National Fire Academy

R0308 – Command and Control of Fire Department Operations at Natural and Man-Made Disasters
Version: 8th Edition, 3rd Printing, October 2019
Quarter:
ACE Credit: In the upper-division baccalaureate degree category, three semester hours in public safety or emergency operations.
IACET Continuing Education Units: 6.1

Length of Course: 10 Days (59 hr., 45 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)

R0308 – "Command and Control of Fire Department Operations at Natural and Man-Made Disasters." This 10-day course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decision-making skills and the interrelationship of the operational function to hazard preparedness, mitigation, response and recovery. Operational applications of the Incident Command System (ICS), command and control, the ICS/Emergency Operations Center interface, the Integrated Emergency Management System, evacuation, and sheltering and communications are just a few of the areas covered. The course is interactive, using lecture, simulations, scenarios and student participation as instructional methodologies. This course meets the National Incident Management System requirements for ICS-300-level and ICS-400-level courses.

Student Qualifications (Primary and Secondary Audience)

The target audience includes officers who are responsible for commanding operations at catastrophic disasters and individuals who are expected to perform a supervisory or tactical level management role. This includes individuals who may serve as Division or Group Supervisors, Branch Directors, Strike Team or Task Force Leaders, or Multiagency Coordination System/EOC staff.

Course Scope (Goal)

This two-week resident course is designed to provide students with knowledge, skills and abilities to plan effectively for significant natural and man-made disasters, command the response to several simulated incidents, and integrate their systems into events requiring specialized resources, preparation and/or a multiagency response in compliance with National Incident Management System (NIMS) guidelines.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Identify the roles of the National Response Framework (NRF), the National Incident Management System (NIMS), and the Stafford Act in the management of domestic incidents of a catastrophic nature.
- Develop the tools necessary to complete a critical infrastructure (CI) Threat and Hazard Identification and Risk Assessment (THIRA).
- Describe the roles of the various Command and General Staff positions of an Incident Management Team (IMT).
- Relate how Emergency Operations Centers (EOCs) function.
- List the challenges specific to wildland firefighting.
- Distinguish challenges associated with joint tactical operations specific to incidents involving active assailants.

- Manipulate T-cards as a tracking procedure for assigned resources used on a particular incident.
- Apply the planning process during a simulated major disaster.
- Organize resources while using an Incident Action Plan (IAP) to manage a major terrorist disaster.
- Assemble information on the level of damage within an assigned area by using the Damage Assessment (DA) form.
- Organize resources while using an Incident Action Plan (IAP) to manage a major flood disaster.
- Organize resources while using an Incident Action Plan (IAP) to manage a major tornado disaster.
- Act as a member of an Emergency Operations Center (EOC) to manage a major earthquake disaster.
- Prioritize the key issues to be addressed as an Emergency Operations Center (EOC) during the recovery process after a major disaster.
- Organize resources while using an Incident Action Plan (IAP) to manage a major hurricane disaster.

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 Activity I.1: Student Introductions	Unit 2: Community Risk Analysis and Threat and Hazard Identification and Risk Assessment Activity 2.1: Identification of Critical Infrastructure in Your Community
Break	*Break*
Introduction, Welcome and Administrative (cont'd) Activity I.2: Hazard and Risk Assessment Matrix (Threat and Hazard Identification and Risk Assessment Process)	Unit 2: Community Risk Analysis and Threat and Hazard Identification and Risk Assessment (cont'd) Activity 2.2: Analysis of the Vulnerability of Your Most Critical Infrastructure Site Activity 2.3: Analysis of the Resource Needs for Your Most Critical Infrastructure Site
Lunch	*Lunch*
Unit 1: National Response Framework, National Incident Management System, and the Stafford Act	Unit 2: Community Risk Analysis and Threat and Hazard Identification and Risk Assessment (cont'd) Activity 2.4: Threat and Hazard Identification and Risk Assessment for Critical Infrastructure
Break	*Break*
Unit 1: National Response Framework, National Incident Management System, and the Stafford Act (cont'd)	Unit 2: Community Risk Analysis and Threat and Hazard Identification and Risk Assessment (cont'd) Unit 3: Incident Command System/National Incident Management System Overview

Reading Assignment Read Units 1, 2 and 3	Reading Assignment Read Units 4, 5 and 6

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

DAY 3	DAY 4
Unit 4: Emergency Operations Center and Incident Management Team/Emergency Operations Center Interface	Unit 7: Using T-cards as a Tracking Process Activity 7.1: Using T-Cards Unit 8: The Planning Process
Break	*Break*
Unit 4: Emergency Operations Center and Incident Management Team/Emergency Operations Center Interface (cont'd)	Unit 8: The Planning Process (cont'd) Activity 8.1: Central City Celebration — Unified Command Meeting Activity 8.2: Central City Celebration — Tactics Meeting
Lunch	*Lunch*
Unit 4: Emergency Operations Center and Incident Management Team/Emergency Operations Center Interface (cont'd) Unit 5: Wildland Firefighting Overview	Unit 8: The Planning Process (cont'd) Activity 8.3: Central City Celebration — Planning Meeting
Break	*Break*
Unit 5: Wildland Firefighting Overview (cont'd) Unit 6: Overview of Fire and Emergency Medical Services Roles in Active Assailant Incidents	Unit 8: The Planning Process (cont'd) Activity 8.4: Agency Administration Briefing, Developing Objectives, and Starting Incident Action Plan Development

Reading Assignment
Read Units 7 and 8

Reading Assignment
Read Units 10 and 11

Homework
Start Incident Action Plan (IAP) Homework

DAY 5	DAY 6
Unit 9: Managing Disasters: Terrorism Simulation Activity 9.1: Terrorism Simulation	Unit 11: Managing Disasters: Flood Simulation Activity 11.1: Flood Simulation
Break	*Break*
Activity 9.1: Terrorism Simulation (cont'd) Activity 9.2: Post-Incident Analysis	Activity 11.1: Flood Simulation (cont'd)
Lunch	*Lunch*
Activity 9.2: Post-Incident Analysis (cont'd) Unit 10: Damage Assessment	Activity 11.1: Flood Simulation (cont'd)
Break	*Break*
Unit 10: Damage Assessment (cont'd) Activity 10.1: Determining Damage	Activity 11.1: Flood Simulation (cont'd)

Reading Assignment
Read Unit 11

Homework
Continue IAP Homework

Reading Assignment
Read Unit 12

Homework
Continue IAP Homework

DAY 7	DAY 8
Unit 12: Managing Disasters: Tornado Simulation Activity 12.1: Tornado Simulation	Unit 13: Managing Disasters: Earthquake Simulation Activity 13.1: Earthquake Simulation
Break	*Break*
Activity 12.1: Tornado Simulation (cont'd)	Activity 13.1: Earthquake Simulation (cont'd)
Lunch	*Lunch*
Activity 12.1: Tornado Simulation (cont'd)	Unit 14: Earthquake Recovery Activity 14.1: Earthquake Recovery Exercise
Break	*Break*
Activity 12.1: Tornado Simulation (cont'd) Activity 12.2: Post-Incident Analysis	Activity 14.1: Earthquake Recovery Exercise (cont'd) Activity 14.2: Incident Action Plan Development

Reading Assignment
Read Units 13 and 14

Homework
Continue IAP Homework

Reading Assignment
Read Unit 15

DAY 9	DAY 10
Unit 15: Managing Disasters: Hurricane Simulation Activity 15.1: Hurricane Simulation	Graduation
Break	
Activity 15.1: Hurricane Simulation (cont'd) Activity 15.2: Post-Incident Analysis	
Lunch	
Activity 15.2: Post-Incident Analysis (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)

Pre-course Assignment

The pre-course assignment is an individual assignment leading into the main theme of the course. Upon enrollment, students are provided with a "Community EOC Questionnaire." The student must communicate with their emergency program manager to complete the questionnaire. Students are required to complete and submit the questionnaire at least three weeks prior to the start of the course. The intention of the questionnaire is to ensure students know where to direct EOC questions, students gain a comprehensive perspective of how their local operations manage disasters, and instructors are able to understand the environment each student is coming from. Instructors will provide feedback on their students' work within the first three days of the course.

The assignment will receive a score. The criteria used to determine this score is outlined as follows:

1.   Did the student communicate with their emergency program manager to complete the questionnaire?

2. Did the student, along with their emergency program manager, comprehensively answer the assigned questions?
3. Did the student complete the assignment on time?
4. Did the student answer questions clearly with correct spelling and grammar?

Threat and Hazard Identification and Risk Assessment Chart Project

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. The presentation time is a minimum of five minutes but no more than 15 minutes.

3. Instructors will document the evaluation of students' presentations on the Evaluation Master Sheet. Any corrective and/or diagnostic comments about the students' plans should also be written on the form.

4. Instructors will record the appropriate grade for each student on the Evaluation Master Sheet.

5. Instructors will share grade sheets, including any comments/recommendations with the student after completion of the presentation and grading.

Note: The "Command and Control of Fire Department Operations at Natural and Man-Made Disasters" Evaluation Master Sheet will be used for official record keeping of students' scores, which will be turned in to the training specialist at the conclusion of the course.

Incident Action Plan

Students will complete the proper ICS forms (202, 203, 204, 205, 206, 215 and 215A) required to develop an IAP for the specific area assigned to their group. They must include any maps, traffic plans or other information required for their IAP.

1. Gather information and apply to the formulation of an IAP.

2. Describe how team members work independently and collectively in developing an IAP.

3. Participate as members of an Incident Management Team (IMT) in the Planning Process.

Simulation Incident 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.   The presentation time is a minimum of 10 minutes but no more than 20 minutes.

3.   Instructors will document the evaluation of students' presentations on the Evaluation Master Sheet. Any corrective and/or diagnostic comments about the students' plans should also be written on the form.

4.   Instructors will record the appropriate grade for each student on the Evaluation Master Sheet.

5.   Instructors will share grade sheets, including any comments/recommendations with the student after completion of the presentation and grading.

Note: The "Command and Control of Fire Department Operations at Natural and Man-Made Disasters" Evaluation Master Sheet will be used for official record keeping 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 Natural and Man-Made Disasters" (CCNM) will be computed as follows:

Point Distribution:

- Pre-course assignment = 20
- Critical Infrastructure (CI) Chart Project = 20
- Incident Action Plan = 30
- Simulation exercise participation/discussion = 30

Attachment 1

Letter Grade	Point Range	Student Performance Criteria
A	90-100	• Demonstrates ability to interpret, integrate and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills. • Completes work assignments that consistently exceed requirements and that interpret and apply objectives in new, unique or creative ways.
B	80-89	• Completes work assignments that consistently meet most requirements. • Contributes regularly to class participation activities.
C	70-79	• Demonstrates a satisfactory level of competence in learning outcomes for the course. • Completes work assignments that satisfy minimum requirements for the course. • Satisfies minimum requirements for class participation activities.
F	69 and below	• Cannot demonstrate competence in many fundamental outcomes for the course. • Submits work assignments that frequently do not meet minimum requirements or do not complete the assigned work. • Does not satisfy minimum requirements for attendance or contribution to class activities.

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 Response Framework, National Incident Management System, and the Stafford Act

Objectives

Terminal Objective

The students will be able to:

1.1   Identify the roles of the National Response Framework (NRF), the National Incident Management System (NIMS), and the Stafford Act in the management of domestic incidents of a catastrophic nature.

Enabling Objectives

The students will be able to:

1.1   Describe the functions of NRF, NIMS, and the Stafford Act.

1.2   Explain key components of the public assistance (PA) process.

1.3   Apply key components of the Preliminary Damage Assessment (PDA) as they relate to the PA process.

Unit 2: Community Risk Analysis and Threat and Hazard Identification and Risk Assessment

Objectives

Terminal Objectives

The students will be able to:

2.1   Develop the tools necessary to complete a critical infrastructure (CI) Threat and Hazard Identification and Risk Assessment (THIRA).

Enabling Objectives

The students will be able to:

2.1   Complete components of a simulated community CI THIRA that identifies and assesses the critical hazards in a community.

2.2   Identify the resources in a community that are available to provide threat and hazard protection both internally and externally using a THIRA.

2.3   Develop a CI map for a typical community as part of the THIRA.

Unit 3: Incident Command System/National Incident Management System Overview

Objectives

Terminal Objective

The students will be able to:

3.1   Describe the roles of the various Command and General Staff positions of an Incident Management Team (IMT).

Enabling Objectives

The students will be able to:

3.1   Identify the Command and General Staff positions of an IMT.

3.2   Differentiate the responsibilities of each Command and General Staff position.

3.3   Explain the basic support positions for each Command and General Staff position.

3.4   Explain the command options for managing an incident.

3.5   Differentiate between formal and informal communications.

Unit 4: Emergency Operations Center and Incident Management Team/Emergency Operations Center Interface

Objectives

Terminal Objective

The students will be able to:

4.1   Relate how Emergency Operations Centers (EOCs) function.

Enabling Objectives

The students will be able to:

4.1   Explain the purpose of an EOC.

4.2   Discuss the structure of an EOC.

4.3   Identify the key players of an EOC.

4.4   Discuss how to obtain external assistance for incident response and recovery.

4.5   Explain the relationship of the EOC to the Incident Management Team (IMT).

Unit 5: Wildland Firefighting Overview

Objectives

Terminal Objective

The students will be able to:

5.1   List the challenges specific to wildland firefighting.

Enabling Objectives

The students will be able to:

5.1   Identify the impact of fuel, weather and topography on a wildland fire.

5.2   Identify the various components of a wildland fire.

5.3   Explain the difference between direct and indirect fire attack on wildland fires.

5.4   Describe the various resources inherent to wildland firefighting.

Unit 6: Overview of Fire and Emergency Medical Services Roles in Active Assailant Incidents

Objectives

Terminal Objective

The students will be able to:

6.1   Distinguish challenges associated with joint tactical operations specific to incidents involving active assailants.

Enabling Objectives

The students will be able to:

6.1   Relate some best practices to consider when confronting active assailants.

6.2   Coordinate protected corridor, escorted warm zone, protected island, and a law enforcement rescue.

6.3   Analyze aspects of extraction, evacuation and Casualty Collection Points (CCPs).

6.4   Analyze options in developing a command structure.

Unit 7: Using T-Cards as a Tracking Process

Objectives

Terminal Objective

The students will be able to:

7.1   Manipulate T-cards as a tracking procedure for assigned resources used on a particular incident.

Enabling Objectives

The students will be able to:

7.1   Describe a T-card.

7.2   Explain how T-cards are used in the simulated incident environment.

Unit 8: The Planning Process

Objectives

Terminal Objective

The students will be able to:

8.1   Apply the planning process during a simulated major disaster.

Enabling Objectives

The students will be able to:

8.1   Act as an Incident Management Team (IMT) member during the planning process.

8.2   Develop an Incident Action Plan (IAP).

Unit 9: Managing Disasters: Terrorism Simulation

Objectives

Terminal Objective

The students will be able to:

9.1   Organize resources while using an Incident Action Plan (IAP) to manage a major terrorist disaster.

Enabling Objectives

The students will be able to:

9.1   Act as a member of an Incident Management Team (IMT) to manage a major terrorist disaster.

9.2   Apply functions and responsibilities using key components of the Incident Command System (ICS).

9.3   Manage problems using an interdisciplinary approach.

Unit 10: Damage Assessment

Objectives

<u>Terminal Objective</u>

The students will be able to:

10.1   Assemble information on the level of damage within an assigned area by using the Damage Assessment (DA) form.

<u>Enabling Objectives</u>

The students will be able to:

10.1   Distinguish between an immediate and Preliminary Damage Assessment (PDA).

10.2   Explain how DA information is used during a major disaster.

Unit 11: Managing Disasters: Flood Simulation

Objectives

<u>Terminal Objective</u>

The students will be able to:

11.1   Organize resources while using an Incident Action Plan (IAP) to manage a major flood disaster.

<u>Enabling Objectives</u>

The students will be able to:

11.1   Act as a member of an Incident Management Team (IMT) to manage a major flood disaster.

11.2   Apply functions and responsibilities using key components of the Incident Command System (ICS).

11.3   Manage problems using an interdisciplinary approach.

Unit 12: Managing Disasters: Tornado Simulation

Objectives

Terminal Objective

The students will be able to:

12.1   Organize resources while using an Incident Action Plan (IAP) to manage a major tornado disaster.

Enabling Objectives

The students will be able to:

12.1   Act as a member of an Incident Management Team (IMT) to manage a major tornado disaster.

12.2   Apply functions and responsibilities using key components of the Incident Command System (ICS).

12.3   Manage problems using an interdisciplinary approach.

Unit 13: Managing Disasters: Earthquake Simulation

Objectives

Terminal Objective

The students will be able to:

13.1   Act as a member of an Emergency Operations Center (EOC) to manage a major earthquake disaster.

Enabling Objectives

The students will be able to:

13.1   Prioritize functions and responsibilities using key components of the EOC.

13.2   Manage problems using an interdisciplinary approach.

13.3   Simulate interactions between the EOC and Incident Management Team (IMT).

Unit 14: Earthquake Recovery

Objectives

Terminal Objective

The students will be able to:

14.1   Prioritize the key issues to be addressed as an Emergency Operations Center (EOC) during the recovery process after a major disaster.

Enabling Objectives

The students will be able to:

14.1   Determine the key issues to address as an EOC during the recovery process after a major disaster.

14.2   Analyze the key issues to address as an EOC during the recovery process after a major disaster.

Unit 15: Managing Disasters: Hurricane Simulation

Objectives

Terminal Objective

The students will be able to:

15.1   Organize resources while using an Incident Action Plan (IAP) to manage a major hurricane disaster.

Enabling Objectives

The students will be able to:

15.1   Explain the key components of the Incident Command System (ICS) and work in an Incident Management Team (IMT) under an Area Command (AC) structure.

15.2   Prioritize functions and responsibilities using key components of the ICS.

15.3   Establish critical relationships between an IMT, AC, and an Emergency Operations Center (EOC).

15.4   Develop an IAP to manage a major hurricane disaster.

15.5   Manage problems using an interdisciplinary approach.

Policies

Class Attendance and Cancellation Policy

<u>Attendance</u>

- 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.

<u>Student Substitutions</u>

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

<u>Cancellations or No-Shows</u>

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.

<u>Course Failure</u>

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.

<u>Student Code of Conduct Policy</u>

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.

<u>Writing Expectations</u>

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

EVALUATION MASTER SHEET

	Group 1 Central City East	Group 2 Central City West	Group 3 County
Student Name/Number			
Pre-course Assignment — 20			
Communicate with EPM			
Comprehensively answer questions			
Complete assignment on time			
Answer questions clearly			
THIRA CI Chart Project — 20			
Identify three sites in each major category			
Place site name and location in Column 1			
Identify the category and icon in Column 2			
Identify site vulnerabilities in Column 3			
Group Presentation			
Incident Action Plan — 30			
Gather information and apply to the IAP			
Describe team members' input			
Participate as members of the IMT			
Develop an IAP			
Simulation Incident Learning Activities — 30			
Ensure safety of all personnel			
Brief personnel			
Determine need and order additional resources			
Complete appropriate forms			
Report significant changes in the incident			
Maintain Unit/Activity Log			
OVERALL SCORE/GRADE Points possible: 100			

Pre-course Assignment Grade Sheet

Student Name: _____

Course Date: _____

Complete the "Community EOC Questionnaire." Submit the completed questionnaire at least three weeks prior to the start of class.

Technical Content	Meets expectations 5	Minor recommendations 4	Few recommendations 3	Significant recommendations 2	Incomplete 1	Score
1. Did the student communicate with their emergency program manager to complete the questionnaire?						
2. Did the student, along with their emergency program manager, comprehensively answer the assigned questions?						
3. Did the student complete the assignment on time?						
4. Did the student answer questions clearly with correct spelling and grammar?						
Final grade: (Total points possible = 20)						

Comments/Recommendations: _____

Instructor: _____

Instructor: _____

(continue on reverse if necessary)

CRITICAL INFRASTRUCTURE (CI) EVALUATION SHEET

	Group 1 N/W Quadrant	Group 2 N/E Quadrant	Group 3 S/E Quadrant	Group 4 S/W Quadrant
Student Name/Number				

THIRA CI Chart Project	Points possible: 20
Identify three sites in each major category	5
Place site name and location in Column 1	5
Identify the category and icon in Column 2	5
Identify site vulnerabilities in Column 3	5
OVERALL SCORE/GRADE	

INCIDENT ACTION PLAN PROJECT GRADE SHEET

Student Name: _____

Course Date: _____

An Incident Action Plan (IAP) formally documents incident goals (known as control objectives in National Incident Management System (NIMS)), operational period objectives, and the response strategy defined by incident command during response planning. It contains general tactics to achieve goals and objectives within the overall strategy, while providing important information on event and response parameters. Equally important, the IAP facilitates dissemination of critical information about the status of response assets themselves. Because incident parameters evolve, action plans must be revised on a regular basis (at least once per operational period) to maintain consistent, up-to-date guidance across the system.

	Exceeds expectations	Meets expectations	Minor recommendations	Significant recommendations	Incomplete	Score
	10	8	6	4	2	Score
Technical Content						
1. Gather information and apply to the formulation of an IAP.						
2. Describe how team members work independently and collectively in developing an IAP.						
3. Participate as members of an Incident Management Team (IMT) in the Planning Process.						
Final grade: **(Total points possible = 30)**						

Comments/Recommendations: _____

_____

_____

_____

_____

_____

(continue on reverse if necessary)

Instructor: _____   Instructor: _____

EXERCISE EVALUATION SHEET

NAME/NUMBER	Logistics Section	Planning Section	Operations Section	Command
INCIDENT LEARNING ACTIVITIES Points possible: 30				
Ensure safety of all personnel 5				
Brief personnel 5				
Determine need and order additional resources 5				
Complete appropriate forms 5				
Report significant changes in the incident 5				
Maintain Unit/Activity Log 5				
OVERALL SCORE/GRADE				