



National Fire Academy

**F0193 – Campus Fire and Life Safety I: Risk Assessment
Version: 1st Edition, 2nd Printing, May 2017**

Quarter:

ACE Credit: In the lower-division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Management, or Fire Prevention.

IACET Continuing Education Units: 1.1

Length of Course: 2 Days (11 hr., 35 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)

F0193 – “Campus Fire and Life Safety I: Risk Assessment.” This two-day course is to enable the student with the ability to begin to create a comprehensive campus fire and life safety program starting with conducting a risk assessment and developing and evaluating an emergency plan as well as building partnerships to sustain emergency programs and plans.

Student Qualifications (Primary and Secondary Audience)

The target audience for the “Campus Fire and Life Safety I: Risk Assessment” (CFLS I: RA) course includes (but is not limited to) the following.

- Campus staff with responsibility for students’ safety.
- Fire and emergency services staff.
- Local government officials.
- Off-campus housing interest groups.
- Community support groups.

Course Scope (Goal)

The goal of this course is to empower learners with the ability to create and implement a comprehensive Campus Fire and Life Safety (CFLS) program. An additional outcome for learners will be the ability to adapt or enhance an existing program so it meets the needs of the local community/campus.

Course Objectives (Course Learning Outcomes – TLOs)

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

- List at least five reasons why an emergency management plan is an important component of creating a safer campus.
- Complete a risk assessment of their local jurisdiction, given campus and community demographic/risk data.
- Given an identified risk issue, propose appropriate stakeholders who may comprise a risk management planning team.
- Given a specific risk issue and target group, define the core components of a program to address the issue.

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	Unit 3: Building and Sustaining Partnerships Activity 3.1: Identifying Potential Stakeholders
<i>Break</i>	<i>Break</i>
Unit 1: Value of Emergency Management Planning	Activity 3.2: Identifying Local Stakeholders Unit 3: Building and Sustaining Partnerships (cont'd) Unit 4: Program Development
<i>Break</i>	<i>Break</i>
Unit 1: Value of Emergency Management Planning (cont'd) Unit 2: Risk Assessment	Unit 4: Program Development (cont'd) Activity 4.1: Components of Successful Risk-Reduction Programs
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 2: Risk Assessment (cont'd)	Unit 4: Program Development (cont'd) Activity 4.2: Risk-Reduction Program — Specific Issue
<i>Break</i>	<i>Break</i>
Activity 2.1: Conducting a Risk Assessment Unit 2: Risk Assessment (cont'd) Activity 2.2: Prioritizing a Local Risk	Activity 4.2: Risk-Reduction Program — Specific Issue (cont'd) Activity 4.3: Risk-Reduction Program — Home Community Risk Unit 4: Program Development (cont'd) Examination and Course Evaluation

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)

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: Value of Emergency Management Planning (Day 1)

Objectives

Terminal Objective

The learners will be able to:

- 1.1 List at least five reasons why an emergency management plan is an important component of creating a safer campus.

Enabling Objectives

The learners will be able to:

- 1.1 Explain the rationale for emergency management planning.
- 1.2 Describe the benefits of successful emergency management planning.
- 1.3 Explain the difference between an emergency operations plan and a specific risk-reduction program.
- 1.4 Illustrate examples of how effective emergency management planning led to successful risk prevention/ mitigation during an incident.

Unit 2: Risk Assessment (Day 1)

Objectives

Terminal Objective

The learners will be able to:

- 2.1 Complete a risk assessment of their local jurisdiction, given campus and community demographic/risk data.

Enabling Objectives

The learners will be able to:

- 2.1 Explain the purpose of campus and community risk assessments.
- 2.2 Describe the elements of a risk assessment.
- 2.3 Explain how to locate local data for a risk assessment.

- 2.4 Classify levels of risk analysis.
- 2.5 Describe how to analyze data as part of a risk assessment.
- 2.6 Illustrate how to perform a campus and community risk assessment.
- 2.7 Define the benefit of conducting risk assessments.
- 2.8 Articulate what to do with the results of a risk assessment.
- 2.9 Identify and prioritize a local community risk.

Unit 3: Building and Sustaining Partnerships (Day 2)

Objectives

Terminal Objective

The learners will be able to:

- 3.1 Given an identified risk issue, propose appropriate stakeholders who may comprise a risk management planning team.

Enabling Objectives

The learners will be able to:

- 3.1 Describe the role of stakeholders in emergency management planning.
- 3.2 Explain the benefit of engaging stakeholders in the design, implementation, and application of a campus emergency management plan or specific program.
- 3.3 Suggest specific stakeholders that may comprise a campus emergency management planning team.

Unit 4: Program Development (Day 2)

Objectives

Terminal Objective

The learners will be able to:

- 4.1 Given a specific risk issue and target group, define the core components of a program to address the issue.

Enabling Objectives

The learners will be able to:

- 4.1 Summarize successful practices for developing a fire and life safety program specific to the needs of a campus/local community.
- 4.2 Discuss potential challenges to the program development process.
- 4.3 Describe how to build a successful campus risk prevention and mitigation program.

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.