught in an online format if the instructor elects to teach in this format. The instructors will be responsible to meet the requirements of their institution or online provider.

Students

- **How are the students able to interact with other students/instructor?**

There are several ways this can happen, team projects, chat rooms, threaded discussions, and if a classroom portion is required, in class.

- **How will they complete assignments?**

They can be emailed or mail a hard copy, instructors choice. Some assignments may require filling out an online form or may answer discussions questions in a chat room. There are several options.

- **Do they use the same materials? How are they graded?**

The materials will be the same as the instructor uses in the classroom. The instructor grades the assignments and re-emails them back to the student or puts them in a self-addressed stamped envelope provided by the student and sends it back to the student.

Beta Test

- **Because this is a beta test, will the students receive credit from Allan Hancock? Will SFT recognize these courses as meeting the requirements for the Fire Officer Certification?**

Yes this is a college class and meets the same student learning outcomes as the classroom course. These Classes are Fully Accredited by the California State Fire Marshal. A CFSTES Course Completion Certificate will be awarded to all students that meet the requirements of each class.

- **How will SFT be able to distinguish between online delivery Beta test and classroom delivery at another host agency?**

The question really is "do the students have the required knowledge, skills and abilities (KSA) at the end of the hybrid class?" This is tested by exam at the end of the course. The SFT Fire Officer Certification courses are driven by the students obtaining the KSAs and proving their mastery by an evaluation process. If there are the same exit skill requirements then there should be no need to differentiate between classes.

Evaluation

- **What is the evaluation process for the course, instructor and overall learning experience?**

During the beta test there is an evaluation filled out by each student. The instructor also evaluates the course and effectiveness of the learning domains taught online.

- **Will students be asked for their evaluation/input of the online methodology?**

Yes

- **What evaluation process will measure and compare the success/failure of students compared to standard delivery methods?**

Presently the evaluation is of the course the applicability of online instruction for the allowed learning domains. What we do know is that online instruction is not for everyone. Students inexperienced with online courses do not realize the difficulty of the course and understand they must be self-disciplined enough to complete projects ontime.

Conclusion

As the saying goes, "You Are Either Moving Ahead or Falling Back". I am pleased to announce that the California Fire Service Training and Education System is moving ahead on improving the system and delivery of courses to improve the professionalization of the fire service.

The Beta Test currently being conducted on the internet\hybrid delivery of the Fire Officer courses is one initiative that will result in an improvement in the delivery of the CFSTES classes.

If you would like additional information on this or other issues related to Fire Service Training and Education, or have questions to add to the FAQ's, contact Dan Coffman at: dcoffman@hancockcollege.edu

Chief Richwine

Thank you for your request for clarification on some issues regarding the Company Officer courses we will be teaching as hybrid classes this year. As you know STEAC had a subcommittee to evaluate the learning domains that MUST be taught in the classroom and which learning domains could be taught online. STEAC accepted these recommendations and gave AHC a year to beta test the courses.

My goal was to find instructors for each company officer course based on their reputation for excellent instruction. They were chosen from all over the state, one for each course, and I will hire them to convert and teach the hybrid company officer courses using the SFT course outline and instructor material. All SFT enrollment limitations will be strictly adhered to during the beta testing process.

Each class will be taught at least twice during this beta test period. Evaluations by both instructors and students will focus on instructional methodologies and course effectiveness.

I am working with other community colleges to see if the in-class sessions may be taught in other location near where the instructors live. The Fire Management 1 classes will have in-class sessions in the Bay Area, Santa Maria and in Long beach. Some of the courses may only have their in-class sessions taught in the central coast. A regular CSFTES certificate will be sent to each successful student.

I-300 is the only course that will not be tested. NWCG has not released I-300 for online instruction. The most of the other courses will be taught in the Fall and Spring semesters of the 2007 – 2008 school year. The first course to be taught will be Fire Management 1. It will be taught at the beginning of summer.

The courses will be converted to Blackboard for the beta testing at Allan Hancock College. Once the beta testing is completed recommendations for approval will be made by the subcommittee on "Company Officer Online Instruction" to STEAC.

After the approval for online delivery, the converted courses will be given to SFT. These Blackboard courses will be generic, much like the lesson plans, and the instructor will be able to enhance their courses based on the instructor's expertise.

I will update STEAC at each of our meetings on the progress and feedback of the courses.

Remember this is a beta test. That means changes or refinements will be made after each course offering to improve the class.

The consistency in SFT courses comes from the Certification Training Standards and the course outlines they generate. Different methods of instruction will not change the knowledge, skills and abilities of the students if the course outlines are followed and each learning domains are taught to meet the exit skill requirements.

This beta test is taking several instructors many hours to convert the courses. When commercial test books are approved they have test banks, instructor manuals and PowerPoint presentations in a digital format for the instructors use. This greatly reduces the amount of time needed to convert a class for online presentation and will also insure consistency.

The success of this beta test is dependent on the quality of the course conversion, the level of understanding the instructor has of online classes and their commitment to teach the best class they have ever taught. Not because it is much harder to teach an online class than it is an in-class courses but because these classes are being taught under a microscope.

This truly is an exciting time.

David E. Senior, Director
Fire, Safety and EMS
Allan Hancock College

Dave/ Rodney and STEAC workgroup members: In an effort to reduce the number of inquiries from the fire community and to ensure consistency in our response, STEAC requested the development of FAQs for the SFT online hybrid courses. I am requesting the workgroup to brain storm the questions below and submit your answers to Rodney. Dave submitted a letter to me on 5/26 answering many of these questions but they continue to come in from Chiefs, TO's, Fire Tech. Directors, students and staff.

The purpose of the FAQs is to educate the fire service and community colleges of our project as approved by STEAC, and describe how the courses will be evaluated as a viable alternative to current delivery methods. After review by STEAC, SFT will post the agreed upon FAQs and responses to the SFT web site and I recommend CFTDA post to their website as well.

Please keep in mind the level of familiarity with the delivery of online training and education in the fire service varies, and we need to avoid assumptions. The feedback I am receiving is of caution and concern. Caution we are moving to fast without all of the answers and concern for security, opportunity for cheating and inconsistent learning outcomes due to varying methodologies of instruction.

Please feel free to add any questions you think need to be answered. Some of the questions I have received I have categorized as follows:

Course Management/Development

- What is the platform? Will the course be converted to other platforms?
- Who/what will be the central repository of the developed courses.
- Who determines the locations of the mandatory class sessions?
- Who monitors/validates their attendance?
- How can you ensure the person taking the class is really the person who shows up for the classroom sessions?
- How many students will be able to attend online?

Instructors

- Can other instructors have the course syllabus and related materials to teach a course in their area?
- How are instructors trained to deliver SFT courses in this format?
- Will SFT develop and make available a Train the Trainer for instructors?

Students

- How are the students able to interact with other students/instructor?
- How will they complete assignments?
- Do they use the same materials? How are they graded?

Beta test

- Because this is a beta test, will the students receive credit from Allan Hancock? Will SFT recognize these courses as meeting the requirements for the Fire Officer Certification?
- How will SFT be able to distinguish between online delivery Beta test and classroom delivery at another host agency?

Evaluation

- What is the evaluation process for the course, instructor and overall learning experience?
- Will students be asked for their evaluation/input of the online methodology?

What evaluation process will measure and compare the success/failure of students compared to standard delivery methods?

Thanks for your assistance. This will go a long way toward communicating exactly what we are doing with our Beta Test.

Mike Richwine
Chief of State Fire Training

STEAC Minutes Exerpts

March 24, 2006

2. Online instruction

Issue: Online instruction for portions of Level 1 courses.

Discussion: D. Senior will survey SFT's Level 1 instructors regarding this topic. M. Jennings and D. Coffman will assist.

Action Item: SFT staff to send a list of Level 1 instructors to D Senior so he can survey them on this topic.

June 16, 2006

2. Instructor Survey for Online Training

Issue: D. Senior sent a survey to all Level 1 instructors to get their opinion regarding online training. (Attachment F)

Discussion: Received 28 replies out of 330 surveys: Will provide SFT with a spreadsheet of the results. D. Senior

Web ex and other alternatives being reviewed. Everyone in STEAC will be an observer. Master instructor needs to be able to communicate with any other dept.

Action Item: D. Senior will provide B. Sager with concept of online training for level one classes and take draft to Training Officers and then present to STEAC in January. Will also respond to all 28 people who answered the survey.

Charter committee (7 person committee) R. Cabral, D. Coffman, D. Senior, (chair) M. Jennings, M. Romer, and 2 people from the south (TBA).

M. Richwine will develop a communication matrix.

October 20, 2006

2. Level 1 Online Committee Update Issue: Workgroup formed. Discussion: D. Senior: The workgroup sent out questionnaires for Level 1 for online and classroom classes. They received approximately 35 responses against these classes being taught online. (Not dictating that State Fire Marshal rewrite the curriculum) M. Richwine: We have received grant approval for the Chief Officer career development guide.

January 19, 2007

2. Online Training Instruction for Level One Classes

Issue: Classes to be taught at a distance. (Handout provided)

Discussion: D. Coffman speaking on behalf of D. Senior: D. Senior sent memo of questionnaire to instructors in Level 1 series. The 60 responses included in handout provided to STEAC. The areas compatible with distance learning and those areas strictly held in the classroom were identified in the handout provided to STEAC. Note: Not mandatory but CA Fire Tech. Directors believes it would be a benefit to the

students, department, and professionalization of the fire service.

Recommendation of the committee was to accept proposal as attached with 10-11 classes to be beta tested over a year at Hancock College (robust online program) as per this document then come back to STEAC for vote of approval.

Questions asked by STEAC members: K. Wagner: Does the instructor have the latitude to identify method of teaching based on instructors teaching style? M. Boomgaarden: Can tests happen online?

Coffman: The instructor determines how course evaluation is delivered online.

Mary Jennings: We would have to build in security for online testing.

K. Wagner: Recommendation for modification of language to be read as course review and examinations.

Mary Jennings: Degree should be specified as from an accredited institution.

MOTION: K. Wagner moved to accept recommendation #1 of handout. M. Boomgaarden second.

Action: Motion carried unanimously.

April 20, 2007

7. Instructor generated post-course exams for Fire Officer Series courses being offered under the Beta Presentation at Hancock College

Issue: Proposal to deliver instructor generated post-course exams

Discussion: D. Coffman: I plan to give 7 quizzes based on reading assignments, and, at the end of the course, those questions would be put into a test bank and would be randomly selected so each student would get a different test on-line. In the classroom the student would have to do situations and forums. The question is whether or not we can do the instructor generated post-course test. It was agreed that we do not want SFT exams online. The plan is for Alan Hancock to offer everything except I-300 online, because NWCG does not recognize I-300 online delivery. Clarification provided that the online offerings are actually a hybrid delivery with some in-class participation and interaction with the instructor. D. Coffman also clarified that he is not requesting an instructor generated exam for all future classes, but it is needed for the online beta deliveries. After the beta test deliveries, D. Senior and D. Coffman to come back to the committee and present their recommendation, and it would then be up to the committee to recommend that courses be delivered in the online format in the future.

October 19, 2007

4. FAQ's for On-Line Training Classes

Issue: Many questions regarding the on-line classes

Discussion: R. Slaughter reported that State Fire Training (SFT) has been receiving many calls from instructors regarding the on-line classes. D. Senior has composed a list of frequently asked questions and answers (FAQ's). M. Richwine stated that he views this as a living document, and it will be posted on the SFT website. As

additional questions are received that are not addressed in the FAQ's, we will incorporate them into the posted list as needed.

MOTION: None

Action: Information Only

5. Report on Hybrid Course Beta Test

Issue: Update

Discussion: D. Coffman reported that Fire Management 1A & 1B classes start on Monday, October 22nd. He encouraged committee members to log in to review the courses. Two eight week classes are planned for the spring of 2008. The plan in the spring is that there will be two eight week courses. At the end of each course, the students will do an evaluation of the class and the instructor will do the same. M. Jennings stated that we must look at on-line course delivery on a more outcome basis. If we move to the process of having the culminating testing class, we become less concerned about how the students get the information. Students seek out the quality programs, and those that are not providing quality instructors will fall by the way.

MOTION: None

Action: Information Only

6. Level II Courses: Fire Management and Fire Command Curriculum

Issue: Updates

Discussion: R. Coleman provided a status report regarding Level II courses. A beta test for teaching Level II Management courses using off the shelf course materials will be conducted. A CD was developed which contains all the handouts for the courses. R. Coleman is ensuring that the CD contains the complete list of handouts. The beta test will be conducted at Monterey Peninsula College in the spring. Management 2E has some stumbling blocks to be worked out before it can be delivered. A conference call will be scheduled with Kevin Brame to work out the problems. Beta test will have an instructor-developed exam and evaluation instruments. The students will then receive a pass/fail, which will be reported back to State Fire Training. D. Coffman gave his permission, for the beta test, to use the evaluation form that he developed for on-line delivery.

Command series will be updated next. A meeting is scheduled for November 8th. All Level II Command instructors are invited to participate. They will be reviewing off-the-shelf materials to develop same approach as was taken for the Management series. Timeframe for update is estimated at 6 months. R. Coleman requests that any suggested text books be submitted to him as soon as possible for consideration.

MOTION: None

Action: Information Only

Date: March 27, 2006

To: Alicia, Dan, Dennis, Mark, Mary

From: David E. Senior

Subject: Online Level I Courses

Thanks for your willingness to help with this project. I see several parts to this project.

1. Get from SFT latest course outlines
2. Get from SFT a list of ACTIVE instructors with contact information for each Level I course.
3. Have the TOs update the contact information where possible.
4. Develop a survey for each course; the surveys will be the same except for the course outlines and titles. This will allow us to track responses by course.
5. The survey should include the course outline and questions like:
 - Does the course outline meet the needs of the fire service today?
 - What changes, if any, would you like to see in the course outline and why?
 - Have you ever taken a course online?
 - Have you ever taught a course online?
 - Based on your experience teaching this course, how much of this course could be taught online? Why?
 - How much MUST be taught in the classroom, face – to – face? Why?
6. Email survey out to active instructors.
7. Create a data base for responses, I need help with this.
8. Write a white paper on the project for STEAC.

I am interested in your input. My goal for this project is to get input from instructors teaching the courses as to the timeliness of the course outlines and their opinion on the how the courses should be taught online.

What do you think?

RESPONSES TO A REQUEST FOR INFORMATION\PROFESSIONAL OPINION ON METHOD OF DELIVERY OF LEVEL I "FIRE OFFICER" COURSES.

Attached Message

From: dancoffman@aol.com

To: STEAC Members

Subject: Request for Information\Professional Opinion on Method of Delivery of Level I "Fire Officer" Courses.

Date: Fri, 15 Sep 2006 7:27 PM

Dear Colleagues;

This is an FYI! A couple meetings ago, STEAC established a sub-committee to evaluate the various delivery methods, e.g. classroom, distance learning (including the internet) and a combination of the two, for delivery of these courses. STEAC has chosen to start with the ten courses required for Fire Officer Certification.

Committee Members are tasked with soliciting the input from instructors, who teach the various courses, and others, to evaluate the responses and other factors, and make recommendation to STEAC and the State Fire Marshal on how these courses may be delivered in the future. The committee members are listed below:

David Senior, Chair	STEAC / Northern California Fire Tech Directors
Mark Romer	Northern California Training Officers Association
Rich Cabral	Northern California Training Officers Association
Mike Jennings	Southern California Training Officers Association
Tom Pambianco	Southern California Training Officers Association
Mary Jennings	STEAC / Joint Apprenticeship Committee
Dan Coffman	STEAC / Southern California Fire Tech Directors

How can You Help? If you are an instructor or interested in submitting comments, please do. If you are in charge of a fire program or know Level 1 instructors, please forward this e-mail to them and encourage their input.

Attached you will find two documents:

1. The State Fire Training Certification Requirements; and Course Information and Required Materials for the Fire Officer Series. Please use this document, and others on the SFT web site <http://osfm.fire.ca.gov/sftdownloads.html> you may find useful for reference.
2. A worksheet, in MS Word Tables format, on all ten courses in the Fire Officer Series. This document will allow you to indicate your preferences and comments regarding the delivery of these courses.

When you have noted your comments for the classes you teach, please save the document and e-mail it to me at: Dancoffman@aol.com. Please send your comments no later than October 10th.

If I can be of assistance to you or if you have questions, do not hesitate to contact me.

My Sincere Appreciation;
Dan Coffman

-----Original Message-----

From: Dan Coffman [mailto:dcoffman@firedept.net]

Sent: Friday, September 15, 2006 7:20 PM

To: CFTDA Members

Subject: Request for Information\Professional Opinion on Method of Delivery of Level I "Fire Officer" Courses.

Dear Colleagues;

The California Statewide Training and Education Advisory Committee (STEAC) has established a committee to evaluate the various delivery methods, e.g. classroom, distance learning (including the internet) and a combination of the two, for delivery of these courses. The committee has chosen to start with the ten courses required for Fire Officer Certification.

Your STEAC representatives, David Senior and myself, serve on this sub-committee, David is Chair. We are tasked with soliciting the input from instructors, who teach the various courses, and others, to evaluate the responses and other factors, and make recommendation to STEAC and the State Fire Marshal on how these courses may be delivered in the future.

How can You Help? If you are an instructor or interested in submitting comments, please do. If you are in charge of a fire program or know Level 1 instructors, please forward this e-mail to them and encourage their input.

Attached you will find two documents:

1.. The State Fire Training Certification Requirements; and Course Information and Required Materials for the Fire Officer Series. Please use this document, and others on the SFT web site <http://osfm.fire.ca.gov/sftdownloads.html> you may find useful for reference.

2.. A worksheet, in MS Word Tables format, on all ten courses in the Fire Officer Series. This document will allow you to indicate your preferences and comments regarding the delivery of these courses.

When you have noted your comments for the classes you teach, please save the document and e-mail it to me at: Dancoffman@aol.com. Please send your comments no later than October 10th.

If I can be of assistance to you or if you have questions, do not hesitate to contact me.

My Sincere Appreciation;
Dan Coffman

Request for Information \Professional Opinion on Method of Delivery of Level I "Fire Officer" Courses

How can You Help? Below you will find the worksheets, in MS Word Tables format, on all ten courses in the Fire Officer Series. This document will allow you to indicate your preferences and comments regarding the delivery of these courses.

This document is taken from the Policies and Procedures Manual and the State Fire Training Course Information and Required Materials Manual found on the State Fire Training web page at: <http://osfm.fire.ca.gov/sftdownloads.html>. Please use this document, and others on the web site you may find useful for reference.

An example of what we are looking for is provided below:

FIRE COMMAND 1B: INCIDENT MANAGEMENT FOR COMPANY OFFICERS (1998) CFSTES						
The Rationale Fields Will Adapt To The Length Of The Comments Provided						
Name:	Dan Coffman					
		<i>Do You Teach This Class</i>	Yes	<input checked="" type="checkbox"/>	No	
Address, etc.	P. O. Box 1130 Huntington Beach, CA 92647-1130; (714) 377-8867; E-mail: Dancoffman@aol.com					
	Course Content	Time	C	D	Rationale	
Unit 1: Course Overview and ICS Review						
1	Orientation and Administration	1:00	x	x	This topic is academic\informational in nature allowing it to be delivered on the internet (Blackboard, etc.)	
2	Course Overview	1:00	x	x	Same as # 1	
*3	Fire Command 1A Review	2:00	x	x	Same as # 1 & this is review of the pre-requisite Command 1A	
4	Concepts of ICS Organization	3:00	x	x	Same as # 1 and with I-100, 200 & 300 as required prerequisites	
Unit 2: Multi-Casualty Incidents						
1	Components of Triage and START	2:00			NOT COMPLETED	
2	ICS and EMS Multi-Casualty	1:30				
3	ICS-MCI Implementation Overview	1:30				
Unit 3: Hazardous Materials Incidents						
1	Hazardous Materials Overview	0:30			NOT COMPLETED	
2	Properties of Hazardous Materials	1:00				
3	Toxicology	0:30				
4	Site Control/Work Zones	0:30				
5	Evacuation Considerations	1:00				
6	Decision-Making Process	0:30				
7	ICS & The Hazardous Materials Incident	1:30				
Unit 4: Wildland Fire Incidents						
1	Factors Affecting Wildland Fires	2:00			NOT COMPLETED	
2	Defensive and Offensive Strategies in Wildland Fire Fighting	0:30				

3	Use of Direct and Indirect Attack Methods on Wildland Fires	1:00			
4	Structure Protection and Triage in Wildland Fires	2:00			
5	Wildland Fire Safety	1:00			
6	Simulation Exercises	14:00			
	Course Review and Certification Exam	2:00	x	x	The course review & exam could be delivered on the internet (Blackboard, etc.), particularly if the exam is written by the instructor.
		40:00 Total Hours			
C: Classroom					
D: Distance					
If both are acceptable, mark both					

When you have noted your comments for the classes you teach, please save the document and e-mail it to me at: Dancoffman@aol.com. Please send your comments no later than October 10th.

From the Desk of: DANIEL P. COFFMAN

P O Box 1130 Huntington Beach, CA 92647 ♦ 714 377-8867 ♦ 714 377-6367 Fax ♦ E-mail:
dancoffman@aol.com

Date: January 19, 2007

To: STEAC Members, SFT Staff

From: Dan Coffman, STEAC Member

Subject: Findings and Recommendations of STEAC Sub-committee on Online Instruction for Portions of the Courses in the Fire Officer Series.

At the STEAC Meeting on March 24, 2006, a proposal was made to investigate the feasibility of presenting some of the classes, or portions of the classes, in the Fire Officer Series, in a distance learning format.

An Ad-hoc Committee of STEAC members was appointed, with David Senior as the Chair, joined by Dan Coffman, Mary Jennings and Mark Romer. This Committee was expanded to include additional members from the Training Officers. The entire committee formed to investigate this issue were as follows:

David Senior, Chair
Dan Coffman
Mary Jennings

Mark Romer
Rich Cabral
Mike Jennings

Tom Pambianco

David Senior sent out a survey to all instructors of the Fire Officer classes with the course outlines and the following questions:

- Does the course outline meet the needs of the fire service today?
- What changes, if any, would you like to see in the course outline and why?
- Have you ever taken a course online?
- Have you ever taught a course online?
- Based on your experience teaching this course, how much of this course could be taught online? Why?
- How much MUST be taught in the classroom, face – to – face? Why?

While the response was smaller than desired, sixty respondents, the insights provided were useful. A report, with the input, was made at the August STEAC meeting by David Senior.

The Committee then took all the lesson plans, sought additional input from members of the various stakeholders, met twice, in Sacramento and Fresno, to discuss the various comments and review each class outline to determine which learning domains could be taught in a distance learning format, and those which must be taught in the classroom. Be advised, while learning domains have been identified as compatible with a distance learning presentation,

instructors will not be required to teach any class or portions thereof at a distance. In addition, the Committee feels that the proposal before you today must be Beta Tested for a true understanding of what is appropriately presented in the classroom and those presented at a distance.

Recommendation # 1: The Committee recommends that STEAC approve the concept of teaching the classes or portion of the classes in the Fire Officer Series, as well as I-300, as proposed below before final approval is granted.

David Senior, Committee Chair and Director of Fire Technology Program at Allan Hancock College, which has offered on-line instruction since 1999, and that currently has the largest community college Fire Technology program on-line in California, has offered to Beta Test these classes over a period of a year and bring the findings back to STEAC.

Recommendation # 2: The Committee also recommended that either this ad-hoc committee or another be formed, to revisit the Fire Officer Series of classes for relevance to a current Fire Officers' job requirements as identified in NFPA 1021 and any additional requirements needed in California.

The current Fire Officer course outlines, with specific recommendations on which learning domains may be presented in a distance learning format and those that must be presented in the classroom are included below for your review.

Request for Information\Professional Opinion on

I-300: INTERMEDIATE ICS (1994) FSTEP					
Class Online					
	Course Content	Time	C	D	Rationale
	1 NWCG NFES 2452 Module 7	5			
	2 NWCG NFES 2454 Module 8	5	X	X	
	3 NWCG NFES 2456 Module 9	4	X	X	
	4 NWCG NFES 2458 Module 10	4			
	5 NWCG NFES 2460 Module 11	8	X	X	
		27:00 Total Hours			
C: Classroom					
D: Distance					
If both are acceptable, mark both					

FIRE COMMAND 1A: COMMAND PRINCIPLES FOR COMPANY OFFICERS (1995) CFSTES					
Class:	16 hours				
Online:	24 hours				
	Course Content	Time	C	D	Rationale

1	Orientation and Administration	1:30		X	
2	The Learning Process	0:15		X	
3	Fire Command Overview	0:30		X	
4	Fire Chemistry	0:30		X	
5	Fire Phases	0:45		X	
6	Effects of Time	0:30		X	
7	Fire Behavior within Structures	0:30		X	
8	Extinguishing Agents	0:30		X	
9	Water Application	0:45		X	
10	Protection Systems	1:00		X	
11	Building Construction	0:45		X	
12	Occupancy Types	0:15		X	
13	Pre-Fire Planning	0:30		X	
14	Fire Data	0:15		X	
15	Local Resources	0:15		X	
16	State and Federal Resources	0:15		X	
17	Fireground Safety	0:30		X	
18	Size-up	1:00		X	
19	Strategy, Tactics, and Methods	0:30		X	
20	Report on Conditions	0:15		X	
21	Role of the First-In Officer	0:45		X	
22	Company Operations	0:15		X	
23	Determining Resources Requirements	0:30		X	
24	Apparatus Placement	0:30		X	
25	Initial Fire Attack	0:30		X	
26	Management Overview	0:30		X	
27	The Fire Service	0:30		X	
28	The Company Officer	0:30		X	
29	Pressure of Command	0:45		X	
30	Performance Standards	1:15		X	
31	Levels of Emergency	0:15		X	
32	Decision Making	1:00		X	
33	Communications	0:30		X	
34	Management by Objectives (MBO)	0:30		X	
35	Divisions of Fire Fighting	0:45		X	
36	Command/Control Components	0:45		X	
37	Simulation Overview	1:00	X		
38	Skull Session Exercises	3:00	X		
39	Simulator Use	12:00	X		
40	Daily Reviews	2:00		X	
41	Course Review and Certification Exam	1:00		X	
		40:00 Total Hours			
C: Classroom 16 hours					
D: Distance 24 hours					

**FIRE COMMAND 1B: INCIDENT MANAGEMENT FOR COMPANY OFFICERS (1998)
CFSTES**

Class	14 hours				
Online	26 hours				
	Course Content	Time	C	D	Rationale
Unit 1: Course Overview and ICS Review					
1	Orientation and Administration	1:00		X	
2	Course Overview	1:00		X	
3	Fire Command 1A Review	2:00		X	
4	Concepts of ICS Organization	3:00		X	
Unit 2: Multi-Casualty Incidents					
1	Components of Triage and START	2:00		X	
2	ICS and EMS Multi-Casualty	1:30		X	
3	ICS-MCI Implementation Overview	1:30		X	
Unit 3: Hazardous Materials Incidents					
1	Hazardous Materials Overview	0:30		X	
2	Properties of Hazardous Materials	1:00		X	
3	Toxicology	0:30		X	
4	Site Control/Work Zones	0:30		X	
5	Evacuation Considerations	1:00		X	
6	Decision-Making Process	0:30		X	
7	ICS & The Hazardous Materials Incident	1:30		X	
Unit 4: Wildland Fire Incidents					
1	Factors Affecting Wildland Fires	2:00		X	
2	Defensive and Offensive Strategies in Wildland Fire Fighting	0:30		X	
3	Use of Direct and Indirect Attack Methods on Wildland Fires	1:00		X	
4	Structure Protection and Triage in Wildland Fires	2:00		X	
5	Wildland Fire Safety	1:00		X	
6	Simulation Exercises	14:00	X		
7	Course Review and Certification Exam	2:00		X	
		40:00 Total Hours			
C: Classroom 14 hours					
D: Distance 26 hours					

**FIRE COMMAND 1C: I-ZONE FIRE FIGHTING FOR COMPANY OFFICERS (2004)
CFSTES**

Class	10.5 hours				
Online	29.5 hours				

	Course Content	Time	C	D	Rationale
Unit 1: Introduction					
1-1	Orientation and Administration	1:00		X	
1-2	Authority	0:30		X	
Unit 2: Fire Environment					
2-1	Fire Behavior and Weather	2:30		X	
2-2	Fire Prediction Systems	1:00		X	
Unit 3: ICS					
3-1	Review of the Incident Command System	1:00		X	
3-2	Duties and Responsibilities of the Company Officer	2:00		X	
3-3	Incident Action Plan	1:30		X	
Unit 4: I-Zone Operation Principles					
4-1	Resources	3:00		X	
4-2	Communications	1:30		X	
4-3	Strategy and Tactics	1:00		X	
4-4	I-Zone Size-up	1:00	X		
4-5	Report on Conditions	2:30		X	
Unit 5: Safety and Survival					
5-1	Introduction to Safety and Survival in the I-Zone	0:45		X	
5-2	The Risk Management Process	1:00		X	
5-3	Entrapment Avoidance	0:45		X	
5-4	Last Resort Survival	1:00		X	
5-5	Properly Refusing Risk	0:30		X	
5-6	Fire Fighter Fatality and Near-miss Case Studies	4:30	X		
Unit 6: I-Zone Incident Operations					
6-1	Pre-incident Operations	2:00		X	
6-2	Incident Operations	5:00	X		
6-3	Post-incident Operations	1:00		X	
	Unit Tests	3:00		X	
	Course Review and Certification Exam	2:00		X	
		40:00 Total Hours			
C: Classroom 10.5 hours					
D: Distance 29.5 hours					

FIRE INSTRUCTOR 1A: INSTRUCTIONAL TECHNIQUES, PART 1 (1996) CFSTES					
Class	24 hours				
Online	16 hours				

	Course Content	Time	C	D	Rationale
1	Orientation and Administrative Details	1:00		X	
2	Reasons for Instructor 1A	1:00		X	
3	Utilization of the Occupational Analysis	2:00		X	
4	Development of a Course Outline	2:00	1	1	Prep work online
5	Procedures Used for the Completion of a Job Breakdown	2:00	1	1	Prep work online
6	Identification of Instructional Terms	1:00		X	
7	Concepts of Learning	1:00		X	
8	Introduction to Levels of Learning	1:00		X	
9	Construction of Behavioral Objectives	2:00	X		
10	Manipulative Lesson Planning	3:00	X		
11	Qualities of a Good Instructor	1:00		X	
12	Introduction to the Psychology of Learning	1:00		X	
13	Methods Used to Evaluate Teaching Demonstrations	2:00	X		
14	Teaching Demonstrations	15:00	X		
15	The Impact of EEO and AA Programs	1:00		X	
16	The Role and Responsibilities of the Instructor	1:00		X	
17	Evaluation of Course Effectiveness	2:00		X	
18	Course Review and Certification Exam	1:00		X	

40:00 Total Hours

C: Classroom 24 hours

D: Distance 16 hours

FIRE INSTRUCTOR 1B: INSTRUCTIONAL TECHNIQUES, PART 2 (1997) CFSTES

Class 20 hours

Online 20 hours

	Course Content	Time	C	D	Rationale
1	Orientation and Administration	0:30		X	
2	Reasons for Fire Instructor 1B	0:30		X	
3	Course Outline Development	1:00		X	
4	Technical Lesson Plan Components	1:00		X	
5	Levels of Instruction	1:00		X	
6	Student Behavioral Objectives	2:00	X		
7	Technical Lesson Plan Development	1:30	X		
8	Introduction to Instructional Aids	1:00		X	

9	Utilization of Instructional Aids	1:30		X	
10	Introduction to Information and Activity Sheets	1:00		X	
11	Managing the Classroom Environment	0:30		X	
12	Student Application Techniques	1:30		X	
13	Methods of Technical Lesson Plan Delivery	0:30		X	
14	Introduction to Evaluation and Testing	1:00		X	
15	Utilization of Evaluation Tools	1:00		X	
16	Introduction to Test Construction	1:30		X	
17	Methods Used to Evaluate Teaching Demonstrations	0:30	X		
18	Teaching Demonstrations	16:00	X		
19	Administrative Details (Quizzes, Daily Review, Student Assistance)	5:00		X	
20	Course Review and Certification Exam	1:30		X	
		40:00 Total Hours			
C: Classroom 20 hours					
D: Distance 20 hours					

**FIRE INVESTIGATION 1A: FIRE ORIGIN & CAUSE DETERMINATION (1996)
CFSTES**

Class	14 hours				
Online	26 hours				
	Course Content	Time	C	D	Rationale
1	Orientation and Administration	1:00		X	
2	Introduction to Fire Investigation	1:00		X	
3	Fire Behavior	4:00		X	
4	Legal Aspects of Fire Investigation	3:00		X	
5	Arson Law	1:00		X	
6	Fire Scene Documentation	1:00		X	
7	Point of Origin Determination	4:00	3	1	Prep work online
8	Accidental Ignition Sources	3:00	2	1	Prep work online
9	Electrical Ignition Sources	2:30	X		
10	Arson Fire Indicators	4:00	3	1	Prep work online
11	Incendiary Devices	1:00		X	
12	Structure Fire Investigation	4:30		1	Prep work online
			3:30		
13	Vehicle Fire Investigation	2:00		X	
14	Wildland Fire Investigation	4:00		X	
15	Explosions	2:00		X	

16	Course Review and Certification Exam	2:00		X	
		40:00 Total Hours			
C: Classroom 14 hours					
D: Distance 26 hours					

FIRE MANAGEMENT 1: MANAGEMENT/SUPERVISION FOR COMPANY OFFICERS (2000) CFSTES					
Class	8 hours				
Online	32 hours				
	Course Content	Time	C	D	Rationale
Unit 1 – Introduction					
1-1	Orientation and Administration	1:00		X	
5-1	Introduction to Management & Supervision	1:30		X	
Unit 2 – Supervision					
2-1	Principles of Organizations and Organizational Structure	1:00		X	
2-2	Motivation	2:00		X	
2-3	Delegation	1:00		X	
2-4	Problem Solving/Decision Making	1:30		X	
2-5	Verbal Communication	2:00		X	
2-6	Written Communication	1:00		X	
2-7	Group Dynamics	2:00	X		
2-8	Managing Conflict	1:00	X		
2-9	Performance Evaluations	1:30	X		
2-10	Coaching, Counseling & Progressive Discipline	1:30	X		
2-11	Due Process	1:00		X	
5-2	Grievance Handling	1:00	X		
Unit 3 – Management					
5-3	Internal and External Influences	2:00		X	
3-1	Elements of Management	2:00		X	
3-2	Managing Change	1:00		X	
5-4	Time Management	1:30		X	
Unit 4 – Leadership					
4-1	Basic Views of Leadership	1:00		X	
4-2	Situational Leadership	1:00		X	
5-5	Leadership Qualities and Traits	1:00		X	
Unit 5 – Human Relations					

5-6	Managing The Workplace Environment	2:00	1	1	Prep work online
5-7	Affirmative Action, Equal Employment Opportunity, and ADA	1:30		X	
Unit 6 – Safety and Wellness Programs					
6-1	Safety Management	1:30		X	
6-2	Stress Management and Wellness	1:00		X	
6-3	NFPA 1500 Standard	1:00		X	
Unit 7 – Laws, Standards, and Liability					
6-4	Liability of The Company Officer	1:00		X	
	Quizzes	2:00		X	
	Course Review & Certification Exam	1:30		X	
		40:00 Total Hours			
C: Classroom 8 hours					
D: Distance 32 hours					

FIRE PREVENTION 1A: INTRODUCTION TO THE CALIFORNIA FIRE CODE (2003) CFSTES					
Class	0 hours				
Online	40 hours				
	Course Content	Time	C	D	Rationale
Unit 1: Responsibility and Authority					
1-1	Orientation and Administration	2:00		X	
1-2	Terminology Relating to Responsibility and Authority	0:30		X	
1-3	Legally Established Responsibilities and Empowerment	1:30		X	
1-4	Legal Responsibilities of The Inspector	2:00		X	
1-5	Understanding, Reading, and Using The California Fire Code	2:00		X	
Unit 2: Occupancy Classification and Types of Construction					
2-1	Terminology Relating to Occupancy Classification and Construction	2:00		X	
2-2	Building Construction Classifications	1:30		X	
2-3	Relationship of Fire Protection to Building Construction &	1:00		X	

	Occupancy			
2-4	Classification of Occupancies	3:00		X
Unit 3: Egress Requirements				
3-1	Terminology Relating to Egress	1:00		X
3-2	Determining Adequate Means of Egress	2:00		X
3-3	Means of Egress Requirements	3:00		X
3-4	Maintaining The Egress System	1:00		X
Unit 4: Fire-Resistive Assemblies				
4-1	Terminology Relating to Fire-Resistive Assemblies	0:30		X
4-2	Types of Classes & Roof Coverings	1:00		X
4-3	Purpose & Location of Fire Rated Building Construction & Components	2:00		X
4-4	Fire Doors and Windows	0:30		X
Unit 5: General Fire Safety Provisions				
5-1	General Fire Safety	1:30		X
5-2	Fire Safety Requirements for Decorative Materials & Furnishings	1:00		X
5-3	Fire Drills and Emergency Evacuation Plans	0:30		X
5-4	High-Piled Storage Requirements	1:00		X
5-5	Electrical Fire Hazards & Safety Devices	1:00		X
Unit 6: Principles and Procedures for Fire Inspections				
6-1	Factors Relating to Life Safety	2:00		X
6-2	Conducting a Life Safety Assessment	1:30		X
6-3	General Fire Inspection Practices	1:30		X
6-4	Procedures for Correcting Fire Hazards and Modifications of Requirements	1:30		X
6-5	Handling Fire Prevention Complaints	0:30		X
	Course Review & Certification Exam	1:30		X
		40:00 Total Hours		
C: Classroom 0 hours				
D: Distance 40 hours				

FIRE PREVENTION 1B: Introduction to the California Fire Code (2003) CFSTES

	Course Content	Time	C	D	Rationale
Classroom 0 hours					
Online 40 hours					
Unit 1: Introduction to Fire Prevention 1B					
6-6	Orientation and Administration	2:30		X	
Unit 2: Flammable and Combustible Liquids and Gases					
2-1	Flammable and Combustible Liquids Terms and Characteristics	1:00		X	
2-2	Acceptable Containers for Flammable and Combustible Liquids	0:30		X	
2-3	Introduction to Material Safety Data Sheets	0:30		X	
2-4	Inside Storage of Flammable and Combustible Liquids	1:00		X	
2-5	Outside Storage of Flammable and Combustible Liquids	1:00		X	
2-6	Dispensing, Using, Mixing, and Handling Flammable and Combustible Liquids	1:30		X	
2-7	Properties of Compressed, Cryogenic, and Liquefied Gases	1:00		X	
2-8	Fire Hazards of Compressed and Liquefied Gases	1:00		X	
2-9	Procedures for Inspecting Motor Vehicle Dispensing Stations	0:30		X	
2-10	Procedures for Inspecting LPG Occupancies	0:30		X	
2-11	Procedures for Inspecting Flammable Finish Application Occupancies	1:00		X	
2-12	Methods for Controlling Ignition Sources and Explosive Atmospheres	1:00		X	
Unit 3: Hazardous Materials and Explosives					
3-1	Hazardous Materials Terms & Characteristics	1:00		X	
3-2	Sources of Technical Information on Hazardous Materials	0:30		X	
3-3	Regulating Hazardous Materials	0:30		X	
3-4	Introduction to Hazardous Materials Management Plan (HMMP)	0:15		X	
3-5	Storage and Transfer Practices of Compressed and Liquefied	1:00		X	

	Gases			
3-6	Hazards of Explosives and Fireworks	1:00		X
3-7	Storage of Hazardous Materials	1:00		X
3-8	NFPA 704 Identification Systems	0:15		X
3-9	Classification By Hazard	0:30		X
3-10	Inspection of The Incidental Use, Handling, & Storage of Hazardous Materials	1:00		X
Unit 4: Portable Fire Extinguishers				
4-1	Portable Fire Extinguisher Classifications	0:00		X
4-2	Portable Fire Extinguisher Placement	0:30		X
4-3	Procedures for Inspecting Portable Fire Extinguishers	0:30		X
Unit 5: Special Fixed Fire Suppression Systems				
5-1	Fixed Fire Protection Systems	1:00		X
5-2	Procedures for Inspecting Fixed Fire Protection Systems	1:00		X
5-3	Procedures for Inspecting Commercial Cooking Equipment	0:30		X
Unit 6: Detection and Alarm Systems				
6-1	Detection and Alarm Systems Terms and Characteristics	0:30		X
6-2	Fire Alarm System Components	0:45		X
6-3	Fire Alarm Signaling System Classifications	0:30		X
6-4	Procedures for Inspecting Fire Alarm Systems	0:30		X
6-5	CFC Requirements for Fire Alarm Systems	0:15		X
Unit 7: Water-Based Fire Protection Systems				
7-1	Water-Based Fire Protection Systems Terms and Characteristics	1:00		X
7-2	Water Supply Systems	0:30		X
7-3	Sprinkler Systems Benefits, Limitations, and Design	0:30		X
7-4	Types of Sprinkler Systems	1:00		X
7-5	Sprinkler System Components	1:00		X
7-6	Procedures for Inspecting Sprinkler Systems	1:00		X
7-7	Procedures for Conducting Tests on Wet-Pipe Sprinkler Systems	0:30		X
7-8	Procedures for Conducting Tests on Dry-Pipe Sprinkler Systems	0:30		X
7-9	Characteristics of Standpipe	1:00		X

	Systems			
7-10	Procedures for Inspecting Standpipe Systems	1:00		X
	Unit Tests	3:00		X
	Course Review and Certification Exam	2:00		X
		40:00 Total Hours		
C: Classroom 0 hours				
D: Distance 40 hours				

May 26, 2007

Chief Richwine

Thank you for your request for clarification on some issues regarding the Company Officer courses we will be teaching as hybrid classes this year. As you know STEAC had a subcommittee to evaluate the learning domains that MUST be taught in the classroom and which learning domains could be taught online. STEAC accepted these recommendations and gave AHC a year to beta test the courses.

My goal was to find instructors for each company officer course based on their reputation for excellent instruction. They were chosen from all over the state, one for each course, and I will hire them to convert and teach the hybrid company officer courses using the SFT course outline and instructor material. All SFT enrollment limitations will be strictly adhered to during the beta testing process.

Each class will be taught at least twice during this beta test period. Evaluations by both instructors and students will focus on instructional methodologies and course effectiveness.

I am working with other community colleges to see if the in-class sessions may be taught in other location near where the instructors live. The Fire Management 1 classes will have in-class sessions in the Bay Area, Santa Maria and in Long beach. Some of the courses may only have their in-class sessions taught in the central coast. A regular CSFTES certificate will be sent to each successful student.

I-300 is the only course that will not be tested. NWCG has not released I-300 for online instruction. The most of the other courses will be taught in the Fall and Spring semesters of the 2007 – 2008 school year. The first course to be taught will be Fire Management 1. It will be taught at the beginning of summer.

The courses will be converted to Blackboard for the beta testing at Allan Hancock College. Once the beta testing is completed recommendations for approval will be made by the subcommittee on "Company Officer Online Instruction" to STEAC.

After the approval for online delivery, the converted courses will be given to SFT. These Blackboard courses will be generic, much like the lesson plans, and the instructor will be able to enhance their courses based on the instructor's expertise.

I will update STEAC at each of our meetings on the progress and feedback of the courses.

Remember this is a beta test. That means changes or refinements will be made after each course offering to improve the class.

The consistency in SFT courses comes from the Certification Training Standards and the course outlines they generate. Different methods of instruction will not change the knowledge, skills and abilities of the students if the course outlines are followed and each learning domains are taught to meet the exit skill requirements.

This beta test is taking several instructors many hours to convert the courses. When commercial test books are approved they have test banks, instructor manuals and PowerPoint presentations in a digital format for the instructors use. This greatly reduces the amount of time needed to convert a class for online presentation and will also insure consistency.

The success of this beta test is dependent on the quality of the course conversion, the level of understanding the instructor has of online classes and their commitment to teach the best class they have ever taught. Not because it is much harder to teach an online class than it is an in-class courses but because these classes are being taught under a microscope.

This truly is an exciting time.

David E. Senior, Director
Fire, Safety and EMS
Allan Hancock College

Course Management/Development

- What is the platform? Will the course be converted to other platforms?

The courses for the beta test will be put into the Blackboard format. Any instructor/college can change the format to fit the platform they are using.

- Who/what will be the central repository of the developed courses.

The basic beta test courses will be given to SFT and made available to anyone that wishes to have a copy.

- Who determines the locations of the mandatory class sessions?

The instructor

- Who monitors/validates their attendance?

The attendance is validated by course work completion by set dates, entries in threaded discussions and/or mandatory chat room work. Like any course taken the most important part of the course is student learning. If the student learns the required information the amount of time they spent is immaterial whether longer or shorter. Most online classes are harder than in class courses.

- How can you ensure the person taking the class is really the person who shows up for the classroom sessions?

As in any course the person that comes to class in middle of the course is expected to have the knowledge from the online portion of the course. A quiz at the beginning of the first classroom session covering the online material will ensure their knowledge and their ID will validate who they are. This only one of several ways.

- How many students will be able to attend online?

At this point in time the maximums for the courses are exactly the same as classroom courses.

Instructors

- Can other instructors have the course syllabus and related materials to teach a course in their area?

All the general information that is required to teach the class will be given out in the Blackboard platform. Just as in the information given by SFT for classroom presentations. The instructor will only need to add their own additional course material the same way they do with their classroom courses.

How are instructors trained to deliver SFT courses in this format?

Community colleges have training sessions for their instructors based on the platform they use at that college. Most colleges require instructors to have this instruction before they are allowed to teach an online course. This instructor training is necessary to give the instructor the necessary tools to teach a good online class.

Will SFT develop and make available a Train the Trainer for instructors?

SFT is only allowing these courses to be taught in an online format if the instructor elects to teach in this format. The instructors will be responsible to meet the requirements of their institution or online provider.

Students

How are the students able to interact with other students/instructor?

There are several ways this can happen, team projects, chat rooms, threaded discussions.

How will they complete assignments?

They can be emailed or mail a hard copy, instructors choice. Some assignments may require filling out an online form or may answer discussions questions in a chat room. There are several options.

Do they use the same materials? How are they graded?

The materials will be the same as the instructor uses in the classroom. The instructor grades the assignments and re-emails them back to the student or puts them in a self-addressed stamped envelope provided by the student and sends it back to the student.

Beta test

Because this is a beta test, will the students receive credit from Allan Hancock? Will SFT recognize these courses as meeting the requirements for the Fire Officer Certification?

Yes this is a college class and meets the same student learning outcomes as the classroom course.

How will SFT be able to distinguish between online delivery Beta test and classroom delivery at another host agency?

The question really is "do the students have the required knowledge, skills and abilities (KSA) at the end of the hybrid class?" This is tested by exam at the end of the course. The SFT Fire Officer Certification courses are driven by the students obtaining the KSAs and proving their mastery by an evaluation process. If there are the same exit skill requirements then there should be no need to differentiate between classes.

Evaluation

What is the evaluation process for the course, instructor and overall learning experience?

During the beta test there is an evaluation filled out by each student. The instructor also evaluates the course and effectiveness of the learning domains taught online.

Will students be asked for their evaluation/input of the online methodology?

Yes

What evaluation process will measure and compare the success/failure of students compared to standard delivery methods?

Presently the evaluation is of the course the applicability of online instruction for the allowed learning domains. What we do know is that online instruction is not for everyone. Students inexperienced with online courses do not realize the difficulty of the course and understand they must be self-disciplined enough to complete projects ontime.

Dave/ Rodney and STEAC workgroup members: In an effort to reduce the number of inquiries from the fire community and to ensure consistency in our response, STEAC requested the development of FAQs for the SFT online hybrid courses. I am requesting the workgroup to brain storm the questions below and submit your answers to Rodney. Dave submitted a letter to me on 5/26 answering many of these questions but they continue to come in from Chiefs, TO's, Fire Tech. Directors, students and staff.

The purpose of the FAQs is to educate the fire service and community colleges of our project as approved by STEAC, and describe how the courses will be evaluated as a viable alternative to current delivery methods. After review by STEAC, SFT will post the agreed upon FAQs and responses to the SFT web site and I recommend CFTDA post to their website as well.

Please keep in mind the level of familiarity with the delivery of online training and education in the fire service varies, and we need to avoid assumptions. The feedback I am receiving is of caution and concern. Caution we are moving to fast without all of the answers and concern for security, opportunity for cheating and inconsistent learning outcomes due to varying methodologies of instruction.

Please feel free to add any questions you think need to be answered. Some of the questions I have received I have categorized as follows:

Course Management/Development

- What is the platform? Will the course be converted to other platforms?
- Who/what will be the central repository of the developed courses.
- Who determines the locations of the mandatory class sessions?
- Who monitors/validates their attendance?
- How can you ensure the person taking the class is really the person who shows up for the classroom sessions?
- How many students will be able to attend online?

Instructors

- Can other instructors have the course syllabus and related materials to teach a course in their area?
- How are instructors trained to deliver SFT courses in this format?
- Will SFT develop and make available a Train the Trainer for instructors?

Students

- How are the students able to interact with other students/instructor?
- How will they complete assignments?
- Do they use the same materials? How are they graded?

Beta test

- Because this is a beta test, will the students receive credit from Allan Hancock? Will SFT recognize these courses as meeting the requirements for the Fire Officer Certification?
- How will SFT be able to distinguish between online delivery Beta test and classroom delivery at another host agency?

Evaluation

- What is the evaluation process for the course, instructor and overall learning experience?

- Will students be asked for their evaluation/input of the online methodology?
- What evaluation process will measure and compare the success/failure of students compared to standard delivery methods?

Thanks for your assistance. This will go a long way toward communicating exactly what we are doing with our Beta Test.

Mike Richwine
Chief of State Fire Training