COURSE INFORMATION FORM

DISCIPLINE
Fire Service

COURSE TITLE
Fire and Emergency Services Administration

CR.HR 3 LECT HR. _______ LAB HR. _______ CLIN/INTERN HR. _______ CLOCK HR. _______

CATALOG DESCRIPTION

This course introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer.

PREREQUISITES

None

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)

Upon completion of this course, the student will be able to:

1. Acknowledge career development opportunities and strategies for success.
2. Recognize the need for effective communication skills both written and verbal.
3. Identify and explain the concepts of span and control, effective delegation, and division of labor.
4. Select and implement the appropriate disciplinary action based upon an employee’s conduct.
5. Explain the history of management and supervision methods and procedures.
6. Discuss the various levels of leadership, roles, and responsibilities within the organization.
7. Describe the traits of effective versus ineffective management styles.
8. Identify the importance of ethics as it relates to fire and emergency services.
9. Identify the roles of the National Incident Management System (NIMS) and Incident Management System (ICS).

Revised 3/22/11
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

1. Communication

A. Listening and Speaking Skills;
   • Identify and explain the elements of the communication process (speaker, message, channel, listener, feedback, interference, situation) and apply these elements in different speaking contexts (2)

3 Lifelong Learning

B. Personal and Professional Development
   • Pursue structured learning opportunities, certification, and/or degrees (1-9)

C. Attributes of an Awareness of the Convergence of Knowledge
   • Seek multiple perspectives (2, 6, 7, 8)
   • Apply learned skills to real world interactions (2, 6, 7, 8)
GENERAL EDUCATION OUTCOMES (ESO)

Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

1. Communication
Courses in MCC’s general education component will provide students with opportunities to cultivate effective listening and speaking, reading, and writing skills. Students who have completed MCC’s general education curriculum will demonstrate the following:

A. Listening and Speaking Skills:

1. Identify and apply the components of active listening in a variety of communication situations
2. Identify and explain the elements of the communication process (speaker, message, channel, listener, feedback, interference, situation) and apply these elements in different speaking contexts
3. Find, organize, and correctly cite/credit material for oral presentations
4. Adapt communication methodology to differing values, beliefs, and attitudes of audiences
5. Demonstrate basic communication delivery skills, both vocally (volume, rate, articulation, variety) and nonverbally (posture, eye contact, use of face and hands)
6. Manage and adapt communication apprehension in a variety of communication situations
7. Analyze and evaluate the oral communication skills of others as well as self-evaluate and modify one’s own communication skills.

B. Reading Skills:

1. Determine the main idea and significant details in paragraphs and passages
2. Draw appropriate conclusions
3. Make valid generalizations and apply information

C. Writing Skills:

1. Respond to needs to different audiences and focus on a purpose (audience/purpose)
2. Gather information, evaluate its credibility, analyze, and synthesize sources.
3. Exhibit control of standard English, grammar, punctuation, and spelling (language use)
4. Use writing for inquiry, learning, thinking, and communicating (writing to learn)

2. Critical Thinking
Courses in MCC’s general education component will provide students with opportunities to enhance and cultivate their abilities to engage in higher-order thinking that is implied in conscious, deliberate inquiry. Students will be presented with opportunities to think analytically, evaluatively, and reflexively (critical self-awareness of one’s own thinking and its development), and to use imaginative thinking to consider possible consequences of positions and actions as well as to empathize with the perspectives of others. Students who have completed MCC’s general education curriculum will be able to demonstrate the following abilities:

A. Sort and classify information:

1. Distinguish among facts, feelings, judgment, and inferences, and prioritize the respective role of each within a given context
2. Distinguish between inductive and deductive arguments
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES

Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

The student will explain the history and origins of the Fire and Emergency Services
- Accurately interprets historical events that have lead to the development of the fire service industry, equipment and fire codes
- Accurately interprets the mission and organization used in the fire service

The student will be able to explain and demonstrate the safety and health procedures/requirements set by the National Fire Protection Association
- Identify the National Fire Protection Administration’s standard on fire service health and safety (NFPA 1500)

The student will be able to explain and demonstrate the ability to Investigate a fire scene as to its cause and origin
- Recognize the responsibilities of the firefighter and fire department as it relates to fire investigations
- Recognize the laws, statues’, case studies and standards (NFPA 921) that apply to fire investigations
- Demonstrate the ability to evidence preservation on collection related to fire investigations

The student will be able to explain and demonstrate the ability to recognize, analyze, isolate, and mitigate hazardous materials incidents
- Accurately interprets Haz-Mat placards, labels, markers, and transport vehicles
- Recognize the appropriate action for containment and mitigation of Hazardous Materials
- Demonstrates the ability to construct a hasty and mass decontamination site

The student will demonstrate the ability to develop and maintain professionalism in the field of Public Safety
- Demonstrate the ability to conduct the duties as a fire fighter in professional manner

The student will demonstrate the ability to lead and manage emergency personnel and recourses
- Recognize and identify interpersonal traits of supervisors and firefighters
- Recognize and identify the diverse demographics of the fire service
- Recognize the laws, statues’, case studies and standards that apply to sexual harassment, discrimination, ADA, equal employment, and personnel management
- Demonstrate the ability to develop lesson plans and conduct training classes
- Demonstrate the ability to develop professional development plans, hiring and promotional procedures, and recruitment/retention programs
- Demonstrate the ability to develop performance appraisals, productivity and performance surveys, and corrective/reward systems
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

Students will be evaluated for mastery of learning objectives by written assessments and assignments
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. New challenges and opportunities
   A. Duties
   B. National Standards
   C. Career Opportunities
   D. Education and Training

II. Communication Process
   A. Verbal
   B. Written
   C. Active Listening Skills

III. Management Principles
   A. Span of Control
   B. Delegation/Division of Labor
   C. Unity of Command
   D. Chain of Command
   E. Organizational Structure

IV. Tools for Employee Development
   A. Evaluation and Appraisal of Employees
   B. Rewards and Motivation
   C. Progressive System of Discipline
   D. Grievance Procedures

V. Management and Supervision
   A. Theories
   B. History

VI. Managing Resources for Emergency and Non-emergency
   A. Equipment
   B. Personnel
   C. Time

VII. Leadership
   A. Managers
   B. Leaders
   C. Roles and Responsibilities

VIII. Supervision and Management
   A. Styles
   B. Traits
   C. Effectiveness
IX. Safety Assessment  
   A. Non-Emergency  
   B. Emergency  

X. Ethics  
   A. Harassment  
   B. Conflict of Interest  
   C. Public Trust  
   D. Code of Ethics  
   E. Diversity  
   F. Morality  

XI. Incident Management System  
   A. Duties and Responsibilities  
   B. Transfer of Command  

XII. Records Management  
   A. Formal Documentation  
   B. Informal Documentation