INSTRUCTOR
Dr. Bernard W. Becker III, DBA, MS, EFO, CFO, MIFireE
Director, Center for Emergency Preparedness

INTRODUCTION
Welcome to the Fire Prevention Organization and Management course. As your instructor, I would like to stay in close contact with you. Please feel free to call me any time for assistance at my office @ 216-875-9860. If I am not in, you may e-mail me at b.becker64@csuohio.edu. I will be happy to return your call.

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.

COURSE PREREQUISITES
NONE

COURSE DELIVERY METHOD
The Applications of Fire Research course is an ONLINE program, utilizing the Cleveland State University BLACKBOARD system.

COURSE GOALS
Welcome to Fire Prevention Organization, and Management. 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.
THE COURSE IS DIVIDED INTO THE FOLLOWING CORE MODULES:

- Module 1: Concepts of Fire Prevention Methods
- Module II: Concepts of Code Enforcement
- Module III: Aspects of Fire Prevention Planning
- Module IV: Influences on Fire Prevention
- Module V: Fire Prevention Policymaking

COURSE OUTCOMES
Upon completion of this course, students will 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 master planning process.
5. Describe economic and governmental influences on fire prevention.
6. Explain the effects of departmental influences on fire prevention programs and activities.
7. Discuss strategies for fire prevention.

COURSE OBJECTIVES
Upon completion of this course, students will be able to:

Module 1: Concepts of Fire Prevention Methods
Section: Roles and Responsibilities of the Fire Marshal
1. Describe the duties of fire service leaders.
2. Explain the importance of organized and effective leadership to fire prevention.

Section: Risks, Perils, and Hazards
1. State the role fire prevention plays within the fire department's mission.
2. Explain how fire prevention is primarily a community-based strategy.
3. State ways fire prevention activities can affect the community.
4. Identify potential problems and solutions to fire prevention issues.

Section: Fire Investigation
1. Describe the rights, responsibilities, and legal limits of an investigator.
2. Link cause-and-origin investigation to the community's fire prevention program.

Section: Risk Reduction Education
1. Differentiate between public education, public information, and public relations.
2. Describe the elements of a successful public education program.
3. Explain the link between arson prevention, public education, and the community's fire prevention efforts.

Section: Juvenile Firesetter Intervention Programs
1. Identify evolving issues in fire prevention education.
2. Describe the relationship between juvenile fire setters programs and fire investigation, inspection and plan review, and risk reduction education.
Section: Fire Research
1. Describe the types of fire prevention research being conducted.
2. Identify organizations conducting fire prevention research.
3. Correlate the relationship between human behavior research and fire safety and prevention.

Module II: Concepts of Code Enforcement
Section: Codes and Standards
1. Point out the major historical occurrences in code development.
2. Contrast standards and codes.
3. Compare the code-writing processes used in the U.S. and abroad.
4. Differentiate among code interpretation, code revision, and code retroactivity.
5. Explain how state and national codes interface.

Section: Inspection and Plan Review
1. Define risk reduction and fire prevention.
2. Using the definition of community risk reduction, compare your community’s fire prevention and risk reduction programs with risk reduction principles.
3. Survey a fire department’s current fire prevention system.
4. Analyze a case study to identify the fire prevention system components and their application in community risk reduction.

Module III: Aspects of Fire Prevention Planning
Section: Historic Fires
1. Report on significant events that affected fire prevention in both positive and negative ways.
2. Identify individuals who have had a significant impact in fire prevention.
3. Identify publications that are important to fire prevention.

Section: Master Planning
1. Highlight the history of master planning.
2. List the steps involved in master planning.
3. List the major advantages of master planning.
4. Identify the major obstacles to master planning.
5. Define the importance of the wildland urban interface in the master planning process.

Section: Cultural Influences
1. Identify U.S. cultural beliefs and traditions that influence fire prevention.
2. Draw a relationship between cultural beliefs and traditions in other countries and how they affect fire prevention.

Module IV: Influences on Fire Prevention
Section: Economic Influences
1. Identify direct and indirect costs associated with fire.
2. Describe the level of cost of fire in deaths, injuries, and direct costs for the U.S.
3. Discuss economic incentives that encourage fire prevention.
4. 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.

5. Identify and describe policies and programs that affect the economic tradeoffs between fire and prevention by lowering the costs of fire for individual citizens, businesses, and communities.

Section: Governmental Influences
1. Identify the major federal agencies that have some responsibility for fire prevention.
2. List the major U.S. Fire Administration (USFA) programs that support fire prevention.
3. Identify the major state agencies that have some responsibility for fire prevention.
4. Describe the broad parameters that allow the government to support fire prevention without infringing upon individual freedoms.

Section: Departmental Influences
1. State the benefits of having a mission statement.
2. Offer reasons for and against fire prevention officers having law enforcement authority.
3. Make an assessment of the importance attached to fire prevention in the community using current fire department data.
4. Explain the importance of strong fire prevention leadership in the fire department if it is to have a positive impact on risk reduction.

Module V: Fire Prevention Policymaking
1. Identify the key components of the definition of public policy.
2. Identify six approaches to explaining public policy.
3. Apply six approaches to how a choice was made in fire prevention.
4. Identify and describe the processes of public-agenda setting.
5. Define and apply the three policy streams, problem, political, and policy, to a fire prevention effort.
6. Define a policy "window."
7. Describe and apply forces creating a fire prevention policy "window."

COURSE READINGS AND MATERIALS
The course texts we will be using are:


In addition to these texts, you will be reading a number of online resources, web-based research articles.
CLASS PARTICIPATION/COURSE DISCUSSION GUIDELINES
In addition to readings and projects, you are expected to participate in class by responding to discussion questions. These questions are a useful way of formulating an understanding of the material you are reading that goes beyond simply being able to fill in a blank or recite a sentence. Discussion should be more than just giving an opinion or saying whether you agree or disagree; a good discussion response indicates that you read the material assigned and you have processed what you read.

To get credit for participating in the discussion you must post a response to the original topic or question. Response must be at least 250 words. You must also follow up by responding to at least two of your colleagues in 125-word responses. Your postings must always combine your original thinking and opinion with authoritative references. In addition, you should cite your sources where appropriate and check your spelling and grammar.

COURSE RULES
I appreciate that you are a very busy person. I am a busy person as well. One of the things you should be learning in college is time management. I have planned the course to ensure that you have plenty of advance notice about when assignments are due. Therefore, I expect you to complete work on time and to turn your papers in on time. I work hard to get you feedback on things with a short turnaround and that is something you can expect from me.

If you encounter a problem during the semester, or know you have something coming up during this semester, please see me before the due date so we can work something out. I am not an unreasonable person, but I do expect that you will manage your time wisely.

Many of us are in the emergency services, myself included, and sometimes that means that we have unexpected events that come up and take up a substantial part of our day or week to resolve. I understand this but I recommend you save my office phone number in your cell phone so you can call me and tell me before the week is up.

If you do not come to me beforehand but instead just turn papers in late, please be aware that one full letter grade will be deducted from your score for the paper for each day beyond the due date. Papers 5 or more days late will not be accepted. If your work on the course is not complete when the semester ends, I will assume you have done all the work you are going to and I will enter your grade based on what has been done. If you anticipate a problem—please talk to me now—not 2 days after the due date!
ACADEMIC INTEGRITY
My expectation is that the principles of truth and honesty will be rigorously followed in all academic endeavors. All work submitted for this class must be done by you. You are free to discuss your work with others and incorporate their feedback but your writing must be your own. You may incorporate material from books or other sources if it is properly cited. In the Cleveland State University web site, you will find more information about academic integrity and a document you need to submit to me after you complete the review of the academic integrity materials. I encourage you to seek help as needed from your supervisors, friends, colleagues, and me, your instructor. The work you submit for a grade must be your own. I will not tolerate any form of academic dishonesty, especially plagiarism. Simply put, plagiarism is taking credit for someone else's work; taking credit includes receiving some form of favorable compensation for the submitted work.

GRADING INFORMATION AND CLASS ACTIVITY DESCRIPTIONS
Your written assignment responses must follow the APA format and be at least 1500 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

ACADEMIC POLICIES
In the Cleveland State University web site, you will find links to important academic policies and other information to help you as you complete your coursework:

- Academic Policies
- Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment
- Policy on Academic Integrity
- Policy on Academic Dishonesty and Plagiarism
- Policy on the Grade of Incomplete and Withdrawal
- Policy on the Code of Student Conduct
- Important Information and Procedures
- Course Evaluation Form Information
- Information on Disabled Student Service
- Information about Writing Resources

UNIVERSITY/COLLEGE DEADLINES
For the current semester, the deadline for dropping a course is January 27, 2017. The last day to withdraw from the course is March 31, 2017. The final examination week is May 6-12, 2017.
STUDENT GRADING
CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:
A = 94-100%
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
C = 70-76 for undergraduates, 70-79 for grad students
D = 60-69 (there is no D for graduate students)
F = 59 and below for undergraduates, 69 and below for graduate students

GRADES OF “I” AND “X”
X - The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "X" also will be assigned by the University Registrar when no grade is submitted by an instructor.

I - INCOMPLETE. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

AN "I" GRADE CAN BE ASSIGNED BY THE INSTRUCTOR WHEN ALL THREE OF THE FOLLOWING CONDITIONS ARE MET:
1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

STUDENTS WITH SPECIAL NEEDS
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.
WRITING ASSISTANCE
Students with difficulty writing may contact the Writing Center located in Rhodes Tower 124 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.

PLAGIARISM
Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one’s own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link:

https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf
### COURSE WRITTEN ASSIGNMENTS, DISCUSSION QUESTIONS, AND PROJECTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td>Discussion Question 1</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Question 2</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignment 1</td>
<td>5</td>
</tr>
<tr>
<td>Module 2</td>
<td></td>
</tr>
<tr>
<td>Discussion Question 1</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Question 2</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignment 2</td>
<td>5</td>
</tr>
<tr>
<td>Module 3</td>
<td></td>
</tr>
<tr>
<td>Discussion Question 1</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Question 2</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignment 3</td>
<td>5</td>
</tr>
<tr>
<td>Module 4</td>
<td></td>
</tr>
<tr>
<td>Discussion Question 1</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignment 4</td>
<td>5</td>
</tr>
<tr>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Discussion Question 1</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignment 5</td>
<td>5</td>
</tr>
<tr>
<td>Final Project</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Discussion / Assignment / Project</th>
<th>Discussion / Assignment / Project DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1 Discussion 1</td>
<td>January 23, 2017</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1 Discussion 2</td>
<td>January 30, 2017</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 1 Assignment 1</td>
<td>February 6, 2017</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 2 Discussion 1</td>
<td>February 13, 2017</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 2 Discussion 2</td>
<td>February 20, 2017</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 2 Assignment 2</td>
<td>February 27, 2017</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 3 Discussion 1</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 3 Discussion 2</td>
<td>March 20, 2017</td>
</tr>
<tr>
<td>Week 9</td>
<td>Module 3 Assignment 3</td>
<td>March 27, 2017</td>
</tr>
<tr>
<td>Week 10</td>
<td>Module 4 Discussion 1</td>
<td>April 3, 2017</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 4 Assignment 4</td>
<td>April 10, 2017</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 5 Discussion 1</td>
<td>April 17, 2017</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 5 Assignment 5</td>
<td>April 24, 2017</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Project</td>
<td>May 1, 2017</td>
</tr>
</tbody>
</table>
**FINAL COURSE PROJECT**
For your final exam, prepare a 5000 word / 10 pages *(minimum)*, APA formatted research project, explaining the **IMPORTANCE OF A FIRE AND LIFE SAFETY PROGRAM**.

If your jurisdiction does not have a Fire and Life Safety program, then establish one through this program. You have a number of pieces of material from the text, the internet, and this web site which to utilize.

A minimum of FIVE (5) references must be utilized and all of the reference citations SHALL be placed within the project. The research project SHALL have an APA formatted cover page, an introduction page, a background and significance page, a Literature review page, a conclusions page, and a reference page.

All sources used, including the textbook, must be referenced, paraphrased and quoted material must have accompanying citations.

Failure to meet the APA format and content guidelines will result in a reduction in grade.

**YOU MAY BEGIN WORKING ON THE FINAL COURSE PROJECT IMMEDIATELY!**

**THIS PROJECT IS DUE NO LATER THAN May 1, 2017**

**SUBMIT YOUR FINAL COURSE PROJECT TO b.becker64@csuohio.edu, IN BOTH A WORD AND PDF FORMAT.**
FIRE PREVENTION ORGANIZATION & MANAGEMENT

DISCUSSION QUESTIONS

Module 1
Discussion Question 1
Define the Role and Responsibilities of a Fire Service Fire Marshal
Discussion Question 2
Explain this statement. “Many fire departments are beginning to call themselves “all-risk” departments, since they are responding to more and more calls for services that are not the traditional fire and EMS incidents.” How does this relate to your department?

Module 2
Discussion Question 1
Explain the FIRE CODE development process.
Discussion Question 2
What is the difference between a CODE and a STANDARD?

Module 3
Discussion Question 1
Why did the United States Fire Administration conduct research and developed a text named “America Burning.” What are its benefits?
Discussion Question 2
What are the benefits in developing a Fire Prevention master Plan?

Module 4
Discussion Question 1
Define several economic factors when considering Fire Prevention activities.

Module 5
Discussion Question 1
Explain how each member in your organization can heighten the awareness of Fire prevention within your community.
FIRE PREVENTION ORGANIZATION & MANAGEMENT

WRITTEN ASSIGNMENTS
Module 1
Assignment 1
Define the roles and responsibilities of the Fire Investigator. Which National Fire Protection Association CODE and STANDARDS volume relate to the Fire Investigators role, responsibilities and levels of education?

Module 2
Assignment 2
Fire, life safety, and building codes have existed in some form for hundreds of years. A review of the history of the development of codes shows two general approaches: a) some early efforts inflicted punishment on the perpetrator only after a tragic event occurred, and b) other measures were preventive, but designed to address fire safety issues on a piecemeal basis. Explain in detail these two general approaches. Provide an example for each approach.

Module 3
Assignment 3
Presume that your jurisdiction or community is considering the development of a master plan, and you have been asked to do some preliminary work that will influence that decision. Your assignment must include:

• Identify the people (by organization and/or position) that you would include on the advisory committee and planning team.
• List the sources of information you could refer to regarding the jurisdiction's true fire problem and describe the type of information each source could provide.
• Describe at least three goals of the master planning project and, for one of those, explain how you think it could be accomplished.

Module 4
Assignment 4
Discuss the impact of contemporary media coverage on fire-related disasters in this country. How does the media's presentation influence public attitudes toward fire, its impact, and prevention efforts? Suggest ways that media coverage could affect public perception and drive prevention efforts.

Module 5
Assignment 5
We know that fire risk is a form of community risk. Fire risk may be a risk that people experience separately, or the actions of one person may increase the risk of fire for another. Communities may choose to ignore and not act to reduce a fire risk. Public authority is used to design and apply engineering, enforcement, and education to reduce fire risk. Your assignment is to identify and explain the Three “E's” of Fire Prevention.