



National Fire Academy

R0306 – Executive Analysis of Fire Service Operations in Emergency Management

Version: 7th Edition, 2nd Printing, October 2016

Quarter:

ACE Credit: In the graduate degree category, three semester hours in fire science, public safety, public administration, or general management.

IACET Continuing Education Units: 5.8

Length of Course: 10 Days (59 hr., 25 min. contact hours, Monday – Friday)

Prerequisite: Yes

Curriculum: Incident Management

Training Specialist: Richard Sexton

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0306 – *Executive Analysis of Fire Service Operations in Emergency Management*. This is a required course for the NFA’s EFOP. This 10-day course is designed for third-year EFO students to better prepare their communities for large-scale, multiagency, all-hazard incidents. In this course, students analyze emergency incidents and identify lessons learned and best practices to better prepare for future incidents. Additionally, students are introduced to emergency management and the workings of an EOC as a framework for their analyses. Some of the areas covered in the course are risk assessment, incident documentation, standards and

legal mandates, capability assessment, damage assessment, and Multiagency Coordination Systems including the EOC. Since the subject matter is comprehensive, maximum use of the students' time is required.

Throughout the course, students are presented with a series of senior staff-level issues that require extensive analysis. The decisions made are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness during major incidents such as floods, tornadoes, earthquakes and hurricanes. The course is very intense and uses lecture, analysis of documented emergency incidents, after action reports, and student participation using "Ted Talks" as instructional media. This course meets the NIMS requirements for ICS 300 and ICS 400.

Student Qualifications (Primary and Secondary Audience)

The primary target audience for the "Executive Analysis of Fire Service Operations in Emergency Management" (EAFSOEM) course is:

- Department chiefs or equivalent.
- Chief officers or equivalent who head a major bureau or division within a fire department (e.g., suppression, prevention, training, Emergency Medical Services (EMS)).
- Chief officers and senior deputies of state governmental fire organizations (e.g., state fire marshals and state directors of fire training).
- Field battalion-level officers from International Association of Fire Chiefs (IAFC) "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

The secondary target audience includes officers who may eventually assume one of these positions and are upwardly mobile in their organizations.

Course Scope (Goal)

The goal of this course is to provide the students with the knowledge and skills they need to effectively analyze fire service operations in emergency management to better prepare their communities for large-scale, multiagency, all-hazard incidents.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Specify the roles of the National Incident Management System (NIMS) and the National Response Framework (NRF) in the management of catastrophic, domestic incidents.

- Specify the roles of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, or the Stafford Act, in the management of domestic incidents catastrophic in nature.
- Conduct a damage assessment.
- Perform a vulnerability and capability assessment for target hazard infrastructure sites.
- Apply the planning process effectively during a simulated large/complex incident.
- Analyze a flood incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.
- Analyze a tornado incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.
- Analyze an earthquake incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.
- Analyze a wildland fire incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.
- Analyze a hurricane incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

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](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. 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: Stafford Act
<i>Break</i>	<i>Break</i>
Introduction, Welcome and Administrative (cont'd)	Unit 2: Stafford Act (cont'd) Activity 2.1: Activities Executives Deal With in Public Assistance
<i>Break</i>	<i>Break</i>
Unit 1: National Incident Management System and the National Response Framework	Unit 2: Stafford Act (cont'd) Activity 2.1: Activities Executives Deal With in Public Assistance (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 1: National Incident Management System and the National Response Framework (cont'd) Activity 1.1: Response Activities	Unit 2: Stafford Act (cont'd) Activity 2.1: Activities Executives Deal With in Public Assistance (cont'd) Unit 3: Damage Assessment
<i>Break</i>	<i>Break</i>
Unit 1: National Incident Management System and the National Response Framework (cont'd) Activity 1.2: The Emergency Operations Center	Unit 3: Damage Assessment (cont'd) Activity 3.1: Determining Damage

Day 1 Homework: These items will be used in Unit 4 (Day 3).

- A. Assignment 1: Central City Manual readings (Part of pre-course reading).
- B. Assignment 2: National Incident Management System (NIMS) Guide readings.
Additional Homework:
- C. Graded Assignment 1: Critical Infrastructure — Due first Wednesday at 0800 hours.
- D. Graded Assignment 2: Commodity Preparedness and Incident Management — Due first Friday at 0800 hours.

DAY 3	DAY 4
Unit 4: Community Hazards Emergency Response-Capability Assurance Process Activity 4.1: Identifying Critical Infrastructure	Unit 5: The Planning Process
<i>Break</i>	<i>Break</i>
Unit 4: Community Hazards Emergency Response-Capability Assurance Process (cont'd)	Unit 5: The Planning Process (cont'd) Activity 5.1: Introduction to the Weapons of Mass Destruction — Terrorism Incident
<i>Break</i>	<i>Break</i>
Unit 4: Community Hazards Emergency Response-Capability Assurance Process (cont'd) Activity 4.2: Vulnerability of Critical Infrastructure Sites Activity 4.3: Resources Needed for Critical Infrastructure Sites	Unit 5: The Planning Process (cont'd) Activity 5.2: Weapons of Mass Destruction Terrorism Incident — Developing an ICS Form 201
<i>Lunch</i>	<i>Lunch</i>
Unit 4: Community Hazards Emergency Response-Capability Assurance Process (cont'd)	Unit 5: The Planning Process (cont'd) Activity 5.2: Weapons of Mass Destruction Terrorism Incident — Developing an ICS Form 201 (cont'd)
<i>Break</i>	<i>Break</i>
Unit 4: Community Hazards Emergency Response-Capability Assurance Process (cont'd) Activity 4.4: Community Hazards Emergency Response-Capability Assurance Process	Unit 5: The Planning Process (cont'd) Activity 5.3: Weapons of Mass Destruction Terrorism Incident — Conduct an ICS 201 Briefing

DAY 5	DAY 6
Unit 5: The Planning Process (cont'd) Activity 5.4: Weapons of Mass Destruction Terrorism Incident — Unified Command Meeting	Unit 6: Incident Analysis — Flood
<i>Break</i>	<i>Break</i>
Unit 5: The Planning Process (cont'd) Activity 5.5: Weapons of Mass Destruction Terrorism Incident — Tactics Meeting	Activity 6.1: Incident Analysis — Flood
<i>Break</i>	<i>Lunch</i>
Unit 5: The Planning Process (cont'd) Activity 5.6: Weapons of Mass Destruction Terrorism Incident — Planning Meeting	Activity 6.1: Incident Analysis — Flood (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: The Planning Process (cont'd) Activity 5.7: Weapons of Mass Destruction Terrorism Incident — Operations Briefing	Activity 6.1: Incident Analysis — Flood (cont'd) Personal Presentations
<i>Break</i>	<i>Break</i>
Unit 5: The Planning Process (cont'd) Activity 5.7: Weapons of Mass Destruction Terrorism Incident — Operations Briefing (cont'd)	Personal Presentations

DAY 7	DAY 8
Unit 7: Incident Analysis — Tornado	Unit 8: Incident Analysis — Earthquake (Optional) or Unit 9: Incident Analysis — Wildland Fire (Optional) or Unit 10: Incident Analysis — Hurricane (Optional)
<i>Break</i>	<i>Break</i>
Activity 7.1: Incident Analysis — Tornado	Activity 8.1: Incident Analysis — Earthquake or Activity 9.1: Incident Analysis — Wildland Fire or Activity 10.1: Incident Analysis — Hurricane
<i>Lunch</i>	<i>Lunch</i>
Activity 7.1: Incident Analysis — Tornado (cont'd)	Activity 8.1: Incident Analysis — Earthquake (cont'd) or Activity 9.1: Incident Analysis — Wildland Fire (cont'd) or Activity 10.1: Incident Analysis — Hurricane (cont'd)
<i>Break</i>	<i>Break</i>
Personal Presentations	Personal Presentations

DAY 9	DAY 10
Personal Presentations	Graduation
<i>Break</i>	
Personal Presentations	
<i>Lunch</i>	
Unit 11: Course Conclusion	
<i>Break</i>	
Unit 11: Course Conclusion (cont'd)	

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)

“Executive Analysis of Fire Service Operations in Emergency Management” Course Assignments

Pre-Course Assignment	Due on application in the course.
Community EOC Questionnaire	Due prior to start of class. This questionnaire will be graded. The NFA will make a summary report of your class. The results of this questionnaire will be discussed on Monday of Week 1, in Unit 1: National Incident Management System and the National Response Framework.
Reading Assignment 1: Central City Manual	Due Week 1, Wednesday, 0800 hours. Read Units 1.0 to 9.0, pages 1 to 130. Focus on Unit 3.0 Hazardous Vulnerability Analysis, pages 44 to 66 (print range 71 to 89). Appendix E: Fire Service Resources pages 161 to 197 (print range 184 to 220). Appendix G: Emergency Medical Services Resources, pages 239 to 259 (print range 264 to 283).
Reading Assignment 2: National Incident Management System Guide	Due Week 1, Wednesday, 0800 hours. Read Appendix B: National Incident Management System Guide: National Incident Management System Resource Typing Criteria found at the end of Unit 4: Community Hazards Emergency Response-Capability Assurance Process.
Graded Homework Assignment 1: Critical Infrastructure	Due Week 1, Wednesday, 0800 hours. You will pick a critical infrastructure from your home city/town and write a 250-400 response, citing specifics. This will be a graded assignment , which evaluates decision-making and subject matter familiarity.
Graded Homework Assignment 2: Commodity Preparedness and Incident Management	Due Week 1, Friday, 0800 hours. You will read a PDF file (17 pages) titled “Commodity Preparedness and Incident Management Reference Sheet”. You will write a 400 to 500 word response to this topic relating it to your home city/town, citing specifics. This is a graded assignment , which evaluates decision-making and knowledge of the incident planning and management.
TED Talk Outline	Due Week 1, Friday, 0800 hours. As stated in your pre-course letter you will submit your outline for your TED Talk. The TED Talks begin on Week 2, Monday through Thursday. This is affixed to your TED Talk grade.
In-Class AARs Case Analysis Questions	This will be in-class case analysis Week 2, Monday through Wednesday in established groups. This is a graded assignment involving analysis of AARs.
In-Class AAR Analysis Presentation	Each student will make a presentation on a case study analysis. This will occur on either Monday, Tuesday or Wednesday of Week 2. The specific date depends on your random group number. This is a graded assignment.
TED Talk — Personal Presentation	Each student will present an eight- to 12-minute TED Talk, as stated in the pre-course materials you received. This talk will be applicable to this course: either an incident, situation or challenge that you or your department were involved in. This is a graded assignment.

Summary Evaluation Plan and Scoring Sheet

The summary evaluation plan of EAFSOEM is as follows:

Assessment Tool #	Assignment	Point Score	% of Final Grade	Weighted Point Score Toward Final Grade
1	Community EOC Questionnaire		10	
2	Graded Homework Assignment 1		10	
3	Graded Homework Assignment 2		10	
4	Case Analysis Questions 1, 2 and 3		30 (10 each)	
5	Case Analysis Presentation		20	
6	TED Talk (presentation and outline)		20	
		Final Course Grade	100%	___/100%

Computing the student score: Using the below chart, calculate the letter grade to be awarded to the student. In order to receive the American Council on Education (ACE) graduate level transfer credit recommendation, a minimum score of 80 must be achieved. To successfully complete the course, a minimum of 70 percent must be achieved. (A letter grade of “C” is required.) Enter the student’s score in the course grade record.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 and below	F

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

Introduction (Day 1)

Objectives

None.

Unit 1: National Incident Management System and the National Response Framework (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Specify the roles of the National Incident Management System (NIMS) and the National Response Framework (NRF) in the management of catastrophic, domestic incidents.

Enabling Objectives

The students will be able to:

- 1.1 Describe the functions of NIMS and NRF.
- 1.2 Distinguish between the Emergency Operations Center (EOC) organizational structures and types of EOC facilities.
- 1.3 Describe the disaster and recovery functions of the Incident Management Team (IMT), Department Operations Center (DOC), Multiagency Coordination System (MACS) and EOC.
- 1.4 Apply key components of NIMS.

Unit 2: Stafford Act (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Specify the roles of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, or the Stafford Act, in the management of domestic incidents catastrophic in nature.

Enabling Objectives

The students will be able to:

- 2.1 Describe the functions of the Stafford Act.
- 2.2 Apply key components of the public assistance (PA) process.
- 2.3 Apply key components of the preliminary damage assessment (PDA) as they relate to the PA process.

Unit 3: Damage Assessment (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Conduct a damage assessment.

Enabling Objectives

The students will be able to:

- 3.1 Develop a process for obtaining and using damage assessment information.
- 3.2 Apply damage assessment procedures.

Unit 4: Community Hazards Emergency Response-Capability Assurance Process (Day 3)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Perform a vulnerability and capability assessment for target hazard infrastructure sites.

Enabling Objectives

The students will be able to:

- 4.1 Conduct a community Critical Infrastructure and Key Resource (CIKR) vulnerability assessment that identifies and assesses the critical hazards in a simulated community.
- 4.2 Determine the public and private key resources in a community available to provide specific infrastructure protection both internally and externally.
- 4.3 Perform CIKR mapping for a typical community as part of the Community Hazards Emergency Response-Capability Assurance Process (CHER-CAP).

Unit 5: The Planning Process (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Apply the planning process effectively during a simulated large/complex incident.

Enabling Objectives

The students will be able to:

- 5.1 Define leadership in an emergency setting.
- 5.2 Perform as a member of an Incident Management Team (IMT).
- 5.3 Conduct each meeting/briefing in the Planning Process.
- 5.4 Develop an Incident Command System (ICS) Form 201, Incident Briefing.
- 5.5 Develop an Incident Action Plan (IAP).

Unit 6: Incident Analysis — Flood (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Analyze a flood incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

Enabling Objectives

The students will be able to:

- 6.1 Examine emergency response considerations and issues common to flooding incidents.
- 6.2 Examine cascading events common to flooding incidents.

Unit 7: Incident Analysis — Tornado (Day 7)

Objectives

Terminal Objective

The students will be able to:

- 7.1 Analyze a tornado incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

Enabling Objectives

The students will be able to:

- 7.1 Examine emergency response considerations and issues common to tornado incidents.
- 7.2 Examine cascading events common to tornado incidents.

Unit 8: Incident Analysis — Earthquake (Optional) (Day 8)

Objectives

Terminal Objective

The students will be able to:

- 8.1 Analyze an earthquake incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

Enabling Objectives

The students will be able to:

- 8.1 Examine emergency response considerations and issues common to earthquake incidents.
- 8.2 Examine cascading events common to earthquake incidents.

Unit 9: Incident Analysis — Wildland Fire (Optional) (Day 8)

Objectives

Terminal Objective

The students will be able to:

- 9.1 Analyze a wildland fire incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

Enabling Objectives

The students will be able to:

- 9.1 Examine emergency response considerations and issues common to wildland fire incidents.
- 9.2 Examine cascading events common to wildland fire incidents.

Unit 10: Incident Analysis – Hurricane (Optional) (Day 8)

Objectives

Terminal Objective

The students will be able to:

- 10.1 Analyze a hurricane incident, with the use of guided questions, to identify emergency response successes and areas needing improvement.

Enabling Objectives

The students will be able to:

- 10.1 Examine emergency response considerations and issues common to hurricane incidents.
- 10.2 Examine cascading events common to hurricane incidents.

Unit 11: Course Conclusion (Day 9)

Objectives

None.

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, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. 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 and may result in removal from campus and denial of stipends.

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

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

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.

If you fail an on-campus course, you will not be issued a stipend for that course. 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.

http://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 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,
- withholding of stipend or forfeiture of stipend paid,
- 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.

Grading Rubrics

Assessment Tool 1: Community Emergency Operations Center Questionnaire

Each student must complete a Community EOC Questionnaire. This will require you to meet with your community's emergency manager, and upon completion of the questionnaire, you will need to have them sign it.

This assignment is graded according to the rubric on the following page. This assignment is worth **10 percent** of the final course grade.

Purpose

Analyze how your city/town is organized to coordinate and support incident management of incidents and disasters.

Assignment Instructions

Complete the Community EOC Questionnaire. This questionnaire is to be completed fully, and if any question is not conducted by the EOC; discuss where in your city/town's organization the responsibility lies. Please cite concise and thoughtful answers. In addition, please ensure you have the responsible party sign the questionnaire; failure to do so will result in a failed score for this assignment.

Assessment Tool 1: Community Emergency Operations Center Questionnaire

Directions: Choose a rating on a scale from 0 to 25 points for each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 10 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0 points	Needs Improvement* 1 to 5 points	Adequate 6 to 11 points	Good 12 to 19 points	Excellent 20 to 25 points	Point Value
Does the learner describe their city/town’s EOC function?	Question wasn’t answered.	↔	The questionnaire was supported with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support their communities EOC.	
Does the learner describe the type of EOC organization within their community?	Question wasn’t answered.	↔	The type of EOC was answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support the type of EOC.	
Does the learner explain how the EOC coordinates/supports incident management?	Question wasn’t answered.	↔	The questions were answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Was the assignment completed fully and signed by the emergency manager?	Not completed or signed.	↔	Somewhat followed.	↔	Completely followed.	
Total Points						____/100

Assessment Tool 2: Homework: Critical Infrastructure Site

Each student must complete a written response, 250 to 400 word maximum. (Times New Roman, size 12 font, double spaced.)

This assignment is graded according to the rubric on the following page. This assignment is worth **10 percent** of the final course grade.

Purpose

Analyze the decision-making process, and compare it to the Community Hazards Emergency Response-Capability Assurance Process (CHER-CAP).

Assignment Instructions

Select a critical infrastructure (CI) site from within your community which would cause a significant loss either economically, politically, socially and/or technologically if a natural disaster were to occur.

Pick and describe your CI site, select a specific type of natural disaster that your city/town is susceptible to, and describe the impacts to your community with the loss of this CI site.

Refer to Unit 4: Community Hazards Emergency Response-Capability Assurance Process for examples.

Homework Assignment 2: Critical Infrastructure Site

Directions: Chose a rating on a scale from 0 to 25 points for each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 10 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0 points	Needs Improvement* 1 to 5 points	Adequate 6 to 11 points	Good 12 to 19 points	Excellent 20 to 25 points	Point Value
Does the learner describe their decision-making process in selecting a CI site?	Question wasn't answered.	↔	The CI site was supported with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support their CI site.	
Does the learner describe the type of natural disaster and relate it to the CI site selected?	Question wasn't answered.	↔	The type of natural disaster was answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support natural disaster and CI site.	
Does the learner explain the impacts to the community with the loss of this CI site, and is it supportive of their decision-making style?	Question wasn't answered.	↔	The questions were answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Did the assignment's style follow the instructions as to word count, font, font size and double spacing?	Style wasn't followed.	↔	Somewhat followed.	↔	Completely followed.	
Total Points						____/100

Assessment Tool 3: Homework: Commodity Preparedness and Incident Management

Each student must complete a written response, 400 to 500 word maximum. (Times New Roman, size 12 font, double spaced.)

This assignment is graded according to the rubric on the following page. This assignment is worth **10 percent** of the final course grade.

Purpose

Analyze the decision-making process, and compare it to the planning process and managing complex incidents.

Assignment Instructions

Each student is to read the 17-page article titled “Commodity Preparedness and Incident Management Reference Sheet” as it relates to responding to crude oil transportation incidents.

In the student response, select an incident type mentioned in the article that is applicable to your community. Evaluate this article and the incident type you selected, and discuss the preparedness level your city/town currently has in place, being specific.

Describe the type of incident management response you would need to employ to mitigate this incident.

Refer to Unit 5: The Planning Process.

Assessment Tool 3: Homework: Commodity Preparedness and Incident Management

Directions: Choose a rating on a scale from 0 to 25 points for each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 10 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0 points	Needs Improvement* 1 to 5 points	Adequate 6 to 11 points	Good 12 to 19 points	Excellent 20 to 25 points	Point Value
Does the learner describe their decision-making process in relating the article to their community?	Question wasn't answered.	↔	The discussion was supported with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support their answer.	
Does the learner describe the planning process for their community?	Question wasn't answered.	↔	The planning process was answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support the planning process.	
Does the learner explain the impacts of incident management for a response to crude oil related incidents?	Question wasn't answered.	↔	The questions answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Did the assignment's style follow the instructions as to word count, font, font size and double spacing?	Style wasn't followed.	↔	Somewhat followed.	↔	Completely followed.	
Total Points						____/100

Assessment Tool 4: Analysis Question Worksheets

Each student must complete their assigned analysis of three seminal incidents/disasters. These will be completed on, Monday, Tuesday and Wednesday of Week 2. The incidents to be analyzed are: a flood; a tornado; and either an earthquake, wildland fire or a hurricane (per the instructor's pick).

This assignment is graded according to the rubric on the following page. This assignment is worth **10 percent for each analysis; which will be 30 percent** of the final course grade.

Purpose

Analyze the decision-making process, community planning and preparedness, use of NIMS, National Response Framework (NRF) and the Stafford Act.

Assignment Instructions

Each student will be assigned to a group for each case analysis. They will work in their assigned groups to complete all questions assigned. Upon completion of their assigned questions, they will meet as a group and go around the room, so all members of the group understand all of the total case analysis questions.

Once this is completed, the group will assist the assigned presenter with preparing and finalizing his or her case presentation.

Students can refer to all previously covered units in EAFSOEM to assist with supporting their answers to each assigned question for each of the case studies.

Assessment Tool 4: Analysis Questions Worksheet

Directions: Choose a rating on a scale from 0 to 25 points for each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 10 percent of the final course grade. This rubric will be used for all three case analyses (10 percent case analysis for 30 percent total).

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0 points	Needs Improvement* 1 to 5 points	Adequate 6 to 11 points	Good 12 to 19 points	Excellent 20 to 25 points	Point Value
Does the learner complete the question with complete and concise answers?	Question wasn't answered.	↔	The question was supported with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support their answers.	
Does the learner describe the concepts of NIMS, NRF and the Stafford Act?	Question wasn't answered.	↔	The question was answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support these topics.	
Does the learner cite the key successes in this case analysis, as well as key lessons learned?	Question wasn't answered.	↔	The questions were answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Does the learner have a take away to use in their community?	Question wasn't answered.	↔	The questions were answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Total Points						____/100

Assessment Tool 5: Analysis Presentation

Each student must complete their assigned analysis presentation. These will be completed on Week 2, either on Monday, Tuesday or Wednesday as assigned. The incidents to be presented on are: a flood; a tornado and either an earthquake, wildland fire or a hurricane (per the instructors pick).

This assignment is graded according to the rubric on the following page. This assignment is worth **20 percent** of the final course grade.

Purpose

Conduct an analysis of a selected AAR and then present it to the assigned instructor and other two groups of students. Use their decision-making process, community planning and preparedness, NIMS, NRF and the Stafford Act.

Assignment Instructions

Each student will be assigned to a group for each case analysis. They will work in their assigned groups to complete all questions assigned. Upon completion of their assigned questions, they will meet as a group and go around the room, so all members of the group understand all of the total case analysis questions.

Once this is completed, the group will assist the assigned presenter with preparing and finalizing his or her case presentation.

The presenter will then present his or her case analysis summary in an eight- to 12-minute talk to a selected group.

Students can refer to all previously covered units in EAFSOEM to assist with supporting their answers to each assigned question for each of the case studies.

Assessment Tool 5: Analysis Presentation

Directions: Choose a rating on a scale from 0 to 25 points for each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 20 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0 points	Needs Improvement* 1 to 5 points	Adequate 6 to 11 points	Good 12 to 19 points	Excellent 20 to 25 points	Point Value
Did the presenter provide an incident briefing that was complete and detailed to provide a clear picture of the events and response?	Presentation wasn't covered.	↔	The question was supported with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support their answers.	
Did the presentation describe the concepts of NIMS, NRF and the Stafford Act?	Presentation wasn't covered.	↔	The question was answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support these topics.	
Did the presentation cite the key successes in this case analysis, and key lessons learned, as well as a take away to use in their own community?	Presentation wasn't covered.	↔	The questions were answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Did the presenter stay within the prescribed timeframe of eight to 12 minutes?	No.				Yes.	
Total Points						____/100

Assessment Tool 6: TED Talk: Personal Presentation

Each student must prepare for and present their personal presentation in the style of a TED Talk. This assessment tool was assigned as part of the pre-course assignment, with the development of the written outline to be submitted in preliminary preparation for a presentation to the class.

This assignment is worth **20 percent** of the final grade for the course.

Assignment Instructions

This activity consists of developing a story that communicates an idea and influences attitudes, along with presenting your ideas. The final phase is the personal presentation, which will be delivered on Week 2, Monday through Thursday. The information you received in your pre-course assignment should be used for your reference.

Student Deliverables

- Compile your personal presentation in an outline.
- Develop and prepare to deliver your personal presentation in the style of a TED Talk.
- Deliver your personal presentation on Week 2, Monday through Thursday, per the presentation schedule.

Presenting Your Idea in the Format of a TED Talk

During Week 2 of the EAFSOEM class, you will deliver your TED Talk presentation to your fellow EAFSOEM classmates. Presenters will be offered a short period of time to prepare the teaching environment before the start of their presentation (arrange props, prepare computer programs, etc.). Although not required, the students can use the existing in-class computer and projector as an aid to their presentation.

Rules for Delivering a TED Talk

- The presenter has a maximum of 12 minutes to communicate a powerful message.
- Visuals aids can be used, but only sparingly (this is not a PowerPoint Presentation).
- The presenter is required to remain in a predesignated area on the stage (6 feet by 6 feet).
- The stage is empty (no podium).
- Presenters can only ask the audience rhetorical questions.
- The presenter cannot distribute printed materials (e.g., handouts, articles, etc.).
- Once the talk is over, the presenter exits the stage (no question and answer period).

Assessment Tool 6: Rubric for TED Talk: Personal Presentation

Directions: Choose a rating on a scale from 0 to 25 points from each of the four assessment areas in the left column. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 20 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed “needs improvement” or “insufficient” (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 1 to 5 points	Needs Improvement* 6 to 10 points	Adequate 11 to 15 points	Good 16 to 20 points	Excellent 21 to 25 points	Point Value (25 possible per Assessment Area)
Does the content of the presentation offer a clear thesis—an idea unique to EAFSOEM—that has the ability to influence a change in attitudes and did it follow the student’s outline?	Absent of a clear thesis, or the idea is not related to EAFSOEM. Concept has limited or no potential for its ability to influence attitudes.	↔	Accurate and complete, but focuses on separate points rather than integrating or discussing the nexus to EAFSOEM. Concept has moderate potential for its ability to influence attitudes.	↔	Complete, thorough, and demonstrated, understanding of relationships among parts. Concept has high potential for its ability to influence EAFSOEM attitudes.	
Does the content clearly demonstrate a link between what information was communicated (thesis) and the EAFSOEM course?	There was limited or no connection between the idea communicated and the EAFSOEM course.	↔	Some links between the idea offered and the student’s leadership philosophy were provided; at times the presenter’s point of view was unclear and/or confusing.	↔	Complete, thorough, and provided a very clear association between the idea presented and one or more elements of the EAFSOEM course.	
Does the presenter demonstrate preparation and fluency with the material presented and adhere to logistical limitations?	Relied heavily on written (notes) and/or visual (PowerPoint Presentation) prompts. Failed to adhere to logistical limitations.	↔	Presented the material in a comprehensive format. The rhythm of the presentation was interrupted as the presenter referred to notes/prompts. Failed to adhere to a single logistical limitation (e.g., exceeded 12-minute time limit)	↔	Complete, thorough, and presented primarily from recall. Clearly demonstrated preparation and fluency. Fully adhered to the logistical parameters.	

Does the presentation focus on a storytelling format?	Absent a storytelling theme. The presentation had the elements of a lecture.	↔	Uses storytelling to communicate the message. Portions of the presentation lacked continuity.	↔	Complete, thorough, and the student relied on a storytelling format to communicate his/her idea.	
Total						____/100