

Syllabus for FIRT1349
Fire Administration II
Semester Credit Hours: 3

INSTRUCTOR:

I. INTRODUCTION

- A. This course provides an in-depth study of fire service management as pertaining to budgetary requirements, administration, organization of divisions within the fire service. It will include discussions on relationships between the fire service and outside agencies.
- B. This is a required course for an Associate of Applied Science Degree in Fire Protection Technology.
- C. This course is occupationally related and serves as preparation for careers in Fire Protection and Fire Service.
- D. Prerequisites: None
- E. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Fundamental Skills (S).

II. LEARNING OUTCOMES

Upon successful completion of this course, Industrial Fire Protection I, the student will be able to:

- A. List the organizations that work with the Fire Service and explain how they affect fire service operations. (C5-C7, F1, F2).
- B. Develop an organizational structure demonstrating interagency cooperation and explain how those agencies assist functions of the fire service. (C5-C7, C15, C17, F1, F2, F7, F8, F9).
- C. Describe management principles and techniques for an effective department relating to organizational performance standards. (C5-C7, F1, F2, F5, F6).

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course. Please refer to 'Class Attendance and Course Progress' under the Academic Policies section in our current CTC Course Catalog: <http://www.ctcd.edu/catintro.htm>.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers or projects will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment.
- E. You are expected to read all assigned material and bring your textbook/reading materials to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and that discussed in class will be the basis for examination material.
- G. Scholastic Honesty: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all coursework and during examinations. The following are considered examples of scholastic dishonesty:
- Plagiarism: The taking of passages from the writing of others without giving proper credit to the sources.
- Collusion: Using another's work as one's own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
- Cheating: Giving or receiving information on examinations.
- H. Special Work: A term paper or other project, per requirements of the instructor, will be required. The subject must be appropriate for the course material. Check with the instructor when you have made a selection. The value is indicated in the semester grade computation and has considerable weight on your final average.

V. EXAMINATIONS

- A. There will be a minimum of two major examinations and a written paper or project as follows:
1. Mid-term exam
 2. Final exam
 3. Paper or Project due
- B. A student must be present for all examinations. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.
- C. Students without excused absences will be given a zero for the missed examination.
- D. Examinations will consist of both objective (true/false, multiple choice, fill in-the-blank, and matching) and subjective (short answer and essay) questions. Students must be able to communicate both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

VI. SEMESTER GRADE COMPUTATON

EXAM	POINTS	POINTS	GRADES
Assignments	200	900-1000	A=4 pts/sem hr
Mid-Term Exam	150	800- 899	B=3 pts/sem hr
Final exam	250	700- 799	C=2 pts/sem hr
Participation	100	600- 699	D=1 pt/sem hr
Paper/Project	200	0- 599	F=0 pts/sem hr
Discussion Questions	100		

TOTAL	1000		

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. **Tuition refunds** are made only in the case of class cancellation or official and timely withdrawal from CTC or from a course. Please refer to the current course catalog for more details, at <http://europe.ctcd.edu/library/catalog.php>.
- B. **GoArmyEd** students should contact their education counselor before withdrawing and are required to withdraw through the GoArmyEd portal.

Please note: a military withdrawal does not override CTC's grading policy.
 For **self-pay students**, refunds are computed from the date the Application for Withdrawal or Refund is filed with the CTC Field Representative or designated Student Services Officer. Special conditions apply to students who receive federal, state, and/or institutional financial aid.

Tuition and fees paid directly to the Institution by the Veterans Administration, Title IV (Financial Aid Programs, a sponsor, donor, or scholarship shall be refunded to the source rather than directly to the students.

- C. **Course Withdrawals, Student Responsibilities:** It is the student's responsibility to officially withdraw from a course. The instructor cannot initiate a withdrawal based upon a student's request. Rather, students must initiate the withdrawal with the designated Education Center Representative, through the CTC Field Representative or the Student Services Officer for that region.

Applications for Withdrawal will be accepted at any time before the completion of 75% of the course, after which time the student will be assigned an "FN"- "Failure for Non-attendance."

- D. **Incomplete / Course in Progress Grade Policy:** An "IP" or "Incomplete" grade may be assigned by an instructor if a student has made satisfactory progress in a course with the exception of a major quiz, final exam, or other project. The "IP" grade may also be assigned based on circumstances beyond a student's control, such as personal illness, death in the immediate family, or military orders. Notice of absences, with supporting documentation, may be required by the instructor. The instructor makes the final decision concerning the granting of the incomplete grade. With an "Incomplete" grade, students are required to complete a set amount of work before the instructor will submit an official letter grade. This date can be determined by the instructor but must be within 45 days of the course end date. After completion of the work the instructor can then change the grade of "IP" to the appropriate letter grade. If this work is not completed by the specified date the instructor will change the grade to "F".
- E. **Cellular phones, beepers, and other electronic devices** will be turned off while the student is in the classroom or laboratory unless the student is using the device for class purposes. No texting or social networking is allowed during class.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. **Americans With Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Lesson One: Chapter 1: Leadership; and Chapter 2: Communications

1. Unit Objectives: Upon successful completion of these chapters, the student will be able to:

- a. Discuss the history of the fire service
- b. Explain the need for leadership in the fire service
- c. Explain the difference between the science and the art of leadership
- d. Develop a higher level of leadership
- e. Discuss the different elements needed in a fire organization
- f. Explain the following leadership styles and how they pertain to the work of a Chief Officer: Charismatic leadership, Situational leadership, Contingency leadership, Citizen leadership, Servant leadership, The transformational/ transitional continuum
- g. Describe an effective fire service leadership model
- h. Develop an effective fire service leadership model
- i. Recognize common communication problems and understand how to mitigate them.
- j. Explain the level of communication necessary for a chief officer
- k. Explain how to communicate with governing boards
- l. Discuss the purpose and components of a program proposal
- m. Discuss the purpose and components of a budget proposal
- n. Describe when and why to hold a department meeting
- o. Discuss communications used for an emergency incident
- p. Discuss electronic forms of communication and how they impact the fire service
- q. Discuss the importance of record retention
- r. List and describe the various methods of external communications
- s. Explain the research process

2. Learning Activities:

- a. Complete blackboard sign in and self-introduction
- b. Reading assignment: Chapters 1 & 2, pages 1-45; complete questions and practices at the end of each chapter
- c. Complete Discussion Questions & Assignments 1 and 2

3. Chapter 1 & 2 outlines:

- a. Introduction
- b. History of the Fire Service
 1. The Fire Service Today
- c. NFPA 1021 Standard
- d. The need for Leadership in the Fire Service

- e. Understanding the Organization
 - 1. Structure
 - 2. Process
 - 3. Behavior
 - 4. Vision
 - 5. Mission
 - 6. Goals
 - 7. Objectives
 - 8. Structure
 - 9. Culture
 - 10. Trends
 - 11. Regionalization
 - 12. Flat Organizations
 - 13. Flexibility
- f. Effective leadership in the fire Service
 - 1. Military Influence
 - 2. Fire Service Leadership Model
- g. Leading versus Managing
- h. Leadership Styles
 - 1. Charismatic Leadership
 - 2. Contingency Leadership
 - 3. Citizen Leadership
 - 4. Servant Leadership
 - 5. Chameleon Leadership
 - 6. Servant Leadership
 - 7. The Transformational/Transitional Leadership Continuum
- i. Conclusion
- j. Introduction
- k. Common Communication Problems
 - 1. Noise
 - 2. Filtering
 - 3. Semantics
 - 4. Selective Hearing
- l. Executive level Communications
 - 1. Communicating with Governing Boards
 - 2. Program Proposals: Introduction, Body, Conclusion
 - 3. Budget Proposals
- m. Department-Level Communications
 - 1. Department Policies, Directives, and SOPs/SOGs
 - 2. Department Meetings: Agenda Preparation
 - 3. Emergency Communication (and Bluetooth Technology)
- n. Communicating in an Electronic World
 - 1. Use of Person Devices
 - 2. Record Retention
- o. External Communications
 - 1. Web Sites
 - 2. Newsletters, Press Releases, and Community Forums
 - 3. Notifying the Public
- p. Conducting Research
- q. Conclusion

B. Lesson Two: Chapter 3: Person and Professional Development; and Chapter 4: Working in the Community

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Explain how a chief officer can develop personally and professionally using the concept of continuous improvement
 - b. Discuss the benefits and methods of education and training at the chief officer level
 - c. Discuss the effects of a chief officer's involvement in the community
 - d. List fire service organizations that may help guide a chief officer's development
 - e. Discuss the role of fire service credentials
 - f. Explain extinguishing agents and methods
 - g. List the roles and responsibilities of a chief officer in working with the community
 - h. Discuss the roles stakeholders play in a community and in relationships with the fire department
 - i. Discuss the importance of networking at the chief officer level

2. Learning Activities:

- a. Reading assignment: Chapters 3 & 4, pages 46-79
- b. Complete questions and practices at the end of each chapter
- c. Complete Discussion Questions & Assignments 3 and 4
*mid-term examination end of next week

3. Chapters 3 & 4 Outline:

- a. Introduction
- b. Developing Personally and Professionally
 1. Traits of Success: Developing Traits of Success
 2. Professional Development
- c. Education and Training
 - Establishing Education and Training Goals
 - Educational Degrees
 - Maintaining Proficiency
- d. Community Involvement
 1. Volunteer Boards
 2. Opportunities for Visibility: Public Speaking, Media,
- e. Fire Service Organizations
 1. National Fire Service Organizations
 2. State Fire Service Organizations
 3. Local Fire Service Organizations
- f. Fire Service Credentials

1. State Fire Executive Programs
2. NFA Executive Fire Officer
3. Chief Fire Officer Designation
4. Harvard Fire Executive Fellowship
- g. Conclusion
- h. Introduction
- i. Roles and Responsibilities
 1. Subject Matter Expert
 2. Consultant
 3. Advocate
 4. Administrator
 5. Incident Manager
 6. Fund Raiser
 7. Spokesperson
 8. Addressing Complaints
- j. Stakeholders
 1. Citizens
 2. Customers
 3. Governing Bodies
 4. Executives
 5. Civic/Community Associations
 6. Homeowner Associations
 7. Special Interest Groups
 8. Other Departments and Agencies
 9. Not-for-Profit Groups
- k. Networking
- l. Conclusion

C. Lesson Three: Chapter 5: Intergovernmental Relations; & Chapter 6: Human Resources

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Describe the key players in intergovernmental activities
 - b. Explain how government works and how to influence it
 - c. Explain the concept of shared services and list examples
 - d. Discuss intergovernmental teams and their purpose
 - e. Describe the roles and responsibilities of the chief officer in terms of intergovernmental relations
 - f. Describe how to create an organization's policies
 - g. Communicate effectively with members of other organizations
 - h. Create a policy for a fire department
 - i. Maximize efficiency in human resources in your organization
 - j. Perform a demographic survey of your department and its community
 - k. Describe various employee benefits and their importance
 - l. Discuss Personnel management in a fire organization
 - m. Discuss professional development in a fire organization from the perspective of human resources
 - n. Discuss the elements of personnel promotion, including policies, procedures, and processes

- o. Explain labor relations in the context of human resources
- p. Explain documentation and record keeping of human resource materials

2. Learning Activities:

- a. Reading assignment: Chapters 5 & 6, pages 80-137
- b. Complete questions and practices at the end of each chapter
- c. Complete Discussion Questions & Assignments 5 and 6

d. Take mid-term examination on blackboard

3. Chapters 5 & 6 Outline:

- a. Introduction
- b. Key Roles in Intergovernmental Activities
 - 1. Federal Government
 - 2. State Governments
 - 3. Local Governments
 - 4. Tribal Governments
 - 5. Nongovernmental Organizations
 - 6. Private Sector
 - 7. Citizen Groups: Fire Corps
 - 8. AmeriCorps
 - 9. Fraternal Organizations
- c. Understanding and Influencing How Government Works
 - 1. Understanding the Political Process
 - 2. Awareness of Elected Officials
 - 3. The Legislative Process
 - 4. Interacting with Politicians Safely
- d. Shared Services
- e. Creating Intergovernmental Project Teams
 - 1. High-Impact Incident Team
 - 2. Recurrent Situation Team
 - 3. Long-Term Consolidation Team
 - 4. Establishing the Team
 - 5. Dissolving the Team
- f. Roles of the Chief Fire Officer
 - 1. Sustainability and Local Governments
 - 2. Community Support of Residents: CPR Programs, Feel the Heat, Citizen Fire Academies, Senior Programs, First Aid
 - 3. Emergency Management Teams
 - 4. Public Health Department Team Member
 - 5. Law Enforcement
- g. External Communications
 - 1. Emergency Communications
 - 2. Political Communications and Information Sharing
- h. Policy
 - 1. Formation of Local Policy
 - 2. Code Understanding and Adoption

- i. Conclusion
- j. Introduction
- k. Efficiency in Human Resources
 - 1. Risk Assessment
 - 2. Service Levels
 - 3. Determining Human Resources: Anticipating needs, Economic Changes, Availability of Skilled Workers, New Legislation, Comparison with other Agencies, Short-Term and Long-Term Objectives, Staffing Levels
 - 4. Policies and Procedures
- l. Human Resource Demographics
 - 1. Demographic Survey
 - 2. Information Analysis
- m. Employee Compensation
 - 1. Compensation
 - 2. Benefit Packages
 - 3. Education Benefits
 - 4. Incentive Programs
 - 5. Child Care Benefit
 - 6. Benefits Card
 - 7. Fitness and Wellness
- n. Benefit Proposal
 - 1. Review Current Benefits
 - 2. Gather New Benefit Information
 - 3. Create a Proposal
- o. Personnel Management
 - 1. Evaluating Management—Employee Relations
 - 2. Hiring and Recruiting
 - 3. Member-Assistance Programs
 - 4. Conflict Management
 - 5. Discipline: Progressive Discipline, Predisciplinary Hearing, Last Chance Agreement, Garrity Rights
 - 6. Employee Evaluations
- p. Promotion of Personnel
 - 1. Professional Development: Encouraging Participation, Job Rotation, Projects or Special Assignments, Mentoring
 - 2. Promotional Programs
 - 3. Promotional Process: Validity and Responsibility, Job Relatedness, Nondiscrimination, Preventing Bias, Knowledge, Skills, Abilities, and Personality, Assessment Center, Interview, Promotion Notification
- q. Department Culture
- r. Legal Requirements
 - 1. Federal Laws: Title VII of Civil Rights Act of 1964, Age Discrimination in Employment Act, Americans with Disabilities Act, Fair Labor Standards Act, Family Medical Leave Act
 - 2. State Laws
 - 3. Local Laws
- s. Labor Relations
 - 1. Negotiations: Collective Bargaining and Compliance, Mediation, Arbitration

- t. Record Keeping
 1. Proper Documentation: Documentation Procedures
 2. Freedom of Information Act
 3. Records Retention
 4. Historical Records
 5. Analysis of Records and Data: Validity, Interpretation
- u. Conclusion

D. Lesson Four: Chapter 7: Legal Issues; and Chapter 8: Strategic Planning

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Discuss the legal existence of a fire department
 - b. Explain the history of law in the United States
 - c. List the various types of state and federal laws
 - d. Explain the role of law in the rights of fire service personnel
 - e. List and define the steps of a lawsuit
 - f. Discuss the history of strategic planning
 - g. Discuss the concept of strategic planning and how it relates to the fire service
 - h. List and describe the steps in a strategic planning process
 - i. Create a strategic plan

2. Learning Activities:
 - a. Reading assignment: Chapters 7 & 8, pages 138-183
 - b. Complete questions and practices at the end of each chapter
 - c. Complete Discussion Questions & Assignments 7 and 8
 - *Term Paper due by the end of next week
 - *Final Examination completed at end of two weeks

4. Chapters 7 & 8 Outline:
 - a. Introduction
 - b. Fire Departments
 - c. Law in America
 1. State Statutory Civil Law: Worker's Compensation, Personnel Relations, Occupational Health and Safety, Codes and Code Enforcement, Fire Fighter Training and Certification Standards, Good Samaritan Acts
 2. State Criminal Law
 3. State Common Law: State Law and the Fireman's Rule
 4. Federal Law
 5. Employee Accommodation: Justifying an Accommodation, Plan Implementation
 6. Other Federal Statutes
 7. Federal Common Law: Fire Investigations, Drug Tests, Fire Code Inspections, Workplace Searches, Admission of Evidence, Free

Speech, Disciplinary Action

- d. Negligence
 - 1. Sovereign Immunity
 - 2. Negligence Defenses: Duty Doctrine, Assumption of Risk, Comparative and Contributory Negligence
 - 3. Protection for Government Employees
- e. Lawsuits
 - 1. Phase 1: Complains
 - 2. Phase 2: Answer
 - 3. Phase 3: Discovery
 - 4. Phase 4: Settlement or Trial Preparations
 - 5. Phase 5: Trial
 - 6. Appeals
- f. Legal Trends
 - 1. Technology
- g. Conclusion
- h. Introduction
- i. History of Strategic Planning
- j. Understanding Strategic Planning
- k. Strategic Planning in the Fire Service
 - 1. Funding
 - 2. Staffing
- l. Information Management
- m. Strategic Planning Process
 - 1. Establishing Need
 - 2. Building Support
 - 3. Vision
 - 4. Methodology: Preplan, Acquire Planning Data, Prepare for a Strategic Planning Retreat, Conduct the Strategic Planning Retreat, Prepare a Written Strategic Plan
 - 5. Planning Specifics: Mission Statement, Values, SWOT, Goals or Strategic Initiatives, Objective, Organization Performance Measures
 - 6. Identifying Stakeholders
 - 7. Coordinating the Planning Process: Contracting a Consultant, Developing a Proposal, Evaluating a Proposal
 - 8. Moving Forward
- n. Public Sector Planning: The Evesham Experience
- o. Conclusion

E. Lesson Five: Chapter 9: Emergency Management; & Chapter 10: Code Enforcement & Public Education

- 1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Explain the fire service's role in emergency management and how it developed
 - b. List & describe the basic responsibilities for emergency management programs
 - c. Use the National Incident Management System to plan for emergencies
 - d. Perform the basic emergency management responsibilities.
 - e. Explain the history of fire codes

- f. Explain how a fire safety bureau is developed
- g. Discuss the code adoption process
- h. Describe the steps in code enforcement
- i. Describe the role of the chief officer in code enforcement
- j. Explain the building plan review process
- k. Describe the role of the chief officer in public education
- l. List potential public education initiatives
- m. List potential community partners
- n. Discuss how fire safety activities are funded

2. Learning Activities:

- a. Reading assignment: Chapters 9 & 10, pages 184-235
- b. Complete questions and practices at the end of each chapter
- c. Complete Discussion Questions & Assignments 9 and 10
 - ***Term Paper due by the end of this week**
 - *Final Examination completed at end of next week

3. Chapters 9 & 10 Outline:

- a. Introduction
- b. Fire Service Role in Emergency Management
- c. Emergency Management Responsibilities
- d. Mitigation
 - 1. Hazard Analysis and Risk Assessment
- e. Preparedness
 - 1. Plan: Local, State
 - 2. Organize and Equip
 - 3. Train
 - 4. Exercise: Table-Top Exercises, Full-Scale Exercises
 - 5. Evaluate and Improve
- f. Response
- g. Recovery
- h. NIMS Requirements
 - 1. Emergency Operations Center
 - 2. Area Command
 - 3. Incident Action Plans
 - 4. Incident Management Team: Type 4/5: Single Jurisdiction or County-Level Team, Type 3: State or Regional Multiagency/Multijurisdictional Team, Type 2: National or State Team (Regional), Type 1: National or State Team (National)
 - 5. NIMS Training: FEMA NIMS Training Requirements
- i. Conclusion
- j. Introduction
- k. History of Codes
- l. Developing a Fire Safety Bureau
- m. Code Adoption Process
 - 1. National Code Adoption: International Code Council, National Fire Protection Association
 - 2. State Code Adoption

3. Legal Code Adoption
- n. Code Enforcement
 1. Budget Impacts: Fee Schedules, Fines, Legal Fees
- o. Role of the Chief Officer in Code Enforcement
 1. Authority Having Jurisdiction
 2. Engaging the Fire Fighters
 3. Enforcement Considerations: Political Positions, Loss of Business, Life Safety Issues, Residual Considerations
 4. Education Options: Letter of Concern, Written Notice of Violation, Eminent Hazards, Stop Work Order, Fire Watch, Revoking Occupancy or Fire Prevention Permit, Court Order
- p. Plan Review Process
 1. Managing Field Work: Inspection Scheduling, System Testing, The Impact of Equivalencies
 2. The Appeals Process
 3. Maintaining a Professional Organization
 4. Managing Fire-Ground Risks
 5. Improving Pre-Incident Planning
 6. Insurance Services Office Impacts
- q. Role of the Chief Officer in Public Education
 1. Creating a Focused Public Education Campaign,
 2. Using the internet: Social Media, Citizen-Targeted Sites, Fire Fighter-Targeted Sites
 3. Developing the Department's Corporate Message: Engaging the Fire Company, Identifying Cultural Challenges
- r. Public Education Initiatives
 1. School Visits/Presentations
 2. Poster Contest
 3. Senior Centers
 4. Station Tours
 5. Public Relations: Community Events
- s. Community Partners
 1. Nonprofit Organizations
 2. Corporations
 3. Schools
 4. Service Organizations
- t. Funding Fire Safety Activities
 1. General Fund Budget
 2. Grants
- u. Conclusion

F. Lesson 6: Chapter 11: Budget and Finance Issues

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Describe how to manage a department's financial resources
 - b. Discuss the types of funding available from public and private sources
 - c. Discuss the roles and types of budgets
 - d. Discuss the operation of installed fire protection

- e. Explain how to make budgetary justification
 - f. Explain the budgeting process
 - g. Explain purchasing procedures in light of budgeting considerations
 - h. Discuss income management in the fire service
2. Learning Activities:
- a. Reading Assignment: Chapter 11 and appendixes, pages 236-
 - b. Complete questions and practices at the end of the chapter
 - c. Review all materials for final examination
 - d. Complete final examination on Blackboard**
4. Chapter 11 Outline:
- a. Introduction
 - b. Managing Financial Resources
 - c. Origin of Public and Private Money
 - 1. Taxation: Yield, Equity and Neutrality, Ease of Administration
 - 2. Assessment of User Fees
 - 3. Funds for other Levels of Government
 - 4. Lease Purchase Agreements: Components of a Fire Truck Lease Purchase Agreement
 - d. Fire Department Budgets
 - 1. Expense Budget: Line-Item System, Program System
 - 2. Capital Budget
 - e. Budgetary Justifications
 - f. Budgetary Process
 - 1. Formulation: Personnel and Union Involvement
 - 2. Transmittal
 - 3. Approval
 - 4. Management: Mid-Year Revision
 - g. Contingency Funds
 - h. Purchasing Procedures
 - 1. Credit Card Usage
 - i. Alternative Funding Sources
 - 1. Cost Recovery
 - 2. Grants: Assistance to Firefighters Grants, SAFER Grants, Fire Prevention and Safety Grants, Private Foundations, Corporations
 - j. Conclusion