



**DEPARTMENT OF FINANCIAL SERVICES**

Division of State Fire Marshal  
Bureau of Fire Standards & Training

**Fire and Life Safety Educator II**

**Title: Master Syllabus**

**Date: August, 2017**

<b>Course Title</b>	Fire & Life Safety Educator II
<b>Course Number</b>	FFP2794, BFST2794, ATPC2794
<b>Prerequisite(s)</b>	Fire and Life Safety Educator I
<b>Revision Date</b>	August, 2017
<b>College Credit Recommendation</b>	This course class may be eligible for college credits.
<b>Continuing Education Units (CEU's)</b>	Counts for 24 hours towards instructor and inspector renewal.
<b>Class Days/Time</b>	Three weekdays. 8:00 a.m. – 5:00 p.m.
<b>Instructor Supervisor</b>	Name: Frank Ennist Email: <a href="mailto:frank.ennist@myfloridacfo.com">frank.ennist@myfloridacfo.com</a>
<b>Program Manager</b>	Name: Email:
<b>Class Location</b>	107
<b>Course Description</b>	This course is a continuation of Fire and Life Safety I designed to provide the public educator with the knowledge and skills needed to successfully perform as a fire and life safety educator manager as addressed in NFPA 1035. For those who practice the multidiscipline profession of fire and life safety educator manager (including uniformed fire service personnel and other professionals), topics include political process, change through knowledge, community analysis, budget process, public policy recommendations, communications with leadership, evaluating team performance, requesting resources from external organizations, facilitation of partnerships, measuring learning, challenges to learning, developing informational an educational materials, developing lesson plans, designing and revising programs and evaluation and measuring of programs and how to develop the instruments to do so. This course meets the national certification criteria for Fire and Life Safety Education, Level II.
<b>Student Learning Outcomes</b>	The student will learn what is needed to be an effective manager of a fire and life safety program. After the successful completion of this course, the student will be able to do the following: <ol style="list-style-type: none"> <li>1. Describe commonly used budgeting processes.</li> <li>2. Analyze educational programs to determine resources required.</li> <li>3. Complete a budget document including available funds and expenditures.</li> <li>4. Prepare a strategy for budget presentation to administration.</li> </ol>

	<p>5. Write and execute lesson plans.</p> <p>6. Critique and write support materials for programs.</p> <p>7. Demonstrate an understanding of the resources needed to implement an Educational Outreach.</p>
<b>Textbook used by BFST</b>	<p><i>Fire and Life Safety Educator Principles and Practices (2<sup>nd</sup> Edition):</i> J&amp;B  ISBN 978-1-284-041972  Chapters 12 – 16</p>
<b>Required Materials</b>	Pen, Paper, recommend USB flash drive
<b>Method of Instruction</b>	Classroom: Lecture and Practical Evaluations; Blended 30/15
<b>Grading</b>	Passing 70%: (Quizzes 30%, Class Presentations 20%, Project (Final Presentation) 20%, Final Exam 30%)
<b>Certification(s)</b>	<p>One of two classes required for Fire and Life Safety Educator Certificate of Competency</p> <p><a href="#">FFP2794, BFST2794, or ATPC2794</a> FIRE &amp; LIFE SAFETY EDUCATOR II</p> <p><a href="#">FFP1793 or BFST1793 or ATPC1793</a> FIRE &amp; LIFE SAFETY EDUCATOR I</p>
<b>Attendance Policy</b>	You are required to attend all sessions of the course and complete all pre-course assignments. Failure to appear in class for a scheduled activity will be considered an absence. Students are allowed to miss 10% of the class and still receive credit. There are no makeup sessions.
<b>Academic Integrity</b>	<p>Academic integrity is crucial to the learning community and indicates respect for the college, the instructor, the course, your classmates and yourself. Any violation of this trust, including but not limited to cheating, plagiarism, collusion, or using or having any content of an un-administered test, will result in immediate dismissal from the course. Under Florida Statute 633, any student dismissed for academic dishonesty can be refused acceptance for any course administered by FSFC.</p> <p>Training Provider Message You must be certified by the State of Florida as an Instructor I, II, or III, or a State of Florida recognized Fire Department, or hold a certification as a Single Course Exemption Instructor. Applications can be made through the Bureau of Fire Standards and Training. Organization Providers are Schools, Government Entities, and Businesses that need to apply and be approved by the Florida State Fire College.</p> <p>Instructor Message You may teach courses for this type of Certification or Competency only if you hold the Certificate of Competency, and the appropriate disciplines.</p>

	<p>Pre-Certification Message</p> <p>This program provides training in the area of fire and life safety education as specified by the National Fire Protection Association for Fire and Life Safety Educator I and Fire and Life Safety Educator II. This program consists of no less than two courses, vocational or academic, of at least 64 hours or the equivalent of interactive instruction, as approved by the Bureau of Fire Standards and Training. The content of this program provides instruction on presentation, preparation for presentations, educational methodologies, and to assist the department in the management of programs and personnel delivering them. To apply for this certification, login as a student, click on Apply, select certification exam and follow the process to submission. Supporting documentation may be scanned and attached or faxed to 352-732-1374. When faxing, note "on-line application" on the fax along with a contact phone number. When taking a state exam, please ensure that your personal profile matches the identification that you plan to produce at PearsonVue.</p> <p>NFPA Subject Fire and Life Safety Educator II NFPA 1035 (2015 and Level Chapter 5)</p>
<b><i>Students with Disabilities</i></b>	<p>Any student who has a permanent or temporary disability that may require a reasonable accommodation to participate in the course must present documentation of the disability and requested accommodation no later than the beginning of the course.</p>
<b><i>Emergency Evacuation Policy</i></b>	<p>Occupants of buildings on the Florida State Fire College campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation.</p> <ul style="list-style-type: none"> <li>• Familiarize yourself with all exit doors of the classroom and the building.</li> <li>• Remember that the nearest exit door may not be the one you used when you entered the building.</li> <li>• If you require assistance to evacuate, inform the instructor on the first day of class.</li> <li>• In the event of an evacuation, follow the guidance of the instructor.</li> <li>• Do not re-enter a building unless you are given instructions by Florida State Fire College personnel to do so.</li> </ul>
<b><i>Requesting</i></b>	<p>Any request for emergency care should be initiated by calling “911” from</p>

<b><i>Emergency Care</i></b>	any phone on campus of the Florida State Fire College. Phones are located in each classroom. Additionally, in the event of any emergency, immediately contact an instructor or staff member.
<b><i>Critical Event Procedures</i></b>	<p><b>Severe Weather</b> – there is a lightning detection system on campus which has an audible 15 second blast of an air horn. If you are outside, please follow your instructor or move to the closest permanent building. Once the threat is over, there will be three 5 second blasts of the signal.</p> <p><b>Security</b> – During the daytime, security is handled by full time faculty and staff. There are security guards on duty in the evenings and weekends. Please comply with the requests made of security officers. Failure to do so can result in removal from campus.</p> <p><b>Student Badges</b> – You will be issued a badge to be worn anytime you are on campus.</p>
<b><i>Enabling Objectives</i></b>	<p>Given information from discussion and reading materials, the student will perform the following objectives to a written test and presentation accuracy of at least 70% combined and meet the applicable job performance requirements of NFPA 1035 (2015) and FESHE.</p> <p><b><u>NFPA 1035 Chapter 5, 2015 Edition Objectives</u></b></p> <p>Estimate project cost, complete budget forms and implement the purchasing process (5.2.1)</p> <p>Prepare a written budget proposal for a specific program or activity using department guidelines (5.2.1)</p> <p>Plan a program budget based on all program needs (5.2.2)</p> <p>Identify the role of a FLSE manager in public policy formation</p> <p>Develop and justify a public policy recommendation for management (5.2.3)</p> <p>Present a policy recommendation</p> <p>Supervise and guide a subordinate’s performance through goal setting, observation, and feedback (5.2.4)</p> <p>Explain the reasons a community risk assessment is important to the process of establishing safety education priorities (5.3.1)</p>

	<p>Identify the types of risks that could face a community (5.3.3)</p> <p>Collect community demographic data given sources of relevant information (5.3.1)</p> <p>Prioritize identified community risks</p> <p>Identify various components of fire and life safety education programs</p> <p>Write a problem statement based on a community risk assessment</p> <p>Design and manage a fire and life safety education program using the five-step process (5.3.1)</p> <p>Establish and manage a collaborative partnership (5.3.2)</p> <p>Create a request for resources from external organizations (5.3.3)</p> <p>Use knowledge of learning theories, age group characteristics, teaching methodologies, and populations with special needs to develop educational materials, lessons, and programs (5.4.1, 5.4.3, 5.4.4)</p> <p>Define <i>standards, curricula, scope &amp; sequence, objectives, and lesson plans</i> and describe the importance of using them to support safety education program development</p> <p>List the characteristics of well-developed learning objectives (5.4.2)</p> <p>Identify the properties of well-written lesson plans (5.4.2)</p> <p>Revise existing education programs and materials (5.4.5)</p> <p>Summarize the importance of assessment and evaluation in teaching (5.4.4)</p> <p>Discuss the importance of formative, process, impact, and outcome evaluations and how they provide a comprehensive, scaffolding evaluation strategy for fire prevention</p> <p>Based on the program objectives, establish an evaluation strategy (5.5.1)</p>
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	<p>Based on the program objectives, create an instrument and process to measure the outcome (5.5.2)</p> <p>Apply an evaluation strategy based on statistical data analysis methods, resources, and appropriate techniques 5.5.3)</p> <p>Objectively evaluate employee performance based on written performance criteria and organizational policies (5.2.4)</p> <p><b><u>Fire and Emergency Services Higher Education (FESHE) Objectives</u></b></p> <p>Identify stakeholders: develop partnerships and coalitions to work on fire and life safety education activities.</p> <p>Identify budget needs for program delivery and the process for requesting funds.</p> <p>Identify and use local, regional, and national resources of date for fire and injury prevention programs.</p> <p>Select, design, implement, and evaluate fire and life safety education programs that address specific community risk issues.</p> <p>Develop an accountability system to measure program delivery.</p>
<p><b><i>Practical Applications</i></b></p>	<p>Class presentations: Two (2) “Impromptu” presentations being critiqued by classmates.</p> <p>Write a grant request for personnel or equipment and present to the class</p> <p>Development and revision of lesson plan, test, and evaluation instruments</p> <p>Discussion and development of educational and informational materials and props</p> <p>Development of Final Presentation (group or individual, decided day 1)</p>

Approved Blended courses will have two (2) days of online interaction and one (1) day of classroom for presentations and testing.

Plan of Instruction (based on new book)  
**Fire and Life Safety Educator II**

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THE BUREAU OF FIRE STANDARDS & TRAINING  
AT  
**The Florida State Fire College**  
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## Plan of Instruction

- A. Day 1
  - a. Orientation to The Florida State Fire College
  - b. Introductions
    - i. Give all students the Day 1 intro sheet to use when they introduce themselves, Impromptu presentation #1
  - c. Review scoring criteria
    - i. Quizzes 30%
    - ii. Class Presentations 20%
    - iii. Final Presentation 20%
    - iv. Final Exam 30%
  - d. Decision on final project group or individual
  - e. Chapter 12: Management of Fire and Life Safety Program
  - f. Chapter 13: Community Risk Assessment
  - g. Chapter 14: Program Design and Management
    - i. Introduction thru Facilitating a Collaborative Partnership
- B. Day 2
  - a. Quiz
  - b. Impromptu presentations #2
    - i. Give out scenario 5 minutes to prepare
      - 1. Explain new policy
    - ii. Presentation time 10 minutes
    - iii. Classmates critique (positive/negative)
      - 1. No personal attacks
  - c. Chapter 14 continued: Program Design and Management
    - i. Partnership meeting thru resources
  - d. Chapter 15: Educational Materials, Lessons, and Programs
  - e. Chapter 16: Evaluations for FLSE Managers
- C. Day 3
  - a. Quiz
  - b. Presentation of grant requests
    - i. 15 to 20 minutes
  - c. Final Presentation (group or individual)
    - i. Develop a program
      - 1. Why, How, and Who
      - 2. Recommended audience
      - 3. Props to use, if any
      - 4. 20 to 30 minutes
  - d. Final Exam

Approved Blended courses will have two (2) days of online interaction and one (1) day of classroom for presentations and testing.