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# Igniting the Fire: Creating a Fire Service Administration Program at Gardner-Webb University

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*Gardner-Webb University*

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# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: Igniting the Fire: Creating a Fire Service Administration Program at Gardner-Webb University

Candidate: Rusty Nolan Graham

Consultancy Coach: Dr. Jeffrey Hamilton Ed.D.

Defense Date: November 6, 2018

Authorized by: Dr. Bobbie Cox Ph.D./Gardner-Webb University

## Amendment History

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
1	09/20/2018	Initial version.
2	10/05/2018	Corrections

## **Acknowledgements**

I want to thank Dr. John Balls for telling me that if I joined this program it would change my life. I met my beautiful wife Brittany Nicole Graham and had my beautiful daughter Julieanna Nicole Graham because of this program. These women have made my life complete, and I will always love them. I also could not have made it without the unconditional love of my furry children Ernest, Elvis, and Geo.

I would not have gotten to this stage in my life without the support of my parents Randy and Scottie Graham who always challenged me and bought my first books for the program or the friendly competition of my little sister Dr. Leigh Ann (Graham) Saucier and my new brother Andrew Saucier and the support of my baby brother Brandon Graham and his wonderful wife Angie Graham. I also could not have made it without the support of my wonderful nieces Bella Saucier and Summer Killman. I have to take a moment to remember my wonderful grandparents who taught me about love and kindness and how I should treat people. I miss them, but I am glad MawMaw Graham is still here in person.

I want to take a moment to thank my wonderful in-laws Tommy and Julie Hudgins and Brit and Nanie Burleson who have accepted me into their family whole heartily. They have made we feel welcome and offered wonderful advice.

A special thanks to Dr. Bobbi Cox for showing me the difference between planning and doing. This project would have died as just a good idea if not for her.

I want to thank Dr. Gerald Neal, Dr. Franki Burch, Dr. Jeff Rogers, Dr. Ben Leslie, and Dr. Catherine Burr for your support of this project and the Fire Service

Administration Program. Without these wonderful people, this project would never have gone beyond a thought in my head.

I want thank a special group of people who made this academic journey along with me: Brittany Graham, Hazim Almomani, DeAndre Howard, Mindy Bliss, Barbara Romich, Pat Oliver, and our advisor Dr. Jeff Hamilton. I will truly miss our time together.

None of this would have been possible without the wonderful grace of our Lord Jesus Christ who makes all things possible. I am slowly learning everything happens in his time, and his plans are always perfect.

## Approval

This consultancy project was submitted by Rusty Nolan Graham under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Jeffrey Hamilton, Ed.D., Faculty Advisor  
Gardner-Webb University

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Date

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Dr. Bobbie Cox, Ph.D., Site Advisor  
Chair of the School of Public Service,  
Gardner-Webb University

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Date

## **Abstract**

Igniting the Fire: Creating a Fire Service Administration Program at Gardner-Webb University. Graham, Rusty Nolan, 2018, Consultancy Project, Gardner-Webb University, Digital Commons/Fire Service Administration/FESHE/Professional Educational Programs/Creating Fire Programs/Curriculum Design

Igniting the Fire: Creating a Bachelor of Science in Fire Service Administration at Gardner-Webb University is a doctoral project that created a professional education program for a liberal arts university. During this project, the major issues that were discovered included there was no school or college within the university to house the program, creating and maintaining buy in from administration and the faculty, creating a rigorous academic curriculum, locating the advisory committee, creation of a communication and media plan that would reach our targeted students, applying for approval from our regional accrediting body, and registering students. At the time of the executive summary being written, Gardner-Webb University has created the School of Public Service which includes this program and Criminal Justice and Human Services. Administration and the faculty have voted to approve the program and have sent a prospectus to their regional accrediting body for approval of this program. Gardner-Webb University is hiring a coordinator for this program who will recruit the advisory committee. The Fire Service Administration Program has adopted and revised the National Fire Academy's Fire and Emergency Services Higher Education curriculum. Degree Completion Enrollment has taken the media and communication plans and have implemented them. At this time, we have 14 students enrolled for the first semester.

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## **1 Introduction**

### **1.1 Project Purpose**

According to the U.S. Department of Labor, there are over 49,860 career firefighters in the states of Georgia, North Carolina, South Carolina, Virginia, and Tennessee. According to the North Carolina State Firefighter's Association, there are over 51,000 volunteers in the state of North Carolina alone. Locally, there are over 60 career firefighters in the City of Shelby. The question asked was, "what are the educational opportunities for these potential students?" They can attend engineering programs like the Fire Safety Engineering Technology Program at the University of North Carolina at Charlotte, online programs like Fayetteville State University's Fire and Emergency Services Administration Program, or Eastern Kentucky University's College of Justice and Safety. There was a large underserved population of potential students who were looking for a high-quality education in fire service leadership.

Gardner-Webb University did not have a program to meet the needs of these students. That is why I purposed a GOAL-DCP program from the Associate of Applied Science in Fire Protection Technology to a Bachelor of Science in Fire Services Administration. Because of this project, Gardner-Webb University's Department of Public Service, a department that did not exist at the time this program was purposed, has such a program. The program was based on the National Fire Academy's Fire and Emergency Services Higher Education curriculum and best practices. The program has been offered fully online since August 2018.

### **1.2 Associated Documents**

- A. Bachelor of Science Fire Service Administration Major Courses Descriptions
- B. Bachelor of Science Fire Service Administration Program Outcomes

### **1.3 Project Plan Maintenance**

The plan was reviewed every semester when completing the required milestones. The plan was modified by Gardner-Webb University's Associate Provost of GOAL-DCP, Gardner-Webb University's Chair of the Department of Public Service, Gardner-Webb University Senior Staff, and the consultant as needed.

## **2 Project Scope**

The scope of the project was to create a Bachelor of Science in Fire Administration Program at Gardner-Webb University. This included the writing of the master course syllabus for each course, the recruitment of the advisory committee, the recruitment of students, creating relationships with fire service organizations to promote the program, and the accreditation of the program.

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1 Objectives**

- ❖ Approval of course syllabus
- ❖ Approval of advisory committee members
- ❖ Approval of advertising and recruitment of students
- ❖ Hiring of faculty
- ❖ Supply financial support
- ❖ Managing daily operations of program

#### **2.1.2 Success Criteria**

Ultimate success of this project was when The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved Gardner-Webb University to offer the Bachelor of Science in Fire Service Administration and students were officially allowed to register for the program.

#### **2.1.3 Risks**

There were no major risks to the organization; they had the ability to end this program at any time before launch. There was always a minor risk of a slow start of a new program, but steps were taken to address those concerns.

### **2.2 Outline of Student's Objectives**

#### **2.2.1 Objectives**

- ❖ Create master course syllabus for each course following Gardner-Webb University Policy
- ❖ Recruitment of advisory committee members
- ❖ Contact fire service organizations on behalf of Gardner-Webb University
- ❖ Recruitment of students
- ❖ Work with fire service organization to locate financial support for students
- ❖ Write application for accreditation

### **2.2.2 Success Criteria**

Success was measured as each task was completed and returned to Gardner-Webb University. Ultimate success of this project was when SACSCOC approved Gardner-Webb University to offer the Bachelor of Science in Fire Service Administration and students were officially allowed to register for the program.

### **2.2.3 Risks**

The only risk to the consultant was damage to their reputation if the program did not start once the student began to advertise. The only other risk was Gardner-Webb University personnel changing positions during this project.

## **2.3 Definitive Scope Statement**

The scope of the project was to create a fully functional Bachelor of Science in Fire Service Administration program. The consultant was required to be the subject matter expert and assist in all aspects of a successful launch of the program.

### **3 Deliverables**

#### **3.1 To Partnering Organization**

- ❖ Creation and Assisting in Revision of Program Proposal – April 20, 2016-October 22, 2017
- ❖ Creation of Marketing Plan – October 01, 2017-October 22, 2017
- ❖ Creation of Course Rotation – October 22, 2017
- ❖ Prepared Curriculum for Approval – April 01, 2016-October 22, 2017
- ❖ Approval of Program by Public Service Department – October 27, 2017
- ❖ Approval of Program by Senior Staff – October 30, 2017
- ❖ Approval of Program by DCP Council – November 09, 2017
- ❖ Approval of Program by Curriculum Committee – November 10, 2017
- ❖ Approval of Program by Faculty – November 17, 2017
- ❖ Approval of Program by Board of Trustees – November 17, 2017
- ❖ Approval of Program by SACSCOC – July 13, 2018
- ❖ Hiring of Program Coordinator – July 9, 2018
- ❖ First Students Officially Accepted – July 13, 2018

#### **3.2 From Student**

There were no deliverables to the student. I had been told I would be offered the Fire Service Administration Coordinator's position if the program was created. I looked at this as an academic exercise until May 30, 2018 when they requested that I interview for the position. I now hold a faculty position at Gardner-Webb University.

## 4 Project Approach

### 4.1 Project Life Cycle Processes

For the majority of the project, the consultant and Dr. Jeff Rogers, Associate Provost for GOAL-DCP, worked directly on the preliminary paperwork for this project with each taking different sections of the document and then meeting together every 4 weeks to review the document and continue working. There were various times when we were unable to meet for several months. Dr. Bobbie Cox was brought into the project in September 2017 as the Chair of the Department of Public Service; and within 2 months, all of the Gardner-Webb University's and SACSCOC requirements were met. Dr. Bobbie Cox had already brought several new academic programs into Gardner-Webb University and had served as Associate Provost for GOAL-DCP in the past and had an understanding of the processes and requirements for the university as well as SACSCOC. At that point, I served as the subject matter expert while she expedited the process. It was decided to use an external and internal focus group to help with completing the project.

### 4.2 Project Management Processes

While the original process was very straight forward with two people working on this project, the process actually created two focus groups to expedite the process: the internal and external focus groups. Both groups were chaired by Dr. Bobbie Cox with input from the consultant.

### 4.3 Project Support Processes

Both the external and internal focus groups provided support for this project. Each member of the external focus group was given the copy of the proposal including coursework, and they evaluated the program and provided vital feedback. They have also been critical in recruiting for this program. The internal focus group handled all aspects of the internal recruitment for support and provided their expertise in each of their specific areas.

## 4.4 Organization

### 4.4.1 Project Team

#### External Focus Group:

The External Focus Group, which was comprised of leaders in the fire and public administration of local, state, and federal agencies, has discussed program initiatives and future development. Additionally, this group served as unofficial recruiters and supporters of this program to the prospective student population. The External Focus Group Members are

- ❖ Chair, Dr. Bobbie Cox, Department of Public Service Chair
- ❖ Rusty Graham, Fire Instructor, Gaston College, DEOL candidate

- ❖ Dr. Frank Scuiletti, NC Department of Community Colleges, Director of Public Safety Programs
- ❖ Dr. Janie Slaughter, Wake Technical Community College, Chair, Public Safety Programs
- ❖ Dr. Steve Gambill, City of Mooresville Attorney & former Gastonia Public Safety Attorney
- ❖ Agent Tony Robbins, retired, Alcohol, Tobacco, Firearms & Explosives (ATF)
- ❖ Jennifer Henson, CVCC, Director of Fire Protection Technology
- ❖ Randy Egsegian, Durham Technical Community College, Dean of Public Safety
- ❖ Richard Carroll, CCC, Coordinator of Fire Protection Technology
- ❖ Leonard Edge, CPCC, Director of Fire Protection Technology

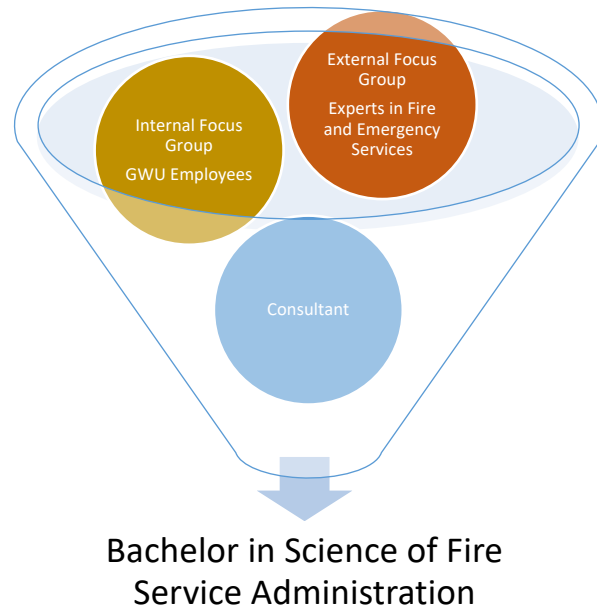
*Internal Focus Group:*

The Internal Focus Group, which was comprised of administrators, professors, and practitioners who oversee, teach, or supervise learning opportunities for students in this major, has discussed this major as a major should be added. The Internal Focus Group served as internal recruiters and supporters of this program to the current and perspective student population. The Internal Focus Group Members are

- ❖ Chair: Dr. Bobbie Cox, Department of Public Service Chair
- ❖ Dr. Franki Burch, Associate Provost, Professional & Graduate Studies
- ❖ Rusty Graham, GWU DEOL candidate
- ❖ Dr. Jeff Tubbs, Vice President for Institutional Effectiveness
- ❖ Dr. Jeff Rogers, Associate Provost, DCP Program
- ❖ Kristen Setzer, Vice President for Enrollment Management
- ❖ Homer Craig, CJ Instructor and Coordinator (DCP), retired Winston-Salem Chief of Police

#### **4.4.2 Mapping Between Gardner-Webb University and Student**

While many people would automatically look for a hierarchical map, I strongly believe we were more of an open organization as we created this new program. I believe it took a funnel to create this program. Each person in this project ultimately led to the final program.



## **5 Communications Plan**

The communications plan was created to gather buy in from Gardner-Webb University faculty and staff. The plan was relatively simple: We discussed the program with any interested faculty or staff. Dr. Jeff Rogers kept Senior Staff in the loop on the program, and the consultant was able to discuss it with faculty as a student needing advice on the project. The School of Education helped keep the lines of communication open and discussed the qualifications of the consultant. Senior Staff, Curriculum Committee, and the faculty passed the program on its first attempt thru each group.



## 6 Work Plan

Action Step	Person(s) Responsible	Timeline	Resources Used
Creation and Revision of Program Proposal	Dr. Jeff Rogers Dr. Bobbie Cox Consultant	April 20, 2016- October 22, 2017	Office Space and Computer Support
Review of Program Proposal	Internal and External Focus Group	September 01, 2017-October 22, 2017	Email and Computer Support
Creation of Marketing Plan	Consultant	October 01-22, 2017	Computer, Internet and, Printer
Review of marketing Plan	Internal and External Focus Group	October 01-22, 2017	Email and Computer Support
Creation of Curriculum	Dr. Jeff Rogers Dr. Bobbie Cox Dr. Sara Newcomb Consultant	April 20, 2016- October 22, 2017	Computer, Internet and, Printer
Creation of Course Rotation	Dr. Bobbie Cox Consultant	October 22, 2017	Computer, Internet and, Printer
Presentation to Senior Staff	Dr. Bobbie Cox Consultant	October 30, 2017	Computer, Projector and, Printer
Presentation to Degree Completion Council	Dr. Bobbie Cox	November 9, 2017	Computer, Projector and, Printer
Presentation to Curriculum Committee	Dr. Bobbie Cox Consultant	November 10, 2017	Computer, Projector and, Printer
Presentation to Faculty	Dr. Bobbie Cox	November 17, 2017	Computer, Projector and, Printer
SACSCOC Paperwork Submitted	Dr. Jeff Rogers Dr. Bobbie Cox Dr. Sara Newcomb Consultant	November 17, 2017	Computer, Internet, Printer, and Travel to SACSCOC
Hiring of Program Coordinator	Dr. Bobbie Cox Dr. David Yelton Dr. Catherine Burr Dr. Ben Leslie	July 9, 2018	Computer, Internet, Printer, and Human Resources

## 7 Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast date</b>
1	Develop Statement of Purpose for Project	Spring 2016
2	Develop Project Objectives	Summer 2016
3	Outline Project Scope	Summer 2016
4	Identify Benefits to Organization	Fall 2016
5	Identify Risks and Mitigation Plan	Spring 2017
6	Identify Key Facts for Planning and Execution	Summer 2017
7	Create Outline of Project Plan	Fall 2017
8	Identify Financial Budget	Fall 2017
9	Outline Quality Assurance Plan	Spring 2018
10	Document Overall Project Performance	Summer 2018
11	Present Final Project	Fall 2018

## 8 Metrics and Result

Smart Goals	Revised Smart Goals	Reason for Revision	Final Result	
Creation of the Bachelor of Science in Fire Service Administration Program at Gardner-Webb University by Fall 2017.	Creation of the Bachelor of Science in Fire Service Administration Program at Gardner-Webb University by <u>Fall 2018.</u>	Timeline changed due to availability of key personnel. Timeline change due to create a school the program could be housed in.	<i>Approval of Program by Senior Staff</i>	<i>October 30, 2017</i>
			<i>Approval of Program by DCP</i>	<i>November 09, 2017</i>
			<i>Approval of Program by Curriculum Committee</i>	<i>November 10, 2017</i>
			<i>Approval of Program by Faculty</i>	<i>November 17, 2017</i>
			<i>Approval of Program by Board of Trustees</i>	<i>November 17, 2017</i>
			<i>Approval of Program by SACSCOC</i>	<i>July 13, 2018</i>
Creation of an Advisory Committee for the Bachelor of Science in Fire Administration by Spring 2017.	Creation of an Advisory Committee for the Bachelor of Science in Fire Administration by <u>Fall 2018.</u>	Key members of the advisory committee have been contacted and they are willing to participate, just waiting on approval to create committee.	Fire Service Administration Coordinator was hired July 09, 2018 and has begun the process of confirming membership of the advisory committee.	
Creation of a master course syllabi that conforms to Gardner-Webb University's requirement for each course that will be taught in	No revision	COMPLETED and submitted to Dr. Rogers.	Completed and Submitted to Dr. Cox and Approved by Curriculum Committee November 10, 2017	

the Bachelor of Science in Fire Administration Program by Spring 2017.			
Create and administer recruitment for the program.	No revision.		<p>Gardner-Webb University DCP Enrollment has taken marketing plan and has implemented it.</p> <p>The Coordinator of the Fire Service Administration Program has become an active member of the recruitment effort for the program.</p>

## **9 Risks, Constraints, Assumptions**

### **9.1 Risks**

There were no major external risks identified in this project. There were no private colleges or universities in North Carolina offering a similar program. There were only four public colleges or universities that had similar programs in North Carolina. Gardner-Webb University conducted an internal risk analysis and determined there was little risk to the university by competition.

There was a fear at first that other faculty would resist the program. The decision was made early on to discuss the program with faculty. The program was approved unanimously by the faculty with no issues raised. No program saw the Bachelor of Science in Fire Service Administration as a threat.

There was a fear that Gardner-Webb University's Bachelor of Science in Fire Service Administration tuition was not competitive with other programs available. Gardner-Webb University created a First Responder Grant for all first responders. The grant has been well received, and no student has questioned the tuition at this point.

### **9.2 Constraints**

The true constraints of this project were time constraints. There was a very short window to submit paperwork to SACSCOC for program approval. Before this paperwork could be submitted, the program had to be approved by the academic department, DCP council, Senior Staff, the Board of Trustees, Undergraduate Curriculum Committee, and the faculty. Each group only meets once a month, and some committees meet at the same time or the same day of the week. Gardner-Webb University's Senior Staff approved a plan that put the program on every committee's agenda, and every group tentatively approved the program as long as the other committees approved the program.

### **9.3 Assumptions**

The key assumptions held by Gardner-Webb University and the consultant were

- ❖ There is an underserved population of fire administration students in the states of North and South Carolina. There is consideration to look at this as a regional approach.
- ❖ The Bachelor of Science in Fire Service Administration mission is connected to Gardner-Webb University.
- ❖ Gardner-Webb University can adequately serve these students.

**10 Financial Plan**

There was nominal financial cost to Gardner-Webb University during this project. The consultant traveled to Gardner-Webb University to meetings held during office hours. The Internal Focus Committee met the consultant one time at Gaston College to assess student interest in the program. The only other cost was the printing of the SACSCOC application and overview documents for the university's committees.

Once the program was implemented, Gardner-Webb University's financial commitment was to the normal operations of a new academic program. They were required to hire a coordinator and run a major marketing campaign. The continual cost to the university is that of any other academic program in GOAL-DCP.

## 11 Quality Assurance Plan

There are many different goals that could have been selected for this program. I chose to highlight only critical goals that would have the most effect on a new program at Gardner-Webb University. If we fail on any of these goals, the program could possibly be eliminated.

Administration of Program			
Goal	Measurable Objective	How often assessed	Responsible Party
<b><u>Enrollment</u></b>			
Recruiting adequate number of students into the BS Fire Service Administration program.	Enrollment Projections FA 2018, 24 Students SP 2019, 17 Students FA 2019, 30 Students SP 2020, 21 Students	Every semester	Coordinator of the Fire Service Administration Program / Director DCP Enrollment
<b><u>Retention</u></b>			
Losing no more than 10 percent of students from a graduating cohort.	Acceptable Loss FA 2018, 2 Students SP 2019, 1 Student FA 2019, 3 Students SP 2020, 2 Students	Every semester	Coordinator of the Fire Service Administration Program
Instruction in Program			
Goal	Measurable Objective	How often assessed	Responsible Party
Ensure that the curriculum is based on best practices in fire service administration.	Is the program still aligned with FESHE and other NFPA best practices?  Examination of other similar programs from accredited colleges around the country and the world.	Every semester	Coordinator of the Fire Service Administration Program / Advisor Committee / Faculty
All online courses meet the requirements of Gardner-Webb	Exam each course against QEP requirements.	Every semester	Coordinator of the Fire Service Administration Program / Advisory

University Digital Learning.	Ensure ADA compliance.		Committee / QEP Committee
Faculty are current in changing trends in fire and emergency services.	Attending Trade Conferences / Attending Professional Development Events  Required Hours of Professional Development and Number of Conferences should be selected by Chair with advice from the Advisory Committee	Every semester	Coordinator of the Fire Service Administration Program / Advisory Committee
<b>Student Outcomes * Requirement from US Dept of Education and IFSAC</b>			
Goal	Measurable Objective	How often assessed	Responsible Party
<b><u>Employment Rate</u></b>			
Ninety percent of all graduates will be employed in a related field.	Percentage of Students Employed at Graduation	Every Cohort Upon Graduation	Coordinator of the Fire Service Administration Program
<b><u>Continuing Education</u></b>			
Thirty percent of all graduates will be continuing their education in a related field.	Percentage of students planning on continuing their education at Graduation	Every Cohort Upon Graduation	Coordinator of the Fire Service Administration Program
<b><u>Promotions</u></b>			
The program will publish every time a student is promoted while they are in the program.	Has the program published each and every promotion?	Every semester	Coordinator of the Fire Service Administration Program



## Appendix

### A. Bachelor of Science Fire Service Administration Major Courses Descriptions



## FSA Required Courses in the Major

### **FSA 310: Fire Service Administration**

The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

### **FSA 345: Fire Service Ethics**

Ethics in the fire service administration can be challenging and complex. No other government services are granted the same degree of public trust, and as leaders students will be called upon to show ethical leadership. This course increases student proficiency in making ethical decisions in fire service administration.

### **FSA 350: Fire Prevention Organization and Management**

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.

### **FSA 375: Fire Service Leadership**

This course is designed to develop a foundation of leadership for the modern officer. The students will examine their own leadership style and will be introduced to various theories on leadership. Various leadership issues will be discussed during this course.

### **FSA 400: Political and Legal Foundations in Fire Service Administration**

This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service.

### **FSA 415: Managerial Issues in Hazardous Materials**

This course presents current issues in management of a department-wide hazardous materials program. It includes issues that are pertinent to officers and managers in public safety departments, including regulations and requirements for hazardous materials (hazmat) preparedness, response, storage, transportation, handling and use, and the emergency response to terrorism threat/incident. Subjects covered include State, local and Federal emergency response planning, personnel and training, and operational considerations such as determining strategic goals and tactical objectives.

**FSA 425: Applications of Fire Research**

This course focuses on the rationale for conducting fire research, various fire protection research activities, and research applications, including fire test standards and codes structural fire safety, automatic detection and suppression, life safety, and fire fighter health and safety. This course examines tools and techniques of rational decision making in fire departments, including databases, statistics, probability, decision analysis, utility modeling, resource allocation, cost-benefit analysis, and linear programming. This course involves selecting a fire-related topic, developing research objectives, a proposal, and a plan using a quantitative or qualitative research design for the completion of a final research paper.

**FSA 440: Fire Arson and Explosives Investigation**

An in-depth study in the analysis of fire, arson, and explosion scenes. Emphasis will be placed on the principles and techniques of scene preservation and analysis, management of investigative functions, documentation of the scene, and determination of the cause and origin of fire.

**FSA 450 International Issues in Public Safety**

An overview and insight into nature and complexity of current international public safety issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, computer or cybercrime, money laundering, and trafficking in drugs, people, and arms.

**FSA 455: Managing Safety and Survival Programs for the Fire Service**

This course is designed to formulate and put into practice health and safety procedures that address firefighter injuries and fatalities. The course will also focus on the need for a culture change, especially regarding how decisions made at the managerial and operational levels can exert influence to ensure that “everyone goes home.”

**FSA 470 Homeland Security, Terrorism & Intelligence**

This course provides information about three important subjects: Homeland Security - Terrorism - Intelligence. These interconnected topics often dominate today’s news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, police officers, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat.

## B. Bachelor of Science Fire Service Administration Program Outcomes



### *Fire Service Administration Program Outcomes*

1. Demonstrate knowledge, competencies and values in leadership, public service management, professional ethics, critical thinking, strategic planning, decision making, and diversity issues.
2. Demonstrate the organizational behavior skills in intellectual, social, and political areas needed to function effectively in the 21st Century fire service profession.
3. Demonstrate effective research skills, which include quantitative and qualitative data gathering and analysis, relative to the fire service profession.
4. Demonstrate the ability to identify, analyze evidence and present issues to criminal justice practitioners and judicial officials during a fire investigation.
5. Incorporate professional values within ethical and legal guidelines of fire service administration, and explain the importance of personal responsibility and accountability for professional, fire service and emergency management practices and ethical decision making.
6. Evaluate and manage issues that deal with the psychological effects of emergency services, safety and survival.
7. Develop a comprehensive program for operational and strategic fire and emergency management decisions and materials management.
8. Develop a comprehensive fire prevention program including fire life safety education, fire inspections and code enforcement, and fire investigations.