

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: FES 4585

COURSE TITLE: Fire Prevention Organization and Management

PREREQUISITE(S): None

COREQUISITE(S): None

STUDENT ADVISING NOTES: Junior Level Status or Above

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 30

CATALOG COURSE DESCRIPTION:

This course 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, master planning, various types of influences, and strategies.

SUGGESTED TEXT(S): Fire Prevention Organization and Management Course Guide, National Fire Academy

IMPLEMENTATION DATE: Fall Term, 2006 (20071)

REVIEW OR MODIFICATION DATE: Spring Term, 2007 (20072)

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Concepts of Fire Prevention	3
A. State the role fire prevention plays within the fire department's mission	
B. Explain how fire prevention is a primary community-based strategy	
C. State ways fire prevention activities can affect the community	
D. Identify potential problems and solutions to fire prevention issues	
II. Risk Reduction Education	4
A. Differentiate between public education, public information, and public relations	
B. Describe the elements of a successful public education program; and	
C. Explain the link between arson prevention, public education, and the community's fire prevention efforts	
III. Codes and Standards	4
A. Point out the major historical occurrences in code development	
B. Contrast standards and codes	
C. Compare the code-writing processes used in the U.S. and abroad	
D. Differentiate among code interpretation, code revision, and code retroactivity; and explain how state and national codes interface	
IV. Inspection and Plan Review	4
A. Define risk reduction and fire prevention	
B. Using the definition of community risk reduction, compare your community's fire prevention and risk reduction programs with risk reduction principle	
C. Survey a fire department's current fire prevention system analyze a case study to identify the fire prevention system components and their application in community risk reduction	
V. Fire Investigation	3
A. Describe the rights, responsibilities, and legal limits of an investigator link cause-and-origin investigation to the community's fire prevention program	
VI. Research in Fire Prevention	3
A. Describe the types of fire prevention research being conducted	
B. Identify organizations conducting fire prevention research.	

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
VII. Historical Influences	3
A. Report on significant events that affected fire prevention in both positive and negative ways	
B. Identify individuals who have had a significant impact in fire prevention	
C. Identify publications that are important to fire prevention	
VIII. Master Planning	3
A. Highlight the history of master planning	
B. List the steps involved in master planning	
C. List the major advantages of master planning	
D. Identify the major obstacles to master planning	
IX. Social Influences	3
A. Identify U.S. cultural beliefs and traditions that influence fire prevention	
B. Draw a relationship between cultural beliefs and traditions in other countries and how they affect fire prevention.	
X. Economic Influences	4
A. Identify direct and indirect costs associated with fire	
B. Describe the level of cost of fire in deaths, injuries, and direct costs for the U.S.	
C. Discuss economic incentives that encourage fire prevention	
D. Identify factors that help explain the disparity between the high aggregate costs of fire for the nation, states, and communities, and lower perceptions of fire risks and costs	
E. Identify and describe policies and programs that affect the economic tradeoffs between fire prevention by lowering the costs of fire for individual citizens, businesses, and communities	
XI. Governmental Influences	4
A. Identify the major federal agencies that have some responsibility for fire prevention	
B. List the major U.S. Fire Administration (USFA) programs that support fire prevention	
C. Identify the major state agencies that have some responsibility for fire prevention	
D. Describe the broad parameters that allow the government to support fire prevention without infringing upon individual freedoms	
XII. Departmental Influences	3
A. State the benefits of having a mission statement;	
B. Offer reasons for and against fire prevention officers having law enforcement authority make an assessment of the importance attached to fire prevention in the community using current fire department data	
C. Explain the importance of strong fire prevention leadership in the fire department if it is to have a positive impact on risk reduction	

COURSE TOPICS

CONTACT HOURS
PER TOPIC

XIII. Strategies for Fire Prevention

4

- A. Identify the key components of the definition of public policy
- B. Identify six approaches to explaining public policy
- C. Apply six approaches to how a choice was made in fire prevention
- D. Identify and describe the processes of public-agenda setting
- E. Define and apply the three policy streams, problem, political, and policy, to a fire prevention effort
- F. Define a policy "window"
- G. Describe and apply forces creating a fire prevention policy "window."



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>		SEMESTER CREDIT HOURS: <u>3</u>
COURSE PREFIX AND NUMBER: <u>FES 4585</u>		
COURSE TITLE: <u>Fire Prevention Organization and Management</u>		
<i>Section 2</i>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input checked="" type="checkbox"/> Other <u>BAS Required Professional Course</u>		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		
<i>Section 3 (If applicable)</i>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	
<i>Section 4</i>		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy
<input checked="" type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	
<i>Section 5</i>		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
• 1	state the role fire prevention plays within the fire department's mission	exam
• 2	differentiate between public education, public information and public relations	exam
• 3	contrast codes and standards	exam
• 4	define risk reduction and fire prevention	exam
• 5	link cause-and-origin investigation to the community fire prevention program	exam
• 6	identify publications that are important to fire prevention	exam
• 7	list the steps involved in master planning	practical hands on project
• 8	discuss economic incentives that encourage fire prevention	exam
• 9	identify the major federal agencies that have some responsibility for fire prevention	exam
• 9	state the benefit of having a mission statement	exams
<i>Section 6</i>		
Name of Person Completing This Form: <u>Richard Nelson</u>		Date: <u>8-23-2005</u>