

Course Syllabus

Course Description

Provides an overview of fire protection and emergency services, to include history, structure, organization, and function in both the public and private sectors. Fire department administration is examined with an emphasis on the fire science education, training, and requirements that can lead to increased professional development and career opportunities in fire protection and related fields. Explores current trends, laws, and regulations affecting the fire service. Highlights the basics of fire, fire strategy, tactics, and Life Safety Initiatives.

Course Textbook(s)

Loyd, J. B., & Richardson, J. D. (2020). *Fundamentals of fire and emergency services* (3rd ed.). Pearson.
<https://online.vitalsource.com/#/books/9780134989525>

Course Learning Outcomes

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

1. Summarize the history of the fire service.
2. Identify the basic components of fire.
3. Differentiate between fire service training and education.
4. Outline the major organizations that provide emergency response services.
5. Outline careers in fire protection and emergency services.
6. Discuss the organizational structure of emergency services.
7. Identify common physical resources in emergency services.
8. Explain how to effectively use management concepts in emergency situations.

Prerequisite(s)

No prerequisite courses are required for enrollment in this course.

Credits

Upon completion of this course, the students will earn 3.00 hours of college credit.

CSU Online Library

The [CSU Online Library](#) is available to support your courses and programs. You may be prompted to login with your CSU Account. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. The CSU Online Library can be accessed from the "My Library" button on the course menu 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, database help, and other services.

LibGuides

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click [here](#) for the LibGuide for this course.

Unit Assignments

Unit I Journal

In the introduction to the unit lesson, it is mentioned that firefighting has been territorial since the very beginning in Rome. Historically, firefighters do not like it when another engine company arrives first in their first due assignment area. Do you agree? Has this occurred in your organization? Was there any exchange of friendly banter? Why do you think this occurs?

Please do not use any outside material to support your rationalization or even disagreement of this concept. If you disagree with this statement, express why by supporting your disagreement with tangible thoughts.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit I PowerPoint Presentation

Visual Timeline Infographic

For this assignment, you will develop a PowerPoint presentation that depicts a visual timeline of the historical events of your fire department. The fire department should be one with which you are associated or your local department if you are not currently in the fire service. The historical descriptions should be brief with no more than 20 to 30 words per description.

Before you start designing your visual timeline infographic, it may help you to develop an outline that will guide you through the process. The outline will assist you with the amount and type of content that you will include in the timeline. Use your critical thinking skills to determine the events that warrant timestamps or distinction and will best illustrate and provide a visual history of your department.

For example, your timeline could span less or more than 100 years. It may include important milestones, such as the establishment of technical rescue, fire protection, fire investigation, and emergency medical services (EMS). Perhaps there were significant changes in jurisdiction, responsibility, or leadership that were pivotal.

If your department is relatively new, you will need to expand the timeline to show how fire and emergency services were provided in that area prior to the department's establishment.

As you develop your timeline and create the PowerPoint presentation, consider the following example [infographic Little Gasprilla Island Fire and Rescue \(LGIFR\) History Timeline](#). You may use this format or design your own presentation. Your timeline detail must include the following major components:

- dates,
- descriptions and significance of events, and

- supporting images.

The visual timeline infographic must span at least eight slides. Each slide must have audio narration of at least 60 seconds that expands upon the slide content.

The [tutorial Adding Audio to a PowerPoint](#) can assist you if you are new to using the narration feature. You must include a transcript of your narration in the Speaker Notes section of each slide.

Review the useful tip below.

- In some versions of PowerPoint, you can find Timelines under the New tab. In the Search tab for online templates and themes, type in the word *timeline* or download a timeline presentation by searching PowerPoint timelines on the internet.
- Using the same amount of text for each historical event will make it easier to create your timeline.
- The use of images or illustrations improves the appearance and separates the timeline infographic from an unappealing timeline that only contains plain text.
- Strive to use images or illustrations that draw attention and sustain interest. However, beware that using too many images or graphics can also take away from the objective of the timeline.

Your PowerPoint presentation must be a minimum of eight slides in length, not counting the title and reference slides. The audio narration for each of the content slides must be a minimum of 60 seconds per slide. Ensure your title slide contains the title of your presentation, your name, course number, professor, and date.

You must use a minimum of three sources to support your presentation, one of which may be your course eTextbook. All sources used must have properly formatted APA Style citations and references.

Prepare for Proctored Assessment – Proctor Approval Form

Now is a great time to start thinking of a proctor for your Proctored Assessment. CSU approves two flexible proctoring options: (1) a standard proctor, who is chosen by the student and approved by the university, or (2) Remote Proctor Now (RP Now), which is an on-demand, third-party testing service that proctors examinations for a small fee.

A standard proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified proctor, and the proctor must be preapproved by CSU. The [Proctor Information Request Form](#) can be found on the University Forms/Courses page in the myCSU Student Portal.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection that meets RP Now's bandwidth requirements, and appropriate system rights required to download and install software. During proctored assessment administration, RP Now will access the student's webcam and microphone to record the examination for academic integrity review. Please be advised that there is a \$19.00 fee for each proctored assessment or exam that is paid to RP Now if you choose to utilize them for proctoring services.

Students are encouraged to review the *RP Now Tutorial* video, along with the RP Now System Requirements. Please note that CSU currently utilizes RPNOW v4.x.

You are permitted 4 hours to complete the proctored assessment in the presence of your approved Proctor. The 4-hour time limit begins at the time the assessment is initially opened. Use of assessment materials includes only the course textbook, eTextbook, or permitted resources in an integrated learning resources course; a writing utensil; blank scratch paper; and a calculator, if needed. Online calculators or other software may only be utilized with the approval of the course professor or Office of Disability Services. Other materials are not permitted unless specified in the assessment instructions.

Please review the [Proctor Policy](#) located in the *University Catalog*. The *Student Handbook* contains specific guidelines regarding proctor requirements and Proctored Assessment expectations.

Unit II Journal

Reflect on the selection process in your fire department for entry-level firefighters. Do you believe it is challenging enough and requires enough specialized knowledge and skills and/or qualifications to hire the most qualified candidates? Explain your rationale, and suggest at least one way to improve the process from your perspective.

If you are not currently attached to a fire department, you will need to do basic research or interviewing to cultivate the information on which you can then base your opinion.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit II Project

Career Outline and Assessment

For this assignment, you will assess the career opportunities available to you within your fire department or a fire department in your locality. Additionally, you will critically assess your own skills by demonstrating knowledge of self, career goals, and academic and career opportunities.

To start, you will need to research your fire department's available career opportunities (all opportunities—not just vacancies). This may be accomplished through interviews, internet research, or human resources (HR) department resources. Keep in mind that some opportunities may not necessarily be available in your department, but there may still be available training, apprenticeship, or mentoring that can be steppingstones to other opportunities you may wish to pursue. You may choose a career goal that is not offered in your current department if you can still create a career plan to achieve it.

Once you have a solid understanding of the career opportunities available, you must then assess your own career goals and objectives. Create an outline of your overall short-term, intermediate, and long-term career goals. Make sure your goals are specific, measurable, achievable, relevant, and timely (SMART). The goals and objectives in your outline may include a specific position or certification, or they may be more personal, such as attaining a certain level of wellness, fitness, or education that will enhance your career.

As you review the career opportunities available to you either in or through the opportunities in your fire department, review your outline of personal goals and choose one specific career goal to be the focus of this project. This career goal could be set as high as you wish, but it is important that you establish a goal that is realistic and attainable with adequate preparation and hard work. It is recommended you either choose the next step in your career or your ultimate career goal as the focus of this project.

As a vital part of any career assessment, you should begin with objectively critiquing your personal strengths, weaknesses, skills, and abilities. Below is a list of questions and tasks to assist you in your career goal assessment.

- What are your strengths, weaknesses, skills, and abilities?
- What are short-term goals that will provide forward movement toward your desired career or long-term goal? For example, if your career goal is a promotion or degree, what can you accomplish soon to get you closer to ultimately achieving that goal?
- What resources and types of support does your fire department provide so that you can accomplish your career goal?
- Are there college degree programs, professional certifications, or specialized training that you already have or that are still needed to achieve your career goal?
- What additional support can your fire department provide so that you can accomplish your goal?
- Are there resources available to help with job shadowing, mentoring, and coaching?
- Are there training and development options that currently exist in your department or an educational institute that will guide you in your career goal? If so, will they be able to provide you with up-to-date knowledge pertinent to your goal? What resources are available?

After you have assessed your identified career goal and conducted your personal critique, you will write a reflection that consists of the elements listed below.

- Detail your findings of the career opportunities available in your department. Include a statement identifying one specific career goal you have chosen as the focus of this project.
- Include a critical self-assessment of how you can achieve this one specific career goal. This should include your current readiness (i.e., current education, past training, or experiences) as well as your intended path and the steps and resources needed to achieve the goal. This can be accomplished by answering the questions listed above.
- Provide a summary stating what you perceive to be the value of your career goal and how this project can assist you in the achievement of that goal. How will your attainment of the goal benefit you and your department? In what ways can attainment of this goal help contribute to your own community awareness and social responsibility?
- Include an appendix containing the outline of your short, intermediate, and long-term goals to illustrate the path of the career goal you are focusing on.

The outline of your career goals should be in the same document and inserted as Appendix A following your written reflection. Your reflection must be a minimum of two written pages, not counting the appendix, title, and reference pages.

You must use at least three sources to support your project, one of which may be your eTextbook. You may also use other relevant sources such as your fire department's career development guide, standard operational guidelines, or policies on career development, if available, as well as academic or industry-relevant sources. All sources used must have citations and references in APA Style.

Unit III Journal

Many firefighters accrue unnecessary college courses and training and/or technical certificates to obtain a desired promotion or position. In doing so, sometimes their efforts may be redundant, or they might even end up taking courses or trainings that do not apply to their degree or career goals.

Reflect on why it is important to use the four pillars of personal professional development (dynamic training, academic education, relevant experience, and continuing education) instead of haphazardly obtaining certificates or college courses. Give an example of how you have used the pillars in your own professional development and how they can guide you to your future goals.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit III Project

Professional Development Plan

For this project, you will reflect on your personal, comprehensive professional development plan that incorporates the four pillars of professional development discussed in this unit. You will supplement your reflection with a completed matrix that illustrates your current professional development attainment and the path leading to your next career goal.

Part I

Fill out the matrix to illustrate your career development plan; a blank template is provided below.

For the first part of this project, you will need to complete a professional development matrix. You must complete the matrix with at least one line for your current professional level (e.g., Firefighter I or II, Supervisory Fire Officer) and a second line for the position that is your next career goal.

For example, if you have already attained the Firefighter I and II certifications, you can use this matrix and the four pillars of professional development to guide your efforts to plan for your next certification or promotion. You could specifically plan to develop the knowledge, experience, and leadership skills that would support a goal of becoming a company officer or chief officer.

If you are not a firefighter and have plans on becoming a firefighter, you can use the matrix to map out your plan on obtaining your certifications and education for Firefighter I and II or Emergency Medical Technician/Paramedic.

Using this [blank matrix template](#), fill in your department's requirements for each area listed in the matrix for at least your current and next career goal positions. Keep in mind that while there are national standards, states, departments, and agencies can customize the matrix to reflect additional standards. You will need to research the current standards or career development guidelines at your department to ensure you are accounting for all requirements.

Once you have identified all of the requirements, highlight those requirements that you have currently satisfied, and list a planned target date for completion next to any requirements you have yet to fulfill. Your plan for attainment should be specific and realistic.

The [National Professional Development Matrix example](#) has requirements for two positions—one line for FF-01 (Firefighter I) and one line for FF-03 (Pump Operator). This is only an example to assist you in the completion of this project.

Part II

Reflect on your professional development plan.

Once you have the matrix filled out, you must then write a reflection paper where you will elaborate on your personal, comprehensive professional development plan. Your reflection should meet the criteria provided below.

- Detail how your plan follows the National Professional Development Matrix (or the Emergency Medical Services [EMS] Professional Development Model) discussed in this unit.
- Summarize how you will incorporate the four pillars of professional development in your personal plan.
- Identify higher education strategies that can support your professional development.
- Conclude by stating the value of using the matrix and following a plan to guide professional development and career growth. Include both the value to yourself as well as the value to your department and/or the fire service.

Your reflection portion of this project must be at least two pages in length, not counting the title or reference pages. You must use at least two sources to support your reflection. All sources used in this project must have citations and references in APA Style.

Ensure you submit both the matrix and the written portion of this project in this unit's assignment submission area of Blackboard.

Unit IV Journal

Many fire stations traditionally have large dormitory-style rooms with plenty of beds for everyone to sleep in the same room. Today, these large dormitory-style rooms are often being replaced with gender-neutral spaces that have private sleeping quarters. As a result, these private sleeping quarters reduce the amount of time firefighters spend together.

Discuss whether you believe that transitioning to private sleeping quarters is a good or bad thing. For example, does the opportunity for this "alone time" lead to an increased use of social media and decreased face-to-face communication, which can interfere with camaraderie. In contrast, does it promote greater health and wellness, which may positively affect department morale and readiness?

Offer specific examples to illustrate your position on this topic.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit IV Project

Op-Ed

For this assignment, you will be writing an op-ed to be run in your local newspaper. This op-ed is in response to a local news station's recent airing of a segment exposing an anonymous watchdog's allegation that the protective clothing ensembles (bunker gear) for your fire department are unsafe and do not meet the current National Fire Protection Association (NFPA) 1851 standards. During the report, the news station aired a single [image of an older ensemble](#) the watchdog claims is from your fire department.

The watchdog has made the accusations listed below.

- Your fire department has some protective clothing that is at least 10 years old (meaning that the use of this gear would not comply with NFPA 1851).
- Most of your fire department's gear was not being retired until after 10 years of service. He indicated that some helmets were in service for 20 years.
- Your fire department has struggled with providing all of their firefighters with full gear as required by the NFPA (unknown if due to a budgetary or leadership issue).
- Most of the bunker gear at your department is worn out and has obvious signs of degradation.
- Your department does not include a drag rescue device required in protective coats.
- Firefighter injuries have resulted from working in substandard gear.
- The public is at greater risk due to the degraded abilities of the fire department gear being used.

The mayor and the fire chief are understandably concerned about the allegations and the public's concern for safety; however, they believe the accusations to be false. As such, they have procured a full-page space in the local newspaper to counter the allegations and set the record straight. You have been tasked with doing the research and writing the op-ed. You have been advised by the newspaper that you have a 1,500-word limit, and you may use up to five images.

Note: You will base your op-ed on actual data, information, and evidence from your own fire department. That means you will need to research the protective equipment used in your station. Use the results to formulate and substantiate your op-ed.

Your op-ed should accomplish the objectives provided below.

- Your piece should contain 1,300–1,500 words and at least two (but no more than five) pictures.
- Begin with an introduction that clearly states the purpose of the op-ed with a well-stated argument.
- Speak directly to the audience (the public), not the watchdog. Tell them why this is important to them and to you.
- Offer clear evidence and support to counter the allegations. This evidence may include facts, figures, and information, such as current photographs (no more than five), specific details and data regarding the existing equipment in the department, department policies, or inspection results indicating the equipment is within standards.
- If for some reason any allegation is determined to be valid, acknowledge it and indicate the corrective measures that need to be taken.

- End your op-ed with a concise, yet strong final paragraph that reiterates your argument and puts the public's mind at ease. Be sure to include a summary that addresses how maintaining fire service equipment standards directly supports response capability. Propose some kind of call to action (e.g., ask citizens to visit the fire department, suggest to have an open-house day for the community to interact with the department).

Review the helpful tips below.

- Do not do a point-by-point rebuttal of the accusations or attack the watchdog, as that can come across as petty. Instead, mention the accusations in the news story once, and then frame your entire op-ed around arguing your case with specific evidence that the department has equipment that is safe and within standards. Your argument and evidence alone should shut down the accusations without personally attacking the watchdog. Take the high road!
- Remember that an op-ed presents an opinion. In this case, you are a firefighter at this department, but you are also the one voice expressing the collective opinion of the department. Make it personal!
- There is a wealth of information on how to write an effective op-ed that you can search for on the internet. The following [resource Op-Ed Writing: Tips and Tricks](#) is just one example of some guidance to follow.
- While you are not required to use external resources in your op-ed, citing reputable sources, such as NFPA guidelines, may add credibility to your case. Ensure any sources used are properly cited and have references in APA Style. APA formatting is otherwise not required for this project.

Unit V Journal

Considering your own training and personal experience, reflect on whether you believe flames or smoke present a greater threat to firefighters. Explain your rationale, and support with a real-life example.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit V PowerPoint Presentation

Training PowerPoint Presentation (with narration)

For this assignment, you have been tasked to create a training presentation that can be utilized for new-hire personnel virtual training. Your presentation will utilize visual and audio aspects to explain fire dynamics concepts to the new hire firefighters. You will include images, photographs, captions, and narration for each content slide in the presentation.

Your training presentation must address each of the following requirements.

- Begin with an introduction that summarizes the importance of the topics you will cover.
- Describe the process of combustion. Be sure to address the chemical chain reaction involved.
- List and describe the four stages of fire evolution.
- List and describe the classifications of fire.
- Discuss how the stages of fire and classifications of fire impact emergency situations and firefighter safety.
- Indicate the main factors that influence fire spread and behavior.

Each bullet topic listed above must be supported, as detailed below.

- Use at least one applicable image per bullet. Remember that this is a training presentation, so choose photographs or images that have value and meaning or clearly illustrate the topic—not just decorative or generic images. There are many ways to present images to help explain concepts, and you are encouraged to be creative and personalize this presentation.
- A minimum of 250 words of narration must supplement each topic. You will offer specific detail, criteria, and/or explanation of the images and the concepts. You can review the [tutorial Adding Audio to a PowerPoint](#) if you need assistance with this PowerPoint feature. You must include a transcript of your narration in the Notes section of each slide.
- You must include at least one academic or industry-reliable resource to support each bullet for a minimum of five distinct resources. These are to be listed on an appendix slide, not your references slide, as this is a list of resources you are offering to the students at the end of the presentation for their further education. One of these must come from the CSU Online Library.

Your presentation must be a minimum of six content slides and one appendix slide. The title and reference slides do not count toward this requirement. You must provide APA Style citations and references for all sources, including the images.

Unit VI Journal

Consider a distinctive or unique building or structure within your community. It may be distinct or unique due to factors such as size, age/historical value, construction type or material, purpose, or location. Briefly describe this building or structure, or include a photograph.

Now, consider if this building or structure were under heavy fire conditions. Reflect on how structural integrity issues would affect fire conditions and firefighter safety. Include any specific construction materials or components that can affect the growth, spread, and control of the fire that would be noted in pre-incident planning. How does knowing this information help you in responding to the fire?

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit VI Project

Recorded Training Presentation

Building construction is an important topic for firefighters to understand. Knowing the components of building construction and the different types of construction is the foundation to applying firefighting strategy and tactics and is paramount to firefighter safety.

For this assignment, you will create an original, informational, 7-minute recording that can be used in pre-incident planning training of fire academy recruits in your own community. You will deliver this recording as though you are teaching live in a classroom.

You have two options for this recording. You may choose one of the following options for this assignment.

- Create an audio-only podcast-style recording of the presentation.
- Create a video of you as you deliver the presentation.

Your recorded presentation should accomplish the requirements listed below.

- Begin by identifying the five types of construction as defined by International Building Code (IBC) and the National Fire Protection Association (NFPA).
- Give one example for each of the five types of building construction. Use examples from your own community, where possible, to help students make the connection and see the value of the information.
 - Describe how fire affects each type of construction.
 - For each example building, identify if it is traditional, modern, or legacy construction, and offer specific characteristics of that construction.
 - Discuss the dangers of any structural component in the type of construction chosen if exposed to direct fire. For example, at the local self-storage facility, lightweight building materials are susceptible to early failure in fire.
 - Discuss the importance of building components being designed, installed, and maintained properly so as not to fail under active fire conditions. Show how this is achieved for each of the example buildings. For example, in the local church, lightweight wood trusses when exposed to active fire conditions may weaken, increasing the potential for collapse.
 - Discuss fire protection features found in the different building constructions.
- Conclude with a summary of how knowledge of the building construction is essential in pre-incident planning.

To supplement your recording, you must submit photographs or images of each of the five buildings that can be distributed to the students. Be sure to label each building so students can identify the building type.

Your recorded presentation must be a minimum of 7 minutes and no more than 9 minutes long. It should be based on information from the eTextbook, your own scholarly research, as well as your own experience and training.

The document you upload in the assignment submission area of Blackboard should be a single document containing the link to your recording, your images, and a references page. You must use at least three sources to support your presentation, and the references must be in APA Style.

If you choose the audio-only presentation option, the [tutorial Recording Audio and Inserting Into Word or Pages](#) can assist you with the audio recording and insertion of the audio into a Word document.

If you choose the video presentation option, the [tutorial Video Recording Guidelines](#) can assist with the recording, and the [tutorial Video Upload Instructions](#) will walk you through how to upload your presentation to YouTube and obtain a link you can insert in your Word document.

Request to take Proctored Assessment

You are required to request to take your proctored assessment by submitting the [Proctored Assessment Request](#) in the myCSU Student Portal. The proctored assessment for this course must be proctored and must be submitted by the due date listed in the course syllabus.

If you have selected the standard proctor option, the Proctored Assessment instructions will be sent to your proctor via email within 3 business days from the date the request is received.

If you have selected the RP Now option, you will receive a confirmation email containing a direct link to RP Now within 3 business days from the date the request is received.

You are permitted 4 hours to complete the Proctored Assessment in the presence of your approved proctor. The 4-hour time limit begins at the time the assessment is initially opened. Use of assessment materials includes only the course textbook, eTextbook, or permitted resources in an integrated learning resources course; a writing utensil; blank scratch paper; and a calculator, if needed. Online calculators or other software may only be utilized with the approval of the course professor or Office of Disability Services. Other materials are not permitted unless specified in the assessment instructions.

eTextbooks should be accessed on the computer in which the assessment is being taken. Please note that if an assessment is taken on a computer that has not been registered with the eTextbook, all features (e.g., highlighting, notes) will not be available.

Please review the [Proctor Policy](#) located in the *University Catalog*. The *Student Handbook* contains specific guidelines regarding proctor requirements and Proctored Assessment expectations.

Unit VII Journal

As you study historical fires, the data indicates that many of these fires are due to inadequate fire protection or the failure of proper building maintenance and upkeep. Some of these fires were even due to unintentional sabotage by onsite personnel with inadequate training on fire protection systems.

Reflect on how some of these unintentional sabotage maintenance issues onsite (e.g., blocking exit, blocking fire doors) will lead to greater potential for fires that will impact firefighters. What are some other unintentional actions that you have experienced or can think of that could impact firefighter and life safety? What types of unintentional actions might impact fire rating, wall assemblies, combustible materials, or smoke control features? Could any of these issues you identified cause fires to increase beyond control? Explain your rationale.

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit VIII Journal

Reflect on your grasp of the material presented in this course. How might it assist you in your future professional or academic pursuits? Which aspect of this course did you find most beneficial, and why?

Your journal entry must be at least 200 words in length. No references or citations are necessary.

Unit VIII Reflection Paper

For this assignment, there are two parts. In Part I, you will write a one-page reflection essay on emergency incident management systems (IMSs). In Part II, you will write a one-page reflection on your experience in this course.

Part I

Write a two-page reflection on your understanding of the emergency IMS used at your department or one with which you are most familiar.

- You can choose the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE), Incident Command System (ICS), IMS, National Incident Management System (NIMS), or a specific variation of ICS that your fire department uses.
- Explain your understanding of the system your department uses, to include a basic description and a summary of how that particular system differs from the others listed above.
- Reflect on how the theories and main concepts presented during this course can help you better assess the effectiveness of the system your department uses as well as your overall understanding of its purpose and application

within your department.

- Be sure to explain each theory or concept in your own words to demonstrate your understanding of the material. Offer examples of the use and application of the system to support your reflection.

Part II

Write a one-page reflection on how this course has directly impacted you. In the reflection, you will analyze the course material, main concepts and ideas presented in the lessons, and summarize your feelings about the material. Keep in mind how the Firefighter Life Safety Initiatives that were stressed throughout the course applied to what you learned. Below are some questions that will help guide you in starting your reflection process.

- Will you change any decisions, behaviors, or actions because of knowledge you have acquired in this course? Explain why or why not.
- Identify one concept presented in this course that you would like to explore further. What interests you about this particular concept?
- Do you feel you completed the learning activities in this course based on the material presented, your own experience and previous training, or a combination of both? What does this tell you about your overall education process and career development as a firefighter?

Your combined assignment submission must be a minimum of three pages in length. While you are not required to use any sources to support this reflection, any sources used must have proper APA Style citations and references.

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. [The CSU Citation Guide](#) includes examples and sample papers and provides information on how to contact the CSU Writing 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.

Proctored Assessment Guidelines

Proctored Assessments are to be administered to students by an approved Proctor. CSU approves two flexible proctoring

options: a standard proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors assessments and examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

Please review the [Proctor Policy](#) located in the *University Catalog*. The *Student Handbook* contains specific guidelines regarding proctor requirements and Proctored Assessment expectations. A link to the *University Catalog* and *Student Handbook* can be found by clicking Student Resources on the Course Menu..

You are permitted 4 hours to complete this assessment in the presence of your approved proctor. This is an open-book assessment. Only the course textbook, eTextbook, or permitted resources in an integrated learning resources course; a writing utensil; blank scratch paper; and a calculator, if needed, are allowed when taking proctored assessments.

You may use only your textbook as source material for your response. All source material must be referenced (paraphrased and quoted material must have accompanying citations). You may use the *Publication Manual of the American Psychological Association* (APA Style Guide) or the *CSU Citation Guide* for reference.

Communication Forums

Overview

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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[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.

Schedule/Grading

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.

Unit I	Fire Service History	[Weight: 11%]
Read/View:	- Unit I Study Guide - Chapter 1: History of the Fire Service - Unit Resource (1 article): See Study Guide	
Submit:	- Unit I Journal - Unit I PowerPoint Presentation	2% 9%

Unit II	Career Opportunities and Emergency Services	[Weight: 11%]
Read/View:	- Unit II Study Guide - Chapter 2: Fire and Emergency Services Career Opportunities - Chapter 3: The Selection Process - Chapter 12: Emergency Medical Services and Emergency Management	
Submit:	- Unit II Journal - Unit II Project	2% 9%

Unit III	Training and Higher Education for Fire and Emergency Services	[Weight: 11%]
Read/View:	- Unit III Study Guide - Chapter 4: Training and Higher Education - Unit Resources (2 articles, 1 webpage): See Study Guide	
Submit:	- Unit III Journal - Unit III Project	2% 9%

Unit IV	Fire Department Resources	[Weight: 13%]
Read/View:	- Unit IV Study Guide - Chapter 5: Fire Department Resources	
Submit:	- Unit IV Journal - Unit IV Project	2% 11%

Unit V	Fire Dynamics	[Weight: 13%]
Read/View:	- Unit V Study Guide - Chapter 6: Fire Dynamics - Unit Resources (3 articles): See Study Guide	
Submit:	- Unit V Journal - Unit V PowerPoint Presentation	2% 11%

Unit VI	Building Construction and Pre-Incident Planning	[Weight: 14%]
Read/View:	• Unit VI Study Guide • Chapter 7: Building Construction • Chapter 11: Preincident Planning, Fire Strategy, and Tactics • Unit Resource (1 article): See Study Guide	
Submit:	• Unit VI Journal • Unit VI Project	2% 12%

Unit VII	Fire Prevention Codes and Fire Protection Systems	[Weight: 16%]
Read/View:	• Unit VII Study Guide • Chapter 8: Fire Prevention Codes and Ordinances • Chapter 9: Fire Protection Systems	
Submit:	• Unit VII Journal • Unit VII Assessment (Proctored)	2% 14%

Unit VIII	Organizational Structure and Emergency Incident Management Systems	[Weight: 11%]
Read/View:	• Unit VIII Study Guide • Chapter 10: Organizational Structure and Emergency Incident Management Systems	
Submit:	• Unit VIII Journal • Unit VIII Reflection Paper	2% 9%