

Syllabus for Instructor I



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Office Hours: By appointment

Course Format: Online

Meeting Times/Location: See Schedule

Semester Start Date: **TBD**

Semester End Date: **TBD**

Catalog Description

Prerequisite: None

Fire and Emergency Services Instructor I: A fire and emergency services instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Contact Hours

- Lesson/Demonstration: 40
- Lab/Presentations: 16

Student Learning Objectives

Goals -- This course should:

- Give you the skills and knowledge to effectively instruct students in both hands-on and classroom environments.
- Assist you in developing your personal instructional style.
- Provide experience and feedback teaching to a group of learners.

Objectives --By the end of this course you will:

- Have a firm understanding of the concepts and abilities required to be an effective instructor.
- Be able to run your own trainings in an effective way utilizing sound and proven learning methodologies.

- Have exposure to the knowledge and skills necessary to pass your Emergency Services Instructor Level I certification exam.

End Competencies Expected (NFPA 1041 Standards)

The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.

4.2 Program Management.

4.2.1 Definition of Duty.

The management of basic resources, records, and reports essential to the instructional process.

4.2.2

Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

4.2.2(A) Requisite Knowledge.

Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

4.2.2(B) Requisite Skills.

None required.

4.2.3

Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

4.2.3(A) Requisite Knowledge.

Resource management, sources of instructional resources and equipment.

4.2.3(B) Requisite Skills.

Oral and written communication, forms completion.

4.2.4 *

Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.

4.2.4(A) Requisite Knowledge.

AHJ scheduling procedures and resource management.

4.2.4(B) Requisite Skills.

Training schedule completion.

4.2.5

Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.

4.2.5(A) Requisite Knowledge.

Types of records and reports required, and policies and procedures for processing records and reports.

4.2.5(B) Requisite Skills.

Report writing and record completion.

4.3 Instructional Development.

4.3.1 *Definition of Duty.

The review and adaptation of prepared instructional materials.

4.3.2 *

Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

4.3.2(A) Requisite Knowledge.

Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

4.3.2(B) Requisite Skills.

Analysis of resources, facilities, and materials.

4.3.3 *

Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

4.3.3(A) *Requisite Knowledge.

Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

4.3.3(B) Requisite Skills.

Instructor preparation and organization techniques.

4.4 Instructional Delivery.

4.4.1 Definition of Duty.

The delivery of instructional sessions utilizing prepared course materials.

4.4.2

Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.

4.4.2(A) Requisite Knowledge.

Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

4.4.2(B) Requisite Skills.

Use of instructional media and teaching aids.

4.4.3

Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the

method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

4.4.3(A) *Requisite Knowledge.

The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

4.4.3(B) Requisite Skills.

Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.

4.4.4 *

Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

4.4.4(A) *Requisite Knowledge.

Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

4.4.4(B) Requisite Skills.

Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

4.4.5

Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

4.4.5(A) Requisite Knowledge.

Instructional technology tools, demonstration devices, and selection criteria.

4.4.5(B) Requisite Skills.

Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.

4.5 Evaluation and Testing.

4.5.1 *Definition of Duty.

The administration and grading of student evaluation instruments.

4.5.2

Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

4.5.2(A) Requisite Knowledge.

Test administration, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

4.5.2(B) Requisite Skills.

Use of skills checklists and assessment techniques.

4.5.3

Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

4.5.3(A) Requisite Knowledge.

Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

4.5.3(B) Requisite Skills.

None required.

4.5.4

Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

4.5.4(A) Requisite Knowledge.

Reporting procedures and the interpretation of test results.

4.5.4(B) Requisite Skills.

Communication skills and basic coaching.

4.5.5 *

Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

4.5.5(A) Requisite Knowledge.

Reporting procedures and the interpretation of test results.

4.5.5(B) Requisite Skills.

Communication skills and basic coaching.

Major Concepts

- Chapter I Introduction and Orientation
 - A. Course intent and objective
 - B. Instructor certification requirements
 - C. Terminology
 - D. Course outline

- Chapter II Instructor's role and responsibilities
 - A. Role in the organization
 - B. Instructor's responsibility
 - C. Characteristics of an effective instructor
 - D. Qualities to emphasize while instructing
 - E. Laws and polices affecting training programs

- Chapter III Oral communications
 - A. Communications
 - B. Speaker/listener relationships
 - C. Communication models
 - D. Speaking techniques

- Chapter IV Instructional delivery
 - A. Definition of learning
 - B. Learning domains
 - C. Maslow's hierarchy of needs
 - D. Types of learners

- Chapter V Instructional media and technology
 - A. Training media
 - B. Types of media
 - C. Use of instructional media
 - D. Training media equipment

- E. Computers and networking
- Chapter VI Instructional planning
 - A. Learning climate
 - B. Planning process
 - C. Physical setting
 - D. Class policies and safety
 - E. Record keeping and reporting
- Chapter VII Instructional development
 - A. Definition
 - B. Characteristics of a lesson plan
 - C. Components of a lesson plan
 - D. Performance objectives
 - E. Adapting lesson plans
- Chapter VIII Instructional methods and techniques
 - A. Definition
 - B. Instructional delivery
 - C. Discussion formats
 - D. Alternative instructional methods

Course Required Materials

Reeder, F., Joos, A. Fire and Emergency Services Instructors: Principles and Practice (Third edition). Burlington: Jones & Bartlett Learning. ISBN# (9781284172331).

Technology Requirements

Compatible Internet Browser (latest up-to-date version)

- Mozilla Firefox
- Google Chrome

Device Compatibility

This course will work with any device that has the above listed browser installed.

Campus Tech Support Website

<https://greatbrookacademy.com/home/help-desk/>

Course Expectations and Learning Activities

Discussions

Discussions are important as they foster learner-to-learner interaction, which is required for a course to be considered a distance learning course instead of a correspondence course. Through thoughtful and respectful discussion, students can enjoy a sense of community in the course with their cohorts, and it enables interactions with each other to collaborate and share ideas about the topics being learned.

Assignments/Projects

Assignments and projects are completed on a student's own time while referencing course materials and is important for measuring learning. Students should be able to synthesize their readings, lectures, and other course content, and create a product that demonstrates their level of mastery with the material.

Readings/Lectures

Student-Content interaction is important for online courses so students are able to understand information and actively learn on their own. This is the source of the information they might be talking about in their discussions, utilizing in assignments, and being measured on in assessments.

Quizzes/Tests/Assessments

Assessing work is important to understand the progress a student is making and if they are learning the material. Quizzes/Tests/Assessments measure student learning and can inform future teaching. Quizzes/Tests/Assessments can also be used as formative assessments (i.e. self-checks).

Presentations

Using the knowledge gained in the course, the student will demonstrate comprehension by applying the information and concepts learned in a practical skills evaluation in the form of various presentations. This will aid in the synthesis of course material and confidence in instructional ability.

Participation Expectations

Participation in an online course is vital to ensure a comprehensive understanding and application of the lesson content. Through interactions with a student's instructor and peers, a student is able to give and receive information that brings their overall grasp of the material to a higher level.

Quizzes/Tests/Assessments will have a clear due date that will close at their appointed time. Only with instructor approval of extenuating circumstances will these assessments be reopened. Due to the nature of this course and its progression, a failure to complete the online course project by the posted due date may result in an incomplete grade for the course.

The instructor will respond to student assignments no more than 72 hours after submission with an aim of responding within 24 hours during the course of a normal work week.

Evaluation and Grading Scale

Grading Weights:

Learning Activities	Percent of Grade
Cognitive Presentation	25%
Psychomotor Presentation	25%
Lessons & Quizzes	25%
Final	25%
TOTAL	100%

Grading Scale:

Pass	80 or higher
Fail	79 or lower

Course Schedule

Topics/Activities	Dates	Due Date	Text Ch.	Method
Complete All Orientation Tasks	Week 1	End of Week 1	-	Online Orientation section
Class Welcome & Presentation #1 (Impromptu)	Week 2	Week 2 Saturday - 0900	-	Online Conference link in Week 2 & 3 section.
Lecture - Today's Fire & Emergency Services Instructor & The Learning Process	Week 2 & 3	End of Week 3	Ch 1, 2	Online Lessons in Week 2 & 3 section.
Activities - Chapter 1 & 2 Assignments	Week 2 & 3	End of Week 3		Online Activities in Week 2 & 3 section.
Quizzes - Chapter 1 & 2	Week 2 & 3	End of Week 3		Online Quizzes in Week 2 & 3 section.
Lecture - Methods of Instruction	Week 4	End of Week 4	Ch 3	Online Lessons in Week 4 section.
Activities - Chapter 3 Assignment	Week 4	End of Week 4		Online Activities in Week 4 section.
Quizzes - Chapter 3	Week 4	End of Week 4		Online Quizzes in Week 4 section.
Presentation #2 - ("How to")	Week 4	Saturday - 0900		Online Conference link in Week 4 section.
Lecture - Communication Skills & Using Lesson Plans	Week 5 & 6	End of Week 6	Ch 4, 5	Online Lessons in Week 5 & 6 section.
Activities - Chapter 4 & 5 Assignment	Week 5 & 6	End of Week 6		Online Activities in Week 5 & 6 section.

Quizzes - Chapter 4 & 5	Week 5 & 6	End of Week 6		Online Quizzes in Week 5 & 6 section.
Presentation #3 - (Illustrative Lecture)	Week 5 & 6	Week 6 Saturday - 0900		Online Conference link in Week 6 section.
Lecture - Technology in Training & Training Safety	Week 7	End of Week 7	Ch 6,7	Online Lessons in Week 7 section.
Activities - Chapter 6 & 7 Assignment	Week 7	End of Week 7		Online Activities in Week 7 section.
Quizzes - Chapter 6 & 7	Week 7	End of Week 7		Online Quizzes in Week 7 section.
Lecture - Evaluating the Learning Process	Week 8	End of Week 8	Ch 8	Online Lessons in Week 8 section.
Activities - Chapter 8	Week 8	End of Week 8		Online Activities in Week 8 section.
Quizzes - Chapter 8	Week 8	End of Week 8		Online Quizzes in Week 8 section.
Written Final	Week 8	Exact Date TBD		Physical Class - 340 Commerce Way, Pembroke, NH
Presentation #4 - (Demonstrative)	Week 8	Day of Written Final		Physical Class - 340 Commerce Way, Pembroke, NH

Course Policies

Late Work/Make-up Policy

Quizzes/Tests/Assessments are due by the date posted within their respective modules. They may be reopened with instructor approval of an extenuating circumstance only. **Presentations have firm due dates that WILL NOT be modified by the instructor.** All assigned work must be submitted in order to pass this course.

The penalties for late submissions to this course are severe and you should aim to complete your work well ahead of the stated deadlines.

Online Attendance Policy

Students are expected to review all course content and this may be audited by the instructor at any time through analysis of student activity logs, reports or status of activity completion. Moodle automatically documents and records all actions taken by students in the online program.

Class Conduct and Netiquette

You are responsible for helping foster a positive classroom environment and appropriate netiquette as outlined in the "Course Policies" document.

Course dismissal

Any student who falls behind in the on-line work or does not attend all of the live streaming sessions and does not work with Great Brook Academy within two weeks of missing the session to develop a make-up plan, will be dismissed from the program. Any student who does not pass the final written or practical examination process after two attempts will be dismissed from the program.



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Any student who violates any of the rules, regulations, or expectations of a student with Great Brook Academy during on-line sessions or lab sessions will be dismissed from the program. Any violation of the student behavior agreement may result in dismissal from the program. There will be no reimbursement of tuition to students who are dismissed from the program.

Questions or concerns

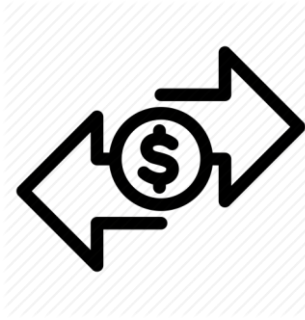
Students should direct all questions to their lead instructor who is listed on the main course page. Otherwise, additional questions can be directed to Tammy Fortier, Office of Academic Affairs at adviser@thegebco.com.

Learning disabilities accommodations

If you are interested in information about our learning disabilities accommodations you can contact the Office of Academic Affairs at adviser@thegebco.com. Accommodations are typically limited to extra time when taking written exams, a quiet place to take exams, and special colored paper to have exams printed on.

Student Financial Responsibility Agreement

Great Brook Academy must secure full payment for programs student seating can be held of confirmed. Great Brook Academy right to work out an agreement on payment plans, but only done case basis and the student must show sufficient hardship as to plan is the only option and full payment cannot be made prior to



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The Student Financial Responsibility Agreement describes the obligation a student accepts when enrolling in classes at Great Brook Academy (GBA).

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1. I accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of my registration and/or receipt of services. I understand my student account constitutes a financial obligation between me and GBA.
2. I understand and agree that if I drop or withdraw from some or all of the classes for which I register, I will be responsible for paying all of the tuition and fees in accordance with the published add/drop and withdrawal schedule. I further understand that my failure to attend class does not absolve me of my financial responsibility as described above.
3. I understand that I am responsible for viewing and paying my student account and invoice by the scheduled due date. I further understand that failure to review my invoice does not constitute a valid reason for not paying my bill on time.
4. I understand GBA may withhold registration, transcripts and certificates; assess late payment fees; charge interest on unpaid balances; submit unpaid debt to a collection agency; and take other steps to collect the money I owe. I agree to pay all delinquency fees, including any costs of collection, which may be based on a percentage up to 50% of the debt, and all other costs and expenses including reasonable attorney fees.
5. I authorize GBA and their respective agents and contractors to contact me regarding my tuition and fees, including the repayment of my tuition and fees, at the current or any future cellular phone number(s), email address(es) or wireless device. I understand and agree that I am responsible for keeping GBA records up to date with my current physical addresses, email addresses, and phone numbers for purposes of continued communication regarding any amounts that remain due and owing to GBA.
6. I understand if my overdue account is placed in collection, GBA reserves the right to report both positive and negative payment histories to credit-reporting agencies and may obtain a credit report on me at any time in the future to review my account.
7. This agreement shall be interpreted in accordance with and pursuant to the laws of the state of New Hampshire.
8. There is a non-refundable \$250.00 deposit that must be made prior to the start the course and outside the scope of any payment plan.

9. Students who must cancel a program are entitled to a refund of course tuition excluding the non-refundable amount if they notify Great Brook Academy no less than two weeks prior to the start of the program.
10. Should students contact Great Brook Academy less than 2 weeks but prior to the start of the program they will be entitled to a course refund excluding the \$250.00 and a \$100.00 processing and administrative fee.
11. Any student who cancels any time during or after the first day of class shall NOT be entitled to a course refund of any amount.