

Course Outline

COURSE: JFT 233 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 11/9/2021

SHORT TITLE: FIRE ETHICAL LDRSHIP

LONG TITLE: Fire Ethical Leadership for Instructors

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5	18	Lecture:	.45	8.1
		Lab:	0	0
		Other:	0	0
		Total:	.45	8.1

COURSE DESCRIPTION:

This course provides the knowledge and skills needed to identify the value of ethical behavior in instructional settings, describe how ethical norms influence individual ethics, identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision- making model, in order to assist in making ethical decisions when faced with an ethical dilemma in an instructional setting.

PREREQUISITES:
JFT 219

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. A student, given requirements, standards, and expectations, will be able to carry out the roles and responsibilities of an SFT instructor in an ethical manner in accordance with legal requirements, NFPA standards and the policies, procedures, and expectations of State Fire Training (SFT) and the authority having jurisdiction (AHJ).

COURSE OBJECTIVES:

1. Students will identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision-making model, in order to assist in making ethical decisions when faced with an ethical dilemma.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/9/2021

I. The Fire Environment. (2 hours)

1. The Fire Triangle
2. The Fire Behavior Triangle
3. The Fire Environment Triangle
4. Three Methods of Heat Transfer
 - a. Conduction
 - b. Convection
 - c. Radiation
5. Three Methods of Mass Transport of Firebrands on Wildland Fire
 - a. Convection
 - b. Wind
 - c. Gravity
6. Relationship of wildland fires of differing intensities to their environments
 - a. Ignition
 - b. Fire intensity
 - c. Rate of spread

II. Topographic Influences on Fire Behavior (2 hours)

1. Topography affects fuels and their availability for combustion
2. Stable air conditions
3. Slope

III. Fuels (3 hours)

1. Fuel Make-up
 - a. Fuel Characteristics
 - b. Fuel Moisture
 - c. Fuel Temperature
2. Fuel levels and components
3. Seven Characteristics of Fuels that Affect Wildland Fire Behavior
 - a. Fuel loading
 - b. Size and shape
 - c. Compactness
 - d. Horizontal continuity
 - e. Vertical arrangement
 - f. Moisture content
 - g. Chemical content
4. Major Fuel Groups

VI. Basic Weather Processes (2 hours)

1. Atmosphere

V. Temperature and Humidity Relationships (2 hours)

1. Temperatures
2. Relative Humidity

VI. Atmospheric Stability (2hours)

1. Temperature
2. Pressure
3. Density
4. Volume

VII. Wind Systems (4 hours)

1. Wind direction and speeds
2. Wind on Wildland Fire Behavior

VIII. Keeping Current with Fire Weather (2 hours)

1. Predictive Services

IX. Fuel Moisture (2 hours)

1. Live Fuel Moisture
2. Dead Fuel Moisture

X. Extreme Wildland Fire Behavior (8 hours)

1. The four common denominators of fire behavior on tragedy fires
2. Extreme Fire Behavior Characteristics and Fire Environment Influences

XI. Gauging Fire Behavior and Guiding Fireline Decisions (3 hours)

METHODS OF INSTRUCTION:

Lecture Class Discussion

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 16

Assignment Description

Reading assignments

METHODS OF EVALUATION:

Problem-solving assignments

Evaluation Percent: 50

Evaluation Description

Given a set of values cards, have students select the five values most applicable to them. Then have students narrow the five values down to one core value. Have students share their single value with class and explain the reason behind its selection.

Skill demonstrations

Evaluation Percent: 50

Evaluation Description

Given ethical scenarios, have students work in groups to apply the seven-step process and make a decision. Have each group select a spokesperson to share its results with the class.

To be evaluated by instructor during class exercise.

REPRESENTATIVE TEXTBOOKS:

Ethics Awareness Inventory , Linda Williams , The Williams Institute , 2019.

ISBN:

12 Grade Verified by: Doug Achterman

Ethics Student manual

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: Y

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 213300