Regulatory Programs Management
Course Plan

Course Details

Certification:	Fire Marshal
CTS Guide:	Fire Marshal CTS Guide (March 2018)
Description:	This course provides an overview of the knowledge and skills needed to manage the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements; manage inspection, plan review, design review, appeals, record-keeping, permit, and complaint reconciliation processes; and manage compliance interpretation, alternative means/methods/materials, and interagency coordination programs.
Designed For:	A current or future Fire Marshal pursuing SFT certification or anyone seeking an overview of regulatory programs management.
Prerequisites:	None
Standard:	Complete all activities and formative tests.
	Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 21:30
	Activities: 5:00
	Testing: 2:00
Hours (Total):	28:30
Maximum Class Size:	30
Instructor Level:	Primary Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:
- California Fire Code (current edition)
- California Building Code (current edition)
- *Fire Department Strategic Planning: Creating Future Excellence* (2nd edition)
    - Mark Wallace
    - PenWell Books
    - SKU: 978-1593700034
- *A Budgeting Guide for Local Government* (3rd edition)
    - Robert L. Bland
    - ICMA Press
    - ISBN: 978-0873267670
- *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (4th edition)
    - Joan E. Pynes
    - Jossey-Bass
    - ISBN: 978-1118398623
- *Building Department Administration* (4th edition)
    - International Code Council
    - ISBN: 978-1609833473
- *Legal Aspects of Code Administration*
    - International Code Council
    - ISBN: 978-1609833473
- *CEQA Deskbook* (3rd edition)
    - Ronald Bass, Kenneth Bogdan, and Terry Rivasplata
    - Solano Press Books
    - ISBN: 978-0923956486
- Managing Fire and Emergency Services
    - Adam K. Thiel and Charles R. Jennings
    - Icma Green Book
    - ISBN: 978- 0873267632
- NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
- NFPA 1730 Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (2016)
- NFPA 901 Standard Classifications for Incident Reporting and Fire Protection Data (2016)
- Activity materials
    - Alternative means/methods/materials requests (three to five different scenarios for Activity 2-10)
    - Complaints (8-10 for Activity 2-11)

o *Guide to Title 24* (https://www.dgs.ca.gov/BSC/Resources/Page-Content/Building-Standards-Commission-Resources-List-Folder/Guidebooks---Title-24) (for Activity 2-13)

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/resources:
- None at this time

Student Resources

To participate in this course, students need:
- California Fire Code (current edition)
- California Building Code (current edition)
- NFPA 1037 Standard for Fire Marshal Professional Qualifications (2016)
  - Physical copy or digital access
- Activity materials
  - A copy of the student's agency or department's local ordinances (Activity 2-2)
  - *Guide to Title 24* (https://www.dgs.ca.gov/BSC/Resources/Page-Content/Building-Standards-Commission-Resources-List-Folder/Guidebooks---Title-24) (a printed copy is required for Activity 2-13)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:
- Standard classroom equipped for 30 students
- Whiteboards or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Marshal certification track, the courses and requirements for Fire Marshal certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Marshal certification track
   - Fire Marshal (standalone certification)

2. Identify the courses required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development
   - Fire Marshal 1B: Community Relations & Fire and Life Safety Education
   - Fire Marshal 1C: Fire Investigation Program Management
   - Fire Marshal 1D: Community Risk Reduction Program Management
   - Fire Marshal 1E: Regulatory Programs Management
   - Chief Fire Officer 3A: Human Resource Management
   - Instructor I: Instructional Methodology
   - Statutes and Regulations
   - G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
   - International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Regulatory Programs

Topic 2-1: Regulatory Program Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given an overview of the Fire Marshal's regulatory program roles, will be able to articulate the importance of regulatory programs as they relate to the fire service.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal in regulatory programs, including:
   - Adopting the California Building Standards Code
   - Adopting and modifying codes and standards at the local level
     - Types: codes, standards, ordinances, resolutions

- o   Timeframes
- o   Considerations
- Maintaining codes and standards at the local level
- Developing and administering an inspection program
- Developing and administering a plan review program
- Managing appeals and alternate means of protection

Discussion Questions
1. What issues at the local level might require local ordinance adoption?
2. How does your agency interact with other municipal departments?
   - Is there any overlap?

Activities
1. To be determined by instructor

CTS Guide Reference: None

Topic 2-2: Managing the Adoption, Modification, and Maintenance of Codes, Standards, and Jurisdictional Requirements

Terminal Learning Objective

At the end of this topic, a student, given fire loss data and/or a demonstrated need or deficiency, will be able to manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency.

Enabling Learning Objectives
1. Describe applicable jurisdictional requirements
2. Describe applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements
3. Describe how to conduct statistical analysis
4. Describe the California Building Standards (CBS) code adoption process
   - Triennial code cycle
   - State agencies prepare amendments to model code
   - Submit amendments to California Building Standards Commission (CBSC)
   - 45-day public comment period and public hearings
   - CBSC approves amendments and forwards to publisher
   - Code becomes effective 180 days after publication
   - CBS code only applies to state-regulated occupancies and buildings
5. Describe the model codes and standards development process
   - When to adopt and modify codes at the local level
     - o   To apply CBS codes to non-state-regulated occupancies and buildings
     - o   To amend CBS codes at the local level
     - o   To create new codes at the local level (must meet state minimums)
     - o   Cannot modify code related to:
       - ▪   L occupancies

- Public schools
- Residential care facilities (six or fewer residents)
- Considerations for adopting and modifying codes, standards, ordinances, or resolutions at the local level
  - Intent, purpose, and scope
  - Clearly defined, concise language
  - Geographic, topographic, climatic considerations for building standards modifications
  - Coordination with other inter- and intra-jurisdictional departments or agencies
  - Uniformity and consistency with state and regional groups and stakeholders
  - National Fire Incident Reporting System (NFIRS) fire loss data, local fire loss data, and origin and cause fire investigation reporting
  - Legal obligations, including:
    - Attorney General's Opinion, City of Pasadena (01-306)
    - Attorney General's Opinion, Mendocino Fire Protection District (97-516)
    - Hall vs. City of Taft (1956)
    - Mission Development/Castle Construction vs. City of Vallejo (1994 / AB 2983 / HSC 18945(c))
    - Widmar vs. City of Marysville (1984 / HSC 13146.2)
  - Recent historic fires
    - Station Night Club fire (2003)
    - Ghostship fire (2016)
- Adopting and modifying codes, standards, ordinances, or resolutions at the local level
  - Review agency's statutory authority
  - Establish facts and findings for building standards
    - California Building Standards only (HSC 17958.5)
    - Geographic, topographic, climatic reason for modification
    - Follow Administrative Procedures Act (5 U.S.C. 551) rule-making process
    - Draft language and adoptions resolution
    - Present to appropriate governing bodies
    - Public hearing process
      - In conjunction with counsel and clerk
      - Can vary by municipality
    - Formal adoption by governing bodies
    - Special districts amending CBS must have amendments ratified by impacted regions (town, city, etc.)
      - Region's governing body can further modify
    - Must file facts and findings and final amendment

- Ordinance only takes effect after filing
- CBSC for city departments
- Housing and Community Development (HCD) for fire districts
  - Place into local code
  - Effective 30 days after final adoption/ratification by all governing bodies
- Maintaining local codes, standards, ordinances, or resolutions
  - Erratum (minor updates to correct errors)
  - Revisions between formal code cycles
  - Emergency amendments
  - Removal if adopted at the state or national level

6. Describe identified facts, trends, and high-risk areas
7. Apply the required knowledge to the organizational jurisdictional requirements
8. Apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process
9. Apply statistical analysis to a problem

Discussion Questions
1. What is the difference between legislation and regulation?
2. How can local jurisdictions participate in the California Building Standards code adoption process?
3. Why do local codes have to be adopted by ordinance every three years when the state amends the California codes?

Activities
1. Using his or her own local ordinances, have each student identify one change he or she wishes to make and develop a justification for that change.

CTS Guide Reference: CTS 6-1

Topic 2-3: Managing Inspection Processes

Terminal Learning Objective
At the end of this topic, a student, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, will be able to manage a process for conducting compliance inspections in order to identify applicable codes, standards, and jurisdictional requirements; identify and document deficiencies; and determine compliance.

Enabling Learning Objectives
1. Identify inspection functions and programs
   - Maintenance
   - New construction
   - Weed abatement
   - Code enforcement
   - Complaints
   - Wildland urban interface
2. Identify applicable codes, standards, and jurisdictional requirements

3. Describe implementing documents and methods
4. Describe technological tools to aid compliance inspections
5. Develop jurisdictional requirements for the administration of the inspection functions and programs
6. Describe the elements of an inspection program
   - Budget
   - Equipment and materials
   - Documentation
   - Staffing
   - Timeframes (turnaround time)
   - Workflow (process)
7. Describe considerations that go into developing an inspection program
   - Staff assignments (prevention bureau vs. engine company)
   - Geographical areas of responsibility
   - Occupancy-specific inspection types
   - Building-specific inspection types
   - Mandated vs. non-mandated inspections
   - Target hazards
   - Inspection frequency
   - Fire protection equipment and systems
   - New construction
   - Existing systems
   - Taskforce inspections
   - Logistics (engine parking, etc.)
   - Managing inspection outcomes
   - Fire watch (non-fire agency personnel)
   - Fire safety officer standby (fire agency personnel)
   - Political environment
8. Identify types of state-mandated inspections
   - Organized camps (HSC 18897.5)
   - High-rise (excluding hospitals) (HSC 13217)
   - Hotels, motels, and apartments (HSC 13146.2)
   - Jails and prisons (HSC 13146.1)
   - K-12 schools (HSC 13146.3)
9. Identify local agency responsibilities for inspections within limited statutory authority facilities
   - County (jails, facilities in municipality jurisdictions)
   - State (HSC 13108)
   - Federal (hazmat minus DOD / 42 USC 11022)
   - Other (sovereign nation)
   - Fairgrounds (owned by the state)

- Specialized assembly occupancies
  - Wine caves
  - Fixed guideway transit systems (PUC General Order 164 (current version)) and stations (CBC/CFC)
10. Describe the documents associated with an inspection program
    - Checklists
    - Citation notices
    - Inspection forms
    - Inspection reports
    - Permit forms
    - Referral forms
    - Notice and orders
    - Stop-work orders
    - Invoices
11. Describe the process for developing an infraction, criminal, or administrative citation program
    - Identify the pros and cons using one program versus another to obtain desired outcomes
    - Identify appropriate procedures and requirements for program development
    - Develop the program
      - Adopt bail and fee schedules
      - Create relevant forms
    - Develop organizational policies and controls
    - Train personnel to implement
12. Identify inspection responsibilities related to the CAL FIRE STD 850 form
    - Health and Safety Code (HSC) 13235
13. Describe the three levels of involvement with the Certified Unified Program Agency (CUPA)
    - Full CUPA (manage all of the six CUPA programs)
      - Business Emergency Plans (BEP)
      - California Fire Code HazMat (HMIS / HMMP)
      - Underground storage tanks (USTs)
      - Aboveground storage tanks (ASTs)
      - Hazardous Waste
      - CalARP (Accidental Release Program)
    - Participating agency (PA) (manage some, but not all, CUPA programs)
    - No CUPA involvement at all
      - Environmental Health manages CUPA
      - Fire prevention bureau still responsible for California Fire Code (CFC) enforcement and CFC permitting
14. Describe how to develop and administer an exterior hazard abatement program in the wildland urban interface

- Develop and adopt local ordinance language to enable an exterior hazard abatement program
- Develop and administer an exterior hazard abatement program
    - Develop and maintain abatement standards
    - Issue legal notices
    - Complete compliance inspections
    - Note and document deficiencies
    - Follow up on abatement procedures
    - Issue work orders to have hazards abated by a third party

Discussion Questions
1. How does your jurisdiction prioritize inspections?
2. How would you differentiate inspections assigned to an engine company from inspections assigned to a fire prevention bureau?
3. What are the implications of ignoring the requirement to inspect certain occupancies on an annual basis?
4. How can the fire marshal encourage consistency in field inspection code interpretations?
5. What are the pros and cons of inspection checklists?
6. What are the required components of a formal notice for due process?
7. When do local fire agencies have the authority to inspect hospitals and healthcare facilities?
8. What is the difference between a CUPA permit and a Fire Code permit?
9. Is a wildland urban interface always associated with a fire hazard severity zone?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-2

Topic 2-4: Managing a Plan Review Process

Terminal Learning Objective
At the end of this topic, a student, given policies of the jurisdiction requiring plan reviews, will be able to manage a process for plan reviews in order to complete plan review requirements in accordance with the policies of the jurisdiction.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify conditions of project approval
3. Describe workflow processes of the jurisdiction
    - Budget
    - Equipment and materials
    - Technological tools
    - Documentation
    - Staffing
    - Timeframes (turnaround time)
    - Workflow (process)

- Workload demand
4. Describe technological tools for the plan review process
5. Develop jurisdictional requirements for administering plan review functions and program
6. Assign tasks
7. Describe how to manage a library of codes, standards, ordinances, and checklists required to perform an adequate plan review
   - Current codes, standards, ordinances, and checklists
   - Archives to access code edition in effect at time of a building's:
     - Project entitlement date
     - Plan review submittal date
     - Conditions of approval
     - Legal agreement
     - Tenant improvement
8. Describe how to review and approve policies and procedures for administering plan review functions
   - Third-party plan review services
   - Electronic plan review programs
   - Interagency coordination and record keeping
   - Design-build delivery models
   - Alternate means of protection
   - Performance-based design

Discussion Questions
1. What are the implications of failing to meet turnaround times?
2. Why is it important to have access to the codes that were in effect at the time a building was constructed?
3. Who has the authority to approve alternate methods of compliance/protection?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-4

Topic 2-5: Managing a Design Review Process

Terminal Learning Objective

At the end of this topic, a student, given policies of the jurisdiction requiring design reviews, a general plan, and a community risk analysis, will be able to manage a process for project design reviews in order to complete project review requirements in accordance with the policies of the jurisdiction.

Enabling Learning Objectives
1. Identify design review stakeholders
   - Architect
   - Civil engineers
   - Residential neighbors

- Developer
- Community Development/Planning

2. Identify applicable statues, codes, standards, and jurisdictional requirements
   - General plans
   - Environmental Impact Reports
3. Describe workflow processes of the jurisdiction
4. Identify reporting requirements
5. Identify special circumstances
   - Alternate means/methods/materials requests
   - Performance-based design considerations
6. Develop jurisdictional requirements for administering a design review process
7. Assign tasks

Discussion Questions
1. What concerns can be addressed during project design review that would warrant a condition of approval?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-3

Topic 2-6: Managing an Appeals Process

Terminal Learning Objective
At the end of this topic, a student, given codes, standards, and jurisdictional requirements, will be able to manage an appeals process that resolves appeals in compliance with the intent of applicable codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Describe administrative and legal processes for managing appeals
2. Manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements
3. Describe appeals and their purpose
   - Authority: CCR Title 19, section 2.03
   - An application to a recognized authority for decision
   - An individual can appeal if he or she does not agree with an order, decision, or determination made by a fire official
4. Identify to which office one should submit appeals to orders, decisions, or determinations:
   - A non-state-regulated occupancy = local fire marshal office
   - A state-regulated occupancy or building = Office of the State Fire Marshal
   - A historic building = State Historical Buildings Safety Board
5. Describe how to develop and implement an appeals process
   - Establish the administrative process
     - o Equipment and materials
     - o Documentation

- o Staffing
- o Timeframes (turnaround time)
- o Workflow (process)
- Establish appeals board and/or identify members
- Develop hearing procedures
- Document a resolution
- Address cost recovery

Discussion Questions
1. What role might politics play in the appeals process?
   - What tactics might you use when facing political pressure on appeals?
2. Can the decision of the appeals board be appealed?
   - To whom can you appeal?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-5

Topic 2-7: Managing a Record-keeping Process

Terminal Learning Objective
At the end of this topic, a student, given the need to document the processes of the regulatory program, will be able to manage a process for record keeping that records regulatory actions.

Enabling Learning Objectives
1. Describe the regulatory record-keeping requirements of the jurisdiction
2. Identify archival requirements for different types of regulatory records
3. Manage regulatory records according to the applicable requirements

Discussion Questions
1. How long do you need to keep occupancy inspection records?
2. How long do you need to keep plan review records?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-6

Topic 2-8: Managing a Permit Process

Terminal Learning Objective
At the end of this topic, a student, given applicable jurisdictional requirements, will be able to manage a process for administering, evaluating, and issuing permits or certificates of fitness that meets applicable codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Describe legal processes for managing permits or certificates of fitness
2. Manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements

3. Describe how to develop and administer a process to issue permits and certificates of occupancy
   - Establish the administrative process
   - Staffing
   - Timeframes (turnaround time)
   - Workflow (process)
   - Cost recovery measures
4. Describe how to enforce permit regulations in accordance with the policies of the jurisdiction and applicable codes and standards
   - Issue permit
   - Conduct inspection
   - Cite violations
   - Assess penalties (including revocation)
   - Issue stop work orders

Discussion Questions
1. How should you handle certificates of occupancies on projects with phased completion schedules?
2. Under what circumstances might you issue a stop work order?
   - How could it be lifted?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-7

Topic 2-9: Managing a Compliance Interpretation Program

Terminal Learning Objective
At the end of this topic, a student, given complex issues related to codes, standards, and jurisdictional requirements, will be able to manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements that resolves issues while meeting the intent of the prescriptive codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Identify code interpretation resources
   - International Code Council (ICC)
   - Office of the State Fire Marshal (OSFM)
   - National Fire Protection Association (NFPA)
   - Other standards organizations
3. Describe administrative and legal considerations of compliance interpretations
4. Describe interpretation and its purpose
   - Authority: California Building Code 104.1
   - A fire official's formal opinion of the application of a regulation
   - Uniform regulation application within a jurisdiction
5. Describe the interpretation and code clarification process

- Consider the use of subject-matter experts
- Determine the intent of performance-based design
- Research and define the intent of prescriptive codes and standards
- Develop interpretations
- Provide access to interpretations
6. Evaluate prescriptive codes, standards, and jurisdictional requirements
7. Use verbal and written communication skills

Discussion Questions
1. What do you do when you disagree with a formal interpretation?
2. For how long is a formal interpretation valid?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 6-8

Topic 2-10: Managing an Alternative Means/Methods/Materials Program

Terminal Learning Objective

At the end of this topic, a student, given the submittal of equivalencies, alternative methods, and performance-based design, will be able to manage a program for alternative means/methods/materials measures so that the final design meets the intent of the codes, standards, and jurisdictional requirements.

Enabling Learning Objectives
1. Identify codes, standards, and jurisdictional requirements
2. Identify alternative means/methods/materials evaluation resources
   - International Code Council Evaluation Services (ICC-ES)
   - Office of the State Fire Marshal (OSFM)
   - NFPA 550: Guide to the Fire Safety Concepts Tree
   - Other standards organizations
   - Fire modeling
3. Describe administrative and legal considerations of equivalencies, alternative methods, and performance-based design
4. Describe evaluation programs for objective analysis of alternative means/methods/materials measures
5. Describe technological solutions for alternative means/methods/materials measures
6. Evaluate and verify the validity of non-prescriptive design approaches
7. Develop jurisdictional requirements for the administration of alternative means/methods/materials programs
8. Describe alternative means/methods/materials methods and their purpose
   - Authority
     o California Building Code 104.11
     o Title 19 California Code of Regulations (CCR), Div. 1, Chapter 1, (1), Article 2
   - Installation of any material or any design or method of construction not specifically prescribed by code

- Allowing new materials, methods, or technologies
- Examining proposed alternatives from a performance-based standpoint
9. Describe how to develop a jurisdictional process for alternative methods of means/methods/materials
    - Consider use of design professional peer review
    - Consider use of subject-matter experts
    - Request research reports or specialized tests
    - Recognize practical difficulties
    - Review alternate methods and materials
    - Determine equivalency with prescriptive code
    - Recover costs

Discussion Questions
1. How does the approval of an alternative means/methods/materials request set a precedent for future project?
2. For how long is an alternative means/methods/materials approval valid?

Activities
1. Given three to five alternative means/methods/materials requests, have students determine which ones they would approve and reject, and why.

Instructor Notes
1. Instructor develops the scenarios for the activity.

CTS Guide Reference: CTS 6-9

Topic 2-11: Managing a Complaint Reconciliation Process

Terminal Learning Objective
At the end of this topic, a student, given the report of a situation or condition, will be able to manage the process for reconciling complaints that resolves complaints and takes appropriate action.

Enabling Learning Objectives
1. Identify applicable codes, standards, and jurisdictional requirements
2. Describe administrative and legal considerations for management and resolving complaints
    - Create policies and procedures
    - Develop a method for evaluating complaints
    - Develop forms and tracking systems
    - Establish a referral process to other agencies or departments
    - Establish methods for resolving complaints
    - Document referral or resolution
3. Evaluate and resolve complaints through use of the appropriate legal and administrative requirements

Discussion Questions
1. Is a Fire Marshal required to address an anonymous complaint?
2. How does your fire prevention bureau process and track hazard complaints?

3. What criteria does your fire prevention bureau use to prioritize complaints?
4. What criteria does your fire prevention bureau use to validate complaint?

Activities
1. Given a set of 8-10 complaints, have students prioritize the order in which they would address them and why.

Instructor Notes
1. Instructor develops the complaints for the activity.

CTS Guide Reference: CTS 6-10

Topic 2-12: Generating Jurisdictional Requirements

Terminal Learning Objective
At the end of this topic, a student, given management objectives, will be able to generate jurisdictional requirements for administering a regulatory management program that defines concise requirements that meet the jurisdiction's legal obligations.

Enabling Learning Objectives
1. Describe jurisdictional requirements and management objectives for the regulatory management program
2. Identify resources used to generate jurisdictional requirements
3. Interpret jurisdictional requirements
4. Write jurisdictional requirements in accordance with administrative and legal guidelines

Discussion Questions
1. To be determined by instructor

Activities
1. To be determined by instructor

Instructor Notes
1. ELO 1 and 2 have been addressed throughout Unit 2: Regulatory Programs. You only need to address ELO 3 and 4.

CTS Guide Reference: CTS 6-11

Topic 2-13: Managing an Interagency Coordination Program

Terminal Learning Objective
At the end of this topic, a student, given other agencies' requirements that overlap the local jurisdictions' requirements, will be able to manage a program to coordinate with other agencies that eliminates conflicts and develops clear lines of responsibility.

Enabling Learning Objectives
1. Identify other regulatory agencies that affect the local jurisdiction
   - Administrative Office of Courts (AOC)
   - Board of State and Community Corrections (BSCC)
   - Building Standards Commission (BSC)
   - California Energy Commission
   - Department of Consumer Affairs (CA)
   - Department of Fish and Game

- Department of Food and Agriculture (AGR)
- Department of Public Health
- Department of Water Resources
- Division of the State Architect
- Housing and Community Development (HCD)
- Local agencies
- Occupational Safety and Health Administration (OSHA)
- Office of Statewide Health Planning and Development (OSHPD)
- Public Utilities Commission (PUC)
- State Lands Commission
- State libraries
- University of California (UC)
- Water districts

2. Identify administrative and legal authorities pertaining to the program
3. Describe record-keeping requirements of other agencies
   - Impacts how Fire Marshal completes paperwork to meet other agency requirements
4. Describe procedures for administering a program to coordinate with other agencies
   - Develop memoranda of understanding between agencies (if applicable)
   - Recognize and research jurisdictional limitations
   - Reach other agencies' jurisdictional responsibilities
5. Evaluate other regulatory agencies' requirements
6. Negotiate and resolve conflicts

Discussion Questions
1. What is the Fire Marshal's role when dealing with other regulatory agencies?
2. For what purpose, or under what type of circumstances might a fire prevention bureau enter into a formal agreement with another agency or organization?

Activities
1. Use the activities contained in *Guide to Title 24*.

Instructor Notes
1. For ELO 1, use the *Guide to Title 24* as published by the State Building Standards Commission.

CTS Guide Reference: CTS 6-12

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: Determined by instructor		0:00	
Topic 1-2: Fire Marshal Certification Process			
Lecture	0:30		
Activity 1-2: Determined by instructor		0:00	
Unit 1 Totals	**1:00**	**0:00**	**1:00**
Unit 2: Regulatory Programs			
Topic 2-1: Regulatory Program Roles and Responsibilities			
Lecture	0:30		
Activity 2-1: Determined by instructor		0:00	
Topic 2-2: Managing the Adoption, Modification, and Maintenance of Codes, Standards, and Jurisdictional Requirements			
Lecture	4:00		
Activity 2-2: See recommended activity		1:30	
Topic 2-3: Managing Inspection Processes			
Lecture	6:00		
Activity 2-3: Determined by instructor		0:00	
Topic 2-4: Managing a Plan Review Process			
Lecture	2:00		
Activity 2-4: Determined by instructor		0:00	
Topic 2-5: Managing an Design Review Process			
Lecture	1:00		
Activity 2-5: Determined by instructor		0:00	
Topic 2-6: Managing an Appeals Process			
Lecture	1:00		
Activity 2-6: Determined by instructor		0:00	
Topic 2-7: Managing a Record-keeping Process			
Lecture	0:30		
Activity 2-7: Determined by instructor		0:00	
Topic 2-8: Managing a Permit Process			
Lecture	1:30		
Activity 2-8: Determined by instructor		0:00	

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-9: Managing a Compliance Interpretation Program			
Lecture	1:00		
Activity 2-9: Determined by instructor		0:00	
Topic 2-10: Managing an Alternative Means/Methods/Materials Program			
Lecture	1:30		
Activity 2-10: See recommended activity		1:30	
Topic 2-11: Managing a Complaint Reconciliation Process			
Lecture	0:30		
Activity 2-11: See recommended activity		0:30	
Topic 2-12: Generating Jurisdictional Requirements			
Lecture	0:30		
Activity 2-12: Determined by instructor		0:00	
Topic 2:13: Managing an Interagency Coordination Program			
Lecture	0:30		
Activity 2-13: See recommended activity		1:30	
Unit 2 Totals	**20:30**	**5:00**	**25:30**
Lecture, Activity, and Unit Totals:	**21:30**	**5:00**	**26:30**

Course Totals

Segment Type	Time
Total Lecture Time (LT)	21:30
Total Activity Time (AT)	5:00
Total Testing Time (TT)	2:00
Total Course Time	**28:30**