



# National Fire Academy

**R0333 – Fire Service Financial Management  
Version: 4th Edition, 2nd Printing, May 2023**

**Quarter:**

**ACE Credit:** In the graduate degree category, three semester hours in emergency medical services, fire administration, public administration, or emergency management.

**IACET Continuing Education Units: 7.0**

**Length of Course: 10 Days (61 hr., 15 min. contact hours, Monday – Friday)**

**Prerequisite: Yes**

**Curriculum: Planning and Information Management**

**Training Specialist: Dave Donohue**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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## Course Description (Catalog)

R0333 – “Fire Service Financial Management.” This 10-day course provides attendees with the skills needed to effectively manage the fiscal activities of fire/EMS and emergency services organizations and the community. The program focuses on planning, developing, funding, and implementing budgets and the presentation of budgets and fiscal documents and programs to policy-makers, with a focus on evaluating the impact of changes in resource levels on performance goals and outcomes.

This is not an accounting course, but does utilize accounting concepts to support decision making and financial management to support organizational objectives. This is a course for fire/EMS, emergency service managers, community leaders, and others who need to tie capacity building and resource and resource allocation to community risk-reduction outcomes identified in their strategic-based or capability-based planning.

This course supports coalition building and collaboration to obtain prioritized needs, resource allocation, tracking to sustain updated strategies, and the delivery of community risk identification and preparedness programs.

At the conclusion of this course, attendees will be able to develop, implement, support, and manage the fiscal activities of their organization in support of organizational priorities.

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

The course targets students with direct influence on and/or responsibility for the design, development, and/or management of the organization's overall budget. The target audience may have several members from the same department in the class at the same time. If so, they should be assigned to different table groups but allowed to work together on a common final presentation together.

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

To provide students with the knowledge, skills, and abilities (KSAs) to manage fiscal activities related to the fire/rescue service organization and community.

The course aims at augmenting the experienced financial officer's knowledge of planning, development, funding, and budget implementation as well as making presentations to elected or appointed bodies. It will not focus on teaching accounting or creating spreadsheets but will focus on using report and spreadsheet calculations to make decisions and to develop new techniques for financial management.

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

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

- Describe the key elements of the Fire Service Financial Management (FSFM) course, relate them to fire/emergency medical services (EMS) financial management competencies, and become familiar with their fellow students and course activities in order to learn those competencies.
- Demonstrate knowledge of basic budget processes by identifying governmental budget types, recognizing budget terms, and interpreting a budget report.

- Explain the advantage of using outcomes to assess budget process strengths and weaknesses in terms of goals, socioeconomic influences, political factors, and justification strategies.
- Describe the importance of using outcomes as the key basis for the planning of, development of, and presentation to elected officials of an emergency services agency budget.
- Recognize the importance of data analysis, understand the impact of economic trends, and develop an awareness of outside agency standards, all which have a direct effect on a fiscal manager's ability to manage an emergency services agency budget.
- Recognize the importance of program analysis, understand the use of appropriate evaluation tools, differentiate differing decisionmaking styles, and understand where political influence can affect decisionmaking, all which have a direct effect on a fiscal manager's ability to manage an emergency services agency's various programs.
- Demonstrate the ability to analyze financial documents and purchasing options for adjustments and efficiencies and apply these skills in an ethical and lawful manner.
- Identify the need for, costs of, and gains related to the fire/ emergency medical services (EMS) system of various types of alternative revenue sources. They will demonstrate how to develop these sources and explain why they have become necessary.
- Demonstrate mastery of the essential objectives of the course by incorporating lessons learned into an outcome-based presentation to an elected body.

### **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 1: Introduction	Unit 3: Planning
<i>Break</i>	<i>Break</i>
Unit 1: Introduction (cont'd)	Unit 3: Planning (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Introduction (cont'd)	Unit 3: Planning (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Fundamentals FSFM Jeopardy	Unit 3: Planning (cont'd)

<b>DAY 3</b>	<b>DAY 4</b>
Unit 4: Presentation	Unit 5: Data Analysis
<i>Break</i>	<i>Break</i>
Unit 4: Presentation (cont'd)	Unit 5: Data Analysis (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 4: Presentation (cont'd)	Unit 5: Data Analysis (cont'd)
<i>Break</i>	<i>Break</i>
Unit 4: Presentation (cont'd)	Unit 5: Data Analysis (cont'd) Computer Lab Session

DAY 5	DAY 6
Unit 6: Program Analysis	Unit 6: Program Analysis (cont'd)
<i>Break</i>	<i>Break</i>
Unit 6: Program Analysis (cont'd)	Unit 6: Program Analysis (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 6: Program Analysis (cont'd)	Unit 7: Budget Management
<i>Break</i>	<i>Break</i>
Unit 6: Program Analysis (cont'd) Computer Lab Activity <b>Complete by COB Friday</b>	Unit 7: Budget Management (cont'd) Computer Lab Session

<b>DAY 7</b>	<b>DAY 8</b>
Unit 7: Budget Management (cont'd)	Unit 8: Alternative Funding (cont'd)
<i>Break</i>	<i>Break</i>
Unit 7: Budget Management (cont'd)	Unit 9: Council Presentation
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 8: Alternative Funding	Unit 9: Council Presentation (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Alternative Funding (cont'd) Computer Lab Session	Unit 9: Council Presentation (cont'd)

<b>DAY 9</b>	<b>DAY 10</b>
Unit 9: Council Presentation (cont'd)	Graduation
<i>Break</i>	<i>Break</i>
Unit 9: Council Presentation (cont'd)	Departure
<i>Lunch Break</i>	
Unit 9: Council Presentation (cont'd)	
<i>Break</i>	
Unit 9: Council Presentation (cont'd) Closing Activities	



## **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.

“Ethics—Opportunities for Investment” SM 1-49.

“Oceanside Investment” SM 1-65

“Risk Management” SM 1-89

“Eminent Domain” SM 1-107

“Proposition 218” SM 1-127

All these are in the Student Manual.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

The following assessment items comprise the evaluation plan for FSM:

1. **Precourse Preparation:** Each student has seven assignments due at the beginning of the class. A total of 20 points are available.

- Assignment 1: Read “Playing with Fire” and provide a detailed response to the six questions provided.
- Assignment 2: Complete a two-page questionnaire about department demographics and budget. Research and collaboration is expected.
- Assignment 3: Obtain a copy of the most recent monthly budget expenditure report. Research and collaboration is expected.
- Assignment 4: Obtain a copy of the most recent ISO Rating Report “Public Protection Classification Summary Report.” Research and collaboration is expected.
- Assignment 5: Select a presentation from the “American Rhetoric” Web site; listen or view the presentation. Develop a list of 10 discussion elements from a delivery and content viewpoint.
- Assignment 6: Meet with your organization’s Financial Director; discuss and prepare typed responses to the nine questions provided.
- Assignment 7: Review terminology and research Glossary. There is a learning check on the first day of class.

2. **Individual Activities:** There are four individual assignments. A total of 20 points are available.

- Activity 9: Measuring the understanding of the format and content of a Budget Report. Sixteen budget elements are analyzed (Activity 2.1).
- Activity 10: Demonstrate a purchasing decision for resource allocation using fiscal variables (Activity 5.4).
- Activity 11: Demonstrate the usage of priority analysis in decisionmaking, provide two Probability Tree solutions (Activity 6.6).
- Activity 12: ISO Report Exercise. This activity has three parts (Activity 7.5).
  - Use a computer software program to analyze alternative resource expenditures;
  - Create a cost-benefit matrix using a minimum of two rating elements; and
  - Write an outcome-based project proposal statement based on the findings of the cost-benefit analysis identifying one or more changes that would contribute to decreasing your community’s risk.

3. **Group Activities:** There are four group activity assignments. A total of 60 points are available.

- Assignment 8: Selected or Assigned Reading Presentation; as a member of a small group (3 to 5 individuals), present the purpose, focus, and application to an emergency service problem (Activity 1.5).
- Assignment 13A: Peer Review Team (Reviewers), support a Peer Presentation Team by providing constructive discussion of their content, context, and presentation elements (Activity 9.1A).
- Assignment 13B: Peer Presentation Team, demonstrate knowledge and application of fiscal and resource budget planning, process, and applications. Dialogue with Peer Reviewers to enhance the presentation's issues, discussion, and presentation elements (Activity 9.1B).
- Assignment 14: Provide a fiscal/resource planning presentation to a representative council (Activity 9.2).

A minimum final course grade of at least 80 percent is required to pass this course.

<b>Grade</b>	<b>Total Points</b>
A	90–100
B	80–89
F	79 or less

### **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**

##### **Terminal Objective**

- 1.1 The students will be able to describe the key elements of the Fire Service Financial Management (FSFM) course, relate them to fire/emergency medical services (EMS) financial management competencies, and become familiar with their fellow students and course activities in order to learn those competencies.

##### **Enabling Objectives**

The students will:

- 1.1 Identify important competencies in fire service financial management.
- 1.2 Relate key competencies to the units in this course.
- 1.3 Recognize fellow students.
- 1.4 Determine readiness to learn.

### **Unit 2: Fundamentals (Day 1)**

#### **Objectives**

##### **Terminal Objective**

- 2.1 The students will be able to demonstrate knowledge of basic budget processes by identifying governmental budget types, recognizing budget terms, and interpreting a budget report.

##### **Enabling Objectives**

The students will:

- 2.1 Differentiate between types of budgets commonly used in government.
- 2.2 Match common budget, revenue, accounting, and economic terms to definitions.
- 2.3 Explain the use of typical budget reports.

### **Unit 3: Planning (Day 2)**

#### **Objectives**

##### **Terminal Objective**

- 3.1 The students will be able to explain the advantage of using outcomes to assess budget process strengths and weaknesses in terms of goals, socioeconomic influences, political factors, and justification strategies.

##### **Enabling Objectives**

The students will:

- 3.1 Explain a transformational model used to convert resources into outcomes.
- 3.2 Assess the budget process, judging its strengths and weaknesses.
- 3.3 Analyze processes involved in political and social issues that may affect the fire/emergency medical services (EMS) department budget.
- 3.4 Formulate the organization's strategic goals and justify programs and services based on outcomes.

### **Unit 4: Presentation (Day 3)**

#### **Objectives**

##### **Terminal Objective**

- 4.1 The students will be able to describe the importance of using outcomes as the key basis for the planning of, development of, and presentation to elected officials of an emergency services agency budget.

##### **Enabling Objectives**

The students will:

- 4.1 Demonstrate effective oral and PowerPoint® presentation skills by selecting appropriate material and designing, preparing, and conducting a basic budget-related presentation.
- 4.2 Evaluate organizational and political environments and select appropriate presentation techniques.

- 4.3 Demonstrate persuasive strategies by preparing for and participating in a budget presentation. This will be a critical element in the final activity in Unit 9: Council Presentation by student groups.

## **Unit 5: Data Analysis (Day 4)**

### **Objectives**

#### **Terminal Objective**

- 5.1 The students will be able to recognize the importance of data analysis, understand the impact of economic trends, and develop an awareness of outside agency standards, all which have a direct effect on a fiscal manager's ability to manage an emergency services agency budget.

#### **Enabling Objectives**

The students will:

- 5.1 Recognize the value of technology in data analysis and decisionmaking, and identify possible uses in their own agency using the various software applications.
- 5.2 Define basic economic trends and their affects on governmental finance.
- 5.3 Evaluate the organizational and political environments as a result of the implementation of the Governmental Accounting Standards Board (GASB) Statement Number 45.

## **Unit 6: Program Analysis (Day 5)**

### **Objectives**

#### **Terminal Objective**

- 6.1 The students will be able to recognize the importance of program analysis, understand the use of appropriate evaluation tools, differentiate differing decisionmaking styles, and understand where political influence can affect decisionmaking, all which have a direct effect on a fiscal manager's ability to manage an emergency services agency's various programs.

#### **Enabling Objectives**

The students will:

- 6.1 Assess the role of the fire/emergency medical services (EMS) professional in program analysis.

- 6.2 Evaluate the applications and limitations of analysis as a method to determine needs and alternatives.
- 6.3 Examine benefit-cost analysis and determine its value in problem-solving.
- 6.4 Assess the effects of objective and subjective methods in evaluating alternatives.
- 6.5 Evaluate the process of presenting analysis for final review.

## **Unit 7: Budget Management (Day 6)**

### **Objectives**

#### **Terminal Objective**

- 7.1 The students will be able to demonstrate the ability to analyze financial documents and purchasing options for adjustments and efficiencies and apply these skills in an ethical and lawful manner.

#### **Enabling Objectives**

The students will:

- 7.1 Analyze procurement decisions.
- 7.2 Analyze a budget report.
- 7.3 Apply ethics standards to government budgeting.
- 7.4 Describe the need for audit and control systems.

## **Unit 8: Alternative Funding (Day 7)**

### **Objectives**

#### **Terminal Objective**

- 8.1 The students will be able to identify the need for, costs of, and gains related to the fire/emergency medical services (EMS) system of various types of alternative revenue sources. They will demonstrate how to develop these sources and explain why they have become necessary.

#### **Enabling Objectives**

The students will:

- 8.1 Evaluate the impact of economic changes on the use of alternative funding sources.

- 8.2 Analyze the essential elements and the advantages and disadvantages of a proposed revenue source.
- 8.3 Demonstrate the process to determine fee amounts.
- 8.4 Explain how fees can be used by the fire/EMS system to affect behavior.

## **Unit 9: Council Presentation (Day 8)**

### **Objectives**

#### **Terminal Objective**

- 9.1 The students will be able to demonstrate mastery of the essential objectives of the course by incorporating lessons learned into an outcome-based presentation to an elected body.

#### **Enabling Objective**

- 9.1 The students will demonstrate mastery of the essential objectives of the course.

### **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

### INSTRUCTOR'S GRADING GUIDE WITH STUDENT ACTIVITY SCORING PLAN

#### Grading Structure and Rubrics by Student Activity with Individual Student Score Cards

##### Student Activities (100 points, cumulative)

Precourse Preparation (7 assignments)	20 points
Individual Activities (4 assignments)	20 points
<u>Group Activities (4 assignments)</u>	<u>60 points</u>
TOTAL	100 points

#### How is a student's learning evaluated for each course?

- Precourse Preparation:** Each student has seven assignments due at the beginning of the class. A total of 20 points are available.
  - Assignment 1: Read "Playing with Fire" and provide a detailed response to the six questions provided.
  - Assignment 2: Complete a two-page questionnaire about department demographics and budget. Research and collaboration is expected.
  - Assignment 3: Obtain a copy of the most recent monthly budget expenditure report. Research and collaboration is expected.
  - Assignment 4: Obtain a copy of the most recent ISO Rating Report "Public Protection Classification Summary Report." Research and collaboration is expected.
  - Assignment 5: Select a presentation from the "American Rhetoric" Web site; listen or view the presentation. Develop a list of 10 discussion elements from a delivery and content viewpoint.
  - Assignment 6: Meet with your organization's Financial Director; discuss and prepare typed responses to the nine questions provided.
  - Assignment 7: Review terminology and research Glossary. There is a learning check on the first day of class.
- Individual Activities:** There are four individual assignments. A total of 20 points are available.

- Activity 9: Measuring the understanding of the format and content of a Budget Report. Sixteen budget elements are analyzed (Activity 2.1).
- Activity 10: Demonstrate a purchasing decision for resource allocation using fiscal variables (Activity 5.4).
- Activity 11: Demonstrate the usage of priority analysis in decisionmaking, provide two Probability Tree solutions (Activity 6.6).
- Activity 12: ISO Report Exercise. This activity has three parts (Activity 7.5).
  - Use a computer software program to analyze alternative resource expenditures;
  - Create a cost-benefit matrix using a minimum of two rating elements; and
  - Write an outcome-based project proposal statement based on the findings of the cost-benefit analysis identifying one or more changes that would contribute to decreasing your community's risk.

3. **Group Activities:** There are four group activity assignments. A total of 60 points are available.

- Assignment 8: Selected or Assigned Reading Presentation; as a member of a small group (3 to 5 individuals), present the purpose, focus, and application to an emergency service problem (Activity 1.5).
- Assignment 13A: Peer Review Team (Reviewers), support a Peer Presentation Team by providing constructive discussion of their content, context, and presentation elements (Activity 9.1A).
- Assignment 13B: Peer Presentation Team, demonstrate knowledge and application of fiscal and resource budget planning, process, and applications. Dialogue with Peer Reviewers to enhance the presentation's issues, discussion, and presentation elements (Activity 9.1B).
- Assignment 14: Provide a fiscal/resource planning presentation to a representative council (Activity 9.2).

A minimum final course grade of at least 80 percent is required to pass this course.

Grade	Total Points
A	90–100
B	80–89
F	79 or less

## Fire Service Financial Management (R0333) Rubric

The analysis and evaluation of this course is based on precourse assignments and group and individual activities.

<p><b>Precourse Student Assignment 1</b></p> <p>Individual Activity</p> <p>“Playing with Fire”</p> <p>0 Percent of Grade</p>	<p>Read the book “Playing with Fire” and provide a typed, detailed response to the six questions.</p> <p>Due on the first morning of class.</p> <p>-2 to 3 points</p>	<p>-2 = Report not completed or not ready for presentation to instructors at the beginning of the class.</p> <p>0 = no relevant linkage, or application.</p> <p>1 = minimal use of terms, context, or explanations to support awareness or lesson.</p> <p>2 = good linkage to introspection, cause and effect, and application of concepts.</p> <p>3 = excellent understanding of concepts and insight into applications for the ideas and lessons learned.</p>
<p><b>Precourse Student Assignment 2</b></p> <p>Individual Activity</p> <p>Local Department Profile</p> <p>0 Percent of Grade</p>	<p>Complete the questionnaire.</p> <p>Due on the first morning of class.</p> <p>-2 to 3 points</p>	<p>-2 = questionnaire on department demographics and budget was not completed or not ready for presentation to instructors at the beginning of the class.</p> <p>0 = missing more than 50 percent of the demographic or budget information.</p> <p>3 = department demographics and budget information are complete and on time.</p>
<p><b>Precourse Student Assignment 3</b></p> <p>Individual Activity</p> <p>Department Monthly Budget Expenditure Report</p> <p>0 Percent of Grade</p>	<p>Bring a copy of your Department’s Monthly Budget Expenditure Report for use in class activities.</p> <p>Due on the first morning of class.</p> <p>-2 to 2 points</p>	<p>-2 = report not ready for presentation to instructors at the beginning of the class.</p> <p>2 = information on the monthly expenditure report was complete and provided on time.</p>

<p><b>Precourse Student Assignment 4</b></p> <p>Individual Activity</p> <p>ISO Report</p> <p>0 Percent of Grade</p>	<p>Bring a copy of the most recent Rating Report from ISO for your jurisdiction.</p> <p>Due on the first morning of class.</p> <p>-2 to 2 points</p>	<p>-2 = report not ready for presentation to instructors at the beginning of the class.</p> <p>2 = information on the Rating Report was complete and provided on time.</p>
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<p><b>Precourse Student Assignment 5</b></p> <p>Individual Activity</p> <p>American Rhetoric</p> <p>0 Percent of Grade</p>	<p>Review a speech from the American Rhetoric site and identify 10 elements from the delivery and content that would improve your public speaking presentations.</p> <p>Due on the first morning of class.</p> <p>-2 to 2 points</p>	<p>-2 = 10 delivery and/or content elements not ready for presentation to instructors at the beginning of the class.</p> <p>2 = information on the American Rhetoric presentation and content was complete and provided on time.</p>
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<p><b>Precourse Student Assignment 6</b></p> <p>Individual Activity</p> <p>Department Monthly Budget Expenditure Report</p> <p>0 Percent of Grade</p>	<p>Meet with your Finance Director and provide a typed, detailed response to the nine questions.</p> <p>Due on the first morning of class.</p> <p>-2 to 5 points</p>	<p>-2 = meeting not held, or responses to the nine questions not ready for presentation to instructors at the beginning of the class.</p> <p>2 = only questions one to six completed.</p> <p>5 = responses were provided to all nine questions.</p>
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<p><b>Course</b> <b>Student Assignment 7</b></p> <p>Group Activity</p> <p>Selected or Assigned Reading Presentation</p> <p>15 Percent of Grade</p>	<p>This is not a book report.</p> <p>Present the purpose and focus of the reading by addressing its value and application to financial planning, budget process, funding alternatives, and/or political influence.</p> <p>Provide a description and explanation of content and context, a conclusion, and application of this material to an emergency service problem.</p> <p>This is to be a small group presentation approximately 15 minutes long.</p> <p>0 to 10 points</p>	<p>0 = topic content and context were poorly represented, or materials were not well organized.</p> <p>4 = there was an incomplete treatment of the topic, and/or no application for emergency services.</p> <p>6 = coverage of the content and context were generally good but not sufficiently organized or integrated with the conclusion and application.</p> <p>8 = confident and fluent introduction; clear overview, descriptive explanations but the conclusion and/or application are underdeveloped.</p> <p>10 = thorough coverage of the value of the reading and topic, well sequenced presentation with integrated conclusion and application for emergency service.</p>
<p><b>Student Assignment 8</b></p> <p>Individual Activity</p> <p>Budget Report</p> <p>5 Percent of Grade</p>	<p>To measure the understanding of format and content commonly found in budget reports.</p> <p>Answer questions provided, based on the sample budget report.</p> <p>-0 to 5 points</p>	<p>0 = correct answers were provided for eight or fewer questions.</p> <p>3 = correct answers were provided for 9 to 12 questions.</p> <p>4 = correct answers were provided for 13 or 14 questions.</p> <p>5 = correct responses were provided to all 16 questions.</p>



<p><b>Student Assignment</b></p> <p>Individual Activity</p> <p>ISO Report Exercise</p> <p>10 Percent of Grade</p>	<p>-0 to 10 points</p>	<p>0 =</p> <p>2 =</p> <p>4 =</p> <p>6 =</p> <p>8 =</p> <p>10 =</p>
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<p><b>Student Assignment</b></p> <p><b>9A</b></p> <p>Group Activity</p> <p>Peer Review Team (reviewers)</p> <p>10 Percent of Grade</p>	<p>As a Review Team, demonstrates knowledge of financial planning, budget process, funding alternatives, and political influence on fiscal and resource outcomes through identification of context and content successes and/or opportunities for improvements.</p> <p>0 to 5 points</p>	<p>0 = demonstrates a noticeable lack of interest in the presentations being delivered.</p> <p>1 = comments are vague or not related to content or context.</p> <p>2 = comments are relevant but lack descriptive solutions.</p> <p>3 = Review Team participates constructively in discussion of content and context.</p> <p>4 = Review Team provides clear discussion of opportunities for improvements in content and context and identifies presentation elements that were well done.</p> <p>5 = Review Team actively supports the peer presentation by providing or demonstrating examples that improve the knowledge, skills, and abilities (KSAs) of the Presentation Team and recognizes their successful presentation elements</p>
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<p><b>Student Assignment 9B</b></p> <p>Group Activity</p> <p>Peer Review Presentation Team</p> <p>10 Percent of Grade</p>	<p>As a Presentation Team, demonstrates knowledge and application of the financial planning, budget process, data and program analysis, funding alternatives, and political influence on fiscal and resource outcomes and FSM course content; Dialogues with Peer Evaluators to seek opportunities for improved focus, presentation, and graphics.</p> <p>0 to 5 points</p>	<p>0 = not all members of the Presentation Team presented or participated, active listening was not observed, or presenters were dismissive of input from Peer Reviewers.</p> <p>1 = Presentation Team’s use of terms, concepts, content, and context indicated a lack of familiarity with fiscal planning or budget management process or applications. Peer suggestions were not received as constructive input.</p> <p>2 = Presentation Team used appropriate template elements and tools; however, the presentation was underdeveloped. Several general suggestions were discussed and alternative presentation approaches were considered.</p> <p>3 = Presentation Team’s mastery of the content and context provided a fiscal/resource planning approach, demonstrated data and program analysis, and provided a proposal to move the organization from its current reality to an improved outcome. The Peer Review Team’s identification of issues and discussion of alternatives focus on presentation elements i.e., slide placement, graphics, color or font and/or minor typos.</p> <p>4 = Presentation Team’s delivery identified application of content and context, with a clearly defined values-/outcome-based fiscal plan and supporting data and program analysis documents. The Peer Review discussion focused on possible Council and Project Team questions and development of responses based on the existing presentation materials.</p> <p>5 = Presentation Team’s coverage of content and context demonstrates mastery and purposeful application of fiscal planning, budget management, data and program analysis, resource tools, concepts and processes to create an outcome supporting organizational/community values. Peer Review discussion focused on leveraging an opportunity and ensuring broad-based community support for the proposal.</p>
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<p><b>Student Assignment 10</b></p> <p>Group Activity</p> <p>R333 FSFM</p> <p>Council Presentation</p> <p>25 Percent of Grade</p>	<p>The Presentation Team will provide a fiscal/resource planning presentation to a representative Council.</p> <p>Apply the course content, context, and tools to a selected current issue affecting a community.</p> <p>5 to 25 points</p>	<p>5 = The presentation is missing one or two elements or has consistency problems with data or sequencing.</p> <p>15 = All items (A–K) are provided within the content and context of the Planning Teams Strategic Planning presentation.</p> <p>25 = Excellent descriptive presentation, persuasive, emphasizing opportunities to reduce the gap between current reality and proposed community benefits and/or outcome.</p>
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## GRADE SHEET

Assignment	Your E-Mail	
Grand Total		
		Rubrics #5
		<b>20%</b>
<b>#1</b>	PC #1—"Playing With Fire" (Act.1.2, 1.4)	5%
<b>#2</b>	PC #2—Department Profile (Act. 9.2)	1%
<b>#3</b>	PC #3—Expend Rpt (Act. 2.1)	1%
<b>#4</b>	PC #4—ISO (Act. 7.5)	3%
<b>#5</b>	PC #5—American Rhetoric (Act. 4.2)	5%
<b>#6</b>	PC #6—Finance Director (Act. 5.2)	5%
<b>#7</b>	PC #7—Terminology and Glossary	0%
		<b>20%</b>
<b>#9</b>	Budget Report Activity (Act. 2.1)	5%
<b>#10</b>	Purchasing Decisions (Act. 5.4)	5%
<b>#11</b>	Resource Allocation (Act. 6.8)	5%
<b>#12</b>	ISO Activity (Act. 7.5)	5%
		<b>60%</b>
<b>#8</b>	Selected Reading (Act. 1.5)	15%
<b>#13A</b>	Peer Team Review (Act. 9.1A)	10%
<b>#13B</b>	Peer Presentation Team (Act. 9.1B)	10%
<b>#14</b>	Council Presentation (Act. 9.2)	25%