Course Syllabus

Department: Conservation

Date: September 19, 2012

I. Course Prefix and Number: WFS 110

Course Name: Wildland Fire Lookouts, Communications, Escape Routes and Safety Zones (LCES)

Credit Hours and Contact Hours: 1 credit hour and 1 contact hour

Catalog Description including pre- and co-requisites: Supporting data required for grade prerequisite of 'C' or higher. In the wildland fire environment, Lookouts, Communications, Escape Routes, Safety Zones (LCES) are key to safe procedures for firefighters. The elements of LCES form a safety system used by firefighters to protect themselves and work as a team with others. In this course students become engaged in the process of designing their own safety program. Students will discuss and develop the L, C, E, and S creating a list of performance standards. The entire class will then work together to produce and edit a contract, based on consensus, which guides performance. (This course description is adapted from the National Wildfire Coordinating Group Fireline Handbook PMS-410, and Field Manager’s Course Guide PMS 901-1)

Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:

This course will be required for completion of the Wildland Fire Suppression certificate. Additionally, this course will be offered as a general elective college wide.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify...)

Students will:

1. Participate in evaluating and assessing assignments and situations likely to be encountered in a field situation in a manner that seeks solutions to the original wildland fire tactical objectives. (critical thinking, professional competency)
2. Identify safe work practices/behaviors as outlined in their LCES contract. (citizenship, professional competency)
3. Analyze and document how their community of wildland fire fighters can be prepared during an incident to maintain lookouts, communications, escape routes, and safety zones that are critical for firefighter safety. (critical thinking, professional competency)

College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

☐ writing  ☐ computer literacy
☐ oral communications ☐ ethics/values
III. **Assessment Measures** (Summarize how the college and student learning outcomes will be assessed): *For each identified outcome checked, please provide the specific assessment measure.*

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<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tr>
<td>Critical thinking</td>
<td>Critical thinking will be assessed through a written assignment, exam or participation in a group activity to show that students can assess and propose modifications to various wildfire assignments and various situations in a manner that seeks solutions to the original wildland fire tactical objectives. Students will be required to determine if certain elements of a given scenario best fits under the L, C, E or S.</td>
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<td>Citizenship</td>
<td>To address citizenship, students will analyze and document how their community of wildland fire fighters can be prepared during an incident to maintain lookouts, communications, escape routes, and safety zones that are critical for firefighter safety. Students will be required to complete a written assignment to identify safe work practices/behaviors as outlined in their LCES contract.</td>
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IV. **Instructional Materials and Methods**

**Types of Course Materials:**

The Conservation Department will provide all handouts.

**Methods of Instruction** *(e.g. Lecture, Lab, Seminar …)*:

This course is hands-on and consensus based; however, lecture, videos, student-to-student communication, demonstrations, and class participation are an important part of the course.
V. General Outline of Topics Covered:

A. Focusing on LCES

1. Arrange the individual elements from Orders, Situations, Checklist, and Denominators under the L, C, E, and S heading which best restates or mitigates them.

2. Discuss how LCES organizes the Orders, Situations, Checklist, and Denominators, making them more useful in the field.

B. Developing the LCES Contract


2. Write a contract.

C. Orders, Checklist, and Denominators Review

1. Participate in the annual review of the Standard Firefighting Orders, Situations, Checklist, and Denominators.

D. Scenario Exercises

1. Demonstrate the ability to evaluate hazardous operations and practice application of the LCES contract.

2. Demonstrate the ability to question assignments in a manner that seeks solution to the original tactical objectives.

3. Review the solutions.