

Course Outline/Syllabus
Illinois IDEA HS

1. **College/Division:** College of Education and Human Services, Western Illinois University
2. **Course Title:** Fire Prevention, Organization and Management
3. **Course Number:** Law Enforcement and Justice Administration, (LEJA) 484
4. **Credit Hours:** 3
5. **Instructor's Name:** Chief Donald E. Bytner (Ret.), Instructor
6. **Catalog 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.
7. **Prerequisites:** LEJA 310 or permission of Director/Instructor. (contact your campus coordinator)
8. **Restrictions or suggestions:** You will be asked to explore interactive, media-rich websites using the Internet. Some may use multimedia components, such as audio tracks, video, etc. The multimedia features provide a richer experience for the viewer by using sound and movement to make content come alive. Your computer should have a sound and video card. Some of these sites require you to download special software programs called plug-ins. Plug-ins allow your web browser (Internet Explorer, Netscape Navigator, etc.) to view or play certain types of files. The plug-ins are free and download quickly. Your instructor will always have a note letting you know if and when you need to use these applications. If you do not have a required plug-in, such as Adobe Acrobat Reader or Macromedia Flash Shockwave Player, go to the Resources and Support folder to locate the Technical Requirements information. Follow the directions to download the plug-in(s) to your computer.
9. **Rationale:** In this course we will examine the roles and responsibilities of fire prevention professionals in managing fire prevention programs and risk reduction activities to ensure public safety. We will develop an understanding of the changing role of fire prevention professionals in researching and mitigating their community's fire problem and developing solutions to the problems of tomorrow.
10. **Intended audience:** Individuals interested in the areas of fire prevention, loss management, and code enforcement.
11. **Class size:** Maximum class size is 25 students, 7 openings will be reserved for Alliance students.

12. Expected Student Outcomes/Course Objectives:

At the end of this course, the student will be able to:

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

13. Required Texts:

Carter and Rausch. 2007. *Management in the Fire Service*, 3rd ed. Quincy, MA: National Fire Protection Association.

In addition to the texts, you will be reading a number of online resources and web-based research articles.

14. Topical/Subject Matter Outline/ Course Content:

- Concepts of Fire Prevention Methods
- Concepts of Code Enforcement
- Aspects of Fire Prevention Planning
- Influences on Fire Prevention
- Fire Prevention Policy-Making

15. Course Activities:

- Activities will consist of discussion topics and written assignments. Some areas will be from course reading and some from the student's own background and work environment.

Discuss: Codes and Standards

1. The processes for adopting and reinterpreting codes and/or appealing an interpretation can vary from jurisdiction to jurisdiction, and/or from state to state. What is the process in your jurisdiction or state?

2. Presume that you are working with a business owner in your community who is reopening a facility that has been closed for some time. Even though the building will be used for the same purpose, the codes have changed and the owner is required to meet current code. Describe how you might explain to the owner why the codes have been revised and why those codes must be met in order for the facility to reopen.

Respond

After posting your thoughts for Questions 1 and 2 above, follow up by responding to at least two of your colleagues. Your postings must always combine your original thinking and opinion with authoritative references. Cite your sources, check your spelling and grammar, and make sure that your postings are well written.

Written Individual Assignment: Fire Inspection

Write a short essay on the following topics from Module II. Your essay should be two to three double-spaced pages in length.

1. Develop a flowchart or other graphic which shows the building plan review process in your jurisdiction or region. From that graphic, identify the timeline and time limits that are part of the process. Describe any inspections that are required or otherwise occur for various types of buildings. Should changes be made in the overall process? If so, what kind? If not, why not?
2. Research the state laws relating to municipal immunity for your location. Under what circumstances could an inspector for your department be sued because of an inspection or the lack of one? What assistance would your governing body provide if an inspector or the department were sued?
3. Review the inspection priority system used by the state and/or your department's inspectors. List the priorities in order. Describe the frequency of inspections for each occupancy. Explain how the priorities and frequencies were determined.

While less in-depth than a research paper, your essay should have a formal introduction, a statement of purpose on the first page, a body, and a conclusion. **Be sure to credit all sources!** Plagiarism, to take another's writing as one's own, is not allowed. Visit Diana Hacker's Research and Documentation Online at <http://www.dianahacker.com/resdoc/> to find complete examples of how to cite sources.

Submit your document by browsing to locate your file and then clicking the "Submit" button below.

General Instructions for Written Assignments

Your written assignment is intended to test your understanding of important concepts and sharpen your intellectual skills of analysis, synthesis, evaluation, and application. The

intent of the written assignment is to provide an opportunity to more fully describe, explain, and analyze the books and other sources.

There are three main resources that will enable you to successfully complete written assignments:

1. [Writing Resource Center](#) - link here for access to writing resources developed by Empire State College and the Genesee Valley Center Writing Program.
2. Hamilton College's [Nesbitt-Johnston Writing Center](#) - link here for general writing advice.
3. Empire State College's [Writer's Complex](#) - link here for writing tips and assistance.

16. Evaluation:

There are five modules in this course. Each module has assignments where you will apply what you have learned and some online discussions so you can learn from one another. Final course evaluation will be based on the following percentage weight of each type of learning activity:

Participation in Course Discussion Areas (5 x 10 points)	50 points
Written Assignments (7 x 25)	175 points
Total	225 points

The numerical average of the grades will determine your final course grade:

202-225 = A; 180-201 = B; 157-179 = C; 135-156 = D; and 134 and under = F

Late submissions will have 10% deducted from the total per day they are late. All assignments and discussions must be submitted on or before midnight the last Sunday of the week the activity is due.

The following criteria will be used to evaluate your performance of written assignments:

Exceptional Achievement: The student produces convincingly argued evaluation or proposal; identifies a subject, describes it appropriately, and asserts a judgment of it; gives reasons and specific evidence to support the argument; engages the reader immediately, moves along logically and coherently; and provides closure; reflects awareness of reader's questions or alternative evaluations. Assignment demonstrates extensive mastery of facts, skills, and concepts, including concepts from different readings and authorities whose ideas are examined. Writing quality in terms of grammar, punctuation, usage, structure, etc., as well as reader engagement, is excellent. Evidence of originality, creative thinking. Evidence of mastery of course content -- including readings and other resources.

Commendable Achievement: The student produces well-argued evaluation; identifies, describes, and judges his/her subject; gives reasons and evidence to support the argument; is engaging, logical, attentive to the reader's concerns; is more conventional or predictable than the writer of an exceptional assignment. Evidence of mastery of course content.

Adequate Achievement: The student produces adequately argued evaluation; identifies and judges its subject; gives at least one moderately developed reason to support the argument; lacks the authority and polish of the writer of an exceptional or commendable assignment; produces writing that, although focused and coherent, may be uneven; usually describes the subject more than necessary and argues a judgment less than necessary. Less evidence of mastery of course content. Weak in terms of analysis and dealing conceptually and critically with ideas.

17. **Bibliography/References:**

Carter and Rausch. 2007. *Management in the Fire Service*, 3rd ed. Quincy, MA: National Fire Protection Association.

Fahy, Rita F., LeBlanc, Paul R., Molis, Joseph L. *Firefighter Fatalities in the United States*. 2006.

NFPA. *921: Guide for Fire and Explosive Investigations*. 2004.

US Department of Homeland Security. *Juvenile Fire Intervention Specialist Curriculum: Levels of Risk Behavior*. November 2006.

US Department of Homeland Security. *Juvenile Fire Intervention Specialist Curriculum: Parent and Youth Fire Safety Programs*, November 2006.

NFPA 13D, *Standard for the Installation of Sprinkler Systems in One- and Two-Family Dwellings and Manufactured Homes*, 2006.

National Fire Protection Association. Fire Analysis and Research Division. Public Education Document: *US Home Fires*. 2005.

Dye, Thomas R., *Understanding Public Policy*, 8th ed., © 1995. Reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Lester, James P., and Joseph Stewart. *Models and Public Policy Studies. Public Policy: An Evolutionary Approach*. St. Paul, MN: West Pub. Co., 1996.