



EASTERN KENTUCKY UNIVERSITY  
Serving Kentuckians Since 1906

**College of Justice, Safety and Military Science – A Program of Distinction**

## **EKU Fire Protection Program Academic Credit for Prior Learning through Portfolio Assessment**

Eastern Kentucky University recognizes that occasionally students have completed education, training, classes, and work experiences that result in learning that sufficiently meets or exceeds that which is required by major-or-minor-specific coursework. Effective June 2020, the university is pleased to announce the opportunity for students to receive academic credit for prior learning through a portfolio assessment.

The Department of Fire Protection and Paramedicine Sciences now offers students the opportunity to receive credit for prior learning in the EKU Fire Program. This includes students in Fire, Arson & Explosion Investigation, Fire Administration and Fire Protection & Safety Engineering Technology.

Faculty have developed a step-by-step process to have education, training, and work experience evaluated for possible academic credit. Below are the qualifications students must meet, as well as the procedure for creating and submitting a portfolio for consideration. *Please read and follow the instructions carefully.*

### **Qualifications:**

- 1) The student has to be an admitted, enrolled, degree seeking student at EKU
- 2) The student has to have earned 12 credit hours at EKU
- 3) The student must be in good academic standing
- 4) The student has to be able to demonstrate competence in Student Learning Outcomes (SLOs) of the specific course they would like to have evaluated for academic credit.

### **Procedure:**

- 1) Requests for portfolio can only be submitted between August 15<sup>th</sup> and April 1<sup>st</sup> (excluding Christmas Break at EKU). Portfolio requests will not be accepted over summer break.
- 2) The student must apply for Credit for Prior Learning by completing the attached Request for Academic Credit by Portfolio Assessment form (**one form for each class you wish to have evaluated**) and submit it to:

Christy Templeton, Academic Advisor  
EKU-FSE Programs  
521 Lancaster Avenue, Stratton, 250  
Richmond, KY 40475



Or

Fax to (859) 622-6548  
Attention: Christy Templeton  
Or E-mail scanned copy to:  
[Christy.templeton@eku.edu](mailto:Christy.templeton@eku.edu)

- 3) A subject matter expert with faculty rank will be assigned to evaluate the portfolio to determine if credit for the course should be awarded.
- 4) Once the form is received and approved the student will be notified to begin creating the portfolio. The student will have two (2) weeks to complete the portfolio and submit it to review or the request will be denied and the student will have to reapply and pay a second fee.
- 5) Any student wishing credit for more than one course must submit a separate portfolio per course for which credit is requested.
- 6) If more than one portfolio is submitted by a student, no more than 10% of the contents of one portfolio (training credentials, course syllabi, certificates, etc.) can be reused to meet learning objectives of a separate course within the same discipline.
- 7) A portfolio for Prior Learning must include EKU's Student Learning Objectives (SLOs) for the identified course as outlined in the list of FSE Syllabi Course Descriptions and Objectives included below.
- 8) **Students will include a narrative** describing the educational or work experience being used to demonstrate competency, including any projects, course/training content, observations, research, or the like.
- 9) **The narrative must specifically address each SLO of the course for which credit is sought, and references within the narrative must connect specific assertions to supporting documents.** Supporting documents may include, but are not limited to:
  - a. certificates of completion from courses along with course descriptions;
  - b. certifications that demonstrate competence in a subject area;
  - c. letters indicating course completion, including specifics on delivery date and method;
  - d. course syllabi;
  - e. teaching and/or student outlines for training/professional development classes;
  - f. tests taken during training/professional development classes;
  - g. assignments produced by the student to demonstrate competence;
  - h. work products prepared by the student to indicate competence in a specific subject
  - i. photographs of activities in progress;
  - j. letters from persons familiar with the student's competence in a specific area; and
  - k. other documents or work products that support the claim of competence in outcomes for the course.
- 10) Responsibility of demonstrating competence with the SLOs rests with the student requesting credit for prior learning for the course.
- 11) A **non-refundable portfolio fee of \$50 per credit hour** will be assessed and shall be paid by the student to Student Accounting prior to tendering the portfolio to the fire program. If the portfolio is not submitted within the two weeks allotted then the

portfolio can be denied, the student can resubmit a new request but will have to pay an additional fee of \$50 per credit hour.

- 12) The student shall tender a copy of the receipt for the paid, non-refundable, portfolio fee along with the portfolio and the Credit for Prior Learning Student Portfolio Academic Credit Report form (see below) to ECU Fire Program, Attention: Christy Templeton at the address above.**
- 13) The reviewer will review the portfolio and complete the Credit for Prior Learning Student Portfolio Credit Report Form with an approval or denial for credit and the decision will be sent to the ECU Office of the Registrar for recording. If the student receives credit it will be reflected on the Student's Degree Works Report as "CR" beside the respective course. It is important to note that "CR" does not count toward the student's Grade Point Average (GPA) calculation but will satisfy degree requirements for appropriate courses. **Only a maximum of 17 Hours of Coursework with a Grade of 'CR' Can Count Towards Courses in the Supporting and Major Core Requirements at ECU.**
- 14) If the student wants a copy of the portfolio they may request a copy from the ECU Office of the Registrar.
- 15) If credit is not approved the student may submit, in writing, a formal appeal to the Fire Protection and Paramedicine Sciences Department Chair via the address above within 10 calendar days of the date above.
- a. The chair may reconsider the portfolio for credit, assign the portfolio to another faculty member, or uphold the decision of no credit within 10 calendar days of submission of the appeal.
  - b. Any decision by the department chair is final. If the portfolio is assigned to another faculty member for review, an additional non-refundable fee will be assessed to the student and the decision of the second review is final and can't be appealed.

**Limitations:**

Only the courses attached with corresponding SLOs may be considered for possible academic credit under the portfolio assessment.

Credit is awarded only for course work and experiences completed BEFORE the student begins classes at ECU. At least 25% of required course credit for any institutionally awarded baccalaureate program must be completed at ECU.

Please find included the additional forms and information necessary to complete the request for Undergraduate Academic Credit by Portfolio Assessment. **Should you have any questions regarding this process please contact Christy Templeton at (859) 622-5874 and she will be happy to provide assistance.**

**NOTE: Failure to follow all steps outlined, including format, supporting documentation and narrative can result in denial of request.**

Sincerely,

William Hicks  
FSE Program Coordinator

**EASTERN KENTUCKY UNIVERSTIY**

**FORM #1-Initial Request for Approval to Begin Portfolio**

**Academic Affairs Protocol for Undergraduate Academic Credit for Prior Learning through Portfolio Assessment**

**Request for Undergraduate Academic Credit by Portfolio Assessment**

*Student must complete section below (1.), then submit form to Department Chair **before** creating portfolio. Department shall either deny the request and return to student, or approve the request and designate a faculty member to review the portfolio.*

**1. Student requests permission for portfolio consideration.**

Student Name \_\_\_\_\_ EKU ID \_\_\_\_\_  
PRINT NAME

Address \_\_\_\_\_

City, Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*I agree to the above conditions and understand that I will pay a \$50/cr.hr. non-refundable fee first, before my portfolio is reviewed. I understand that the fee pays for a professional review of the portfolio but does not imply any guarantee of credit; I may or may not be awarded the requested course credit.*

*Student signature:* \_\_\_\_\_ *Date* \_\_\_\_\_

Courses Title: \_\_\_\_\_ Course Prefix/Number \_\_\_\_\_

Describe how the portfolio credits apply within your degree:

**2. Department chair approval or denial of consideration.** *Not all departments participate in awarding academic credit for prior learning through portfolio assessment. Before moving forward with creating a portfolio permission must be secured from the department chair.*

- a) The above course is: **APPROVED / DENIED** for consideration of academic credit through portfolio assessment.
- b) Chair signature: \_\_\_\_\_ Date: \_\_\_\_\_
- c) The decision of the chair to deny consideration of academic credit for the above course, via portfolio assessment, is FINAL and cannot be appealed.

**3. Reviewing Faculty:**

*As a subject matter expert for the above course, I agree to review this student's prior learning portfolio and determine whether credit for this course is warranted; the determining criteria being that all course learning objectives have been met through prior professional training or experience. I agree that I will complete the portfolio within three weeks of receipt by the academic department and if I fail to do so will forfeit the reviewing fee of \$50/cr.hr.*

\_\_\_\_\_ Date \_\_\_\_\_  
 Print name Faculty signature

**4. Approval of the above faculty as portfolio reviewer for the course listed by student:**

Chair/Program Coordinator \_\_\_\_\_ Date \_\_\_\_\_

*Routing of Approval form: original to be retained by the Registrar. Copy to department, copy to student, copy to reviewing faculty.*

**FORM #2-To be submitted with COMPLETED PORTFOLIO**

**EASTERN KENTUCKY UNIVERSTIY**

Academic Affairs Protocol for Undergraduate Academic Credit for Prior Learning  
Through Portfolio Assessment

**Credit for Prior Learning  
Student Portfolio Undergraduate Academic  
Credit Report Form**

1. *This form is the final item to be attached to the student's portfolio.*
  2. *Student is to complete ONLY the top portion of this form.*
  3. *Faculty reviewer will complete the credit section of the form after reviewing portfolio, detach credit report form and fee receipt and send both to Registrar.*
    - a. *If credit is not approved the student may submit, in writing, a formal appeal to the department chair within 10 calendar days of the date above.*
    - b. *The chair may reconsider the portfolio for credit, assign the portfolio to another faculty, or uphold the decision of no credit.*
    - c. *The department chair shall take action within 10 calendar days of submission of the student's written appeal.*
    - d. *Any decision of the department chair is final. If the student's portfolio is reassigned to another faculty an additional fee shall be paid, the decision of that second review cannot be appealed and is final.*
- 

**TO BE COMPLETED BY STUDENT:**

Student Name \_\_\_\_\_ ECU ID \_\_\_\_\_

Address \_\_\_\_\_

City, Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_ Current Phone: \_\_\_\_\_

**TO BE COMPLETED BY PORTFOLIO REVIEWER:**

**Reviewing Faculty:**

*As a subject matter expert for the above course I have reviewed this student's prior learning portfolio to determine whether all course learning objectives have been met through prior professional training or experience.*

Course Prefix/Number \_\_\_\_\_ Course credit hours \_\_\_\_\_

Credit for the following course is: \_\_\_\_\_ **APPROVED** | **DENIED**

\_\_\_\_\_  
Print name Faculty signature Date \_\_\_\_\_

\_\_\_\_\_  
Department Chair Date \_\_\_\_\_ Concur \_\_\_\_\_ Do Not Concur \_\_\_\_\_

\_\_\_\_\_  
Associate Dean/Dean Date \_\_\_\_\_ Concur \_\_\_\_\_ Do Not Concur \_\_\_\_\_

*Routing of Portfolio Credit Report Form:*

1. Original of Undergraduate Academic Credit Report, original fee receipt, and original portfolio to Registrar (Whitlock CPO58).
2. Copy of Undergraduate Academic Credit Report to department.
3. Copy of Undergraduate Academic Cred Report to student.

*For Reg Office use only:*

Credit recorded: \_\_\_\_\_ Date: \_\_\_\_\_  
Staff initials

\_\_\_\_\_

EASTERN KENTUCKY UNIVERSTIY

### **Request for Undergraduate Academic Credit by Portfolio Assessment**

If the request for portfolio assessment is granted by the academic department the student should compile the portfolio – aimed at meeting learning objectives for the specified class – in the following order.

#### **Order for Portfolio Information**

- 1) Cover sheet
  - 2) Narrative describing your education and work experience
  - 3) Student Learning Outcomes for course:  
*[Include a tab for each learning outcome and include your materials in the following sequence.]*
    - A) List the outcome, then provide a description of how your education, training and experience demonstrate mastery of the intent of that outcome.
      - Narrative
      - Supporting documentation (correlate supporting documents to the list)
      - Work product to demonstrate experience (reports, letters, research, etc)
    - B) Appendix with all supporting documentation including numeric or other method to correlate it to indications of competency in the learning outcome.
  - 4) Original EKU receipt of payment of \$50/cr.hr. fee (\$150 for a 3 cr. hr. course).
  - 5) Copy of signed approval form, *Request for Undergraduate Academic Credit by Portfolio Assessment*.
  - 6) *Student Portfolio Assessment Report* with student information completed.
- 
-



## Fire Course Descriptions & Objectives

*Below is a complete list of courses in the Fire Program that are eligible to be considered for the Credit for Prior Learning by Portfolio Assessment with the Student Learning Outcomes (SLOs) for each course. You must complete your portfolio addressing each SLO specifically in order for it to be reviewed for potential credit. Do not forget to submit with each narrative supporting documentation to ensure the portfolio is given every consideration.*

| <i>Course #</i>             | <i>Course Name</i>   |
|-----------------------------|--|
| <a href="#">FSE 101</a>     | Fire Prevention  |
| <a href="#">FSE 120</a>     | Fire Behavior and Combustion   |
| <a href="#">FSE/OSH 200</a> | Applied Fire and Safety Analysis   |
| <a href="#">FSE 201S</a>    | Building Construction  |
| <a href="#">FSE 221</a>     | Fire Protection Systems  |
| <a href="#">FSE 223</a>     | Fire and Emergency Scene Operations  |
| <a href="#">FSE 224</a>     | Human Behavior In Fire   |
| <a href="#">FSE/OSH 225</a> | Legal Aspects of Fire Protection and Safety  |
| <a href="#">FSE 230</a>     | Fire Prevention Organization and Management  |
| <a href="#">FSE 250</a>     | Introduction to Fire Arson and Explosion Investigations  |
| <a href="#">FSE 260</a>     | Proving Criminal Acts  |
| <a href="#">FSE 280</a>     | Constitutional Criminal Procedure  |
| <a href="#">FSE/OSH 305</a> | Hazardous Materials  |
| <a href="#">FSE 310</a>     | WMD/Hazardous Materials  |
| <a href="#">FSE 320</a>     | Principles for Emergency Services  |
| <a href="#">FSE 330</a>     | Principles of Criminal Investigation   |
| <a href="#">FSE 350</a>     | Fire Arson and Explosion Investigation I   |
| <a href="#">FSE 360</a>     | Fire Protection Hydraulics and Water Supply  |
| <a href="#">FSE 365</a>     | Instructional Methodology for Emergency Service  |
| <a href="#">OSH 261</a>     | Principles of Occupational Safety and Health   |
| <a href="#">OSH 390</a>     | Workers Compensation I   |
|                             |  |
| <b>NOTE:</b>                | <b>Effective SEPT 2020-FSE 322, FSE 375 and FSE 425 are no longer approved for portfolio review.</b> |

## **FSE 101 Fire Prevention**

**Course Description:** The code and standard promulgation process. An introduction to fire and safety related codes; fire prevention methods, mechanical systems, and engineering solutions for hazards. An in-depth look at the Life Safety Code, the function of and testing of fire related building components.

- A. **Student Learning Outcomes:** Upon completion of this course, the participant will be able to:

|   |
|---|
| 1. Define the national fire problem and main issues related thereto.  |
| 2. Describe how codes and standards are developed and updated by the National Fire Protection Association.  |
| 3. Recognize the need, responsibilities and importance of fire and fire prevention organizations as an integral part of total fire protection programs. |
| 4. Identify laws, rules, codes, standards and other regulations relevant to fire protection.  |
| 5. Identify and list fire hazards in commercial and residential occupancies.  |
| 6. Identify and list code compliance or other corrective measures for hazards identified in commercial and residential occupancies.                     |
| 7. Explain to citizens and political leaders the importance of providing and maintaining egress to providing life safety in structures.                 |
| 8. Perform a fire inspection on an occupancy wherein fire hazards are identified and documented, then corrections are posed.                            |

## **FSE 120 Fire Behavior and Combustion**

**A. Course Description:** An introduction to the chemistry and dynamics of fire; including basic terminology and concepts of the development and spread of fire in a structure; Basic terminology and concepts that are applied to the physical and chemical properties of hazardous materials and an introduction of computer fire analysis.

This course will encompass lectures, classroom discussion, audio-visual media and virtual laboratories to be completed during class time.

**B. Student Learning Outcomes:** Upon completion of this course, the participant will be able to:

|  |
|--|
| 1. The student will correctly identify and describe physical properties associated with three states of matter.  |
| 2. The student will utilize English and System International (SI) to quantify mass, length, force, volume, energy and temperature, including the ability to correctly convert observations to alternative systems.     |
| 3. The student will correctly define and use basic terms and concepts associated with the chemistry and dynamics of fire, including identifying the physical and chemical conditions required for combustion to occur. |
| 4. The student will correctly use terms and concepts associated with the chemistry and physics when describing fire and fire development.  |
| 5. The student will <b>recognize various hydrocarbon materials and their relationship as fuel in fires.</b>  |
| 6. The student will identify characteristics of water and other agents used to suppress fire.  |
| 7. The student will describe applications of the principles associated with fire dynamics to fire protection, suppression and investigation issues.  |

## **FSE 200 Applied Fire & Safety Analysis**

**Course Description:** In this course, we will examine analytical and statistical concepts and procedures for the treatment of fire and safety related data and will learn how to write a formal report using statistical data. Topics in this course will include quantitative and qualitative techniques of research, descriptive and inferential statistics, and the key components of a research report where these techniques are used.

**Student Learning Outcomes:** This course focuses on the process and practice of research in fire and safety and is designed to familiarize you with the many facets of research design and interpretation within those areas. In this course, you will become familiar with existing sources of fire science data and you will learn both the correct and incorrect procedures to follow when conducting research. You will also be introduced to strategies that will allow you to critically evaluate research in fire science.

We will approach these goals by learning about a variety of topics. Upon completion of this course, students will understand:

|    |   |
|----|---|
| 1. | How to ask research questions   |
| 2. | How to use critical thinking to both ask and answer those research strategies         |
| 3. | The major research methods used by researchers  |
| 4. | How to code and analyze data and present those data analyses in a professional format |
| 5. | How to write a research paper   |
| 6. | The various sources of fire and safety data available.                                |

While this course will give you the ability to design your own research project, which will benefit those who will conduct further research at ECU or in graduate school, this course does not only serve that purpose. This course will also provide you with critical thinking strategies that will further benefit you as you occasionally evaluate the relevance of research findings that they encounter in their personal or professional life. At the completion of this course, the student will be able to better understand and assess research in fire and safety and the adequacy of research in other fields as well.

**FSE 201 Building Construction**

**Course Description:** A review and analysis of building construction methods and terminology. A systems approach to designing building fire safety; the role of design in providing fire safety. The life safety code, the function of the intestine of fire rated building components, evaluating plans for code compliance.

**Student Learning Outcomes:** Upon completion of this course the student will be able to:

|   |
|---|
| 1. Correctly identify building construction classifications and fire resistance features.                         |
| 2. Describe and recognize structural design features.   |
| 3. Describe the purpose of building systems and analyze effects on firefighter safety.                            |
| 4. Evaluate existing buildings to determine construction method(s) and to identify life and fire safety concerns. |
| 5. Describe common building materials and their behavior when exposed to fire.                                    |
| 6. Identify the hazards associated with buildings under construction, renovation, or demolition.                  |
| 7. Identify signs of situations associated with building collapse, both fire and non-fire induced.                |

## **FSE 221 Fire Protection Systems**

**Course Description:** This course provides an introduction to fire protection systems and their relationship to control and extinguishment of fires. The study includes fire detection and control systems, including appropriate applications for each. Fixed and portable extinguishing systems of the following types will be studied: automatic sprinklers, standpipe, dry chemical, wet chemical, foam, and halogenated agents.

**Student Learning Outcomes:** Upon completion of this course the student will be able to:

|   |
|---|
| 1. Classify common combustible substances within the four basic classes of fires.   |
| 2. Select the most appropriate extinguishing agent for various burning combustible materials.   |
| 3. Select proper extinguishing agents/systems and other related components.   |
| 4. Calculate quantities of agent, flow rates, and other basic system design requirements given special hazards to be protected.                                     |
| 5. Identify and describe various flame, smoke, and thermal detection systems and the different types of alarm systems and their components.                         |
| 6. Identify and describe appropriate national standards governing the installation, inspection, and maintenance of the above mentioned alarm and detection systems. |
| 7. Identify the components of and describe the operation of automatic fire suppression systems.   |

**FSE 223 Fire & Emergency Scene Operations**

**Course Description:** Principles of Incident Management including emergency scene decisions, strategies, and tactics. Utilizing emergency control resources such as personnel, apparatus, and equipment.

**Student Learning Outcomes:** Upon completion of this course, the students will be able to:

|  |
|--|
| 1. State the benefits of enhancing emergency scene safety efforts.   |
| 2. Explain the role of the Incident Commander including elements necessary to make a proper size-up and strategy.  |
| 3. Discuss the basic divisions of firefighting tactics, types of fire attacks, firefighting equipment and firefighting apparatus, resource needs, solutions to fire ground problems and proper fire ground communications. |
| 4. Develop a proper, logical and tactical plan based on tactical priorities.   |
| 5. Describe indicators of impending problems in emergency situations and be able to adjust tactical operations to meet the demands of a changing situation.  |
| 6. Identify the benefits of pre-fire planning and demonstrate how to utilize the pre-plan.   |
| 7. Describe the advantages of department Standard Operating Guidelines.  |
| 8. Demonstrate ability to work within an incident command system during simulated conditions   |

## **FSE 224 Human Behavior in Fire**

**Course Description:** The goal of Fire Related Human Behavior is to provide students with knowledge of what we know about how humans respond to fire and how that knowledge has been integrated into life safety systems design and development. Students will examine current and past research on human behavior, systems models, life safety education and building design to determine interactions of these areas in emergency situations. Students will develop an understanding of a best practice building life safety system as one that combines knowledge in the areas of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in an emergency.

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

|  |
|--|
| 1. Apply knowledge to create a system that integrates human behavior factors into life safety planning and practice. |
| 2. Understand how psychology and sociology factors influence behavior.   |
| 3. Explain how current computer systems model evacuation.  |
| 4. Locate and analyze current human related fire research.   |



## **FSE 225 Legal Aspects of Fire Protection & Safety**

**Course Description:** A study of Legislative and Legal decisions relating to personnel practices, employee safety, and public protection. This course places special emphasis on the legal responsibilities, liabilities, and authority of fire service practitioners.

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

|  |
|--|
| 1. Explain the various sources of law.   |
| 2. Differentiate between civil and criminal actions and sanctions.   |
| 3. Outline the executive, judicial and legislative system.   |
| 4. Explain the judicial process in a civil and criminal action.  |
| 5. Explain the firefighter Rule and its ramifications.   |
| 6. Understand and explain the legal concept of negligence and the various forms of negligence as related to the Fire Service   |
| 7. Determine the liabilities and responsibilities for the torts committed by fire departments and fire personnel.  |
| 8. Utilize Westlaw legal research.   |
| 9. Explain the rights, duties, and methods of protection for employment related causes of action, including the various forms of employment discrimination.                |
| 10. Explain the parameter of emergency vehicle operations from a legal standpoint.   |
| 11. Explain the basic requirements of the ADA, FMLA, Workers Compensation and Title VII of the Civil Rights Act as they are related to the Fire Service and its personnel. |

## **FSE 230 Fire Prevention Org & Management**

**Course Description:** This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, master planning, various types of influences, and strategies. Additionally we will examine the roles and responsibilities of fire prevention professionals in managing fire prevention programs and risk reduction activities to ensure public safety. We will develop an understanding of the changing role of fire prevention professionals in researching and mitigating their community's fire problem and developing solutions to the problems of tomorrow.

**Student Learning Outcomes:** Upon successful completion of this course, the student will be able to:

|  |
|--|
| 1. Describe aspects of risk reduction education and overall community risk reduction.                  |
| 2. Explain the fundamental aspects of codes and standards, and the inspection and plan review process. |
| 3. Describe the fire investigation process and discuss fire prevention research.                       |
| 4. Discuss historical and social influences and describe the master planning process.                  |
| 5. Describe economic and governmental influences on fire prevention.                                   |
| 6. Explain the effects of departmental influences on fire prevention programs and activities.          |
| 7. Discuss strategies for fire prevention.   |

## **FSE 250 Intro. To Fire & Explosions**

**Course Description:** An in-depth study of the fundamental knowledge required for explosion/bombing scene investigation practitioners who are charged with the responsibility to investigate explosions in efforts to determine their causes. This information includes Explosion Theory and Dynamics, an understanding and visual identification of the variety of Commercial, Military, and Improvised Explosives available for use, hazards associated with Weapons of Mass Destruction and Unexploded Military Ordnance

**Student Learning Outcomes:** Upon completion of this course, students will:

|  |
|--|
| 1. Define what is meant by the terms Explosion Theory and Dynamics and recognize their core principles and value to the investigation into an explosion<br><i>(Knowledge/Comprehension)</i>                                      |
| 2. List the multiple of hazards associated with the use of explosives and other weapons of mass destruction and explain their direct and possible impact upon the population and infrastructure <i>(Knowledge/Comprehension)</i> |
| 3. Recall various methods of weapons of mass destruction and hazardous materials personnel protection methods as they apply to each types of hazard<br><i>(Knowledge/Comprehension)</i>  |
| 4. Identify the various types of low and high explosives and the materials which are used to effectively explode these materials <i>(Knowledge/Comprehension)</i>  |
| 5. Identify the four types of explosions and the four effects resulting from the explosion of explosives. <i>(Knowledge/Comprehension)</i>   |
| 6. Apply the understanding of explosive dynamics and theory to accurately access the scene of an explosion in the initial phases of the investigative processes<br><i>(Application)</i>  |
| 7. By knowing the indicators of the possible sources of an explosion (physical characteristics) develop an initial hypothesis as to the cause of the event.<br><i>(Synthesis)</i>  |
| 8. Critically analyze the initial indicators of the explosion to determine whether weapons of mass destruction (chemical, biological, nuclear) have been released.<br><i>(Analysis/Synthesis)</i>                                |

## **FSE 260 Proving Criminal Acts**

**Course Description**-This course is designed to provide a basic overview of criminal law and an examination into the problems of proof. Throughout, emphasis is placed on the basic theory of the substantive criminal law in order to provide an in-depth understanding of criminal statutes. Selected topics include: principles underlying the definition of crime such as the requirements of actus reus and mens rea and general doctrines such as ignorance of fact and ignorance of law, causation, attempt, complicity, and conspiracy. Doctrines of justification and excuse are examined and the substantive offense of homicide is extensively reviewed.

**Student Learning Outcomes:** Upon completion of this course, the learner will understand:

|   |
|---|
| 1. Identify sources of law.   |
| 2. Define the basic elements of a crime.  |
| 3. Explain the burdens of proof in criminal, civil, and administrative matters.   |
| 4. Locate miscellaneous criminal statutes.  |
| 5. Explain the role of the Model Penal Code   |
| 6. Recognize the elements of state and federal criminal statutes.   |
| 7. Define "Actus Reus" and "Mens Reus"  |
| 8. Differentiate between gradations of Mens Rea.  |
| 9. Apply case facts to the elements of criminal statutes in order to determine if there is criminal liability.  |
| 10. Recognize that the severity of criminal punishments can vary greatly depending on the defendant's mental state.   |
| 11. Define homicide.  |
| 12. Identify the different elements of murder and manslaughter under the common law, Model Penal Code, and graded homicide jurisdictions.   |
| 13. Comprehend that most of the law of criminal homicide is about grading seriousness of the offense.   |
| 14. Recognize that all homicides are not criminal.  |
| 15. Identify the corpus delicti components in a criminal homicide.  |
| 16. Know the felony-murder rule.  |
| 17. Recognize that criminal negligence homicide statutes cover a wide field, including the most common, unintentional deaths caused by operating vehicles and firearms, but also medicine, handling explosives, delivering dangerous drugs, allowing vicious animals to run free, failing to care for a sick child, and not providing fire exits in businesses. |
| 18. Define Criminal Attempt   |
| 19. Discuss mens rea related to criminal attempt.   |
| 20. Recall the Model Penal Code approach to criminal attempt.   |
| 21. Define factual and legal impossibility  |

|   |
|---|
| 22. Define the term "renunciation"  |
| 23. Define Accomplice Liability   |
| 24. Recognize the various degrees of principal.   |
| 25. Differentiate principals from accessories.  |
| 26. Recognize Conspiratorial Liability  |
| 27. Define the Common Law and Model Penal Code explanations of Conspiracy                     |
| 28. Discuss conspiratorial agreements.  |
| 29. Recognize the term "overt act".   |
| 30. Define the term "strict liability".   |
| 31. Distinguish Public Welfare Offenses from Non-Public Welfare Offenses.                     |
| 32. Discuss Law Enforcement Defenses.   |
| 33. Differentiate Deadly Force from Non-Deadly Force  |
| 34. Differentiate Mistake of Law and Mistake of Fact.   |
| 35. Explain when Mistake of Law can be used as a defense.                                     |
| 36. Differentiate when ignorance and/or mistake can negate mens rea.                          |
| 37. Define the Model Penal Code concept of "Fair Notice"                                      |
| 38. Define the elements of Self-Defense.  |
| 39. Differentiate between Deadly Force and Non-Deadly Force.                                  |
| 40. Explain Self-Defense as a Justification and/or Excuse.                                    |
| 41. Define the general rule of Defense of Others.   |
| 42. Define Defense of Property and Habitation   |
| 43. Define and differentiate Justification, Excuse, Necessity, and Duress Defenses.           |
| 44. Explain the underlying theories of Justification, Excuse, Necessity, and Duress Defenses. |

## **FSE 280 Constitutional Criminal Procedure**

**Course Description:** This course is a study of the procedural criminal law, as opposed to substantive criminal law, which is covered in traditional criminal law courses. We will focus on the powers and limitations of the government in its quest to enforce substantive criminal law. Therefore, we will not seek to discover whether a crime has occurred or why a person commits a crime. Instead, we will seek to understand whether the actions of government officials during the investigation, adjudication, and corrections stages of a criminal case were permissible. This course is an analysis of constitutional law concerning the Fourth, Fifth, Sixth Amendments of the United States Constitution. Our primary concern will be how the U.S. Supreme Court has interpreted these amendments and how these interpretations have evolved (and are continuously evolving). We will also discuss relevant case law.

**Student Learning Outcomes:** At the completion of this course the student will be able to:

|  |
|--|
| 1. Identify formal and informal sources of criminal procedural law that directly relates to law enforcement and the adjudication of criminal cases |
| 2. Demonstrate analytical, critical thinking, and writing skills regarding issues related to criminal procedure.                                   |
| 3. Discuss stages of criminal prosecution  |
| 4. Identify the rights of the defendant during the pretrial and trial process.   |
| 5. Define due process and criminal justice   |
| 6. Recall Fourth Amendment requirements and conduct regarding search and seizure   |
| 7. Explain "Persons, Houses, Papers, and Effects"  |
| 8. Discuss Fourth Amendment rights in regards to criminal procedures   |
| 9. Explain seizure of persons and property   |
| 10. Discuss key relevant criminal procedures and justify approaches  |
| 11. Distinguish between different types of searches  |

## **FSE 305 Hazardous Materials**

**Course Description:** 3 hour course. This course will assess all aspects of hazardous materials in emergency response. We will cover mitigation, preparedness, response and recovery consideration. Additionally, we will work in groups to develop an emergency response plan for a facility in a hypothetical town. PPE, Decontamination, Training and response issue will be addressed. We will review and meet requirements found in *NFPA 472, Standards for Professional Competence of Responders to Hazardous Materials Incidents*, and *OSHA 1910.120, the Hazardous Waste Operations and Emergency Response regulation*. Supplemental assignments will cover Occupational Safety and Health Administration Regulations with regards to hazards in the work place

**Student Learning Outcomes:** Upon completion of this course students will be able to:

|  |
|--|
| 1. Define the terms and concepts associated with Hazardous Materials.  |
| 2. Be able to apply the 8 step process to a hazardous materials incident.  |
| 3. Implement a sound Hazardous Materials Management Process  |
| 4. Describe the health and safety concerns associated with hazardous materials   |
| 5. Demonstrate a understanding of the Incident Management System   |
| 6. Be able to implement site management concepts   |
| 7. Demonstrate the ability to identify the hazards associated with transportation and fixed facilities storage of hazardous materials. |
| 8. Be able to perform a Hazard and Risk Assessment   |
| 9. Properly select PPE according to a Hazard and Risk Assessment   |
| 10. Be able to manage information flow and response objective  |
| 11. Properly implement Decon   |
| 12. Properly terminate a response agencies involvement in a Hazmat Incident.   |

**FSE 310 Weapons of Mass Destruction/ Hazardous Materials**

**Course Description:** Study of different weapons of mass destruction (WMD) materials, deployment, and use. Evaluation of hazardous materials, usage, storage, and transportation. Preventing and controlling WMD/Hazardous Materials incidents.

**Course Objective:** Upon completion of this course, students will:

1. Possess a fundamental understanding of the basic information required by Homeland Security professionals to plan for and direct response to incidents involving hazardous materials and weapons of mass destruction.

However, the instructor reserves the right to adjust the syllabus as necessary to meet the overall objective of this course.



## **FSE 320 Principles for Emergency Services**

**Course Description:** This course will prepare students to assume administrative positions within fire and emergency service organizations. It examines the roles and responsibilities of fire and emergency service administrators, management and leadership theory and practices, and common administrative functions within fire and emergency service organizations. Students will acquire knowledge of these concepts and demonstrate application through course assignments, exams, individual research, and interaction with other students and the instructor.

**Student Learning Outcomes:** Upon completion of this course the student will be able to:

|   |
|---|
| 1. Describe the emerging field of fire and emergency services administration.                                   |
| 2. Define the management and leadership roles of fire and emergency services administrators.                    |
| 3. Illustrate the administrative function of fire and emergency services organizations.                         |
| 4. Demonstrate the application of management and leadership theory to fire and emergency services organization. |
| 5. Apply adaptive work and learning models to fire and emergency services leadership and management.            |

## **FSE 330 Principles of Criminal Investigation**

**Course Description:** A detailed study of the investigative procedure as it applies to fire, arson, explosion and other personal property crimes.

**Student Learning Outcomes:** At the completion of the course the student will:

|   |
|---|
| 1. Discuss the objectives and basic philosophy of criminal investigation and the role of the criminal investigator in the criminal justice system.  |
| 2. Identify the types of crime scene evidence and demonstrate techniques to locate, document, secure and preserve physical evidence found at a crime scene.   |
| 3. Understand the principals and techniques in determining the mode and the manner of death and the relationship between the death scene investigator and the forensic pathologist.   |
| 4. Understand the probative value and limitations of various forensic disciplines and the role of crime lab analysis in solving a crime.  |
| 5. Explain the basic techniques involved in interview and interrogation as an investigative tool; identify the techniques of an effective interview and how they differ from an interrogation.  |
| 6. Understand the importance and the limitations involved in eyewitness identification. Explain the various methods employed by criminal investigators.   |
| 7. Describe those crimes most commonly associated with arson, including burglary, insurance fraud, and theft related crimes.  |
| 8. Have a strong grounding in the legal issues surrounding a criminal investigation and the conduct of a criminal investigator.   |
| 9. Understand the role of the defense investigator in the criminal justice system; explain the difference between a fact investigation and a mitigation investigation and how each is used in providing a competent defense. Understand the presence and common causes of wrongful convictions. |
| 10. Prepare an organized, comprehensive and well-written Report of Investigation describing the evidence used to establish the elements of a criminal offense.  |

**FSE 350 FIRE, ARSON AND EXPLOSION INVESTIGATIONS**

**Course Description:** An in-depth study of fire and arson, scene investigation. Emphasis will be placed on the scene preservation and analysis, management of investigative functions, documentation of the scene, and determination fire origin. Fire causes are discussed.

**Student Learning Outcomes:** Upon completion of this course, students will:

|  |
|--|
| 1. Discuss and demonstrate the methods and sequence of activities involved in the investigation of fires from simple to moderate complexity. |
| 2. Distinguish the difference between fires that have been initiated by arson and distinguish between accidental and caused explosions.      |
| 3. Discuss the proper collection of evidence for chain of custody.   |
| 4. Demonstrate the ability to recognize fire patterns.   |
| 6. Recognize the materials/components which are used in arson.   |

## **FSE 360 Fire Protection Hydraulics and Water Supply**

**Course Description:** A study of water at rest and in motion, Bernoulli's and Pascal's theorems, water distribution systems, velocity, friction loss, pump and nozzle pressures required for fire protection applications.

**Student Learning Outcomes:** Upon completion of this course, the participant will be able to:

|  |
|--|
| 1. Describe the properties of water at rest.                                 |
| 2. Determine how the properties of water at rest apply to fire protection.   |
| 3. Describe the properties of water in motion.                               |
| 4. Determine how the properties of water in motion apply to fire protection. |
| 5. Develop proper water flows in field situations.                           |

## **FSE 365 Emergency Service Instructional Methodology**

**Course Description:** This course provides students opportunities to develop skills used in classroom instruction. Students will develop lesson plans, including terminal and enabling objectives, prepare audiovisual aids and props for the class and then deliver presentations to class members. Students will also prepare evaluation methodologies that completely assure learning objectives are met. Evaluations of student performance will be provided with the intent to enhance each student's self-confidence and presentation skills.

**Student Learning Outcomes:** Upon completion of the course the student will be able to:

|   |
|---|
| 1. Understanding the role of the instructor.  |
| 2. The participant will be able to describe the various methods of instruction and adapt them to a classroom setting.   |
| 3. The student will be able to incorporate various learning theories and strategies into his/her classroom presentation skills and techniques.                                      |
| 4. The student will be able to create a learning environment that is conducive for positive learning.   |
| 5. The participant will be able to establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations and standards. |
| 6. The student will be able to discuss the rules and regulations required for conducting live fire training sessions as defined by NFPA 1403.                                       |
| 7. The student will be able to construct, administer, and evaluate an assessment and testing instrument.  |
| 8. The student will be able to identify and use various instructional media in a classroom environment effectively.   |
| 9. The student will be able to design and develop a training course and lesson plan upon completion of this course.   |
| 10. The student will be able to develop their plan for professional development as a fire service instructor.   |

## **OSH 261 Principles of Occupational Safety and Health**

**Course Description:** History of the development of occupational safety and health. Methods of accident prevention and hazard control. Introduction to safety programs, worker's compensation, emergency preparedness, and accident investigation.

**Student Learning Outcomes:** Upon completion of this course, the students will be able to:

|  |
|--|
| 1. Describe the reasons for the development and implementation of safety and health initiatives in the US and the impact of the Occupational Safety and Health Act on the reduction of injuries and deaths in the workplace.               |
| 2. The learner will be able to develop a basic template for safety programs as they relate to specific industry.   |
| 3. Describe the steps taken to complete a Task and Hazard Assessment and apply those steps to a given situation to increase the effectiveness of health and safety related programs in the reduction of potential injuries and fatalities. |
| 4. The learner will be able to develop an investigation report form and conduct a safety accident/injury investigation from a presented accident scenario.   |
| 5. Develop a lesson plan and complete an instructional presentation that would provide insight into the requirements of the OSHA and related standards to improve health and safety in the workplace.                                      |

## **OSH 390-Workers Compensation I**

**Course Description:** An in-depth study of the foundations of Worker Compensation law. Emphasis will be placed on the history and development of worker compensation in America, the change from an at-fault system focused on the theory of negligence to a no-fault system based upon the 2 prong test of compensable injuries “arising out of” and being “in the course of” employment. Areas of study will include the basic features of typical WC statutes, lines of interpretation and categories of risk; dual purpose trips; going to and coming from work; personal comfort doctrine; traveling employees.

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

- |  |
|--|
| 1. Discuss the theory and history surrounding the change from an at-fault system of tort recovery for injured workers to a no-fault system that balances the competing interests of employers and injured employees.   |
| 2. Understand the basic theories behind risk associated with employment and those the ordinary public is exposed to, the benefits available to injured workers and the various issues that safety professionals face on a daily basis in determining whether a claim is work-related or not. |