



# National Fire Academy

**F0195 – Campus Fire and Life Safety III: Codes and Systems  
Version: 1st Edition, 3rd Printing, June 2018**

**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 (13 hr., 50 min. contact hours)**

**Prerequisite: None**

**Curriculum: Fire Protection: Technical  
Training Specialist: Keith Heckler**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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## Course Description (Catalog)

F0195 – “Campus Fire and Life Safety III: Codes and Systems.” This course will empower the learner to identify and mitigate common campus fire and life safety risks as well as understanding the basic components and operation of fire protection and life safety systems.

## **Student Qualifications (Primary and Secondary Audience)**

The target population for this course will include (but not be limited to):

- Campus staff with responsibility for student safety, including campus housing coordinators.
- Fire department staff (both on campus and off campus).
- Local government officials (code enforcement, building inspection, etc.).
- Off-campus housing interest groups.

## **Course Scope (Goal)**

This course will empower the learners with the ability to prevent or mitigate Campus Fire and Life Safety (CFLS) risks and impacts. This course will include identifying and mitigating common risks, as well as understanding the basic components and operation of fire protection and life safety systems.

## **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Describe how the significant fires that have occurred in the campus environment have helped to develop new codes and the increased use of fire protection systems.
- Describe the code requirements of different fire protection and life safety systems.
- Describe important elements of an effective fire and life safety inspection program.
- Evaluate a Campus Fire and Life Safety (CFLS) inspection and prevention program that is measureable.

## **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 2: Building Fire Protection and Life Safety (cont'd) Activity 2.3: Creating a Testing, Maintenance and Inspection Program
<i>Break</i>	<i>Break</i>
Unit 1: Codes and Systems	Unit 3: Facilities
<i>Break</i>	<i>Break</i>
Unit 1: Codes and Systems (cont'd) Activity 1.1: Raising Awareness in the Campus Community Through Stakeholders	Unit 3: Facilities (cont'd) Activity 3.1: Creating a Fire Prevention Hazard Inspection Program
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Codes and Systems (cont'd) Unit 2: Building Fire Protection and Life Safety	Unit 3: Facilities (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Building Fire Protection and Life Safety (cont'd) Activity 2.1: Emergency Response to Fire Protection System Alarms Activity 2.2: Coordination of Installation of New Fire and Life Safety Systems	Unit 3: Facilities (cont'd) Activity 3.2: Developing an Off-campus Fire Safety Inspection Program Activity 3.3: Greek Housing Theme Party Activity 3.4: Special Concern Facilities Unit 4: Evaluating a Campus Fire and Life Safety Inspection and Prevention Program

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 multiple-choice 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.

<b>Letter Grade</b>	<b>Point Range</b>
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 remediation<sup>1</sup> 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: Codes and Systems**

#### **Objectives**

#### **Terminal Objectives**

The learners will be able to:

- 1.1 Describe how the significant fires that have occurred in the campus environment have helped to develop new codes and the increased use of fire protection systems.

#### **Enabling Objectives**

The learners will be able to:

- 1.1 Describe the three main components of the federal Campus Right-to-Know legislation.
- 1.2 Describe how codes are developed to address the campus fire safety issues.
- 1.3 Identify three regulating agencies that have an interest in campus fire safety.
- 1.4 Describe the plan review and plan approval process for a typical model code.

### **Unit 2: Building Fire Protection and Life Safety**

#### **Objectives**

#### **Terminal Objectives**

The learners will be able to:

- 2.1 Describe the code requirements of different fire protection and life safety systems.

## **Enabling Objectives**

The learners will be able to:

- 2.1 Explain at least three different types of fire protection systems.
- 2.2 Formulate a new fire protection and life safety system process that ensures reliability, consistency and quality assurances.
- 2.3 From a provided scenario, create a maintenance program for an existing system.
- 2.4 List at least three examples of the need for documentation of all system TMIs.
- 2.5 Define compliance and the methods for achieving it.

## **Unit 3: Facilities**

### **Objectives**

#### **Terminal Objectives**

The learners will be able to:

- 3.1 Describe important elements of an effective fire and life safety inspection program.

#### **Enabling Objectives**

The learners will be able to:

- 3.1 Describe at least three common prohibited items found during inspections.
- 3.2 Identify at least three reasons why off-campus housing is more prone to fire risks than campus-managed housing.
- 3.3 Identify at least five stakeholders that assist in maintaining the off-campus housing unit in a safe condition.
- 3.4 Indicate the authorities having jurisdiction (AHJs) that may be able to require improvements to fire and life safety in an off-campus house.
- 3.5 Explain at least three factors that can contribute to making it more challenging to achieve compliance in Greek housing when compared to other types of college housing.
- 3.6 Describe at least three common factors that were present in significant fatal fires in Greek housing.
- 3.7 Explain how activities in Greek housing buildings may change the permitted use/occupancy of the building and compromise fire and life safety systems.

- 3.8 Identify at least four stakeholders that may help to maintain the fire and life safety components in Greek housing.
- 3.9 Identify at least three special concern facilities and explain what considerations are required.

## **Unit 4: Evaluating a Campus Fire and Life Safety Inspection and Prevention Program**

### **Objectives**

#### **Terminal Objective**

The learners will be able to:

- 4.1 Evaluate a Campus Fire and Life Safety (CFLS) inspection and prevention program that is measureable.

#### **Enabling Objectives**

The learners will be able to:

- 4.1 Evaluate a new fire protection system process.
- 4.2 Evaluate existing fire protection systems for effectiveness and reliability.
- 4.3 Evaluate fire prevention programs by conducting assessments and surveys.

### **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](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.