



National Fire Academy

**F0194 – Campus Fire and Life Safety II: Public Education
Version: 1st Edition, 3rd Printing, May 2017**

Quarter:

ACE Credit: In the lower-division baccalaureate/associate degree category, one semester hour in fire science, emergency management, or Fire prevention.

IACET Continuing Education Units: Pending

Length of Course: 2 Days (12 hr., 30 min. contact hours)

Prerequisite: None

**Curriculum: Fire Prevention: Technical
Training Specialist: Woody Stratton**

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	

Course Description (Catalog)

F0194 – “Campus Fire and Life Safety II: Public Education.” This is a new two-day program providing students with the ability to create and implement a comprehensive campus fire and life safety public education program. There will be a focus on looking at the on-campus and off-campus fire risks and educating students, personnel, and stakeholders about these risks.

Student Qualifications (Primary and Secondary Audience)

The target population for this course will include, but not be limited to, campus staff with responsibility for learner safety (including housing coordinators), fire and Emergency Medical Services (EMS) staff (both on campus and off campus), local government officials (code enforcement, building inspection, etc.), community support groups, off-campus housing interest groups, and student organizations.

Course Scope (Goal)

The goal of this course is to empower learners with the ability to create and implement a Campus Fire and Life Safety (CFLS) education program. In addition, it may assist in enhancing an existing campus community safety program.

The scope of this course provides an outline and resources for a practitioner to begin creating and implementing a comprehensive campus fire and life safety public education program for the campus community.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Define the core components of a public education program that addresses campus community fire and life safety.
- Describe the methods of communicating fire and life safety information to stakeholders in order to mitigate related risk.
- Describe appropriate delivery methods to present procedural information related to Campus Fire and Life Safety (CFLS).
- Describe appropriate delivery methods to change unsafe behaviors related to Campus Fire and Life Safety (CFLS).
- Create an evaluation plan for a public education program.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Introduction, Welcome and Administrative	Activity 2.2: Marketing Strategy — Specific Program
<i>Break</i>	<i>Break</i>
Unit 1: Public Education Program Fundamentals Activity 1.1: Discussion of Programs on Campus	Unit 3: Delivering Procedural Information
<i>Break</i>	<i>Break</i>
Unit 1: Public Education Program Fundamentals (cont'd)	Unit 3: Delivering Procedural Information (cont'd) Activity 3.1: Outline for Procedural Presentation Unit 4: Changing Unsafe Behaviors
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Public Education Program Fundamentals (cont'd) Activity 1.2: Risk Assessment	Unit 4: Changing Unsafe Behaviors (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Communication Activity 2.1: Challenges to Program Marketing	Unit 4: Changing Unsafe Behaviors (cont'd) Activity 4.1: Presenting the Risks Unit 5: Evaluating Your Program Activity 5.1: Program Evaluation Discussion Activity 5.2: Develop an Evaluation Strategy

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Each learner will be assessed on the last day of class with one of two versions of the final examination. Each written evaluation will consist of a minimum of 30 questions, including multiple-choice, multiple-answer, and/or true or false questions. If needed, a retest form for learners who do not pass the first attempt can be used.

Learners will each need to earn at least a score of 70 percent on the 30-question final examination to pass the course. If they do not pass, they may take the alternate form of the examination once to attempt to obtain a passing score of 70 percent.

The required performance to successfully complete the course is attained by completing the class with a letter grade of a “C” or higher.

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
F	69 or lower

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Public Education Program Fundamentals (Day 1)

Objectives

Terminal Objective

The learners will be able to:

- 1.1 Define the core components of a public education program that addresses campus community fire and life safety.

Enabling Objectives

The learners will be able to:

- 1.1 Define the fundamental elements of a public education program.
- 1.2 Discuss potential challenges to the program development process.
- 1.3 Describe how to develop a public education program that promotes fire prevention and life safety skills.
- 1.4 Summarize successful practices for developing a life safety program specific to the needs of a campus and local community.

Unit 2: Communication (Day 1)

Objectives

Terminal Objective

The learners will be able to:

- 2.1 Describe the methods of communicating fire and life safety information to stakeholders in order to mitigate related risk.

Enabling Objectives

The learners will be able to:

- 2.1 Describe the relationship between communication methods and successful program marketing.
- 2.2 Describe challenges that may impact communication with campus staff, students and other stakeholders.
- 2.3 Choose strategies that have proven successful in marketing a Campus Fire and Life Safety (CFLS) public education program to campus staff, students and other stakeholders.

Unit 3: Delivering Procedural Information (Day 2)

Objectives

Terminal Objective

The learners will be able to:

- 3.1 Describe appropriate delivery methods to present procedural information related to Campus Fire and Life Safety (CFLS).

Enabling Objectives

The learners will be able to:

- 3.1 Prioritize procedural information to present to the stakeholders based upon risk assessment.
- 3.2 Develop appropriate procedural messages related to CFLS.
- 3.3 Describe at least four delivery methods for procedural information.
- 3.4 Select the most appropriate delivery method based on content and target audience.

Unit 4: Changing Unsafe Behaviors (Day 2)

Objectives

Terminal Objective

The learners will be able to:

- 4.1 Describe appropriate delivery methods to change unsafe behaviors related to Campus Fire and Life Safety (CFLS).

Enabling Objectives

The learners will be able to:

- 4.1 Prioritize unsafe behaviors based upon risk assessment.
- 4.2 Develop appropriate corrective messages for a given unsafe behavior.
- 4.3 Describe at least four delivery methods proven to be effective in changing unsafe behavior related to CFLS.
- 4.4 Select the most appropriate delivery method based on a behavioral goal and target audience.

Unit 5: Evaluating Your Program (Day 2)

Objectives

Terminal Objective

The learners will be able to:

- 5.1 Create an evaluation plan for a public education program.

Enabling Objectives

The learners will be able to:

- 5.1 Explain why an evaluation program should be developed for public education programs.
- 5.2 Define the components of an evaluation plan.
- 5.3 Identify the elements of a presentation to evaluate.
- 5.4 Select the appropriate evaluation method for a given presentation.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.