

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Fire Technology</u>
COURSE RUBRIC AND NUMBER	<u>FIRT 1305</u>
COURSE TITLE	<u>Public Education Programs</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u> Credits Lec Lab

I. Catalog Description

Prepares firefighters and fire officers to develop public fire safety awareness. Emphasizes implementation of fire and public safety programs in an effort to reduce the loss of life. **(3:0)**.

II. Course Objectives

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

- A. Describe the history of fire prevention.
- B. Describe principles of injury and prevention control.
- C. Identify Texas Commission on Fire Protection training requirements and qualifications for fire prevention and inspection personnel.
- D. Describe ethical standards for fire and life safety educators.
- E. Describe fundamental principles of fire dynamics including ignition and heat release, heat transfer, and fire growth and spread.
- F. Describe typical human behaviors and reactions during fires.
- G. Identify various types of fire protection systems and portable fire extinguishers and the types of fires for which each type is most applicable.
- H. Describe fundamental principles of management including leadership styles, and principles of time and resources management.
- I. Describe the organizational components, objectives, and functions of a municipal fire prevention program.
- J. Describe principles of supervision including motivation and personnel management.
- K. Describe principles for working within the legislative process including building public support and working with elected officials.
- L. Apply principles of fire and life safety education planning including the identification of fire and life safety programs for target groups and development of programs relative to these groups.
- M. Describe the process of determining community fire problems and developing and implementing appropriate fire and life safety education programs to effectively deal with the fire problem.
- N. Identify methods of funding fire and life safety education programs through sources outside the fire department.
- O. Describe the process of developing life safety education program curriculum including analysis, design, and development of lesson plans.
- P. Describe the objectives and components of fire safety education programs and the methods and programs utilized to promote fire safety.
- Q. Describe principles of evaluating the effectiveness of fire and life safety education programs including the elements of successful programs and methods of evaluation.

- R. Apply fire and life safety educational principles including networking, educational theory, selecting educational materials, working with media, and public speaking.
- S. Describe means of implementing public fire education programs through the use of existing networks, cooperative relationships, and the media.
- T. Describe principles of learning for various age groups.
- U. Describe principles of effective communications and methods of instruction.
- V. Describe principles for selecting and creating educational materials.
- W. Describe principles for working with various media to deliver fire and life safety educational messages.
- X. Describe techniques for effective public speaking.
- Y. Describe fire and life safety human behaviors during fires and methods utilized to instill an awareness of appropriate reactions to fire.
- Z. Describe elements and development of evacuation plans, principles of burn prevention, principles of conducting station tours, and development of juvenile fire setting programs.
- AA. Identify a fire problem within a community and develop a public fire and life safety program to deal with the identified fire problem then present the fire and life safety program developed.

III. THECB Learning Outcomes (WECM)

Identify safety issues for various target groups; and develop fire and public safety programs.

IV. Evaluation

Attendance Policy: Students absent for two more class periods without a valid excuse as determined by the instructor may be dropped from the course. Any exam or assignment not completed as a result of an unexcused absence will receive a grade of "0" for that exam or assignment.

Students who do not attend class before or on the census date listed in the Credit Course Schedule and the Course Calendar and have not contacted the instructor with a valid excuse will be dropped from the course.

Tardiness Policy: Students must be seated and ready to begin class at the scheduled time. Students tardy for two or more class periods without a valid excuse as determined by the instructor may be dropped from the course.

Expect class to last the entire scheduled time. Students may not leave class early without a valid excuse or without having made arrangements with the instructor. Students doing so will be considered absent for that class period.

Withdrawal Policy: Students who desire to withdraw are responsible for initiating withdrawal action through the EPCC Registrar's Office according to the policy in the Credit Class Schedule. **After the drop date listed in the Credit Class Schedule and the Course Calendar, students will receive a grade based upon all required items. Items not completed will be given a grade of "0".**

Students requesting an Incomplete, "I", must comply with EPCC policies and procedures listed in the Credit Class Schedule.

Cheating Policy: Students determined to be cheating on an exam or plagiarizing another student's assignment will be given a grade of "0" for that exam or assignment. An incident report documenting the circumstances will be prepared by the Instructor and submitted to the Instructional Coordinator of Fire Technology and then forwarded to the Instructional Dean Occupational Education. A copy of the report will be provided to the student. A second such incident will be grounds for dismissal of the student from the course with a grade of "F".

Grading Scale

- A: 90 - 100
- B: 80 - 89
- C: 75 - 79
- D: 70 - 74
- F: 0 - 69

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.