I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog  

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCI 369</td>
<td>Training Instructor 1C</td>
<td>2 Units</td>
<td>This is the third of a three-course series. Topics include methods and techniques for developing lesson plans, ancillary components, and tests in accordance with the latest concepts in career education. Field trips are not required. Course is not applicable to the associate degree.</td>
</tr>
</tbody>
</table>

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Orientation and Administration
      i. Calendar of Events
      ii. Student Tracking sheet

   b. Methodology
      i. Reasons for lesson plan development
      ii. Sources of reference and materials
      iii. Determining levels of instruction
      iv. Employing the four step method of instruction

   c. Instructional preparation and delivery
      i. Elements of a course outline
      ii. Components of cognitive and psychomotor lesson plans
      iii. Developing student behavioral objectives
      iv. Developing a cognitive lesson plan
      v. Developing a psychomotor lesson plan
      vi. Developing and employing ancillary components
      vii. Selecting and employing audiovisual training aids
viii. Transition techniques within and between training aid devices
ix. Developing audiovisual training aids
x. Procedures used for Evaluating Student teaching demo

d. Testing
i. Purpose, selection criteria, and elements of testing instruments
ii. Creating oral, written, and performance tests
iii. Methods of administering and grading tests instruments

2. **Required Lab Content:**

a. Develop cognitive lesson plan for Students with Special Needs
   i. Training Aids
   ii. Power points demonstration

b. Developing a psychomotor lesson plan for Students with Special needs
   i. Assignment sheets
   ii. Information sheets
   iii. Skills sheets
   iv. Study sheets
   v. Worksheet or activity sheets

c. Procedures used for evaluating student instructor teaching demonstrations
   i. ACID BASE
   ii. Using evaluation forms
      a. Reasons
         a. Reduce subjectivity
         b. Help to ensure consistency
      b. Should include objective evaluation
         a. Classroom management
         b. Proper instructional method for topic
      c. Clear communication of learning objectives
d. Presentation techniques
   a. Verbal communications

d. Creating Testing Instruments, Formative, Summative
   i. Oral, Written, and Performance tests
   ii. Creating an Oral test
   iii. Creating a Multiple-choice written test
   iv. Creating a True-False Written test

e. Methods of administering and grading test instruments.

3. **Recommended Content:**

a. Teaching English Learners and Students with special needs
   i. LEP, Secondary school student, adult or out-of-school youth
   ii. Limited ability to speak, read, write or understand English
   iii. Literacy levels of LEP students

b. Special Designed Academic Instruction in English (SDAIE)
   i. Four major components of SDAIE
      a. Hands-on activities
      b. Visual clues
      c. Cooperative learning
      d. Guarded vocabulary

c. Cleaning and Field Level Maintenance for Audiovisual Training Aid Devices
   i. General care guidelines
   ii. Storage
   iii. Performing basic maintenance

B. **ENROLLMENT RESTRICTIONS**
1. **Prerequisites**

Satisfactory completion of FSCI 353.

2. **Health and Safety Skills/Restrictions**

   *Before entering the course, the student must demonstrate the following skill or condition:*

   a. State Fire Training, Training Instructor 1A
   
   b. State Fire Training, Training Instructor 1B

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>25.20</td>
<td>1.40</td>
</tr>
<tr>
<td>Lab</td>
<td>16.20</td>
<td>0.30</td>
</tr>
<tr>
<td>Disc</td>
<td>5.40</td>
<td>0.30</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lecture
   2. Demonstration of cognitive lesson delivery
   3. Illustrated lecture using power point presentations and multi-media aids
   4. Guided discussions leading toward subject area goals

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      *Time spent on coursework in addition to hours of instruction (lecture hours)*

      a. Daily reading materials
      
      b. Preparation for exams
      
      c. Per term, Preparation of one cognitive and one psychomotor student-developed lesson plan, using three forms of multimedia

   2. **EVIDENCE OF CRITICAL THINKING**

      *Assignments require the appropriate level of critical thinking*

      a. Break up into small groups.
      
         i. Select criteria for evaluation of Student Demonstration
      
         ii. Creating oral, written, and performance tests.

      b. Develop methods of administrating and grading Test instruments

      c. Students with Special needs
i. Assistive Technology
ii. Academic accommodations
iii. Teaching LEP

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Write and deliver cognitive and psychomotor training lessons using appropriate multi-media. Successful students can apply for California State Fire Training Systems "Training Instructor I", this enables participants the ability to teach California Fire Service Training and Educational System Level I classes.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Develop cognitive and psychomotor lesson plans and tests in accordance with the latest concepts in career education.
   b. Develop cognitive and psychomotor lesson plans and related supplemental materials.
   d. Develop, receive feedback, and finalize instructional materials to deliver a teaching demonstration.

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Analyze the four step method of instruction.
   b. Determine the level of instruction needed for psychomotor and cognitive lesson plan.
   c. Demonstrate building cognitive lesson plan including and developing a power point presentation.
   d. Demonstrate building psychomotor lesson plan including and developing a power point presentation and multi media aids.
   e. Determine the level of instruction needed for psychomotor and cognitive lesson plan.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **FORMATIVE ASSESSMENT**
1. Cognitive lesson plan development
2. Cognitive lesson plan demonstration
3. Psychomotor lesson plan development
4. Psychomotor lesson plan demonstration
5. Evaluation of student-Created Oral Test
6. Evaluation of student-prepared Multiple-Choice Test
7. Written Quiz #1
8. Written Quiz #2

B. **SUMMATIVE ASSESSMENT**
1. Final Written Test