Course Description

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century:

- Persuasion and influence
- Accountable budgeting
- Anticipation of challenges
- The need for change, and using specific management tools for analyzing and solving problems

Course Textbook


In addition to the textbook, the following resources are also required reading for the course:

FESHE National Professional Development Model and Matrix.

International Fire Service Accreditation Congress https://ifsac.org/


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Assess the importance of positively influencing community leaders by demonstrating effective leadership.
2. Analyze the concept of change and the need to be aware of future trends in fire management.
3. Outline the priorities of a budget planning document while anticipating the diverse needs of a community.
4. Develop a clear understanding of the national assessment models and their respective approaches to certification.
5. Define and discuss the elements of effective departmental organization.
6. Analyze the value of a community-related approach to risk reduction.
7. Classify what training and skills are needed to establish departmental organization.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.
Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Units II, III, VI, and VIII have links provided for additional readings outside of the textbook. Suggested Readings are provided to aid students in their course of study. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. Unit Assessments: This course contains four Unit Assessments, one to be completed at the end of Units II-V. Assessments are composed of multiple-choice questions and written response questions.
5. Unit Assignments: Students are required to submit for grading Unit Assignments in Units I, II, III, VI, and VII. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with assignment instructions to provide you with a guideline your professor will use to assess your assignment. Grading rubrics are included with the Unit I, II, III, VI, and VII Assignments. Specific information about accessing these rubrics is provided below.
6. Final Project: Students are required to submit for grading a Final Project in Unit VIII. Specific information and instructions regarding this assignment are provided below. A grading rubric is included with the Unit VIII Final Project. Specific information about accessing this rubric is provided below.
7. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. Student Break Room: This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Scholarly Activity

The University City Fire/Rescue Department is writing a new handbook specifically for chief fire officers. You have been assigned to complete the section of the handbook that addresses fire department organization and structure.

Your assignment must:
- Contain a title page.
- Contain an introduction paragraph to introduce organization and structure.
- Explain structure, process, behavior, vision, mission, goals, and objectives.
- Explain department culture.
- Explain the purpose of credentialing.
- Describe how the implementation of Incident Action Plans and the Incident Management System contributes to effective fire department organization.
- Describe the University City Fire/Rescue Department’s role in emergency management.
- Include an overview of the strategic planning process.
Include an organizational structure chart for the University City, IA, Fire/Rescue Department. Click here to access a PDF of the University City Fire/Rescue Information document.

Identify which of the 16 life safety initiatives are applicable to leadership and organization and the fire Department’s role in emergency management.

This assignment should be at least four full pages (not including cover page, the organization chart, and identification of life safety initiatives).

- You are expected to use information you learned from this course.
- You are also encouraged to supplement your personal experience.
- Your assignment must be written using the APA format, including citations and references.
- The assignment must be written on double-spaced lines.
- Include the list of life safety initiatives and the organizational chart at the end of your project.

Related NFPA Standard: 1021-6.4.6

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Scholarly Activity

Establish education and training goals for a specific bureau/division within your department or a bureau within the University City Fire/Rescue Department. Click here to access a PDF of the University City Fire/Rescue Information document. Your completed project must list each position within the bureau, responsibilities of each position, training goals for each position, and higher education goals for each position. Also identify life safety initiatives applicable to this assignment.

You must name your attachment- FIR 4303, Unit II Special Project.

NFPA Standard – 1021-6.2.7

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III PowerPoint Presentation

In order to implement nontraditional services for community risk reduction, you have been asked to deliver a 30 minute presentation to the University City Concerned Parents Group. There will be approximately 50 members in attendance.

Research and select an article or publication related to one of the following:
- Bicycle safety
- Honey Bees
- Carbon Monoxide
- Dog bites
- Terrorism awareness
- Use of seat belts
- Ingested poisonings
- Childhood drowning
- Boating safety
- Fireworks safety

Complete a PowerPoint presentation to be presented. Click here for a PowerPoint tutorial if you need guidance in creating effective PowerPoint presentations.

Your presentation must:
- Contain appropriate content/photos/data for the audience.
- Have at least 10 slides (not counting the title slide and reference slide).
- Have a title slide.
- Include an introduction.
- Explain how this program provides for increased safety, injury prevention, and convenient public services for your community or the University City, IA, community.
• Identify which of the 16 life safety initiatives are applicable to the subject.
• Include a reference slide at the end.

Although not mandatory, your presentation can include photographs to help appeal to your audience.

NFPA Standard: 1021-6.3.1

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Scholarly Activity

Article for Publication

You have been asked to write an article to be published in the monthly web-based newsletter sponsored by your State Fire Chiefs Association. The title of your article will be Legal Issues within the Fire Service: Chief Fire Officers must embrace change and prepare for future trends. You have the option of selecting another title.

At a minimum, your information must include:
• Title of the article
• Your name
• An introduction paragraph
• Communicating in an electronic world
• The need for continued research
• Training, education, and maintaining proficiencies
• Short-term and long-term objectives for human resource plans
• Recent legal cases (since 2006)
• The chief fire officer’s role in code enforcement and public education
• A summary paragraph

Although photographs or graphics are not required, you are encouraged to be creative and include them in your article.

Also identify which of the 16 life safety initiatives are applicable to this assignment (on an additional page).

Your completed article must contain at least two full pages of content (single spaced lines). This required length does not include the applicable life safety initiatives. If photographs or graphics are included, it is understood the article will exceed two pages.

• You are expected to use information you learned from this course
• You are also encouraged to supplement your personal experience.
• Your article must include citations and references.

Related NFPA Standard: 1021-6.2.1, 6.2.4, 6.2.7, & 6.4.6.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Scholarly Activity

Select one of the following in relation to code enforcement, public administration, or communication:

• A nation-wide trend that has created/may create an administration problem within your department.
• A nation-wide trend that has created/may create a problem within your department.
• A nation-wide trend that has created/may create a problem related to fire suppression within your department.
• A nation-wide trend that has created/may create a challenge for maintaining effective fire prevention within your department.
• A nation-wide trend that has created/may create obstacles to achieving training/education goals and objectives within your department.
• A nation-wide trend in the business world that has created/may create a challenge for the fire service in general.
Discuss the use of communication technology, networks, and the internet as resources in solving the problem or conquering the challenge.

Also identify which of the 16 life safety initiatives are applicable to this assignment.

This assignment should include a cover page and have minimum of 2.5 pages (not including the cover page and identification of life safety initiatives). Content lines should be double spaced.

- You are expected to use information you learned from this course
- You are also encouraged to supplement your personal experience.
- Your assignment must be written using the APA format, including citations and references.

Related NFPA Standards: 1021-6.2.2, 6.2.3, 6.2.4, 6.2.7, 6.3.1, 6.4.3, 6.4.4, 6.4.6, 6.5.1, 6.5.2, 6.6.1, 6.6.3, and 6.8.1

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Final Project

Within your state, a few fire chiefs (career and volunteer) have begun to question the value of PROBOARD and IFSAC. However, there are some fire chiefs who have expressed that the services provided by both organizations yield great benefits to all fire departments.

You have been asked to deliver a 50 minute presentation at your state’s fire chief association conference. The title of your presentation is “Understanding IFSAC and PROBOARD and their value to the fire service”.

See the link for guidelines for creating PowerPoint presentations. Your presentation must:

- Have 15-20 slides (not counting the title slide).
- Have a title slide.
- Include an introduction.
- Address both organization’s approach to certification and issuing of certificates.
- Explain both organization’s concept of accreditation.
- Identify your state fire training agency’s accredited courses and levels (if any).
- Identify at least five state agencies and their accredited PROBOARD courses and levels.
- Identify at least five state agencies and their accredited IFSAC courses and levels.
- Identify at least two non-state agencies and their accredited PROBOARD courses and levels.
- Identify at least two non-state agencies and their accredited IFSAC courses and levels.
- Explain the return on investment for organization which affiliate with PROBOARD and IFSAC.
- Explain how career and volunteer fire department will likely be impacted by their state fire training agency’s affiliation with PROBOARD and IFSAC.

Also, identify which of the 16 life safety initiatives are applicable to this assignment. Although not required, you may enhance your presentation by including photographs and other graphics.

Related NFPA Standard: 1021-6.2.7

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.
**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Journal, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Journal rubric can be found within Unit I’s Journal submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Journals, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.
Grading

Unit Assessments (4 @ 9%) = 36%
Scholarly Activities (4 @ 9%) = 36%
Unit III PowerPoint Presentation = 8%
Final Project = 20%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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### Unit I  Effective Department Organization

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>- Chapter 1:</td>
<td>Leadership</td>
</tr>
<tr>
<td>- Chapter 9:</td>
<td>Emergency Management, pp. 188-198</td>
</tr>
<tr>
<td>- Suggested Reading:</td>
<td>See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>Scholarly Activity</td>
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</tbody>
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### Unit II  Training, Education, and Professional Development

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<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3:</td>
<td>Personal and Professional Development</td>
</tr>
<tr>
<td>- Chapter 9:</td>
<td>Emergency Management, pp. 199-205</td>
</tr>
<tr>
<td>- Additional Reading Assignment(s):</td>
<td>See Study Guide</td>
</tr>
<tr>
<td>- Suggested Reading:</td>
<td>See Study Guide</td>
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<tr>
<td>Submit:</td>
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### Unit III  Community Risk Reduction

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<th>Review:</th>
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<tbody>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>- Chapter 4:</td>
<td>Working in the Community</td>
</tr>
<tr>
<td>- Suggested Reading:</td>
<td>See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>Assessment, PowerPoint Presentation</td>
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</tbody>
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Notes/Goals:
## Unit IV  
**Budgeting and Financial Issues**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 11: Budgeting and Finance Issues
- [ ] **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Assessment

**Notes/Goals:**

## Unit V  
**Positively Influencing Community Leaders**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 5: Intergovernmental Relations
- [ ] Chapter 8: Strategic Planning

**Submit:**
- [ ] Assessment

**Notes/Goals:**

## Unit VI  
**The Chief Officer’s Role in Change and Future Trends**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 6: Human Resources
- [ ] Chapter 7: Legal Issues
- [ ] **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Scholarly Activity

**Notes/Goals:**

## Unit VII  
**Using Technology to Solve Problems and Manage Trends**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 2: Communications
- [ ] Chapter 10: Code Enforcement and Public Education

**Submit:**
- [ ] Scholarly Activity

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>National Assessment Models and Certification</th>
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<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>- <strong>Required Reading</strong>: See Study Guide</td>
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<tr>
<td></td>
<td>- <strong>Suggested Reading</strong>: See Study Guide</td>
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<tr>
<td>Submit:</td>
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