



## National Fire Academy

**R0314 – Command and Control of Fire Department Operations at Target Hazards  
Version: 2nd Edition, 10th Printing, August 2017**

**Quarter:**

**ACE Credit: In the upper-division baccalaureate degree category, three semester hours in fire science or fire service.**

**IACET Continuing Education Units: 4.0**

**Length of Course: 6 Days (48 contact hours, Sunday – 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)

R0314 – “Command and Control of Fire Department Operations at Target Hazards.” This six-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations. The students are taught operational applications in the ICS, command and control, decision-making, strategic and tactical considerations, preincident preparation, documentation, and post-incident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are

penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants and grain elevators. The course is comprehensive and uses lecture, case study, simulation and student participation as instructional methods. This course is not a tactics class but explains the development of the Incident Management Teams (IMTs).

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

The target audience for this course includes officers who are charged with setting up initial operations at a major multialarm incident, and those officers involved in the transfer of Command to a higher level officer. In general this could include chief officers or those who perform in Command positions.

People attending this class will be working with the number of units responding on a second alarm or greater (or mutual aid).

The target audience for this course includes persons involved with preparations for response to a target hazard incident, as well as for incident management and Postincident Analysis (PIA).

### **Course Scope (Goal)**

The goals of the course are to:

1. Increase the Incident Commander's (IC's) ability to integrate both fire and community resources to address an incident that
  - a. Consumes the majority of the readily available fire department assets.
  - b. Demands additional equipment and personnel.
  - c. Entails multiagency response to confront the problem.
  - d. Places the Command Officers in a position of managing both fire department and nonfire department activities over an extended time period.
2. Increase the student's ability to apply recognition-primed decision making (RPD) techniques to incidents at target hazards.
3. Increase the student's ability to organize and implement an Incident Command System (ICS) at target hazard incidents.

## Course Objectives (Course Learning Outcomes – TLOs)

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

- At the end of this unit students will be able to develop an effective incident organization to assemble, coordinate, and control tactical resources, allowing for expansion based on complexity of the incident.
- At the end of this unit students given a simulated major fire scenario, will be able to develop an effective incident organization to assemble, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented.
- At the end of this unit, students will be able to make sound, effective and timely decisions to support operations when faced with complex situations.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a dormitory incident.
- At the end of this unit, students will be able to apply the appropriate techniques to document incidents.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident involving correctional facilities.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident involving grain elevators.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident occurring in a location for public assembly.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an enclosed mall incident.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a transportation related incident.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a bulk storage facility and tank farm incident.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a bulk storage facility and tank farm incident.

- At the end of this unit students will be able to determine initiative or actions that will mitigate the threats and dangers to the community and to responders for the local occupancy or hazard.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a high rise incident.
- At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a terrorism related incident.

### **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.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>AM</b>	0900-0945 Unit 1: Introduction 0945-1000 Break 1000-1045 Target Hazard Profile 1045-1200 Unit 2: Incident Command System	0800-0900 Unit 4: Decision Making 0900-0915 Break 0915-1000 Activity 4.1: NDM 1000-1100 1100-1200 Activity 4.2: Seton Hall Dorm Fire	0800-0830 Unit 6: Documentation and Resource Management 0830-0930 Activity 6.1: Case Study: Hazardous Materials Processing Plant Incident 0930-0945 Break 0945-1015 Unit 7: Penal Institutions or Grain Elevators 1015-1030 Break 1030-1200 Activity 7.1: Penal Institution Simulation	0800-0900 Unit 9: Enclosed Malls 0900-0915 Break 0915-1045 Activity 9.1: Mall Simulation 1045-1100 Break 1100-1200 Unit 10: Transportation Incidents	0800-0905 Unit 11: Bulk Storage Facilities and Tank Farms or Mill Buildings 0905-0920 Break 0920-1040 Activity 11.1: Bulk Storage or Mill Building Simulation 1040-1055 Break 1055-1105 Unit 12: Mitigation Strategies 1105-1200 Activity 12.1: Mitigation Strategies	0800-0830 Unit 14: Terrorism 0830-1000 Activity 14.1: Terrorism Simulation 1000-1015 Break 1015-1115 Activity 14.1: Terrorism PIA 1115-1200 Unit 1: Target Hazard Profile
	1200-1300 Lunch	1200-1300 Lunch	1200-1300 Lunch	1200-1300 Lunch	1200-1300 Lunch	1200-1300 Lunch
<b>PM</b>	1300-1430 Unit 2: Incident Command System 1430-1445 Break 1445-1600 Unit 3: Nursing Homes	1300-1425 Unit 5: College Dormitories 1425-1440 Break 1440-1540 Unit 5: College Dormitory Simulation 1540-1640 PIA Lecture and Activity 5.2: College Dorm PIA	1300-1340 Activity 7.2: Documentation 1340-1355 Break 1355-1445 Unit 8: Public Assemblies 1445-1500 Break 1500-1615 Activity 8.1: Airport Simulation	1300-1400 Activity 10.1: Train Derailment 1400-1415 Break 1415-1545 Activity 10.2: Train Derailment Simulation	1300-1430 Activity 12.2: One Meridian Plaza 1430-1445 Break 1445-1600 Unit 13: Highrise Incidents 1600-1700 Activity 13.1: Highrise Simulation	1300-1400 Activity 14.1: Terrorism PIA 1400-1500 Unit 1: Target Hazard Profile 1500-1600 Course Summary, Evaluations, Cleanup 1600-Graduation
	1430-1445 Break	1425-1440 Break	1340-1355 Break	1400-1415 Break	1430-1445 Break	1400-1500 Unit 1: Target Hazard Profile
<b>Evening</b>	Evening Assignment: Read Units 4 and 5 and Activity 4.2: Seton Hall Dorm Fire Plant	Evening Assignment: Read Units 6, 7, 8, and do Activity 6.1: Haz Mat Processing Plant	Evening Assignment: Read Units 9, 10, and Activity 10.1: Train Derailment	Evening Assignment: Read Units 11, 12, 13, and do Activity 12.2: One Meridian Plaza	Evening Assignment: Read Unit 14	

## **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)**

### **Precourse Assignment**

The precourse assignment is an individual assignment leading into the main theme of the course. The instructors will read, comment, and provide feedback on students' work within the first 2 days of the course.

The assignment/project will receive a score. The criteria used to determine this score is outlined below.

When evaluating course assignments/projects, instructors will consider the following:

1. Did the student comprehensively answer the assigned questions?
2. Did the student comprehensively address all issues within the response?
3. As a professional, is the student writing at a collegiate level, analyzing, reflecting on, and evaluating subject matter using appropriate grammar, punctuation, and spelling?

As this assignment is evaluated, emphasis should be placed on ensuring that instructor comments are positive, diagnostic, and corrective, based on the supplied rubric. Diagnostic means that instructors clearly indicate in a positive and constructive manner, where and how the assignment/project succeeded or fell short of meeting the requirements. Corrective means instructors specifically described what the student must do to bring the assignment/project up to a passing level.

Instructors will record the appropriate grade for all students on the Master Evaluation Sheet.

### **Case Study Projects**

Students will participate as team members in the case studies provided as part of the course material and complete the documentation required for each. Evaluation will be based on the following elements:

1. Identify key issues involved with Command decisions--Case Study 2.1.
2. Identify Naturalistic Decision Making--Case Study 4.1.
3. Determine and identify 10 Primary Factors--Case Study 4.2.
4. Determine strategies and develop a Plan B; write a Safety Plan--Case Study 10.1.

Instructors will document the evaluation of students' Case Study Projects on the Case Study Projects Grade Sheet based on the supplied rubric. Any corrective and/or diagnostic comments about the students' plans should also be written on the form.

Instructors will record the appropriate grade for all students on the Master Evaluation Sheet.

### **Incident Simulation Learning Activities**

The presentations required at the conclusion of the course are scored as follows:

1. The format and content of the presentation includes all of the elements listed in the objectives for the assignment in accordance with the learning outcomes.
2. Instructors will document the evaluation of students' incident debriefings. Any corrective and/or diagnostic comments about the students' plans should be written on the form.
3. Instructors will record the appropriate grade for each student on the Exercise Evaluation Sheet.
4. Instructors will share grade sheets including any comments/recommendations with the student after completion of the presentation and grading.

Note: The Evaluation Master Sheet will be used for official recordkeeping of students; scores which will be turned in to the Training Specialist at the conclusion of the course.

## Final Course Grade

The student's final grade for *Command and Control of Fire Department Operations at Target Hazards* will be computed as follows:

### Point Distribution

Attendance = 10 percent

Precourse assignment = 15 percent

Case studies = 40 percent

Incident learning activities = 35 percent

A minimum final grade of at least 70 percent is required to pass this course.

Letter Grade	Point Range	Student Performance Criteria
A	100-90	<ul style="list-style-type: none"> <li>• Demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills.</li> <li>• Completes work assignments that consistently exceed requirements and that interprets and applies objectives in new, unique, or creative ways.</li> </ul>
B	89-80	<ul style="list-style-type: none"> <li>• Completes work assignments that consistently meet most requirements.</li> <li>• Contributes regularly to class participation activities.</li> </ul>
C	79-70	<ul style="list-style-type: none"> <li>• Demonstrates a satisfactory level of competence in learning outcomes for the course.</li> <li>• Completes work assignments that satisfy minimum requirements for the course.</li> <li>• Satisfies minimum requirements for class participation activities.</li> </ul>
F	69 and below	<ul style="list-style-type: none"> <li>• Cannot demonstrate competence in many fundamental outcomes for the course.</li> <li>• Submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work.</li> <li>• Does not satisfy minimum requirements for attendance or contribution to class activities.</li> </ul>
I	—	<ul style="list-style-type: none"> <li>• Satisfactorily completed most of the required work for the course, but due to medical reasons or other extenuating circumstances, is unable to complete the work by the end of the next semester.</li> <li>• Fails to request a deadline extension from the Training Specialist.</li> </ul>

## **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: Introduction (Day 1)**

#### **Objectives**

The students will be able to:

1. Introduce themselves to the other class members.
2. Review the course methodology and content.
3. Discuss the results of the Target Hazard Profile that was completed prior to attending the course.

### **Unit 2: Incident Command System (Day 1)**

#### **Terminal Objective**

At the end of this unit students will be able to develop an effective incident organization to assemble, coordinate, and control tactical resources, allowing for expansion based on complexity of the incident.

#### **Enabling Objectives**

The students will be able to:

1. Identify the components of the Incident Command System (ICS).
2. Discuss the ICS organization for example incidents.
3. Using the Los Angeles Central Library Fire Case Study, analyze the responsibilities of the Incident Commander (IC), Operations, Plans, Logistics, Safety, Liaison, and Public Information.

### **Unit 3: Nursing Homes (Day 1)**

#### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to develop an effective incident organization to assemble, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented.

#### **Enabling Objectives**

The students will be able to:

1. Describe the need to effectively manage a nursing home incident
2. Identify the critical cues posed at nursing home incidents.
3. Determine the Incident Command System (ICS) organization required at nursing home incidents.
4. Perform the ICS management roles at a nursing home simulation.

### **Unit 4: Decision Making (Day 2)**

#### **Terminal Objective**

At the end of this unit, students will be able to make sound, effective and timely decisions to support operations when faced with complex situations.

#### **Enabling Objectives**

The students will be able to:

1. Apply the Naturalistic Decision Making (NDM) Model during an activity that reinforces the positive effects of NDM.
2. Discuss the empirical method.
3. Describe the primary sizeup factors and determine their impact on objectives and strategies.
4. Define limits and indicate practical limits.
5. Analyze the Seton Hall Dormitory Case to determine the critical sizeup factors.

## **Unit 5: College Dormitories (Day 2)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a dormitory incident.

### **Enabling Objectives**

The students will be able to:

1. Identify critical building construction factors and special considerations at a dormitory.
2. Work as a team to command an incident at a simulated dormitory fire.
3. Conduct a group debriefing of the dormitory incident that follows a management plan.

## **Unit 6: Documentation and Resource Management (Day 3)**

### **Terminal Objective**

At the end of this unit, students will be able to apply the appropriate techniques to document incidents.

### **Enabling Objectives**

The students will be able to:

1. Determine the types of information and reports needed to adequately document incidents.
2. Analyze a hazardous material (haz mat) case study to examine incident management and documentation needs.

## **Unit 7: Penal Institutions (Day 3)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident involving correctional facilities.

### **Enabling Objectives**

The students will be able to:

1. Identify critical building construction factors and special considerations at a penal institution.
2. Perform the Incident Management Team (IMT) roles assigned in order to effectively manage a penal institution incident.

### **Unit 7: Grain Elevators (Optional Unit) (Day 3)**

#### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident involving grain elevators.

#### **Enabling Objectives**

The students will be able to:

1. Identify the management cues required to manage an incident at a grain elevator.
2. Effectively manage a grain elevator simulation.

### **Unit 8: Public Assemblies (Day 3)**

#### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an incident occurring in a location for public assembly.

#### **Enabling Objectives**

The students will be able to:

1. Identify the life safety problems associated with public assemblies.
2. Describe the level of preparedness necessary to respond to a multicasualty incident.
3. Work as an Incident Management Team (IMT) to command a collapse incident.

## **Unit 9: Enclosed Malls (Day 4)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during an enclosed mall incident.

### **Enabling Objectives**

The students will be able to:

1. Identify critical building construction factors and special considerations at a mall.
2. Perform the Incident Management Team (IMT) roles assigned in order to effectively manage the mall incident.

## **Unit 10: Transportation Incidents (Day 4)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a transportation related incident.

### **Enabling Objectives**

The students will be able to:

1. Analyze a case study to identify the responsibilities of the Incident Management Team (IMT).
2. Determine critical factors in a transportation incident.
3. Perform the IMT roles assigned in order to effectively manage a train derailment incident.

## **Unit 11: Bulk Storage Facilities and Tank Farms (Day 5)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a bulk storage facility and tank farm incident.

### **Enabling Objectives**

The students will be able to:

1. Analyze the features and characteristics associated with bulk storage facility and tank farm incidents.
2. Perform the Incident Management Team (IMT) roles assigned in order to effectively manage a bulk storage incident.

### **Unit 11: Mill Buildings (Optional Unit) (Day 5)**

#### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a bulk storage facility and tank farm incident.

#### **Enabling Objectives**

The students will be able to:

1. Describe the major problems associated with incident communications and communication systems during target hazard incidents.
2. Work as a team to Command an incident at a mill building fire.

### **Unit 12: Mitigation Strategies (Day 5)**

#### **Terminal Objective**

At the end of this unit students will be able to determine initiative or actions that will mitigate the threats and dangers to the community and to responders for the local occupancy or hazard.

#### **Enabling Objectives**

The students will be able to:

1. Develop a mitigation strategy for a specific community target hazard.
2. Analyze a case study describing a highrise building incident for the eight competencies.

## **Unit 13: Highrise Incidents (Day 5)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a high rise incident.

### **Enabling Objectives**

The students will be able to:

1. Understand the management, building construction, and building system cues required to command a highrise incident.
2. Effectively manage a highrise simulation incident.

## **Unit 14: Terrorism (Day 6)**

### **Terminal Objective**

At the end of this unit students given a simulated major fire scenario, will be able to, coordinate, and control tactical resources and implement a plan of action based on critical cues, information gathered and critical elements presented during a terrorism related incident.

### **Enabling Objective**

The students will be able to work as an Incident Management Team (IMT) to command a terrorism incident.

## **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](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

## PRECOURSE ASSIGNMENT GRADE SHEET

Student Name: \_\_\_\_\_  
 Course Date: \_\_\_\_\_

	Meets Expectations	Minor Recommendations	Few Recommendations	Significance Recommendations	Incomplete	Score
<p><b>Read the article: "The Emergency Operations Center: A Vital Preparedness Tool" (pages 2-9).                      Read the Precourse Reading <i>Command and General Staff Functions in ICS</i> (pages 10-51).                      Complete the workbook (pages 52-61) and bring the completed workbook to the first day of class.                      Instructors will collect the workbooks from each student. This is information that is a necessary prerequisite for participation in the inclass simulation</b></p>	5	4	3	2	1	
<b>Technical Content</b>						
1. Did the student comprehensively answer the assigned questions?						
2. Did the student comprehensively address all issues within the response?						
3. As a professional, is the student writing at a collegiate level, analyzing, reflecting on, and evaluating subject matter using appropriate grammar, punctuation, and						
Final Grade: (Total Possible = 15)						

Comments/Recommendation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(continue on reverse if necessary)

Instructor: \_\_\_\_\_ Instructor: \_\_\_\_\_

### CASE STUDY PROJECTS GRADE SHEET

Student Name: \_\_\_\_\_

Course Date: \_\_\_\_\_

The student will participate as a team member in the case studies provided as part of the course material and provide the documentation required for each. This will include identifying key issues, required strategies and factors, determining responses to outside agencies, and determining other Incident Command System (ICS) functions required by the incident.

	Exceeds expectations	Meets expectations	Minor recommendations	Significant recommendations	Incomplete	
	5	4	3	2	1	Score
<b>Technical Content</b>						
1. Identify key issues in Command decisions--Case Study 2.1.						
2. Identify Naturalistic Decision Making--Case Study 4.1.						
3. Determine and identify 10 Primary Factors--Case Study 4.2.						
4. Develop a Plan B; write a Safety Plan--Case Study 10.1.						
Final Grade: (Total Possible = 20 x 2 = 40) <b>TOTAL POINTS x 2 =</b>						

Comments/Recommendations: \_\_\_\_\_

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(continue on reverse if necessary)

Instructor: \_\_\_\_\_

Instructor: \_\_\_\_\_



## MASTER EVALUATION SHEET

MASTER EVALUATION SHEET												
	GROUP 1			GROUP 2			GROUP 3			GROUP 4		
Student Name												
<b>Attendance</b>	<b>10</b>											
<b>Precourse Assignment</b>	<b>15</b>											
<b>Case Study Projects</b>	<b>40</b>											
Key Issues in Command Decisions--Case Study 2.1												
Naturalistic Decision Making--Case Study 4.1												
10 Primary Factors--Case Study 4.2												
Develop Plan B: Write Safety Plan--Case Study 10.1												
<b>Incident Simulation Learning Activities</b>	<b>35</b>											
Participation in Exercises												
Development of Plan B												
Ordering Required Resources												
Providing for Overall Safety of Responders												
Provide Appropriate Document												
<b>OVERALL SCORE/GRADE</b>	<b>100</b>											