



U.S. Fire Administration

2012-2013

Course Catalog

National Fire Academy



FEMA

Human Dignity Statement

The uniqueness of all individuals attending Department of Homeland Security (DHS) conducted or sponsored training is recognized, as well as their diversity, which can be a resource that enriches the learning environment through sharing of differing perspectives. An equal learning opportunity is provided to all course participants. This is supported by:

- ensuring equal opportunity to all students, employees, and contractors;
- prohibiting all discrimination and harassment;
- supporting affirmative employment policies and practices on behalf of minorities, women, and persons with disabilities;
- encouraging students, staff, and contractors to communicate and behave in a manner which is sensitive to, and acknowledges, the viewpoints of others;
- regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences, and ideas;
- removing barriers to teamwork through collaboration, problem-solving, and the constructive resolution of conflicts; and
- continuing to identify and eliminate barriers to training, employment, and advancement of minorities, women, and persons with disabilities.

Participants, 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.

Mission

We provide national leadership to foster a solid foundation for our fire and emergency services stakeholders in prevention, preparedness, and response.

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WELCOME TO THE NATIONAL EMERGENCY TRAINING CENTER

The National Emergency Training Center (NETC) in Emmitsburg, Maryland offers the finest in educational resources. The 107-acre campus houses the U.S. Fire Administration (USFA), the **National Fire Academy (NFA)**, and the **Emergency Management Institute (EMI)**. The campus is located 12 miles south of Gettysburg, PA, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, MD.

The campus is fully equipped with air-conditioned classrooms, lodging for students, a Learning Resource Center (LRC), a Publications Center, and dining and recreational facilities. There are also several specialized facilities, such as the Arson Burn Laboratory, Fire Prevention Laboratory, Simulation and Exercise Laboratory, a television studio, and four computer laboratories that are integral to the instruction of many courses.

USFA's NFA is part of the Department of Homeland Security's (DHS's) Federal Emergency Management Agency (FEMA). The NFA promotes the professional development of the fire and emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the NFA delivers educational and training courses having a national focus. **NFA course attendance information begins on page 13.**

EMI is also part of the DHS's FEMA. The EMI provides national leadership in developing and delivering training to ensure that individuals and groups having key emergency management responsibilities, including FEMA employees, possess the requisite skills to perform their jobs effectively. **Information on EMI is available at www.training.fema.gov**

The United States Fire Administration

The DHS's USFA serves as the Agency's fire protection and emergency response community expert. It is located at the NETC in Emmitsburg, Maryland. USFA administers, coordinates, directs, and controls fire prevention, mitigation, and response activities, and provides training and education programs to the Nation's fire service and allied professions.

This is accomplished through the following USFA offices:

The **NETC Management Operations and Support Services** manages, operates, and maintains the NETC in an efficient and effective manner, providing administrative, operational, and emergency services in support of the program activities and special groups at the NETC.

The **National Fire Programs (NFP)** manages the USFA public education and information efforts and operates the National Fire Data Center (NFDC) for the collection, analysis, publication, dissemination, and marketing of information related to the Nation's fire problem and USFA programs. The NFP also manages USFA research efforts in fire detection, prevention, suppression, and first responder health, safety, and effectiveness and manages special programs that enhance USFA and partner roles in all-hazard preparedness and response.

The **NFA** promotes the professional development of the fire and the emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the NFA develops, delivers, and manages educational and training programs

having a national focus that increases the capacity of the Nation's fire and emergency services and the public to prevent, mitigate, prepare for, and respond to local, regional, and national emergencies.

The National Fire Academy

Through its courses and programs, the NFA works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Maryland, and throughout the Nation in cooperation with State and local fire training organizations and local colleges and universities.

Residential Delivery: On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. NFA offers these 10-day and 6-day courses in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services (EMS), or fire-related emergency management activities is eligible to apply for Academy courses.

Off-Campus Delivery: Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus programs. To reach these students, the Academy offers courses through a distance delivery training system. NFA 2-day courses are available for delivery in States and local communities through the NFA-Sponsored Off-Campus 2-Day Program. Students can attend select 10-day and 6-day NFA courses within their geographical region through the NFA Sponsored Off-Campus 10-Day and 6-Day Program. NFA offers support for off-campus deliveries of courses in the Hazardous Materials Curriculum through State and local fire training systems.

Online Training: The NFA is taking advantage of technology in order to deliver more training to our students. NFA Online maximizes the number of students we can reach. Interactive courses are available at no charge to the general public as well as to the fire service. To learn more about NFA Online, browse the catalog of courses and, to enroll, please visit www.nfaonline.dhs.gov

Enfranchisement: States are viewed as partners with the NFA and may deliver 6-day and 2-day NFA courses in addition to the current deliveries available to them. States and the NFA work cooperatively to deliver 6-day and 2-day programs. States have sole control and responsibility to deliver handoff courses. Enfranchisement establishes that State Fire Training Systems are the NFA in their State, with or without Federal funding. State Fire Training Systems are enfranchised to deliver NFA courses using NFA instructors. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA certificates. More information on this program is available at www.usfa.fema.gov/nfa/sfte

Endorsement: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses needed, and subject matter or resource constraints. Endorsement recognizes that some State-developed courses are the equivalent of NFA courses in both quality and content. NFA and State Fire Training Systems have agreed upon a set of criteria and a process to have State-level courses endorsed as NFA courses. The States will manage the

system for assessing courses submitted by individual States; essentially a peer-review process using geographically distant States to perform the assessment. Once a course meets the established criteria, it becomes an NFA-"endorsed" course. Endorsed courses are NFA courses delivered locally by local instructors. Students in NFA-endorsed courses may be registered in the NFA student database if the State training system provides the information and, if the State so desires, may receive NFA certificates. Endorsed courses will be available for distribution to other States that may not have adequate resources to develop a course. The process for exchange, costs, etc., is managed by the States involved. More information on this program is available at www.usfa.fema.gov/nfa/endorsed

Higher Education: For those interested in pursuing degrees, the Degrees at a Distance Program (DDP) extends NFA's academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study. For more information on this program, please see the complete program description on page 119.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the NFA. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine Academy programs, to determine whether these programs further the basic missions of the Academy; the adequacy of the facilities; and the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The FEMA Administrator receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, fire prevention, education and training, fire control research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness. Current members of the NFA Board of Visitors include

Chief Randy Novak
Iowa Fire Service Training
Ames, IA

Chief Adam Thiel
Alexandra Fire Department
Alexandra, VA

Captain Jack Reall
President, Columbus Firefighters Union
IAFF 67
Columbus, OH

Mr. Robert Cumberland
Cumberland Valley Volunteer Firemen's Assoc.
Westminster, MD

Dr. Sandy Bogucki
Associate Professor
Section of Emergency Medicine
Yale University School of Medicine
New Haven, CT

Ms. Helen Johnson, Chairman
Executive Director (Retired)
State Firemen's and Fire Marshals'
Austin, TX

Mr. Chris Neal
Stillwater, OK

NETC Learning Resource Center

The NETC Learning Resource Center (LRC) has for over three decades been the home to the Nation's pre-eminent collections of all-hazards first responder resources. Our 190,000 titles encompass the entire gamut of natural and manmade hazards from fires and hurricanes to tornadoes and flooding, from chemical and biological to radiological and nuclear hazards. Our emergency management, fire, and emergency medical services (EMS) collections in particular have the greatest depth and breadth of any in the United States.

The LRC routinely supplies answers to simple requests either on the phone or via email. In response to more complex subject inquiries, LRC staff will conduct literature searches, compile bibliographies, and, depending on copyright restrictions, provide documentation in the form of reports and articles.

You can visit the LRC Web site at www.lrc.fema.gov where you can search our extensive collection 24/7, including over 22,000 downloadable items. On our home page you can also sign up for our weekly newsletter and subscribe to one of our Really Simple Syndication (RSS) feeds. In addition, you can browse special landing pages such as:

- first responder dissertations and theses;
- prevention and public education exchange;
- fire and all-hazards subject guides; and
- major disaster bibliographies.

The LRC is open to the general public; however, only NETC personnel and students may borrow materials directly from the LRC. If you wish to visit the LRC, please call us at least 24 hours in advance at 301-447-1046. This will help expedite your entry through security. You will not be granted admittance after 5 p.m. (Monday–Thursday) or on the weekend unless you have called us in advance.

When classes are in session, the LRC's regular schedule of hours is Monday through Thursday, 8:30 a.m. to 9 p.m. and Friday 8:30 a.m. to 5 p.m. EST/EDT. Specifically in support of the NETC curriculum, the LRC is open some weekends and evenings. Please call ahead when visiting the LRC at these times.

If you have more questions about the library or our services, check out the FAQ page at www.lrc.fema.gov/faq/html or download our brochure at www.lrc.fema.gov/download/LRCBrochure-web.pdf

Contact the LRC at:

National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, MD 21727
1-800-638-1821
Telephone: 301-447-1030
Fax: 301-447-3217
Email: netclrc@fema.dhs.gov
Online card catalog: www.lrc.fema.gov

The Publications Center

Firefighters and other first responders face a continually growing number of job responsibilities and hazards. In an effort to assist fire and emergency services departments in meeting these responsibilities and protecting personnel, the USFA Publications Center provides information resources in many formats, including books, technical reports, kits, and DVDs free of charge (quantity restrictions apply).

USFA also provides fire safety education program materials for fire departments, addressing such subjects as smoke alarm maintenance, residential fire sprinklers, home fire prevention, and the increased risk of fire deaths and injuries to children, senior citizens, and people with disabilities.

You may order our publications in the following ways:

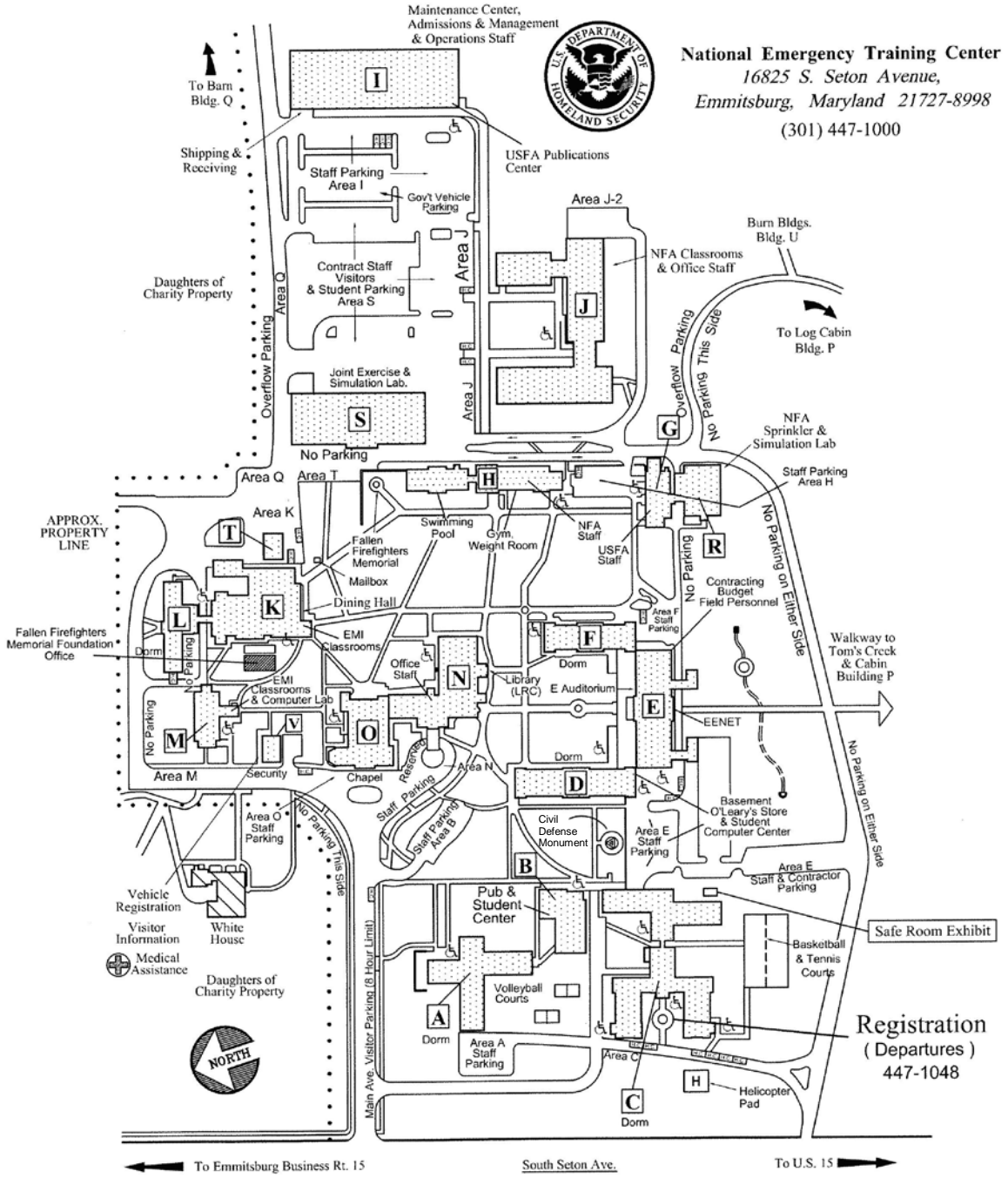
Web: www.apps.usfa.fema.gov/publications
Telephone: 1-800-561-3356 or 301-447-1189
(7:30 a.m. to 5 p.m. EST/EDT)
Fax: 301-447-1213
Mail: United States Fire Administration
Publications Center
Building I, Room 120
16825 South Seton Avenue
Emmitsburg, MD 21727

The majority of our publications may be downloaded from our Web site and reproduced locally if additional copies are required. Digital artwork to facilitate reproduction of public education materials at the local level is available upon request at the Publications Center.

The Campus

A map of the campus appears on the next page, followed by a description of each of the buildings.

Map of Campus



Important Phone Numbers:
 Security: 1111
 Emergency: 911
 Transportation Request: 1113
 Dining Hall: 1551
 Maintenance: 1500
 LRC: 1030
 Computer Help Desk: 1575

Photo ID required at all times.

Description of Buildings

National Emergency Training Center

St. Joseph College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a 4-year liberal arts college for women. In 1981, the facility was entered into the Federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (USFA) (which includes the National Fire Academy (NFA)), the Emergency Management Institute (EMI), and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on October 4, 1981, and in October 1990 Congress designated it as the **National** Fallen Firefighters Memorial. It is a memorial to firefighters who lost their lives in the line of duty.

Building A--A 3-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B--Student Center, built in 1956, the location of a game room, pub, and recreational activities. A large picture window overlooks the scenic Catoclin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 216 dormitory rooms. (F)

Building D--Built in 1926 and renovated in 1965 and 1995, it is a 3-story brick structure that has the charm of the old architecture. It consists of 39 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E--Built in 1926 and renovated in 1966 and 1993, it is occupied by the Emergency Management Institute, National Fire Programs, NETC Budget offices, Computer Support personnel, the EENET TV studio and the EENET staff on the 2nd and 3rd floors. (F)

Building F--Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G--Built in 1948, and renovated in 1984 and 2001 to accommodate staff of the National Fire Data Center and National Fire Programs Divisions. (G)

Building H--Built in 1923 and renovated in 1993, it houses the National Fire Academy offices, a fully equipped gymnasium, weight room, and an indoor swimming pool. (F)

Building I--Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility offices, Support Services Division offices, and the USFA Publications Center. (F)

Building J--Built in 1966, and renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses NFA. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K--Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The 3-story brick structure also contains a Dining Hall capable of seating 500 people, EMI Independent Study offices, and IEMC classrooms. (F)

Building L--Built in 1959, renovated in 1993, it consists of 37 dormitory rooms and a conference room. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and the EMI Computer Lab. (F)

Building N--Designed by the English-born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses staff of the United States Fire Administrator's office, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster altars and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

Building P--The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q--The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th-Century Western Maryland construction. (F)

Building R--Built in 1948, renovated in 1993, located behind Building G, it serves as the USFA Fire Protection Laboratory. (F)

Building S--Renovated in 2001, this building is the new home of the Emergency Management Institute and National Fire Academy Simulation Laboratories. (F)

Building T--The old Milk House of the original St. Joseph's campus.

Building U--A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V--Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible 1st floor only N-Not accessible G-Ground Floor Accessible only R-Restrooms not accessible



The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the NFA, has stood as the national memorial that honors firefighters who die in the line of duty. In 1990, the U.S. Congress designated the monument as the "official national memorial to volunteer and career firefighters who die in the line of duty." In 2010, military firefighters who die while performing firefighting duties were included.

Congress established the nonprofit National Fallen Firefighters Foundation in 1992 to honor and remember America's fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Each October, a grateful Nation honors its fallen heroes during the National Fallen Firefighters Memorial Weekend. In partnership with the USFA, the Foundation manages the weekend events that celebrate the lives of these men and women. The weekend will culminate in the 31st Annual National Fallen Firefighters Memorial Service on October 7, 2012.

The Foundation provides transportation, lodging, and meals for immediate survivors of fallen firefighters being honored. This helps survivors participate in Family Day sessions, conducted by trained grief counselors, and attend the public tributes. Returning survivors help with program activities and participate in special events. Fire service personnel from across the country volunteer to serve as family escorts and honor guard units.

National Memorial Park

America's fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. A Walk of Honor[®] now winds through the Park and contains over 9,000 inscribed bricks. In 2006, a multiyear restoration of the National Fallen Firefighters Memorial Chapel was completed, and the Foundation offices are there. In 2007, the "To Lift a Nation" statue created by sculptor Stan Watts was added to the Park. Three bronze firefighters standing three times life-size, raise the American flag in honor of all firefighters lost on 9/11 and as a symbol of hope to those left behind.

The National Fallen Firefighters Foundation

When a firefighter dies in the line of duty, the Foundation provides survivors with a place to turn. Families can receive emotional assistance through a Fire Service Survivors Network. This Network matches survivors with similar experiences and circumstances. This contact can be an important part of their healing. Families receive a special publication just for survivors, a quarterly newsletter, and specialized grief resources. A Fire Service Survivors Conference is held annually. Survivors attend workshops on grief, life skills, public speaking, parenting, stress management, and financial management.

The Foundation's Sarbanes Scholarship Program provides assistance with education and job training costs for spouses, life partners, children, and stepchildren of firefighters honored at the Memorial. Since its inception in 1997, a total of 740 scholarships totaling more than \$2,099,946 have been awarded.

Under a Department of Justice (DOJ) grant, the Foundation offers regional training sessions to help fire departments handle a line-of-duty death (LODD). Departments can receive resources and support through the Foundation. Immediately after a death, a Chief-to-Chief Network provides professional and personal support from another chief who "has been there." The DOJ grant also provides funding for Local Assistance State Teams (LAST) to help departments and families immediately after an LODD occurs. These teams assist the families with filing the paperwork for local, State, and Federal benefits. To date, teams from 49 States have been trained.

After the World Trade Center tragedy, the Foundation coordinated resources from across the country to provide logistical and peer support to FDNY's Counseling Services Unit. The Foundation continues to provide support to the Counseling Services Unit as well as long-term emotional support for the fallen firefighters' families.

In 2007, the Foundation provided assistance to the families of the nine firefighters killed in the Super Sofa Store fire and the Charleston Fire Department.

In partnership with the USFA, the Foundation launched the Everyone Goes Home[®] Firefighter Life Safety Initiatives program in 2004. This program is aimed at reducing the number of firefighter fatalities. The Web site www.everyonegoeshome.com provides information about this program.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

P.O. Drawer 498
Emmitsburg, MD 21727
Email: firehero@firehero.org
Telephone: 301-447-1365

The National Civil Defense/Emergency Management Monument

On November 13, 1999, President Clinton signed a bill (HR 348/PL 106-103) that granted authority to the National Civil Defense Monument Commission to construct a monument at FEMA's National Emergency Training Center (NETC) in Emmitsburg, MD.

The purpose of the monument is to honor the thousands of Civil Defense and Emergency Management professionals and volunteers who have worked hard and faithfully to protect the public from both manmade and natural hazards. This monument particularly recognizes the numerous military and civilian volunteers and professionals who have gone beyond the normal call of duty to save lives and alleviate suffering in times of crises. The monument serves as an enduring reminder of the heartfelt thanks that a multitude of people feel whenever they remember those who have selflessly served them or their loved ones in times of great need.

The centerpiece of the monument is a 15-ton block of polished white Vermont granite, shaped as a three-sided pyramid, representative of the Federal, State, and local governments and their efforts in working together to accomplish a joint mission. The triangular base is 5 feet on each side, rising to 15 feet in height. The pinnacle of the monument is capped with a large, bronze American eagle, sculpted by the world-renowned sculptor, Lorenzo Ghiglieri. The base is

encircled by a stone and concrete plaza with appropriately inscribed bronze State plaques embedded in concrete, surrounded by a circle of State flags. A brick wall rises 3 feet in height on the back or south side of the plaza. Near the edge of the plaza are two bronze plaques bearing the names of advocates and members of the Monument Commission.

The monument was dedicated on April 6, 2002. The Commission plans to hold an annual memorial service to pay tribute to those who have given to their fellow citizens by mitigating the potential losses from emergency situations, for those who have responded to emergencies, and to the professionals and our elected officials who strive to improve the methods of handling emergencies.

NATIONAL FIRE ACADEMY COURSE ATTENDANCE INFORMATION

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services (EMS), fire-related emergency management activities, or allied professions is eligible to apply for NFA courses. As a rule, participants may not take the same course more than once.

The NETC is an equal opportunity campus. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in its admissions and student-related policies and procedures. NETC actively encourages all qualified minority and female candidates to apply for all courses.

Applicants must meet specific selection criteria for each course. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

Mandatory Prerequisites for All National Fire Academy Courses

In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q462 and Q463 courses available through NFA Online at www.nfaonline.dhs.gov, we will accept other National Incident Management System (NIMS)-compliant equivalent training as provided by State and Federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q462, ICS-100, <i>Introduction to ICS for Operational First Responders</i> F/W806 <i>NIMS ICS for the Fire Service</i> F/W163 <i>NIMS ICS for EMS</i>
ICS-200	Q463, ICS-200, <i>Basic NIMS ICS for Operational First Responders</i> F/W806 <i>NIMS ICS for the Fire Service</i> F/W163 <i>NIMS ICS for EMS</i>
ICS-300	H465, ICS-300, <i>Intermediate ICS for Expanding Incidents for Operational First Responders</i> R308, <i>Command and Control of Fire Department Operations at Natural and Man-Made Disasters</i> (June 2007 or later) R152/N152, <i>EMS: Special Operations</i> (March 2007 or later) R243/N243/O243, <i>Hazardous Materials Incident Management</i> (July 2007 or later) R306, <i>Executive Analysis of Fire Service Operations in Emergency Management</i> (February 2007 or later) R337/N337/O337, <i>Command and General Staff Functions for Local Incident Management Teams</i> (2007 or later)

ICS-400 H467, ICS-400, *Advanced ICS for Command and General Staff, Complex Incidents, and MACS*
R306, *Executive Analysis of Fire Service Operations in Emergency Management* (February 2007 or later)
R337/N337/O337, *Command and General Staff Functions for Local Incident Management Teams* (2007 or later)

Application Procedures

IMPORTANT: New Student Identification Number (SID) required.

Beginning April 15, 2012, students applying for FY 2013 training courses (those starting after September 30, 2012) are required to register for a SID. This number will be used in place of your Social Security Number (SSN) on General Admissions Application forms.

How to Register for a Student Identification Number:

NFA students interested in applying for FY 2013 on-campus (10-, 6-, and 2-day) and off-campus (10- and 6-day) courses will need to **register for a SID that will be used in place of the SSN**. This number can be obtained through the Center for Domestic Preparedness (CDP) Corporate Training Administration System (CTAS).

Applications for FY 2013 NFA courses that do not include a SID will not be processed.

To Obtain a SID:

1. Register with CTAS at <https://cdp.dhs.gov/elms>
2. Click on the "Create Account" button on the left side of the screen.
3. Follow the instructions to create your account.

You may be asked to provide you SSN to register in CTAS, but this will be phased out with the new FEMA training registration system, expected to be available towards the end of summer 2012.

Use the SID in place of the SSN on the General Admissions Application Form (FEMA Form 119-25-1) and General Admissions Application Short Form (FEMA Form 119-25-2).

Additional Information

- Students applying for 2-day off-campus and NFA Online courses are not required to obtain a SID at this time.
- Obtaining a SID is an interim step until the new FEMA training registration system is operational.
- Anyone registered in CTAS will not need to register again.

- The SID will serve as your FEMA Training Identification Number (FTIN) in the new registration system.
- General Admissions Application forms are being revised to eliminate the need for the SSN and include a field for the SID/FTIN.

The FY 2013 course schedule for on-campus courses is in this catalog. General Admission Application forms may be downloaded from the USFA Web site at www.usfa.fema.gov/nfa/about/attend/apply.shtm

Only the August 2010 or later version of the FEMA Form 119-25-1 will be accepted.

Completed applications for on-campus courses must be sent to the following address during the appropriate application period:

NETC Office of Admissions
 Building I, Room 216
 16825 South Seton Avenue
 Emmitsburg, MD 21727-8998

Stipend or application questions may be directed to the NETC Office of Admissions at: 1-800-238-3358, ext. 1035; 301-447-1035; fax 301-447-1441; or via email to: netc-admissions@fema.dhs.gov

The Academy operates on a two-semester year with a separate application period for each semester.

Open Application Period	For Courses Beginning
April 15 to June 15, 2012	October 1, 2012 to March 31, 2013
October 15 to December 15, 2012	April 1 to September 30, 2013

Applications will not be considered if they are postmarked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.**

The Office of Admissions will notify students of the status of their applications approximately 60 days after the close of the application period. Information regarding applications will not be available prior to this time. Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities. See specific course descriptions for applicable courses. In addition, many of the on-campus classes use PowerPoint®, Microsoft® Excel, and Microsoft® Word during class assignments. Students should be familiar with these programs.

Travel Planning: Applicants must not make travel plans prior to receiving an official acceptance package from the NETC Office of Admissions. Acceptance packages contain important travel information for the specific classes.

Lodging: All lodging rooms are nonsmoking rooms and are randomly assigned prior to your arrival. Because of the random assignments of rooms, classmates may not be lodged together. If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room. However, if you have a disability and require special accommodations, please note those accommodations on your application. If you are required to pay for your lodging, you may do so by cash, personal check, traveler's check, and credit card (MasterCard, Visa, American Express, and Discover).

If you are a non-DHS Federal employee your Travel Authorization should state that "Housing will be provided to the traveler at NETC" (currently \$40 per night), payable upon arrival at NETC. If housing is not available at NETC a "Certificate of Non-Availability" will be issued by NETC. If you are a foreign student, private sector representative, or contractor to a State or local government entity, you are responsible for your own travel and per diem costs, and lodging (currently \$40 per night), payable upon arrival at NETC. USFA accepts credit card payment (Visa, MasterCard, Discover, or American Express) for lodging. If you are a DHS employee (includes DAE/SAEs), you must present a copy of your travel authorization at registration, and you should read the FEMA instructions, policies, and comptroller-grams dealing with travel to NETC. Your travel authorization should state that "Housing will be provided to the traveler at NETC at no cost." If lodging on the NETC campus is not needed, you must notify the Housing Office in writing at NETC-Housing@fema.dhs.gov. Failure to notify the Housing Office that lodging is not needed will result in you being charged for the room for the length of the course.

If you are a Federal employee participating in a course at NETC, a dormitory room will be reserved for you. If you do not require lodging at NETC, you must notify the Housing Office in writing at NETC-Housing@fema.dhs.gov. You must make this notification upon receipt of your acceptance letter. Failure to notify the Housing Office that lodging is not needed will result in your being charged for the room for the length of the course.

Food Service: There is an on-campus dining facility. The meal cost is available in the NETC Welcome Package which can be viewed at www.usfa.fema.gov/downloads/pdf/NETC-Welcome_Package.pdf. Meals may be paid for with cash, traveler's check, purchase order, credit card (MasterCard or Visa) or by advance payment. There are no refunds for meals missed. **All participants residing on campus must purchase a meal ticket.** Any participant who does not purchase a meal ticket must move off campus for the duration of the course at his/her own personal expense. Participants staying off campus must pay for morning and afternoon breaks.

Security: Due to increased security precautions, students should bring two photo IDs to campus. PLEASE HAVE THEM WITH YOU, NOT IN YOUR BAGGAGE! If you do not have the photo IDs, you will not be permitted on campus. Security checks will delay your registration at the NETC.

If you are a student from a foreign country, please be prepared to show your passport or visa at registration.

Firearms: Prohibited on Campus! Due to heightened security requirements, please understand that security and law enforcement personnel may search you, your vehicle, or your luggage. Maryland law is very narrow in its definition of Law Enforcement Officers who may carry firearms. For your own protection, and to expedite your processing into the NETC, **do not bring**

weapons of any kind to campus. Weapons include knives with blades longer than 3 inches, machete, bow and arrows, ammunition, rifles, shotguns, pistols, etc. Sworn/Commissioned and State POST certified officers, and Federal officers, or local officers with concurrent jurisdiction who require a firearm for the performance of **required official duties** must obtain an exception from the Director of Support Services **prior** to arrival on campus. If you do arrive at NETC with weapons of any kind without prior approval, your entry to campus will be significantly delayed.

Alcoholic Beverages: Consumption of alcoholic beverages is limited to the Pub and Log Cabin. **Alcohol is not allowed in lodging rooms or vehicles, and will be confiscated.** If you arrive at NETC with, or are attempting to bring alcohol on campus, your entry to campus could be significantly delayed.

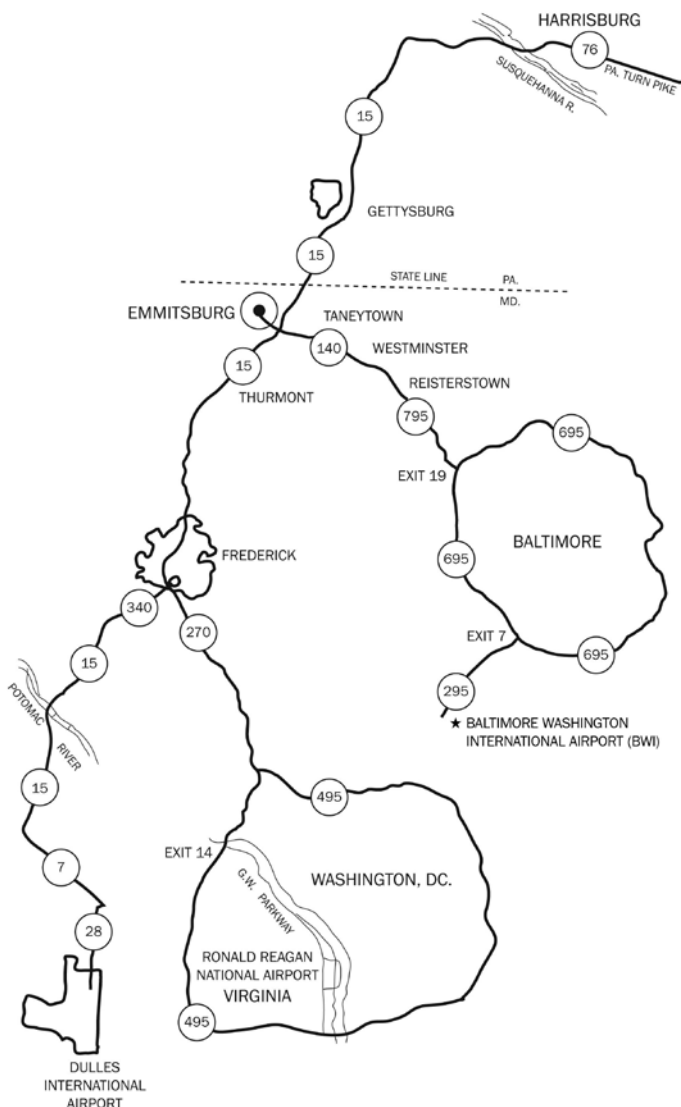
Registration: Upon arrival, students must report to Building C to obtain room assignments and key cards. Students may be lodged a distance from the registration building; for this reason we recommend luggage with wheels. Picture identification is required at registration and for entry to campus.

Transportation and Parking: Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the course ends. Specific travel information relative to each course will be included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at 301-447-1113 at least 2 weeks in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12:30 p.m. the day before class begins. Departure is any time after graduation, which is concluded by 9 a.m. for 10-day classes and 5 p.m. for 6-day classes on the last day of class.

Directions to National Emergency Training Center:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (toward Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Philadelphia and East:** Pennsylvania Turnpike East to Gettysburg Exit 236 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Pittsburgh and West:** Pennsylvania Turnpike East to Gettysburg Exit 236 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Herndon, Virginia (Dulles Airport):** Turn left onto Route 28 (turns into Route 7). Take Route 7 West to Route 15. At Leesburg, Virginia, take Route 15 North to Frederick, Maryland. Continue on Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.



Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Currently, transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads, or State/local governments attending on-campus courses are provided as part of funding under the Student Stipend Reimbursement Program. Students from other countries, other Federal agencies, private industry, or contractors of State/local fire departments or government entities must pay their own transportation and lodging fees. All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses. Incidental expenses may include items such as class picture, class shirts, and class donations.

Stipend reimbursement is limited to one trip for each student per fiscal year. Therefore, you will not be considered for another course during the same fiscal year without notifying us in advance that you understand that your second trip will be entirely at your expense. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If, for any reason, you do not purchase the 21-day ticket, your reimbursement will be limited up to the State ceiling as established by NETC. If you choose to drive, you will be reimbursed the current privately owned vehicle (POV) Federal mileage allowance, or up to the State ceiling, **whichever is less**. POV mileage is subject to validation. Complete details will be provided in your course acceptance materials.

Reimbursement will be made by direct deposit to an account bearing the student's name, identified by the student. We request that each student provide a copy of a check (**not** a deposit slip). If appropriate bank information is not supplied, reimbursement shall be denied.

If you have questions about your eligibility to receive a stipend, please call the NETC Admissions Office at 301-447-1035 or 1-800-238-3358, ext. 1035.

National Fire Academy Policies

Class Attendance and Conduct: 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. Students must attend and participate in all class sessions and successfully complete the evaluation criteria to receive a certificate and stipend reimbursement.

Dress Code: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and is appropriate for both climate differences and classroom activities. Generally, the standard is business casual. NFA staff have the authority to make a determination that a student's attire is inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable attire for classroom settings:

- **Males:** Shirts with collars; slacks; including departmental uniforms (no T-shirts); and shoes and socks. Optional items include sweaters, sport coats, ties, etc.

- **Females:** Dresses; blouses; slacks; skirts; departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.
- *Principles of Fire Protection: Structures and Systems* students will need work clothes (no turnout gear) for the Fire Protection Lab activities during the course.
- *Fire/Arson Origin-and-Cause Investigations* students will need work clothes (no turnout gear) for the second week of the course.

Acceptable attire for graduation:

- **Males:** Suits; sports coats; class shirts or dress shirts with ties; dress slacks; or departmental dress uniforms.
- **Females:** Suits or dresses; blouses or class shirts with dress slacks or skirts; or departmental dress uniforms.

Shorts, tank tops, ball caps, etc., are not permitted in the classrooms or the auditorium. Bathing suits/trunks are not permitted outside the pool area. No mini skirts. Bare midriffs are not acceptable. Jeans and T-shirts are not appropriate classroom attire.

Cancellations: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a 2-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. Students who are accepted into a course offering should take their obligation to attend very seriously.

Student Failure: A student who fails an NFA course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the Government; i.e., a second stipend will not be provided and the individual will be charged for on-campus lodging. This restriction will apply until the individual successfully completes an NFA on-campus course.

Non-U.S. Citizen Attendance

A very limited number of opportunities exist for non-U.S. citizens representing foreign organizations to attend NFA courses. Non-U.S. citizens interested in applying should send applications to:

NETC Office of Admissions
Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
Telephone: 301-447-1035
Fax: 301-447-1441

Non-U.S. citizens must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Applications from non-U.S. citizens are not considered during the random selection process following each application period. After students have been placed, if there are vacancies, non-U.S. citizens are considered. Therefore, applications are accepted from non-U.S. citizens for courses/conferences any time during the year but must be received at least 60 days prior to the course/conference start date. The applicant should be notified of acceptance/rejection no less than 2 weeks prior to the start date. Placement for a requested date for course offerings cannot be guaranteed.

Non-U.S. citizens may attend up to two course offerings at NFA per year, preferably in back-to-back courses. Please **do not** make any travel arrangements until you are notified in writing of your acceptance.

Computer Access

There are several options associated with computer access and use while you are attending the NFA:

- Some NFA courses require students to bring reports or to develop projects to be shared with the class. It is convenient to bring that information in an electronic format. NFA can support only CD-ROM, DVD, and 3-1/2-inch floppy storage. USB-type devices may be used once scanned and cleared for use by your instructor.
- Laptop computers cannot be connected to any government system at any time!
- Students have Internet access on all classroom building computers and the computer lab located in "D" dormitory. This access is provided through Federal government lines. Because of security concerns, students **may not connect personal computers** to the Federal Government Internet.
- Access to a student's home or workplace email accounts from the NFA is possible in one of several ways:
 1. A telephone jack is located in each room for dial-up access. Check with your Internet Service Provider (ISP) for local calling area access. Out-of-area ISP access will require credit card, third party, or collect billing for access from NETC. You should consider bringing a longer cord (10 feet) if you are bringing your laptop computer for use in your dorm room.
 2. If your computer is equipped, you may be able to access your email accounts through your cell phone direct to your ISP home or work email.
 3. Many ISPs now have their own Web pages. If your ISP does have a Web page, you may connect to it using classroom computers, and collect your email through the classroom computer. Please check with your ISP for further access information.
 4. You may wish to consider opening a free email account (Hotmail, Yahoo, etc.) and forwarding your home or work email to that free account. You can access that account through the connection in the classroom or computer lab. Many students choose this option.

- NETC now has Wi-Fi in all dormitory buildings. User IDs and passwords are distributed at registration.

Credit for National Fire Academy Courses

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may contribute credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The **American Council on Education's College Credit Recommendation Service (ACE CREDIT)** has evaluated and recommended college credit for NFA courses. ACE, the major coordinating body for all the Nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. For more information, visit the ACE CREDIT Web site at www.acenet.edu/credit

Course descriptions include the ACE recommendation for credit hours, curricula, and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. Specific information on credit equivalency recommendations are included in the course descriptions in this catalog under the heading "ACE Recommendation."

Through the **International Association for Continuing Education and Training (IACET)** the NFA is awarding continuing education units (CEUs) for its 10-day and 6-day on-campus courses, its 2-day on- and off-campus courses, as well as NFA Online courses. The CEU is a standard unit of measure, with one CEU representing 10 contact hours of participation in an organized continuing education/training experience. Records of participation are maintained permanently and issued from the NETC Admissions Office upon request. Specific information on CEUs is included in the course description in this catalog under the heading "IACET CEU."

Through the **Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS)** the NFA is awarding continuing education (CE) credits for its 10-day and 6-day residential EMS courses. The CE is a standard unit of measure, with one CE representing 1 contact hour of participation in an organized continuing education/training experience, identified by topic area. Specific information on CEs is included in the course description in this catalog under the heading "CECBEMS CE."

Transcript Request

Upon written request from the student, the NETC Office of Admissions will provide transcripts to students and educational institutions at no cost to the student. Please include the following information in your request:

- your full name;
- home mailing address;
- telephone number where you can be reached during the day;
- name and address of the college/university to which you want the transcript sent (if applicable); and
- your signature.

Mail, fax, or email your request to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
Fax: 301-447-1441
Email: netc-admissions@fema.dhs.gov

Course Coding

To help identify the different courses available through NFA, the following list of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- F 2-Day Off-Campus Deliveries
- H Local Training System Deliveries (Handoff)
- N 10- and 6-day Off-Campus Deliveries
- O State Training System Deliveries
- P Pilot
- Q Self-Study
- R 10- and 6-day On-Campus Deliveries
- W 2-Day On-Campus Deliveries
- Y Endorsed Course Deliveries and/or State Developed Courses

Evaluation of National Fire Academy Courses

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience, and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

NFA courses also are evaluated by students and their supervisors using the Academy's Long-Term Evaluation program. NFA invites students and supervisors to sign up and complete the online evaluation process 4 to 6 months after the student has returned to the job following NFA training. This way the Academy can determine what elements of NFA training have been transferred to the job and ultimately are making a difference in the reduction of the loss of life from fire-related hazards.

Students, supervisors, and coworkers are encouraged to share experiences and provide feedback to NFA on application of training following the student's return to regular duties via the NFA Evaluation Center at: NFA-Evaluation@fema.dhs.gov or on the USFA Web site at www.usfa.fema.gov/nfa/evaluation

NFA has a special interest in reports about Academy influence on:

- implementation of NIMS;
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;

- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;
- distance education using various computer-based and media technologies; and
- courses used in conjunction with FEMA's community-based predisaster mitigation programs-related efforts.

The Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the USFA/NFA designed to provide senior officers and others in key authority roles with an understanding of:

- the need to transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk reduction;
- transforming fire and emergency services organizations to reflect the diversity of America's communities;
- the value of research and its application to the profession;
- the value of lifelong learning; and
- enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division baccalaureate-equivalent courses. The EFOP spans a 4-year period with four core courses. Each course is 2 weeks in length.

EFOP participants must complete an Applied Research Project (ARP) that relates to their organization within 6 months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

The EFOP target audience includes current and emerging executive-level officers in fire and emergency services organizations. The selection criteria are divided between two requirement areas: Service Requirement and Academic Requirement.

Service Requirement

- chiefs of department or equivalent;
- Chief Officers or equivalent who head major bureaus or divisions within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.;
- Chief Officers and senior deputies of State governmental fire organizations, e.g., State fire marshals and State Directors of Fire Training; and
- other individuals who are serving in "positions of authority." Please refer to "Key Leading" selection criteria following this section.

Academic Requirement

- Applicants must have attained a minimum of a bachelor's (baccalaureate) degree from a regionally accredited institution of higher learning. There will be no exceptions made to this requirement.

All application packages will be reviewed on an individual basis and will require seven separate items:

1. FEMA Form 119-25-1, General Admissions Application. In Block 9, please specify "Executive Fire Officer Program."
2. FEMA Form 119-95-5, Executive Fire Officer Program Application. This form contains a series of short-answer questions that must be responded to and submitted. The form can be found online at www.usfa.fema.gov/nfa/efop/apply.shtm
3. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant's qualifications (see eligibility sections); commitment to complete the entire program, including the applied research; and the applicant's perceived expectation(s) of the program.
4. The applicant's résumé.
5. A letter of recommendation from the applicant's immediate supervisor (Chief of Department, Mayor, City Manager, etc.), indicating the organization's commitment to allow the applicant to complete the required courses and research.
6. A photocopy of the applicant's terminal academic diploma or transcript.
7. An organizational chart that depicts the applicant's position.

The application package must be sent to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

"Key Leading" Selection Criteria

The EFOP is USFA's premier executive education program, with a limited capacity of participants each year. The primary audience is executive-level Chief Officers; however, a limited number of non-executive-level applicants who are serving in positions with opportunities to exercise leadership will be considered for the EFOP. Once the minimum academic requirement has been demonstrated, candidates will be selected on the following criteria:

NOTE: *It is not required that a candidate possess all of the following. However, the more achievements and criteria presented, the stronger a candidate's application will be considered.*

- Those applicants requesting consideration for a key leading slot must possess the minimum academic requirement of bachelor's degree. Advanced academic degrees will further strengthen the candidacy of the applicant.
- Unique perspectives that broaden the diversity of EFOP.
- Strength of the department chief's or sponsor's recommendation, commitment to supporting the applicant's participation, and description of the applicant's potential impact on the organization.

- Applicants with a Company Officer (CO) level rank are eligible to apply. Firefighters/Engineers are not eligible.
- Personal accomplishments and significant contributions to the fire and emergency services and/or the community.
- Potential for future impact on the fire service.

It is expected that the applications for these limited number of positions will be very competitive in nature. Applicants are encouraged to review all of the aforementioned and following selection/application elements carefully before submitting their application package.

Both application forms, as well as the accompanying materials, will be evaluated in assessing each applicant's qualifications for EFOP acceptance. Final selection is competitive due to the limited number of available slots. Each applicant will be notified in writing as to acceptance or nonacceptance into the EFOP. Qualified women and minority candidates are encouraged to apply.

How to Apply

NOTE: *Candidates may submit an application package at any time during the year. However, there is a cutoff date of June 15 for each fiscal year. Thus, in order to be considered for the FY 2013 (October 1, 2012, to September 30, 2013) EFOP, the application must be postmarked no later than June 15, 2012. Applications postmarked after that date will be considered for the next fiscal year.*

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility, either voluntarily or involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the 4-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: *Future participation in EFOP courses is contingent upon the successful completion of the required ARPs. The participant bears the responsibility for any travel costs associated with course cancellation, and for failing to complete the required research in a timely manner.*

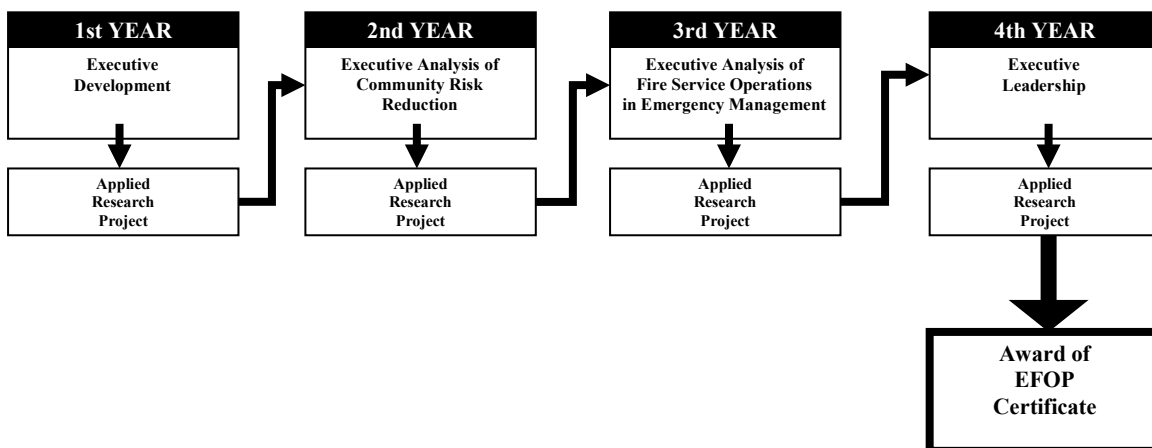
Conditional Acceptance to EFOP

Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the ARP(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces are available for individuals interested in taking an EFOP course, but not as part of the 4-year program. This may be the result of not meeting the academic degree requirement, and/or not wanting to commit to the 4-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

EXECUTIVE FIRE OFFICER PROGRAM



Twenty-Fifth Executive Fire Officer Program Graduate Symposium

Each Spring, USFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provides presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation, yet provide an opportunity to engage in "battery charging."

The twenty-fifth EFOP Graduate Symposium is scheduled for May 3-5, 2013. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R120)."

Applications must be received by March 15, 2013. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Preliminary application procedures have been established for the 2013 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership consisting of the International Association of Fire Chiefs (IAFC), the International Fire Service Training Association (IFSTA), the National Fire Protection Association (NFPA), and the USFA. A limited number of fellowships will be awarded to attend the John F. Kennedy School of Government's "Senior Executives in State and Local Government" program at Harvard University. The 3-week summer program is conducted on the Harvard campus in Cambridge, MA.

The following criteria and guidelines will apply for the 2013 program:

- Application is open to **senior fire executives** who have demonstrated significant accomplishments and have further potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during 2010, 2011, or 2012 will not be considered.
- The application package must include the following items: the Kennedy School of Government application and sponsor's recommendation forms (see below); a résumé; and an organizational chart of the applicant's sponsoring organization (with applicant's position highlighted).

A semifinalist group of candidates will be invited to Emmitsburg, MD, for an oral interview and selection process. Travel expenses for this step (if chosen) are the responsibility of the applicant and are nonreimbursable. If selected to receive a fellowship, applicants must be available to attend either of the two summer sessions.

Further information and Kennedy School of Government applications forms are to be posted online in mid-November (2012) at all of the four sponsoring organizations' Web sites (IAFC, IFSTA, NFPA, and USFA). Final instructions for submitting applications also will be posted.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the Training Specialist for Executive Education at 1-800-238-3358, ext. 1072, or 301-447-1072.

6-Day and 10-Day Residential Curriculum

Mandatory Prerequisites for ALL NFA Courses: In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q462 and Q463 courses available through NFA Online at www.nfaonline.dhs.gov, we will accept other NIMS-compliant equivalent training as provided by State or Federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q462, ICS-100, <i>Introduction to ICS for Operational First Responders</i> F/W806, <i>NIMS ICS for the Fire Service</i> F/W163, <i>NIMS ICS for EMS</i>
ICS-200	Q463, ICS-200, <i>Basic NIMS ICS for Operational First Responders</i> F/W806, <i>NIMS ICS for the Fire Service</i> F/W163, <i>NIMS ICS for EMS</i>
ICS-300	H465, ICS-300, <i>Intermediate ICS for Expanding Incidents for Operational First Responders</i> R308, <i>Command and Control of Fire Department Operations at Natural and Man-Made Disasters</i> (June 2007 or later) R152/N152, <i>EMS: Special Operations</i> (March 2007 or later) R243/N243/O243, <i>Hazardous Materials Incident Management</i> (July 2007 or later) R306, <i>Executive Analysis of Fire Service Operations in Emergency Management</i> (February 2007 or later) R337/N337/O337, <i>Command and General Staff Functions for Local Incident Management Teams</i> (2007 or later)
ICS-400	H467, ICS-400, <i>Advanced ICS for Command and General Staff, Complex Incidents, and MACS</i> R306, <i>Executive Analysis of Fire Service Operations in Emergency Management</i> (February 2007 or later) R337/N337/O337, <i>Command and General Staff Functions for Local Incident Management Teams</i> (2007 or later)

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the Executive Fire Offer Program (EFOP). This 10-day course is intended to provide a framework in which leadership is a process whereby you and others perform adaptive work. The three primary themes of the course are leadership, research, and change. Through a combination of theory, case-study analysis, reflection, introspection, and self- and observer-based assessment, participants learn how to enhance personal/team development and engage in applied research.

The curriculum includes self- and observer-based survey assessment instruments, case-study analysis, an adaptive challenge consult, and experiential activities.

Course units include adaptive leadership, teams, change management, research, change and creativity, adaptive problems, research practicum, service quality, organizational culture, ethics and change management, and research proposals. There is a required precourse assignment dealing with applied research and book reading.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the graduate degree category, 3 semester hours in Public Administration or Public Safety.

IACET CEUs: 6.3

Postcourse Requirement for EFOP Students: An Applied Research Project (ARP) is a required postcourse activity.

Executive Leadership (R125)

This concluding 10-day course of the EFOP was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based multirater assessment instruments, case-study analysis, role playing, and adaptive problem consult, experiential activities, and a staff ride. Participants complete a "personal plan" to assess currency and then create goals in four areas of their professional, personal, community, and family life.

Course units include purpose and integrity, giving and using feedback, thinking systemically, thinking politically, developing self to exercise leadership, decisionmaking, politics and public policy, influence and persuasion, negotiation, storytelling, an exercising leadership practicum, managing multiple roles, taking risks, being in transition, staying alive, and a staff ride to the Gettysburg National Military Park.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science, Personnel Management, Public

Administration, or Management as an elective. **NOTE:** *Student must successfully complete research paper in order to receive graduate credit recommendation.*

IACET CEUs: 6.3

Postcourse Requirement for EFOP Students: An ARP is a required postcourse activity.

Management Science Curriculum

Communications for Emergency Services Success (R107)

This 10-day course focuses on verbal and written communication skills for fire/emergency medical services (EMS) managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of documents used in large and small departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations, and training materials; correspondence with the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one-/two-way feedback, verbal and nonverbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise COs.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration.

IACET CEUs: 8.0

Strategic Organizational Issues in Fire and EMS (R331)

This 10-day course is designed to prepare fire/EMS managers and executives to understand organizational theory as it relates to practice. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles, and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing, and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decisionmaking, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a postcourse report on the various organizational theories learned. The report is due 6 months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise COs.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration.

NOTE: *Students will complete a 6-month final project that demonstrates their ability to use the theoretical concepts from this course in evaluating their own department, prior to receiving the credit recommendation.*

IACET CEUs: 5.8

Effective Leadership Skills for Fire and EMS Organizations (R332)

This 10-day course is designed to prepare fire/EMS managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational

environments are defined. Components of a successful human resource development plan are examined.

Course units include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise COs.
- Individuals presently assigned to top-level management positions with limited training.
- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in Fire Service Administration.

IACET CEUs: 5.8

Administration of Public Assistance for Community Recovery (R335)

The purpose of this 6-day course is to help students increase the administrative alignment of their organizations, people, process, and paperwork to meet Federal fiduciary standards for public assistance recovery. The topics include Stafford Act, Office of Management and Budget (OMB) standards; FEMA policies and procedures; National Incident Management System (NIMS) application; public assistance categories A-G; and the criteria for reimbursement of force account labor, force account equipment, materials, rented materials, and contracts. The methodologies include case study analysis, group discussions, and major simulation exercises transitioning from Emergency Operations Center (EOC) operations to long-term recovery.

Student Selection Criteria: Local, county, State, or tribal officials who are or could be the Public Assistance Agent representatives for their community.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendations: In the upper division baccalaureate degree category, 2 semester hours in Fire Science, Emergency Management, Homeland Security, and Public Safety.

IACET CEUs: 3.9

Emergency Medical Services Curriculum

Hot Topics Research in Emergency Medical Services (R139)

This 6-day course provides learners with the knowledge and skills to identify and research hot topics in EMS to ultimately identify, promote, and embrace system or service improvements. This course is structured around how to make a persuasive justification through the effective collection and presentation of data with the use of wide variety of research resources. Finally, students will construct a program proposal and/or progress report for presentation.

Student Selection Criteria: EMS middle management personnel (including Shift Supervisor, Captain, Division/Battalion Chief, Crew Leader, Administrator, etc.).

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Emergency Medical Services Incident Operations (R147)

In this 6-day course, EMS personnel/officers/supervisors review Incident Command System (ICS) and study proper incident command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within Incident Command, resource management, interagency and mutual aid, sizeup and strategy, tactics and action plans, EMS company operations, preincident preparation, incident organization, and strategic command.

Student Selection Criteria: Emergency response personnel with responsibilities to implement the initial and early expanding EMS functions of an ICS at medium- or large-sized incidents.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisite: *EMS Functions in the ICS* (F166).

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Management of Emergency Medical Services (R150)

This 10-day course focuses on supervisory management practices as they relate to EMS in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter.

Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria: Individuals with mid-level management responsibility for an EMS delivery system (Battalion/Division Chief, Captain, Shift Supervisor).

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administrator, Community Health Public Administrator, or Emergency Medical Supervision.

IACET CEUs: 6.9

CECBEMS CE: 52.25-Management

Advanced Leadership Issues in Emergency Medical Services (R151)

This 10-day course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decisionmaking techniques. Leadership techniques as they relate to establishing and directing EMS work teams are also an important part of this course.

Selection Criteria: Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency. Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS mid-to upper-level management/coordination, training management, medical control, etc.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.
- *Management of Emergency Medical Services* (R150) or a college-level management course. (College/University transcript should be submitted with application to satisfy the college-level management requirement in lieu of the R150 course.)

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Emergency Medical Services, Fire Science, Public Administration, or Health Care Administration.

IACET CEUs: 6.6

Emergency Medical Services: Quality Management (R158)

This 6-day course will provide the critical components, background, and principles associated with the implementation, or enhancement, of a department's Quality Management Program. The course teaches students how to create, implement, and maintain a Quality Management Program, including historical examples, current models, and best practices of quality assurance and improvement, process improvement, data collection, and analysis.

Throughout the course, students work on culminating activities relating to the development of a Quality Management Program. Students present the activity with classmates and instructors at the end of the course, allowing all students to take examples of Quality Management Programs to their departments.

Student Selection Criteria: Individuals who have department-level Quality Management (Quality Assurance, Quality Improvement) management, oversight, or supervisory responsibilities.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Public Safety or Fire Prevention.

IACET CEUs:

CECBEMS CE:

Advanced Leadership Issues in Emergency Medical Services (R159)

This 6-day course provides training on the knowledge, skills, and abilities for the skills necessary to address issues and problems requiring the experience and knowledge of a senior manager to include management of an EMS organization, day-to-day operations, time management, human resources, financial management and budgeting, and equipment/fleet management. Current issues for EMS managers are addressed through a forum style exchange of ideas, best practices, and individual experiences. A project addressing an issue, improvement, or potential change specific to each student's agency will begin through a precourse assignment and culminate with a project presentation to the class.

Student Selection Criteria: Individuals with upper-level management responsibility for an EMS delivery system (e.g., Chief, Deputy Chief, Assistant Chief, Manager, Director).

Prerequisites:

- *Management of Emergency Medical Services* (R150) or college-level management course and EMS management experience.

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Incident Management Curriculum

Command and Control Decision Making at Multiple Alarm Incidents (R297)

This 6-day course is simulation-intensive and focuses on the Command Officer's responsibility while conducting major operations involving multialarm units. Emphasis is placed on rapid fireground decision making, advanced Incident Command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents. The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multifamily occupancies, hotels, commercial occupancies, large shopping malls, railroads, wildland, and highrise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations, and student participation as instructional methods.

Student Selection Criteria: Command Officers or individuals who have multialarm command responsibilities. Additionally, officers who may have this responsibility eventually and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

NOTE: *While not a prerequisite to acceptance, students will be required to complete the online course Awareness of Command and Control Decision Making at Multi-Alarm Incidents (Q297) available through NFA Online at www.nfaonline.dhs.gov prior to their arrival for class. In addition, a precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to class start date.*

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Service Management, Fire Administration, Fire Science, or Public Administration.

IACET CEUs: 4.8

Executive Analysis of Fire Service Operations in Emergency Management (R306)

A required course for the EFOP, this 10-day course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational components of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Multi-Agency Coordination Systems (MACS) including the EOC, and emergency information systems. This course meets the NIMS requirements for ICS-300 and ICS-400.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student participation as instructional media. A joint simulation exercise may be conducted with the EMI during this course.

Student Selection Criteria: Rank requirements:

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

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to class start date.*

ACE Recommendation: In the graduate degree category, 3 semester hours in Public Safety or Public Administration.

IACET CEUs: 6.0

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)

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 ICS, command and control, the ICS/EOC interface, the IEMS, 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 NIMS requirements for ICS-300 and ICS-400 level courses.

Student Selection Criteria: Chief Officers or other individuals who command fire department operations at catastrophic disasters. Additionally, individuals who may have this responsibility eventually and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to class start date.*

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Emergency Management, Fire Science, Environmental Science, or Fire Service Management.

IACET CEUs: 6.7

Command and Control of Incident Operations (R312)

In this 6-day course, fire officers are introduced to the ICS, and they study proper command techniques for control and extinguishment of fires ranging from small, residential structures to multioccupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Individuals who have responsibility to command incidents within their jurisdiction, COs, and/or newly appointed officers, including those in an acting position of CO and/or newly appointed officers from small paid/combination fire departments. Additionally, individuals who are upwardly mobile in their organizations may be considered. A letter from the fire chief will be required for these applicants.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to class start date.*

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services and 1 semester hour in Lab or Practicum.

IACET CEUs: 4.8

Command and Control of Fire Department Operations at Target Hazards (R314)

This 6-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 postincident 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 very 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 Selection Criteria: Individuals or COs who would have the responsibility to command incidents involving target hazards.

Additionally, officers who may have this responsibility eventually and are upwardly mobile in their organizations may be considered. Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to class start date.*

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

IACET CEUs: 4.2

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

This 10-day course focuses on managing the effective allocation of resources and fiscal assets to improve service risk reduction and sustainability outcomes. This course introduces a method to evaluate the impact of changes in resource levels on performance goals and outcomes. There is a review of budgeting process and applications; however, this is not an accounting course. The course demonstrates how to identify and prioritize resource needs and create decision packages that align resources and funding with the most effective approach to risk-reduction outcomes. This is a resident course for fire/EMS, and their emergency service managers, community leaders, and others who need to tie capacity building, resource, and resource allocation to the community risk-reduction outcomes identified in their strategic/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.

NOTE: *Precourse reading and data collection activities are required.*

Student Selection Criteria: Fire, EMS, and emergency services personnel who have direct influence or responsibility for the design, development, and/or administration of the organization's resources/budget/logistics. Special admission is available for board members, financial managers, and town/city administrators responsible for fire service operations who attend the course with a fire/EMS Chief Officer.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, or Public Administration.

IACET CEUs: 7.0

National Fire Incident Reporting System Program Management (R491)

This 6-day course is offered to enhance the knowledge and skills of those individuals responsible for the managing of National Fire Incident Reporting System (NFIRS) and/or multiple fire/EMS databases in their organization, and/or for those responsible for the training of field-level data collection and reporting staffs. This course provides information about the systems capabilities, data collection and analysis, and the available reporting features. Focus is on the higher level knowledge, skills, and abilities required to collect, compile, and analyze NFIRS data, to develop decision packages used as the basis for Standards of Cover and for comparative data based on local, State, or national data and trends. The NFA's computer lab is used extensively for this course.

NOTE: *Class activities require knowledge of NFIRS coding, and familiarity with Microsoft® Excel sufficient to navigate the toolbars. You will be directed in the Admission's Acceptance Letter to access the precourse information. You must contact your NFIRS State Program Manager 4 weeks prior to the start of class to obtain permission for data access for use during*

the training. Additionally, you will need to complete a precourse skills evaluation; data collection activities and recommended readings which are found in the precourse information.

Student Selection Criteria: State, metropolitan, and fire department NFIRS/EMS program managers/developers and other personnel responsible for NFIRS multisource data collection/analysis, and for the training of field-level data collection and reporting staffs. Special consideration is available for groups of students from the same organization attending the same session. All applications must be submitted at the same time.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Applicant must have attended/successfully completed one of the following or an equivalent:
 - The NFA's 2-day *Introduction to NFIRS 5.0* (F/W 497) course.
 - A State or regionally sponsored 2-day *Introduction to NFIRS* course.
 - The NFA's online *Introduction to NFIRS Self-Study* (Q494) course available at www.nfaonline.dhs.gov

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Administration, Fire Science, Fire Administration, Emergency Management, Emergency Medical Services, or Homeland Security.

IACET CEUs: 4.5

Emergency Resource Deployment Planning: Standards of Cover (R492)

This course is designed for fire/EMS service leaders and managers, local officials, and planning personnel who are faced with performance outcome management decisions that relate to providing fire protection and EMS for their community. The rapid change in the demand for fire and emergency services and the lack of commensurate funding and resources impacts service delivery and risk to both providers and citizens. Students collect data, analyze, compare, and contrast findings to identifying base level performance standards and changes influenced by internal and external impacts. Metrics are used to demonstrate changes in current and future service levels; expenditures and resource allocations; changing impacting risk impacts on citizens and the community. Until recently, being able to quantify and justify increases in fire-related services has been difficult because of a lack of available data and accepted analytic methods. This course will demonstrate how national fire incident data and analysis tools combined with the International Association of Fire Chiefs/International City/County Management Association (IAFC/ICMA) "Standards of Coverage" and Insurance Services Office methodology can document the distribution and concentration of fixed and mobile resources and develop an acceptable model to meet community performance and outcome standards and to guide future growth discussions. This 6-day course is "hands-on" and requires participating agencies to provide local fire and emergency service resource data and an inventory of values at risk (critical infrastructure/target hazard information, etc.). Specific requirements will be provided in the precourse information.

Student Selection Criteria: State, Regional, Metropolitan, and local fire/EMS or allied agency Chief Officer, Grants manager, Training Officer, NFIRS/NEMSIS program managers, and other fire service personnel responsible for collecting analyzing and presenting data analysis, metrics and decision packages for organization/community risk assessment tracking.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.
- Applicants must have 3 years of experience using NFIRS or other data collection/analysis tools and complete the online self study *Introduction to NFIRS* (Q494) course.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Executive Planning (R506)

This 10-day course is a capabilities-based planning course that uses strategic planning models to collect and analyze planning elements and leadership behaviors in terms of risk and hazard evaluation, and a project management model to track resource allocation and project capability gaps. Strategic elements are presented in case-study context. Project management uses concepts of community risk reduction and preparedness to increase individual and group capabilities to manage critical tasks successfully.

NOTE: *Precourse reading and activities are required.*

Student Selection Criteria: Chief fire and EMS officers, and personnel identified as part of the organization's/local government's decisionmaking team, or those involved in interorganizational strategic planning, project management, or succession planning elements of the organization. Special admission is available for local government managers and planners attending with a Chief Officer. Groups of students from the same organization attending the same session must submit their application at the same time. Groups of students from the same organization attending the same session are encouraged.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Administration or Management.

IACET CEUs: 7.2

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)

This 10-day course focuses on the relationship of incident priorities, strategies, and tactics as they relate to implementing safe procedures for alleviating the risk at an accidental or intentional hazardous materials incident. It concentrates on integrating risk-based decisionmaking and knowledge about hazardous materials chemistry, storage, transportation, and release scenarios with information about local response plans and systems. Through risk-based decisionmaking activities, the course participants apply the knowledge and skills gained from the course.

Subjects covered include, among others: regulations and standards as they apply to hazmat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of environmental monitoring instruments, selection of personal protective equipment (PPE), assessment of tactical options, and development of operational plans. **NOTE:** *This is not a "hands-on" program. Some evening sessions are required.*

Student Selection Criteria: Emergency response personnel having hazardous materials response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR) Section 1910.120 or 40 CFR 311, and National Fire Protection Association (NFPA) 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- NFA's *Chemistry of Hazardous Materials*, *Chemistry for Emergency Response*, or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in General Science, Physical Science, Fire Science, or Applied Science.

IACET CEUs: 5.6

Chemistry for Emergency Response (R233)

This 10-day course is designed to prepare the responder to function safely at the scene of a hazardous materials incident by understanding the potential hazards. This is accomplished by gaining recognition of chemical nomenclature and basic principles of chemistry in order to assess risks to responders and the public. The course seeks to convey to first responders or prevention personnel a sound understanding of the basic chemistry of hazardous materials to permit them to correctly assess the threat posed by hazardous materials incidents that may occur accidentally or intentionally.

Problem-solving sessions and interactive discussion cover topics such as salts and inorganic nonsalts, hydrocarbons, hydrocarbon derivatives, and hydrocarbon radicals. Applying the science

of chemistry to thermodynamics, volatility, and combustion provides real-world opportunities. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management, and/or tactical response to hazardous materials incidents; fire prevention inspectors, hazardous materials inspectors, regulators, and planners where knowledge of the chemical behavior of hazardous materials is essential.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Chemistry, General Science, Hazardous Materials, or Physical Science.

IACET CEUs: 5.6

Hazardous Materials Incident Management (R243)

This 6-day course focuses on the duties and responsibilities of the emergency response personnel who will assume the IC role in hazardous materials emergencies above the initial response and will implement a NIMS-based Incident Command System (ICS). Based on the current requirements of 29 CFR 1910.120 and the applicable national standards and plans, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities. This course meets the NIMS requirements for ICS-300.

Topics include negligence and liability, planning, NIMS ICS/Emergency Operations Center (EOC) interface, training requirements, and emergency response plans. The student will develop a hazard-based response using risk-based decisionmaking to develop an Incident Action Plan (IAP). The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the IC at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety Officers as described in 29 CFR 1910.120.*
- Departmental training officers, Chief Officers, COs, and regularly acting officers.
- Emergency management personnel who would interface with emergency response personnel through an EOC operation at a hazardous materials incident.

*While Safety Officers and Training Officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

- Departments must certify applicants as operations-level trained. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

IACET CEUs: 3.6

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 10-day course is designed for paramedic personnel who have an advanced life support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel who, as a part of their normal duties, may be needed to perform patient care in the warm zone at hazardous materials incidents or patient care of individuals or groups exposed or contaminated with hazardous materials or weaponized chemical agents. (These may include paramedics, physician assistants, medical doctors, or registered nurses.)

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Applicants must provide current State or National Registry paramedic or EMT-I certification or State license as a physician's assistant, registered nurse, or medical doctor with external care responsibilities.

ACE Recommendation: In the lower division baccalaureate/associate or the upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administration, Public Health, General Science, Emergency Medical Services, Chemistry, Industrial Hygiene Laboratory, Environmental Science Laboratory, or Public Health Laboratory.

IACET CEUs: 6.6

Special Operations Program Management (R254)

This 6-day course is designed to guide students in gaining and sharing the knowledge, skills, and abilities to effectively develop, manage, and lead hazardous materials and/or other all hazards special operations response capabilities used in specialized emergency response.

Upon completion of the course, students learn how to analyze the complexities, dynamics, and interrelationships of the components of special operations. Through the interactive lecture, group activities, and testing, the students will study

- identification of special operations components;
- identification of the interrelationships between each discipline and then demonstrate how the manager balances the influences of diverse components;
- manage all related disciplines under the same programmatic procedures; and
- balancing the "spider web" with an understanding of all the unique internal and external demands and influences.

The course uses lessons learned on how to identify the needs and develop, implement, and sustain a Hazardous Materials/Special Operations Program. Students will learn to ensure the program meets the needs of the community and the current standard of care. Included in the course materials are historical examples, current models, and best practices for community risk-based special response capability development and sustainment. This course is not an operational incident management course.

Student Selection Criteria: Hazardous Materials/Special Operations Teams coordinators, managers, personnel aspiring to become coordinators and managers; personnel responsible for training, equipping, and sustaining specialized response resources, personnel responsible for the supervision or leadership of a hazardous materials or special operations team or company.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Service Administration.

IACET CEUs: 4.0

Fire/Arson and Explosion Investigation Curriculum

Practical Applications of Fire Dynamics and Modeling (R204)

This 6-day course for the experienced fire investigator will provide important principles and applications of fire dynamics and computer fire modeling with the objective of understanding and describing fire phenomena and related processes associated with fire scene reconstruction. Through this course, students will become familiar with various tools that can be used to assist in supporting fire cause determination theories. Students will be able to understand the use, application, and limitations of computer fire modeling and defend investigative theories/conclusions in a court of law using scientific principles learned in class and as outline in NFPA 921, *Guide for Fire and Explosion Investigations*. Subjects covered in this course include introduction to fire dynamics and modeling; fire behavior and chemistry; scene documentation, problem-solving using common mathematical equations; and using Certified Fire Investigator (CFI) calculator and fire dynamics spreadsheets to help solve problems related to compartment fire behavior. Students will be expected to use these tools to successfully solve various problems and scenarios based on actual case studies assigned throughout the course.

Selection Criteria: Priority will be reserved for full-time personnel with fire/arson investigation responsibility and/or full-time code enforcement responsibility. These personnel include fire/arson investigators, law enforcement personnel, code enforcement officers, district attorney's staff, and members of arson task forces. **NOTE:** *Up to five vacancies in each class offering will be reserved for applicants whose primary responsibility is code enforcement and who have successfully completed NFA's Evaluating Performance-Based Designs (R108/N108).*

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's R206 course or R/H205 course; or successful completion of the NFA's *Evaluating Performance Based-Designs (R108)* course; **or** documented evidence of completion of 4-year degree in Fire Protection Engineering, Mechanical Engineering, or Civil Engineering. Successful completion of one of the following State's arson courses satisfy the R205/R206 requirement: AR, CA, FL, GA, IL, IN, IA, LA, KS, MD, MO, MI, MN, NJ, NY, OH, SC, TN, TX, and VA.
- Successful completion of the following CFI Trainer modules:
 - Introduction to Fire Dynamics and Modeling
 - Fire Dynamics Calculations
 - Postflashover Fires
 - A Ventilation-Focused Approach to the Impact of Building Structures and Systems on Fire Development
 - An Analysis of the Station Nightclub Fire

Access to CFI Trainer is via Web site at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their Admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Fire/Arson Origin-and-Cause Investigations (R206)

NOTE: *This course requires participation in actual scene investigations at the Arson Burn Building. NFA provides safety helmets and safety glasses. Coveralls or Tyvek® jumpsuit, work boots, and gloves are required.*

This 10-day course, based on NFPA 921, addresses the technical and scientific knowledge and skills needed to conduct successful fire/arson investigations. Using a combination of classroom and practical exercises, successful methods are demonstrated for conducting science-based fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include health and safety, scientific method, fire dynamics, chemistry and physics of fire, myths and legends, investigative resources, electrical fire investigations, origin and cause, evidence collection and preservation, documenting the scene, report writing, injury and fatal fire investigation, vehicle fires, case solvability, legal considerations, motivation, interviewing, and interrogation. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

Student Selection Criteria: Priority will be reserved for full-time Federal, State, and local fire service, law enforcement personnel, and prosecutors with fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, State fire marshals, law enforcement personnel, criminal investigators, District/State's Attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the following CFI Trainer modules:
 - Fire Investigator Scene Safety
 - The Scientific Method for Fire and Explosion Investigation
 - Introduction to Evidence
 - Documenting the Event
 - Physical Evidence at the Fire Scene
 - Investigating Motor Vehicle Fires
 - Introduction to Fire Dynamics and Modeling
 - Investigating Fatal Fires
 - Fire and Explosion Investigations: Utilizing NFPA 1033 and 921
 - Fundamentals of Residential Building Construction
 - Search and Seizure

Access to CFI Trainer is via Web site at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their Admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, or Fire and Arson Investigation.

IACET CEUs: 7.3

Interviewing-Interrogation Techniques and Courtroom Testimony (R208)

This 10-day course will provide the necessary tools for fire/arson investigators to conduct sound, legally supported interviews and interrogations with witnesses and suspects in preparation for court testimony. The course also provides essential and critical skills for investigators in courtroom testimony preparation and presentation, with the intent that the trained student can provide expert testimony. The students participate in a mock trial exercise where they are expected to defend their findings based on cases assigned in class.

Student Selection Criteria: Priority will be reserved for full-time Federal, State, and local fire service and law enforcement personnel with fire/arson investigation responsibility and/or prosecution. These personnel include fire/arson investigators, State fire marshals, criminal investigators, district attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's *Fire/Arson Origin-and-Cause Investigations* (R206) or *Fire/Arson Investigation* (R/H205) course. Successful completion of one of the following State's arson courses satisfy the R/H205 or R206 requirement: AR, CA, FL, GA, IL, IN, IA, LA, KS, MD, MO, MI, MN, NJ, NY, OH, SC, TN, TX, and VA.
- Successful completion of the following CFI Trainer modules:
 - Ethics and the Fire Investigator
 - MagneTek: A Case Study In The Daubert Challenge
 - Critical Thinking Solves Cases
 - Fundamentals of Interviewing
 - Effective Investigation and Testimony

Access to CFI Trainer is via Web site at www.CFITrainer.net There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their Admissions application verifying that they have successfully completed the requisite training modules listed above.

NOTE: Successful completion of this course provides students with credit for the testimony component for the International Association of Arson Investigators (IAAI) CFI Certification Program.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, Fire Management, or Police Science.

IACET CEUs: 7.0

Forensic Evidence Collection (R214)

NOTE: *This course requires participation in evidence review, collection, packaging, impression casting, fingerprinting, and related practical exercises that may be conducted outdoors. Appropriate attire is recommended for possible inclement weather based on time of the year.*

This 6-day intermediate-level course addresses the critical skills essential to the effective collection, packaging, preservation, processing, and testing of evidence from a fire and/or explosive scene. This course uses state-of-the-art techniques, practices, protocols, and standards relative to the investigator and laboratory scientist which ensures legally defensible evidence presentations in a court of law. This course also includes interaction and collaboration between the street-level investigator and the laboratory scientist. This partnering fosters the collaborative

efforts of the entire investigative community involved in the overall aspects of evidence from fire and explosive incidents.

Students will be able to assemble and assess various reports and physical evidence relational to a scene; identify the effect of fire and associated suppression activities on forensic evidence; assess and specify forensic tests requested; and describe effects of ignitable liquids and temperature on various types of forensic evidence. Participants also will be able to demonstrate a general knowledge of the instruments and techniques employed in forensic analyses; explain the use and limits of accelerant detection K-9; demonstrate various uses of casting materials for impressions (tires, toolmarks, footwear, etc.) and fingerprint dusting/lifting capabilities; and be aware of the other various forensic services such as deoxyribonucleic acid (DNA), toxicology, firearms and toolmarks, trace evidence, computer/cell phone forensics, forensic toxicology, and forensic photography.

Selection Criteria: Priority will be reserved for full-time Federal, State, and local fire service, law enforcement personnel, and prosecutors with fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, State fire marshals, law enforcement personnel, criminal investigators, district attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's R206 or R/H205 course. Successful completion of one of the following State's arson courses satisfy the R/H205 or R206 requirement: AR, CA, FL, GA, IL, IN, IA, LA, KS, MD, MO, MI, MN, NJ, NY, OH, SC, TN, TX, and VA.
- Successful completion of the CFI Trainer modules:
 - Introduction to Evidence
 - Physical Evidence at the Fire Scene
 - Digital Photography and the Fire Investigator
 - Evidence Examination
 - What Happens at the Lab
 - DNA

Access to CFI Trainer is via Web site at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their Admissions application verifying that they have successfully completed the requisite training modules listed above.

NOTE: Laboratory Scientists/Analysts are exempt from prerequisite of NFA's R/H205 or R206 course. ICS courses and CFI Trainer modules still apply.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Service Administration.

IACET CEUs: 4.5

Electrical Aspects of Fire Investigation (R255)

NOTE: *This 6-day course was developed under the auspices of the partnership that exists between the NFA and the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF). ATF developed all requisite course materials and provides the necessary qualified cadre of instructors to support course requirements. This course requires participation in a series of practical exercises that involves working with tools and electrical test equipment. The exercises may be conducted at the Burn Building and/or outdoors. Appropriate attire (jumpsuit, work shoes, and gloves are recommended).*

This 6-day advanced course addresses the critical skills essential to the effective investigation and evaluation of fires involving potential electrical fire causes. This course uses state-of-the-art techniques, practices, protocols, and standards to assist investigators to properly and effectively evaluate electrical systems and associated components to ascertain their role in a fire. Students will be provided with a basic knowledge of electricity, electrical circuits and distribution systems, proper evaluation and recognition of common electrical faults and failures of electrical components and circuits, as well as a working knowledge of the National Electrical Code (NEC) and how it applies to fire investigations.

The use of "arc mapping" will also be discussed and how it can be effectively used to assist in fire origin determination. Students will also be able to demonstrate a general knowledge of electricity, electrical circuits, systems, and arc mapping principles through a series of instructor-led "hands-on" practical exercises.

Student Selection Criteria: Priority will be reserved for full-time Federal, State, and local fire service, law enforcement personnel, and prosecutors with fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, State fire marshals, law enforcement personnel, criminal investigators, district attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA R206 course or the State-sponsored equivalent (H205).
- Successful completion of the following CFI Trainer modules:
 - Electrical Safety
 - Arc Mapping Basics

Access to CFI Trainer is via Web site www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their Admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Fire Prevention: Management Curriculum

Leadership Strategies for Community Risk Reduction (R200)

This 6-day course is designed for the student who has or will have responsibility to develop, implement, and lead community risk reduction and health programs to include human-caused, natural disasters, and health risks. The course empowers students with knowledge of how to prevent, reduce, and mitigate community risk. It advocates the use of proven interventions, mechanisms to gather and analyze critical data, actions to target specific at-risk populations, evaluation, and how to build internal and external support to accomplish the changing mission of fire and emergency services. This course will benefit progressive fire and EMS departments who are initiating programs to reduce their community's risks and mitigate their consequences. There is a precourse assignment to conduct a community risk assessment.

Student Selection Criteria: Individuals in emergency services, especially those in operations and EMS, who like to strengthen their knowledge and skills in community risk reduction, fire, injury, and illness prevention as well as health promotion. Target audiences include COs, EMS providers, fire inspectors, fire marshals, fire and EMS officers, fire and life safety educators, and other community or allied professionals in community risk reduction.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Executive Analysis of Community Risk Reduction (R274)

This 10-day course is the second course in the EFOP. The course is a mixture of philosophy and application--the value of the community risk reduction and the process of applying risk reduction to the community. It involves developing partnerships with the community to implement programs, initiatives, and services that prevent and/or mitigate the risk of human caused or natural disasters. Traditional fire prevention programs are addressed.

There is an extensive precourse assignment where students are required to research the history of fire prevention and its evolution into community risk reduction. Students build a demographic and risk profile of their home community. They examine social, cultural, economic, and environmental trends that impact community risk. The course examines the Executive Fire Officer as a community risk-reduction leader, assesses community risk, develops a draft plan for a local risk-reduction initiative, and applies change management models and addresses organizational and community politics. The ultimate goal of the course is to develop fire service leaders who are committed in word and deed to comprehensive multihazard community risk reduction.

Precourse Assignment: Completion of a comprehensive precourse assignment is mandatory prior to class attendance. Information from the assignment will be used to process in-class activities and to develop a draft plan for a risk-reduction initiative for the student's home

community. Reading assignments and collecting and analyzing local data are part of the assignment. This information is provided to the student after acceptance into the course offering.

Postcourse Requirement for EFOP students: An ARP is a required postcourse activity.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority. Non-EFOP applicants/candidates must be minimally a chief-level officer. Supervisory-level applicants (COs, captains, lieutenants, etc.) will not be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Fire Science, Emergency Management, Homeland Security, and Public Safety.

NOTE: *Student must successfully complete research paper in order to receive graduate credit recommendation.*

IACET CEUs: 5.8

Demonstrating Your Fire Prevention Program's Worth (R378)

This 6-day course provides students with the tools and skills to be able to evaluate their organization's fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical, and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention--the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101--the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program--persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources, and context.

- Identifying Measures and Sources of Evidence--the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design--purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.
- Gathering and Analyzing Credible Evidence--methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.
- Writing SMART Objectives--SMART objectives, benchmarks, and timelines for evaluation.
- Ensuring Use and Sharing Lessons Learned--actions and opportunities of results, presentation of findings.

This 6-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with a recent version of Microsoft® Excel. You will be responsible for the computer and its programs while at NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: *There is a precourse assignment, course homework, a student project, and a course examination.*

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application, and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialist, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local and State statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Administration or Public Safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R394)

This new 6-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are

1. Concept of self--individual and collectivist.
2. Personal versus societal responsibility--universalist and particularistic.
3. Concept of time--monochromic and polychromic.
4. Locus of control--internal and external.

Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforcers, arson investigators, inspectors, fire marshals, and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100 level and ICS-200 level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Youth Firesetting Prevention and Intervention (R629)

This 6-day course provides students with knowledge and skills necessary to identify children and adolescents involved in firesetting. The course addresses how to establish programs to meet the needs of these youths and their families. Skills essential to meet the Juvenile Firesetting Intervention Professional Standard which is part of NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator* are discussed and practiced throughout the course.

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition, and followup are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting.

NOTE: *There is a precourse assignment due 2 weeks before class.*

Student Selection Criteria: Individuals must have or will have responsibilities related to functions associated with a youth firesetting and intervention program for their agency or their community.

Priority will be given to the following: Two members of a jurisdiction applying together who have or will have responsibilities related to youth firesetting prevention and intervention. One of the members must be from the fire service. The other applicant can be from law enforcement, mental health, social services, juvenile justice, or other agencies involved in youth firesetting prevention and intervention.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Overview of Life Safety and Public Policy (R670)

The purpose of this course is to empower students with the ability to create, evaluate, and defend public policy in their home community. The course is also designed to facilitate understanding of how codes and regulations can be used as an effective component of fire prevention, fire mitigation, and overall community risk reduction. A risk assessment is used to prioritize risk. The course presents the stages of the policy process which include problem identification and agenda setting; policy formation; issue resolution and policy adoption; implementation and application; and evaluation.

Selection Criteria: Students who have previous experience with code development, implementation and enforcement, as well as those who have little or no experience but would like to learn more about the process, are encouraged to apply. The target audience is fire chiefs, fire marshals, inspectors, code practitioners, plans reviewers, building officials, fire and life safety educators, and fire and EMS officers.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Fire Prevention: Technical Curriculum

Evaluating Performance-Based Designs (R108)

This 6-day course is designed to provide the student with the fundamental knowledge, skills, and abilities to assess performance-based fire-safe building designs that employ sophisticated engineering and computer modeling techniques. Students will be introduced to concepts and

technologies that transfer building design from traditional prescriptive-based building and fire regulations to strategies where engineers, architects, and designers employ a variety of options to meet specific performance goals.

Topics addressed in this course include understanding the principal differences between the prescriptive-based and performance-based design options; why a building owner may wish to use the performance-based design option; essential elements of performance-based design, including the influence of fire behavior and the role of documentation, definition of project scope and fire safety goals, and setting objectives; an introduction to the capabilities, limitations, and assumptions of the engineering methods and fire modeling used in performance-based design; an introduction to the potential for change during the expected life cycle of the facility; and how changes should be addressed. This course does not teach students how to perform fire modeling.

Student Selection Criteria: Anyone responsible for the review and/or approval of building and fire/life safety design in the regulatory process. This includes building officials, fire marshals, insurance representatives, and designers/architects.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Working knowledge and understanding of prescriptive codes; and fundamental understanding of fire behavior.
- Three or more years of experience in either a code enforcement or fire safety inspection function.
- Students in the fire service should not have less than 3 years' experience in either a code enforcement or fire safety inspection function.
- Allied professionals should possess an engineering, architecture or building design, or risk management associate's degree from an accredited college.

Students who are interested in learning more about computerized fire modeling techniques should refer to *Fire Dynamics--Fire Modeling* (R203) in the Arson Mitigation Curriculum.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration.

IACET CEUs: 3.9

Fire Protection for the Built Environment (R135)

This 6-day course will assist the student in understanding the underlying life safety and fire protection concepts from which modern building/fire code regulations are derived. It will emphasize essential life safety and fire protection concepts so that the student will be able to analyze hazardous conditions, interpret requirements found in building/fire codes and standards, and develop rational compliance strategies based on their evaluation of the circumstances.

Topics include the legal and administrative aspects of fire and life safety controls; fire suppression and control concepts; characteristics of materials that contribute to fire, heat and smoke; hazardous materials and control concepts; storage systems; egress design concepts; building construction methods and services; hazardous operations; water supply systems; and technological applications for fire protection.

This course is not designed to be a "code training" course.

Student Selection Criteria: Individuals whose primary duties are or are about to become those of a full-time code enforcement officer/inspector. Suppression COs responsible for in-service fire code enforcement activities.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building plans inspectors to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Completion of the NFA Online course: *Testing and Evaluation of Water Supplies for Fire Protection* (Q218).
- Completion of the NFA Online course: *National Fire Incident Reporting System Self-Study 5.0* (Q494).

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Industrial Safety, or Occupational Safety and Health.

IACET CEUs: 3.9

Hot Topics Research in Fire Protection (R138)

This 6-day course is designed to help students discover what's new in fire protection by exploring research methods in how current events, products and trends may apply to you and your jurisdiction. The goal of the course is to conduct solid research within the fire protection field, evaluate and synthesize the analysis data, and ultimately identify, promote and embrace change within fire protection.

You will learn:

- How to "scan the environment" and conduct valid research into new technologies, trends, laws, and products.
- How to read, interpret, and apply fire protection research, human behavior studies, fire dynamics research, fire protection law, and emerging issues.
- How to identify emerging local, regional, and State fire protection challenges and develop technically-based strategic solutions.
- How technology develops and can be transferred to solve local issues.
- What significant changes are in the short- and long-term future for fire protection systems and equipment?
- How fire protection plays a part in all-hazards preparedness and response.

Using modern research tools, and student-centric learning, students will learn how to evaluate technological and human behavior topics that exist in fire protection, the wide variety of research resources available, and how to collect and present that information in a meaningful way that can effect change to reduce fire losses or enhance understanding of new technologies.

Student Selection Criteria: Management level, mid to senior level policy and decisionmakers with 3 to 5 years experience. The audience should be practitioners with a specified career path to include fire inspectors, plans examiners, fire protection engineers, and fire and building code enforcers.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Fire Inspection Principles (R220)

This 10-day course is designed to provide the student with the fundamental knowledge, skills, and attitudes to conduct both basic and intermediate-level fire safety inspections. Students will be introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his/her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement; the relationship of fire and codes; general fire prevention practices; inspection competencies; life safety considerations and enforcement; fire safety principles and requirements related to hazardous materials; special hazards of electrical, heating, and cooking equipment and systems; and fire protection systems and equipment.

Student Selection Criteria:

- Individuals with at least 1 year experience whose primary duties are those of a full-time code enforcement inspector/officer.

- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression COs responsible for in-service fire code enforcement activities.

NOTE: *Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.*

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Completion of the NFA Online course: Q218.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science or Fire Technology.

IACET CEUs: 6.5

Principles of Fire Protection: Structures and Systems (R222)

(This course is physically challenging.)

This 10-day course is designed to meet the professional development needs of the advanced fire prevention or code enforcement official. The course provides the advanced knowledge, skills, and attitudes to conduct detailed fire safety inspections, to analyze the level of fire and life safety in buildings, and to understand operating principles, application, acceptance and testing, and inspection of fire protection systems and equipment. This course assumes that students are familiar with the codes and standards in effect in their jurisdictions that relate to fire prevention, building construction, and building mechanical systems.

Topics addressed in this course include understanding the legal environment; plans review; identifying and using resources; dealing with the public, industry, and other agencies; conducting inspections; and the testing, inspection, and maintenance of fire protection systems and equipment. The course combines classroom instruction and a "hands-on" learning approach in the Academy's Fire Protection Systems Laboratories.

NOTE: *Students attending this course will be required to complete a precourse assignment that involves reviewing and completing specific parts of an online interactive self-study program.*

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as fire and life safety inspectors with at least 2 years of full-time code enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals who are assigned to fire investigation responsibilities and who have completed NFA's R206 course.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building inspectors to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Two or more years of experience in either a code enforcement or fire safety inspection function.
- Prefer completion of the NFA's *Fire Inspection Principles* (R220) course.
- Completion of the NFA Online course: Q218.

ACE Recommendation: In upper division baccalaureate degree category, 4 semester hours in Fire Science or Fire Engineering.

IACET CEUs: 6.5

Fire Protection Systems for Emergency Operations (R227)

This 6-day course is designed to provide Incident Commanders (ICs) with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will assist ICs to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths, and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes Command Officers, COs, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

Prerequisites:

- Students attending this class should have responsibility for command and control of incident operations.

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Not less than 3 years' experience in fire suppression emergency operations.
- Experience with preincident planning policies and procedures.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Science or Fire Engineering.

IACET CEUs: 5.1

Demonstrating Your Fire Prevention Program's Worth (R378)

This 6-day course provides students with the tools and skills to be able to evaluate their organization's fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical, and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention--the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101--the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program--persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources, and context.
- Identifying Measures and Sources of Evidence--the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design--purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.
- Gathering and Analyzing Credible Evidence--methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.
- Writing SMART Objectives--SMART objectives, benchmarks, and timelines for evaluation.

- Ensuring Use and Sharing Lessons Learned--actions and opportunities of results, presentation of findings.

This 6-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with Microsoft® Office that has a recent version of Excel program capabilities. You will be responsible for the computer and its programs while at NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: *There is a precourse assignment, course homework, a student project, and a course examination.*

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application, and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialist, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local or State statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Administration or Public Safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R394)

This new 6-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are

1. Concept of self--individual and collectivist.
2. Personal versus societal responsibility--universalist and particularistic.
3. Concept of time--monochromic and polychromic.
4. Locus of control--internal and external.

Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforcers, arson investigators, inspectors, fire marshals, and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Fire Prevention: Public Education Curriculum

Presenting Effective Public Education Programs (R116)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. This 6-day course is designed for public educators who have less than 2 years of public education work, and whose current responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of a new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students first will be admitted without previous public education experience, or up to a maximum of 2 years of public safety education experience. Those students who are currently delivering public education programs and have more than 2 years of experience will be admitted on a space-available basis.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, or Educational Methods.

IACET CEUs: 4.0

Changing American Family at Risk (R348)

This 6-day course emphasizes the strategies for reaching America's families to protect them from fire. It is less about the families themselves, and more about safety strategies at the neighborhood level. Students learn behavioral change from a family-based neighborhood perspective. The course content and exercises are ideal for a wide range of student audiences involved with fire safety education in the neighborhood. Course methodology includes a variety of small group exercises, videos, discussions, and presentations.

The course teaches approaches to create positive fire safety interventions for the individual and the family. Students engage in new strategies for establishing positive relationships that lead to behavioral change. The course also presents future strategies to create sustainable change in the neighborhood, resulting in a reduction of the fire problem.

Course content focuses on the following six content areas:

1. Changing Family in America--understanding of America's changing communities, neighborhoods, and family demographics, and how they may contribute to fire risk.
2. Fire and Human Behavior--analyzing a fire event (by stages) in order to identify primary prevention interventions.
3. Social Marketing--valuing the potential for social marketing to create positive fire safety change; the four Ps of social marketing.
4. Establishing Relationships with the Family--developing strategies for establishing positive relationships with families in a neighborhood; community equity and organizational equity.
5. Promoting Behavioral Change--developing strategies to elicit behavioral change; the ABC Model for root cause; windows of opportunity.
6. When Behavioral Change is Not Enough--given fire problem in a neighborhood, developing sustainable change strategies to reduce risk; local, State and Federal resources; involvement of organizational leader.

Student Selection Criteria: Anyone responsible for or involved with fire safety education in the neighborhood or community, including but not limited to fire safety educators, firefighters, inspectors, fire marshals, community and allied health members, fire officers, fire chiefs, schoolteachers, and community volunteers representing a range of organizations such as the American Red Cross and SAFEKIDS, etc.

NOTE: A short precourse assignment is required of all accepted students.

If unclear about student stipend eligibility, students should check with the NETC Admissions Office.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Public Safety or Fire Protection.

IACET CEUs: 3.8

Community Education Leadership--One Week (R353)

This 6-day course teaches students contemporary leadership elements necessary for successful comprehensive community safety education, including striving for personal commitment in community safety education and obtaining organizational and community support. The course teaches students to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for a community and write measurable performance objectives.

The course is designed for interactivity and sharing of ideas. For example, students share their evaluation plans for a community risk issue, and discover strategies to maximize community resources.

Throughout the course, students work on culminating activities relating to community safety education in their own organization and community. Class and instructor feedback are critical components of the evaluation process. Students are evaluated through class learning activities, homework, and home community exercises. Students share their culminating activities with the class at the end of the session.

As with many resident courses, students are asked to bring and share new or unique prevention programs from their organization or within their community.

NOTE: *Students who have taken the 2-week Community Education Leadership (R343) or the (VIP) Community Education Leadership (R816) are not eligible to take this course.*

Student Selection Criteria: Students must be coordinators of their organization's public or community safety education function. Personnel in small departments and State or local fire organization personnel who serve on a prevention committee are also ideal candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Health or Public Administration.

IACET CEUs: 3.4

Demonstrating Your Fire Prevention Program's Worth (R378)

This 6-day course provides students with the tools and skills to be able to evaluate their organization's fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical, and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention--the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101--the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program--persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources, and context.
- Identifying Measures and Sources of Evidence--the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design--purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.
- Gathering and Analyzing Credible Evidence--methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.
- Writing SMART Objectives--SMART objectives, benchmarks, and timelines for evaluation.
- Ensuring Use and Sharing Lessons Learned--actions and opportunities of results, presentation of findings.

This 6-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with a recent version of Microsoft® Excel. You will be responsible for the computer and its programs while at NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: *There is a precourse assignment, course homework, a student project, and a course examination.*

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application, and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialist, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local or State statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Administration or Public Safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R394)

This new 6-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

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Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforces, arson investigators, inspectors, fire marshals, and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All

students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs:

Youth Firesetting Prevention and Intervention (R629)

This 6-day course provides students with knowledge and skills necessary to identify children and adolescents involved in firesetting. The course addresses how to establish programs to meet the needs of these youths and their families. Skills essential to meet the Juvenile Firesetting Intervention Professional Standard which is part of NFPA 1035 are discussed and practiced throughout the course.

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition, and followup are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting.

NOTE: *There is a precourse assignment due 2 weeks before class.*

Student Selection Criteria: Individuals must have or will have responsibilities related to functions associated with a youth firesetting and intervention program for their agency or their community.

Priority will be given to the following: Two members of a jurisdiction applying together who have or will have responsibilities related to youth firesetting prevention and intervention. One of the members must be from the fire service. The other applicant can be from law enforcement, mental health, social services, juvenile justice, or other agencies involved in youth firesetting prevention and intervention.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Responder Health and Safety Curriculum

Safety Program Operations (R154)

This 6-day course provides knowledge and practice, in the context of current issues, to develop strategies of risk management associated with the provision of firefighting and EMS services to reduce firefighter fatalities and injuries. With a focus on using the risk management model in the health and safety aspects of emergency services operations, current regulations, standards, policies and responsibilities for program management, day-to-day operations, and incident safety will be addressed.

Student Selection Criteria: Company-level officers, Chief Officers, and supervisors who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer or department Health and Safety Officer.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisites: *Incident Safety Officer (F729) and Health and Safety Officer (F730).*

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

IACET CEUs: 4.4

CECBEMS CE: 3-Operational; 35.75-Management

Training Programs Curriculum

Fire Service Course Design--One Week (R129)

This 6-day course provides students with the necessary skills to apply training design principles to courses that will be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, students apply principles to create the design of the training program that meets their identified training need (from the precourse assignment) for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a job task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials.

NOTE: *Students who have taken the 2-week version of Fire Service Course Design (R114) are not eligible to attend this course.*

Student Selection Criteria: Personnel with course design and development responsibilities.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I or higher State certification programs, NFA's former *Fire Service Instructional Methodology* (R113), a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Public Administration or Public Safety.

IACET CEUs: 3.2

Training Program Management (R342)

NOTE: *Students who have successfully completed NFA's Challenges for Local Training Officers (R815) will not be admitted into Training Program Management.*

This 10-day course is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, nor is it related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons also coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and new methods to reach students are featured. Students explore numerous training methodologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, research, and a course project.

Student Selection Criteria: Students must have current or future responsibility for coordinating their organization's training function.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

- Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I or higher State certification programs, NFA's former *Fire Service Instructional Methodology* (R113), *Fire Service Course Design* (6-day or 10-day version) (R129/R114), a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, 3 semester hours in Education, Public Administration, Fire Service Management, Human Resource Management, Vocational/Technical Education, or Education Administration.

IACET CEUs: 5.2

Volunteer Incentive Program

BACKGROUND

The Volunteer Incentive Program (VIP) is an intensive 6-day educational opportunity designed **specifically for volunteer and combination department emergency services personnel**. Numerous individual 6-day courses are available.

Since 1980, the NFA has offered 2-week courses year-round on its Emmitsburg, MD, campus; these courses are considered the best available anywhere. The problem was that most volunteers couldn't take 2 weeks off to attend these courses.

With VIP, that has all changed!

The NFA has compressed course work into 6 days, or has devised new courses and tailored them to the special needs of volunteers, still maintaining content, quality, and integrity. VIP courses, offered during a "VIP Week" four times per fiscal year, also have recommended college accreditation through ACE.

Students have the opportunity to meet and exchange ideas and information with colleagues from across the country in an informal setting outside the classroom. This program, along with the other resources of the NFA, ensures a successful learning experience while keeping the time commitment to a minimum.

VIP PROGRAM ELIGIBILITY

Emergency services personnel in volunteer departments (including part-time paid on-call) and predominately volunteer combination departments, who meet the established student selection criteria for the course for which they are interested, are eligible to apply to the VIP.

For the purposes of VIP eligibility, the following definitions will be used:

Volunteer Department: All personnel in the department are rostered as volunteers (including those who are paid on-call per call compensated).

Combination Department: The majority of active duty personnel in the department are volunteer members; they are supplemented by career staff. Volunteers or career staff **representing the predominately volunteer department** may apply to the VIP. **(CAREER PERSONNEL FROM COMBINATION DEPARTMENTS MUST SUBMIT A LETTER FROM THE CHIEF OR ADMINISTRATOR/SUPERVISOR IDENTIFYING HOW THE TRAINING REQUESTED WILL HELP THE VOLUNTEERS WITH WHOM THEY WORK.)**

Career Department: All personnel within the department are paid career staff. **THE VIP IS NOT APPLICABLE TO CAREER DEPARTMENT PERSONNEL, REGARDLESS OF DEPARTMENT SIZE.**

NOTE: *Special consideration will be given to qualified volunteer Chief Officers who are accompanied by elected officials, i.e., city managers, elected board members, town/borough council members, village selectmen, township supervisors, or other allied professionals who are*

not fire service members. The elected official also must submit an application for the same course/same class session as the volunteer Chief Officer.

Mandatory Prerequisites for ALL NFA Courses: In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q462 and Q463 courses available through NFA Online at www.nfaonline.dhs.gov, we will accept other NIMS-compliant equivalent training as provided by State or Federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q462, ICS-100, <i>Introduction to ICS for Operational First Responders</i> F/W806, <i>NIMS ICS for the Fire Service</i> F/W163, <i>NIMS ICS for EMS</i>
ICS-200	Q463, ICS-200, <i>Basic NIMS ICS for Operational First Responders</i> F/W806, <i>NIMS ICS for the Fire Service</i> F/W163, <i>NIMS ICS for EMS</i>
ICS-300	H465, ICS-300, <i>Intermediate ICS for Expanding Incidents for Operational First Responders</i> R308, <i>Command and Control of Fire Department Operations at Natural and Man-Made Disasters</i> (June 2007 or later) R152/N152, <i>EMS: Special Operations</i> (March 2007 or later) R243/N243/O243, <i>Hazardous Materials Incident Management</i> (July 2007 or later) R306, <i>Executive Analysis of Fire Service Operations in Emergency Management</i> (February 2007 or later) R337/N337/O337, <i>Command and General Staff Functions for Local Incident Management Teams</i> (2007 or later)
ICS-400	H467, ICS-400, <i>Advanced ICS for Command and General Staff, Complex Incidents, and MACS</i> R306, <i>Executive Analysis of Fire Service Operations in Emergency Management</i> (February 2007 or later) R337/N337/O337, <i>Command and General Staff Functions for Local Incident Management Teams</i> (2007 or later)

COSTS

Each student receives a stipend to cover the cost of round-trip coach airfare or actual mileage not to exceed airfare from point of departure, whichever is less. Lodging, student materials, books, and ground transportation to and from airports are provided by the NFA. Details will be in your welcome package. Students staying on campus must purchase a meal ticket. The cost is \$20 per day at our cafeteria (cost subject to change). You also may want to bring extra money for a class shirt, class picture, or other incidentals.

START-END

The Volunteer Incentive Program begins on Sunday morning with a student orientation at 8 a.m. Classes begin at 9 a.m. following orientation, and continue through the following Friday at 4 p.m. Accepted students must travel to the NFA on the day before class begins (Saturday); the travel day for departure is the following Saturday. **Transportation arrangements should not be made until you receive an acceptance packet from the NETC Office of Admissions. Complete information will be provided in your acceptance package.**

VIP APPLICATION PROCESS

Complete FEMA Form 119-25-1 (August 2010 or later version). FEMA Form 119-25-1 is available in the back of this catalog or may be downloaded from our Web site at www.usfa.fema.gov/nfa/about/attend/apply.shtm

SPECIAL NOTE: Please pay special attention to Block 16 of FEMA Form 119-25-1. Review the selection criteria for the course for which you are applying. Block 16 should reflect your current duties and responsibilities as they apply to the course selection criteria.

VIP applications require the signature of a Chief Officer or Training Officer within the department. All completed applications should be mailed or faxed to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
Fax: 301-447-1441

If you have questions about the application process, please contact the NETC Office of Admissions at 301-447-1035.

Applications are accepted only during the open enrollment period as follows:

First Semester--Includes classes scheduled from October 1, 2012, to March 31, 2013. Applications for this semester must be postmarked between April 15 and June 15, 2012.

Second Semester--Includes classes scheduled from April 1, 2013, to September 30, 2013. Applications for this semester must be postmarked between October 15 and December 15, 2012.

NOTE: *You must reapply for second semester courses if not accepted for the first semester. No applications will be carried over. You may apply for more than one course, but you should submit a separate application for each course.*

Leadership and Administration (R810)

This intensive 6-day course provides the appropriate skills for the volunteer emergency services officer to view administrative effectiveness through adaptive leadership skills and efficient management practices. Course units include leadership--setting the stage, planning, forging partnerships, human resource management, recruitment, retention, needs assessment and assets, risk assessment, leading change, and "putting it all together." There are precourse activities, including a reading assignment.

Student Selection Criteria: Emergency services chiefs and senior officers and/or presidents and administrative officers assigned to recruitment and retention efforts within volunteer (staffed) emergency services organizations. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Science, Public Administration, or Management.

IACET CEUs: 5.1

Fire Cause Determination for Company Officers (R811)

This 6-day course addresses the basic skills needed to conduct initial fire cause determinations. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin, and assess the need for additional assistance to accurately determine the cause of a fire. Subjects include, but are not limited to, behavior of fire, determining area of origin, accidental and incendiary fire cause determination, fire scene examinations, motives of the firesetter, vehicle fires, legal aspects (court testimony), and handling/preservation of evidence.

Student Selection Criteria: COs, Command/Chief Officers. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77. Applicants can access the International Association of Arson Investigators (IAAI) Distance Learning Network at www.CFITrainer.net CFI Trainer is an online training resource that provides **free** fire/arson investigation-related training for fire service, law enforcement, and insurance personnel interested in furthering their knowledge and understanding of a wide range of topics. These training modules complement many of the concepts that are fundamental to the goals, objectives, and learning outcomes of the courses offered in the Fire/Arson and Explosion Investigation Curriculum at the NFA.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Science or Arson Investigation.

IACET CEUs: 3.6

Hazardous Materials Incident Management (R814)

This 6-day course focuses on the duties and responsibilities of the emergency response personnel who will assume the IC role in hazardous materials emergencies above the initial response and will implement a NIMS-based Incident Command System (ICS). Based on the current requirements of 29 CFR 1910.120 and the applicable national standards and plans, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities. This course meets the NIMS requirements for ICS-300.

Topics include negligence and liability, planning, NIMS ICS/Emergency Operations Center (EOC) interface, training requirements, and emergency response plans. The student will develop a hazard-based response using risk-based decisionmaking to develop an Incident Action Plan (IAP). The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the IC at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety Officers as described in 29 CFR 1910.120.*
- Departmental training officers, Chief Officers, COs, and regularly acting officers.
- Emergency management personnel who would interface with emergency response personnel through an EOC operation at a hazardous materials incident.

*While Safety Officers and Training Officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- Departments must certify applicants as operations-level trained. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

IACET CEUs: 3.6

Challenges for Local Training Officers (R815)

This 6-day course is designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a

nearby larger city or State training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements include class activities, homework, two examinations, and a small individual project.

NOTE: *This course is not designed to teach course development or presentation skills. Students who have taken the 2-week on-campus course, Training Program Management (R342), will not be admitted to this class.*

Student Selection Criteria: Students must have current or future responsibility for their organization's training function. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Education, Public Administration, Fire Science, Emergency Medical Services, Management, or Human Resource Management.

IACET CEUs: 4.0

Community Education Leadership (R816)

This 6-day course teaches emergency services personnel in volunteer and predominantly volunteer combination departments how to lead successful comprehensive community safety education programs. The course emphasizes personal commitment in community education and how to obtain organizational and community support for safety education.

Through a variety of methods students learn to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for their community.

The course is designed for interactivity and sharing of ideas. Throughout the course, students work on activities relating to their own organization and community, and share their experiences and new ideas throughout the class. Students are asked to bring and share prevention programs from their organization or within their community.

Class and instructor feedback is a critical component of the evaluation process. Three short exams provide the students with validation of learning.

Student Selection Criteria: Students must be coordinators of their organization's public or community safety education function. Personnel in small departments and State or local fire organization personnel who serve on a prevention or public education committee are also ideal candidates. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Public Health or Public Administration.

IACET CEUs: 3.2

Safety Program Operations (R822)

This 6-day course provides knowledge and practice, in the context of current issues, to develop strategies of risk management associated with the provision of firefighting and EMS services to reduce firefighter fatalities and injuries. With a focus on using the risk management model in the health and safety aspects of emergency services operations, current regulations, standards, policies, and responsibilities for program management, day-to-day operations and incident safety will be addressed.

Student Selection Criteria: Company-level officers, Chief Officers, and supervisors who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer (ISO). In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisites: *Incident Safety Officer (F729) and Health and Safety Officer (F730).*

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

IACET CEUs: 4.4

CECBEMS CE: 3-Operational; 35.75-Management

Management Strategies for Success (R824)

This 6-day course provides the CO with basic management skills and tools to perform effectively in the emergency services environment. Subjects covered include management traits, becoming a supervisor, cultural and legal considerations, ethics, leading others, communications, and leading your part of the organization. A student-centered discovery learning methodology is used throughout this course.

Student Selection Criteria: Any company operations, administrative, or staff officer or those about to be promoted into one of these positions (letter from Chief needed) may attend. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendations: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Service Administration.

IACET CEUs: 4.2

Command and Control of Fire Department Operations at Target Hazards (R825)

This 6-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 advanced applications in ICS, command and control, decision making, strategic and tactical considerations, preincident preparation, documentation, and postincident 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 class is not a tactics class, but explains the development of Incident Management Teams.

Student Selection Criteria: Individuals or COs who would have the responsibility to command incidents involving target hazards. Also, officers who may have this responsibility eventually and are upwardly mobile in their organization may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to course start date.*

ACE Recommendation: In upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

IACET CEUs: 4.2

Presenting Effective Public Education Programs (R826)

This 6-day course provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community, particularly in small communities with a volunteer or combination department. The course is designed for public educators who have less

than 2 years of public education work, and whose current responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of a new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in fire safety education. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria: Students must have current responsibility for delivering community safety education programs in their community. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to course start date.*

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, or Educational Methods.

IACET CEUs: 4.0

Fire Protection Systems for Emergency Operations (R827)

This 6-day course is designed to provide Incident Commanders (ICs) with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will assist ICs to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths, and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes Command Officers, COs, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

Prerequisites:

- Students attending this class should have responsibility for command and control of incident operations.
- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.
- Not less than 3 years' experience in fire suppression emergency operations.
- Experience with preincident planning policies and procedures.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Science or Fire Engineering.

IACET CEUs: 5.1

Command and Control of Incident Operations (R831)

In this 6-day course, volunteer fire officers are introduced to ICS, and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multioccupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Individuals who have responsibility to command incidents within their jurisdiction, career Chief Officers of volunteer staffed fire departments, COs, and/or newly appointed officers, including those in an acting position of CO and/or newly appointed officers from small paid/combo fire departments. Additionally, individuals who are upwardly mobile in their organizations may be considered. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

NOTE: *A precourse assignment, which will be graded, will be emailed to students 6 to 8 weeks prior to course start date.*

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services and 1 semester hour in Lab or Practicum.

IACET CEUs: 4.8

Leadership Strategies for Community Risk Reduction (R833)

This 6-day course is designed to enhance knowledge and skills necessary to lead, manage, and apply fire prevention strategies and community risk-reduction initiatives at the local level. This course will give students tools and techniques to raise the level of importance for prevention within their organization. The course will demonstrate how fire prevention and other risk reduction initiatives can benefit them directly and individually in providing a safer work environment. Students will be guided through a process that shows how to strategically build support internally and externally for community risk reduction, the steps and activities necessary to sustain programs, and how these come together to create effective risk reduction programs.

Precourse assignment: Consists of selected readings and conducting a community risk assessment.

Student Selection Criteria: Emergency services personnel currently serving in fire suppression, training, EMS or fire prevention, as well as those who have or will have prevention responsibilities and would like to expand their prevention knowledge are encouraged to apply. Personnel with little or no prevention background will benefit significantly. Firefighters, Fire Officers, EMS personnel, fire and life safety educators, fire inspectors, and fire marshals are the intended audience. Prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendations: ACE has not yet reviewed this new course.

IACET CEUs:

Emergency Medical Services Incident Operations (R847)

In this 6-day course, EMS personnel/officers/supervisors review ICS and study proper Incident Command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within Incident Command, resource management, interagency and mutual aid, sizeup and strategy, tactics and action plans, EMS company operations, preincident preparation, incident organization, and strategic command.

Student Selection Criteria: Emergency response personnel with responsibilities to implement the initial and early expanding EMS functions of an ICS at medium- or large-sized incidents. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 77.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisite Course: *EMS Functions in the ICS* (F/W166).

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

For more information on VIP, contact the NFA VIP Program Manager at 1-800-238-3358, ext. 1402, or 301-447-1402. VIP information is also on the USFA Web site at www.usfa.fema.gov/nfa/resident/vip/index.shtm

NFA-Sponsored Off-Campus 6-Day and 10-Day Program

(formerly Regional Delivery Program)

The NFA-Sponsored Off-Campus Delivery Program was developed because of limited space at the Emmitsburg, Maryland, campus. The NFA-Sponsored Off-Campus Program provides fire service and allied professionals the opportunity to attend NFA resident courses within their geographical region.

NFA-Sponsored Off-Campus courses mirror 6- and 10-day courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the NFA-Sponsored Off-Campus Delivery Program is coordinated and implemented. TRADE members consist of State- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities, arrange for support, provide instructional equipment, secure student housing and meals, and provide onsite administrative support. Students are responsible for costs associated with individual travel, lodging, and meals. However, **NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.**

The following courses are currently available through the NFA-Sponsored Off-Campus Delivery Program. Course descriptions can be found as indicated by the page number listed.

- *Advanced Life Support Response to Hazardous Materials Incidents* (N247) 10 days. See page 48.
- *Safety Program Operations* (N822) 6 days. See page 83.
- *Challenges for Local Training Officers* (N815) 6 days. See page 81.
- *Chemistry for Emergency Response* (N233) 10 days. See page 46.
- *Command and Control of Fire Department Operations at Target Hazards* (N825) 6 days. See page 42.
- *Command and Control of Incident Operations* (N831) 6 days. See page 41.
- *Evaluating Performance-Based Designs* (N108) 6 days. See page 59.
- *Fire Cause Determination for Company Officers* (N811) 6 days. See page 80.
- *Fire Inspection Principles* (N220) 10 days. See page 62.
- *Fire Protection Systems for Emergency Operations* (N227) 6 days. See page 64.
- *Hazardous Materials Incident Management* (N243) 6 days. See page 81.
- *Hazardous Materials Operating Site Practices* (N229) 10 days. See page 46.
- *National Fire Incident Reporting System Program Management* (N491) 6 days. See page 43.
- *Presenting Effective Public Education Programs* (N826) 6 days. See page 67.
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For information on this program please contact the Program Manager at 1-800-238-3358, ext. 1402, or 301-447-1402.

NFA-Sponsored Off-Campus 2-Day Program and NFA Sponsored On-Campus 2-Day Program

(formerly Direct Delivery and State Weekend Program)

A strong partnership exists between NFA and State and local fire training systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's distance delivery programs. The courses offered for the Off-Campus 2-Day Program and the On-Campus 2-Day Program are identical. The same cadre of instructors is used for delivery of courses in both programs. Curriculum areas cover a variety of subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and counterterrorism.

The following courses are available through both the Off-Campus 2-Day and the On-Campus 2-Day Programs:

- *Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer (CCWUIFOSCO)*
- *Community Risk Issues and Prevention Interventions (CRIPI)*
- *Cooperative Leadership Issues in Wildland/Urban Interface Operations (CLIWUIO)*
- *Courtroom Preparation and Testimony for First Responders (CPTFR)*
- *Emergency Response to Terrorism: Strategic and Tactical Considerations for Supervisors (ERT:STCS)*
- *Executive Skills Series: Exercising Leadership to Facilitate Adaptive Change (ESS:ELFAC)*
- *Executive Skills Series: Exercising Leadership Through Difficult Conversations (ESS:ELDC)*
- *Executive Skills Series: Exercising Leadership Within Communities (ESS:ELWC)*
- *Fire Prevention for First Responders and Small Departments (FPSD)*
- *Fiscal Management and Decision Making (FMDM)*
- *Fire Prevention for High-Risk Populations: Age and Disability Factors (FPHRP:ADF)*
- *Health and Safety Officer--Revised (HSO)*
- *Incident Command for Highrise Operations (ICHO)*
- *Incident Command System for Structural Collapse Incidents (ICSSCI)*
- *Incident Safety Officer--Revised (ISO)*
- *Introduction to National Fire Incident Reporting System 5.0 (NFIRS 5.0) (States need to have computers for all students if offering off campus)*
- *Introduction to*
- *Juvenile Firesetter Intervention Specialist I (JFIS I)*
- *Juvenile Firesetter Intervention Specialist II (JFIS II)*
- *Leadership I for Fire and EMS: Strategies for Company Success (LS I)*
- *Leadership II for Fire and EMS: Strategies for Personal Success (LS II)*
- *Leadership III for Fire and EMS: Strategies for Supervisory Success (LS III)*
- *Leveraging Technology for the Emergency Services (LTES)*
- *Marketing Fire Prevention in Your Community (MFPC)*
- *Methods of Enhancing Safety Education (MESE)*
- *NIMS--Incident Command System for the Fire Service (NIMS--ICS for the FS)*
- *NFIRS: Data Analysis and Problem-Solving Techniques (NFIRS:DAPST) (States need to have computers for all students if offering off campus)*

- *Preparation for Initial Company Operations (PICO)*
- *Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings (PFRBSF:RUS)*
- *Prevention and Mitigation Advocacy for Small Departments Responders (PMSD)*
- *Shaping the Future (STF)*
- *Strategy and Tactics for Initial Company Operations (STICO)*
- *Training Operations in Small Departments (TOSD)*
- *Wildland Urban Interface Firefighting for the Structural Company Officer (WUIFSCO)*

For general information on these programs, please contact the Program Manager at 1-800-238-3358, ext. 1301, or 301-447-1301.

NFA-Sponsored Off-Campus 2-Day Program: Many volunteer and career fire service personnel cannot take time to attend our 10-day and 6-day resident programs, so the 2-day courses provide training opportunities **within** the State and local communities. Courses are selected and cosponsored jointly by NFA and State and local fire training systems. States have the option of electing to use some/all as Train-the-Trainer Programs. Course materials will be handed off in digital form to State Training Systems hosting Train-the-Trainer deliveries.

Each year State Fire Training Agencies select Academy courses to be delivered within their own State. If your department is interested in hosting one of these course deliveries you should contact your State Fire Training Agency. Contact information for each State Agency is included in the back section of this catalog.

How to Apply: For specific information regarding which courses will be offered, course locations, dates, registration, and application procedures, contact your State Fire Training Agency. Each State is responsible for all admission procedures for courses delivered in the NFA Sponsored Off-Campus 2-Day Program.

NFA-Sponsored On-Campus 2-Day Program: This NFA-Sponsored On-Campus 2-Day Program is offered at NFA as an educational opportunity for fire and rescue personnel from specific States. The Program strengthens a State's fire service community through education, personal networking, and a shared collegial experience. Students are offered the opportunity to grow professionally through a quality educational experience and to increase their knowledge and skills to provide a safe and effective response to their communities.

State Fire Training Agencies sponsor the weekends in partnership with NFA. The State Agency selects the courses and recruits and enrolls the students according to the established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. In addition, lodging is provided at no cost to representatives of career or volunteer departments and State/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

This program provides a unique opportunity for NFA and State Fire Training Agencies to collaborate in the delivery of a quality training program.

How to Apply: This program is targeted for fire service personnel with a minimum of 3 years of experience. Those interested in attending an NFA-Sponsored On-Campus 2-Day Program should contact their State Fire Training Agency for information on dates, course selection, registration, and transportation.

Course descriptions for each of the courses available through these programs follow:

Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer (CCWUIFOSCO) (F612)

This 2-day course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. Course content covers interface incidents, fire behavior, safety, and operational considerations.

Target Audience: Chief or COs who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Forestry Management.

IACET CEUs: 1.5

Community Risk Issues and Prevention Interventions (CRIPI) (F347)

This 2-day course is designed for students who work in the field of prevention. Students learn a basic overview of the "three Es" of prevention--education, engineering, and enforcement. The course concludes that the most effective way to combat community risk issues is to develop strategies that use all "three Es." The course is designed to provide the motivation and leadership for local organizations to enhance their prevention efforts.

Course content includes

- evaluation of the types and levels of community prevention;
- how injuries, fires, and burns can be prevented;
- strategies and countermeasures to help people understand the injury, fire, or burn event and reduce the loss; and
- prevention approaches--behavior changes, legislation, and enforcement and engineering.

Target Audience:

- Prevention personnel in local organizations.
- Persons serving on local or State prevention committees.
- Fire marshals, inspectors, and public educators.
- Career and volunteer firefighters who have prevention responsibilities.
- EMS personnel who coordinate community life-support programs.
- Community volunteers wishing to enhance fire and life safety efforts.
- Community health educators.
- Part-time or full-time public educators.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Public Administration, Fire Science, Public Health, Industrial Loss Control, or Political Science.

IACET CEUs: 1.5

Cooperative Leadership Issues in Wildland/Urban Interface Operations (CLIWUIO) (F613)

This course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. It is designed in a modular format to be offered as a 2-day course or as optional modules after completing *Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer*. Course content covers strategy development (simulation exercise), overview of the emergency management plan, new development issues, working with property owners, environmental issues, cultural issues, historic issues, news media, and cooperative leadership (simulation exercise).

Target Audience: Chief or COs who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science and Forestry Management.

IACET CEUs: 1.4

Courtroom Preparation and Testimony for First Responders (CPTFR) (F209)

This course will provide the necessary tools for all emergency responders who may be called upon for depositions and/or courtroom testimony relevant to facts witnessed on arrival at a scene as a first responder.

This 2-day course will emphasize the importance of reporting factual events. It also will address the need to improve report-writing skills after witnessing an event, and oral presentation skills if asked to describe the event in a court of law. The intent of this course is to prepare all emergency responders, with emphasis on volunteer firefighters, to present information to the legal system.

Target Audience: Open to all interested emergency services personnel, including volunteer, career, and allied professions, who are interested in controlling the arson problem.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, Emergency Management, or Law Enforcement.

IACET CEUs: 1.4

Emergency Response to Terrorism: Strategic and Tactical Considerations for Supervisors (ERT:STCS) (F549)

This updated 2-day course is designed for the responder(s) who may be responsible for initial and expanded command of incidents involving terrorism. The course is intended to build upon the students' existing skills as an IC, a practitioner of ICS, and knowledge of NIMS, the National Response Framework (NRF), and terrorism. The class will assist the officer in preparing an effective response to the consequences of terrorism. ICs must be prepared to operate as part of a multiagency, multidiscipline, and multijurisdictional response. To address the command and control challenges that likely will confront the IC, the class uses lecture supported by case studies and practice scenarios. This will enable the students to apply their knowledge of preincident planning, managing emergency incidents, and operating as part of a Unified Command structure.

Target Audience: The primary target audience for this course is individuals (Chief Officers, shift supervisors, etc.) who hold command-level positions in their organizations. These people should have command and control responsibilities on incidents involving terrorism, and be familiar with operating in an incident management structure.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.
- W/F806, *NIMS ICS for the Fire Service* or W/F163, *NIMS ICS for EMS*.
- Q534, *Emergency Response to Terrorism: Self Study*; or Q890, *Introduction to Emergency Response to Terrorism*; or F531, *Emergency Response to Terrorism: Basic Concepts*.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Management.

IACET CEUs: 1.6

Executive Skills Series: Exercising Leadership to Facilitate Adaptive Change (ESS:ELFAC) (F521)

The purpose of this course is to provide skills which individuals in positions of authority can use to exercise leadership when confronted with adaptive challenges. The goal of this course is for the participant to develop an understanding of skills associated with exercising leadership to resolve adaptive problems, those problems where the solution is either unknown or requires significant change, or both.

Target Audience: The primary target audience is fire and emergency service personnel in positions of authority (executive level officers) who have an opportunity to exercise leadership. (**NOTE:** *Participants must be minimally assigned to supervisory level position, e.g., CO.*)

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs: 1.6

Executive Skills Series: Exercising Leadership Through Difficult Conversations (ESS:ELDC) (F522)

The purpose of this course is to provide knowledge and skills for having difficult conversations to exercise leadership in addressing adaptive challenges. The goal of this course is for the participant to identify and apply skills for having difficult conversations as they relate to exercising leadership when addressing adaptive challenges.

Target Audience: The primary target audience is fire and emergency service personnel in positions of authority (executive level officers) who have an opportunity to exercise leadership. (NOTE: *Participants must be minimally assigned to supervisory level position, e.g., CO.*)

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs: 1.6

Executive Skills Series: Exercising Leadership Within Communities (ESS:ELWC) (F520)

The purpose of this course is to provide fire service authority figures with knowledge and skills enabling them to exercise leadership when confronting adaptive challenges presented by increasingly diverse internal and external communities. The goal of the course is for participants to use the diversity of ideas, people, and cultures as resources in exercising leadership to address adaptive challenges in their communities.

Target Audience: The primary target audience is fire and emergency service personnel in positions of authority (executive level officers) who have an opportunity to exercise leadership. (NOTE: *Participants must be minimally assigned to supervisory level position, e.g., CO.*)

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs: 1.6

Fire Prevention for First Responders and Small Departments (FPSD) (F271) (1st in a series of Small Community Fire Prevention courses)

This 2-day inspirational course stresses the awareness, advocacy, and motivational content needed by those who traditionally have been focused on operations (suppression, EMS, etc.) and who seek to learn new, successful approaches appropriate for communities of all sizes, but most especially for America's smaller communities. The course focuses on identifying exciting and highly successful tools and approaches for addressing the total fire protection challenge via lessons learned in other communities, resources available, and the means and value of building partnerships and coalitions. Students will come away empowered to make change and thus build departments that are more effective at serving both customers and members, by learning how to manage the fire prevention function better.

Target Audience: Leaders, both today's and tomorrow's, in the Nation's smaller departments (typically those of less than 25,000 population). This course is open to all interested emergency

services personnel including volunteer, career, and allied professionals; the class is intended primarily for those who have served in operations and who seek to learn more effective ways of combating the fire problem.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs: 1.2

Fiscal Management and Decision Making (FMDM) (F488)

This new 2-day course is intended to improve emergency services management of fiscal and resource allocation using the outcome-based Transformational Model in a decisionmaking process. The course focus is on the Transformational Model and the use of this model in planning for, justifying, and implementing an emergency services agency budget. Students learn to recognize the value of technology in data analysis and decisionmaking and identify possible uses in their own agencies. Various software applications are presented with opportunities for student practice applying these tools to fiscal management. Tools included: Microsoft® Excel, Pivot Table applications, regression tool in Excel, using preformatted templates (VAP/SAP and RAVE). The National EMS Information System (NEMSIS) and NFIRS databases are explored and students will be able to recognize the use of a correctly formatted database in exporting to other software applications. The students will be able to differentiate between various services and their relationship to outcomes and identify what role resources play in relationship to the Transformational Model.

Target Audience:

- **Primary Audience:** Emergency services personnel who manage fiscal and resource allocations to include suppression, prevention, hazardous materials, emergency management, administration, training, safety, special/technical rescue, 9-1-1 centers, public education, and support services.
- **Secondary Audience:** Fire department policymakers, public information, and law enforcement officers.

ACE Recommendation: ACE has not yet reviewed this new course.

IACET CEUs:

Fire Prevention for High-Risk Populations: Age and Disability Factors (FPHRP:ADF) (F275)

This 2-day course will provide an overview of the knowledge, skills, and process required to conduct successful risk-reduction efforts among older adult populations and very young children.

This course is designed for students who work in the field of prevention, safety education, and community leadership positions. Students learn to focus on the factors that contribute to high fire incidence with the older adult and very young populations.

Course content includes

- personal beliefs and observations about the aging process;
- developing sensitivities about growing older;
- characteristics and challenges associated with addressing risk among older adult and very young population groups;
- the risk-reduction process for older adult populations; and
- fire safety plans/messages targeting high-risk populations based on aging.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- Persons serving on local or State prevention committees.
- Prevention personnel in local organizations.
- Persons teaching safety programs within the community.
- Fire marshals, inspectors, and public educators.
- EMS personnel who coordinate community life-support programs.
- Local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, or Public Administration.

IACET CEUs: 1.7

Health and Safety Officer--Revised (HSO) (F730)

This 2-day course examines the Health and Safety Officer's role in identifying, evaluating, and implementing policy and procedures that affect health and safety aspects for emergency responders. Risk analysis, wellness, and other occupational safety issues will be the main emphasis of this course.

Target Audience: Individuals who have department-level health and safety responsibilities. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, applicable NFPA and Occupational Safety and Health Administration (OSHA) requirements and recommendations, and responsibility for setting policy for the department on such issues.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

IACET CEUs: 1.6

Incident Command for Highrise Operations (ICHO) (F321)

This 2-day course is designed to assist emergency response officers who have responsibility for managing highrise incidents. This includes organizing resources, developing strategies, and

managing tactical operations to protect life and to minimize damage during an incident. Students attending should have a

- working knowledge of the basic ICS organization;
- working knowledge of strategy and tactics for structural firefighting;
- knowledge of building construction; and
- understanding of the type of building systems existing in highrise buildings.

Target Audience: Anyone who would serve as a CO/Chief Officer in communities that have highrise buildings.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Public Administration, Emergency Medical Services Administration, or Emergency Management.

IACET CEUs: 1.6

Incident Command System for Structural Collapse Incidents (ICSSCI) (F322)

This 2-day course is designed to provide fire officers with an understanding of command operations at structural collapse incidents. Students completing this course will be able to:

- describe the aspects of a structural collapse;
- explain basic command procedures and ICS organizational structure;
- identify various resource levels, types, and capabilities used for structural collapse incidents;
- identify critical factors and issues that affect scene management;
- describe all unique operational considerations used at a structural collapse incident;
- describe all response operations phases associated with a structural collapse incident; and
- describe the technical rescue expertise and equipment required for safe operations and effective incident management.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a Unified Command structure at a structural collapse; fire Command Officers.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Public Administration, Emergency Medical Services Administration, or Emergency Management.

IACET CEUs: 1.6

Incident Safety Officer--Revised (ISO) (F729)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within ICS as a Safety Officer is a main theme. Response to all-hazards types of situations will be emphasized.

Target Audience: Individuals who have a Safety Officer responsibility at emergency operation situations. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, building construction principles, hazardous materials management, applicable NFPA guidelines, and Federal regulations.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Occupational Health and Safety, Fire Science, or Fire Administration.

IACET CEUs: 1.6

Introduction to National Fire Incident Reporting System 5.0 (NFIRS 5.0) (F497)

This 2-day course teaches students how to use standardized forms to achieve uniformity in their incident and activity reporting.

This training program is designed specifically to support local fire service organizations, and will assist them in providing data both to their management and to decisionmakers, as well as to their State uniform fire reporting system. At a local level, the NFIRS data can be used to:

- describe a community's fire problem;
- support budget requests;
- improve decisionmaking for allocation of resources;
- assist in planning for future fire protection;
- help identify opportunities for scheduling nonemergency activities;
- evaluate code enforcement programs; and
- identify target audiences for public fire education programs.

Target Audience: New, current, and potential users of a fire department or State uniform reporting system. Members of local or State fire service organizations responsible for documenting incidents and/or incident data collection.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Fire Protection, Fire Science, Fire Administration, Public Administration, Emergency Management, Homeland Security, or Emergency Medical Services.

IACET CEUs: 1.3

Juvenile Firesetter Intervention Specialist I (JFIS I) (F626)

Students will be introduced to NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist*. The individual will learn how to conduct an interview with a firesetter and his or her family using

prepared forms and guidelines. Based on recommended practice, how to determine the need for referral for counseling and/or implement educational intervention strategies to mitigate effects of firesetting behavior.

Target Audience: Individuals who have responsibilities related to juvenile firesetting intervention, interviewing, and prevention. The target audience includes practitioners who interact with children involved in firesetting and/or arson behavior and their families. In addition to the fire service, professionals from myriad fields including mental health, law enforcement, education, counseling services, and social services can benefit from the training.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs: 1.6

Juvenile Firesetter Intervention Specialist II (JFIS II) (F627)

Students will be introduced to NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist*. The individual will learn how to develop and coordinate a child firesetting intervention program and the activities of a Juvenile Firesetter Intervention Specialist. The course develops skills in interviewing and assessment, program development, implementation, and evaluation.

Target Audience: Individuals who have or will have responsibilities related to the management and/or coordination of a juvenile firesetting intervention program.

ACE Recommendation: ACE has not yet reviewed this course.

IACET CEUs: 2.0

Leadership I for Fire and EMS: Strategies for Company Success (LS I) (F803)

This 2-day course presents the CO with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course includes techniques and approaches to problem-solving, ways to identify and assess the needs of the CO's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the CO.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs:

Leadership II for Fire and EMS: Strategies for Personal Success (LS II) (F804)

This 2-day course provides the CO with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course addresses ethics, use and abuse of power at the CO level, creativity in the fire service environment, and management of the multiple roles of the CO.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs:

Leadership III for Fire and EMS: Strategies for Supervisory Success (LS III) (F805)

This 2-day course provides the CO with the basic leadership skills and tools to perform effectively in the fire service environment. The course covers when and how to delegate to subordinates, assess personal leadership styles through situational leadership, discipline subordinates, and apply coaching/motivating techniques.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs:

Leveraging Technology for the Emergency Services (LTES) (F486)

This 2-day course provides opportunities to gain experience with a wide array of tools and methods used by progressive organizations to identify, track, and report accomplishments and future direction. Topics include

- hazard tracking, disaster preparedness/emergency management, resource management, analysis of prevention data, EMS data/research/NEMESIS, NFIRS data, and analysis of public education data;
- location tracker, personnel accountability, personnel safety, incident accountability, personnel tracking, personnel wellness, fit resting, safety, and risk/response notification;
- evaluating training courses, PowerPoint® integration, polling information, recording of training sessions, teaching/instruction, computer-based learning (custom), and training program management;
- response, emergency communication systems, responding to calls, responding to the station for calls, evaluating an area (hazmat incident), station location options, deployment analysis, postincident analysis, meshing of network, and operations;
- hazard identification, determination of agency's population's needs, building assessment information, and assessment of wildland/urban interface;
- preplanning, conducting fire inspections, hydrant flow testing data, plotting hydrant information, use of oblique photography, and 3D mapping applications; and
- administrative issues (research, management, supervisions, labor/management relations, etc.), survey long-term ability to support change efforts, evaluate response times, financial management (grants, etc.) inventory asset tracking, intra/interoperability research, analyze participation (records), and conducting meetings.

Target Audience:

- **Primary Audience:** Emergency services personnel to include suppression, prevention, hazardous materials, emergency management, administration, training, safety, special/technical rescue, 9-1-1 center staff, public education, and support services.
- **Secondary Audience:** Public information, law enforcement, public works, and public health when attending with a Chief Officer.

Prerequisites: Basic computer knowledge of any version of Microsoft® Office (including knowledge of Excel, Word, and PowerPoint). If available, students should bring laptops and Global Positioning Systems (GPSs) (or cell phones with GPS capabilities).

Marketing Fire Prevention in Your Community (MFPC) (F273)
(3rd in a series of Small Community Fire Prevention courses)

In this 2-day course students begin developing a marketing plan for fire prevention using resources from the first two courses and those already in place in their communities. Upon completion of this course, students will be able to continue developing, refining, and applying a marketing plan that will outline target hazard risk, identify significant opponents, and present allies who may be available within their community.

Target Audience: Those who seek to learn new approaches to deal more easily with their community's fire and injury challenges, including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who have served previously in operations (suppression, EMS, etc.), and who seek to learn about more effective

ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

No prerequisites required; however, experience with marketing in the work environment, volunteer opportunities, or training/college courses is suitable and will enhance the training experience. Additionally, those who follow Ben May or use USFA's Marketing Manual or Public Information Education Relations (PIER) manual will find this course valuable.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs: 1.6

Methods of Enhancing Safety Education (MESE) (F344)

This 2-day course is designed for those who coordinate or assist their organization in public education. The course does not teach people how to deliver safety programs; rather it supports efforts to enhance safety education in their organizations and in their communities. Content is ideal for students from smaller or volunteer organizations who wish to enhance their public education and prevention efforts. Students will outline ideas and plans that they would like to apply when they return home. Students who take this 2-day program will be able to determine if public education is valued in their organizations and in their communities. Course content emphasizes three simple methods for establishing "roots" in public fire and life safety education:

- personal commitment to public education;
- determining and improving the organization's role in public education; and
- enhancing programs through greater community support.

Target Audience:

- Those who serve on local or State prevention or public education committees.
- Fire suppression personnel or volunteer firefighters who coordinate public education.
- Volunteer firefighters who wear many "hats," including public education.
- EMS personnel who coordinate programs such as basic life support.
- Community volunteers wishing to enhance fire and life safety efforts.
- Local schoolteachers who teach safety topics.
- Citizens who desire a more active role in safety education.
- Community health educators.
- Part-time or full-time public fire educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Administration, Fire Prevention, Fire Science, or Political Science.

IACET CEUs: 1.2

NIMS--Incident Command System for the Fire Service (NIMS--ICS for the FS) (F806)

This course addresses the need for an ICS, an overview of the structure and flexibility of ICS, and an understanding of the command skills necessary to function effectively in an ICS structure. This course is designed to develop an understanding of the ICS and its application in both emergency and nonemergency situations.

Target Audience: All first responders with responsibilities to use, deploy, implement, and/or function within an ICS.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, or Public Administration.

IACET CEUs: 1.6

Preparation for Initial Company Operations (PICO) (F458)

This course is designed for COs, acting COs, or senior firefighters responsible for the management of a single fire company at an emergency incident: those officers who are responsible for company readiness, personnel safety, and leadership as it relates to company operations.

Target Audience: COs, acting officers, or senior firefighters who command a fire company during emergency operations; those officers who are responsible for maintaining skills and company readiness.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Emergency Medical Services, Homeland Security, or Emergency Management.

IACET CEUs: 1.6

Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings (PFRBSF:RUS) (F276)

This 2-day course will develop ideas and plans to address the high fire incidence among populations based on socioeconomic factors. Rural and urban settings are taken as samples.

This course is designed for students who work in the field of prevention. Students learn to focus on the socioeconomic factors that contribute to high fire incidence among populations in rural and urban areas. Values, attitudes, and behaviors as well as social and economic characteristics will be evaluated.

Effective change techniques, existing programs, and community collaboration are reviewed to develop effective solutions to community high-risk target groups.

Course content includes

- how socioeconomic factors play a significant role in high incidence of fire, fire deaths, and fire injuries;
- attitudes, values, and behaviors of populations at high risk for fire;
- how poverty and low education levels may explain up to one-third of the variation in fire deaths;
- reaching into neighborhoods to create change for populations that are at high risk for fire; and
- program issues for high-risk groups in rural and urban groups.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- Persons serving on local or State prevention committees.
- Prevention personnel in local organizations.
- Persons teaching safety programs within the community.
- Fire marshals, inspectors, and public educators.
- EMS personnel who coordinate community life-support programs.
- Local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, and Emergency Management.

IACET CEUs: 1.7

**Prevention and Mitigation Advocacy for Small Department Responders (PMSD) (F272)
(2nd in a series of Small Community Fire Prevention courses)**

This 2-day course stresses fire prevention and mitigation awareness, advocacy, and motivation needed by those who traditionally have been focused on response activities. Participants learn about successful prevention-oriented approaches appropriate for America's smaller communities. The course identifies successful tools, from analysis of the challenges to identification of resources needed to address the total fire protection challenge necessary to bring about change, and how a department's culture of power, influence, negotiation, and coalition building relates.

Target Audience: Those who seek to learn of new approaches to better deal with their community's fire and injury challenges including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions. The class is intended primarily for those who are serving or who previously served in operations (suppression, EMS, etc.) and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

Prerequisites: Although not mandatory, successful completion of the first in this series, *Fire Prevention for First Responders and Small Departments* (F271), is desirable because of its motivational messages and insights toward creating change.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs:

Shaping the Future (STF) (F602)

This 2-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Service Administration.

IACET CEUs:

Strategy and Tactics for Initial Company Operations (STICO) (F455)

This 2-day course is designed to meet the needs of COs responsible for managing the operations of one or more companies during structural firefighting operations. STICO is designed to develop the management skills needed by COs to accomplish assigned tactics at structure fires.

Target Audience: Senior firefighters who may at times assume the responsibilities of the CO (NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, Level II).

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

IACET CEUs: 1.5

Training Operations in Small Departments (TOSD) (F290)

This 2-day course is designed to provide students with some basic tools and skills to coordinate training in a small fire/EMS organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or State training function.

Course content includes

- leadership issues in fire service training, such as why and how the local training officer must be a catalyst for change, and personal motivators within the department;
- identifying the legal issues affecting the training function, including an understanding of a standard of care, and the impact of OSHA and NFPA standards;
- safety considerations in training;
- marketing training internally;
- identifying ways to justify training needs;
- resolving training conflicts using appropriate conflict resolution techniques;
- selecting and evaluating training curriculum and materials from outside sources; and
- effective delivery and evaluation of training.

Target Audience:

- Fire and rescue personnel who coordinate training in small departments.
- Volunteer firefighters and officers who instruct in small fire and rescue departments.
- Fire personnel serving on training committees.
- Training officers in volunteer fire departments.

NOTE: Students who have taken NFA's *Challenges for Local Training Officers* (R815) through the Volunteer Incentive Program are not encouraged to take NFA's *Training Operations in Small Departments*.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Education, Public Administration, Fire Service, Emergency Medical Services, Management, Human Resource Management, or Vocational/Technical Education.

IACET CEUs: 1.6

Wildland Urban Interface Firefighting for the Structural Company Officer (WUIFSCO) (F610)

This 2-day course identifies operational activities and safety concerns for structural COs assigned to a wildland urban interface incident. Topics covered include introduction to wildland urban interface firefighting, interface environment, wildland fire behavior, command and control issues of wildland urban interface firefighting, and tactics.

Target Audience: COs or Chief Officers who may be in command of a single resource or Strike Team at the scene of a wildland urban interface incident.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463 available through NFA Online at www.nfaonline.dhs.gov Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Forestry.

Distance Delivery Program

The U.S. Fire Administration's National Fire Academy (USFA's NFA) offers a variety of self-study courses through its Distance Delivery Program, NFA Online. Upon successful completion of each course, students can immediately print their own certificate.

Cost: There is no charge for any of the self-study programs.

Continuing Education Units: Through the International Association for Continuing Education and Training (IACET), the NFA is awarding continuing education units (CEUs) for its NFA Online courses. The CEU is a standard unit of measure, with one CEU representing 10 contact hours of participation in an organized continuing education/training experience. Students can generate their own transcript report by running their Learning Hours report within their own NFA Online record.

Online Courses

The following self-study courses are available through NFA Online at www.nfaonline.dhs.gov

Self-Study Course for Community Safety Educators (Q118)

The *Self-Study Course for Community Safety Educators* is a short, fun, "easy-to-take" Web-based course that focuses on how to do a better job of planning, implementing, and evaluating safety programs in your community. This 13-hour course teaches you how to network effectively with various people in your organization and within your community to accomplish community life safety goals. The course is designed for all public fire and life safety educators--the new safety educator as well as the experienced educator, the volunteer as well as the career community educator.

The *Self-Study Course for Community Safety Educators* is ideal in helping you "get off the ground." It will assist you with some tips and techniques on a variety of topics such as methods for locating partners to assist with community education or techniques for locating resources for your safety programs. The program contains easy-to-read text with a variety of thought-provoking questions, activities, illustrations, and even traps to watch for. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Adult Education, General Education, Public Health, or Safety Studies.

IACET CEUs: 1.5

Applied Research Self Study (Q123)

This course has been developed by the NFA to provide you with specific skills that will be critical to successful completion of the research component of the *Executive Development* (R123)

course and the four Applied Research Projects (ARPs) required in the EFOP. While the course is open to all, you will need to purchase the *Publication Manual of the American Psychological Association, Fifth Edition*, typically referred to as the APA Manual to use in conjunction with the self-study course.

IACET CEUs: 0.5

Firefighter Safety: Calling the Mayday (Q133)

This course features a video presentation that addresses the cognitive and affective aspects of mayday doctrine.

IACET CEUs:

Hydraulics Calculations for Water-Based Fire Protection System Plan Review (Q137)

This course will enable the students to use Windows standard and scientific calculators to evaluate the accuracy of the fire protection hydraulics mathematics in accordance with nationally recognized standards for the design and installation of water-based fire protection systems.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Industrial Safety.

IACET CEUs: 0.2

Alternative Water Supply: Planning and Implementing Programs (Q217)

This course on alternative water supply is designed to assist fire chiefs, water authorities, public policy officials, and others whose responsibility it is to plan for and implement programs that allow for the use of alternative water sources during structural firefighting operations.

IACET CEUs: 0.6

Testing and Evaluation of Water Supplies for Fire Protection (Q218)

This interactive course in the Fire Prevention: Technical Curriculum not only offers the opportunity to understand the testing and evaluation of water supplies, but also provides reference resources and several printable graph forms. The course covers the following areas: testing and evaluation of available water supplies for water supply systems; onsite storage systems; rural areas not served by a water supply; and determining water supply for automatic sprinklers, standpipe systems, and for fire suppression activities. Also included is a mastery test. The course emphasizes decisionmaking, predictions, and responses by students consistent with the course materials presented. Students can perform and/or reinforce previously learned skills, concepts, and behaviors. The course is interactive, self-paced, and self-directed and combines graphics,

text, narration, animation, and video to promote implied learning objectives. The primary audience is fire suppression and training officers and code enforcement officials. This course addresses the professional competency related to Firefighter II for NFPA 1001, Fire Officers for NFPA 1021, Fire Inspector, Plans Examiner for NFPA 1031, and Training Officers for NFPA 1041, related to determining available fire flows for fire protection.

IACET CEUs: 0.6

Awareness of Command and Control Decision Making at Multi-Alarm Incidents (Q297)

This self-study course is both a stand-alone course and the precourse assignment for the 6-day residential delivery of the National Fire Academy's *Command and Control Decision Making at Multiple Alarm Incidents* (R297). The prerequisite knowledge needed to participate in the 6-day course is contained in this precourse computer-based training. The topics covered include critical incident management skills that will be applied in the classroom simulation activities. Each module contains a summary of critical learning points, interactive knowledge reviews, and a text that elaborates on the main points.

IACET CEUs: 1.5

Fire Service Supervision: Self-Study (Q318)

This course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution, and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Personnel or Human Resources Management, Business or Public Administration, Behavioral Science, Fire Science, Fire Administration, Law Enforcement, or Criminal Justice.

IACET CEUs: 1.5

Incident Command System Simulation Series: Ranch House (Q324)

This simulation involves a scenario depicting a single-story, single-family dwelling and presents the student with a "room-and-contents" fire and basic rescue problem. The student is involved in the decisionmaking and assigning of crews to operational tasks on the fireground. The student will make task assignments to each unit or crew as it arrives to accomplish the necessary steps for life safety, incident stabilization, and property conservation. The student is required to assign crews or units to perform the following tasks: conduct primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct overhaul on the fire building.

IACET CEUs: 0.1

ICS Simulation Series: Townhouse (Q325)

The student is presented with a little more complex fire and rescue problem in this simulation, one that might be found commonly in a townhouse, row house, garden apartment, or condominium. The student is involved in the decisionmaking and assigning of crews to operational tasks on the fireground. The student is required to assign crews or units to perform the following tasks: conduct primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct overhaul on the fire building. The residence, a 1980s wood-frame platform construction, has a lightweight truss roof assembly covered by plywood sheathing and composite shingles.

IACET CEUs: 0.1

ICS Simulation Series: Mansion (Q326)

A simulation depicting a very large, multistory, single-family dwelling presenting fire spread and ventilation issues and a more complex rescue scenario. Due to the resource intensity of this incident, the student is given a second-alarm assignment. The student is involved in the decisionmaking and assigning of crews to operational tasks on the fireground. The student is required to establish Divisions and Groups as needed, and assign crews or units to perform the following tasks: verify that a primary search was conducted, establish a constant water supply, initiate fire attack, ventilate the structure, establish rehab, ensure a secondary search is conducted, and execute overhaul on the fire building. The residence, a 1960s large (6,200 square feet) two-story wood-frame platform construction, has a lightweight truss roof assembly covered by plywood sheathing and composite shingles.

IACET CEUs: 0.1

ICS Simulation Series: Casper Hall Dorm (Q327)

The student is presented with a more complex fire and rescue problem in this simulation. It depicts a fire in a six-story college dormitory. This occupied structure is of ordinary construction which presents a severe rescue problem, in addition to ventilation and confinement challenges. The student is involved in the decisionmaking of the establishment of Divisions and Groups as needed and assignment of crews or units to perform the following tasks: primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct overhaul on the fire building. The student is required to implement mass casualty incident procedures due to the number of victims, plus the necessary command structure to handle the triage, treatment, and transport of victims.

IACET CEUs: 0.1

ICS Simulation Series: Strip Mall Hostage/Arson Fire (Q328)

The shopping center is a single-story, multioccupancy structure built of ordinary construction with a common attic and a steel bar-joist roof. The shopping center is divided into three fire areas by firewalls. This scenario exposes the student to Unified Command with some unique considerations. Initially it is a police problem, and fire assumes a secondary role. After the

situation is stabilized, fire assumes a lead role. Many of the considerations and actions are not encountered in day-to-day operations. The progression of the hostage incident and the fire incident will be controlled by the decisions made by the appropriate roles. The student's goal is to successfully cooperate as the fire department battalion chief in a Unified Command situation with the police department, and manage the fire incident by performing the following tasks: conducting a primary search and rescue, establishment of a permanent water supply, initiation of a fire attack, ventilation of the structure, establishment of rehab, conducting a secondary search, and ensuring a complete overhaul on the fire building.

IACET CEUs: 0.1

Incident Command System Simulation Series: Nursing Home (Q424)

This simulation presents the student with a kitchen fire in a two-story nursing home, noncombustible (20,000 square feet) with roof construction of bar joist, asphalt, and concrete floor construction. There are many occupants in the building, including visitors. Nursing homes of all types fall into the broad category of "health care occupancies." Health care occupancy generally is defined as "an occupancy used for the purpose of medical or other treatment or care of four or more persons where such occupants are mostly incapable of self-preservation due to age, physical or mental disability, or because of security measures not under the occupant's control." A quiz is given before the simulation begins to ensure knowledge of the policy and procedures manual in nursing home and health-care facilities.

Incident Objectives include safe removal of all occupants and containment/control of fire in the building of origin. This simulation presents fire spread and ventilation issues and a more complex rescue scenario. The student is involved in the decisionmaking and assigning of crews to operational tasks on the fireground. The student is required to establish Divisions and Groups as needed and assign crews or units to perform the following tasks: verify that a primary search was conducted, establish a constant water supply, initiate fire attack, ventilate the structure, establish rehab, ensure a secondary search is conducted, and execute overhaul on the fire building.

IACET CEUs: 0.1

Wildland/Urban Interface Fire Simulation (Q617)

This simulation is designed to expose the novice student to some of the problems/issues associated with an urban interface fire. The scenario starts with a small fire in a field of unharvested grain. This field is situated in a rural area near structures and forested areas. The fire spreads through the field and into the forest, threatening several structures spread out in this area. There are multiple levels of response within the ICS, requiring the establishment of Divisions, mutual-aid response, and special resources. This simulation allows the student an opportunity to be the IC of a wildland/urban interface fire.

IACET CEUs: 0.1

ICS-100, Introduction to ICS for Operational First Responders (Q462)

This foundation-level course is equivalent to NIMS ICS-100. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements using an all-hazards, all-agency approach.

IACET CEUs: 0.4

ICS-200, Basic NIMS ICS for Operational First Responders (Q463)

This course is equivalent to NIMS ICS-200. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements using an all-hazards, all-agency approach.

IACET CEUs: 0.4

ICS-300, Intermediate All-Hazard NIMS ICS Review for Expanding Incidents (Q464)

This course reviews the topic areas and main points of ICS-100 and ICS-200. The course includes several scenarios to enhance learning and provide a firm basis for being able to participate successfully in ICS-300 and other intermediate-level ICS/command and control courses. This course can be used as a precourse module or a remedial training for the classroom version of ICS-300; alone, it does not meet the training requirements for ICS-300.

NOTE: H465, ICS-300, *Intermediate ICS for Expanding Incidents for Operational First Responders* is available through State Fire Training Agencies. It is a 3-day classroom course.

IACET CEUs: 0.4

ICS-400, Fundamentals Review for Command and General Staff (Q466)

This course reviews the topic areas and main points of ICS-100, ICS-200, and ICS-300. The course includes several scenarios to enhance learning and provides a firm basis for being able to participate successfully in ICS-400 and other advanced-level ICS/command and control courses. This course can be used as a precourse module or as remedial training for the classroom version of ICS-400; alone, it does not meet the training requirements for ICS-400.

NOTE: H467, ICS-400, *Advanced ICS for Command and General Staff, Complex Incidents, and MACS*, is available through State Fire Training Agencies. It is a 2-1/2-day classroom course.

IACET CEUs: 0.4

National Fire Incident Reporting System 5.0 Self-Study (Q494)

Serving as an introduction to NFIRS 5.0, this course provides an overview of the data collection system, its modules, and data conversion issues. NFIRS is the comprehensive method for detailed tracking of fire, emergency, and related incident responses. The information that can be recorded in NFIRS can be used by your emergency services organization to track current workloads, develop response metrics and statistics, and help with current asset management; provide a basis for identifying developing, and implementing new programs or redirect existing programs; generate and support data that may justify the acquisition of additional resources; and help reduce the needless loss of life and property both in your jurisdiction and throughout the United States.

IACET CEUs: 1.2

Introduction to Emergency Response to Terrorism (Q890)

This course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Fire, emergency medical, hazmat, rescue, and law enforcement personnel will benefit from this course.

IACET CEUs: 0.6

Fire Protection Series Coffee Break Training

Fire and building inspectors with busy daily schedules often don't have the time to attend valuable skill-enhancing training sessions. In 2005, the USFA's NFA introduced Coffee Break Training. Coffee Break Training is a weekly one-page training notice that provides technical training in fire protection systems, building construction, codes and standards, inspection techniques, hazardous materials, and administrative tips. Weekly issues have been compiled into sets and those sets are being made available through NFA Online at www.nfaonline.dhs.gov. There is an exam following each volume and IACET CEUs are awarded for successful completion of each set.

- Q2000-Fire Protection Series Coffee Break: Set 06.1--IACET CEUs: 0.2
- Q2001-Fire Protection Series Coffee Break: Set 06.2--IACET CEUs: 0.2
- Q2002-Fire Protection Series Coffee Break: Set 06.3--IACET CEUs: 0.3
- Q2003-Fire Protection Series Coffee Break: Set 06.4--IACET CEUs: 0.2
- Q2004-Fire Protection Series Coffee Break: Set 07.1--IACET CEUs: 0.2
- Q2005-Fire Protection Series Coffee Break: Set 07.2--IACET CEUs: 0.2
- Q2006-Fire Protection Series Coffee Break: Set 07.3--IACET CEUs: 0.2
- Q2007-Fire Protection Series Coffee Break: Set 07.4--IACET CEUs: 0.2
- Q2008-Fire Protection Series Coffee Break: Set 08.1--IACET CEUs: 0.3
- Q2009-Fire Protection Series Coffee Break: Set 08.2--IACET CEUs: 0.3
- Q2010-Fire Protection Series Coffee Break: Set 08.3--IACET CEUs: 0.2
- Q2011-Fire Protection Series Coffee Break: Set 08.4--IACET CEUs: 0.2
- Q2012-Fire Protection Series Coffee Break: Set 09.1--IACET CEUs: 0.2
- Q2013-Fire Protection Series Coffee Break: Set 09.2--IACET CEUs: 0.2
- Q2014-Fire Protection Series Coffee Break: Set 09.3--IACET CEUs: 0.2
- Q2015-Fire Protection Series Coffee Break: Set 09.4--IACET CEUs: 0.2

- Q2016-Fire Protection Series Coffee Break: Set 10.1--IACET CEUs: 0.2
- Q2017-Fire Protection Series Coffee Break: Set 10.2--IACET CEUs: 0.2
- Q2018-Fire Protection Series Coffee Break: Set 10.3--IACET CEUs: 0.2
- Q2019-Fire Protection Series Coffee Break: Set 10.4--IACET CEUs: 0.2
- Q2020-Fire Protection Series Coffee Break: Set 11.1--IACET CEUs: 0.2
- Q2021-Fire Protection Series Coffee Break: Set 11.2--IACET CEUs: 0.2
- Q2022-Fire Protection Series Coffee Break: Set 11.3--IACET CEUs: 0.2
- Q2023-Fire Protection Series Coffee Break: Set 11.4--IACET CEUs: 0.2

S-190, Introduction to Wildland Fire Behavior (Q900)

This course, developed by the National Wildfire Coordinating Group (NWCG), provides instruction in the primary factors affecting the start and spread of wildfire and recognition of potentially hazardous situations. S-190 is typically taught in conjunction with or prior to *Firefighter Training*, S-130. The material is broken into three online modules (1 to 3 hours each). Students must be affiliated with an NWCG member agency or sponsored fire department to be issued a final certificate. After completing the online training required by your agency or department, a training officer or fire chief will evaluate required further training. The affiliated department can then certify students--completion of the S-190 training by issuing the final certificate. **NOTE:** For more information regarding the field day exercise and NWCG Course Administrator, please visit the NWCG Web site at www.training.nwcg.gov prior to taking this online course. This is an NFA **endorsed course**.

IACET CEUs: 0.4

S-130, (Wildland) Firefighter Training (Q901)

This course, developed by the NWCG, addresses the foundational skills universal to all wildland firefighters. The material is broken into 12 online modules (1 to 3 hours each) and a mandatory, instructor-led field day exercise. Each online module explains the concepts and skills that will be performed and evaluated on the field day exercise. Module 12 contains optional knowledge areas (pump operations, map and compass, fire investigation, and cultural resources) that are very useful concepts but not required due to time constraints. **NOTE:** For more information regarding the field day exercise and NWCG Course Administrator, please visit the NWCG Web site at www.training.nwcg.gov prior to taking this online course. This is an NFA **endorsed course**.

IACET CEUs: 1.2

S-260, The Interagency Incident Business Management (Q904)

This is an online course which will meet the general training needs of all positions for which an understanding of interagency incident business management is required. The *Interagency Incident Business Management Handbook*, PMS 902, is used as the primary job aid to supplement this course. It provides basic policy and direction for incident business management.

NOTE: For more information regarding this course you may wish to visit the NWCG Web site at www.training.nwcg.gov prior to taking this online course. This is an NFA **endorsed course**.

Degrees at a Distance Program

Increasingly, chief and midlevel officers in fire departments around the country are required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an online degree program sponsored by NFA, which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes.

While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department shift work normally makes classroom attendance difficult.

With all the instruction delivered completely over the Internet, access to your courses is easy, and learning is enjoyable. Students engage in online learning activities in which they collaborate with each other, engage in debate and discussion through frequent postings, research related Web sites, and complete projects that are relevant to their own jobs and fire departments.

Core Curriculum

Fire and Emergency Services Administration: An examination of organization and management techniques required in fire and emergency services administration.

Analytical Approaches to Public Fire Protection: An introduction to analytical procedures and applications in community fire protection.

Applications of Fire Research: Understanding fire research programs and the implications of research results for fire prevention and protection programs.

Disaster Planning and Control: The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

Fire Dynamics: Study of the fluid mechanics and thermodynamic principles of fire propagation.

Fire Prevention Organization and Management: An overview of the techniques, procedures, programs, and agencies involved in fire prevention.

Fire Protection Structures and Systems: Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior: Human behavior before, during, and after fire and emergency incidents.

Fire Investigation and Analysis: A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Managerial Issues in Hazardous Materials: Examines the issues that confront hazardous materials program managers from the planning to the postincident phases.

Personnel Management for the Fire and Emergency Services: Personnel management procedures and problems in the fire service.

Political and Legal Foundations of Fire Protection: An analysis of the legal aspects of the fire department's role in public safety.

Community Risk Reduction for the Fire and Emergency Services: The sociological, economic, and political characteristics of communities and their impact on the fire problem.

How to apply: Enrollment and registration information is listed by region.

Cogswell College
1175 Bordeaux Drive
Sunnyvale, CA 94089-1299
1-800-264-7955, ext. 105
Fax: 408-747-0764
States Served: Arizona, California, Nevada

University of Cincinnati
College of Applied Science
2220 Victory Parkway
Cincinnati, OH 45206
513-556-6583
Fax: 513-556-4856
States Served: Florida, Georgia, Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin

University of Memphis
University College
218 Brister Hall
Memphis, TN 38152
901-678-2716
Fax: 901-678-4913
States Served: Alabama, Arkansas, Louisiana, Kentucky, Mississippi, South Carolina, Tennessee

Western Oregon University
345 North Monmouth Avenue
Monmouth, OR 97361
1-800-451-5767 or
503-838-8690
Fax: 503-838-8473
States Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland
University College
Undergraduate Programs
3501 University Blvd., East, UC312
Adelphi, MD 20783
1-800-888-8682
301-985-7788
Fax: 301-985-7688

States Served: Delaware, District of Columbia, Maryland, New Jersey, North Carolina, Virginia, West Virginia

Western Illinois University
One University Circle
Horrabin Hall 5
Macomb, IL 61445
309-298-1929
Fax: 309-298-2226

States Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY
Center for Distance Learning
11 West Avenue
Saratoga Springs, NY 12866
1-800-847-3000, ext. 300, or
518-587-2100, ext. 300
Fax: 518-587-2660

States Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

Specific enrollment and registration information is available through the college or university in your region.

For **general** program information, individuals may contact

Program Manager
Higher Education Programs
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727
1-800-238-3358, ext. 1376 or
301-447-1376
Fax: 301-447-1005

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati, Western Illinois University, Western Oregon University, or University of Maryland.

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer (T-t-T) program provides expanded opportunities for fire service personnel to participate in NFA courses. Model training courses are developed and field-tested nationally through the Academy's off-campus delivery program. During the field-testing period, each course is revised and modified. Upon completion of the course field test and modification phase, selected instructors from State and local fire-service training systems are invited to the Academy to become familiar with the course materials and method of delivery through Train-the-Trainer workshops. Once they finish the workshop, these Academy-trained instructors return to their local jurisdictions with a complete course package and train other instructors, as well as end users. In this way, a cadre of instructors trained to deliver NFA courses exists within the State and local fire training systems.

Eligibility

Fire service agencies meeting the Training Resources and Data Exchange (TRADE) Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the military and the Air Force Reserve also are invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at 1-800-238-3358, ext. 1376, or 301-447-1376.

Training Resources and Data Exchange Program (TRADE)

The TRADE program is a regionally based network designed to foster the exchange of fire-related training information and resources among Federal, State, and local levels of government.

TRADE was initiated in 1984 to address the difficulties that State and local fire training systems were experiencing in disseminating quality training programs effectively. The essential components of the TRADE system are the 10 Regional networks that correspond to the existing Federal Regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among Regions. Regional TRADE Co-Chairs, one selected from the State fire training systems and the other from the metropolitan fire services in each Region, serve as the points of contact for both intraregional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the Nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each State or those fire departments that protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue, and emergency medical services (EMS) training and education needs at the regional level;
- identify and exchange training and education programs and resources within Regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the Region, together with recommendations as to how TRADE can better support Federal, State, and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

Every 2 years all participating members are invited to attend a national TRADE conference, held at NFA, which provides structured opportunities for the exchange of fire-related training and educational materials, as well as peer networking. On alternate years, there is a meeting of the 20 Regional TRADE Co-Chairs. Each regional network meets periodically with its membership for the same purposes.

For further information, contact the TRADE Program Manager at 1-800-238-3358, ext. 1894, or 301-447-1894.

State Fire Service Training Systems

Administrator
Division of Fire and Life Safety
5700 East Tudor Road
Anchorage, AK 99507-1225
907-269-5789
Fax: 907-338-4375

Director
Alabama Fire College
2501 Phoenix Drive
Tuscaloosa, AL 35405-2847
205-391-3767
Fax: 205-391-3747

Director
Arkansas Fire Academy
SAU-Tech
100 Carr Road
Camden, AR 71701-1599
870-574-1521, ext. 108
Fax: 870-574-0817

State Training Director
Office of the State Fire Marshal
1110 West Washington Street, Suite 100
Phoenix, AZ 85007-2935
602-364-1081
Fax: 602-364-1084

Division Chief
State Fire Training
P.O. Box 944246
Sacramento, CA 94244-2460
916-445-8200
Fax: 916-445-8128

Deputy Director
Colorado Division of Public Safety
690 Kipling Street, Suite 2000
Denver, CO 80215
303-239-4600

Director
Connecticut Fire Academy
34 Perimeter Road
Windsor Locks, CT 06096-1069
860-627-6363, ext. 272
Fax: 860-654-1889

Director
Delaware State Fire School
1461 Chestnut Grove Road
Dover, DE 19904-1545
302-242-5789
Fax: 302-739-6245

Battalion Chief
DC Fire and EMS Department
4600 Shepherd Parkway, SW
Washington, DC 20032-5207
202-673-6418

Superintendent
Florida Bureau of Fire Standards and Training
11655 Northwest Gainesville Road
Ocala, FL 34482-1486
352-369-2809
Fax: 352-369-2846

Director
Georgia Fire Academy
1000 Indian Springs Drive
Forsyth, GA 31029-9599
478-993-4670
Fax: 478-993-4671

Battalion Chief
Fire Prevention Bureau
Honolulu Fire Department
636 South Street
Honolulu, HI 96813
808-723-7151
Fax: 808-723-7111

Program Manager
Idaho Emergency Services Training
650 West State Street, Room 324
Boise, ID 83720-0095
208-334-3216/888-242-0210
Fax: 208-334-2365

Director
University of Illinois
Fire Service Institute Building
11 Gerty Drive
Champaign, IL 61820-7404
217-333-8926
Fax: 217-244-6790

State Fire Training Director
302 West Washington, Room E-208
Indianapolis, IN 46204-2722
317-417-3695
Fax: 317-233-0497

Bureau Chief
Iowa Fire Service Training Bureau
3100 Fire Service Road (Haber Road)
Ames, IA 50011-3100
515-294-6817/888-469-2374
Fax: 888-469-2374

Director
Kansas Fire Rescue Training Institute
Division of Continuing Education
University of Kansas
1515 St. Andrews Drive
Lawrence, KS 66047-1625
785-864-4790
Fax: 785-864-5074

Training Coordinator
Kentucky Community and Technical College
System
1500 US 127 Bypass North
Lawrenceburg, KY 40342-9465
888-234-3961
Fax: 502-839-0810

Director
LSU Fire & Emergency Training Institute
6868 Nicholson Drive
Baton Rouge, LA 70820-5999
225-334-6200
Fax: 225-334-6341

Director
Maine Fire Service Institute
Southern Maine Community College
2 Fort Road
South Portland, ME 04106
207-741-5937

Director
Maryland Fire & Rescue Institute
University of Maryland
Bldg. 199
College Park, MD 20742-6811
301-226-9924
Fax: 301-220-0923

Director
Massachusetts Firefighting Academy
Box 1025, State Road
Stow, MA 01775-1500
978-567-3114
Fax: 978-567-3229

Director
Office of Firefighter Training
P.O. Box 30700
Lansing, MI 48909-8200
517-241-0695
Fax: 517-335-4061

Director
MN State Colleges & Universities
Fire/EMS/Safety Center Wells Fargo Place
30 7th St. East, Suite 350
St. Paul, MN 55101-7804
651-649-5411
Fax: 651-649-5409

Deputy Director
Mississippi Fire Academy
#1 Fire Academy USA
Jackson, MS 39208-9600
601-932-2444
Fax: 601-932-2819

Assistant Director
MO Fire & Rescue Training Institute
University of Missouri-Columbia
240 Heinkel Bldg.
Columbia, MO 65211-1342
573-882-0892
Fax: 573-882-0678

Director
MSU Fire Training School
750 6th Street SW
Great Falls, MT 59404
406-771-4328

Training Manager
NE State Fire Marshal Training Division
2410 North Wheeler Ave., Suite 112
Grand Island, NE 68801-2376
308-385-6893
Fax: 308-385-6890

Training Officer
Nevada Department of Public Safety
107 Jacobsen Way
Carson City, NV 89711-0001
775-684-7522
Fax: 775-687-7501

Director
NH Fire Academy
NH Division of Fire Standards
35 Hazen Drive
Concord, NH 03305-0002
603-223-4200
Fax: 603-271-1091

Supervisor
Office of Training and Certification
Division of Fire Safety
P.O. Box 809
Trenton, NJ 08625-0809
609-341-3643
Fax: 609-324-8493

Director
NM Firefighters Training Agency
600 Aspen Road
Socorro, NM 87801-3907
505-835-7510
Fax: 505-835-7506

Bureau Chief
Department of State Office of Fire Prevention
and Control
600 College Avenue
Montour Falls, NY 14865
607-535-7136
Fax: 607-535-4841

Deputy Fire Marshal
Office of the State Fire Marshal
1202 Mail Service Center
Raleigh, NC 27603-1202
919-661-5880
Fax: 919-733-9076

State Training and Certification Coordination
for North Dakota
6909 Aurora Loop
Bismarck, ND 58503
701-516-4457
Fax: 701-222-2899

Superintendent
Ohio Fire Academy
Division of State Fire Marshal
8895 East Main Street
Reynoldsburg, OH 43068-3340
614-752-7103
Fax: 614-752-7111

Director
Oklahoma State University
Fire Service Training
1723 West Tyler
Stillwater, OK 74078-8041
405-744-5727
Fax: 405-744-7377

Deputy Director
Oregon Public Safety Academy
Dept. of Public Safety and Standards Training
4190 Aumsville Highway SE
Salem, OR 97317
503-378-2332
Fax: 503-378-3306

Administrator
Pennsylvania State Fire Academy
1150 Riverside Drive
Lewistown, PA 17044-1979
717-248-1115, ext. 121
Fax: 717-248-3580

Director
Rhode Island Fire Academy
118 Parade Street
Providence, RI 02909
401-462-4202
Fax: 401-462-4260

Superintendent
South Carolina Fire Academy
141 Monticello Trail
Columbia, SC 29203-9213
803-896-9800
Fax: 803-896-9856

Deputy State Fire Marshal
South Dakota Fire Marshal Office
118 West Capitol Avenue
Pierre, SD 57501
605-773-4093
Fax: 605-773-6631

Director
TN Fire Service
2161 Unionville/Deason Road
Bell Buckle, TN 37020-4562
931-294-4151
Fax: 931-294-4121

Program Coordinator
Emergency Services Training Institute
Texas Engineering Extension Service
Texas A & M University System
301 Tarrow
College Station, TX 77840-7896
979-458-4603
Fax: 979-458-3255

Director
Utah Fire & Rescue Academy
Utah Valley State College
3131 Mike Jense Parkway
Provo, UT 84601-8200
801-863-7700
Fax: 801-371-0334

Executive Director
Vermont Fire Service Training Council
672 Academy Road
Pittsford, VT 05763-9358
802-483-2755
Fax: 802-483-2464

Executive Director
VA Department of Fire Programs
Training and Operations
1005 Technology Park Drive
Glen Allen, VA 23059-4500
804-249-1986
Fax: 804-371-3209

Administrator
Fire Training Academy
50810 SE Grouse Ridge Road
P.O. Box 1273
North Bend, WA 98045
425-453-3000
Fax: 360-596-3934

Director
West Virginia University Fire Service
Extension
2600 Old Mill Road
Weston, WV 26452
304-269-0875
Fax: 304-269-0870

Education Director
Wisconsin Technical College System Fire
Service
4622 University Avenue
P.O. Box 7874
Madison, WI 53707-7874
608-266-7289
Fax: 608-266-1690

Director
Fire Prevention & Electric Safety
Herschler Building 1W
122 West 25th Street
Cheyenne, WY 82002-0410
307-777-7288
Fax: 307-777-7119

NATIONAL FIRE ACADEMY

2012-2013 RESIDENT COURSE SCHEDULE

OCTOBER 1, 2012 to SEPTEMBER 30, 2013

National Fire Academy Application Periods:

The First Semester includes classes scheduled from October 1, 2012, through March 31, 2013.

The Application Period is April 15 to June 15, 2012.

The Second Semester includes classes scheduled from April 1, 2013, through September 30, 2013.

The Application Period is October 15 to December 15, 2012.

The FEMA Form 119-25-1 General Admissions Application can be downloaded from the NFA Web site at www.usfa.fema.gov/nfa/about/attend/apply.shtm

FIRST SEMESTER

SECOND SEMESTER

Fire Arson and Explosion Investigation Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R204 Practical Applications of Fire Dynamics and Modeling	10/21-26		12/2-7		2/3-8		4/21-26				8/11-16	
R206 Fire/Arson Origin-and-Cause Investigations	10/8-19	11/5-16	12/10-21	1/21-2/1	2/18-3/1	3/11-22	4/8-19	5/6-17	6/10-21	7/8-19 7/22-8/2	8/19-30	9/23-10/4
R208 Interviewing-Interrogation Techniques and Courtroom Testimony	10/8-19		12/10-21		2/18-3/1			5/6-17		7/8-19	8/19-30	
R214 Forensic Evidence Collection	10/21-26	11/25-30		1/6-11		3/24-29		5/19-24			8/4-9	
R255 Electrical Aspects of Fire Investigation	10/28-11/2			1/13-18			4/21-26				8/11-16	9/15-20
R811 Fire Cause Determination for Company Officers (VIP)					2/10-15							9/8-13
Executive Development Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R123 Executive Development	10/8-19			1/21-2/1	2/18-3/1	3/11-22			6/10-21	7/8-19 7/22-8/2		9/23-10/4
R125 Executive Leadership		11/5-16					4/8-19	5/6-17		7/8-19 7/22-8/2		9/23-10/4
R810 Leadership and Administration (VIP)									6/23-28			
Emergency Medical Services Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R139 Hot Topics Research in Emergency Medical Services	10/21-26			1/13-18				5/19-24				
R147 Emergency Medical Services Incident Operations	10/28-11/2			1/6-11				5/26-31			8/11-16	
R150 Management of Emergency Medical Services		11/5-16			2/18-3/1					7/8-19		
R151 Advanced Leadership Issues in Emergency Medical Services	10/8-19									7/22-8/2		
R158 Emergency Medical Services: Quality Management		11/25-30				3/24-29					8/4-9	
R847 Emergency Medical Services Incident Operations (VIP)					2/10-15				6/23-28			9/8-13

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Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2012
 Executive Fire Officer Program Symposium is May 3-5, 2013

FIRST SEMESTER

SECOND SEMESTER

Fire Prevention: Management Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R200 Leadership Strategies for Community Risk Reduction	10/28-11/2					3/24-29					8/11-16	
R274 Executive Analysis of Community Risk Reduction		11/5-16		1/21-2/1	2/18-3/1	3/11-22	4/8-19	5/6-17	6/10-21	7/22-8/2		9/23-10/4
R378 Demonstrating Your Fire Prevention Program's Worth			12/2-7					5/19-24				
R394 Cultural Competence in Risk Reduction				1/6-11							8/11-16	
R629 Youth Firesetting Prevention and Intervention			12/2-7				4/21-26	5/26-31				9/15-20
R670 Overview of Life Safety and Public Policy				1/13-18				5/19-24			8/4-9	
R833 Leadership Strategies for Community Risk Reduction (VIP)					2/10-15							9/8-13
Fire Prevention: Technical Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R108 Evaluating Performance-Based Designs	10/28-11/2		12/2-7									9/15-20
R135 Fire Protection for the Built Environment				1/6-11								
R138 Hot Topics Research in Fire Protection	10/21-26				2/3-8			5/19-24				
R220 Fire Inspection Principles	10/8-19		12/10-21		2/18-3/1				6/10-21	7/8-19	8/19-30	
R222 Principles of Fire Protection: Structures and Systems				1/21-2/1			4/8-19			7/22-8/2		
R227 Fire Protection Systems for Emergency Operations					2/3-8			5/26-31				9/15-20
R378 Demonstrating Your Fire Prevention Program's Worth			12/2-7					5/19-24				
R394 Cultural Competence in Risk Reduction				1/6-11							8/11-16	
R827 Fire Protection Systems for Emergency Operations (VIP)					2/10-15							9/8-13

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Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2012
 Executive Fire Officer Program Symposium is May 3-5, 2013

FIRST SEMESTER

SECOND SEMESTER

Fire Prevention: Public Education Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R116 Presenting Effective Public Education Programs				1/13-18								
R348 Changing American Family at Risk		11/25-30					4/21-26					
R353 Community Education Leadership-- One Week											8/4-9	
R378 Demonstrating Your Fire Prevention Program's Worth			12/2-7					5/19-24				
R394 Cultural Competence in Risk Reduction				1/6-11							8/11-16	
R629 Youth Firesetting Prevention and Intervention			12/2-7				4/21-26	5/26-31				9/15-20
R816 Community Education Leadership (VIP)									6/23-28			9/8-13
R826 Presenting Effective Public Education Programs (VIP)									6/23-28			
Hazardous Materials Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R229 Hazardous Materials Operating Site Practices				1/21-2/1			4/8-19			7/8-19	8/19-30	9/23-10/4
R233 Chemistry for Emergency Response		11/5-16		1/21-2/1					6/10-21		8/19-30	
R243 Hazardous Materials Incident Management	10/21-26					3/24-29					8/4-9	
R247 Advanced Life Support Response to Hazardous Materials Incidents			12/10-21			3/11-22		5/6-17				
R254 Special Operations Program Management	10/28-11/2		12/2-7				4/21-26				8/11-16	9/15-20
R814 Hazardous Materials Incident Management (VIP)					2/10-15							9/8-13

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Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2012
 Executive Fire Officer Program Symposium is May 3-5, 2013

FIRST SEMESTER

SECOND SEMESTER

Incident Management Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R297 Command and Control Decision Making at Multiple Alarm Incidents	10/21-26 10/28-11/2	11/25-30	12/2-7	1/6-11 1/13-18	2/3-8	3/24-29		5/19-24			8/4-9 8/11-16	9/15-20
R306 Executive Analysis of Fire Service Operations in Emergency Management	10/8-19		12/10-21	1/21-2/1		3/11-22	4/8-19		6/10-21	7/22-8/2	8/19-30	
R308 Command and Control of Fire Department Operations at Natural and Man-Made Disasters		11/5-16			2/18-3/1			5/6-17				9/23-10/4
R312 Command and Control of Incident Operations	10/21-26 10/28-11/2	11/25-30 (2 sessions)	12/2-7	1/6-11 (2 sessions)	2/3-8	3/24-29 (2 sessions)	4/21-26				8/4-9 8/11-16	
R314 Command and Control of Fire Department Operations at Target Hazards	10/28-11/2			1/13-18				5/19-24				
R825 Command and Control of Fire Department Operations at Target Hazards (VIP)					2/10-15				6/23-28			
R831 Command and Control of Incident Operations (VIP)					2/10-15				6/23-28			9/8-13
Management Science Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R107 Communications for Emergency Services Success	10/8-19		12/10-21		2/18-3/1				6/10-21			
R331 Strategic Organizational Issues in Fire and EMS		11/5-16				3/11-22				7/8-19	8/19-30	
R332 Effective Leadership Skills for Fire and EMS Organizations			12/10-21	1/21-2/1			4/8-19	5/6-17			8/19-30	9/23-10/4
R335 Administration of Public Assistance for Community Recovery	10/28-11/2			1/13-18		3/24-29		5/19-24				
R824 Management Strategies for Success (VIP)									6/23-28			

The General Admission Application Form, FEMA Form 119-25-1, can be downloaded from the USFA website at: www.usfa.fema.gov/nfa/about/attend/apply.shtm

Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2012
Executive Fire Officer Program Symposium is May 3-5, 2013

FIRST SEMESTER

SECOND SEMESTER

Planning and Information Management Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R333 Fire Service Financial Management		11/5-16						5/6-17				9/23-10/4
R491 National Fire Incident Reporting System Program Management					2/3-8							
R492 Emergency Resource Deployment Planning: Standards of Cover								5/26-31				
R506 Executive Planning			12/10-21			3/11-22				7/22-8/2		
Responder Health and Safety Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R154 Safety Program Operations		11/25-30									8/11-16	
R822 Safety Program Operations (VIP)					2/10-15				6/23-28			
Training Programs Curriculum	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013	July 2013	Aug 2013	Sept 2013
R129 Fire Service Course Design--One Week	10/21-26					3/24-29						9/15-20
R342 Training Program Management	10/8-19					3/11-22	4/8-19		6/10-21			
R815 Challenges for Local Training Officers (VIP)												9/8-13

The General Admission Application Form, FEMA Form 119-25-1, can be downloaded from the USFA website at: www.usfa.fema.gov/nfa/about/attend/applyshtm

Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2012
 Executive Fire Officer Program Symposium is May 3-5, 2013

