Fire Prevention Practices ATPC1505

Course Information

Course Description: The purpose of this course is to place emphasis on fire prevention through inspection, code enforcement, the use of model building and fire prevention codes, including detailed information on the legal, economic, and political aspects of the fire inspection process.

This course is one part of four courses that comprise the requirements for Florida Fire Officer II certification. This course is designed to meet the requirements outlined in the Florida Administrative Code for specific objectives required for certification as a Fire Officer II in Florida.

Delivery: This course can be delivered in traditional classroom, distance learning or hybrid options as required. Delivery options and requirements are specified in section descriptions.

Contact Hours: This course is designed for 45 contact hours or the equivalent of 3 semester hours of credit. Distance learning delivery is based on course hours spent engaged in course activities measured by the course timer. Hybrid delivery accounts for instructor/student contact and completion of measured assignments to account for contact time and engagement within the course.

Textbook Required: Bureau of Fire Standards recommended book: IFSTA Fire Inspection and Code Enforcement (8th Edition) ISBN: 978-087939605-3

Recommended Text: APA Manual 6th ed. Publication manual of the American Psychological Association (2006) ISBN: 789-1-4338-0561-5. *Strongly Recommended*

FBI Mission Statement

The mission of Five Bugles Institute is to provide excellence in education in accordance with standards set forth by the legislative, regulatory, and advisory agencies related to the industries we serve. We will offer educational opportunities to fire service and fire protection industry personnel, providing up to date knowledge to our students while embracing Five Bugles Institute's Core Values in all facets of our operations. We will strive for unparalleled levels of service to our customers with the vision to guide and assist the industries we serve in the future.

FBI Core Values

Duty   *Five Bugles Institute* will uphold our **DUTY** to provide educational accuracy in all settings for our students.

Honor   *Five Bugles Institute* will respect the **HONOR** of having the title of "Firefighter".

Courage   *Five Bugles Institute* will have the **COURAGE** to prepare tomorrow's fire service leaders with the basic tools for success, wherever their career goals lead.

Tradition *Five Bugles Institute* will remind our students of **TRADITION** in the fire service, their relevance to who we are, and their role in our education.

Excellence *Five Bugles Institute* will strive for unconditional **EXCELLENCE** in all educational settings for our students, instructors, and any agencies we provide services for.

Course Learning Objectives and Outcomes: The learning objectives for this course align with the job performance requirements of the National Fire Protection Association Standards and Florida specific learning objectives outlined below.

NFPA 1031, Standard for Professional Qualifications for Fire Inspector and Plans Examiner, 2014 Edition

4.2.1 Prepare inspection reports, given agency policy and procedures, and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Applicable codes and standards adopted by the jurisdiction and policies of the jurisdiction.
(B) Requisite Skills. The ability to conduct a field inspection, apply codes and standards, and communicate orally and inwriting.

4.2.3 Recognize the need for plan review, given a situation or condition, so that requirements for plan reviews are communicated in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Plan review policies of the jurisdiction and the rationale for the plan review.
(B) Requisite Skills. The ability to communicate orally and inwriting

4.2.4 Investigate common complaints, given a reported situation or condition, so that complaint information is recorded, the AHJ-approved process is initiated, and the complaint is resolved.
(A) Requisite Knowledge. Applicable codes and standards adopted by the jurisdiction and policies of the jurisdiction.

(B) Requisite Skills. The ability to apply codes and standards, communicate orally and in writing, recognize problems, and resolve complaints.

4.2.5 Identify the applicable code or standard, given a fire protection, fire prevention, or life safety issue, so that the applicable document, edition, and section are referenced.
(A) Requisite Knowledge. Applicable codes and standards adopted by the jurisdiction.
(B) Requisite Skills. The ability to apply codes and standards.

4.2.6 Participate in legal proceedings, given the findings of afield inspection or a complaint and consultation with legal counsel, so that all information is presented, and the inspector's demeanor is professional.
(A) Requisite Knowledge. The legal requirements pertaining to evidence rules in the legal system and types of legal proceedings.
(B) Requisite Skills. The ability to maintain a professional courtroom demeanor, communicate, listen, and differentiate facts from opinions.

4.3.1 Identify the occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that the classification is made according to the applicable codes and standards.
(A) Requisite Knowledge. Occupancy classification types: applicable codes, regulations, and standards adopted by the jurisdiction; operational features; and fire hazards presented by various occupancies.
(B) Requisite Skills. The ability to make observations and correct decisions.

4.3.2 Compute the allowable occupant load of a single-use occupancy or portion thereof, given a detailed description of the occupancy, so that the calculated allowable occupant load is established in accordance with applicable codes and standards.
(A) Requisite Knowledge. Occupancy classification; applicable codes, regulations, and standards adopted by the jurisdiction; operational features; fire hazards presented by various occupancies; and occupant load factors.
(B) Requisite Skills. The ability to calculate occupant loads, identify occupancy factors related to various occupancy classifications, use measuring tools, and make field sketches.

4.3.3 Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Applicable codes and standards adopted by the jurisdiction related to means of egress elements, maintenance requirements of egress elements, types of construction, occupancy egress requirements, and the relationship of fixed fire protection systems to egress requirements and to approved means of egress elements, including, but not limited to, doors, hardware, and lights.
(B) Requisite Skills. The ability to observe and recognize problems, calculate, make basic decisions related to means of egress, use measuring tools, and make field sketches.
4.3.4 Verify the type of construction for an addition or remodeling project, given field observations or a description of the project and the materials being used, so that the construction

type is identified and recorded in accordance with the applicable codes and standards and the policies of the jurisdiction.

(A) Requisite Knowledge. Applicable codes and standards adopted by the jurisdiction, types of construction, rated construction components, and accepted building construction methods and materials.

(B) Requisite Skills. The ability to read plans, make decisions, and apply codes and standards.

4.3.8 Recognize hazardous conditions involving equipment, processes, and operations, given field observations, so that the equipment, processes, or operations are conducted and maintained in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.

(A) Requisite Knowledge. Practices and techniques of code compliance inspections, fire behavior, fire prevention practices, ignition sources, safe housekeeping practices, and classification of hazardous
materials.

(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize problems, and make decisions.

4.3.9 Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.

(A) Requisite Knowledge. Fire protection symbols and terminology.

(B) Requisite Skills. The ability to read and comprehend plans for fire protection systems, observe, communicate, apply codes and standards, recognize problems, and make decisions.

4.3.10 Verify that emergency planning and preparedness measures are in place and have been practiced, given field observations, copies of emergency plans, and records of exercises, so that plans are prepared, and exercises have been performed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.

(A) Requisite Knowledge. Requirements relative to emergency evacuation drills that are required within the jurisdiction, ways to conduct and/or evaluate fire drills in various occupancies, and human behavior during fires and other emergencies.

(B) Requisite Skills. The ability to identify the emergency evacuation requirements contained in the applicable codes and standards and interpret plans and reports.

4.3.11 Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and policies of the jurisdiction.

(A) Requisite Knowledge. Applicable codes and standards, the policies of the jurisdiction, and emergency access and accessibility requirements.

Requisite Skills. The ability to identify the emergency access requirements contained in the applicable codes and standards, observe, make decisions, and use measuring tools.

4.3.12 Verify code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that applicable codes and standards are addressed, and deficiencies are identified, documented, in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Classification, properties, labeling, storage, handling, and use of incidental amounts of flammable and combustible liquids and gases.
(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize problems, and make decisions.

4.3.13 Verify code compliance for incidental storage, handling, and use of hazardous materials, given field observations, so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Classification, properties, labeling, transportation, storage, handling, and use of hazardous materials.
(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize problems, and make decisions.

4.3.14 Recognize a hazardous fire growth potential in a building or space, given field observations, so that the hazardous conditions are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.
(A) Requisite Knowledge. Basic fire behavior: flame spread and smoke development ratings of contents, interior finishes, building construction elements, decorations, decorative materials, and furnishings; and safe housekeeping practices.
(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize hazardous conditions, and make decisions.

4.3.15 Determine code compliance, given the codes, standards, and policies of the jurisdiction and a fire protection issue, so that the applicable codes, standards, and policies are identified and compliance is determined.
(A) Requisite Knowledge. Basic fire behavior: flame spread and smoke development ratings of contents, interior finishes, building construction elements, life safety systems, decorations, decorative materials, and furnishings; and safe housekeeping practices.
(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize hazardous conditions, and make decisions.

NFPA 1021, *Standard for Fire Officer Professional* Qualifications, 2020 Edition

5.5.1
Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.
(A) Requisite Knowledge.
Indications of arson, common causes of fire, methods to preserve and protect the general area of origin, basic origin and cause determination, fire growth and development, and documentation of preliminary fire investigative procedures.
(B) Requisite Skills.
The ability to investigate a fire scene and identify the general area of origin, implement procedures to preserve and protect potential sources of ignition within that general area of origin, and communicate.

Grading Information and Course Policies

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. Below is the breakdown of the final accumulative grading:

> **Discussion Assignments:** There are four discussion exercises that comprise 25% of the overall grade. The discussion exercise requires an initial input from the student and subsequent responses as directed by the instructor or input from other students for full credit to be awarded.

> **Unit Quizzes:** There are four separate unit quizzes, one for each of the four units that cover material for the chapters assigned to each unit. The cumulative score for each quiz accounts for 25% of the overall grade.

> **Homework Assignments:** There are assignments in each of the four units that must be submitted. The cumulative scores for the assignments comprise 25% of the overall course grade.

> **Final Exam:** The final exam shall be completed to receive credit for the course. The final exam will count for 15% of the course grade.

> **Final Project:** A final project shall be submitted by the student to receive credit for completion of the course. The final project will count as 10% of the course grade.

Attendance Policy: For traditional classroom delivery the student is required to attend all class meetings, The instructor may excuse the student for no more than 4 hours of attendance providing extracurricular coursework is submitted in lieu of attendance. For distance learning coursework the student must log minimum hours as determined by the in-course timer *and* submit all assignments as required. For hybrid delivery the combination of classroom hours and self-study/distance learning hours will total the minimum of 45 contact hours.

Withdrawals: To withdraw from a course after enrollment, students must submit a formal letter and notify, in writing, their instructor immediately. Approved withdrawals will result in an "incomplete" status in the student's FCDICE profile. Failure to provide proper notification will result in a final grade of "F" in FCDICE.

Refunds: Once a student begins a class no refunds shall be issued. However, students may be eligible to be issued course credit towards another class. The student must email their credit request to Mark Goldfeder at mark@fivebuglesinstitute.com. The FBI Board of Directors will review the request and notify the student of their decision within 14 calendar days. Students who fail to withdraw from class according to this policy are not entitled to course credit and forfeit their tuition.

Classroom Conduct Policy: Students are expected to conduct themselves appropriately while in an instructional classroom setting, including within the e-learning environment and to avoid conduct that is disruptive to other students or that interferes with the full participation of other students in the class. In determining whether behavior is appropriate, the instructor shall be the final authority. An instructor may dismiss a student for the duration of the scheduled class period if a student violates the required classroom conduct as set forth in the Classroom Conduct Policy.

Academic Honesty Policy: Five Bugles Institute, LLC (FBI) expects students to be honest in all their academic work. By enrolling in our classes, students agree to adhere to the high standards of academic honesty and integrity consistent with the honor and tradition of the fire service and understand that failure to comply with this pledge may result in academic disciplinary action, up to and including removal from the course. Students also have an ethical obligation to report violations of the FBI academic honesty policies they may witness.

FBI students are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to incorporate the words or ideas of another without giving credit to the source (including having someone else plan or write your work), or to cheat on an examination corrupts the essential process by which knowledge is advanced. It is the official policy that acts of alleged academic dishonesty be reported to the course Lead Instructor and/or Company

President. The instructor may assign a grade of "F" or zero to an assignment, test, exam, or other course work — or the entire course — for admitted or alleged academic dishonesty and will report such dishonesty to the Florida State Fire College and the student's employer.

Florida Administrative Code Chapter 69A-37.063 Cheating.
(1) Any student who has been determined to have cheated on any test or examination administered under chapter 633, F.S., this rule chapter, or rule chapter 69A-39, F.A.C., shall be required to retake the course for which the student was determined to have cheated before taking another examination.
(2) "Cheated on any test or examination" means intentionally using any unapproved means, method, technique, document, or instrumentality to take or challenge any test or examination administered by the Florida State Fire College.
(3) Any student alleged to have cheated on an examination against whom disciplinary action is sought is subject to proceedings under chapter 120, F.S.

Rulemaking Authority 633.128(1)(h), 633.408(1) FS. Law Implemented 633.408, 633.128(1)(h) FS. History–New 12-10-01, Formerly 4A-37.063.

Communications Policy: Students are required to communicate through your registered email address. Any new email from the instructor will be sent to your registered student profile email address. You should check your email **at least once a day**. All emails will be acknowledged within **48 hours unless there are extenuating circumstances.**

Plan of Instruction

The plan of instruction for the course is outlined below. Traditional delivery is listed as day and distance learning delivery is listed by unit. Hybrid delivery will have a unique plan of instruction based on the contact hours and level of face-to-face involvement. Hybrid plans of instruction will be provided on the first day of class.

Day/Unit	Chapters	Assignments/Activities
Day 1 / Unit 1	Class Introductions and Orientation Chapter 1 – Duties and Authorities of the Fire Inspector Chapter 3 – Fire Behavior Chapter 10 – Hazardous Materials Set expectations for Field Inspection Presentation	-Introductions -Discussion Assignment / Class Discussion -Unit Quiz (1,3,10) -Homework Assignment
Day 2 / Unit 2	Chapter 2 – Codes Standards and Permits Chapter 4 – Construction Types Chapter 6 – Building Components	-Discussion Assignment / Class Discussion

		-Unit Quiz (2,4,6) -Homework Assignment
Day 3 / Unit 3	Chapter 7 – Means of Egress Chapter 8 – Site Access Chapter 9 – Fire Hazard Recognition	-Discussion Assignment / Class Discussion -Unit Quiz (7,8,9) -Homework Assignment
Day 4 / Unit 4	Chapter 16 – Inspection Procedures Final Exam Review / Course Inspection Project review of expectations	-Discussion Assignment / Class Discussion -Unit Quiz (16) -Homework Assignment
Day 5 / Unit 5	Course Presentations Discussions and Comments Final Exam	Final Course Project Turn-in Project Presentations Final Exam

Assignment Grading Rubric

Metric	Criteria	Measurement
Timeliness of assignment submission	10%	Submitted on time (within Module due date for online courses) 10 points. Late Submission (outside of module due date for online courses) 0 points.
Organization of work, presentation, or paper	25%	Well organized, articulated with relationship to time or thoughts and ideas. 20- 25 points Ideas presented but without respect to organization or time relationships of the material. Only part of the objective met or missing facts / circumstances. 15-20 points

		Completely disorganized, failure to meet objectives or missing key components of the exercise. 0-15 points
Spelling, Grammar, Format (APA), Neatness/penmanship (for written assignments)	25%	No spelling or significant grammar errors, correct APA format including cover page, resources, citations and bibliography, proper font, and format of written assignment- 20 - 25 points.

Misspelled words, serious grammatical errors and/or improper APA format, missing citations, or improperly formatted references- 10-20 points

Serious spelling errors, Grammatical errors, missing APA format or missing references *and* citations – 0 - 10 points |
| **Content or Completeness of work** | 35% | Fully meets objective, complete and inclusive of all requirements of the assignment – 30 - 35 points.

Partially meets objective, missing work, fails to provide compelling argument or evidence for theory or conclusion – 15-30 points.

Completely fails to meet objective, missing more than one part of the assignment or multiple failures to address objectives of the assignment – 0-15 points. |

Overall contribution to Course and Course Community	5%	Students' participation and/or assignment contributes to course community, student success, overall course community – 0 - 5 points.

Presentation Rubric

Criteria	Poor = 1	Met Objective = 2	Average = 3	Excellent = 4
Information	Presentation contains barely any information of the Fire Prevention Practices	Presentation contains little information of Fire Prevention Practices	Presentation contains most of the information of Fire Prevention Practices	Presentation contains detailed information of the Fire Prevention Practices
Clear connection	No attempt to make a connection between presentation and class work is evident	An attempt to make a connection between presentation and class work is evident	Connection between presentation and class work is understandable	Connection between presentation and class work is very clear
Visual interest	Presentation does not use visuals at all	Presentation uses visuals, but there are either too many (and are distracting) or not enough (and do not support the information); needs major editing before distribution	Presentation uses visuals to reinforce information without being a distraction; needs minor editing before distribution	Presentation uses visuals effectively and could be distributed as is with no further editing

Minimum Requirements for Presentation

1. Prepare an Inspection Report.
2. Utilize observations from a field inspection.
3. Prepare a report that communicates its message clearly and in a concise manner
4. Accurately reflect applicable codes and standards.
5. Reference the proper document, edition, and section of the code/standard.
6. Identify the occupancy classification.
7. Consider use of occupancy per classification.
9. Analyzed means of egress to ensure applicable codes and standards met
10. Evaluated hazardous equipment, process, and operations to ensure meets applicable codes and standards per classification.

Accessibility

The course is designed with respect to accessibility for all students. Reasonable accommodations for students with disabilities shall be made in accordance with academic standards outlined in Title II of the Americans with Disabilities Act of 1990, providing the student discloses the necessity for such accommodation and provides written documentation as to the scope and extent of accommodation required to complete the course. Under law, Five Bugles Institute (FBI) is allowed to request documentation that reflects the current functionality of the student. Confidentiality is strictly maintained regarding a student's condition. This disclosure includes online, hybrid, and traditionally offered courses. Requests for accommodation must be made in advance of registration for the course so necessary accommodations can be arranged. The accommodations may not preclude the student from meeting the required Job Performance Requirements outlined in the syllabus or required by Florida Administrative Code.

Right to Modify or Change Syllabus

Five Bugles Institute (FBI) and/or the course instructor reserve the right to make changes or modify the syllabus or course schedule as necessary during the term of the course. Such changes will be addressed though course contact message/e-mail and it is the responsibility of the student to acknowledge and comply with any changes as indicated by the instructor upon receipt of the e-mail and/or course message.

American with Disabilities Act (ADA):

FBI will comply with all laws/regulations provided under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes design and delivery of distance learning courses so that the access to a curriculum of learning for the disabled student is reasonably equivalent to that which is provided for the non-disabled student.

To be eligible for disability-related services, students must provide documentation of the disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students must request assistance through email to:

Mark Goldfeder, MS, NRP
President
mark@fivebuglesinstitute.com

ADA Software Download Options for Students

Students meeting the requirements of the ADA can find some useful resources below. Students should note FBI does not endorse, nor claim these resources will work for every student. However, each program has a noted positive reputation.

Bungalow Software http://bungalowsoftware.com/uq_plus.htm

This program displays and speaks a question out loud (in a human voice) and shows up to 4 answers. Provides nearly unlimited therapy practice, with *over 5,000 exercises*.

NVDA https://www.nvaccess.org/

NVDA (NonVisual Desktop Access) is a free "screen reader" which enables blind and vision impaired people to use computers. It reads the text on the screen in a computerized voice. You can control what is read to you by moving the cursor to the relevant area of text with a mouse or the arrows on your keyboard.

WordQ http://www.goqsoftware.com/wordQ.php

Word prediction works even if words are spelled creatively or missing parts. Offers a list of words with similar meaning to add variety to your writing. Gives examples for words that sound similar by using them in a sentence (example: there, their | to, too, etc.). Text reading software reads aloud in a clear and pleasant voice text you highlight, including websites, emails and instant messaging. Using text to speech when writing, poor grammar sounds off and bad punctuation disrupts the rhythm. Helps only as much as you need with functions that easily turn on or off.

Dyslexia http://dyslexiahelp.umich.edu/

Google Accessibility https://www.google.com/accessibility/products-features.html

Google has a list of programs to assist with your specific needs.

Certificates/Receipts/Grades:

At the conclusion of any "live" class (including blended curriculum formats), students will be provided with a hard copy of their course completion certificate, course payment receipt, and official notice of grade for the completed class. Grades are submitted to FCDICE within 48 hours of course completion but can take up to 7 days to be available on your FCDICE profile. If a course requires additional coursework after the classroom sessions have ended, course completion documentation will be sent out once classwork is submitted and graded.

At the completion of each distance learning course, grades will be submitted to FCDICE within 14 days following the course completion. Students will receive course completion documentation within the course platform, via email, or by US mail once the instructor submits the grades to FCDICE.

Software and Hardware Requirements:

The best distance learning experience will come from using the most up to date browser and either a PC or Mac that can run it. Students should have a reliable high-speed connection to the internet (DSL, cable modem), reliable printer, speakers and/or headphones. Students will also be required to use Microsoft applications including Word, PowerPoint, and Excel.

Five Bugles Institute uses the LearnDash learning management system (www.learndash.com) for our courses. All LearnDash products are designed to be compatible with the latest available version of WordPress and the most modern, popular web browsers including Firefox, Safari, Chrome, and Internet Explorer.

Although not all courses use the same software, we recommend you have access to the following applications:
- Microsoft Office Suite
- Adobe Acrobat Reader for reading PDF files (http://getadobe.com/reader) – Free
- A system compatible video player of your choosing. We use video encoding software to help increase compatibility with modern players.

Mobile Devices:
- At a minimum, Apple devices running iOS 8.0; compatible with iPhone 6 and 6 Plus, iPad 2 or greater and iPod Touch (3rd and 4th generation recommended)

- Android™ devices running Android 2.2 or later with Adobe Air® 2.7 for Android; compatible with HTC EVO 4G, HTC Flyer, Motorola Atrix, Motorola Droid X, Motorola Xoom, and Samsung Galaxy Tab (7-inch) and Samsung Galaxy Tab 10.1

Technical Assistance: If you have problems with **logging in with your password and/or username**, contact your instructor *immediately.* You should always feel comfortable contacting your instructor if you are having trouble logging in or navigating the course. You can also contact Five Bugles Institute via email at hello@fivebuglesinstitute.com for additional assistance.

Discussion Forum Participation:

The instructor will assign a discussion forum topic for each unit. To receive credit for the unit, students will be required to post one (1) answer per question (minimum 100 words) as well as two (2) responses to posts (minimum 50 words) from other students in the class which state a supporting or opposing viewpoint to enhance the discussion. Students should cite at least one (1) internal source and one (1) external source in all posts.

The distance learning discussions allow students to interact around the readings and assignments. The clarity, thoughtfulness, and relevance of students' contributions, as well as students' responsiveness to their colleagues, is as important as the quantity of students' contributions. **The discussion forum is worth 100 points per unit as indicated in the grading rubric.** The instructor will monitor and participate in the discussion forums. However, the students should be the driving factor in the forum. Grades will be posted for each discussion forum within 3 days of completing the unit block. Due dates for posting to the forums are as noted in the schedule below:

Unit Starting Day	Initial Student Posts Due	Student Responses Due
Midnight Sunday	11:59 pm Wednesday	11:59 pm Saturday

In a distance learning environment, discussion postings often serve as key modes of class participation. As a result, these posts are a great way to demonstrate you have read and thought critically about course readings. Although generally shorter and narrower in focus than a traditional essay, discussion posts should be as coherent and scholarly in tone. Think of these posts as a mini-essay, in which you want to have a single central argument and clear evidence to support that argument. It is important to keep length requirements in mind, limiting the scope of your response, so it will remain clear, focused, and relevant to the topic at hand. Please view the webinar from Walden University on discussion forum posting for tips on crafting an effective discussion posting.

Webinar address:
https://waldencss.adobeconnect.com/p98jgpc8bl6/?launcher=false&fcsContent=true&pbMode=normal

All initial forum responses require a minimum of 100 words while responses to other students require a minimum of 50 words. Responses should be formatted in a clear, professional, and respectful manner with proper grammar and spelling. American Psychological Association (APA) guidelines should be used when citing other articles or references.

For assistance on APA formatting, click on the following link or copy and paste the address in a new browser window:
https://owl.english.purdue.edu/owl/resource/560/01/