Course Description

Examines the factors that shape fire risk and the tools for fire prevention, including risk reduction, education, codes and standards, inspection and plans review, fire investigation, research, planning, various types of influences, and strategies.

Course Textbook


Course Learning Objectives

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

1. Describe aspects of risk reduction education and overall community risk reduction.
2. Explain the fundamental aspects of codes and standards, and the inspection and plan review process.
3. Describe the fire investigation process and discuss fire prevention research.
4. Discuss historical and social influences and describe the planning process.
5. Describe economic and governmental influences on fire prevention programs and activities.
6. Explain the effects of departmental influences on fire prevention programs and activities.
7. Discuss strategies for fire prevention.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

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

Course Structure

1. **Unit Learning Objectives:** Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the Unit I Study Guide to aid students in their course of study.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all Waldorf term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
6. **Unit Assessments:** This course contains five Unit Assessments, one to be completed at the end of Units I-IV and VII. Assessments are composed of multiple-choice questions and written response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units V, VI, and VIII. Specific information and instructions regarding these assignments are provided below.
Unit Assignments

Unit V Article Critique

Research and select an article or other publication (no more than five years old) directly related to one of the following subjects:

- Fire Inspections
- Plans Review
- Fire/Life Safety Education
- Code Enforcement/Development
- Fire Investigation

Complete a critique of the article. Your completed article critique must include a cover page and a separate paragraph for each of the following:

- An introduction and overview of the article.
- Why you selected the article.
- Describe how the master planning process can be used to make improvements with this subject.
- How the subject relates directly to one or more of the historical fires detailed in Chapter 8.

The completed assignment should be at least 1½ to 2 pages (not including cover page) and include the article link or reference. Use the APA format in writing course papers, therefore the APA rules for formatting; quoting, paraphrasing, citing, and listing of sources must be followed.

Unit VI “Project 1”

It is important that all fire department personnel understand the importance of social, cultural, and economical influences on fire prevention. Additionally, fire prevention personnel are often required to conduct training and deliver presentations.

Referencing the Unit VI Lesson Plan Template, prepare a lesson plan for a presentation on Understanding the Social, Cultural, and Economical Influences on Fire Prevention.

- The time frame is 50 minutes.
- Your audience is every member of your fire department (or a typical fire department).
- You must have at least five objectives (outcomes).
- The Unit 6 Lesson Plan Template may be accessed within Unit 6. The lesson plan template already contains the required areas that must be included in the lesson.
- Your project must be at least three pages (single spaced lines).

Unit VIII “Project 2”

Staff Assignment Project

You have just been appointed as Fire Marshal (Director) of the new Fire Prevention Bureau. Currently, the bureau has no other personnel. You are allowed to hire up to nine full-time members and three part-time members. Your total salary budget is $710,000.00, which includes your salary. This figure does not include benefits for any staff member.

The following positions must be implemented:

- Fire Marshal (already implemented)
- Senior Fire Investigator (1 position)
- Fire Investigator – I (1 position)
- Senior Fire/Life Safety Educator (1 position)
- Fire/Life Safety Educator – II (1 position)
- Fire/Life Safety Educator – I (2 positions)
- Fire/Life Safety Educator – I (2 positions – part-time)
- Senior Fire Inspector/Codes Compliance Officer (1 position)
- Fire Inspector/Codes Compliance Officer (1 position)
- Fire Inspector/Codes Compliance Officer (1 position – part-time)
- Administrative Assistant (1 position)

The Unit 8 Staff Assignment Chart may be accessed within Unit 8.

Your completed assignments must:

1. State each position.
2. List the salary (sum of total salaries must equal $710,000.00).
3. State responsibilities for each position.
4. State required training and/or education for each position.
5. Include a justification for required training/education for each position.
6. Include references in the reference area at the bottom.

Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

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) Discussion Board, (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 Discussion Board rubric can be found within Unit I’s Discussion Board 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 the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, 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

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Board (8 @ 2%)</td>
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<td>Assessments (5 @ 10.5%)</td>
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<td>Projects (2 @ 10.5%)</td>
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<td>Unit V Article Critique</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

**Unit I  Overview of Comprehensive Fire Prevention Efforts**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 1: Concepts of Fire Prevention
- Supplemental Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

**Unit II  Educational Programs and Code Enforcement**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 2: Risk- and Loss-Reduction Educational Programs
- Chapter 3: Concepts in Code Enforcement

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

**Unit III  Plans Review and Fire and Arson and Explosion Investigation**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 4: The Plan Review Process: Engineering Elements in Prevention
- Chapter 5: Fire, Arson, and Explosion Investigations

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
# Course Schedule

## Unit IV
### Fire Prevention Organization and Management

**Review:**
- Unit Study Guide

**Read:**
- Chapter 6: Research in Fire Prevention
- Chapter 7: Planning for Life Safety and Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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## Unit V
### Historical Influences of Fire Prevention

**Review:**
- Unit Study Guide

**Read:**
- Chapter 8: Historical Influences of Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Article Critique** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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## Unit VI
### Social, Cultural, and Economical Influences on Fire Prevention

**Review:**
- Unit Study Guide

**Read:**
- Chapter 9: Social and Cultural Influences on Fire Prevention
- Chapter 10: Economic Influences on Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Project 1** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
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<tr>
<th>Unit VII</th>
<th>Governmental Influence, Public Policy, and Evaluating Fire Prevention Programs</th>
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<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 11: Governmental and Departmental Influences on Fire Prevention</td>
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<td>- Chapter 12: Evaluating Fire Prevention Programs</td>
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<td>- Chapter 14: Public Policy Issues for Fire Prevention Programs</td>
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<th>Unit VIII</th>
<th>Organizing Fire Prevention Programs and Staff</th>
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<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 13: Organizing Fire Prevention Programs: Staffing, Training, and Funding Options for Prevention Programs</td>
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