CTE DUAL CREDIT ARTICULATON AGREEMENT 2024- 2027

College Program: Fire Science

Career Cluster: Skilled Trades

North Seattle College / Seattle Public Schools

The purpose of this agreement is to grant North Seattle College credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of 'B' (3.0) or higher and the high school teacher's endorsement that the competency requirements have been met, articulated credit will be granted.

The following North Seattle College **Fire Science** course has been approved for CTE Dual Credit articulation with Seattle Public Schools courses as listed below:

High School Courses	College Course	College Credits
Year One SKC Firefighting & EMS (2 semesters/ 1 year)	FIRE102 Fire Behavior and Combustion	5 credits
	FIRE104 Principles of Fire & Emerg Services Safety/ Surv	5 credits
	AHE 192 Basic Life Support for Healthcare Providers	1 credit

Student Articulation Procedure

1. Be enrolled in the required high school class.
2. Register for CTE Dual Credit articulated course during the same academic year the high school class is completed. If a series of courses are involved in the articulation, students register for credit during the same academic year the last course in the series is completed. Students cannot earn "retroactive credit" for courses taken in previous years.
3. Earn a grade of 'B' (3.0) or better in *all courses* required under the articulation agreement.
4. Satisfy all learning outcomes and objectives identified on college course outline *(see attached college course outline).*

High School Instructors

1. Ensure that the high school course syllabus includes information about CTE Dual Credit, the college course competencies and the process required to earn college credit.
2. Hold students accountable for the same competency standard and course expectations as required by the college-equivalent course (*see college course outline).*
3. Submit final grades for all students registered to earn CTE Dual Credit by the published deadline.
4. Attend scheduled meetings, workshops or professional development activities that enhance the high school/college partnership & support implementation of the CTE Dual Credit articulated program.

ARTICULATON AGREEMENT LEARNING OUTCOMES CHECKLIST

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The following college course outcomes must be satisfied in the related high school course to meet the standards of the articulation agreement (80% at minimum):

COURSE OUTCOMES*:

FIRE102 - Fire Behavior and Combustion, 5 credits

1. Identify physical properties of the three states of matter.
2. Categorize the components of fire.
3. Explain the physical and chemical properties of fire.
4. Describe and apply the process of burning.
5. Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
6. Explain the effect and dangers of air movement on the combustion process.
7. Discuss various materials and their relationship to fires as fuel.
8. Demonstrate knowledge of the characteristics of water and a fire suppression agent.
9. Articulate other suppression agents and strategies.
10. Compare other methods and techniques of fire extinguishments.

**Master Course Outline, version 03/04/19*

FIRE104 - Principles of Fire & Emerg Services Safety/ Sur, 5 credits

1. Describe how cultural and behavioral change within the emergency services relates to safety, incorporating leadership, supervision, accountability, and personal responsibility.
2. Analyze the need for enhancements of personal and organizational accountability for health and safety.
3. Explain the importance of preparing to serve with and for diverse (historically and systemically marginalized) personnel and communities
4. Define how the concepts of risk management affect strategic and tactical decision-making.
5. Describe and evaluate circumstances that might constitute an unsafe act.
6. Explain the concept of empowering all emergency services personnel to stop unsafe acts.
7. Analyze and explain the rationale for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.
8. Analyze and explain the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.
9. Explain the vital role of local departments in national research and data collection systems.

10. Illustrate how technological advancements can produce higher levels of emergency services and survival.
11. Explain the importance of investigating all near-misses, injuries, and fatalities.
12. Explain how incorporating the lessons learned from investigations can support cultural change throughout the emergency services.
13. Describe how obtaining grants can support safety and survival initiatives.
14. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and deaths.
15. Explain how the increase violent incidents impacts safety for emergency services personnel when responding to scenes.
16. Recognize the need for counseling and psychological support for emergency services personnel and their families, and identify access to local resources and services.
17. Describe the importance of public education as a critical component of life safety.
18. Explain the importance of fire sprinklers and code enforcement.
19. Identify the importance of safety in the design of apparatus and equipment.

**Master Course Outline, version 03/04/19*

AHE 192 - Basic Life Support for Healthcare Providers, 1 credit

1. Demonstrate proper assessment of a respiratory or cardiac emergency.
2. Demonstrate proper technique for managing a choking emergency for an adult child or infant patient.
3. Demonstrate proper technique for CPR for the adult child or infant patient.
4. Demonstrate how to use a bag valve mask
5. Demonstrate proper technique for using an AED (automated external defibrillator) in a cardiac arrest simulation.

**Master Course Outline, version 03/17/14*