

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	FSS484
Course Title:	The Contexts of Fire Service Governance
Prerequisite Courses:	FSS310 The Fire Service and Local Government; FSS235 Strategic Planning for the Fire Service
School:	School of Public Safety & Security
Division/Academy/Centre:	Fire & Safety Division
Previous Course Code & Title:	N/A
Course First Offered:	2006

# of Credits:	3.0
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Course Description:

Learners will study the development of fire service governance structures and use the knowledge gained to analyze the forces impinging upon the fire department and its interaction with the community political system.

Course Goal(s): The learner will consider leading practices when assessing and developing strategies to maximize the effectiveness of relationships with local and provincial government departments.

Learning Outcomes:

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

- Compare and contrast alternative models of fire service governance and their implications for the fire service
- Propose changes to existing relationships for the benefit of the community
- Explain and relate the concept of social capital to their own fire department
- Assess the impact of a variety of exogenous variables that can affect the system of governance

Course Topics/Content:

- The North American Fire Service in the 19th Century
- The 20th Century: The Reform Era
- A Structural Functionalist and Conflict Perspective Analysis of Historical Events and their Impact on Fire Service Organizations
- Canadian Forms of Governance
- Structures and Processes of Governance and their Effect on the Urban Career Fire Service
- Exogenous Variables that Affect the System of Governance
- A Comparative Analysis of Fire Department Governance in Other Countries

Text and Resource Materials:

Required:

Benoit, John and Perkins, Kenneth B. (2001) *Leading career and volunteer firefighters*. Halifax NS: Dalhousie University College of Continuing Education.

Tindal, C. Richard and Nobes Tindal, Susan (2009) *Local government in Canada*. 7th Ed Toronto, ON: Thomson Nelson.

Recommended:

Course Level:

	First Year		Second Year		Third Year	X	Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	42			
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		
Passing Grade:		50%			

Evaluation Activities and Weighting:

Final Exam	%	Assignments	100%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.