NR 44-56853

Tuesday 5:00 pm-7:50 pm

Room: FEM-12

Instructor: Jalisca Thomason

**Email:** jthomason@vusd.us

**Office Hours:** By appointment only. Instructor is not available on campus except during class hours, so make an appointment. The best method of contact is through email

**DROP DEADLINE: 10/12/18**

**Textbook:** none required. Additional assigned readings will be given as handouts or provided for download from course site on Canvas

**Course Description:** Preparation for employment and advancement within a State or Federal wildland fire agency. This course will convey what is currently understood about the role of wildfire in major ecosystem types. Analysis of plant and animal characteristics that appear to have coevolved with fire regimes and how human cultures have used and modified fire regimes, historically and currently.

**Course Objectives:** This course is designed to provide students with the principles to evaluate the impacts of fire on vegetation, soils, and wildlife across different California bioregions and under a broad range of conditions. Students will become familiar with fire regimes, histories and ecology of major forest, rangeland, and wetland ecosystems as they relate to natural and anthropogenic fire and fire suppression. This includes an understanding of:

1. How fire interacts with abiotic and biotic components of an ecosystem to affect forest and landscape structure and composition, both historical and currently
2. The role of fire as an ecosystem process
3. The use of fire in natural resource management, ecological restoration, and wildlife habitat enhancement

This course focuses on the ecological aspects of fire science and how it relates to information that land managers, biologists, and policymakers are likely to require when making decisions associated with wildland fires.

**Course Outcomes:** In the process of completing this course, students will:

1. Evaluate the impacts of fire, including pre- and post- conditions of sites, to predict potential short and long term outcomes of fire on ecosystems
2. Describe fire regime relationships to various ecosystems and discuss how the attributes for fire regime classification
3. Gather data for fire history analysis
4. Describe fire climate variables, histories, and current fire dynamics associated with major forest, range, and wetland ecosystems and predict first order fire effects

**Attendance and Participation**: to be considered present, students should be in class, attentive, properly attired, and ready for classroom or field activities regardless of weather or other factors. Two tardies will count as one absence. ROLL WILL BE TAKEN AT EACH SESSION AND STUDENTS WILL BE DROPPED IF FOUR ABSENCES ARE ACCRUED UNLESS SPECIFIC ARRANGEMENTS ARE MADE. Field trips/exercises missed cannot be made up. Personal Protective Equipment (PPE) is mandatory for all field exercises. Students who fail to have in possession all PPE for field trip/exercises will not be allowed to participate, will be dismissed from the day’s exercise, and will be charged an absence for the day.

**Required PPE for Field Trips:** each student must have the following items during each class in order to be allowed to participate and earn credit for each field trip

 Hard hat

Leather gloves

Water container (1 qt canteen or water bottles)

Leather Boots (minimum 8”uppers, nonskid soles preferably Vibram, no steel)

Long pants w/ belt (No cuffs, NO HOLES)

Long sleeve cotton work shirt (NO HOLES)

Backpack sufficient to carry gear

Additional materials as required

**Final Exam:** The final exam will be during finals week

**Behavioral Standards:** Students and teachers greatly appreciate attention to appropriate classroom courtesy. Please take care of personal needs before class begins. Foul language or disruption to the instruction will not be tolerated. There will be no tobacco use in any building or school farm. Safety rules must be strictly followed including the use of PPE and cautious behavior. Students may not use cell phones in class. It is not acceptable to bring guests to class.

**Academic Dishonesty**: Students at Reedley College are entitles to the best education that the college can make available to them, and they, their instructors, l and their fellow students share responsibility to ensure that this education is honestly obtained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences. Refer to the college catalog for further details surrounding actions that will be implemented regarding academic dishonesty.

Plagiarism is the adoption or reproduction of the ideas or words or statements of another person without due acknowledgement. Cheating is the act or attempted act of taking an examination or performing an assigned evaluated task in a fraudulent or deceptive manner, such as having improper access to answers in an attempt to gain an unearned academic advantage. Cheating can take the form of the storing of information in graphing calculators, pagers, cell phones, and other electronic devices. Therefore, no items of any kind may be on the desktop, including water bottles, during testing. Students may not wear hats/caps during testing. Incidents of cheating and plagiarism may result in a variety of sanctions and penalties, which may range from a failing grade on a particular exam, paper, or project in question to a failing grade in the course at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Accommodations for students with disabilities**: If you have a verified need for an academic accommodation or materials in alternate media per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. A formal counseling assessment to determine the appropriate accommodation is required before accommodations can be made. The counseling center facilitates the process.

**Grading Policy:** Grading will be based on the results of assignments/quizzes, field trip summary papers, midterm, and final exams. Assignments must be submitted on the due date or earlier.

**Grade Distribution:** A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: below 60%

Tentative Schedule

Week 1: Fire Vocabulary and Biomes

Week 2: Community Populations, calculations, and bioregions Part 1

Week 3: Bio Regions part 2

Week 4: Bioregions part 3, Fire and California vegetation and climate

Week 5: Fire as a physical and ecological process

Week 6: Fire and abiotic interactions

Week 7: Fire and plant interactions

Week 8: Midterm

Week 9: Fire and animal interactions

Week 10: Fire history, Fire management and policies

Week 11: Fire and fuel management

Week 12: Fire and watershed resources, air quality

Week 13: Fire and invasive/sensitive species

Week 14: Future of fire in California

Week 15: Final Exam